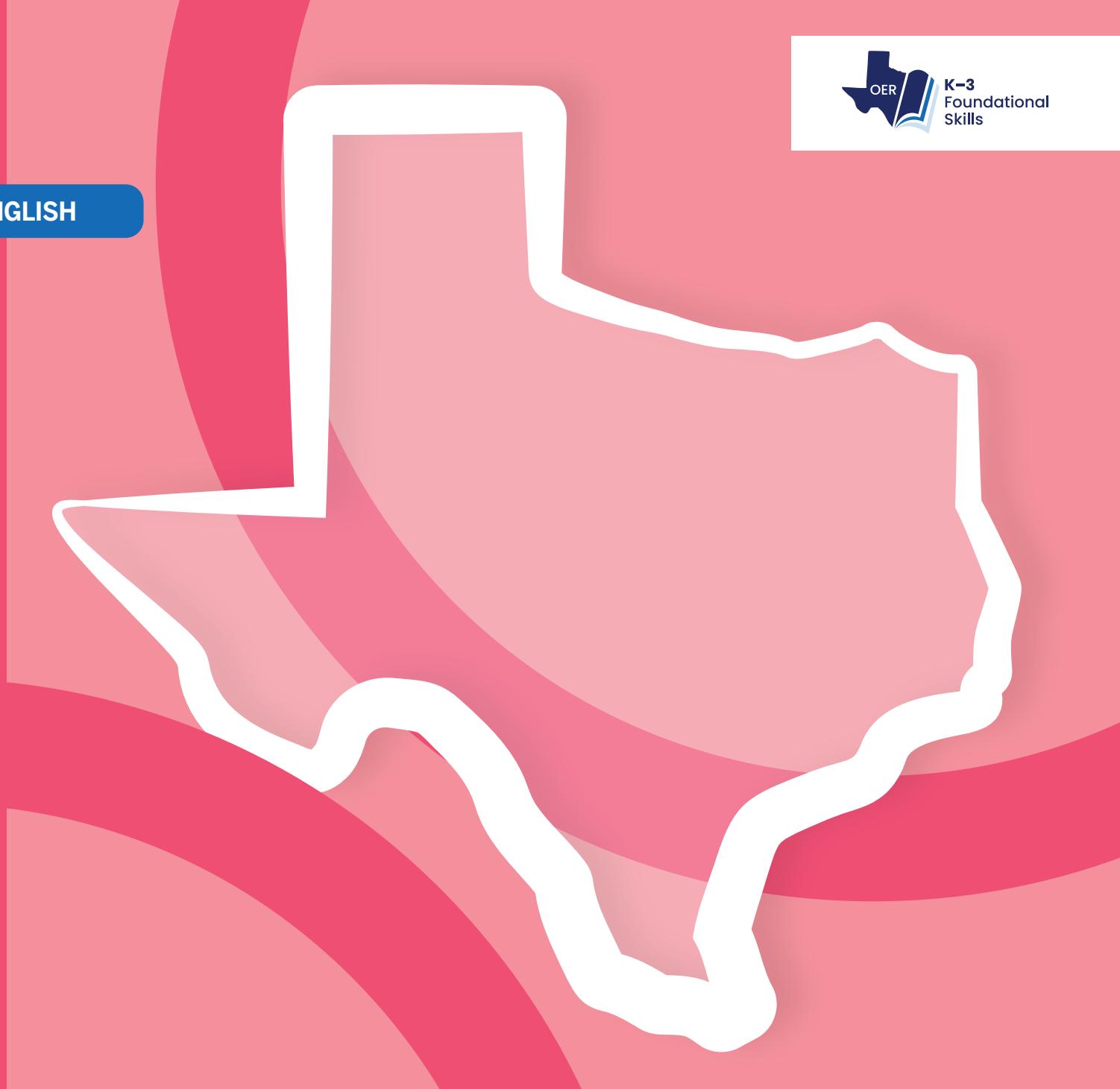




ENGLISH



KINDERGARTEN FOUNDATIONAL SKILLS UNIT 9

Teacher Guide

EDITION 1

Kindergarten

Foundational Skills 9

Teacher Guide

Acknowledgement:

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

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

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

Contents

| | |
|--------------|---|
| Introduction | 1 |
|--------------|---|

| | |
|--|---|
| Lesson 1 Tricky Words and Uppercase Letters: Introduce When and Word and 'A', 'B', 'C', 'D' | 8 |
|--|---|

Foundational Skills (60 min.)

- Warm-Up:
 - Oral Blending
 - Sound/Spelling Review
- Introduce Tricky Words: *When, Word*
- Introduce Uppercase Letters: 'A', 'B', 'C', 'D'
- Handwriting Practice

| | |
|--|----|
| Lesson 2 Tricky Words: Introduce Why and To | 20 |
|--|----|

Foundational Skills (25 min.)

- Introduce Tricky Words: *Why, To*
- Practice Tricky Words

Reading (35 min.)

- Introduce the Reader and Story
- Read "The Bad Crab"
- Review "The Bad Crab"

| | |
|---|----|
| Lesson 3 Uppercase Letters: Introduce 'E', 'F', 'G', 'H' | 32 |
|---|----|

Foundational Skills (40 min.)

- Warm-Up: Tricky Word Review
- Review Uppercase Letters
- Introduce Uppercase Letters: 'E', 'F', 'G', 'H'
- Handwriting Practice

Reading (20 min.)

- Introduce the Story
- Read "Ann's Dress"

| | |
|--|----|
| Lesson 4 Review: Tricky Words and Uppercase Letters | 43 |
|--|----|

Foundational Skills (25 min.)

- Warm-Up: Tricky Word Review
- Review Uppercase Letters:
 - Uppercase Letter Sprints

Reading (35 min.)

- Reread "Ann's Dress"
- Review "Ann's Dress"

Lesson 5 Tricky Words: Introduce Where and No

51

Foundational Skills (60 min.)

- Warm-Up:
 - Oral Blending
 - Sound/Spelling Review
- Introduce Tricky Words: *Where, No*
- Circle and Copy
- Differentiated Instruction

Lesson 6 Uppercase Letters: Introduce 'I', 'J', 'K', 'L', 'M'

62

Foundational Skills (25 min.)

- Introduce Uppercase Letters: 'I', 'J', 'K', 'L', 'M'
- Handwriting Practice

Reading (35 min.)

- Introduce the Story
- Read "Zack Gets a Pet"
- Review "Zack Gets a Pet"

Lesson 7 Tricky Words and Uppercase Letters: Introduce What and So and 'N', 'O', 'P', 'Q', 'R'

72

Foundational Skills (60 min.)

- Warm-Up:
 - Oral Blending
 - Sound/Spelling Review
- Introduce Tricky Words: *What, So*
- Review Uppercase Letters
- Introduce Uppercase Letters: 'N', 'O', 'P', 'Q', 'R'
- Handwriting Practice

Lesson 8 Review: Tricky Words

84

Foundational Skills (5 min.)

- Warm-Up:
 - Tricky Word Review

Language (20 min.)

- Large Card Chaining

Foundational Skills (15 min.)

- Letter Dictation

Reading (20 min.)

- Introduce the Story
- Read "Off the Top"

Lesson 9 Review: Tricky Words

94

Foundational Skills (25 min.)

- Warm-Up:
 - Oral Blending
 - Sound/Spelling Review
- Review Tricky Words

Reading (35 min.)

- Reread "Off the Top"
- Review "Off the Top"

Lesson 10 Assessment, Tricky Words, and Uppercase Letters: Introduce Which and 'S', 'T', 'U', 'V', 'W'

102

Foundational Skills (40 min.)

- Tricky Word Recognition Assessment
- Introduce Tricky Word: *Which*
- Introduce Uppercase Letters: 'S', 'T', 'U', 'V', 'W'
- Handwriting Practice

Reading (20 min.)

- Introduce the Story
- Read "Fix that Ship"

Lesson 11 Tricky Word: Introduce Once

114

Foundational Skills (25 min.)

- Warm-Up:
 - Oral Blending
 - Sound/Spelling Review
- Review Uppercase Letters
- Introduce Tricky Word: *Once*

Reading (35 min.)

- Reread "Fix that Ship"
- Review "Fix that Ship"

Lesson 12 Uppercase Letters: Introduce 'X', 'Y', 'Z'

124

Foundational Skills (25 min.)

- Introduce Uppercase Letters: 'X', 'Y', 'Z'
- Handwriting Practice

Reading (35 min.)

- Introduce the Story
- Read "The Tent"
- Review "The Tent"

Lesson 13 Tricky Words: Introduce Said and Says

134

Foundational Skills (40 min.)

- Introduce Tricky Words: *Said, Says*
- Practice Tricky Words

Reading (20 min.)

- Introduce the Story
- Read "A Gift from Mom"

Lesson 14 Review: Tricky Words

144

Foundational Skills (25 min.)

- Warm-Up:
 - Tricky Word Review
 - Sound/Spelling Review
- Practice Uppercase and Lowercase Letters

Reading (35 min.)

- Reread "A Gift from Mom"
- Review "A Gift from Mom"

Lesson 15 Review: Basic Code and Tricky Words

151

Foundational Skills (60 min.)

- Warm-Up:
 - Oral Blending
 - Sound/Spelling Review
- Wiggle Cards
- Mark the Sentence
- Differentiated Instruction

Lesson 16 Tricky Word: Introduce Were

159

Foundational Skills (20 min.)

- Warm-Up: Tricky Word Review
- Introduce Tricky Word: Were

Reading (40 min.)

- Introduce the Story
- Read "Bug and Frog"
- Review "Bug and Frog"

Lesson 17 Tricky Words: Introduce Here and There

167

Foundational Skills (25 min.)

- Introduce Tricky Words: *Here, There*
- Practice Tricky Words

Reading (35 min.)

- Introduce the Story
- Read "Swing that Net"
- Review "Swing that Net"

Lesson 18 Review: Tricky Words

177

Foundational Skills (40 min.)

- Warm-Up: Tricky Word Review
- Dictation with Phrases
- Complete the Sentences

Reading (20 min.)

- Introduce the Story
- Read "Spot's Bath"

Lesson 19 Review: Punctuation Marks

186

Language (25 min.)

- Review Punctuation Marks
- Punctuation Activity Page

Reading (35 min.)

- Reread "Spot's Bath"
- Review "Spot's Bath"

Lesson 20 Student Performance Assessment: Tricky Words, Uppercase Letters, and Punctuation

194

| | | |
|---|---|---|
| Student Performance Assessment (10 min.) <ul style="list-style-type: none">• Tricky Word Recognition Assessment | Reading (30 min.) <ul style="list-style-type: none">• Introduce the Story• Read "The Pots and Pans Band"• Wiggle Cards | Student Performance Assessment (20 min.) <ul style="list-style-type: none">• Uppercase Letter Writing Assessment• Punctuation Assessment |
|---|---|---|

Lesson 21 Student Performance Assessment: Uppercase Letters and Punctuation 202

| | |
|---|---|
| Reading (40 min.) <ul style="list-style-type: none">• Reread "The Pots and Pans Band"• Review "The Pots and Pans Band"• Wiggle Cards | Student Performance Assessment (20 min.) <ul style="list-style-type: none">• Practice:<ul style="list-style-type: none">- Complete the Questions- Circle and Copy- Uppercase Letters• Sentence Reading Assessment |
|---|---|

Lesson 22 Student Performance Assessment: Uppercase Letters and Punctuation 209

| | |
|---|--|
| Reading (45 min.) <ul style="list-style-type: none">• Introduce the Story• Read "When It's Hot"• Review "When It's Hot"• Wiggle Cards | Student Performance Assessment (15 min.) <ul style="list-style-type: none">• Yes/No Questions• Sentence Reading Assessment |
|---|--|

Lesson 23 Student Performance Assessment: Uppercase Letters and Punctuation 217

| | |
|---|---|
| Reading (40 min.) <ul style="list-style-type: none">• Introduce the Story• Read "Ann's Hat Box"• Review "Ann's Hat Box"• Wiggle Cards | Student Performance Assessment (20 min.) <ul style="list-style-type: none">• Mark the Sentence• Sentence Reading Assessment |
|---|---|

Lesson 24 Student Performance Assessment: Word Reading 225

| |
|--|
| Student Performance Assessment (25 min.) <ul style="list-style-type: none">• Parts 1A and 1B: Word Reading Assessment |
|--|

Lesson 25 Student Performance Assessment: Sound Writing**229****Student Performance Assessment** (15 min.)

- Part 2: Sound Writing Assessment

Student Performance Assessment

- Part 3: Letter Sounds Assessment

Lesson 26 Student Performance Assessment: Letter Names**232****Student Performance Assessment** (15 min.)

- Part 4: Writing Lowercase Letters Assessment (Optional)
- Part 5: Uppercase Letter Names Assessment (Optional)

Pausing Point (2 Days)**235****Teacher Resources****247**

Kindergarten | Foundational Skills 9

Introduction

This unit does not introduce any new letter-sound correspondences. However, it does introduce the uppercase letters having a different shape than the lowercase letters as well as fifteen additional Tricky Words. It also introduces Story Questions Activity Pages, which contain questions on the stories in the Reader.

WARM-UP

In the first part of the Warm-Up, students will either practice blending two-syllable words or review previously taught Tricky Words. In the second part of the Warm-Up, students will practice letter-sound correspondences for sounds and spellings previously taught.

UPPERCASE LETTERS

In previous units, students were only asked to decode uppercase letters closely resembling the corresponding lowercase letters ('C', 'F', 'J', 'K', 'M', 'O', 'P', 'S', 'T', 'U', 'V', 'W'). In this unit, students are introduced to the remaining uppercase letters, many of which differ from the lowercase equivalents. Students are also given opportunities to practice writing all of the uppercase letters. For each letter, you will model the writing strokes on the board. Students will then practice tracing and copying letters on activity pages, as they did with the lowercase letters. The goal of this unit is for students to be able to recognize uppercase letters and convert them into sounds while reading. It is not overly concerning if students cannot consistently write uppercase letters by the end of this unit. They will practice writing them in Unit 10.

DECODABLE READER: ZACK AND ANN

The decodable Reader for this unit is *Zack and Ann*. There are many kinds of reading that can be done with the decodable Readers in this program. As they are 100 percent decodable, there is almost no wrong way to use them, provided the stories are assigned in tandem with the lessons. You may use the Readers for partner reading, group reading, silent reading, and many other kinds of reading. Specific recommendations are made in the Teacher Guide. For example, it is recommended that you allow students to reread a number of the stories. The National Reading Panel (2000) found repeated oral reading has a positive impact on student achievement. However, you may need to customize the instruction to meet the needs of your class. As you do this, please remember the small groups you create for reading or skills work should be both flexible and fluid.

Beginning in this unit, you will no longer be encouraged to present the stories as Demonstration Stories before students read them. There is no Big Book provided for this unit or for the following unit.

If you feel the need to present a particular story as a Demonstration Story (particularly for struggling students), you may still do so, even without a Big Book. Simply use the images from the Teacher Resources section in the program's online materials for *Zack and Ann* in tandem with a projection system.

A number of discussion questions are provided for each story. You may use these to discuss the story after students have read it.

You are encouraged to clarify unknown vocabulary for students and point out newly taught material before students read each story. Please continue to observe student performance.

In addition to unknown vocabulary, 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.

STORY QUESTIONS ACTIVITY PAGES

Beginning with the first story in *Zack and Ann*, there is a Story Questions Activity Page located in the Teacher Resources for each story in the Reader. The Story Questions Activity Pages contain simple questions about the stories. Students will be asked to print their answers on handwriting guidelines or make a selection from a set of multiple-choice answers. On the early activity pages, students may answer using single words or phrases. As students become more experienced, encourage them to answer in complete sentences using the question stem.

Keep in mind, students have only partial knowledge of the spellings for vowel sounds. (They have learned a spelling for five of the nineteen vowel sounds.) This means that while answering questions, students may want to write words with sounds for which they have not yet learned a spelling. The chances of this happening have been minimized by asking questions that can be answered using the words in the stories. You are encouraged to accept all phonetically plausible spellings without correction. For example, at this stage, you should accept *hed* as a logical (though incorrect) spelling for *head* and *rist* as a logical spelling for *wrist*.

ACTIVITY PAGE INSTRUCTIONS

Please note, beginning in this unit, the directions on some activity pages will be replaced by 100 percent decodable student instructions. Decodable instructions are given whenever it is possible to do so.

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 program's online materials. **TEKS K.4**

TRICKY AND HIGH-FREQUENCY WORDS

In this unit, you will introduce fifteen more Tricky Words. All of these words are high-frequency words having sounds that cannot be blended using the letter-sound correspondences students have been taught. The Tricky Words introduced in this unit are: *when, word, why, to, where, no, what, so, which, once, said, says, were, here, and there*. All 'wh' question words are included here with the exception of *who*; it will be introduced in Grade 1.

Only a few of these Tricky Words are completely irregular. Most of them have some letters pronounced and written just as one would expect. With each word, teach the parts of each Tricky Word that are regular and can be blended and those parts that are not regular and must simply be remembered.

When students encountered Tricky Words in the Kindergarten units prior to Unit 9, very controlled opportunities for practice were intentionally provided. These practice opportunities used only the Picture Reader and related activity pages, relying heavily on the use of pictures, with a limited number of words presented in very predictable, repetitive language. This controlled approach for introducing Tricky Words early in the students' Kindergarten reading experience reduces the level of cognitive demand so students can focus solely on remembering the Tricky Word(s) without also being called upon to make use of the code knowledge they have learned to decode other words in the text.

In Unit 8, students continued to learn new Tricky Words using the Picture Reader, while, at the same time, a limited number of these same Tricky Words also were gradually included in the stories of the Unit 8 decodable Reader. Starting in Unit 9, new Tricky Words will no longer be introduced or practiced in the context of the Picture Reader. Instead, once a Tricky Word has been introduced, it will be immediately included in the decodable stories and other components, such as the activity pages.

Teachers should be aware that both the increased number of Tricky Words being introduced in this unit, as well as their incorporation in the unit Reader decodable stories, represents an increase in cognitive demand that some students may initially find challenging, in that they must



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

instantaneously recognize whether a word can be decoded or whether it is a Tricky Word that does not “play by the rules.”

For that reason, additional support is provided to aid students in making this distinction. In both the Reader and the Activity Book the tricky parts of the Tricky Words are underlined. The tricky parts of a word are underlined until it has appeared twenty times in the Reader. In the Unit 9 Reader you will notice some Tricky Words from the previous unit are still underlined. These words did not occur twenty times in the previous Reader.

Teachers may want to recommend that all or some students reread parts of the Picture Reader when they have spare time as a way to reinforce retention of the many Tricky Words that have already been taught in earlier units.

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 Word Wall as it is introduced.

Included below 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 9.

As of the beginning of this unit, students should be able to read **77 words** from the **Dolch Sight Word List** (Preprimer–Grade 2) and **81 words** from **Fry's Instant Words List** (first 300 words), as follows:

At the beginning of Unit 9:

| | Dolch Words | Fry Words |
|------------------------|---|---|
| Tricky Words | a, all, are, blue, down, from, funny, I, little, look, of, one, out, the, three, two, was, yellow | a, all, are, down, from, funny, I, little, look, of, one, out, the, three, two, was |
| Decodable Words | am, an, and, as, ask, at, best, big, black, 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, off, on, pick, ran, red, run, sing, sit, six, small, stop, tell, ten, that, them, then, this, up, us, well, went, will, wish, with, yes | an, add, and, as, ask, at, back, 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, miss, much, must, nest, not, off, on, plant, run, set, sit, small, song, spell, still, stop, such, tell, than, that, them, then, thing, this, up, us, well, went, will, 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 90 Dolch Words** and **95 Fry Words**.

By the end of Unit 9:

| | New Dolch Words | New Fry Words |
|------------------------|--|--|
| Tricky Words | here, no, once, said, so, there, to, were, what, when, where, which, why | here, no, once, said, so, there, to, were, what, when, where, which, why, word |
| Decodable Words | n/a | n/a |

It is highly recommended that you assess each student's recognition of the words on one of these lists at both the beginning and end of the unit. 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.

FORMATIVE ASSESSMENTS AND ADDITIONAL SUPPORT

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

- oral blending (Warm-Up: Oral Blending)
- letter names and letter sounds (Warm-Up: Sound/Spelling Review)
- discussion questions comprehension (story discussion questions and Story Questions Activity Pages)
- oral reading of decodable stories (Small Group and Partner Reading)

Observation records for recording student performance of these skills are included in the Teacher Resources section at the back of this Teacher Guide.

Teachers may want to have two separate clipboards—one with the Oral Blending Observation Record, Letter Name and Letter Sound Observation 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.

ORAL BLENDING

Using a routine to help students learn to substitute syllables will reinforce their oral syllable awareness. Add the following routine during Syllable Blending activities as noted in Lessons 7 and 11.

- Tell students that you will practice substituting syllables in spoken compound words.
- Say, “Let’s practice substituting a syllable using the word *sail•boat*. *Substituting* means to replace a piece of the word with another word part.”
- Clap the syllables while saying *sail•boat*, and then have students repeat after you.
- Say, “I hear two syllables. Let’s substitute the first syllable, *sail*, with the word *tug*. Now we have the word *tug•boat*.”
- Repeat the activity with *play•ground/un•der•ground*.
- Point out that students can also change parts of syllables to make new words. For example, *painter* becomes *painted* by changing the ending syllable. **TEKS K.2.A. ix**

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..

STUDENT PERFORMANCE ASSESSMENT

At the end of this unit, you will administer a multipart Student Performance Assessment to students. In Lesson 20, all students will complete three group-administered assessments to measure their (1) recognition of Tricky Words, (2) skill in writing associated uppercase letters with their lowercase partners, and (3) use of end punctuation. Those students who perform poorly on the recognition of Tricky Words will be asked in the remaining unit lessons to individually read a series of sentences that include Tricky Words aloud to the teacher to further probe the kinds of difficulties that a student may be experiencing. Students who perform below benchmark on any of these assessments will benefit from additional practice and remediation, as outlined in the Pausing Point of this Teacher Guide.



TEKS K.2.A. ix Demonstrate phonological awareness by manipulating syllables within a multisyllabic word.

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:

- Dolch Sight Words Flash Cards Family Letter
- Fry Instant Words Flash Cards Family Letter
- Dolch Word Assessment Record: Beginning and End of Unit 9
- Unit 9 Dolch Sight Word List
- Fry Word Assessment Record: Beginning and End of Unit 9
- Unit 9 Fry's Instant Words List
- Oral Blending Observation Record—Unit 9
- Letter Name and Letter Sound Observation Record—Unit 9
- Discussion Questions Observation Record—Unit 9
- Anecdotal Reading Record—Unit 9
- Record Sheets for Unit 9 Assessments
- Analysis and Interpretation of the End-of-Year Assessment
- Sentence Reading Assessment
- Additional Support Activity Pages
- Activity Book Answer Key

ADDITIONAL MATERIALS FOR UNIT 9

The following additional materials are needed in Unit 9. The number in parentheses indicates the first lesson in which the item is used.

- clipboard(s) for Oral Blending Observation Record (1), Letter Name and Letter Sound Observation Record (1), Discussion Questions Observation Record (2), and Anecdotal Reading Record (3)
- 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 program's online materials. (1)

TRICKY WORDS AND UPPERCASE LETTERS

Introduce
When and Word
and 'A', 'B', 'C', 'D'

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will orally blend two-syllable words with up to four phonemes. **TEKS K.2.A.v**
- Students will name lowercase letters of the alphabet and provide the corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**
- Students will read and spell the following Tricky Words: *when, word*.
TEKS K.2.B.iv; TEKS K.2.C.iii
- Students will recognize, name, and write the following uppercase letters:
'A', 'B', 'C', 'D'. **TEKS K.2.D.v; TEKS K.2.E; TEKS K.10.D.vii**

FORMATIVE ASSESSMENT

Observation

Oral Blending Observation Record

- TEKS K.2.A.v**

Observation

Letter Name and Letter Sound Observation Record

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



- TEKS K.2.A.v** Demonstrate phonological awareness by blending syllables to form multisyllabic words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.2.C.iii** Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.10.D.vii** Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Foundational Skills | | | |
| Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness and Phonics) | Whole Group | 10 min. | <input type="checkbox"/> Large Letter Cards for twenty spellings taught |
| Introduce Tricky Words: <i>When, Word</i> (Word Recognition) | Whole Group | 10 min. | <input type="checkbox"/> two yellow index cards <input type="checkbox"/> Tricky Word Wall (Digital Components) |
| Introduce Uppercase Letters: 'A', 'B', 'C', 'D' (Print Concepts) | Whole Group | 20 min. | |
| Handwriting Practice (Print Concepts) | Independent | 20 min. | <input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Activity Page 1.1 (Digital Components) |
| Take-Home Material | | | |
| Writing Practice; Tricky Words | | | <input type="checkbox"/> Activity Page 1.2 |

ADVANCE PREPARATION

Note to Teacher

In the first part of the Unit 9 Warm-Ups, students will either practice blending the sounds in two-syllable words or review Tricky Words. (In this lesson, they will practice blending.) In the second part, you will review digraphs, spelling alternatives, and other spellings taught using Large Letter Cards.

Foundational Skills

- Select twenty Large Letter Cards for Sound/Spelling Review. If students are ready to review more than twenty spellings, use the Large Letter Cards for the spellings taught.

► Digital Component 1.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 1.1) on the board/chart paper or display the digital version.

► Digital Component 1.2

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

Universal Access

- Have a piece of paper and two pens ready to demonstrate the words *paper*, *mark*, and *pens* in Oral Blending.

Lesson 1: Uppercase Letters and Tricky Words

Foundational Skills



Support

The finger taps represent sounds. This helps students hear and distinguish individual sounds. The first five words in the Warm-Up are built as chains with only a single sound difference from word to word.

Primary Focus

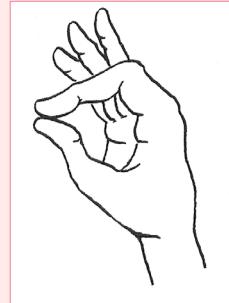
- Students will orally blend two-syllable words with up to four phonemes. **TEKS K.2.A.v**
- Students will name lowercase letters of the alphabet and provide the corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**
- Students will read and spell the following Tricky Words: *when, word*.
TEKS K.2.B.iv; TEKS K.2.C.iii
- Students will recognize, name, and write the following uppercase letters:
'A', 'B', 'C', 'D'. **TEKS K.2.D.v; TEKS K.2.E; TEKS K.10.D.vii**

WARM-UP (10 MIN.)

Oral Blending

Note: In this unit, finger motions are used to reinforce blending earlier in the program. In this fine motor exercise, each sound is represented by a tap of the thumb to one of the other fingers. For example, for the word *black*, you would tap your thumb and forefinger together for the /b/ sound, your thumb and middle finger for the /l/ sound, your thumb and ring finger for the /a/ sound, and your thumb and pinkie for the /k/ sound. When all individual sounds have been made, symbolize the blending of the sounds by forming a fist.

- Tell students you will say sounds for them to blend into words.
- Say the first word in a segmented fashion, marking each sound with a finger tap. Start with a thumb-forefinger tap.
- Say the blended word and form a fist.
- Repeat and have students tap and blend the sounds in the word.



**EMERGENT
BILINGUAL
STUDENTS**

Foundational Skills

Foundational Literacy Skills

Prior to blending the last five words, tell students that you will show them some of the objects they will be naming. Hold up a piece of paper, point to it and say *paper*, then direct students to repeat. Make a check mark on the paper, point to it and say *mark*, directing students to repeat. Hold up two pens and say *pens*, directing students to repeat.

Proceed with the blending of the last five words.

ELPS 2.E; ELPS 3.A

- TEKS K.2.A.v** Demonstrate phonological awareness by blending syllables to form multisyllabic words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.2.C.iii** Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.10.D.vii** Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.

1. (4) /b/ /e/ /t/ /er/ > better
2. (4) /b/ /u/ /t/ /er/ > butter
3. (4) /m/ /u/ /t/ /er/ > mutter
4. (4) /m/ /u/ /th/ /er/ > mother
5. (3) /u/ /th/ /er/ > other
6. (4) /p/ /ae/ /p/ /er/ > paper
7. (3) /m/ /ar/ /k/ > mark
8. (4) /s/ /e/ /n/ /t/ > sent
9. (4) /p/ /e/ /n/ /z/ > pens
10. (4) /s/ /t/ /i/ /k/ > stick



Observation: Oral Blending Observation Record

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

Large Letter Cards



Sound/Spelling Review

- Review the Large Letter Cards for twenty spellings previously taught, including digraphs and spelling alternatives.
- Hold up the first Large Letter Card.
- Have students say the sound represented on the card and then name the letter(s).
- Continue with the remaining cards.



Observation: Letter Name and Letter Sound Observation Record

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



INTRODUCE TRICKY WORDS: WHEN, WORD (10 MIN.)

TEKS K.2.C.iii

Tricky Word Review

- 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 1.1

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

Tricky Word: *When*

- Tell students one of the Tricky Words they will learn today, and in the next few lessons, are words we use to ask questions.
- Write the Tricky Word *when* on the board/chart paper and ask students how they would pronounce it by blending. (They may say /w/ /h/ /e/ /n/.)
- Tell students we actually pronounce this word /w/ /e/ /n/ as in, “When does school start?”
- Circle the letter ‘e’ and explain it is pronounced just as one would expect, as /e/.
- Circle the letter ‘n’ and explain it is also pronounced just as one would expect, as /n/.



TEKS K.2.C.iii Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.

Support

In some regions of the country, the letters 'wh' in this Tricky Word are pronounced with an aspirated /w/ sound.

- Underline the letters 'w' and 'h' and explain these letters make up the tricky part of the word. Students would probably expect these letters to be pronounced separately as /w/ /h/, but these two letters work together to stand for the /w/ sound.
- Tell students that when reading *when*, they have to remember to pronounce the letters 'w' 'h' as /w/ in the word *when*.
- Tell students that when writing *when*, they have to remember to spell the /w/ sound with the two letters 'w' 'h'.
- Point to the word *when* as you say the following sentence, "When do we go home?" Ask students to **Turn and Talk**, asking some questions with the question word *when*.
- Write the Tricky Word *when* on a yellow card and add it to the Tricky Word Wall.

Tricky Word: *Word*

- Write the Tricky Word *word* on the board/chart paper and ask students how they would pronounce it by blending. (They may say /w/ /o/ /r/ /d/.)
- Tell students we actually pronounce this word /w/ /er/ /d/ as in, "What word is this?"
- Circle the letter 'w' and explain it is pronounced just as one would expect, as /w/.
- Circle the letter 'd' and explain it is also pronounced just as one would expect, as /d/.
- Underline the letters 'o' and 'r' and explain these letters make up the tricky part of the word. Students would probably expect these letters to be pronounced separately as /o/ /r/, but these two letters work together to stand for the /er/ sound.
- Tell students that when reading *word*, they have to remember to pronounce the letters 'o' 'r' as /er/.
- Tell students that when writing *word*, they have to remember to spell the /er/ sound with the letters 'o' 'r'.
- Point to the word *word* as you say the following sentence, "When you see this word, remember it is tricky!" Ask students to **Turn and Talk**, using the words *when* and *word* in oral sentences.
- Write the Tricky Word *word* on a yellow card and add it to the Tricky Word Wall.

Check for Understanding



As students **Turn and Talk**, circulate through the room, listening for correct pronunciation and grammatically correct use of Tricky Words *when* and *word*.

INTRODUCE UPPERCASE LETTERS: 'A', 'B', 'C', 'D' (20 MIN.)



TEKS K.2.D.v; TEKS K.2.E; TEKS K.10.D.vii

Note: The terms *uppercase letter* and *capital letter* can be used interchangeably. Be sure to expose students to both terms.

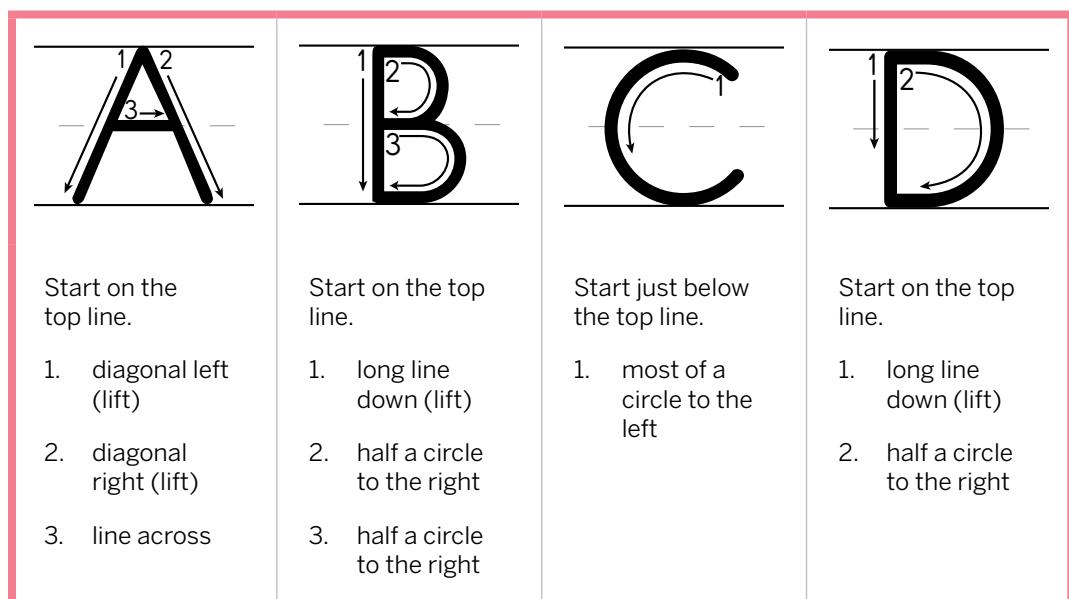
- Tell students for the next few lessons they will be learning about uppercase letters.
- Explain that each letter in the alphabet has two types of letters. The large type is called the uppercase or capital letter and the small type is called the lowercase or small letter.
- Remind students they have been working mostly with the lowercase letters, but they have seen some uppercase letters, for example, 'K' as in *Kit* and 'S' as in *Sam*.
- Explain that we use uppercase letters for the first letter in a person's name and for the first letter of the first word in a sentence.
- Write the following sentence on the board/chart paper: *Then Stan and Cal ran up the ramp.*
- Underline the uppercase letters.
- Ask students to explain why some words are capitalized.
- Write the following sentence on the board/chart paper: *the dog is at the park with marta.*
- Ask students to tell which words should be capitalized and why.
- Underline the words and write them correctly. (*The; Marta*)
- Tell students some uppercase letters look just like the lowercase letters. The uppercase 'S' and the lowercase 's' look the same, but the uppercase letter is bigger. The same is true for the uppercase 'C' and the lowercase 'c'.

 **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.E** Develop hand-writing by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.10.D.vii** Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.

- Tell students some uppercase letters have a different shape than their lowercase partners. Students will learn to recognize and write several uppercase letters over the next few lessons.

• **Uppercase Letters: 'A', 'B', 'C', 'D'**

- Tell students you are going to show them how to write uppercase letters for the first four letters of the alphabet, 'A', 'B', 'C', and 'D'.
- Mark primary handwriting guidelines on the board/chart paper. Write a lowercase 'a'.
- Ask students to name the letter and point out this is a lowercase 'a'. Also point out the letter is written completely below the dotted line.
- Write an uppercase 'A' next to the lowercase 'a', describing what you are doing using the phrases provided.
- Tell students the uppercase letter 'A' starts at the top line. It touches both the top line and the bottom line. All uppercase letters stretch from the top line to the bottom line.
- Point out uppercase 'A' has a very different shape than the lowercase 'a'.
- Model writing the 'A' two or three times, using the writing stroke cues.
- Have students write the uppercase and lowercase letters, 'A' and 'a' in the air with a pointed finger while saying whether the letter is uppercase or lowercase.
- Repeat these steps for 'B', 'C', and 'D', pointing out which uppercase letter looks more or less like the lowercase letter ('C') and which ones do not ('B' and 'D').





HANDWRITING PRACTICE (20 MIN.)

TEKS K.2.E

Write Uppercase Letters

► Digital Component 1.2

- Distribute and display Activity Page 1.1.
- Please note this is the first activity page with decodable directions for students. The word *caps* is used for *capital*s because it is decodable. Have a student read the instructions to the class.
- Tell students another name for *uppercase* is *capital*. *Caps* is a short way to say and write *capital*.
- Show students how to trace the gray dotted letters and how to write the letters, using the black dots as starting points.
- At the bottom of the page, show students how to read, trace, and write the Tricky Words *word* and *when*.
- Display the back of the activity page, and ask students to identify the first uppercase letter.
- Ask students to locate the matching lowercase letter.
- Have students draw a line from the uppercase 'A' to the lowercase 'a', following your example.
- Continue demonstrating until students are ready to work independently.

End Lesson

Activity Page 1.1



Take-Home Material

WRITING PRACTICE; TRICKY WORDS

- Have students give Activity Page 1.2 to a family member.

Activity Page 1.2



TEKS K.2.E Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

Lesson 1: Foundational Skills Remediation

Additional Support

MORE HELP ORALLY BLENDING TWO-SYLLABLE WORDS

Oral Blending

- Tell students you will say sounds for them to blend into two syllable words.
- Be sure to use the finger blending motion described in the Warm-Up. Finger blending indicates how many sounds are in a word and easily allows for words with up to four sounds (e.g., (4) /m/ /a/ /t/ /er/ > matter).

| | |
|--|---------------------------------------|
| 1. (4) /b/ /e/ /t/ /er/ > better | 5. (4) /c/ /ae/ /p/ /er/ > caper |
| 2. (4) /b/ /a/ /t/ /er/ > batter | 6. (4) /p/ /ie/ /p/ /er/ > piper |
| 3. (4) /m/ /u/ /t/ /er/ > mutter | 7. (4) /m/ /ar/ /k/ /er/ > marker |
| 4. (4) /m/ /u/ / <u>th</u> / /er/ > mother | 8. (3) /o/ / <u>th</u> / /er/ > other |

MORE HELP WITH LOWERCASE LETTER-SOUND CORRESPONDENCE

Sound Dictation with Lowercase Letters

- Have students pull out the **Small Letter Cards** from the Chaining Folders, and place them faceup on the desks.
- Distribute paper and pencils to students.
- Say a sound and ask students to hold up the Small Letter Card that corresponds with the sound.
- Remind students how to form the lowercase letter, and have them trace the lowercase letter in the air.
- Repeat for the remaining sounds.

MORE HELP WITH TRICKY WORDS

Color the Tricky Word

Have students complete **Activity Page TR 1.1**.

Tricky Word Match Maker

- Make two copies of **Activity Page TR 1.2** for each pair of students. The word cards will need to be copied onto darker colored paper or card stock, otherwise students can see the words through the paper when they are turned over.
- Have students cut apart the word cards.
- Model how to mix up the cards, lay them out, and take turns turning pairs over to look for matches.
- As students become comfortable with the game it may be played independently.

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 414 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 418 of those words would be completely decodable.

The statistics above do not take capital letters into account. Therefore, the increase in the statistics is due to the teaching of the Tricky Words *when* and *word*. In natural text, however, the ability to recognize uppercase letters does increase the number of words a student can decode.

When is the 35th most common word in English.

Word is one of the 300 most common words in English—and hard to avoid in a reading program.

TRICKY WORDS

Introduce
Why and To

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and write the following Tricky Words: *why* and *to*.

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

Reading

Students will read "The Bad Crab" with purpose and understanding and will make inferences and answer questions about the main characters, setting, and key details of the story in complete sentences.

 **TEKS K.5.A; TEKS K.5.B; TEKS K.5.F; TEKS K.7.B; TEKS K.7.D**

Students will make and confirm predictions using text features with adult assistance.  **TEKS K.5.C**

Students will distinguish letters from words within sentences and will point out a word on the printed page.  **TEKS K.2.D.iv**

FORMATIVE ASSESSMENT

Observation

Discussion Questions Observation Record

 **TEKS K.5.F; TEKS K.7.B; TEKS K.7.D**

 **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.iii** Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.D** Describe the setting; **TEKS K.5.C** Make and confirm predictions using text features and structures with adult assistance; **TEKS K.2.D.iv** Demonstrate print awareness by recognizing the difference between a letter and a printed word.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Foundational Skills | | | |
| Introduce Tricky Words: <i>Why, To</i> (Word Recognition) | Whole Group | 10 min. | <input type="checkbox"/> two yellow index cards <input type="checkbox"/> Tricky Word Wall (Digital Components) |
| Practice Tricky Words (Word Recognition) | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 2.1 |
| Reading | | | |
| Introduce the Reader and Story | Whole Group | 20 min. | <input type="checkbox"/> <i>Zack and Ann Reader</i> <input type="checkbox"/> Activity Pages 2.3, 2.4 (optional) |
| Read "The Bad Crab" | | | |
| Review "The Bad Crab" | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 2.2 <input type="checkbox"/> Activity Page 2.2 (Digital Components) |

ADVANCE PREPARATION

Note to Teacher

This is the first lesson that includes a story comprehension activity page. There is one comprehension activity page for each story in the *Zack and Ann* Reader.

The story comprehension activity pages are intended to be used after students have read the story at least once. These activity pages are a good way for students to practice handwriting and develop their writing skills. They are also a good way for you to monitor reading comprehension. Although the questions on these early activity pages are very simple, they will become more challenging and open-ended as students progress through the program.

Foundational Skills

► Digital Components 2.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (**Digital Component 2.1**) on the board/chart paper or display the digital version.

Reading

- You may wish to start a word wall specific to the *Zack and Ann* Reader. Add words to it throughout Unit 9. Be sure to use white (or green) index cards to indicate the words are decodable.

► Digital Components 2.2

- Create an enlarged version of Activity Page 2.2 (**Digital Component 2.2**) to display for Story Questions Activity Page, or use the digital version.
- If you choose to demonstrate reading the story, you may download images for *Zack and Ann* from the Teacher Resources section in the program's online materials.

Lesson 2: Tricky Words *Why* and *To*

Foundational Skills



Primary Focus: Students will read and write the following Tricky Words: *why* and *to*. **TEKS K.2.B.iv; TEKS K.2.C.iii**

 **INTRODUCE TRICKY WORDS: WHY, TO (10 MIN.)** **TEKS K.2.C.iii**

Tricky Word Review

- Remind students that Tricky Words have parts that do not “follow the rules,” or are not pronounced the way we would expect them to be pronounced, so they must simply memorize how to pronounce and read these parts of the words.
- Review previously taught Tricky Words on the Tricky Word Wall, or use the digital version, using established procedures.

 **Digital Component 2.1**

| | |
|------------------|-------------------|
| 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>from</u> |
| 6. <u>blue</u> | 15. <u>all</u> |
| 7. <u>yellow</u> | 16. <u>was</u> |
| 8. <u>look</u> | 17. <u>when</u> |
| 9. <u>!</u> | 18. <u>word</u> |

Tricky Word: *Why*

Note: In some regions of the country, the letters ‘wh’ in this Tricky Word are pronounced with an aspirated /w/ sound.

- Write the Tricky Word *why* on the board/chart paper and ask students how they would pronounce it by blending. (They may have trouble saying the word since they have only learned ‘y’ as a consonant.)
- Explain we actually pronounce this word /w/ /ie/ as in, “Why is the sky blue?”

 **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.iii** Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.

- Underline the letters 'w' and 'h' and tell students these letters make up the first tricky part of the word, just like in *when*. This is another example of /w/ spelled 'wh'.
- Underline the letter 'y' and explain it is the second tricky part of the word. They would probably expect this letter to be pronounced /y/, but it is pronounced /ie/.
- Tell students that when reading *why*, they have to remember to pronounce the letters 'w' 'h' as /w/ and the letter 'y' as /ie/.
- Tell students that when writing *why*, they have to remember to spell the /w/ sound with the letters 'w' 'h' and the /ie/ sound with the letter 'y'.
- Point to the word *why* as you say the following sentence, "Why is the sky blue?" Ask students to **Turn and Talk**, asking some questions with the question word *why*.
- Write the Tricky Word *why* on a yellow card and add it to the Tricky Word Wall.

Tricky Word: *To*

- Write the Tricky Word *to* on the board/chart paper and ask students how they would pronounce it by blending. (They may say /t/ /o/.)
- Explain we pronounce this word /t/ /oo/ as in, "Let's go to the store."
- Circle the letter 't' and explain it is pronounced just as one would expect, as /t/.
- Underline the letter 'o' and explain it is the tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /oo/.
- Tell students when reading *to*, they have to remember to pronounce the letter 'o' as /oo/.
- Tell students when writing *to*, they have to remember to spell the /oo/ sound with the letter 'o'.
- Point to the word *to* as you say the following sentence, "Why do we go to school?" Ask students to **Turn and Talk**, using the words *why* and *to* in oral sentences.
- Write the Tricky Word *to* on a yellow card and add it to the Tricky Word Wall.



Check for Understanding

As students **Turn and Talk**, circulate through the room, listening for correct pronunciation and grammatically correct use of Tricky Words *why* and *to*.

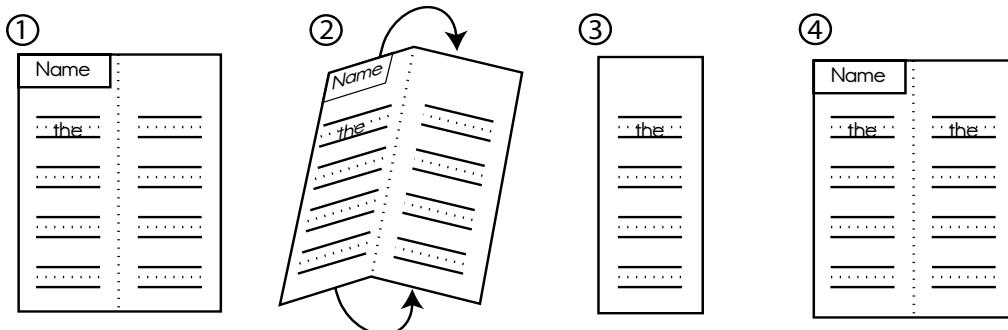


PRACTICE TRICKY WORDS (15 MIN.)

TEKS K.2.C.iii

- Distribute Activity Page 2.1.
- Tell students they will practice writing Tricky Words.
- Write *when* on the board/chart paper and have students read it.
- Have students copy *when* onto 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 2.1



- Erase the word *when* from the board/chart paper.
- Have students fold their activity page along the dotted line and position it so the word they copied is face down on the desk and the blank handwriting guides are facing up (see illustration 2).
- Have students write *when* 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 needed.
- Repeat these steps with the remaining Tricky Words.

| | | | |
|---------|--------|---------|--------|
| 1. when | 3. why | 5. one | 7. was |
| 2. word | 4. to | 6. from | |



TEKS K.2.C.iii Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.



Lesson 2: "The Bad Crab"

Reading



Primary Focus: Students will read "The Bad Crab" with purpose and understanding and will make inferences and answer questions about the main characters, setting, and key details of the story in complete sentences.

TEKS K.5.A; TEKS K.5.B; TEKS K.5.F; TEKS K.7.B; TEKS K.7.D

Students will make and confirm predictions using text features with adult assistance. **TEKS K.5.C**

Students will distinguish letters from words within sentences and point out a word on the printed page. **TEKS K.2.D.iv**

INTRODUCE THE READER AND STORY (5 MIN.)

Note: Explain that one of Zack and Ann's friends, Nell, has type 1 diabetes. The disease affects how the body uses glucose, a sugar that is the body's main source of fuel. Tell them that Nell has an insulin pump on her arm that gives her medicine to help keep her healthy.

- Give each student a *Zack and Ann* Reader.
- Point out the title of the book printed on the cover. Remind students a book's title tells about the book. Ask students to read the title of the book.
- Review the parts of the book (cover, title page, back cover, page numbers) if necessary.
- First point out a letter and then point out a word on a printed page. Call students' attention to the difference between a letter and a word within sentences.
- Point out a word that begins with a capital letter. As students are formally introduced to uppercase letters, call their attention to these letters in the Reader and story titles.

Preview Core Vocabulary

- Before reading today's 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 use the word in an oral sentence.

spots—v., sees (6)

Example: My mother can spot a bird from a mile away.

snaps—v., tries to bite in an angry way (6)

Example: The dog may snap at you if you take its food away.

TEKS K.5.A Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.D** Describe the setting; **TEKS K.5.C** Make and confirm predictions using text features and structures with adult assistance; **TEKS K.2.D.iv** Demonstrate print awareness by recognizing the difference between a letter and a printed word.

Sayings and Phrases

pass the word—tell other people; spread the news (8)

Example: Please pass the word that the party is at four o'clock.

| Vocabulary Chart for “The Bad Crab” | | | |
|--|-------------------------------|----------------------------------|---------------------------------|
| Vocabulary Type | Tier 3 Unit-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
| Core Vocabulary | | | |
| Multiple-Meaning Core Vocabulary Words | | | spots snaps |
| Sayings and Phrases | pass the word | | |

Note: You may also want to point out that the words *spot* and *snap* can have other meanings. Students may be more familiar with the word *spot* referring to a small dot or mark. In today’s story, it has the meaning previously noted. *Snap* also has several meanings; for example, “Snap your fingers.”

- As in Unit 8, we have provided optional vocabulary activity pages for use at your discretion throughout the unit. Some teachers encourage students to create unit glossaries by stapling the pages together at the end of the unit.
- 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 Zack, Zack’s family, and a crab. Ask students to pay special attention to the story so they can tell you the setting of the story.



READ “THE BAD CRAB” (15 MIN.)

TEKS K.5.C

Whole Group

- Read the story “The Bad Crab” as a group, asking students to read a page at a time.
- Pause after students read every one or two pages to ask specific questions about the text and illustrations. For example, after reading page 2, ask students to look at the illustration on page 3 to make a prediction about the story setting.



TEKS K.5.C Make and confirm predictions using text features and structures with adult assistance.

Support

Pass the word is a phrase that means to tell other people something, or spread the news. Have students think of a time when they heard someone say “*pass the word*” or a time when they or someone they know “*passed the word*.” Ask students to **Turn and Talk**, using the saying *pass the word* in an oral sentence.

EMERGENT BILINGUAL STUDENTS



Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does the story take place inside?” “Does Zack get the crab to go away?”

Intermediate

When asking each question, provide students with a specific sentence frame: “The main characters are . . .” “The bad crab snaps at . . .”

Advanced/Advanced High

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

ELPS 4.G

- Encourage students to engage with the story by asking, “Are there any questions you have to help clarify your understanding of the story?”

Wrap-Up

- Discuss the following questions as a class. Ask students to respond in complete sentences while incorporating the question stem in their response.



Discussion Questions for “The Bad Crab” TEKS K.5.F

1. **Literal.** Who are the main characters in the story?
 - » The main characters are Zack, Ann, Mom, Dad, and the crab.
2. **Inferential.** What is the setting of the story?
 - » The setting of the story is the beach.
3. **Inferential.** Why is the crab bad? What words in the story help you know?
 - » The crab snaps at Zack’s leg; The bad crab snaps at Mom; the bad crab snaps at Dad.
4. **Literal.** Who gets the crab to go away? What words in the story help you know?
 - » Mom kicks sand at the crab. The bad crab runs off.
5. **Inferential.** Why does Ann pass the word that there is a bad crab in the sand to the kids on the next bench?
 - » Accept reasonable answers based on the text.



Check for Understanding

Have the class use **Thumbs-Up/Thumbs-Down** to indicate if they think each of these sentences is an example of the saying *pass the word*.

- My friend told me that the library was closed. He asked me to let my other friends know, too. (*thumbs-up*)
- When we got to the bridge it was closed. There wasn’t even a sign to tell us that it was closed. (*thumbs-down*)
- My teacher told us that the field trip tomorrow was cancelled. She asked us to let our parents know, too, and any of our classmates who were absent that day. (*thumbs-up*)



TEKS K.5.F Make inferences and use evidence to support understanding with adult assistance.



Observation: Discussion Questions Observation Record

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

REVIEW “THE BAD CRAB” (15 MIN.)

Story Questions Activity Page

► Digital Component 2.2

- Distribute and display Activity Page 2.2.
- Have students read the first question.
- Ask students to identify the correct answer. Have students look back in their Readers to confirm the correct response.
- Have students shade the circle next to the correct answer, following your example.
- Continue demonstrating until students are ready to work independently.

Activity Page 2.2



Lesson 2: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Color the Tricky Word

- Have students complete **Activity Page TR 2.1**.

Tricky Word Bingo

- Make a copy of the word cards (**Activity Page TR 2.3**) and cut them apart. Make enough copies of **Activity Page TR 2.2** for each student to have a Bingo board.
- Give each student a collection of **tokens** to cover spaces on their game boards (cubes, pennies, beans, tiles, etc.).
- 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).

MORE HELP WITH ORAL READING

Two Voices

Note: The stories from the *Zack and Ann Reader* and Unit 9 Pausing Point have been recreated to be read for two voices.

- Make one copy of “The Bad Crab” (**Activity Page TR 2.4**) for each student.
- One student reads down column 1 while the other student reads down column 2, together completing the story.

- The lines to be read chorally (voices together) are in bold.
- Students may be encouraged to practice rereading for Two Voices to prepare to perform the story. Story copies for Two Voices may also be sent home to be read with family and friends.

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 418 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 448 of those words would be completely decodable.

Why is the 167th most common word in English.

To is the 4th most common word in English.

UPPERCASE LETTERS

Introduce
'E', 'F', 'G', 'H'

PRIMARY FOCUS OF LESSON

Foundational Skills

 Students will read previously taught Tricky Words. **TEKS K.2.B.iv**

Students will recognize, name, and write the following uppercase letters:

 'E', 'F', 'G', 'H'. **TEKS K.2.D.v; TEKS K.2.E**

Reading

Students will read "Ann's Dress" with purpose and understanding and will answer questions about the key details of the story in complete sentences.

 **TEKS K.4; TEKS K.5.A; TEKS K.5.B; TEKS K.6.C; TEKS K.7.C**

FORMATIVE ASSESSMENT

Observation

"Ann's Dress" Anecdotal Reading Record

 **TEKS K.4**

Observation

Discussion Questions Observation Record

 **TEKS K.5.B; TEKS K.6.C; TEKS K.7.C**

 **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.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.C** Use text evidence to support an appropriate response; **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.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|----------------------|---------|---|
| Foundational Skills | | | |
| Warm-Up: Tricky Word Review (Word Recognition) | Whole Group | 10 min. | <input type="checkbox"/> Tricky Word Wall (Digital Components) |
| Review Uppercase Letters (Print Concepts) | Whole Group | 5 min. | |
| Introduce Uppercase Letters: 'E', 'F', 'G', 'H' (Print Concepts) | Whole Group | 10 min. | |
| Handwriting Practice (Print Concepts) | Independent | 15 min. | <input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> Activity Page 3.1 (Digital Components) |
| Reading | | | |
| Introduce the Story | Whole Group | 5 min. | <input type="checkbox"/> <i>Zack and Ann</i> Reader <input type="checkbox"/> Activity Page 3.2 (optional) |
| Read "Ann's Dress" | Small Group/ Partner | 15 min. | |
| Take-Home Material | | | |
| Writing: Tricky Words | | | <input type="checkbox"/> Activity Pages 3.3, 3.4 |

ADVANCE PREPARATION

Foundational Skills

► Digital Component 3.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 3.1) on the board/chart paper or display the digital version.

► Digital Component 3.2

- Create an enlarged version of Activity Page 3.1 (Digital Component 3.2) to display for Handwriting Practice, or use the digital version.

Reading

- Determine which students will read with the teacher in Group 1 today, and which students will partner read in Group 2.

Universal Access

- Bring in a picture and/or map of city streets for the word *block* and clothing with tears for the word *rips* to use in Preview Core Vocabulary.

40M

Lesson 3: Tricky Word Review and Uppercase Letters

Foundational Skills

Primary Focus

Students will read previously taught Tricky Words. **TEKS K.2.B.iv**

Students will recognize, name, and write the following uppercase letters:

‘E’, ‘F’, ‘G’, ‘H’. **TEKS K.2.D.v; TEKS K.2.E**

WARM-UP (10 MIN.)

Tricky Word Review

- Remind students that Tricky Words have parts that do not “follow the rules,” or are not pronounced the way we would expect them to be pronounced, so they must simply memorize how to pronounce and read these parts of the words.
- Review previously taught Tricky Words on the Tricky Word Wall, or use the digital version, using established procedures.

Digital Component 3.1

| | | | |
|-----------------|------------------|-------------------|-----------------|
| 1. <u>one</u> | 6. <u>blue</u> | 11. <u>little</u> | 16. <u>was</u> |
| 2. <u>two</u> | 7. <u>yellow</u> | 12. <u>down</u> | 17. <u>when</u> |
| 3. <u>three</u> | 8. <u>look</u> | 13. <u>out</u> | 18. <u>word</u> |
| 4. <u>the</u> | 9. <u>I</u> | 14. <u>from</u> | 19. <u>why</u> |
| 5. <u>a</u> | 10. <u>are</u> | 15. <u>all</u> | 20. <u>to</u> |

REVIEW UPPERCASE LETTERS (5 MIN.)

Note: The terms *uppercase letter* and *capital letter* can be used interchangeably. Be sure to expose students to both terms.

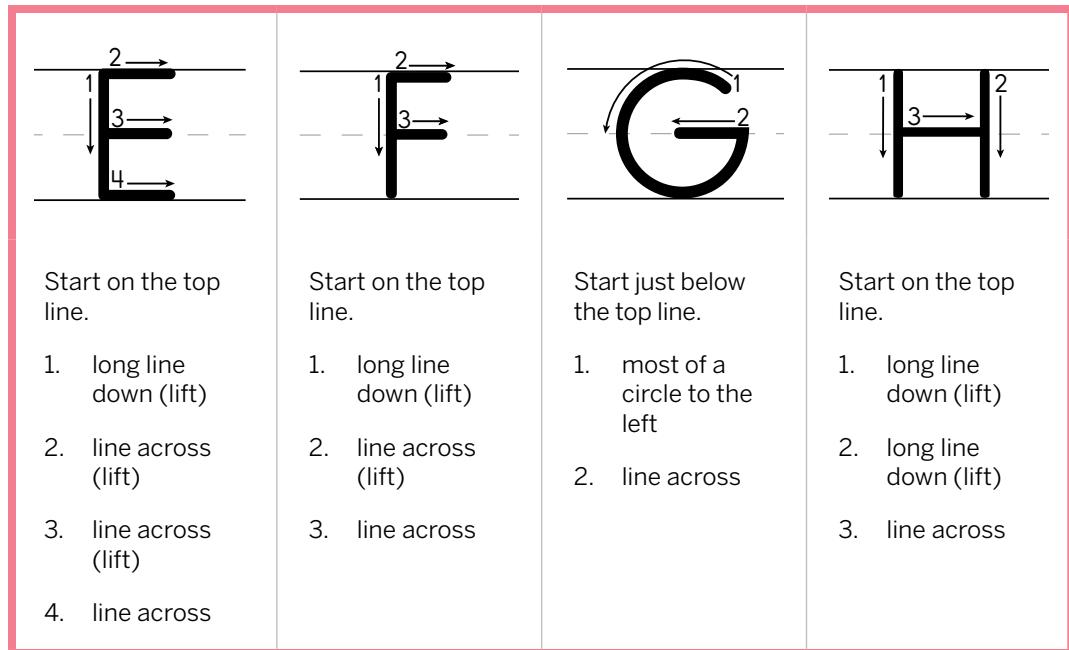
- Remind students what they have learned about uppercase letters, also known as capital letters.
- Write the following sentence on the board/chart paper: *This is Ann and this is Bob.*
- Explain that *Ann* and *Bob* are capitalized because they are names.

 **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.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

- Explain that *This* is capitalized because it is at the beginning of a sentence.
- Ask students to copy you by writing in the air as you write 'A', 'a', 'B', 'b', 'C', 'c', 'D', and 'd' on the board/chart paper, side by side.
- Remind students that each letter in the alphabet has an uppercase version and a lowercase version.
- Remind students that some uppercase letters look just like the lowercase letters, but others have a completely different shape. Compare 'C'/'c' with 'D'/'d'.
- Ask students when to use capital letters. (*for the names of people and at the beginning of sentences*)

INTRODUCE UPPERCASE LETTERS: 'E', 'F', 'G', 'H' (10 MIN.)

- Tell students you are going to show them how to write uppercase letters for four more letters of the alphabet, 'E', 'F', 'G', and 'H'.
- Mark primary handwriting guidelines on the board/chart paper. Write a lowercase 'e'.
- Point out the lowercase 'e' is written below the dotted line.
- Write an uppercase 'E' next to the lowercase 'e', describing what you are doing using the phrases below.
- Explain that this uppercase letter starts at the top line. It touches both the top line and the bottom line. Remind students that all uppercase letters stretch from the top line to the bottom line.
- Point out uppercase 'E' has a very different shape than the lowercase 'e'.
- Model writing the letter two or three more times, saying the stroke cues aloud.
- Have students write the uppercase and lowercase letters in the air with a pointed finger while saying whether the letter is uppercase or lowercase.
- Repeat these steps for 'F', 'G', and 'H', pointing out which uppercase letter looks more or less like the lowercase letter ('F') and which ones do not ('E', 'G', and 'H').



HANDWRITING PRACTICE (15 MIN.)

► Digital Component 3.2

- Distribute and display Activity Page 3.1.
- Show students how to trace the gray dotted letters and how to write the letters, using the black dots as starting points.
- At the bottom of the page, show students how to read, trace, and write the Tricky Words.
- Display the back of the activity page, and ask students to identify the first uppercase letter.
- Ask students to locate the matching lowercase letter.
- Have students draw a line from the uppercase 'A' to the lowercase 'a', following your example.
- Continue demonstrating until students are ready to work independently.

Activity Page 3.1





Foundational Skills

Foundational Literacy Skills

Show students pictures giving examples of the core vocabulary words.

Hold up a picture or map of city streets. Run your finger along four intersecting streets, outlining the shape of a rectangle or square. Tell students that this area can be called a *block*, asking students to repeat. Then hold up a picture of clothing with tears in the fabric, point to the tears and say *rips*, asking students to repeat.

Proceed with previewing core vocabulary.

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

Lesson 3: “Ann’s Dress”

Reading

20M

Primary Focus: Students will read “Ann’s Dress” with purpose and understanding and will answer questions about the development of the plot and its key details in complete sentences



TEKS K.4; TEKS K.5.A; TEKS K.5.B; TEKS K.6.C; TEKS K.7.C

INTRODUCE THE STORY (5 MIN.)

Preview Core Vocabulary

- Before reading today’s story, preview the following vocabulary with students. Write the words on the board/chart paper so students can blend and read the words. Explain the meaning of each word and use it in an oral sentence.

blocks—n., areas between city streets (16)

Example: I walked around the block.

rips—n., small tears in fabric or paper (18)

Example: There are a lot of rips in my old shirt.

Vocabulary Chart for “Ann’s Dress”

| Vocabulary Type | Tier 3 Unit-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|--|-------------------------------|----------------------------------|---------------------------------|
| Core Vocabulary | | | rips |
| Multiple-Meaning Core Vocabulary Words | | | blocks |

Note: You may also want to point out that the word *block* can have other meanings. Students may be more familiar with the word *block* referring to a wooden toy or piece of wood. In today’s story, it has the meaning noted above.



TEKS K.4 Self-select text and interact independently with text for increasing periods of time; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.C** Use text evidence to support an appropriate response; **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.

- Optional vocabulary sheets are available in the Activity Book for use at your discretion.
- 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 a dress Ann buys. Ask students to pay special attention to the story so they can tell you about two problems Ann has with her dress.

Reader



Page 12

READ “ANN’S DRESS” (15 MIN.)

Small Group

Group 2: (Students who are more able to work independently are in Group 2.) Have students take out their Readers, sit with their partners, and take turns reading “Ann’s Dress” aloud. Students who finish early should reread the story “The Bad Crab.” You may also wish to assign any of the optional vocabulary activity pages for completion. Students should not read ahead.

Group 1: (Students who need more support are in Group 1.) Have students follow along in their Readers as one student at a time reads parts of “Ann’s Dress” aloud. Pause at the end of each page to ask one or two questions to ensure students understand the text. Read the story a second time, using Read-Aloud strategies that are best for students. If you have time, read “The Bad Crab” in the same fashion. Alternatively, you may use different remediation exercises addressing students’ specific needs.



Observation: “Ann’s Dress” Anecdotal Reading Record

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

Wrap-Up

- Discuss the following questions as a class. Students should respond in complete sentences, using text evidence and incorporating the question stem in the answer.



Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: "Is the dress red?" "Was Ann's dress in a trash can?"

Intermediate

When asking each question, provide students with a specific sentence frame: "A bus had . . ." "A dog . . ."

Advanced/Advanced High

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

ELPS 4.G

Activity Pages
3.3, 3.4



Discussion Questions for "Ann's Dress"

1. **Literal.** Where did Ann go to get a dress?
 - » Ann went to Gwen's Dress Shop.
2. **Literal.** What was Ann's first problem?
 - » Ann's dress fell from the cab.
3. **Literal.** How did Ann solve her problem?
 - » Ann got out of the cab. She ran 10 blocks to get the dress.
4. **Literal.** What happened to Ann's dress after it fell from the cab? Give examples from the story.
 - » A bus had hit it; a dog bit it.
5. **Literal.** What did the dress look like? Give examples from the story and details from the illustration on page 19.
 - » The dress had mud on it; The dress had rips and missing bits; The dress was a mess.
6. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about "Ann's Dress."
7. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

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

End Lesson

Take-Home Material

WRITING; TRICKY WORDS

- Have students give Activity Pages 3.3 and 3.4 to a family member.

Lesson 3: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

What's My Word?

- Print the following previously taught Tricky Words on index cards or refer to the Tricky Word Wall. (If you use word cards, the cards could be taped to the board/chart paper or placed in a chalk tray.)

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

- Choose one word and give students clues. (Clues could include the number of letters in the word, what the first and/or last letter in the word is, and what part of the word is tricky.)
- Then say, “What’s my word?”
- Once students have found the right word, they may remove it from the board/chart paper.
- The student should use the word in a sentence.
- Depending on students’ needs, you may consider letting a student have the next turn to create the clues to a word. Or you may continue to give the clues.

MORE HELP WITH UPPERCASE LETTERS

Letters on the Back

- Designate pairs of student partners.
- Write the uppercase letters ‘E’, ‘F’, ‘G’, and ‘H’ on the board/chart paper.
- Have one student from each pair sit with their back to the board/chart paper and one student facing the board/chart paper.

- Point to one of the letters (e.g., 'E') so the students facing the board/chart paper can see you.
- Those students move behind the students who are facing away from the board/chart paper and "write" the letter 'E' on the back of the other student.
- The student on whose back the letter was written tries to guess the letter.
- The writing student should repeat writing the letter until their partner guesses correctly.
- Students trade places and roles.
- Point to another letter and continue play.

MORE HELP WITH ORAL READING

Practice Reading “Ann’s Dress”

- Ask students to sit with their partners, take out their Readers, and take turns reading “Ann’s Dress” aloud to one another.

REVIEW

Tricky Words and Uppercase Letters

4

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will read previously taught Tricky Words. **TEKS K.2.B.iv**
- Students will recognize, name, and give the sound for the following uppercase letters, and match each with its corresponding lowercase letter: 'A', 'B', 'C', 'D', 'E', 'F', 'G', 'H'. **TEKS K.2.B.i; TEKS K.2.D.v**

Reading

Students will read "Ann's Dress" with purpose and understanding and will answer written questions about the key details of the story.

- TEKS K.4; TEKS K.6.B**

FORMATIVE ASSESSMENT

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

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

Observation**"Ann's Dress" Anecdotal Reading Record**

- TEKS K.4**

TEKS K.2.B Demonstrate and apply phonetic knowledge by: (iv) identifying and reading at least 25 high-frequency words from a research-based list; (i) 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.6.B** Provide an oral, pictorial, or written response to a text.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|----------------------|---------|---|
| Foundational Skills | | | |
| Warm-Up: Tricky Word Review (Word Recognition) | Whole Group | 10 min. | <input type="checkbox"/> Tricky Word Wall (Digital Components) |
| Review Uppercase Letters: Uppercase Letter Sprints (Print Concepts) | Whole Group | 15 min. | <input type="checkbox"/> three sets of uppercase letter cards for 'A'–'H' <input type="checkbox"/> one set of lowercase letter cards for 'a'–'h' |
| Reading | | | |
| Reread "Ann's Dress" | Small Group/ Partner | 20 min. | <input type="checkbox"/> <i>Zack and Ann</i> Reader |
| Review "Ann's Dress" | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> Activity Page 4.1 (Digital Components) |
| Take-Home Material | | | |
| Take-Home Story: "The Bad Crab" | | | <input type="checkbox"/> Activity Page 4.2 |

ADVANCE PREPARATION

Foundational Skills

► Digital Component 3.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 3.1) on the board/chart paper or display the digital version from Lesson 3.
- Prepare three sets of uppercase letter cards for 'A'–'H' and one set of lowercase letter cards for 'a'–'h' for Uppercase Letter Sprints. Plan to use or clear a space in which students can "sprint" back and forth, three at a time.

Reading

► Digital Component 4.1

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

Lesson 4: Tricky Words and Uppercase Letters

Foundational Skills

25M

Primary Focus

TEXAS Students will read previously taught Tricky Words. **TEKS K.2.B.iv**

Students will recognize, name, and give the sound for the following uppercase letters, and match each with its corresponding lowercase letter: 'A', 'B', 'C', 'D', 'E', 'F',

TEXAS 'G', 'H'. **TEKS K.2.B.i; TEKS K.2.D.v**

WARM-UP (10 MIN.)

Tricky Word Review

- Review previously taught Tricky Words on the Tricky Word Wall, or use the digital version, using established procedures.

Digital Component 3.1

| | | | |
|-----------------|------------------|-------------------|-----------------|
| 1. <u>one</u> | 6. <u>blue</u> | 11. <u>little</u> | 16. <u>was</u> |
| 2. <u>two</u> | 7. <u>yellow</u> | 12. <u>down</u> | 17. <u>when</u> |
| 3. <u>three</u> | 8. <u>look</u> | 13. <u>out</u> | 18. <u>word</u> |
| 4. <u>the</u> | 9. <u>I</u> | 14. <u>from</u> | 19. <u>why</u> |
| 5. <u>a</u> | 10. <u>are</u> | 15. <u>all</u> | 20. <u>to</u> |

REVIEW UPPERCASE LETTERS (15 MIN.)

Large Letter Cards



Uppercase Letter Sprints

- Make three sets of uppercase letter cards for the first eight letters of the alphabet. Place them at the far end of the classroom, the gym, or the playground. These could be cards you made to use throughout the school year or created for this activity.
- Divide students into three teams.
- Hold up a Large Letter Card for one of the first eight letters of the alphabet that you have taught in this unit.
- Have one student from each team provide the name and sound of the letter, then race to grab a corresponding uppercase letter card and bring it back.



TEKS K.2.B Demonstrate and apply phonetic knowledge by: (iv) identifying and reading at least 25 high-frequency words from a research-based list; (i) identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters.

- The first student to return with the correct uppercase letter scores a point for the team.
- Repeat with additional letters and students.



Observation: Letter Name and Letter Sound Observation Record

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

Lesson 4: “Ann’s Dress” Reading



Primary Focus: Students will read “Ann’s Dress” with purpose and understanding and will answer written questions about the key details of the story.

 **TEKS K.4; TEKS K.6.B**

REREAD “ANN’S DRESS” (20 MIN.)

Small Group

Group 1: Have students take out their Readers, sit with their partners, and take turns rereading “Ann’s Dress” aloud. Students who finish early should reread the story “The Bad Crab.” They should not read ahead. You may wish to assign any of the optional vocabulary sheets for completion.

Group 2: Have students follow along in their Readers as one student at a time reads “Ann’s Dress” aloud. Pause to ask questions at the end of each page to ensure students understand the text. Read the story a second time, having students read aloud. If you have time, read “The Bad Crab” in the same fashion. Alternatively, you may use different remediation and/or enrichment exercises addressing students’ specific needs.

Reader



Page 12



TEKS K.4 Self-select text and interact independently with text for increasing periods of time; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

Activity Page 4.1



Observation: “Ann’s Dress” Anecdotal Reading Record

Both this lesson and the previous lesson have time designated for reading “Ann’s Dress” in small groups. As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

REVIEW “ANN’S DRESS” (15 MIN.)

Story Questions Activity Page

► Digital Component 4.1

- Distribute and display Activity Page 4.1.
- Have students read the first question.
- Ask students to identify the correct answer. Encourage students to refer to their Readers to verify their answers.
- Have students shade the circle next to the correct answer, following your example.
- Be sure to point out the use of the question mark as end punctuation.
- Complete the second question in the same fashion.
- Have students read the third question.
- Ask students to provide the answer to the third question.
- Guide students to write a decodable answer on the line provided, following your example (e.g., *It fell from the cab.*)



Check for Understanding

As students complete the third question, circulate throughout the room to verify that students are responding appropriately in writing.

Take-Home Material

TAKE-HOME STORY: “THE BAD CRAB”

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

Activity Page 4.2



Lesson 4: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

| | |
|------------------------------|--------------------|
| 1. one marker | 6. I look down. |
| 2. two hops | 7. all out of milk |
| 3. three steps | 8. I was sad. |
| 4. Look at a pal from class. | 9. Kids are glad. |
| 5. the little dog | 10. Sit down. |

MORE HELP WITH UPPERCASE LETTERS

Match Maker

- Make one copy of **Activity Pages TR 4.1 and 4.2** for each student, and have them cut the cards apart.
- Have students shuffle the cards and place them face down.
- Have students turn over two cards at a time, attempting to find matching cards. One lowercase card and one corresponding uppercase card make a pair.
- If a student finds a match, they keep the cards until the game is over.
- Continue until all matches have been found.

Matching Letter Practice

- Distribute **Activity Page TR 4.3**, and have students complete, matching the uppercase letter to the lowercase letter, and writing the uppercase letters.

MORE HELP WITH ORAL READING

Silly Voices

Support

Students reread stories from the *Zack and Ann* Reader or Unit 9 Pausing Point independently, with a partner, or to the teacher using silly voices.

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.

- Provide students with the *Zack and Ann* Reader and help students locate the story “Ann’s Dress.”
- Copy and cut out the picture cards on **Activity Page TR 4.4**, one for each student or pair of students, and place them in a **paper bag** (or something similar). Students reach inside the bag to pull out a picture card and reread the story using the voice matching the character on the card. Demonstrate for students 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.
 - Teacher: Point to the words and use a teacher voice.
 - Feel free to add others that you or students think of!
- Partner reading options may be to:
 - take turns reading the entire story
 - have one student be the leader, reading a line at a time for the partner to echo; or
 - read chorally, keeping voices together to read the story.

5

TRICKY WORDS

Introduce
Where and No

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will orally blend two-syllable words with up to five phonemes. **TEKS K.2.A.v**
Students will name lowercase letters of the alphabet and provide the corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**
- Students will read the following Tricky Words: *where, no*. **TEKS K.2.B.iv**
Students will read a sentence and choose a picture that depicts the meaning of the sentence. **TEKS K.5.A**
- Students fill in the blank in written sentences, using the following Tricky Words: *where, why, to, when, word*. **TEKS K.2.B.iv**

FORMATIVE ASSESSMENT

| | |
|-------------------|--|
| Observation | Oral Blending Observation Record TEKS K.2.A.v |
| Observation | Letter Name and Letter Sound Observation Record TEKS K.2.B.i; TEKS K.2.D.v |
| Activity Page 5.1 | Circle and Copy TEKS K.5.A |
| Activity Page 5.2 | Tricky Word Sentences (Group 2) TEKS K.2.B.iv |

TEKS K.2.A.v Demonstrate phonological awareness by blending syllables to form multisyllabic words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Foundational Skills | | | |
| Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness, Phonics) | Whole Group | 10 min. | <input type="checkbox"/> Large Letter Cards for twenty spellings taught |
| Introduce Tricky Words: <i>Where, No</i> (Word Recognition) | Whole Group | 15 min. | <input type="checkbox"/> two yellow index cards <input type="checkbox"/> Tricky Word Wall (Digital Components) |
| Circle and Copy (Fluency) | Independent | 15 min. | <input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Activity Page 5.1 (Digital Components) |
| Differentiated Instruction (Word Recognition) | Small Group | 20 min. | <input type="checkbox"/> Activity Page 5.2 |

ADVANCE PREPARATION

Foundational Skills

- Select twenty Large Letter Cards to be used for Sound/Spelling Review. If students are ready to review more than twenty spellings, use the Large Letter Cards for the spellings taught.

► Digital Component 3.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 3.1) on the board/chart paper or display the digital version from Lesson 3.

► Digital Component 5.1

- Create an enlarged version of Activity Page 5.1 (Digital Component 5.1) to display for Circle and Copy, or use the digital version.

► Digital Component 5.2

- Create the chart with sentences (Digital Component 5.2) on the board/chart paper (or use the digital version) for Small Group 2 students who finish reading early.

Universal Access

- Bring in a calendar to use in Oral Blending.

Lesson 5: Tricky Words: *Where* and *No*

Foundational Skills

60M

Primary Focus

- Students will orally blend two-syllable words with up to five phonemes. **TEKS K.2.A.v**
- Students will name lowercase letters of the alphabet and provide the corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**
- Students will read the following Tricky Words: *where, no*. **TEKS K.2.B.iv**
- Students will read a sentence and choose a picture that depicts the meaning of the sentence. **TEKS K.5.A**
- Students fill in the blank in written sentences, using the following Tricky Words: *where, why, to, when, word*. **TEKS K.2.B.iv**

**EMERGENT
BILINGUAL
STUDENTS****Foundational Skills****Foundational Literacy Skills**

Prior to blending the last five words, tell students that all of the words they will blend are names of months. Hold up the calendar, flip from January to March, point to the March page and say *March*. Repeat the process with all of the months, directing students to repeat the names after you've said them. Proceed with the blending of the last five words.

ELPS 1.C; ELPS 1.E;**ELPS 3.A****WARM-UP (10 MIN.)****Oral Blending**

- Follow the instructions in Lesson 1.

| | |
|------------------------------------|---------------------------------------|
| 1. (4) /r/ /u/ /n/ /er/ > runner | 6. (3) /m/ /ar/ /ch/ > March |
| 2. (4) /r/ /u/ /b/ /er/ > rubber | 7. (3) /j/ /oo/ /n/ > June |
| 3. (4) /r/ /u/ /d/ /er/ > rudder | 8. (4) /j/ /oo/ /l/ /ie/ > July |
| 4. (4) /r/ /e/ /d/ /er/ > redder | 9. (5) /ae/ /p/ /r/ /i/ /l/ > April |
| 5. (4) /ch/ /e/ /d/ /er/ > cheddar | 10. (5) /aw/ /g/ /u/ /s/ /t/ > August |

TEKS K.2.A.v Demonstrate phonological awareness by blending syllables to form multisyllabic words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance.



Observation: Oral Blending Observation Record

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

Sound/Spelling Review

- Review the Large Letter Cards for the twenty spellings previously taught. Include digraphs and spelling alternatives.
- Use the procedure described in previous lessons.

Large Letter Cards



Observation: Letter Name and Letter Sound Observation Record

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

INTRODUCE TRICKY WORDS: WHERE, NO (15 MIN.)

Tricky Word Review

- Remind students that Tricky Words have parts that do not "follow the rules," or are not pronounced the way we would expect them to be pronounced, so they must simply memorize how to pronounce and read these parts of the words.
- Review previously taught Tricky Words on the Tricky Word Wall, or use the digital version, using established procedures.

► Digital Component 3.1

| | | | |
|-----------------|------------------|-------------------|-----------------|
| 1. <u>one</u> | 6. <u>blue</u> | 11. <u>little</u> | 16. <u>was</u> |
| 2. <u>two</u> | 7. <u>yellow</u> | 12. <u>down</u> | 17. <u>when</u> |
| 3. <u>three</u> | 8. <u>look</u> | 13. <u>out</u> | 18. <u>word</u> |
| 4. <u>the</u> | 9. <u>I</u> | 14. <u>from</u> | 19. <u>why</u> |
| 5. <u>a</u> | 10. <u>are</u> | 15. <u>all</u> | 20. <u>to</u> |

Tricky Word: **Where**

Note: In some regions of the country, the letters 'wh' in this Tricky Word are pronounced with an aspirated /w/ sound.

- Write the Tricky Word *where* on the board/chart paper and ask students how they would pronounce it by blending. (They may say /w/ /h/ /e/ /r/ /e/ or /w/ /e/ /r/ /e/.)
- Tell students we pronounce this word /w/ /ae/ /r/ as in, "Where are your shoes?"
- Underline the letters 'w' and 'h' and explain these letters make up a tricky part of the word, just like in *when* and *why*. This is another example of /w/ spelled 'wh'.
- Underline the letters 'e', 'r', and 'e' and tell students these letters make up the second tricky part of the word. Students would probably expect these letters to be pronounced separately as /e/ /r/ /e/, but these three letters work together to stand for the /ae/ /r/ sounds.
- Tell students that when reading *where*, they have to remember to pronounce the letters 'w' 'h' as /w/ and the letters 'e' 'r' 'e' as /ae/ /r/.
- Tell students that when writing *where*, they have to remember to spell the /w/ sound with the letters 'w' 'h' and the /ae/ /r/ sounds with the letters 'e' 'r' 'e'.
- Point to the word *where* as you say the following sentence, "Where is the pencil?" Ask students to **Turn and Talk**, asking some questions with the question word *where*.
- Write the Tricky Word *where* on a yellow card and add it to the Tricky Word Wall.

Tricky Word: **No**

- Write the Tricky Word *no* on the board/chart paper and ask students how they would pronounce it by blending. (They may say /n/ /o/.)
- Explain that we pronounce this word /n/ /oe/ as in, "No running in the hall!"
- Circle the letter 'n' and explain it is pronounced just as one would expect, as /n/.
- Underline the letter 'o' and explain that it is the tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /oe/.
- Tell students that when reading *no*, they have to remember to pronounce the letter 'o' as /oe/.

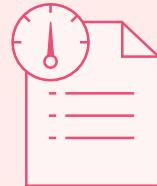
- Tell students that when writing *no*, they have to remember to spell the /oe/ sound with the letter ‘o’.
- Point to the word *no* as you say the following sentence, “No, you may not go outside.” Ask students to **Turn and Talk**, using *no* in a sentence.
- Write the Tricky Word *no* on a yellow card and add it to the Tricky Word Wall.

CIRCLE AND COPY (15 MIN.)

► Digital Component 5.1

- Distribute and display Activity Page 5.1.
- Have students read the first sentence.
- Ask students to identify the picture that matches the first sentence.
- Have students circle the matching picture, and then copy the sentence on the lines provided.
- Continue demonstrating one or two more items until students are ready to work independently.
- Don’t forget the sentences on the back and next page.

Activity Page 5.1



Activity Page 5.1: Circle and Copy



Collect Activity Page 5.1 from students to review at a later point to monitor student progress.

DIFFERENTIATED INSTRUCTION (20 MIN.)

Small Group 2

- Distribute Activity Page 5.2.
- Have students complete each sentence using the appropriate Tricky Word.
- If students finish early, they may read, copy, and illustrate some of the decodable sentences you prepared in advance. Students may also partner read “The Bad Crab” and “Ann’s Dress.” Or you may wish to assign any of the optional vocabulary activity pages for completion.

Activity Page 5.2



► Digital Component 5.2

1. The grass is long.
2. One kid is in the pond.
3. The kid fell from the branch.
4. The cat has one black spot.

Small Group 1

- Distribute Activity Page 5.2.
- Explain that there are three Tricky Words printed at the top of the activity page. Each of these Tricky Words completes one of the sentences printed below.
- Ask students to read the Tricky Words.
- Demonstrate reading the first sentence three times: once with the Tricky Word *where*, once with the Tricky Word *why*, and once with the Tricky Word *to*.
- Ask students which Tricky Word completes the sentence.
- Have students print the Tricky Word *why* on the line provided, following your example.
- Complete the remaining sentences using the words at the top of the back of the page.



Activity Page 5.2: Tricky Word Sentences (Group 2)

Collect Activity Page 5.2 from students in Group 2 to review at a later point to monitor student progress.

End Lesson

Lesson 5: Foundational Skills Remediation

Additional Support

MORE HELP BLENDING TWO-SYLLABLE WORDS

Oral Blending

- Follow the directions in Lesson 1 for Oral Blending using the words in the box.

| | |
|------------------------------------|---------------------------------------|
| 1. (4) /r/ /u/ /n/ /er/ > runner | 6. (3) /m/ /ar/ /ch/ > March |
| 2. (4) /r/ /u/ /b/ /er/ > rubber | 7. (3) /j/ /oo/ /n/ > June |
| 3. (4) /r/ /u/ /d/ /er/ > rudder | 8. (4) /j/ /oo/ /l/ /ie/ > July |
| 4. (4) /r/ /e/ /d/ /er/ > redder | 9. (5) /ae/ /p/ /r/ /i/ /l/ > April |
| 5. (4) /ch/ /e/ /d/ /er/ > cheddar | 10. (5) /aw/ /g/ /u/ /s/ /t/ > August |

MORE HELP WITH LOWERCASE LETTER-SOUND CORRESPONDENCE

Sound Dictation with Lowercase Letters

- Randomly distribute the Small Letter Cards from a Chaining Folder, one to each student.
- Distribute paper, pencils, and cards.
- Say a sound and tell students that whoever is holding the card for that sound should stand.
- Remind students how to print the lowercase letter, and encourage them to trace the lowercase letter in the air. Have students print the letter on paper.
- Repeat for the remaining sounds.

MORE HELP WITH TRICKY WORDS

Color the Tricky Word

- Distribute **Activity Page TR 5.1** to students and have them complete the sentences with the Tricky Words *where* and *no*.

Tricky Word Zap!

Note: You may want to display the Tricky Words for reference, or call students' attention to the Tricky Word Wall for support. Alternatively, do not display the word in advance, but do write each letter on the board/chart paper as it is provided by a student.

- Have students form a line, shoulder to shoulder, facing you.
- Tell them you will call out the Tricky Words *where* and *no* alternating between the two words.
- Call out the word *where*.
- The first student in line begins spelling the word by saying the letter 'w'.

- The second student in line continues spelling the word by adding the next letter, saying ‘h’.
- Each subsequent student supplies the next letter of the word until the final letter of the word is said. The student who supplies the final letter 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).
 - Teacher: “Where.”
 - First student: “‘w’”
 - Second student: “‘h’”
 - Third student: “‘e’”
 - Fourth student: “‘r’”
 - Fifth student: “‘e’, ‘where’, and zap!”
 - The sixth student is zapped and comes to you to be the caller of the next word.
 - Play continues with the word *no*.
 - You may also want to include other previously learned Tricky Words if time allows.

Complete the Sentence with Tricky Words

- Provide students with pencil and paper.
- Write the words *Where*, *no*, *Why*, *to*, *I*, *When*, and *word* in a row on the board/ chart paper.

Note: The words *Where*, *When*, and *Why* are capitalized because they will be the first word in a sentence.

- Write the following sentences, substituting blanks for the parenthetical words, underneath the Tricky Words.
 - _____ do the cats play? (*Where*)
 - _____ is a cat on that branch? (*Why*)
 - _____ cats climb _____ the top. (*No*, *to*)
 - Spell the _____ *cat*. (*word*)
 - _____ will the two cats play _____ I am? (*When*, *where*)
- Have students copy the sentences on paper, inserting the appropriate Tricky Words. Tell students that a word may be used more than once.

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 448 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 456 of those words would be completely decodable.

I is the 25th most common word in English.

No is the 63rd most common word in English.

Where is the 100th most common word in English.

Once students have learned these Tricky Words, some may be able to identify words having similar patterns. For example, a student who has learned *no* may be able to determine the pronunciation of *go* using analogy. However, we do not view *go* and similar words as decodable until the 'o' is explicitly taught as a spelling alternative for the /oe/ sound in Grade 1.

6

UPPERCASE LETTERS

Introduce
'I', 'J', 'K', 'L', 'M'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will recognize, name, and write the following uppercase letters: 'I', 'J', 'K',
 'L', 'M'. **TEKS K.2.D.v; TEKS K.2.E**

Students will write and match each of the following uppercase letters with its
 corresponding lowercase letter: 'A', 'B', 'D', 'E', 'F', 'G', 'H', 'I', 'J', 'K', 'L', 'M'. **TEKS K.2.D.v**

Reading

Students will read "Zack Gets a Pet" with purpose and understanding and will
 answer oral and written literal, inferential, and evaluative questions about the key
 details of the story. **TEKS K.5.A; TEKS K.5.B; TEKS K.6.C**

FORMATIVE ASSESSMENT

Activity Page 6.1 Handwriting Practice

 **TEKS K.2.D.v; TEKS K.2.E**

Observation Discussion Questions Observation Record

 **TEKS K.5.B; TEKS K.6.C**

 **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.E** Develop hand-writing by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.C** Use text evidence to support an appropriate response.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Foundational Skills | | | |
| Introduce Uppercase Letters: 'I', 'J', 'K', 'L', 'M' (Print Concepts) | Whole Group | 10 min. | |
| Handwriting Practice (Print Concepts) | Independent | 15 min. | <input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> Activity Page 6.1 (Digital Components) |
| Reading | | | |
| Introduce the Story | Whole Group | 20 min. | <input type="checkbox"/> <i>Zack and Ann</i> Reader <input type="checkbox"/> Activity Page 6.3 (optional) |
| Read "Zack Gets a Pet" | | | |
| Review "Zack Gets a Pet" | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 6.2 <input type="checkbox"/> Activity Page 6.2 (Digital Components) |
| Take-Home Material | | | |
| Handwriting Practice | | | <input type="checkbox"/> Activity Page 6.4 <input type="checkbox"/> Activity Page 7.1 (Digital Components) |

ADVANCE PREPARATION

Foundational Skills

► Digital Component 6.1

- Create an enlarged version of Activity Page 6.1 (Digital Component 6.1) to display for Handwriting Practice, or use the digital version.

Reading

► Digital Component 6.2

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

Lesson 6: Uppercase Letters 'I', 'J', 'K', 'L', 'M'

Foundational Skills

**Primary Focus**

Students will recognize, name, and write the following uppercase letters: 'I', 'J', 'K', 'L', 'M'. **TEKS K.2.D.v; TEKS K.2.E**

Students will write and match each of the following uppercase letters with its corresponding lowercase letter: 'A', 'B', 'D', 'E', 'F', 'G', 'H', 'I', 'J', 'K', 'L', 'M'. **TEKS K.2.D.v**

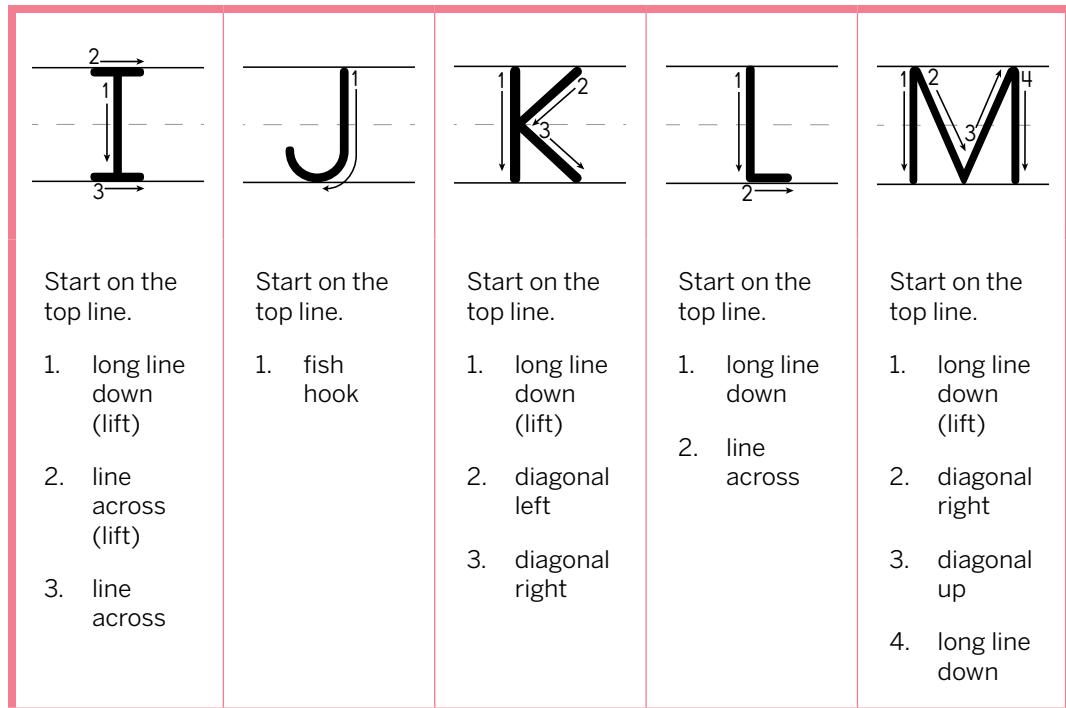
INTRODUCE UPPERCASE LETTERS: 'I', 'J', 'K', 'L', 'M' (10 MIN.)

TEKS K.2.D.v

Note: The terms *uppercase letter* and *capital letter* can be used interchangeably. Be sure to expose students to both terms.

- Tell students you are going to show them how to write uppercase letters for five more letters of the alphabet, 'I', 'J', 'K', 'L', and 'M'.
- Mark primary handwriting guidelines on the board/chart paper. Write a lowercase 'i' on the board/chart paper.
- Point out the lowercase 'i' is written mostly below the dotted line.
- Write an uppercase 'I' next to the lowercase 'i', describing what you are doing using the phrases below.
- Point out the uppercase 'I' has a very different shape than the lowercase 'i'.
- Model writing the letter two or three more times, using the writing stroke cues shown.
- Have students write the uppercase and lowercase letters in the air with a pointed finger while saying whether it is uppercase or lowercase.
- Repeat these steps for 'J', 'K', 'L', and 'M', pointing out which uppercase letters look more or less like the lowercase letters ('J' and 'K') and which ones do not ('L' and 'M').

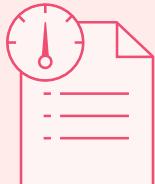
TEKS K.2.D.v Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.E** Develop hand-writing by accurately forming all uppercase and lowercase letters using appropriate directionality.



HANDWRITING PRACTICE (15 MIN.)

► Digital Component 6.1

Activity Page 6.1



- Distribute and display Activity Page 6.1.
- Show students how to trace the gray dotted letters and how to write the letters, using the black dots as starting points.
- Display the back of the activity page, and ask students to identify the first uppercase letter in the box.
- Ask students to locate the matching lowercase letter.
- Have students write an uppercase 'B' next to the lowercase 'b', following your example.
- Continue demonstrating until students are ready to work independently.



Activity Page 6.1: Handwriting Practice

Collect Activity Page 6.1 from students to review at a later point to monitor student progress.



Lesson 6: "Zack Gets a Pet"

Reading

Primary Focus: Students will read "Zack Gets a Pet" with purpose and understanding and will answer oral and written literal, inferential, and evaluative questions about the key details of the story. **TEKS K.5.A; TEKS K.5.B; TEKS K.6.C**

INTRODUCE THE STORY (5 MIN.)

Preview Core Vocabulary

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

shrugs—v., lifts one's shoulder as if to say "I don't know" or "I don't care" (26)

Example: Bob will shrug his shoulders if the teacher asks him something.

bucks—n., slang for dollars (28)

Example: Can you loan me a buck so I can buy candy?

cash—n., money (28)

Example: I get my cash from the bank.

Reader



Page 20



EMERGENT
BILINGUAL
STUDENTS

Foundational Skills

Foundational Literacy Skills

Hand out simple decodable phrases for students to read (e.g., "Where is Tom's cat?"). Have a student read the question, then respond by shrugging your shoulders and saying "I don't know." Repeat the shrug and say *shrub*, directing students to repeat. Repeat the question and answer process with a different student, this time shrugging without saying the word. Proceed with previewing the vocabulary.

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

 **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.C** Use text evidence to support an appropriate response.

Vocabulary Chart for “Zack Gets a Pet”

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

Note: You may also want to point out that the word *buck* can have other meanings. Students may be more familiar with the word *buck* referring to a male deer. In today’s story, it has the meaning previously noted.

- You may wish to assign any of the optional vocabulary activity pages for completion.
- Review the use of the apostrophe as an indication of ownership (i.e., possessive). Students will also encounter an apostrophe used for the contraction *can’t*.

Purpose for Reading

- Tell students they will read a story about Zack buying a pet. Ask students to pay special attention to the story so they can tell you what pet Zack gets.

READ “ZACK GETS A PET” (15 MIN.)

- Read “Zack Gets a Pet,” using a group reading approach appropriate for students.
- Pause every one or two pages as students read to ask questions, ensuring students understand the text.

Wrap-Up

Discussion Questions for “Zack Gets a Pet”

1. **Literal.** What pets does Zack ask to get?
 - » Zack asks to get a cat, a rat, a bug, and a fish.
2. **Literal.** Why does Dad tell Zack, “No cats!”?
 - » Cats run up trees and can’t get back.
3. **Literal.** Why does Mom say, “No rats!”?
 - » Rats smell bad!
4. **Literal.** Which pet does Zack get?
 - » Zack gets a fish.
5. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “Zack Gets a Pet.”
6. Are there any questions you have to help clarify your understanding of the story?



EMERGENT
BILINGUAL
STUDENTS

Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases:
“Does Zack get a cat?”
“Does Zack get a dog?”

Intermediate

When asking each question, provide students with a specific sentence frame: “Cats run up trees and can’t get . . .” “Rats smell . . .”

Advanced/Advanced High

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

ELPS 4.G

REVIEW “ZACK GETS A PET” (15 MIN.)

Story Questions Activity Page

► Digital Component 6.2

- Distribute and display Activity Page 6.2.
- Have students read the first question.
- Be sure to point out the use of the question mark as punctuation.
- Ask students to identify the correct answer.
- Have students shade the circle next to the correct answer, following your example.

Activity Page 6.2



- Complete the second question.
- Have students read and answer the third question.
- Guide students to write the following decodable answer on the line provided, following your example: *Zack got his fish from the pet shop.*



Check for Understanding

As students complete the third question, circulate throughout the room to verify that students are responding appropriately in writing.

End Lesson

Take-Home Material

HANDWRITING PRACTICE

Activity Page 6.4



- Have students give Activity Page 6.4 to a family member.

Lesson 6: Foundational Skills Remediation

Additional Support

MORE HELP WITH UPPERCASE LETTERS

Letters in the Sand

- Give students a **shallow tray with sand** in it.
- Have students write the following uppercase and lowercase letters in the sand with a finger: 'I', 'i', 'J', 'j', 'K', 'k', 'L', 'l', 'M', 'm'.

Note: Alternatively, spray a small amount of shaving cream on each student's desktop for tracing letters.

Match Maker

- Make one copy of **Activity Page TR 4.1** and **TR 4.2** for each student, and have them cut the cards apart.
- Follow the directions in Lesson 4 for Match Maker.

Rainbow Letters

- Provide students with several **different-colored crayons or colored pencils**.
- Make one copy of **Activity Page TR 6.1** for each student.
- Have students trace each uppercase letter several times inside of the outline, using a different-colored crayon each time.
- Make sure students start to trace each letter at the starting dot.

MORE HELP WITH TRICKY WORDS

Tricky Word Trade

- Have students sit with you in a circle.
- Display the following Tricky Words on the board/chart paper.

| | | | |
|-----------------|------------------|-----------------|------------------|
| 1. <u>one</u> | 5. <u>look</u> | 9. <u>out</u> | 13. <u>where</u> |
| 2. <u>two</u> | 6. <u>are</u> | 10. <u>of</u> | 14. <u>when</u> |
| 3. <u>three</u> | 7. <u>little</u> | 11. <u>from</u> | 15. <u>why</u> |
| 4. <u>the</u> | 8. <u>down</u> | 12. <u>no</u> | |

- Model for students the procedure for playing the game:
 - Say, “I see the Tricky Word **one**, (and spell it) ‘o’ ‘n’ ‘e’.”
 - Underline each letter of the word as you say it, or have a student underline the letters.
 - Continue: “Who will trade it for another Tricky Word?”
 - Call on a student to choose another word from the list.
 - Have the student say, “I see the Tricky Word ‘o’ ‘n’ ‘e’ (spells the word one letter at a time). Who will trade it for another word?”
 - Repeat play until all students have had a turn.

REVIEW

Tricky Words and Uppercase Letters: Introduce What and So and ‘N’, ‘O’, ‘P’, ‘Q’, ‘R’

PRIMARY FOCUS OF LESSON

Foundational Skills

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

TEXAS TEKS K.2.A.v; TEKS K.2.A.ix

Students will name lowercase letters of the alphabet and provide the

TEXAS corresponding sound. TEKS K.2.B.i; TEKS K.2.D.v

TEXAS Students will read the following Tricky Words: *what*, *so*. TEKS K.2.B.iv

Students will recognize, name, and write the following uppercase letters:

TEXAS ‘N’, ‘O’, ‘P’, ‘Q’, ‘R’. TEKS K.2.D.v; TEKS K.2.E

Students will answer simple written yes/no questions that include single-syllable,

TEXAS short-vowel words. TEKS K.2.B.i

FORMATIVE ASSESSMENT

Observation

Oral Blending Observation Record

TEXAS TEKS K.2.A.v

Observation

Letter Name and Letter Sound Observation Record

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

Activity Page 7.1

Uppercase Letters ‘N’, ‘O’, ‘P’, ‘Q’, ‘R’, and Yes/No Questions

TEXAS TEKS K.2.B.i; TEKS K.2.E

TEXAS TEKS K.2.A Demonstrate phonological awareness by: (v) blending syllables to form multisyllabic words; (ix) manipulating syllables within a multisyllabic word; 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.E Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Foundational Skills | | | |
| Warm-Up: -Oral Blending -Sound/Spelling Review (Phonological Awareness, Phonics) | Whole Group | 10 min. | <input type="checkbox"/> Large Letter Cards for twenty spellings taught |
| Introduce Tricky Words: <i>What, So</i> (Word Recognition) | Whole Group | 10 min. | <input type="checkbox"/> two yellow index cards <input type="checkbox"/> Tricky Word Wall (Digital Components) |
| Review Uppercase Letters (Print Concepts) | Whole Group | 10 min. | |
| Introduce Uppercase Letters: 'N', 'O', 'P', 'Q', 'R' (Print Concepts) | Whole Group | 10 min. | |
| Handwriting Practice (Print Concepts, Phonics) | Independent | 20 min. | <input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> Activity Page 7.1 (Digital Components) |
| Take-Home Material | | | |
| Tricky Words | | | <input type="checkbox"/> Activity Page 7.2 |

ADVANCE PREPARATION

Foundational Skills

- Select twenty Large Letter Cards to be used for Sound/Spelling Review. If students are ready to review more than twenty spellings, use the Large Letter Cards for the spellings taught.

➤ Digital Component 7.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 7.1) on the board/chart paper or display the digital version.

➤ Digital Component 7.2

- Create an enlarged version of Activity Page 7.1 (Digital Component 7.2) to display for Handwriting Practice, or use the digital version.

Universal Access

- Bring in a picture of a tiger, a rabbit, a giraffe, a raccoon, and a butterfly to use in Oral Blending.

60M

Lesson 7: Tricky Words: What, So

Foundational Skills

Primary Focus Students will orally blend two-syllable words with up to seven phonemes. **TEKS K.2.A.v; TEKS K.2.A. ix**

Students will name lowercase letters of the alphabet and provide the corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will read the following Tricky Words: *what, so*. **TEKS K.2.B.iv**

Students will recognize, name, and write the following uppercase letters: 'N', 'O', 'P', 'Q', 'R'. **TEKS K.2.D.v; TEKS K.2.E**

Students will answer simple written yes/no questions that include single-syllable, short-vowel words. **TEKS K.2.B.i**

WARM-UP (10 MIN.)**Oral Blending**

- Follow the instructions in Lesson 1. Model for students how to substitute a syllable with the words *weaker/seeker* using the routine described in the Introduction.

| | |
|--|---|
| 1. (4) /w/ /ee/ /k/ /er/ > weaker | 6. (4) /t/ /ie/ /g/ er/ > tiger |
| 2. (4) /s/ /ee/ /k/ /er/ > seeker | 7. (5) /r/ /a/ /b/ /i/ /t/ > rabbit |
| 3. (5) /s/ /n/ /ee/ /k/ /er/ > sneaker | 8. (4) /j/ /er/ /a/ /f/ > giraffe |
| 4. (5) /s/ /n/ /ee/ /k/ /ee/ > sneaky | 9. (5) /r/ /a/ /k/ /oo/ /n/ > raccoon |
| 5. (6) /s/ /n/ /ee/ /k/ /ee/ /er/ > sneakier | 10. (7) /b/ /u/ /t/ /er/ /f/ /l/ /ie/ > butterfly |

- Guide students in adding a syllable using the routine in the Introduction for *seeker/sneaker, sneaky/sneakier*.

**Observation: Oral Blending Observation Record**

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

TEKS K.2.A Demonstrate phonological awareness by: (v) blending syllables to form multisyllabic words; (ix) manipulating syllables within a multisyllabic word; **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.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

Support

For students struggling with blending words with six or seven sounds, break the words up into chunks (e.g., for *butterfly*, the student should blend /b/ /u/ /t/ /er/, then /f/ /l/ /ie/, before blending the whole word).



**EMERGENT
BILINGUAL
STUDENTS**

Foundational Skills**Foundational Literacy Skills**

Prior to blending the last five words, tell students that the last five words are all names of animals. Hold up a picture of a tiger, point to it and say *tiger*, then direct students to repeat. Repeat the process with the remaining words. Proceed with the blending of the last five words.

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

Large Letter Cards



Sound/Spelling Review

- Review the Large Letter Cards for the twenty spellings previously taught, including digraphs and spelling alternatives.
- Use the procedures described in previous lessons.



Observation: Letter Name and Letter Sound Observation Record

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

INTRODUCE TRICKY WORDS: WHAT, SO (10 MIN.)

Tricky Word Review

- Remind students that Tricky Words have parts that do not "follow the rules," or are not pronounced the way we would expect them to be pronounced, so they must simply memorize how to pronounce and read these parts of the words.
- Review previously taught Tricky Words on the Tricky Word Wall, or use the digital version, using established procedures.

► Digital Component 7.1

| | | | | |
|-----------------|------------------|-------------------|-----------------|------------------|
| 1. <u>one</u> | 6. <u>blue</u> | 11. <u>little</u> | 16. <u>was</u> | 21. <u>where</u> |
| 2. <u>two</u> | 7. <u>yellow</u> | 12. <u>down</u> | 17. <u>when</u> | 22. <u>no</u> |
| 3. <u>three</u> | 8. <u>look</u> | 13. <u>out</u> | 18. <u>word</u> | |
| 4. <u>the</u> | 9. <u>I</u> | 14. <u>from</u> | 19. <u>why</u> | |
| 5. <u>a</u> | 10. <u>are</u> | 15. <u>all</u> | 20. <u>to</u> | |

Tricky Word: *What*

Note: In some regions of the country, the letters 'wh' in this Tricky Word are pronounced with an aspirated /w/ sound.

- Write the Tricky Word *what* on the board/chart paper and ask students how they would pronounce it by blending. (They may say /w/ /h/ /a/ /t/ or /w/ /a/ /t/.)

- Tell students the word is pronounced /w/ /u/ /t/ as in, “What will I wear today?”
- Circle the letter ‘t’ and explain it is pronounced just as one would expect, as /t/.
- Underline the letters ‘w’ and ‘h’ and explain these letters make up a tricky part of the word, just like in *when*, *why*, and *where*. This is another example of /w/ spelled ‘wh’.
- Underline the letter ‘a’ and explain that it is the second tricky part of the word. They would probably expect this letter to be pronounced /a/, but it is pronounced /u/.
- Tell students that when reading *what*, they have to remember to pronounce the letters ‘w’ ‘h’ as /w/ and the letter ‘a’ as /u/.
- Tell students that when writing *what*, they have to remember to spell the /w/ sound with the letters ‘w’ ‘h’ and the /u/ sound with the letter ‘a’.
- Point to the word *what* as you say the following sentence, “What are you doing?” Ask students to **Turn and Talk**, asking some questions with the question word *what*.
- Write the Tricky Word *what* on a yellow card and add it to the Tricky Word Wall.

Tricky Word: So

- Write the Tricky Word *so* on the board/chart paper and ask students how they would pronounce it by blending. (They may say /s/ /o/.)
- Explain the word is pronounced /s/ /oe/ as in, “We went to the store so we could buy milk.”
- Circle the letter ‘s’ and explain it is pronounced just as one would expect, as /s/.
- Underline the letter ‘o’ and explain that it is the tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /oe/.
- Tell students that *so* is similar to a Tricky Word they have already learned: *no*. Write *no* on the board/chart paper and point out the letter ‘o’ is pronounced /oe/, like the letter name, in both words.
- Tell students that when reading *so*, they have to remember to pronounce the letter ‘o’ as /oe/.
- Tell students that when writing *so*, they have to remember to spell the /oe/ sound with the letter ‘o’.

- Point to the word so as you say the following sentence, “We are late, so hurry!” Ask students to **Turn and Talk**, using so in a sentence.
- Write the Tricky Word so on a yellow card and add it to the Tricky Word Wall.

Check for Understanding



As students **Turn and Talk**, circulate through the room, listening for correct pronunciation and grammatically correct use of Tricky Words *what* and *so*.

REVIEW UPPERCASE LETTERS (10 MIN.)

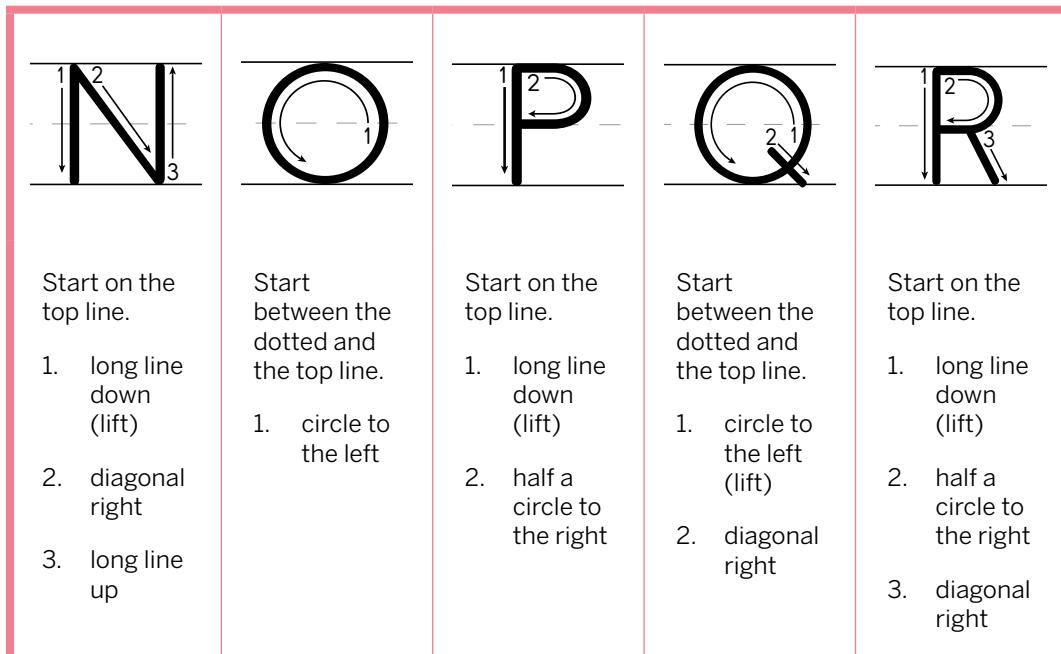
Who Can Show Me?

- Ask students to stand beside their desks.
- Tell students they will use their index (pointer) finger to write the uppercase letters in the air.
- Name the uppercase letters taught to date and say to students, “Who can show me _____?” Insert any letter ‘A’–‘M’ in the blank.
- Students “show the letter” by writing it in the air.

INTRODUCE UPPERCASE LETTERS: ‘N’, ‘O’, ‘P’, ‘Q’, ‘R’ (10 MIN.)

- Tell students you are going to show them how to write uppercase letters for five more letters of the alphabet, ‘N’, ‘O’, ‘P’, ‘Q’, and ‘R’.
- Mark primary handwriting guidelines on the board/chart paper. Write a lowercase ‘n’ on the board/chart paper.
- Point out the lowercase ‘n’, written mostly below the dotted line.
- Write an uppercase ‘N’ next to the lowercase ‘n’, describing what you are doing using the phrases below.
- Point out the uppercase ‘N’ has a different shape than the lowercase ‘n’.
- Model writing the letters two or three more times, using the writing stroke cues provided.
- Have students write the uppercase and lowercase letters in the air with a pointed finger while saying whether it is uppercase or lowercase.

- Repeat these steps for 'O', 'P', 'Q', and 'R' pointing out which uppercase letters look more or less like the lowercase letters ('O' and 'P') and which do not ('N', 'Q', 'R').



HANDWRITING PRACTICE (20 MIN.)

► Digital Component 7.2

- Distribute and display Activity Page 7.1.
- Show students how to trace the gray dotted letters and how to write the letters, using the black dots as starting points.
- Display the back of the activity page, and ask students to read the first question.
- Ask students if the answer to the first question is yes or no.
- Tell students they will answer each question with yes or no.
- Have students write *no* on the line provided, following your example.
- Continue demonstrating until students are ready to work independently.

Activity Page 7.1





Activity Page 7.1: Uppercase Letters 'N', 'O', 'P', 'Q', 'R', and Yes/No Questions

Collect Activity Page 7.1 for later review to monitor students' handwriting progress, as well as answers to yes/no questions.

[End Lesson](#)

Take-Home Material

TRICKY WORDS

Activity Page 7.2



- Have students give Activity Page 7.2 to a family member.

Lesson 7: Foundational Skills Remediation

Additional Support

MORE HELP ORALLY BLENDING

Push & Say

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

- Provide each student with a copy of Sound Boxes (**Activity Page TR 7.1**) and a handful of **small objects** (cubes, tiles, beans, buttons, etc.).
- Tell students you will say sounds for them to blend into words.
- Use familiar blending motions (e.g., finger tapping) as you say the words in segmented fashion.
- Have students repeat the sounds and push an object into a sound box for each phoneme (from left to right). Students then run their finger under the boxes (from left to right) and blend the sounds to say the word. Tell students that although they may not always use every box, they should always start with the first box on the left.

| | |
|---|--|
| 1. (5) /t/ /r/ /ae/ /d/ /er/ > trader | 6. (5) /r/ /a/ /b/ /i/ /t/ > rabbit |
| 2. (5) /s/ /p/ /ee/ /k/ /er/ > speaker | 7. (5) /l/ /ee/ /k/ /ee/ /er/ > leakier |
| 3. (4) /l/ /ee/ /k/ /ee/ > leaky | 8. (7) /b/ /u/ /t/ /er/ /f/ /l/ /ie/ > butterfly |
| 4. (5) /b/ /a/ /b/ /oo/ /n/ > baboon | 9. (7) /k/ /ar/ /p/ /e/ /n/ /t/ /er/ > carpenter |
| 5. (6) /m/ /o/ /n/ /s/ /t/ /er/ > monster | |

MORE HELP WITH LOWERCASE LETTER-SOUND CORRESPONDENCE

Letters in the Sand

- Provide students with **shallow trays of sand**.
- Call out “/a/” to students and have them echo the sound.
- Have students provide the corresponding letter, by writing ‘a’ in the sand with a finger.
- Continue with other lowercase letter sounds.

MORE HELP WITH TRICKY WORDS

Spell and Clap

- Have students sit in a circle on the floor.
- Students will orally spell the words *so* and *what*.
- Designate a student to begin. This student pronounces the word *so*, and claps after each letter as they spell it (e.g., “‘s’ [clap] ‘o’ [clap]”).
- As students say each letter, write the letter on the board/chart paper.
- The other students respond by echoing them (“‘s’ [clap] ‘o’ [clap]”).
- The student to their left pronounces the word *what*, spells and claps it (“‘w’ [clap] ‘h’ [clap] ‘a’ [clap] ‘t’ [clap]”).
- The other students echo.
- The next student spells and claps the word *so* again.
- Continue with these or other Tricky Words until you have been around the circle once or twice.

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 456 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 467 of those words would be completely decodable.

The statistics above do not take capital letters into account. In natural text, however, the ability to recognize uppercase letters does increase the number of words a student can decode.

What is the 42nd most common word in English.

So is the 50th most common word in English.

Once students have learned these Tricky Words, some may be able to recognize words having similar patterns. For example, a student who has learned *so* may be able to determine the pronunciation of *go* using analogy. However, we do not view *go* and similar words as decodable until the 'o' is explicitly taught as a spelling alternative for the /oe/ sound in Grade 1

8

REVIEW

Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

TEXAS Students will read previously taught Tricky Words. **TEKS K.2.B.iv**

Language

Students will spell single-syllable, short-vowel words with double-consonant spellings and the digraph 'ck'. **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii**

Foundational Skills

Students will recognize, name, give the sound for, and copy the following uppercase letters: 'A', 'B', 'C', 'D', 'E', 'F', 'G', 'H', 'I', 'J', 'K', 'L', 'M', 'N', 'O', 'P'.

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

Reading

Students will read "Off the Top" with purpose and understanding and will answer oral literal and inferential questions about the key details of the story.

TEXAS **TEKS K.5.A; TEKS K.5.B; TEKS K.6.F**

FORMATIVE ASSESSMENT

Observation

Letter Name and Letter Sound Observation Record

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

Observation

"Off the Top" Anecdotal Reading Record

TEXAS **TEKS K.5.A**

Observation

Discussion Questions Observation Record

TEXAS **TEKS K.5.B; TEKS K.6.F**

TEXAS **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (iv) identifying and reading at least 25 high-frequency words from a research-based list; (i) identifying and matching the common sounds that letters represent; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it – pit – tip – tap; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information from adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------------------|---------|---|
| Foundational Skills | | | |
| Warm-Up: Tricky Word Review (Word Recognition) | Whole Group | 5 min. | <input type="checkbox"/> Tricky Word Wall (Digital Components) |
| Language (Spelling) | | | |
| Large Card Chaining | Whole Group | 20 min. | <input type="checkbox"/> Large Letter Cards for 'd', 'p', 'w', 'h', 'm', 't', 'sh', 'b', 'ck', 'ff', 'ss', 'll', 'i', 'e', 'a', 'u' |
| Foundational Skills | | | |
| Letter Dictation (Print Concepts and Phonics) | Whole Group | 15 min. | <input type="checkbox"/> uppercase letter cards for 'A'–'P' |
| Reading | | | |
| Introduce the Story | Whole Group | 5 min. | <input type="checkbox"/> <i>Zack and Ann Reader</i> |
| Read "Off the Top" | Small Group/ Partner | 15 min. | |
| Take-Home Material | | | |
| Take-Home Story: "Ann's Dress" | | | <input type="checkbox"/> Activity Page 8.1 |

ADVANCE PREPARATION

Foundational Skills

► Digital Component 8.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 8.1) on the board/chart paper or display the digital version.

Language

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

Foundational Skills

- Select or prepare uppercase letter cards for 'A'–'P' to use in Letter Dictation.

Reading

- Determine which students will be in Group 1 today, reading with the teacher, and which students will partner read in Group 2.

Universal Access

- Bring in a picture of a messy room (clothes on the floor, bed unmade, etc.) to use with the word *mess* in Preview Core Vocabulary. Bring in a second picture depicting a messy situation of your choosing.

Lesson 8: Tricky Word Review

Foundational Skills

 **Primary Focus:** Students will read previously taught Tricky Words. **TEKS K.2.B.iv**

WARM-UP (5 MIN.)**Tricky Word Review**

- Remind students that Tricky Words have parts that do not “follow the rules,” or are not pronounced the way we would expect them to be pronounced, so they must simply memorize how to pronounce and read these parts of the words.
- Review previously taught Tricky Words on the Tricky Word Wall, or use the digital version, using established procedures.

 **Digital Component 8.1**

| | | | |
|-----------------|-------------------|-----------------|------------------|
| 1. <u>one</u> | 7. <u>yellow</u> | 13. <u>out</u> | 19. <u>why</u> |
| 2. <u>two</u> | 8. <u>look</u> | 14. <u>from</u> | 20. <u>to</u> |
| 3. <u>three</u> | 9. <u>I</u> | 15. <u>all</u> | 21. <u>where</u> |
| 4. <u>the</u> | 10. <u>are</u> | 16. <u>was</u> | 22. <u>no</u> |
| 5. <u>a</u> | 11. <u>little</u> | 17. <u>when</u> | 23. <u>what</u> |
| 6. <u>blue</u> | 12. <u>down</u> | 18. <u>word</u> | 24. <u>so</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.

Large Letter Cards



Lesson 8: Chaining for Spelling

Language



Primary Focus: Students will spell single-syllable, short-vowel words with double-consonant spellings and the digraph 'ck'. **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii**

LARGE CARD CHAINING (20 MIN.)

- Distribute the Large Letter Cards listed in the Lesson at a Glance, reviewing each card's sound.
- Tell students if they are holding a card with a letter in *deck*, they should go to the front of the room and stand in the order spelling *deck*.
- Once the word has been spelled correctly, say to students, "If that is *deck*, show me *peck*."
- The student with 'd' should be seated and the student with the new letter ('p') should come forward.
- The 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 the students trade cards.
- Proceed to the next chain.

1. deck > peck > pick > pill > will > hill > hiss > miss > mess > mass
2. buff > huff > puff > puck > pack > tack > shack > shall > shell > bell

Check for Understanding



As students rearrange themselves to form new words, ask students to indicate if they agree with the way the word is spelled using **Thumbs-Up/Thumbs-Down**. For the first word, ask students "Is this *deck*?" Students should give a thumbs-up for "yes" or a thumbs-down for "no."

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

Lesson 8: Letter Names and Sounds

15M

Foundational Skills

Primary Focus: Students will recognize, name, give the sound for, and copy the following uppercase letters: 'A', 'B', 'C', 'D', 'E', 'F', 'G', 'H', 'I', 'J', 'K', 'L', 'M', 'N', 'O', 'P'

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



LETTER DICTATION (15 MIN.)

TEKS K.2.D.v

- Distribute paper, pencils, and uppercase letter cards 'A'–'P'.
- As you distribute each letter, ask students to give the name and sound of each letter.
- Say a letter name and explain that the student holding the card for that uppercase letter should stand up and display the letter.
- Remind students how the uppercase letter is written, and encourage them to write the uppercase letter in the air. Have students print the letter on paper.
- Repeat for the remaining letters, as time permits.



Observation: Letter Name and Letter Sound Observation Record

Call on different students to identify letter names and letter sounds. Note 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; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.



Foundational Literacy Skills

Show students pictures giving examples of the core vocabulary word *mess*. Hold

up a picture of a messy room. Explain that we use the word *mess* to describe when things aren't where they are supposed to be.

Show them a second picture demonstrating *mess* and have students explain

why they would use the word *mess* to describe the picture. Hold up one of the pictures and ask students to identify the vocabulary word *mess*. Once *mess* has been identified, point to it and say *mess*, directing students to repeat.

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

Lesson 8: "Off the Top"

Reading



Primary Focus: Students will read "Off the Top" with purpose and understanding and will answer oral literal and inferential questions about the key details of the story. **TEKS K.5.A; TEKS K.5.B; TEKS K.6.F**

INTRODUCE THE STORY (5 MIN.)

Preview Core Vocabulary

smack—v., to hit (34)

Example: I try to smack flies with my shoe when they get in the house.

mess—n., a state of being disorganized or dirty (36)

Example: It took hours to clean up the mess when the bookshelf fell over.

Sayings and Phrases

the tip top—a phrase meaning the very top or place above everything else (32)

Example: We climbed to the tip top of the mountain on our hike.

Vocabulary Chart for "Off the Top"

| Vocabulary Type | Tier 3 Unit-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|--|-------------------------------|----------------------------------|---------------------------------|
| Core Vocabulary | | | |
| Multiple-Meaning Core Vocabulary Words | | | mess smack |
| Sayings and Phrases | the tip top | | |

Reader



Page 30

Purpose for Reading

- Tell students they are going to read a story about Zack and Ann and their pals. Ask students to pay special attention to the story so they can tell you what Zack, Ann, and their pals are doing in the story.

TEKS K.5.A Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information from adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

READ “OFF THE TOP” (15 MIN.)

Small Group

Group 1: Have students take out their Readers, sit with their partners, and take turns reading “Off the Top” aloud. Students who finish early should reread the stories “Zack Gets a Pet” and “Ann’s Dress.” You may wish to assign any of the optional vocabulary activity pages for completion. Students should not read ahead.

Group 2: Have students follow along in their Readers as students read “Off the Top” aloud. Read the story a second time, using a group reading approach that is best for your group. If you have time, read “Zack Gets a Pet” and “Ann’s Dress.” Alternatively, you may use a different exercise addressing students’ specific needs.



Observation: “Off the Top” Anecdotal Reading Record

Both this lesson and the next lesson have time designated for reading “Off the Top” in small groups. As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

Discussion Questions for “Off the Top”

1. **Literal.** What did Zack and Ann do with their cans?
 - » Zack and Ann had fun with their cans.
2. **Literal.** Where did Quinn put his can?
 - » He put his can on top of Zack and Ann’s.
3. **Literal.** Who put their can on the tip top?
 - » Ed put his on the tip top.
4. **Literal.** What made the cans fall down?
 - » Zack went to smack a bug.
5. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “Off the Top.”
6. Are there any questions you have to help clarify your understanding of the story?

Support

The tip top is a phrase meaning the very top or place above everything else. Have students think of a time they heard the saying “the tip top” or an example of something that might be on the tip top of something else. Ask students to **Turn and Talk**, using the saying “the tip top” in an oral sentence.

Check for Understanding



Have the class use **Thumbs-Up/Thumbs-Down** to indicate if they think each of these sentences is an example in which the saying “the tip top” could be used.

- My friends and I rode our bikes to the highest part of the hill. (*thumbs-up*)
- I made a tall tower of blocks and then added one last block at the top. (*thumbs-up*)
- Cho went across the bridge to get to the other side of the river. (*thumbs-down*)

Observation: Discussion Questions Observation Record



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

[End Lesson](#)

Take-Home Material

TAKE-HOME STORY: “ANN’S DRESS”

Activity Page 8.1



Lesson 8: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Tricky Word Bingo

- Copy the Bingo word cards (**Activity Page TR 8.1**) and cut apart the words.
- Make copies of Bingo boards for students (**Activity Page TR 8.2**).
- Follow directions in Lesson 2 for Bingo.

MORE HELP WITH DOUBLE-CONSONANT WORDS

Match Me

- Make one copy of the double-consonant letter cards (**Activity Page TR 8.3**) for each student.
- Have students cut the cards apart and spread them out on their desktops.
- Tell students you will say a word that ends with a double-consonant spelling.
- Tell students they should listen carefully to the word and find the corresponding double-consonant letter card.
- Tell students they will “match you” by holding up the corresponding card.
- Continue with the next word.

| | | |
|---------|----------|-----------|
| 1. buzz | 5. puck | 9. puff |
| 2. mess | 6. scuff | 10. grass |
| 3. egg | 7. hill | 11. mitt |
| 4. add | 8. shall | 12. chick |

MORE HELP WITH UPPERCASE LETTERS

Matching Letter Practice

- Make one copy of **Activity Page TR 8.4** for each student.
- Have students read the uppercase letters in the box at the top of the page, one at a time.
- Direct students to the first lowercase letter below the box, ‘h’.
- Tell students to say ‘h’ and locate the uppercase ‘H’ in the box. Then ask them to provide the sound, /h/, represented by these letters.
- Have students write the uppercase ‘H’ on the line, and complete the pages following the same procedure.

MORE HELP WITH ORAL READING

Two Voices

- Make one copy of **Activity Page TR 8.5** for each pair of students.
- Follow the directions in Lesson 2.

REVIEW

Tricky Words

PRIMARY FOCUS OF LESSON**Foundational Skills**

- TEX Students will orally blend words with up to seven phonemes. **TEKS K.2.A.v**
- TEX Students will name lowercase letters of the alphabet and provide the corresponding sounds. **TEKS K.2.B.i; TEKS K.2.D.v**
- TEX Students will complete fill-in-the blank sentences with the following Tricky Words: *where, no, so, what, from.* **TEKS K.2.B.iv**

Reading

- Students will read “Off the Top” with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration with a caption, depicting part of the story. **TEKS K.5.A; TEKS K.6.B**

FORMATIVE ASSESSMENT**Observation** **Oral Blending Observation Record**

- TEX **TEKS K.2.A.v**

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

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

Activity Page 9.1 **Complete the Sentences**

- TEX **TEKS K.2.B.iv**

Observation **“Off the Top” Anecdotal Reading Record**

- TEX **TEKS K.5.A**

Activity Page 9.2 **“Off the Top” Story Questions**

- TEX **TEKS K.6.B**

TEX **TEKS K.2.A.v** Demonstrate phonological awareness by blending syllables to form multisyllabic words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------------------|---------|---|
| Foundational Skills | | | |
| Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness, Phonics) | Whole Group | 10 min. | <input type="checkbox"/> Large Letter Cards for twenty spellings taught |
| Review Tricky Words (Word Recognition) | Independent | 15 min. | <input type="checkbox"/> Activity Page 9.1 <input type="checkbox"/> Activity Page 9.1 (Digital Components) |
| Reading | | | |
| Reread "Off the Top" | Small Group/ Partner | 20 min. | <input type="checkbox"/> <i>Zack and Ann</i> Reader |
| Review "Off the Top" | Independent | 15 min. | <input type="checkbox"/> Activity Page 9.2 |

ADVANCE PREPARATION

Foundational Skills

- Select twenty Large Letter Cards to be used for Sound/Spelling Review. If students are ready to review more than twenty spellings, use the Large Letter Cards for the spellings taught.

► Digital Component 9.1

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

Universal Access

- Bring in a picture of an oven, a mixer, a freezer, a toaster, and a trash can to use in Oral Blending.

25M

Lesson 9: Review

Foundational Skills

Primary Focus

TEXAS Students will orally blend words with up to seven phonemes. **TEKS K.2.A.v**

Students will name lowercase letters of the alphabet and provide the corresponding sounds. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will complete fill-in-the blank sentences with the following Tricky Words: *where, no, so, what, from*. **TEKS K.2.B.iv**

WARM-UP (10 MIN.)**Oral Blending**

- Follow the instructions in Lesson 1.

| | |
|-----------------------------------|--|
| 1. (4) /r/ /i/ /ng/ /er/ > ringer | 6. (4) /u/ /v/ /e/ /n/ > oven |
| 2. (4) /s/ /i/ /ng/ /er/ > singer | 7. (4) /m/ /i/ /x/ /er/ > mixer |
| 3. (4) /s/ /i/ /m/ /er/ > simmer | 8. (5) /f/ /r/ /ee/ /z/ /er/ > freezer |
| 4. (4) /s/ /u/ /m/ /er/ > summer | 9. (5) /t/ /oe/ /s/ /t/ /er/ > toaster |
| 5. (4) /s/ /u/ /p/ /er/ > supper | 10. (7) /t/ /r/ /a/ /sh/ /k/ /a/ /n/ > trash can |

Support

For students struggling with blending words with six or seven sounds, break the words up into chunks (e.g., for *trash can*, students should blend /t/ /r/ /a/ /sh/, then /k/ /a/ /n/ before blending the whole word).



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Foundational Skills**Foundational Literacy Skills**

Prior to blending the last five words, tell students that the next set of words to be blended are all things from the kitchen. Hold up a picture of an oven, point to it and say *oven*, directing students to repeat. Repeat the process with the remaining pictures. Proceed with the blending of the last five words.

Proceed with the blending of the last five words.

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

**Observation: Oral Blending Observation Record**

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

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

Large Letter Cards



Activity Page 9.1



Sound/Spelling Review

- Review the Large Letter Cards for the twenty spellings previously taught, including digraphs and spelling alternatives.
- Use the procedure described in earlier lessons.



Observation: Letter Name and Letter Sound Observation Record

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

REVIEW TRICKY WORDS (15 MIN.)

Complete the Sentences

► Digital Component 9.1

- Distribute and display Activity Page 9.1.
- Tell students three Tricky Words are printed at the top of the activity page. Each of these Tricky Words completes one of the sentences printed below.
- Ask students to read the three Tricky Words at the top.
- Demonstrate reading the first sentence three times: once with the Tricky Word *so*, once with the Tricky Word *where*, and once with the Tricky Word *no*.
- Ask students which Tricky Word completes the sentence.
- Have students print the Tricky Word *no* on the line provided, following your example.
- Ask students to complete the remaining items independently.



Activity Page 9.1: Complete the Sentences

Collect Activity Page 9.1 from students to review at a later point to monitor student progress.

Lesson 9: “Off the Top”

Reading



Primary Focus: Students will read “Off the Top” with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration with a caption, depicting part of the story. **TEKS K.5.A; TEKS K.6.B**

REREAD “OFF THE TOP” (20 MIN.)

Small Group

Group 1: Have students take out their Readers and sit with their partners. Tell students they are going to reread a story about Zack and Ann and their pals. Ask students to pay special attention to the story so they can tell you what Zack, Ann, and their pals are doing in the story. Have students take turns rereading “Off the Top” aloud. Students who finish early should reread the stories “Zack Gets a Pet” and “Ann’s Dress.” You may wish to assign any of the optional vocabulary activity pages for completion. Students should not read ahead.

Reader



Page 30

Group 2: Tell students they are going to reread a story about Zack and Ann and their pals. Ask students to pay special attention to the story so they can tell you what Zack, Ann, and their pals are doing in the story. Have students follow. Have students follow along in their Readers as students read “Off the Top” aloud. Read the story a second time, having students read using a group reading approach of your choice. If you have time, read “Zack Gets a Pet” and “Ann’s Dress.” Alternatively, you may use a different exercise addressing students’ specific needs.



Observation: “Off the Top” Anecdotal Reading Record

Both this lesson and the previous lesson have time designated for reading “Off the Top” in small groups. As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

 TEKS K.5.A Establish purpose for reading assigned and self-selected texts with adult assistance; TEKS K.6.B Provide an oral, pictorial, or written response to a text.

Activity Page 9.2



Support

Pull any students who are struggling with the activity page into a small group. Have students write decodable answers to the first question following your example. Elicit and guide student responses to complete the activity page.

REVIEW “OFF THE TOP” (15 MIN.)

Story Questions Activity Page

- Distribute Activity Page 9.2.
- Have students read the first question.
- Have students write the answer to the first question in a complete sentence on Activity Page 9.2 and then complete the second and third questions independently.
- Once students have completed the questions, they may illustrate a part of the story in the box provided and write a caption on the line.



Activity Page 9.2: “Off the Top” Story Questions

Collect Activity Page 9.2 from students to review at a later point to monitor student progress.

End Lesson

Lesson 9: Foundational Skills Remediation

Additional Support

MORE HELP ORALLY BLENDING WORDS

Push & Say

- Provide each student with a copy of Sound Boxes (**Activity Page TR 7.1**) and a handful of **small objects** (cubes, tiles, beans, buttons, etc.).
- Follow the directions in Lesson 7.

| | |
|---|--|
| 1. (4) /d/ /i/ /n/ /er/ > dinner | 6. (4) /s/ /u/ /p/ /er/ > supper |
| 2. (5) /b/ /l/ /e/ /n/ /d/ /er/ > blender | 7. (5) /g/ /r/ /a/ /b/ /er/ > grabber |
| 3. (5) /p/ /l/ /a/ /t/ /er/ > platter | 8. (5) /t/ /oe/ /s/ /t/ /er/ > toaster |
| 4. (4) /u/ /v/ /e/ /n/ > oven | 9. (5) /f/ /r/ /ee/ /z/ /er/ > freezer |
| 5. (4) /w/ /a/ /sh/ /er/ > washer | 10. (7) /t/ /r/ /a/ /sh/ /k/ /a/ /n/ > trash can |

MORE HELP WITH LOWERCASE LETTER-SOUND CORRESPONDENCE

Disappearing Letters

- Write the lowercase alphabet in one continuous line across the board/chart paper, and draw three dots under each letter.
- Review the sound each letter represents with students.
- Say a sound and have a student come to the board/chart paper and erase a dot under the letter for the sound.
- Call out other sounds or letter names in a similar fashion.
- When all dots have been erased, ask a student to erase the letter.
- Play is complete when all letters have “disappeared”.

Tricky Word Bingo

- Copy enough Bingo boards (**Activity Page TR 9.2**) for each student to have a game board.
- Make one copy of the word cards (**Activity Page TR 9.1**) and cut the words apart.
- Follow the directions in Lesson 2.

10

ASSESSMENT, TRICKY WORDS, AND
UPPERCASE LETTERSIntroduce
Which and
'S', 'T', 'U', 'V', 'W'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read the Tricky Word *which* and previously taught Tricky Words.

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

Students will recognize, name, and write the following uppercase letters: 'S', 'T', 'U',

 'V', 'W' and match uppercase and lowercase letters. **TEKS K.2.D.v; TEKS K.2.E**

Reading

Students will read "Fix that Ship" with purpose and understanding and will answer oral literal, inferential, and evaluative questions about the key details of the story.

 **TEKS K.5.A; TEKS K.5.B; TEKS K.6.F; TEKS K.7.B; TEKS K.7.D**

FORMATIVE ASSESSMENT

Activity Page 10.1 Tricky Word Recognition

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

Activity Page 10.2 Uppercase Letters 'S', 'T', 'U', 'V', 'W' and Matching
Uppercase and Lowercase Letters

 **TEKS K.2.D.v; TEKS K.2.E**

Observation "Fix that Ship" Anecdotal Reading Record

 **TEKS K.5.A**

Observation Discussion Questions Observation Record

 **TEKS K.5.B; TEKS K.6.F; TEKS K.7.B; TEKS K.7.D**

 **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.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.D** Describe the setting.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|---------------------|---------|---|
| Foundational Skills | | | |
| Tricky Word Recognition Assessment (Word Recognition) | Whole Group | 10 min. | <input type="checkbox"/> Activity Page 10.1 |
| Introduce Tricky Word: <i>Which</i> (Word Recognition) | Whole Group | 5 min. | <input type="checkbox"/> yellow index card |
| Introduce Uppercase Letters: 'S', 'T', 'U', 'V', 'W' (Print Concepts) | Whole Group | 10 min. | |
| Handwriting Practice (Print Concepts) | Independent | 15 min. | <input type="checkbox"/> Activity Page 10.2 <input type="checkbox"/> Activity Page 10.2 (Digital Components) |
| Reading | | | |
| Introduce the Story | Whole Group | 5 min. | <input type="checkbox"/> <i>Zack and Ann</i> Reader <input type="checkbox"/> Activity Pages 10.3–10.5 (optional) |
| Read "Fix that Ship" | Small Group/Partner | 15 min. | |
| Take-Home Material | | | |
| Take-Home Story: "Zack Gets a Pet" | | | <input type="checkbox"/> Activity Page 10.6 |

ADVANCE PREPARATION

Foundational Skills

► Digital Component 10.1

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

Universal Access

- Bring in pictures depicting the following words to use in Preview Core Vocabulary: *mast, deck* (parts of a boat), *rust, dent, drill*, and *sand* (i.e., the verb “to sand”). If possible, bring in sandpaper to demonstrate what you use to sand a surface.

40M

Lesson 10: Tricky Word: *Which*

Foundational Skills

Primary Focus

Students will read the Tricky Word *which* and previously taught Tricky Words.

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

Students will recognize, name, and write the following uppercase letters: 'S', 'T', 'U',

 'V', 'W', and match uppercase and lowercase letters. **TEKS K.2.D.v; TEKS K.2.E**

TRICKY WORD RECOGNITION ASSESSMENT (10 MIN.)**Administration**

- Distribute Activity Page 10.1.
- Tell students you will say a Tricky Word and they should circle the word that you say.
- Read the words slowly, one at a time. Repeat the word and use it in a sentence, if necessary.

| | |
|---------------------------------|------------|
| 1. when | 9. down |
| 2. no | 10. I |
| 3. where | 11. why |
| 4. what | 12. three |
| 5. word | 13. the |
| 6. so | 14. little |
| 7. to (specify: not the number) | 15. out |
| 8. are | |

Activity Page 10.1

- You may suggest that students cover the lines with a piece of paper and move it down the page to show the next line as you read.

Scoring and Analysis

- 13–15 words correct—excellent
- 11 or 12 words correct—good

 **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.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

- 9 or 10 words correct—fair
- 8 or less correct—poor

Students scoring 10 or below would benefit from Additional Support activities to practice Tricky Words found at the end of the lesson.

INTRODUCE TRICKY WORD: WHICH (5 MIN.)

- Write the Tricky Words *when*, *where*, *why*, and *what* on the board/chart paper and tell students that these are all question words. Remind students that in these words the /w/ sound is spelled ‘wh’.
- Tell students there is one more question word to learn.

Tricky Word: *Which*

Note: In some regions of the country, the letters ‘wh’ in this Tricky Word are pronounced with an aspirated /w/ sound.

- Write the Tricky Word *which* on the board/chart paper and ask students how they would pronounce it by blending. (They may apply the ‘wh’ spelling for /w/, and may pronounce the word correctly: /w/ /i/ /ch/.)
- Tell students this word is pronounced /w/ /i/ /ch/ as in, “Which flower do you like best?”
- Circle the letter ‘i’ and explain it is pronounced just as one would expect, as /i/.
- Circle the spelling ‘ch’ and explain it is also pronounced just as one would expect, as /ch/.
- Underline the letters ‘w’ and ‘h’ and explain these letters make up the tricky part of the word. Similar to *when*, *why*, *where*, and *what*, this is another example of /w/ spelled ‘wh’.
- Tell students that when reading *which*, they have to remember to pronounce the letters ‘w’ ‘h’ as /w/.
- Tell students that when writing *which*, they have to remember to spell the /w/ sound with the letters ‘w’ ‘h’.
- Point to the word *which* as you say the following sentence, “Which coat is yours?” Ask students to **Turn and Talk**, asking some questions with the question word *which*.
- Write the Tricky Word *which* on a yellow card and add it to the Tricky Word Wall.

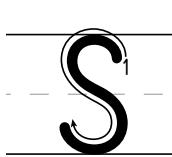
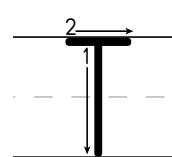
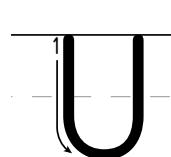
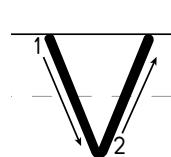
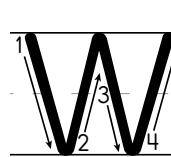
Check for Understanding



As students **Turn and Talk**, circulate through the room, listening for correct pronunciation and grammatically correct use of the Tricky Word *which*.

INTRODUCE UPPERCASE LETTERS: 'S', 'T', 'U', 'V', 'W' (10 MIN.)

- Tell students you are going to demonstrate how to write uppercase letters for five more letters of the alphabet, 'S', 'T', 'U', 'V', and 'W'.
- Mark handwriting guidelines on the board/chart paper. Write a lowercase 's' on the board/chart paper.
- Write an uppercase 'S' next to the lowercase 's', describing what you are doing using the provided prompts.
- Model writing the letter two or three more times.
- Have students write the uppercase and lowercase letters in the air with a pointed finger while saying whether it is uppercase or lowercase.
- Repeat these steps for 'T', 'U', 'V', and 'W'.

| | | | | |
|---|---|---|---|--|
|  |  |  |  |  |
| Start between the top and the dotted line. 1. half a circle to the left 2. half a circle to the right | Start on the top line. 1. long line down (lift) 2. line across | Start on the top line. 1. cup | Start on the top line. 1. diagonal right 2. diagonal up | Start on the top line. 1. diagonal right 2. diagonal up 3. diagonal right 4. diagonal up |

HANDWRITING PRACTICE (15 MIN.)

► Digital Component 10.1

Activity Page 10.2



- Distribute and display Activity Page 10.2.
- Show students how to trace the gray dotted letters and how to write the letters using the black dots as starting points.
- Display the back of the activity page, and ask students to name the first uppercase letter.
- Ask students to locate the matching lowercase letter.
- Have students draw a line from the uppercase 'I' to the lowercase 'i', following your example.
- Ask students to complete the remainder independently.

Activity Page 10.2: Uppercase Letters 'S', 'T', 'U', 'V', 'W' and Matching Uppercase and Lowercase Letters



Collect Activity Page 10.2 to review and monitor students' handwriting progress, as well as progress with matching uppercase and lowercase letters.

Lesson 10: “Fix that Ship”

Reading



Primary Focus: Students will read “Fix that Ship” with purpose and understanding and will answer oral literal, inferential, and evaluative questions about the key details of the story. **TEKS K.5.A; TEKS K.5.B; TEKS K.6.F; TEKS K.7.B; TEKS K.7.D**

INTRODUCE THE STORY (5 MIN.)

Preview Core Vocabulary

mast—n., a tall pole rising from the bottom of a ship; it often has a sail attached to it (38)

Example: We raise the sail to the top of the mast when we are ready to head out.

dents—n., places on an object that are pushed in (38)

Example: An acorn fell from a tree and made a dent in the hood of the car.

rust—n., a reddish brown coating that forms on metal exposed to damp air (38)

Example: The car was covered in rust from years of not getting cleaned.

sand—v., to smooth by rubbing with a special paper with sand glued to it (38)

Example: I sand the table to get the scratches off.

deck—n., the floor of a ship (40)

Example: We make sure to mop the deck before sailing.

drills—v., makes a hole using a tool called a drill (40)

Example: Jamal will drill holes in the wall so he can hang pictures.

Sayings and Phrases

all set—an expression that means “ready” (40)

Example: After we put our suitcases in the car, we’re all set to go on our trip.

Reader



Page 38



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Foundational Skills

Show students pictures giving examples of the core vocabulary words. Hold up a picture of a boat with a mast. Point to the mast and explain the definition of *mast*. Hold up a picture of boat with a mast and ask a student to identify it. Once it has been identified, point to the mast and say *mast*, directing students to repeat. Repeat the process with the remaining words. Proceed with previewing the vocabulary.

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

TEKS K.5.A Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.D** Describe the setting.

Vocabulary Chart for “Fix that Ship”

| Vocabulary Type | Tier 3 Unit-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|--|-------------------------------|----------------------------------|---------------------------------|
| Core Vocabulary | | mast | rust |
| Multiple-Meaning Core Vocabulary Words | | sand deck | dents drills |
| Sayings and Phrases | all set | | |

Note: You may also want to point out that the word *sand* and *drill* can have other meanings. Students may be more familiar with the word *sand* referring to the granular surface of the ocean or seashore. The word *drill* may be more familiar as it relates to practice such as a fire drill. In today’s story, these words have the meanings previously noted.

- You may wish to assign any of the optional vocabulary activity pages for completion.
- Review the use of the apostrophe as an indication of ownership (i.e., possessive). Students will also encounter an apostrophe used for the contractions *can’t* and *it’s*.

Purpose for Reading

- Tell students they are going to read a story about Zack’s dad’s ship. Ask students to pay special attention to the story so they can tell you what is wrong with Zack’s dad’s ship.

READ “FIX THAT SHIP” (15 MIN.)

Small Group

Group 2: Have students take out their Readers, sit with their partners, and take turns reading “Fix that Ship” aloud. Students who finish early should reread the stories “Off the Top” and “Zack Gets a Pet.” They should not read ahead. You may also wish to assign vocabulary activity pages for completion.

Group 1: Have students follow along in their Readers as students read “Fix that Ship” aloud. Read the story a second time, having students participate using group strategies best suited to your group. If you have time, read “Off the Top” and “Zack Gets a Pet” in the same fashion. Alternatively, you may use a different remediation exercise addressing students’ specific needs.



Observation: “Fix that Ship” Anecdotal Reading Record

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

Wrap-Up

Discussion Questions for “Fix that Ship”

1. **Literal.** Who is the main character of this story?
 - » Zack’s dad, Dan, is the main character.
2. **Literal.** Why can’t Dan fish on the ship yet?
 - » Dan must fix up his ship.
3. **Literal.** What does Dan need to fix on his ship? Give an example from the story.
 - » The ship has a big crack in its mast; it has dents which Dan must fix; it has rust which Dan must sand.
4. **Literal.** What does Dan do to fix his ship? Give an example from the story.
 - » Dan sands the deck; Dan scrubs the deck; Dan drills the deck.
5. **Inferential.** What is the setting of the story? Look at the illustrations to answer this question.
 - » The setting is a dock in the water/land near the shore; in warm weather.
6. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “Fix that Ship.”
7. Are there any questions you have to help clarify your understanding of the story?



EMERGENT
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STUDENTS

Reading

Exchanging Information
and Ideas

Beginning

Ask yes/no questions using simple phrases: “Is Zack the main character of this story?” “Does Zack’s dad sand the deck?”

Intermediate

When asking each question, provide students with a specific sentence frame: “The ship has a big crack in the . . .” “It has rust which Dan must . . .”

Advanced/Advanced High

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

ELPS 4.G



Observation: Discussion Questions Observation Record

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

Take-Home Material

TAKE-HOME STORY: “ZACK GETS A PET”

Activity Page 10.6



Lesson 10: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Spell and Clap

- Have students orally spell and clap the words in the box, using the directions in Lesson 7.

1. why
2. to
3. all

4. which
5. when
6. where

7. one
8. from
9. word

MORE HELP WITH UPPERCASE LETTERS

Letter Finders

- Provide students with paper and pencil.
- Tell students you would like them to find the following uppercase letters in **a favorite book** ‘S’, ‘T’, ‘U’, ‘V’, and ‘W’.
- As students find a letter, have them write it on paper. Remind students to look for and write only the uppercase letters.
- Have students continue until they have written each letter three to five times.

MORE HELP WITH ORAL READING

Two Voices

- Make one copy of **Activity Page TR 10.1** for each pair of students.
- Follow directions in Lesson 2.

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 467 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 469 of those words would be completely decodable.

The statistics above do not take capital letters into account. In natural text, however, the ability to recognize uppercase letters does increase the number of words a student can decode.

Which is the 58th most common word in English.

TRICKY WORD

Introduce Once

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will orally blend words with up to seven phonemes. **TEKS K.2.A.v; TEKS K.2.A. ix**
- Students will name lowercase letters of the alphabet and provide the corresponding sounds. **TEKS K.2.B.i; TEKS K.2.D.v**
- Student will name uppercase letters 'A'–'W'. **TEKS K.2.D.v**
- Students will read the Tricky Word once. **TEKS K.2.B.iv**

Reading

Students will read "Fix that Ship" with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration

- with a caption depicting part of the story. **TEKS K.5.A; TEKS K.6.B; TEKS K.6.F**

FORMATIVE ASSESSMENT

| | |
|--------------------|---|
| Observation | Oral Blending Observation Record |
| | TEKS K.2.A.v |
| Observation | Letter Name and Letter Sound Observation Record |
| | TEKS K.2.D.v; TEKS K.2.B.i |
| Observation | "Fix that Ship" Anecdotal Reading Record |
| | TEKS K.5.A |
| Activity Page 11.1 | "Fix that Ship" Story Questions |
| | TEKS K.6.B; TEKS K.6.F |

- TEKS K.2.A** Demonstrate phonological awareness by: (v) blending syllables to form multisyllabic words; (ix) manipulating syllables within a multisyllabic word; **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.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------------------|---------|---|
| Foundational Skills | | | |
| Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness) | Whole Group | 10 min. | <input type="checkbox"/> Large Letter Cards for twenty spellings taught |
| Review Uppercase Letters (Print Concepts) | Whole Group | 5 min. | <input type="checkbox"/> letters on cards |
| Introduce Tricky Word: Once (Word Recognition) | Whole Group | 10 min. | <input type="checkbox"/> yellow index card <input type="checkbox"/> Tricky Word Wall (Digital Components) |
| Reading | | | |
| Reread "Fix that Ship" | Small Group/ Partner | 20 min. | <input type="checkbox"/> <i>Zack and Ann</i> Reader |
| Review "Fix that Ship" | Independent | 15 min. | <input type="checkbox"/> Activity Page 11.1 |
| Take-Home Material | | | |
| Tricky Words | | | <input type="checkbox"/> Activity Page 11.2 |

ADVANCE PREPARATION

Foundational Skills

- Select twenty Large Letter Cards to be used for Sound/Spelling Review. If students are ready to review more than twenty spellings, use the Large Letter Cards for the spellings taught.
- Write the uppercase letters taught in this unit ('A'–'W') on large cards or pieces of colored paper. You will use these in Flash Card Review and in the following lessons. You may wish to write these on card stock or laminate them for future use.

► Digital Component 11.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 11.1) on the board/chart paper or display the digital version.

Universal Access

- Bring in pictures depicting the following words to use in Oral Blending: *shower, shampoo, toothbrush, soap dish, sink*.

25M

Lesson 11: Tricky Word: Once

Foundational Skills

Primary Focus

- Students will orally blend words with up to seven phonemes. **TEKS K.2.A.v; TEKS K.2.A.ix**
- Students will name lowercase letters of the alphabet and provide the corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**
- Student will name uppercase letters 'A'–'W'. **TEKS K.2.D.v**
- Students will read the Tricky Word once. **TEKS K.2.B.iv**

WARM-UP (10 MIN.)**Oral Blending**

- Follow the instructions in Lesson 1. Model for students how to substitute a syllable with the words *toothbrush/hairbrush* using the routine described in the Introduction.

| | |
|------------------------------------|--|
| 1. (4) /w/ /ie/ /t/ /er/ > whiter | 6. (3) /sh/ /ou/ /er/ > shower |
| 2. (4) /w/ /o/ /t/ /er/ > water | 7. (5) /sh/ /a/ /m/ /p/ /oo/ > shampoo |
| 3. (4) /w/ /ae/ /t/ /er/ > waiter | 8. (7) /t/ /oo/ /th/ /b/ /r/ /u/ /sh/ > toothbrush |
| 4. (4) /l/ /ae/ /t/ /er/ > later | 9. (6) /s/ /oe/ /p/ /d/ /i/ /sh/ > soap dish |
| 5. (4) /l/ /ie/ /t/ /er/ > lighter | 10. (4) /s/ /i/ /ng/ /k/ > sink |

- Guide students in adding a syllable using the routine in the Introduction for *whiter/waiter, water/waiter*.

Support

For students struggling with blending words with six or seven sounds, break the words up into chunks (e.g., for *toothbrush*, the student should blend /t/ /oo/ /th/, then /b/ /r/ /u/ /sh/) before blending the whole word.



**EMERGENT
BILINGUAL
STUDENTS**

Foundational Skills**Foundational Literacy Skills**

Prior to blending the last five words, tell students that the next set of words are all things found in a bathroom. Hold up a picture of a shower, point to it and say *shower*, directing students to repeat. Repeat the process with the remaining pictures. Proceed with the blending of the last five words.

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

Observation: Oral Blending Observation Record

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

TEKS K.2.A Demonstrate phonological awareness by (v) blending syllables to form multisyllabic words; (ix) manipulating syllables within a multisyllabic word; **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 for the twenty spellings that have been taught, including digraphs and spelling alternatives.
- Use the procedure described in earlier lessons.



Observation: Letter Name and Letter Sound Observation Record

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



REVIEW UPPERCASE LETTERS (5 MIN.)

TEKS K.2.D.v

Flash Card Review

- Using the cards you prepared in advance, display a card for 1 or 2 seconds.
- Ask students to read the name of the letter.
- Do the same with the remaining uppercase letters that have been taught.
- Shuffle the cards and repeat the process.
- Save the cards for future use.

INTRODUCE TRICKY WORD: ONCE (10 MIN.)

Tricky Word Review

- Remind students that Tricky Words have parts that do not "follow the rules," or are not pronounced the way we would expect them to be pronounced, so they must simply memorize how to pronounce and read these parts of the words.
- Review previously taught Tricky Words on the Tricky Word Wall, or use the digital version, using established procedures.



TEKS K.2.D.v Demonstrate print awareness by identifying all uppercase and lowercase letters.

► Digital Component 11.1

| | | | |
|------------------|-------------------|-----------------|------------------|
| 1. <u>one</u> | 8. <u>look</u> | 14. <u>from</u> | 20. <u>to</u> |
| 2. <u>two</u> | 9. <u>I</u> | 15. <u>all</u> | 21. <u>where</u> |
| 3. <u>three</u> | 10. <u>are</u> | 16. <u>was</u> | 22. <u>no</u> |
| 4. <u>the</u> | 11. <u>little</u> | 17. <u>when</u> | 23. <u>what</u> |
| 5. <u>a</u> | 12. <u>down</u> | 18. <u>word</u> | 24. <u>so</u> |
| 6. <u>blue</u> | 13. <u>out</u> | 19. <u>why</u> | 25. <u>which</u> |
| 7. <u>yellow</u> | | | |

Tricky Word: Once

- Write the Tricky Word *once* on the board/chart paper and ask students to pronounce it by blending. (They may say /o/ /n/ /k/ /e/.)
- Tell students the actual pronunciation is /w/ /u/ /n/ /s/ as in: “I once saw a fox in the woods.”
- Explain that this word is similar to the Tricky Word *one*.
- Explain the relationship between *one* and *once*. If something happens one time, it happens once; *once* means one time.
- Underline the entire word and explain it is completely tricky.
- Tell students that when reading *once*, they have to remember to pronounce it as /w/ /u/ /n/ /s/.
- Tell students that when writing *once*, they have to remember to spell it ‘o’ ‘n’ ‘c’ ‘e’.
- Point to the word *once* as you say the following sentence, “Each runner will run once.” Ask students to **Turn and Talk**, using the word *once* in a sentence.
- Write the Tricky Word *once* on a yellow card and add it to the Tricky Word Wall.

Check for Understanding



As students **Turn and Talk**, circulate through the room, listening for correct pronunciation and grammatically correct use of the Tricky Word *once*.

**Lesson 11: “Fix that Ship”**

Reading



Primary Focus: Students will read “Fix that Ship” with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration with a caption depicting part of the story.

TEXS K.5.A; TEKS K.6.B; TEKS K.6.F

REREAD “FIX THAT SHIP” (20 MIN.)**Small Group**

Group 1: Have students take out their Readers and sit with their partners. Tell students they are going to reread a story about Zack’s Dad’s ship. Ask students to pay special attention to the story so they can answer questions about what is wrong with Zack’s dad’s ship. Have students take turns rereading “Fix That Ship.” Students who finish early should reread the stories “Off the Top” and “Zack Gets a Pet.” You may wish to assign any of the optional vocabulary activity pages for completion. Students should not read ahead.

Group 2: Tell students they are going to reread a story about Zack’s dad’s ship. Ask students to pay special attention to the story so they can answer questions about what is wrong with Zack’s dad’s ship. Have students follow along in their Readers as students read “Fix that Ship” aloud, one page at a time. Read the story a second time, having students participate using a reading approach appropriate for this group. If you have time, read “Off the Top” and “Zack Gets a Pet,” as well. Alternatively, you may use a different remediation exercise addressing students’ specific needs.

**Observation: “Fix that Ship” Anecdotal Reading Record**

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



TEXS K.5.A Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

REVIEW “FIX THAT SHIP” (15 MIN.)

Story Questions Activity Page

- Distribute Activity Page 11.1.
- Ask students to read the first question.
- Have students write the answer to the first question in a complete sentence on Activity Page 11.1. Direct students to complete the remaining questions independently.
- Once students have completed the questions, they may illustrate a part of the story in the box provided and write a caption on the line.



Activity Page 11.1: “Fix that Ship” Story Questions

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

End Lesson

Activity Page 11.1



Support

Pull any students who are struggling with the activity page into a small group. Have students write decodable answers to the first question following your example. Elicit and guide student responses to complete the activity page.

Take-Home Material

TRICKY WORDS

- Have students give Activity Page 11.2 to a family member.

Activity Page 11.2



Lesson 11: Foundational Skills Remediation

Additional Support

MORE HELP ORALLY BLENDING WORDS

Push & Say

- Make one copy of Sound Boxes (**Activity Page TR 7.1**) for each student.
- Follow the directions in Lesson 7 using the words in the box.

| | |
|---|--|
| 1. (4) /b/ /ie/ /t/ /er/ > biter | 6. (4) /g/ /l/ /ou/ /er/ > glower |
| 2. (5) /f/ /l/ /a/ /t/ /er/ > flatter | 7. (5) /b/ /a/ /m/ /b/ /oo/ > bamboo |
| 3. (4) /w/ /ae/ /t/ /er/ > waiter | 8. (7) /t/ /oo/ /th/ /b/ /r/ /u/ /sh/ > toothbrush |
| 4. (5) /b/ /r/ /ie/ /t/ /er/ > brighter | 9. (5) /c/ /l/ /i/ /ng/ /k/ > clink |
| 5. (4) /l/ /ae/ /t/ /er/ > later | 10. (6) /s/ /oe/ /p/ /d/ /i/ /sh/ > soap dish |

MORE HELP WITH LOWERCASE LETTER-SOUND CORRESPONDENCE

Disappearing Letters

- Follow the directions in Lesson 9.

MORE HELP WITH TRICKY WORDS

Trace and Copy

- Make one copy of **Activity Page TR 11.1** for each student.
- Have students read aloud the first Tricky Word, *to*, and trace the word.
- Have students trace the word *to* in the second column and read it again orally.
- Have students write the word in the third column and read it again orally.
- On the next page students will trace each word only once, and write it twice.
- Remind students to read the word orally each time it is written.

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 469 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 470 of those words would be completely decodable.

Once is one of the 200 most common words in English.

12

UPPERCASE LETTERS

Introduce
'X', 'Y', 'Z'

PRIMARY FOCUS OF LESSON

Foundational Skills

Student will recognize, name, and write uppercase letters 'X', 'Y', 'Z'.

 **TEKS K.2.D.v; TEKS K.2.E**

Students will complete written fill-in-the-blank sentences with the following Tricky

 Words: *what, when.* **TEKS K.2.B.iv**

Reading

Students will read "The Tent" with purpose and understanding; will answer oral and written literal and inferential questions about the key details of the story; and will draw an illustration with a caption depicting part of the story.

 **TEKS K.5.A; TEKS K.5.B; TEKS K.6.B; TEKS K.6.C; TEKS K.6.F**

FORMATIVE ASSESSMENT

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

 **TEKS K.2.D.v; TEKS K.2.E**

Observation **"The Tent" Anecdotal Reading Record**

 **TEKS K.5.A**

Observation **Discussion Questions Observation Record**

 **TEKS K.5.B; TEKS K.6.C; TEKS K.6.F**

Activity Page 12.2 **"The Tent" Story Questions**

 **TEKS K.6.B**

 **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **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.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **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.F** Respond using newly acquired vocabulary as appropriate.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Foundational Skills | | | |
| Introduce Uppercase Letters: 'X', 'Y', 'Z' (Print Concepts) | Whole Group | 10 min. | |
| Handwriting Practice (Print Concepts, Word Recognition) | Independent | 15 min. | <input type="checkbox"/> Activity Page 12.1 <input type="checkbox"/> Activity Page 12.1 (Digital Components) |
| Reading | | | |
| Introduce the Story | Whole Group | 5 min. | <input type="checkbox"/> <i>Zack and Ann</i> Reader |
| Read "The Tent" | Partner | 15 min. | |
| Review "The Tent" | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 12.2 |
| Take-Home Material | | | |
| Take-Home Story: "Off the Top" | | | <input type="checkbox"/> Activity Page 12.3 |

ADVANCE PREPARATION

Foundational Skills

► Digital Component 12.1

- Create an enlarged version of Activity Page 12.1 (Digital Component 12.1) to display for Editing, or use the digital version.

Universal Access

- Bring in a picture of a snail and a slug to use in Preview Core Vocabulary.

Lesson 12: Introduce 'X', 'Y', 'Z'

25M

Foundational Skills

Primary Focus

Student will recognize, name, and write uppercase letters 'X', 'Y', 'Z'.

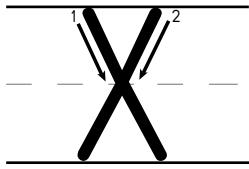
TEXS K.2.D.v; TEXS K.2.E

Students will complete written fill-in-the-blank sentences with the following Tricky

Words: *what, when.* TEXS K.2.B.iv

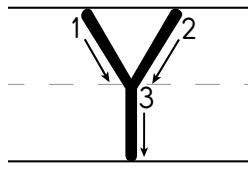
INTRODUCE UPPERCASE LETTERS: 'X', 'Y', 'Z' (10 MIN.)

- Tell students you are going to demonstrate how to write uppercase letters for the letters of the alphabet: 'X', 'Y', and 'Z'.
- Write a lowercase 'x' on the board/chart paper.
- Point out the lowercase 'x' is written below the dotted line.
- Write an uppercase 'X' next to the lowercase 'x', as you describe what you are doing using the prompts provided.
- Point out that the uppercase 'X' has the same shape as the lowercase 'x', but it is bigger.
- Model writing the letter two or three more times.
- Have students write the uppercase and lowercase letters in the air with a pointed finger while saying whether it is uppercase or lowercase.
- Repeat these steps for 'Y' and 'Z', pointing out that each of them looks more or less like the lowercase letter.



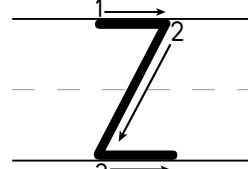
Start on the top line.

1. diagonal right (lift)
2. diagonal left



Start on the top line.

1. diagonal right (lift)
2. diagonal left
3. short line down



Start on the top line.

1. line across
2. diagonal left
3. line across



TEXS K.2.D.v Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEXS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEXS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.

Activity Page 12.1



Observation: Letter Name and Letter Sound Observation Record

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

HANDWRITING PRACTICE (15 MIN.)

► Digital Component 12.1

- Distribute and display Activity Page 12.1.
- Show students how to trace the gray dotted letters and how to write the letters, using the black dots as starting points.
- At the bottom of the page, demonstrate how to read, trace, and write the Tricky Words.
- Display the back of the activity page, and ask students to read the two question words (Tricky Words) in the first box.
- To demonstrate, read the first sentence twice: once with the question word *when* and once with the question word *what*.
- Ask students which word completes the sentence.
- Have students print the word *when* on the line provided, following your example.
- Have students complete the remainder independently.

Lesson 12: "The Tent"

Reading



Primary Focus: Students will read "The Tent" with purpose and understanding; will answer oral and written literal and inferential questions about the key details of the story; and will draw an illustration with a caption depicting part of the story.

TEKS K.5.A; TEKS K.5.B; TEKS K.6.B; TEKS K.6.C; TEKS K.6.F

INTRODUCE THE STORY (5 MIN.)

Preview Core Vocabulary

slug—n., a small animal like a snail that does not have a shell (48)

Example: A slug got into my jacket when I rolled through the grass.

Sayings and Phrases

set up—to make something stand up; to build or prepare (42)

Example: We set up the party tent for Nelly's birthday.

- Review the use of the apostrophe as an indication of ownership (i.e., possessive). Students will also encounter an apostrophe used for the contraction *it's*.

Reader



Page 42



EMERGENT
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STUDENTS

Foundational Skills

Foundational Literacy Skills

Show students pictures giving examples of the core vocabulary word *slug*. Hold up a picture of a snail and ask a student to identify it. Once the snail has been identified, hold up the picture of a slug, point to it and say *slug*, directing students to repeat. Explain the similarities and differences between the snail and the slug (they have similar bodies, but the snail has a shell and the slug does not). Proceed with previewing the vocabulary.

ELPS 1.C; ELPS 1.E;
ELPS 3.J

TEXAS **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **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.F** Respond using newly acquired vocabulary as appropriate.

Vocabulary Chart for “The Tent”

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

Purpose for Reading

- Tell students they will read a story about Zack, Ann, and a tent. Ask students to pay special attention to the story so they can tell you why the tent falls.

READ “THE TENT” (15 MIN.)

Partner Reading

- Ask students to sit with their partners and take turns reading “The Tent” aloud.
- Encourage students who finish early to reread the stories “Fix that Ship” and “Off the Top.” They should not read ahead.



Observation: “The Tent” Anecdotal Reading Record

As you listen to each partner pair read, make notes regarding each student’s reading ability in the Anecdotal Reading Record.

Wrap-Up

Discussion Questions for “The Tent”

1. **Inferential.** How do you know the kids were excited after they first set up the tent?
 - » The kids sang a song.

Support: You might also point out the exclamation marks after each line of the song reminding students that an exclamation point indicates that the sentence is said loudly or with excitement.
2. **Literal.** Why did the tent fall?
 - » A big wind hit the tent.
3. **Literal.** Why did Zack and Ann run from the tent in the end?
 - » Red ants got in and bit Zack; a slug got on Ann.
4. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “The Tent.”
5. Are there any questions you have to help clarify your understanding of the story?



EMERGENT
BILINGUAL
STUDENTS

Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Did a big wind hit the tent?” “Are Zack and Ann excited?”

Intermediate

When asking each question, provide students with a specific sentence frame: “The kids sang a . . .” “A big wind hit the . . .”

Advanced/Advanced High

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

ELPS 4.G



Observation: Discussion Questions Observation Record

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

REVIEW “THE TENT” (15 MIN.)

Story Questions Activity Page

- Distribute Activity Page 12.2.
- Ask students to read the first question.
- Ask students to write the answer to the first question in a complete sentence on Activity Page 12.2 and to then complete the remaining questions.
- Once students have completed the questions, they may illustrate a part of the story in the box provided and write a caption on the line.

Support

Pull any students who are struggling with the activity page into a small group. Have students write decodable answers to the first question following your example. Elicit student responses to complete the activity page.

Activity Page 12.2



Activity Page 12.2: “The Tent” Story Questions

Collect Activity Page 12.2 to review and monitor student progress.

[End Lesson](#)

Take-Home Material

TAKE-HOME STORY: “OFF THE TOP”

- Have students give Activity Page 12.3 to a family member.



Activity Page 12.3

Lesson 12: Foundational Skills Remediation

Additional Support

MORE HELP WITH UPPERCASE LETTERS

Letters on the Back

- Write the uppercase letters 'X', 'Y', 'Z', 'S', 'T', 'U', 'V', and 'W' on the board/chart paper.
- Follow the directions in Lesson 3.

MORE HELP WITH ORAL READING

Two Voices

- Provide each student with a copy of "The Tent" (**Activity Page TR 12.1**).
- Follow the directions in Lesson 2.

MORE HELP WITH TRICKY WORDS

What's My Word?

- Write the following previously taught Tricky Words on index cards or refer to the Tricky Word Wall display.
- Follow the directions in Lesson 3.

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

13

TRICKY WORDS

Introduce
Said and Says

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and write the Tricky Words *said* and *says*, as well as previously taught Tricky Words. **TEKS K.2.B.iv; TEKS K.2.E**

Reading

Students will read “A Gift from Mom” with purpose and understanding and will answer oral literal and evaluative questions about the key details of the story.

TEKS K.5.A; TEKS K.5.B; TEKS K.5.F

FORMATIVE ASSESSMENT

Observation “A Gift from Mom” Anecdotal Reading Record

TEKS K.5.A

Observation Discussion Questions Observation Record

TEKS K.5.B; TEKS K.5.F

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.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information from adult assistance; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------------------|-------------|--|
| Foundational Skills | | | |
| Introduce Tricky Words: <i>Said, Says</i> (Word Recognition) | Whole Group | 15 min. | <input type="checkbox"/> two yellow index cards <input type="checkbox"/> Tricky Word Wall (Digital Components) |
| Practice Tricky Words (Word Recognition) | Whole Group | 25 min. | <input type="checkbox"/> Activity Page 13.1 |
| Reading | | | |
| Introduce the Story | Whole Group | 5 min. | <input type="checkbox"/> <i>Zack and Ann Reader</i> |
| Read "A Gift from Mom" | Small Group/ Partner | 15 min. | |

ADVANCE PREPARATION

Foundational Skills

► Digital Components 13.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (**Digital Component 13.1**) on the board/chart paper or display the digital version.

Lesson 13: Tricky Words: Said and Says

40M

Foundational Skills

Primary Focus: Students will read and write the Tricky Words *said* and *says*, as well as previously taught Tricky Words. **TEKS K.2.B.iv; TEKS K.2.E**

INTRODUCE TRICKY WORDS: SAID, SAYS (15 MIN.)**Tricky Word Review**

- Review previously taught Tricky Words on the Tricky Word Wall, or use the digital version, using established procedures.

► Digital Component 13.1

| | | | |
|------------------|-------------------|-----------------|------------------|
| 1. <u>one</u> | 8. <u>look</u> | 15. <u>all</u> | 21. <u>where</u> |
| 2. <u>two</u> | 9. <u>I</u> | 16. <u>was</u> | 22. <u>no</u> |
| 3. <u>three</u> | 10. <u>are</u> | 17. <u>when</u> | 23. <u>what</u> |
| 4. <u>the</u> | 11. <u>little</u> | 18. <u>word</u> | 24. <u>so</u> |
| 5. <u>a</u> | 12. <u>down</u> | 19. <u>why</u> | 25. <u>which</u> |
| 6. <u>blue</u> | 13. <u>out</u> | 20. <u>to</u> | 26. <u>once</u> |
| 7. <u>yellow</u> | 14. <u>from</u> | | |

Tricky Word: Said

- Write the Tricky Word *said* on the board and ask students to pronounce it by blending. (They may say /s/ /a/ /i/ /d/).
- Explain the actual pronunciation of this word is /s/ /e/ /d/ as in, “Did you hear what I said?”
- Circle the letter ‘s’ and explain it is pronounced just as one would expect, as /s/. Circle the letter ‘d’ and explain it is also pronounced just as one would expect, as /d/.
- Underline the letters ‘a’ and ‘i’ and explain these letters make up the tricky part of the word.

 **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.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

- Students would probably expect these letters to be pronounced separately as /a/ /i/, but these two letters work together to stand for the /e/ sound.
- Tell students that when reading *said*, they have to remember to pronounce the letters 'a' 'i' as /e/.
- Tell students that when writing *said*, they have to remember to spell the /e/ sound with the letters 'a' 'i'.
- Point to the word *said* as you say the following sentence, "My friend said she would play with me." Ask students to **Turn and Talk**, using the word *said* in a sentence.
- Write the Tricky Word *said* on a yellow card and add it to the Tricky Word Wall.

Tricky Word: Says

- Write the Tricky Word *says* on the board and ask students how they would pronounce it by blending. (They may say /s/ /a/ /y/ /s/.)
- Tell students we actually pronounce this word /s/ /e/ /z/ as in, "He says, 'Happy birthday!'"
- Circle the first 's' and explain it is pronounced just as one would expect, as /s/.
- Circle the final 's' and remind students sometimes the letter 's' is pronounced /z/. The last 's' in *says* is pronounced /z/, just like *his*, *has*, and *is*.
- Underline the letters 'a' and 'y' and explain these letters make up the tricky part of the word. The students would probably expect these letters to be pronounced separately as /a/ /y/, but these two letters work together to stand for the /e/ sound.
- Tell students that when reading *says*, they have to remember to pronounce the letters 'a' 'y' as /e/ and the final 's' as /z/.
- Tell students that when writing *says*, they have to remember to spell the /e/ sound with the letters 'a' 'y' and the /z/ sound with the letter 's'.
- Point to the word *says* as you say the following sentence, "My brother says it is going to rain." Ask students to **Turn and Talk**, using the word *says* in a sentence.
- Write the Tricky Word *says* on a yellow card and add it to the Tricky Word Wall.

Check for Understanding

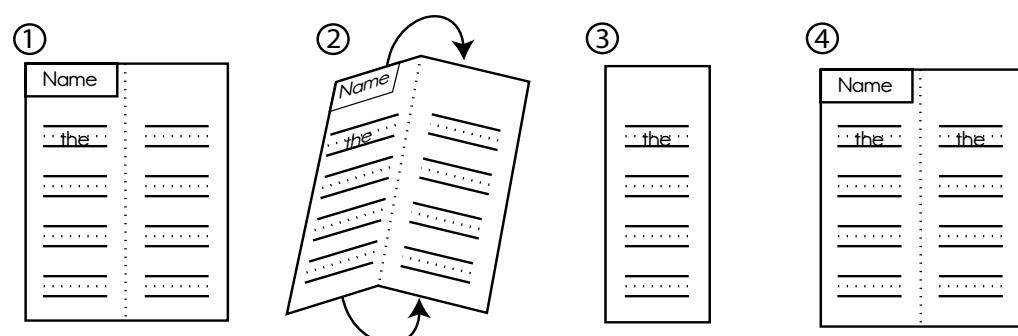


As students **Turn and Talk**, circulate through the room, listening for correct pronunciation and grammatically correct use of Tricky Words *said* and *says*.

PRACTICE TRICKY WORDS (25 MIN.)

- Distribute Activity Page 13.1.
- Tell students they will practice writing Tricky Words.
- Write *when* on the board and have students read it.
- Have students copy *when* 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 13.1



- Erase the word *when* from the board.
- 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 *when* 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 needed.
- Repeat these steps with the remaining Tricky Words.

| | |
|-------------------------------------|----------|
| 1. when | 5. where |
| 2. word | 6. said |
| 3. why | 7. says |
| 4. to (specify: not the number two) | |

Lesson 13: “A Gift from Mom”

Reading

20M

Primary Focus: Students will read “A Gift from Mom” with purpose and understanding and will answer oral literal and evaluative questions about the key details of the story. **TEKS K.5.A; TEKS K.5.B; TEKS K.5.F**

Reader



Page 48

INTRODUCE THE STORY (5 MIN.)

Preview Core Vocabulary

gift—n., something given to someone from someone else (50)

Example: Sasha’s favorite gift was her new book.

bet—v., to feel sure of knowing something (50)

Example: I bet it will rain during the soccer game.

Vocabulary Chart for “A Gift from Mom”

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

 **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information from adult assistance; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance.

Purpose for Reading

- Tell students they will read a story about a gift Zack and Ann receive from their mom. Ask students to pay special attention to the story so they can tell you what Zack and Ann think the gift might be before opening it.

READ “A GIFT FROM MOM” (15 MIN.)

Small Group

Group 1: Have students take out their Readers, sit with their partners, and take turns reading “A Gift from Mom” aloud. Students who finish early should reread the stories “The Tent” and “Fix that Ship.” They should not read ahead.

Group 2: Have students follow along in their Readers as students read “A Gift from Mom” aloud. Read the story a second time, having students participate using a reading practice appropriate for your group.



Observation: “A Gift from Mom” Anecdotal Reading Record

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



Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: "Was the gift a truck?" "Was the gift a hat?"

Intermediate

When asking each question, provide students with a specific sentence frame: "Mom's gift is a . . ." "The box said . . ."

Advanced/Advanced High

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

ELPS 4.G

Wrap-Up

Discussion Questions for "A Gift from Mom"

1. **Literal.** What do the kids think Mom's gift might be?
 - » Zack thinks it is a truck. Ann thinks it is a hat.
2. **Literal.** What is Mom's gift for Zack and Ann?
 - » Mom's gift is a dog.
3. **Inferential.** Before Zack and Ann opened the box, what was a clue that the gift might be a dog?
 - » The box said, "Ruff, ruff!"
4. **Inferential.** How do you know the kids were excited to get a dog? Give an example of something they said that helps you know. **TEKS K.5.F**
 - » "It's a dog!" "Yes!" "Mom's the best!"
5. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about "A Gift from Mom."
6. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

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

End Lesson



TEKS K.5.F Make inferences and use evidence to support understanding with adult assistance.

Lesson 13: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Trace and Copy

- Make one copy of **Activity Page TR 13.1** for each student.
- Have students trace and copy the Tricky Words.
- Encourage students to say the letter names while writing the words.

Spell and Clap

- Follow directions in Lesson 7 using Tricky Words from the box.

| | | |
|---------|----------|----------|
| 1. when | 5. where | 9. which |
| 2. word | 6. no | 10. once |
| 3. why | 7. what | 11. said |
| 4. to | 8. so | 12. says |

MORE HELP WITH ORAL READING

Two Voices

- Provide each student with a copy of “A Gift from Mom.”
- Follow the directions in Lesson 2.

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 470 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 473 of those words would be completely decodable.

Said is the 45th most common word in English.

Says is the 501st most common word in English.

14

REVIEW

Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will read previously taught Tricky Words. **TEKS K.2.B.iv**
- Students will name lowercase letters of the alphabet and provide the corresponding sounds. **TEKS K.2.B.i; TEKS K.2.D.v**
- Students will write and match every uppercase letter of the alphabet with its corresponding lowercase letter. **TEKS K.2.D.v; TEKS K.2.E**

Reading

- Students will read “A Gift from Mom” with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration with a caption depicting part of the story. **TEKS K.5.A; TEKS K.6.B**

FORMATIVE ASSESSMENT

| | |
|--------------------|---|
| Observation | Letter Name and Letter Sound Observation Record |
| | TEKS K.2.B.i; TEKS K.2.D.v |
| Activity Page 14.1 | Practice Uppercase and Lowercase Letters |
| | TEKS K.2.D.v; TEKS K.2.E |
| Observation | “A Gift from Mom” Anecdotal Reading Record |
| | TEKS K.5.A |
| Activity Page 14.2 | “A Gift from Mom” Story Questions |
| | TEKS K.6.B |

TEKS K.2.B Demonstrate and apply phonetic knowledge by (iv) identifying and reading at least 25 high-frequency words from a research-based list; (i) 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.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------------------|---------|---|
| Foundational Skills | | | |
| Warm-Up: - Tricky Word Review - Sound/Spelling Review (Phonics and Word Recognition) | Whole Group | 10 min. | <input type="checkbox"/> Large Letter Cards for twenty spellings taught <input type="checkbox"/> Tricky Word Wall (Digital Components) |
| Practice Uppercase and Lowercase Letters (Print Concepts) | Independent | 15 min. | <input type="checkbox"/> Activity Page 14.1 <input type="checkbox"/> Activity Page 14.1 (Digital Components) |
| Reading | | | |
| Reread "A Gift from Mom" | Small Group/ Partner | 20 min. | <input type="checkbox"/> <i>Zack and Ann</i> Reader |
| Review "A Gift from Mom" | Independent | 15 min. | <input type="checkbox"/> Activity Page 14.2 |
| Take-Home Material | | | |
| Take-Home Story: "Fix that Ship" | | | <input type="checkbox"/> Activity Page 14.3 |

ADVANCE PREPARATION

Foundational Skills

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 14.1) on the board/chart paper or display the digital version.
- Select twenty Large Letter Cards to be used for Sound/Spelling Review. If students are ready to review more than twenty spellings, use the Large Letter Cards for the spellings taught.
- Create an enlarged version of Activity Page 14.1 (Digital Component 14.2) to display for Practice Uppercase and Lowercase Letters, or use the digital version.

25M

Lesson 14: Review

Foundational Skills

Primary Focus

TEXAS Students will read previously taught Tricky Words. **TEKS K.2.B.iv**

Students will name lowercase letters of the alphabet and provide the corresponding sounds. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will write and match every uppercase letter of the alphabet with its corresponding lowercase letter. **TEKS K.2.D.v; TEKS K.2.E**

WARM-UP (10 MIN.)**Tricky Word Review**

- Review previously taught Tricky Words on the Tricky Word Wall, or display the digital version, using established procedures.

► Digital Component 14.1

| | | | |
|------------------|-------------------|------------------|------------------|
| 1. <u>one</u> | 8. <u>look</u> | 15. <u>all</u> | 22. <u>no</u> |
| 2. <u>two</u> | 9. <u>I</u> | 16. <u>was</u> | 23. <u>what</u> |
| 3. <u>three</u> | 10. <u>are</u> | 17. <u>when</u> | 24. <u>so</u> |
| 4. <u>the</u> | 11. <u>little</u> | 18. <u>word</u> | 25. <u>which</u> |
| 5. <u>a</u> | 12. <u>down</u> | 19. <u>why</u> | 26. <u>once</u> |
| 6. <u>blue</u> | 13. <u>out</u> | 20. <u>to</u> | 27. <u>said</u> |
| 7. <u>yellow</u> | 14. <u>from</u> | 21. <u>where</u> | 28. <u>says</u> |

Sound/Spelling Review

- Review the Large Letter Cards for the twenty spellings previously taught, including digraphs and spelling alternatives.
- Use the same procedures described in earlier lessons.

Large Letter Cards

TEXAS **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (iv) identifying and reading at least 25 high-frequency words from a research-based list; (i) 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.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

Activity Page 14.1



Observation: Letter Name and Letter Sound Observation Record

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

PRACTICE UPPERCASE AND LOWERCASE LETTERS (15 MIN.)

TEKS K.2.E

- Distribute and display Activity Page 14.1.
- Ask students to name the first uppercase letter in the box.
- Ask students to locate the matching lowercase letter.
- Have students write an uppercase 'A' next to the lowercase 'a', following your example.
- Ask students to work independently.



Activity Page 14.1: Practice Uppercase and Lowercase Letters

Collect Activity Page 14.1 to review and monitor student progress with matching uppercase and lowercase letters.

Lesson 14: "A Gift from Mom"

Reading



Primary Focus: Students will read "A Gift from Mom" with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration with a caption depicting part of the story.

TEKS K.5.A; TEKS K.6.B

Reader



Page 48

REREAD "A GIFT FROM MOM" (20 MIN.)

Small Group

Group 1: Have students take out their Readers and sit with their partners. Tell students they are going to reread a story about a gift Zack and Ann receive from their mom. Ask students to pay special attention to the story so they can answer questions about key details from the story. Have students take turns rereading "A Gift from Mom." Students who finish early should

TEKS K.2.E Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; TEKS K.5.A Establish purpose for reading assigned and self-selected texts with adult assistance; TEKS K.6.B Provide an oral, pictorial, or written response to a text.

reread the stories “The Tent” and “Fix that Ship.” You may wish to assign any of the optional vocabulary activity pages for completion. Students should not read ahead.

Group 2: Tell students they are going to reread a story about a gift Zack and Ann receive from their mom. Ask students to pay special attention to the story so they can answer questions about key details from the story. Have students follow along in their Readers as students read “A Gift from Mom” aloud. Read the story a second time. If you have time, read “The Tent” and “Fix that Ship.” Alternatively, you may use different remediation or enrichment exercises addressing students’ specific needs.



Observation: “A Gift from Mom” Anecdotal Reading Record

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

REVIEW “A GIFT FROM MOM” (15 MIN.)

Activity Page 14.2



Story Questions Activity Page

- Distribute Activity Page 14.2.
- Ask students to read the first question.
- Ask students to write the answer to the first question in a complete sentence on Activity Page 14.2 and to complete the remainder of the questions independently.
- Once students have completed the questions, they may illustrate a part of the story in the box provided and write a caption on the line.



Activity Page 14.2: “A Gift from Mom” Story Questions

Collect Activity Page 14.2 to review and monitor student progress.

Support

Pull any students who are struggling with the activity page into a small group. Have students write decodable answers to the first question following your example. Elicit and guide student responses to complete the activity page.

End Lesson

Take-Home Material

Activity Page 14.3



TAKE-HOME STORY: “FIX THAT SHIP”

- Have students give Activity Page 14.3 to a family member.

Lesson 14: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

What's My Word?

- Follow the directions in Lesson 3, using the Tricky Words in the box.

| | | | | |
|----------|---------|------------|-----------|-----------|
| 1. one | 5. the | 9. what | 13. so | 17. of |
| 2. two | 6. look | 10. are | 14. where | 18. from |
| 3. three | 7. all | 11. little | 15. said | 19. once |
| 4. says | 8. was | 12. down | 16. why | 20. which |

MORE HELP WITH LOWERCASE LETTER-SOUND CORRESPONDENCE

Letters on the Back

- Follow the directions in Lesson 3, adapting for lowercase letters.

MORE HELP WITH ORAL READING

Silly Voices

- Make one copy of the Silly Voices picture cards, **Activity Page TR 4.4** and cut the cards apart.
- Provide students with the *Zack and Ann* Reader and help students locate the story “A Gift from Mom.”
- Follow the directions in Lesson 4.

15

REVIEW

Basic Code and Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

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

 **TEKS K.2.A.v**

Students will name lowercase letters of the alphabet and provide the corresponding sounds. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will read two sentences and choose the sentence that describes the accompanying picture. **TEKS K.5.A**

Students will complete fill-in-the blank sentences with the following Tricky Words: **which, once, says, so, said, one.** **TEKS K.2.B.iv**

FORMATIVE ASSESSMENT

Observation

Oral Blending Observation Record

 **TEKS K.2.A.v**

Observation

Letter Name and Letter Sound Observation Record

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

Activity Page 15.1

Mark the Sentence

 **TEKS K.5.A**

Activity Page 15.2

Tricky Word Sentences (Group 1)

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



TEKS K.2.A.v Demonstrate phonological awareness by blending syllables to form multisyllabic 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.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **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.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------------------|---------|--|
| Foundational Skills | | | |
| Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness, Phonics) | Whole Group | 10 min. | <input type="checkbox"/> Large Letter Cards for twenty spellings taught |
| Wiggle Cards (Word Recognition) | Whole Group | 15 min. | <input type="checkbox"/> Wiggle Cards |
| Mark the Sentence (Fluency) | Independent | 15 min. | <input type="checkbox"/> Activity Page 15.1 <input type="checkbox"/> Activity Page 15.1 (Digital Components) |
| Differentiated Instruction (Word Recognition) | Small Group/Independent | 20 min. | <input type="checkbox"/> Activity Page 15.2 <input type="checkbox"/> Decodable Sentences (Digital Components) |

ADVANCE PREPARATION

Foundational Skills

- Select twenty Large Letter Cards to be used for Sound/Spelling Review. If students are ready to review more than twenty spellings, use the Large Letter Cards for the spellings taught.
- Prepare the following Wiggle Cards and add them to those you have already created. Write the following words and phrases on cards, one word or phrase per card:

| | |
|-------------------|-----------------------------|
| 1. Lift one hand. | 6. Clap hands. |
| 2. Squint. | 7. Tap chin. |
| 3. Nod yes. | 8. Sing to a pal. |
| 4. Stand still. | 9. Yell the word <i>no!</i> |
| 5. Buzz. | 10. Hiss. |

► Digital Component 15.1

- Create an enlarged version of Activity Page 15.1 (Digital Component 15.1) to display for Mark the Sentence, or use the digital version.

► Digital Component 15.2

- Create the chart with sentences (Digital Component 15.2) on the board/chart paper (or use the digital version) for Small Group 1 students who finish early.

Universal Access

- Bring in pictures of a bunny, a tadpole, a duckling, a piglet, and a gosling to use in Oral Blending.

Lesson 15: Review

Foundational Skills

60M

Primary Focus

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

 **TEKS K.2.A.v**

Students will name lowercase letters of the alphabet and provide the corresponding sounds. **TEKS K.2.B.i; TEKS K.2.D.v**

 Students will read two sentences and choose the sentence that describes the accompanying picture. **TEKS K.5.A**
 Students will complete fill-in-the blank sentences with the following Tricky Words: **which, once, says, so, said, one.** **TEKS K.2.B.iv**

Support

For students struggling with blending words with six or seven sounds, break the words up into chunks (e.g., for *tadpole*, the student should blend /t/ /a/ /d/, then /p/ /oe/ /l/ before blending the whole word).

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Foundational Skills

Foundational Literacy Skills

Prior to blending the last five words, tell students that the next set of words to be blended are all names of baby animals.

Hold up a picture of a bunny, point to it and say *bunny*, directing students to repeat.

Repeat the process with the remaining pictures.

Proceed with blending the last five words.

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

WARM-UP (10 MIN.)

Oral Blending

- Follow the instructions in Lesson 1.

1. (4) /h/ /i/ /t/ /er/ > hitter
2. (4) /b/ /i/ /t/ /er/ > bitter
3. (4) /b/ /e/ /t/ /er/ > better
4. (4) /l/ /e/ /t/ /er/ > letter
5. (4) /w/ /e/ /t/ /er/ > wetter
6. (4) /b/ /u/ /n/ /ee/ > bunny
7. (6) /t/ /a/ /d/ /p/ /oe/ /l/ > tadpole
8. (6) /d/ /u/ /k/ /l/ /i/ /ng/ > duckling
9. (6) /p/ /i/ /g/ /l/ /e/ /t/ > piglet
10. (6) /g/ /o/ /z/ /l/ /i/ /ng/ > gosling

 **TEKS K.2.A.v** Demonstrate phonological awareness by blending syllables to form multisyllabic 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.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **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.



Observation: Oral Blending Observation Record

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

Sound/Spelling Review

- Review the Large Letter Cards for the twenty spellings previously taught, including digraphs and spelling alternatives.
- Display the first Large Letter Card.
- Have students say the sound represented on the card and name the letter(s).
- Continue with the remaining cards.

Large Letter Cards



Observation: Letter Name and Letter Sound Observation Record

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

WIGGLE CARDS (15 MIN.)

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

MARK THE SENTENCE (15 MIN.)

Activity Page 15.1

► Digital Component 15.1

- Distribute and display Activity Page 15.1.
- Have students read the first sentence.



- Have students read the second sentence.
- Ask the class which sentence matches the first picture.
- Have students put a check mark next to the matching sentence, following your example.
- Have students complete the remaining items on the front and back independently.



Activity Page 15.1: Mark the Sentence

Collect and review each student's activity page as an assessment.

- 8–10 correct—good
- 7 correct—fair
- 6 or less correct—poor

If time permits, have students who performed poorly read the sentences aloud to you so you can identify specific sound-spelling problems needing remediation.

DIFFERENTIATED INSTRUCTION (20 MIN.)

Small Group 1

- Distribute Activity Page 15.2.
- Have students complete each sentence using the appropriate Tricky Word.
- If students finish early, have them read, copy, and illustrate some of the decodable sentences written on the board/chart paper. Alternatively, you may wish to assign any of the optional vocabulary activity pages for completion.

► Digital Component 15.2

| | |
|------------------------------------|------------------------------|
| 1. A rock fell from the cliff. | 3. Jess has a glass of milk. |
| 2. Jack and Jill went up the hill. | 4. Beth got a gift from mom. |

Small Group 2

- Distribute Activity Page 15.2.

- Tell students three Tricky Words are printed at the top of the Activity Page. Each of these Tricky Words completes one of the sentences printed below.
- Ask students to read the first Tricky Word.
- Complete the remaining two Tricky Words in the same fashion.
- Demonstrate reading the first sentence three times: once with the Tricky Word *which*, once with the Tricky Word *once*, and once with the Tricky Word *says*.
- Ask students which Tricky Word completes the sentence.
- Have students print the Tricky Word *says* on the line provided, following your example.
- Elicit student responses to complete the activity page.



Activity Page 15.2: Tricky Word Sentences (Group 1)

Collect and review each student's activity page as an assessment.

- 8–10 correct—good
- 7 correct—fair
- 6 or less correct—poor

End Lesson

Lesson 15: Foundational Skills Remediation

Additional Support

MORE HELP ORALLY BLENDING TWO-SYLLABLE WORDS

Oral Blending

- Tell students you will say sounds for them to blend into two-syllable words.
- Be sure to use the finger blending motions described in the Warm-Ups. Finger blending indicates how many sounds are in a word and easily allows for words with up to four sounds [e.g. (4) /m/ /a/ /t/ /er/ > matter].

| | |
|---|--|
| 1. (4) /s/ /i/ /t/ /er > sitter | 5. (6) /f/ /l/ /i/ /t/ /er/ /z/ > flitters |
| 2. (5) /g/ /l/ /i/ /t/ /er/ > glitter | 6. (6) /s/ /n/ /a/ /p/ /er/ /z/ > snappers |
| 3. (4) /b/ /u/ /n/ /ee/ > bunny | 7. (7) /f/ /l/ /a/ /g/ /p/ /oe/ /l/ > flagpole |
| 4. (6) /w/ /i/ /n/ /t/ /er/ /z/ > winters | |

MORE HELP WITH UPPERCASE LETTERS

Letters in the Sand

- Provide students with **shallow trays of sand**.
- Follow the directions in Lesson 6.

MORE HELP WITH TRICKY WORDS

Tricky Word Match Maker

- Make two copies of **Activity Page TR 15.1** for each student.
- Follow the directions in Lesson 4 for Match Maker.

TRICKY WORD

Introduce Were

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read the Tricky Word *were* and previously taught Tricky Words.

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

Reading

Students will read “Bug and Frog” with purpose and understanding and will answer oral and written literal and inferential questions about the key details of the story.

 **TEKS K.5.A; TEKS K.5.B; TEKS K.5.F; TEKS K.6.F**

FORMATIVE ASSESSMENT

Observation “Bug and Frog” Anecdotal Reading Record

 **TEKS K.5.A**

Observation Discussion Questions Observation Record

 **TEKS K.5.B; TEKS K.6.F**

Activity Page 16.1 “Bug and Frog” Story Questions

 **TEKS K.5.F; TEKS K.6.F**

 **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.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------------------|---------|---|
| Foundational Skills | | | |
| Warm-Up: Tricky Word Review (Word Recognition) | Whole Group | 5 min. | <input type="checkbox"/> Tricky Word Wall (Digital Components) |
| Introduce Tricky Word: <i>Were</i> (Word Recognition) | Whole Group | 15 min. | <input type="checkbox"/> yellow index card |
| Reading | | | |
| Introduce the Story | Whole Group | 5 min. | <input type="checkbox"/> <i>Zack and Ann</i> Reader <input type="checkbox"/> Activity Page 16.2 (optional) |
| Read “Bug and Frog” | Partner | 15 min. | |
| Review “Bug and Frog” | Small Group/Independent | 20 min. | <input type="checkbox"/> Activity Page 16.1 |
| Take-Home Material | | | |
| Take-Home Story “The Tent” | | | <input type="checkbox"/> Activity Page 16.3 |

ADVANCE PREPARATION

Foundational Skills

► Digital Component 16.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 16.1) on the board/chart paper or display the digital version.

Lesson 16: Tricky Word: Were

Foundational Skills



Primary Focus: Students will read the Tricky Word *were* and previously taught Tricky Words. **TEKS K.2.B.iv**

WARM-UP (5 MIN.)

Tricky Word Review

- Remind students that Tricky Words have parts that do not “follow the rules,” or are not pronounced the way we would expect them to be pronounced, so they must simply memorize how to pronounce and read these parts of the words.
- Review previously taught Tricky Words on the Tricky Word Wall, or display the digital version, using established procedures.

► Digital Component 16.1

| | | | |
|------------------|-------------------|-----------------|------------------|
| 1. <u>one</u> | 8. <u>look</u> | 14. <u>from</u> | 21. <u>where</u> |
| 2. <u>two</u> | 9. <u>I</u> | 15. <u>all</u> | 22. <u>no</u> |
| 3. <u>three</u> | 10. <u>are</u> | 16. <u>was</u> | 23. <u>what</u> |
| 4. <u>the</u> | 11. <u>little</u> | 17. <u>when</u> | 24. <u>so</u> |
| 5. <u>a</u> | 12. <u>down</u> | 18. <u>word</u> | 25. <u>which</u> |
| 6. <u>blue</u> | 13. <u>out</u> | 19. <u>why</u> | 26. <u>once</u> |
| 7. <u>yellow</u> | | 20. <u>to</u> | 27. <u>said</u> |
| | | | 28. <u>says</u> |

INTRODUCE TRICKY WORD: WERE (15 MIN.)

Tricky Word: Were

- Write the Tricky Word *were* on the board/chart paper and ask students how they would blend and pronounce it. (They may say /w/ /e/ /r/ /e/.)
- Explain the actual pronunciation of the word is /w/ /er/ as in, “We were really tired after our soccer game.”
- Circle the letter ‘w’ and tell students it is pronounced just as one would expect, as /w/.



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.

- Underline the letters 'e', 'r', and 'e' and explain these letters make up the tricky part of the word. Students would probably expect these letters to be pronounced separately as /e/ /r/ /e/, but these three letters work together to produce the /er/ sound.
- Tell students that when reading *were*, they have to remember to pronounce the letters 'e' 'r' 'e' as /er/.
- Tell students that when writing *were*, they have to remember to spell the /er/ sound with the letters 'e' 'r' 'e'.
- Point to the word *were* as you say the following sentence, "We were hungry for lunch." Ask students to **Turn and Talk**, using the word *were* in a sentence.
- Write the Tricky Word *were* on a yellow card and add it to the Tricky Word Wall.



Check for Understanding

As students **Turn and Talk**, circulate through the room, listening for correct pronunciation and grammatically correct use of the Tricky Word *were*.

Support

Explain that *were* is the past tense of *are*. We use *are* to express that something is happening; when we want to say that something already happened, we use *were*.

Lesson 16: "Bug and Frog" Reading



Primary Focus: Students will read "Bug and Frog" with purpose and understanding and will answer oral and written literal and inferential questions

about the key details of the story. **TEKS K.5.A; TEKS K.5.B; TEKS K.5.F; TEKS K.6.F**

INTRODUCE THE STORY (5 MIN.)

Preview Core Vocabulary

munch—v., to eat or chew something (56)

Example: Molly likes to munch on an apple between meals.

Reader



Page 52

TEKS K.5.A Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

Vocabulary Chart for “Bug and Frog”

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

- You may wish to assign any of the optional vocabulary activity pages for completion.

Purpose for Reading

- Tell students they will read a story about Zack and Ann at a pond. Ask students to pay special attention to the story so they can tell you who thinks bugs are no fun.

READ “BUG AND FROG” (15 MIN.)

Partner Reading

- Tell students to sit with their partners and take turns reading “Bug and Frog” aloud.
- Encourage students who finish early to reread the stories “A Gift from Mom” and “The Tent.” They should not read ahead.



Observation: “Bug and Frog” Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. As students read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

Discussion Questions for “Bug and Frog”

1. **Literal.** Where do Zack and Ann sit?
 - » Zack and Ann sit next to the pond.
2. **Literal.** Why does Zack say he wishes he were a bug?
 - » The pond is a lot of fun; Bugs zip and hum.
3. **Literal.** What does Ann say that makes Zack change his mind about wishing he was a bug?
 - » Frogs hop and splash and munch on bugs.
4. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “Bug and Frog.”
5. Are there any questions you have to help clarify your understanding of the story?



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Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Do Zack and Ann sit next to the pond?” “Do frogs eat bugs?”

Intermediate

When asking each question, provide students with a specific sentence frame: “Bugs zip and . . .” “The pond is a lot of . . .”

Advanced/Advanced High

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

ELPS 4.G



Observation: Discussion Questions Observation Record

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

Activity Page 16.1



REVIEW “BUG AND FROG” (20 MIN.)

Story Questions Activity Page

- Distribute Activity Page 16.1.
- Ask students to read the first question.
- Ask students to write the answer to the first question in a complete sentence on Activity Page 16.1 and to then complete the remaining questions.



Activity Page 16.1: “Bug and Frog” Story Questions

Collect Activity Page 16.1 from students to review at a later point to monitor student progress.

Support

Pull any students who are struggling with the activity page into a small group. Have students write decodable answers to the first question following your example. Elicit student responses to complete the activity page.

Take-Home Material

TAKE-HOME STORY: “THE TENT”

Activity Page 16.3



- Have students give Activity Page 16.3 to a family member.

Lesson 16: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Tricky Word Bingo

- Make a copy of the Bingo word cards (**Activity Page TR 16.1**) and cut the words apart.
- Make enough copies of the Bingo boards (**Activity Page TR 16.2**) for each student to have a game board.
- Follow the directions in Lesson 2.

MORE HELP WITH ORAL READING

Two Voices

- Make one copy of **Activity Page TR 16.3** for each pair of students.
- Follow the directions in Lesson 2.

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 473 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 484 of those words would be completely decodable.

Are is the 16th most common word in English.

Were is the 31st most common word in English.

17

TRICKY WORDS

Introduce
Here and There

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and write the Tricky Words *here* and *there* and other previously taught Tricky Words. **TEKS K.2.B.iv**

Reading

Students will read “Swing that Net” with purpose and understanding; will answer oral and written literal, inferential, and evaluative questions about the key details of the story; and will draw an illustration with a caption depicting part of the story.

 **TEKS K.5.A; TEKS K.5.B; TEKS K.6.B; TEKS K.6.F**

FORMATIVE ASSESSMENT

Observation **Discussion Questions Observation Record**

 **TEKS K.5.B; TEKS K.6.F**

Activity Page 17.2 **“Swing that Net” Story Questions**

 **TEKS K.6.B**

 **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.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------------------|---------|---|
| Foundational Skills | | | |
| Introduce Tricky Words: <i>Here, There</i> (Word Recognition) | Whole Group | 10 min. | <input type="checkbox"/> two yellow index cards <input type="checkbox"/> Tricky Word Wall (Digital Components) |
| Practice Tricky Words (Word Recognition) | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 17.1 |
| Reading | | | |
| Introduce the Story | Whole Group | 20 min. | <input type="checkbox"/> <i>Zack and Ann</i> Reader <input type="checkbox"/> Activity Page 17.3 (optional) |
| Read "Swing that Net" | | | |
| Review "Swing that Net" | Small Group/Independent | 15 min. | <input type="checkbox"/> Activity Page 17.2 |
| Take-Home Material | | | |
| Practice Pack | | | <input type="checkbox"/> Activity Page 17.4 |

ADVANCE PREPARATION

Foundational Skills

► Digital Component 17.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 17.1) on the board/chart paper or display the digital version.

Universal Access

- Bring in a picture of icy ground with snow falling for use in Preview Core Vocabulary. Prepare to act out slipping on ice to demonstrate the meaning of *slick*.

Lesson 17: Tricky Words: *Here, There*

Foundational Skills



Primary Focus: Students will read and write the Tricky Words *here* and *there* and other previously taught Tricky Words. **TEKS K.2.B.iv**

INTRODUCE TRICKY WORDS: HERE, THERE (10 MIN.)**Tricky Word Review**

- Remind students that Tricky Words have parts that do not “follow the rules,” or are not pronounced the way we would expect them to be pronounced, so they must simply memorize how to pronounce and read these parts of the words.
- Review previously taught Tricky Words on the Tricky Word Wall, or use the digital version, using established procedures.

► Digital Component 17.1

| | | |
|------------------|-------------------|------------------|
| 1. <u>one</u> | 9. <u>I</u> | 16. <u>was</u> |
| 2. <u>two</u> | 10. <u>are</u> | 17. <u>when</u> |
| 3. <u>three</u> | 11. <u>little</u> | 18. <u>word</u> |
| 4. <u>the</u> | 12. <u>down</u> | 19. <u>why</u> |
| 5. <u>a</u> | 13. <u>out</u> | 20. <u>to</u> |
| 6. <u>blue</u> | 14. <u>from</u> | 21. <u>where</u> |
| 7. <u>yellow</u> | 15. <u>all</u> | 22. <u>no</u> |
| 8. <u>look</u> | | 23. <u>what</u> |
| | | 24. <u>so</u> |
| | | 25. <u>which</u> |
| | | 26. <u>once</u> |
| | | 27. <u>said</u> |
| | | 28. <u>says</u> |
| | | 29. <u>were</u> |

Tricky Word: *Here*

- Write the Tricky Word *here* on the board/chart paper and ask students how they would blend and pronounce it. (They may say /h/ /e/ /r/ /e/.)
- Explain the actual pronunciation of the word is /h/ /ee/ /r/ as in, “I’m so glad you’re here!”
- Circle the letter ‘h’ and explain it is pronounced just as one would expect, as /h/.



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.

- Underline the letters 'e', 'r', and 'e' and explain that these letters make up the tricky part of the word. Students would probably expect these letters to be pronounced separately as /e/ /r/ /e/, but these three letters work together to stand for the /ee/ /r/ sounds.
- Tell students that when reading *here*, they have to remember to pronounce the letters 'e' 'r' 'e' as /ee/ /r/.
- Tell students that when writing *here*, they have to remember to spell the /ee/ /r/ sounds with the letters 'e' 'r' 'e'.
- Point to the word *here* as you say the following sentence, "Here is a piece of paper." Ask students to **Turn and Talk**, using the word *here* in a sentence.
- Write the Tricky Word *here* on a yellow card and add it to the Tricky Word Wall.

Tricky Word: *There*

- Write the Tricky Word *there* on the board/chart paper and ask students to blend and pronounce it. (They may say /th/ /e/ /r/ /e/ or /th/ /e/ /r/ /e/.)
- Explain that this word is pronounced /th/ /ae/ /r/ as in, "He kicked the ball over there."
- Circle the spelling 'th' and explain it is pronounced just as one would expect, as /th/.
- Underline the letters 'e', 'r', and 'e' and explain these letters make up the tricky part of the word. They work differently than in *here*. Students would probably expect these letters to be pronounced /e/ /r/ /e/ or /ee/ /r/ (as in *here*), but these three letters work together to stand for the /ae/ /r/ sounds.
- Tell students that when reading *there*, they have to remember to pronounce the letters 'e' 'r' 'e' as /ae/ /r/.
- Tell students that when writing *there*, they have to remember to spell the /ae/ /r/ sounds with the letters 'e' 'r' 'e'.
- Point to the word *there* as you say the following sentence, "Please put the book right there." Ask students to **Turn and Talk**, using the word *there* in a sentence.
- Write the Tricky Word *there* on a yellow card and add it to the Tricky Word Wall.

Support

The words *here* and *there* follow the same spelling pattern as *where*, which students learned previously.

Activity Page 17.1



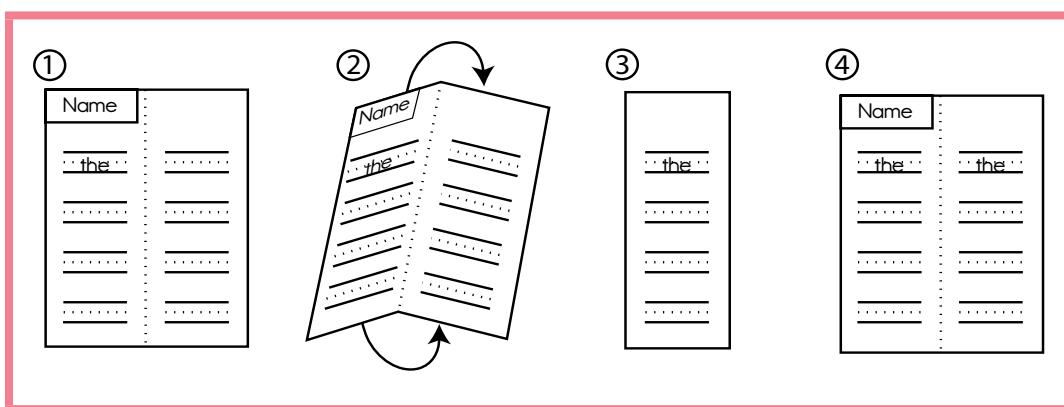
Check for Understanding



As students **Turn and Talk**, circulate through the room, listening for correct pronunciation and grammatically correct use of the Tricky Words *here* and *there*.

PRACTICE TRICKY WORDS (15 MIN.)

- Distribute Activity Page 17.1.
- Tell students they will practice writing Tricky Words.
- Write *were* on the board/chart paper and have students read it. Have students copy *were* onto 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 *were* 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 *were* 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 needed.

- Repeat these steps with the remaining Tricky Words.

| | |
|----------|----------|
| 1. were | 5. which |
| 2. are | 6. here |
| 3. what | 7. there |
| 4. where | |

Reader



Page 56

Lesson 17: "Swing that Net"

Reading

35M

 **Primary Focus:** Students will read "Swing that Net" with purpose and understanding; will answer oral and written literal, inferential, and evaluative questions about the key details of the story; and will draw an illustration with a caption depicting part of the story. **TEKS K.5.A; TEKS K.5.B; TEKS K.6.B; TEKS K.6.F**

INTRODUCE THE STORY (5 MIN.)

Preview Core Vocabulary

slick—adj., slippery (58)

Example: The floor is slick because it was just mopped.



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Foundational Skills

Foundational Literacy Skills

Show students a picture of icy ground with snow falling. Discuss what happens when the ground is covered with ice; the ground gets slippery. Ask students to pretend that the ground in the classroom is covered with ice. Walk across the room and pretend to slip. Explain that you slipped because the icy ground is *slick*. Move your foot across the floor like it is slippery, saying the word *slick*. Repeat the motion and ask a student to identify it. Once *slick* has been identified, say *slick*, directing students to repeat. Proceed with previewing the vocabulary.

ELPS 1.C; ELPS 1.E;

ELPS 2.E; ELPS 3.A;

ELPS 3.J

 **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

Vocabulary Chart for “Swing that Net”

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

- You may wish to assign the optional vocabulary activity page for completion.

Purpose for Reading

- Tell students they will read another story about Zack at the pond. Ask students to pay special attention to the story so they can tell you what Zack does while he is at the pond.

READ “SWING THAT NET” (15 MIN.)

Whole Group

- Read the story “Swing that Net,” having students participate using a group reading approach of your choice.

Wrap-Up

Discussion Questions for “Swing that Net”

1. **Literal.** Why does Zack run into the pond?
» Zack wants to catch frogs.
2. **Literal.** What happens when Zack runs into the pond?
» The frogs hop off.
3. **Inferential.** Why is it hard for Zack to catch the frogs?
» The frogs are so quick! The frogs are so slick!
4. **Literal.** How many frogs does Zack catch?
» Zack catches six frogs.
5. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “Swing that Net.”
6. Are there any questions you have to help clarify your understanding of the story?

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STUDENTS



Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does Zack want to go swimming in the pond?” “Do the frogs want Zack to catch them?”

Intermediate

When asking each question, provide students with a specific sentence frame: “Zack catches _____ frogs.”

Advanced/Advanced High

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

ELPS 4.G



Observation: Discussion Questions Observation Record

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

REVIEW “SWING THAT NET” (15 MIN.)

Story Questions Activity Page

- Distribute Activity Page 17.2.
- Ask students to read the first question.
- Have students write the answer to the first question in a complete sentence on Activity Page 17.2, and then complete the remaining questions.
- Once students have completed the questions, they may illustrate a part of the story in the box provided and write a caption on the line.



Activity Page 17.2: “Swing that Net” Story Questions

Collect Activity Page 17.2 to review and monitor student progress.

End Lesson

Activity Page 17.2



Support

Pull any students who are struggling with the activity page into a small group. Have students write decodable answers to the first question following your example. Elicit student responses to complete the activity page.

Take-Home Material

PRACTICE PACK

- Have students give Activity Page 17.4 to a family member.

Activity Page 17.4



Lesson 17: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Tricky Word Bingo

- Make one copy of the Bingo word cards (**Activity Page TR 17.1**) and cut the words apart.
- Make enough copies of the Bingo boards (**Activity Page TR 17.2**) for each student to have a game board.
- Follow the directions in Lesson 2.

Tricky Word Colors

- Make one copy of **Activity Page TR 17.3** for each student.
- Provide students with the following color **crayons: pink, red, green, orange, purple, blue and yellow**.
- Have students read the text copy of “Swing that Net” aloud or silently.
- Then have students reread the story, this time highlighting the Tricky Words with crayon colors.
- Write the legend in the box on a large chart tablet and use crayons to draw a simple filled-in shape to represent each color word.

| | |
|----------------|----------------|
| 1. there—black | 5. one—orange |
| 2. are—pink | 6. when—purple |
| 3. of—red | 7. all—blue |
| 4. to—green | 8. here—yellow |

Code Knowledge

Before today’s lesson: If students attempted to read 1,000 words in a trade book, on average 484 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 489 of those words would be completely decodable.

There is the 38th most common word in English.

Here is the 153rd most common word in English.

18

REVIEW

Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and write previously taught Tricky Words. **TEKS K.2.B.iv**

Students will complete fill-in-the blank sentences with the following Tricky Words:

were, here, to, no, there, are. **TEKS K.2.B.iv**

Reading

Students will read “Spot’s Bath” with purpose and understanding and will answer oral literal and inferential questions about the key details of the story.

TEKS K.5.A; TEKS K.5.B; TEKS K.5.F

FORMATIVE ASSESSMENT

Activity Page 18.1 Dictation with Phrases

TEKS K.2.B.iv

Activity Page 18.2 Complete the Sentences

TEKS K.2.B.iv

Observation “Spot’s Bath” Anecdotal Reading Record

TEKS K.5.A

Observation Discussion Questions Observation Record

TEKS K.5.B; TEKS K.5.F

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.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information from adult assistance; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------------------|---------|--|
| Foundational Skills | | | |
| Warm-Up: Tricky Word Review (Word Recognition) | Whole Group | 10 min. | <input type="checkbox"/> Tricky Word Wall (Digital Components) |
| Dictation with Phrases (Word Recognition) | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 18.1 <input type="checkbox"/> Activity Page 18.1 (Digital Components) |
| Complete the Sentences (Word Recognition) | Independent | 15 min. | <input type="checkbox"/> Activity Page 18.2 <input type="checkbox"/> Activity Page 18.2 (Digital Components) |
| Reading | | | |
| Introduce the Story | Whole Group | 5 min. | <input type="checkbox"/> <i>Zack and Ann</i> Reader <input type="checkbox"/> Activity Page 18.3 (optional) |
| Read "Spot's Bath" | Small Group/ Partner | 15 min. | |
| Take-Home Material | | | |
| Take-Home Story: "A Gift from Mom" | | | <input type="checkbox"/> Activity Page 18.4 |

ADVANCE PREPARATION

Foundational Skills

► Digital Component 18.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 18.1) on the board/chart paper or display the digital version.

► Digital Component 18.2

- Create an enlarged version of Activity Page 18.1 (Digital Component 18.2) to display for Dictation with Phrases, or use the digital version.

► Digital Component 18.3

- Create an enlarged version of Activity Page 18.2 (Digital Component 18.3) to display for Complete the Sentences, or use the digital version.

Universal Access

- Bring in a picture of hands opening a plastic bottle or a jar to use in Preview Core Vocabulary. Alternatively, you may bring in a jar or a plastic bottle to demonstrate *grip*.

Lesson 18: Review

Foundational Skills

40M

Primary Focus

Students will read and write previously taught Tricky Words. **TEKS K.2.B.iv**

Students will complete fill-in-the blank sentences with the following Tricky Words:

were, here, to, no, there, are. **TEKS K.2.B.iv**

WARM-UP (10 MIN.)

Tricky Word Review

- Remind students that Tricky Words have parts that do not “follow the rules,” or are not pronounced the way we would expect them to be pronounced, so they must simply memorize how to pronounce and read these parts of the words.
- Review previously taught Tricky Words on the Tricky Word Wall, or display the digital version, using established procedures.

Digital Component 18.1

| | | | |
|-----------|------------|-----------|-----------|
| 1. one | 9. I | 17. when | 25. which |
| 2. two | 10. are | 18. word | 26. once |
| 3. three | 11. little | 19. why | 27. said |
| 4. the | 12. down | 20. to | 28. says |
| 5. a | 13. out | 21. where | 29. were |
| 6. blue | 14. from | 22. no | 30. here |
| 7. yellow | 15. all | 23. what | 31. there |
| 8. look | 16. was | 24. so | |

Activity Page 18.1



DICTATION WITH PHRASES (15 MIN.)

Digital Component 18.2

- Distribute and display Activity Page 18.1.
- Tell students you are going to say some phrases.



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.

- Tell students the phrases are written on the activity page, but each one is missing one word. The missing word is a Tricky Word.
- Say the phrase *which one* and ask students which word is missing from the activity page.
- Ask students for the first sound in *which*.
- Have students write ‘wh’ on the line, following your example.
- Complete the remaining sounds and spellings in *which* so the word *which* is written in its entirety on the line.
- Model reading the word as a strategy to double-check its spelling.
- Continue demonstrating until students are ready to write the words independently as you dictate the phrases.

| | | |
|--------------------------|-------------------------|-------------------------|
| 1. which one | 4. where am I | 7. one word |
| 2. Ann says no | 5. where to shop | 8. what Ann said |
| 3. gifts are here | 6. why did Scott | |

Activity Page 18.1: Dictation with Phrases



Collect Activity Page 18.1 to review and monitor student progress.

COMPLETE THE SENTENCES (15 MIN.)

► Digital Component 18.3

- Distribute and display Activity Page 18.2.
- Explain that three Tricky Words are printed at the top of the activity page. Each of these Tricky Words completes one of the sentences printed below.
- Ask students to read the three Tricky Words aloud as they point to each word.
- Demonstrate reading the first sentence three times: once with the Tricky Word *were*, once with the Tricky Word *here*, and once with the Tricky Word *to*.
- Ask students which Tricky Word completes the sentence. (to)

Activity Page 18.2



- Have students print the Tricky Word *to* on the line provided, following your example.
- Ask students to complete the remaining items on the front and back independently.



Activity Page 18.2: Complete the Sentences

Collect Activity Page 18.2 to review and monitor student progress.

Lesson 18: “Spot’s Bath” Reading

20M

Primary Focus: Students will read “Spot’s Bath” with purpose and understanding and will answer oral literal and inferential questions about the key details of the  story. **TEKS K.5.A; TEKS K.5.B; TEKS K.5.F**

INTRODUCE THE STORY (5 MIN.)

Preview Core Vocabulary

grips—v., holds tightly (66)

Example: She grips and twists the lid to open the jar.

Vocabulary Chart for “Spot’s Bath”

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

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

 **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information from adult assistance; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance.

Purpose for Reading

- Tell students they will read a story about Zack, Ann, and their dog, Spot. Ask students to pay special attention to the story so they can tell you why Spot needed a bath.

READ “SPOT’S BATH” (15 MIN.)

Small Group

Group 2: Have students take out their Readers, sit with their partners, and take turns reading “Spot’s Bath.” Students who finish early should reread the stories “Swing that Net” and “Bug and Frog.” They should not read ahead.

Group 1: Have students follow along in their Readers as students read “Spot’s Bath” aloud. Read the story a second time. If you have time, read “Swing that Net” and “Bug and Frog.” Alternatively, you may complete different remediation exercises addressing students’ specific needs.



Observation: “Spot’s Bath” Anecdotal Reading Record

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



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Foundational Skills

Foundational Skills

Show students a picture example of the core vocabulary word *grip*.

Show a picture of a hand opening a jar or bottle with an arrow pointing to the hand. Discuss that the hand is gripping the lid to open the jar. Point to the hand again and say *grip*, directing students to repeat. Proceed with previewing the vocabulary.

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

Reader



Page 62



Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases:

“Does Spot like the bath?”

“Does Spot run back to the mud pit?”

Intermediate

When asking each question, provide students with a specific sentence frame: “Spot is one _____ dog.” “Spot runs . . .”

Advanced/Advanced High

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

ELPS 4.G

Activity Page 18.4



Wrap-Up

Discussion Questions for “Spot’s Bath”

1. **Literal.** Why does Spot need a bath?
 - » Spot needs a bath because he is muddy.
2. **Inferential.** Is Spot enjoying his bath? Give an example from the story or illustrations that helps you know
 - » No; Spot is one sad dog. Students may also say that he is frowning in the illustration on page 65.
3. **Literal.** What happens when Zack’s hands slip while he is holding Spot?
 - » Spot runs back to the mud pit.
4. **Inferential.** Will Spot have to take another bath? Give an example from the story or illustrations that helps you know.
 - » Yes; Ann yells, “Get back in that tub!”
5. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “Spot’s Bath.”
6. Are there any questions you have to help 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, marking whether the question answered was literal, inferential, or evaluative.

End Lesson

Take-Home Material

TAKE-HOME STORY: “A GIFT FROM MOM”

- Have students give Activity Page 18.4 to a family member.

Lesson 18: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Color the Tricky Words

- Make one copy of **Activity Page TR 18. 1** for each student. (There are five pages for you to use as needed for individual student practice.)
- Have students color the Tricky Word letters at the top of the pages using green for previously taught sound/spellings and red for letters pronounced differently than we would expect.
- Have students use the Tricky Words to fill in the blanks in the sentences below.
- Remind students to capitalize the first word in a sentence.

19

REVIEW

Punctuation Marks

PRIMARY FOCUS OF LESSON

Language

Students will correctly punctuate sentences with a period, question mark, or exclamation point. **TEKS K.10.D.viii**

Reading

Students will read "Spot's Bath" with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration with a caption depicting part of the story. **TEKS K.4; TEKS K.5.G; TEKS K.6.B**

FORMATIVE ASSESSMENT

Observation "Spot's Bath" Anecdotal Reading Record

 **TEKS K.4**

Activity Page 19.2 "Spot's Bath" Story Questions

 **TEKS K.5.G; TEKS K.6.B**



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; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-----------------------------|-------------|--|
| Language | | | |
| Review Punctuation Marks (Conventions of Standard English) | Whole Group | 10 min. | <input type="checkbox"/> Sentence Strips (Digital Components) |
| Punctuation Activity Page (Conventions of Standard English) | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 19.1 <input type="checkbox"/> Activity Page 19.1 (Digital Components) |
| Reading | | | |
| Reread “Spot’s Bath” | Small Group/ Partner | 20 min. | <input type="checkbox"/> <i>Zack and Ann</i> Reader |
| Review “Spot’s Bath” | Small Group/ Independent | 15 min. | <input type="checkbox"/> Activity Page 19.2 |
| Take-Home Material | | | |
| Take-Home Story: “Bug and Frog” | | | <input type="checkbox"/> Activity Page 19.3 |

ADVANCE PREPARATION

Foundational Skills

► Digital Component 19.1

- Create the chart with sentences (Digital Component 19.1) found in Review Punctuation Marks on the board/chart paper or use the digital version. Alternatively, you may write the sentences on sentence strips.

► Digital Component 19.2

- Create an enlarged version of Activity Page 19.1 (Digital Component 19.2) to display for Punctuation Activity Page, or use the digital version.

**Lesson 19: Punctuation Marks**

Language

Primary Focus: Students will correctly punctuate sentences with a period, question mark, or exclamation point. **TEKS K.10.D.viii**

**REVIEW PUNCTUATION MARKS (10 MIN.)****TEKS K.10.D.viii**

Note: Students have already seen these punctuation marks in the decodable stories, and you have explained what these punctuation marks mean. In this lesson, you will review this information and students will practice writing the punctuation marks.

- Tell students you are going to show them how to make three kinds of punctuation marks used at the end of sentences: a period, a question mark, and an exclamation point.
- Remind students they have already seen these marks at the end of sentences in the stories they have been reading.
- Display the sentences you prepared in advance and refer to the following sentence: *Dan ran fast.*

► Digital Component 19.1

1. Dan ran fast.
2. Did Sam bring the book?
3. Help!

- Remind students the dot at the end of this sentence is called a period. A period is used at the end of a statement.
- Model writing the dot one more time.
- Refer to the following sentence: *Did Sam bring the book?*
- Tell students the mark at the end of this sentence is called a question mark. A question mark is used at the end of a question.
- Model writing the question mark two or three more times, using the short descriptive phrases provided.

 **TEKS K.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.



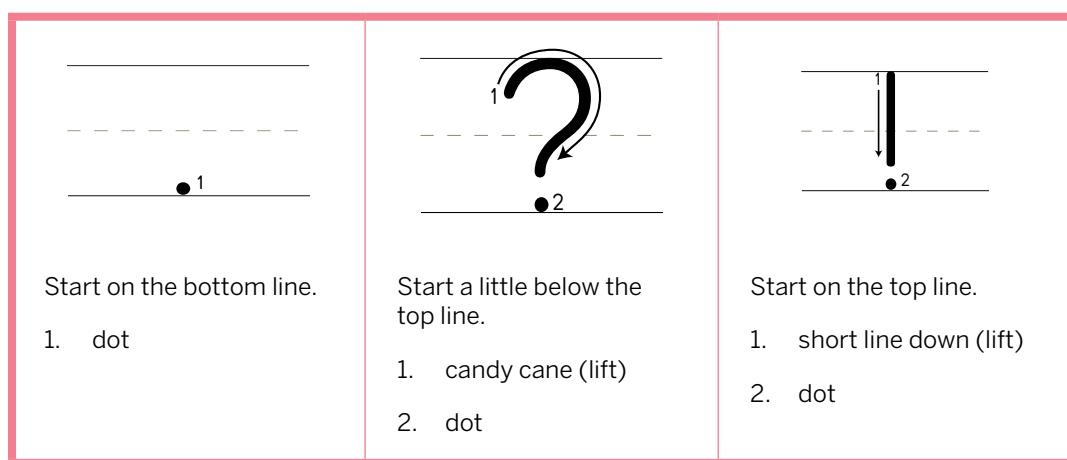
Foundational Skills

Foundational Literacy Skills

Spanish-speaking students may insert an upside down question mark at the beginning of an interrogative sentence or an upside down exclamation point at the beginning of an exclamatory sentence. Explain that, in English, punctuation is not placed at the beginning of sentences. If a sentence is a question, English only uses the question mark at the end.

ELPS 1.E

- Have students write a question mark in the air.
- Refer to the following sentence: *Help!*
- Tell students the mark at the end of this sentence is called an exclamation point. An exclamation point is used at the end of a sentence to show excitement.
- Model writing an exclamation point two or three more times, using the short descriptive phrases provided.
- Have students draw an exclamation point in the air.



Check for Understanding



As students make a question mark and an exclamation point in the air, check that they follow the same steps you modeled using the descriptive phrases provided.



PUNCTUATION ACTIVITY PAGE (15 MIN.)

TEKS K.10.D.viii

Activity Page 19.1



► Digital Component 19.2

- Distribute and display Activity Page 19.1.
- Show students how to trace the gray dotted punctuation marks, and how to write the punctuation marks using the black dots as starting points.
- Display the back of the activity page.
- Read the first item, being sure to emphasize the question's intonation.



TEKS K.10.D.viii Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.

- Ask students, “Was that a statement, a question, or an exclamation?”
- Have students write a question mark on the line provided, following your example.
- Have students read the sentences back to you with the appropriate intonation.
- Continue demonstrating until students are ready to work independently.

Lesson 19: “Spot’s Bath”

Reading

35M

Primary Focus: Students will read “Spot’s Bath” with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration with a caption depicting part of the story.



TEKS K.4; TEKS K.5.G; TEKS K.6.B

REREAD “SPOT’S BATH” (20 MIN.)

Small Group

- Review the use of the apostrophe as an indication of ownership (i.e., possessive). Students will also encounter an apostrophe used for the contraction, *there’s*.

Group 1: Have students take out their Readers, sit with their partners, and take turns rereading “Spot’s Bath.” Students who finish early should reread the stories “Swing that Net” and “Bug and Frog.” You may wish to assign any of the optional vocabulary activity pages for completion. Students should not read ahead.

Group 2: Have students follow along in their Readers as students read “Spot’s Bath” aloud. Read the story a second time. If you have time, read “Swing that Net” and “Bug and Frog.”

Reader



Page 62



Observation: “Spot’s Bath” Anecdotal Reading Record

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



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.6.B** Provide an oral, pictorial, or written response to a text.

Activity Page 19.2



Support

Pull any students who are struggling with the activity page into a small group. Have students write decodable answers to the first question following your example. Elicit student responses to complete the activity page.

Activity Page 19.3



REVIEW “SPOT’S BATH” (15 MIN.)

Story Questions Activity Page

- Distribute Activity Page 19.2.
- Ask students to read the first question.
- Ask students to write the answer to the first question in a complete sentence on Activity Page 19.2 and then complete the remaining questions.
- Once students have completed the questions, they may illustrate a part of the story in the box provided and write a caption on the line.



Activity Page 19.2: “Spot’s Bath” Story Questions

Collect Activity Page 19.2 from students to review and monitor student progress.

End Lesson

Take-Home Material

TAKE-HOME STORY: “BUG AND FROG”

- Have students give Activity Page 19.3 to a family member.

Lesson 19: Foundational Skills Remediation

Additional Support

MORE HELP WITH PUNCTUATION

Punctuation Match Maker

- Make one copy of **Activity Page TR 19.1** for each student.
- Have students cut apart the punctuation cards.
- Ask students to match sentences to the corresponding punctuation marks, using **glue sticks**.

MORE HELP WITH ORAL READING

Silly Voices

- Make one copy of the Silly Voices picture cards, **Activity Page TR 4.4** and cut the cards apart.
- Provide students with the *Zack and Ann* Reader and help students locate the story “Spot’s Bath.”
- Follow the directions in Lesson 4.

20

STUDENT PERFORMANCE ASSESSMENT

Tricky Words,
Uppercase Letters,
and Punctuation

PRIMARY FOCUS OF LESSON

Reading

Students will read “The Pots and Pans Band” with purpose and understanding and will answer oral literal, inferential, and evaluative questions using newly acquired vocabulary to describe the key details of the story.

 **TEKS K.5.A; TEKS K.5.B; TEKS K.6.F****Student Performance Assessment**

Students will identify all uppercase letters and accurately write all uppercase and lowercase letters using appropriate directionality.

 **TEKS K.2.D.v; TEKS K.2.E**

FORMATIVE ASSESSMENT

Activity Page 20.1 Tricky Word Recognition Assessment **TEKS K.2.B.iv****Observation “The Pots and Pans Band” Anecdotal Reading Record** **TEKS K.5.A****Observation Discussion Questions Observation Record** **TEKS K.5.B; TEKS K.6.F****Activity Page 20.2 Uppercase Letter Writing Assessment** **TEKS K.2.D.v; TEKS K.2.E****Activity Page 20.3 Using End Punctuation Assessment** **TEKS K.10.D.viii** **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.10.D.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 |
|--|----------------------|---------|---|
| Student Performance Assessment | | | |
| Tricky Word Recognition Assessment (Word Recognition) | Whole Group | 10 min. | <input type="checkbox"/> Activity Page 20.1 |
| Reading | | | |
| Introduce the Story | Whole Group | 5 min. | <input type="checkbox"/> <i>Zack and Ann</i> Reader |
| Read "The Pots and Pans Band" | Small Group/ Partner | 15 min. | |
| Wiggle Cards | Whole Group | 10 min. | <input type="checkbox"/> Wiggle Cards |
| Student Performance Assessment | | | |
| Uppercase Letter Writing Assessment (Print Concepts) | Whole Group | 10 min. | <input type="checkbox"/> Activity Pages 20.2, 20.3 <input type="checkbox"/> Record Sheet for Unit 9 Assessments from Teacher Resources |
| Punctuation Assessment (Conventions of Standard English) | Whole Group | 10 min. | |

ADVANCE PREPARATION

Note to Teacher

This lesson and the following three are devoted to review and assessment of Unit 9. All students should complete assessment Activity Pages 20.1–20.3. Activity Page 20.1 assesses students' ability to read individual Tricky Words. Activity Page 20.2 assesses students' knowledge of uppercase letters. Activity Page 20.3 assesses students' knowledge of punctuation marks. Record all student scores on the Record Sheet for the Unit 9 Assessments located in Teacher Resources at the end of this guide. Keep the assessment or a record of the results in your assessment portfolio.

Review students' scores to see if intervention is warranted. Use the following guidelines when evaluating students' scores on Activity Pages 20.1–20.3:

- **Activity Page 20.1:** A student who scores less than 6 correct needs additional practice with Tricky Words.
- **Activity Page 20.2:** A student who scores less than 18 correct needs additional practice with uppercase letters.
- **Activity Page 20.3:** A student who scores less than 4 correct needs additional practice with punctuation marks.

Additional activities addressing Tricky Words, uppercase letters, and punctuation marks are located in the Unit 9 Pausing Point and in the Additional Support section at the end of each lesson.

Reading

- Prepare the following Wiggle Cards and add them to those you have already created. Write the following words and phrases on cards, one word or phrase per card:

| | |
|---------------------|--------------------|
| 1. stand up | 6. The sun is hot. |
| 2. jump up | 7. I can grin. |
| 3. look up and down | 8. I can grip. |
| 4. look left | 9. go two steps |
| 5. pick up a pen | 10. sit down |

Universal Access

- Bring in a picture of people playing in a band to use in Preview Core Vocabulary.

Lesson 20: Foundational Skills

10M

Student Performance Assessment

Primary Focus: Students will read and spell Tricky Words.**TRICKY WORD RECOGNITION ASSESSMENT (10 MIN.)****Administration**

- Distribute Activity Page 20.1 and pencils.
- Tell students you are going to say a number of words.
- Explain that for each word you say, there are three words printed on the activity page; they will circle one word in each row. Tell students you will say the word you want them to circle. Read the words listed below one at a time, pausing between words so students are able to circle the target word. Read each word two times.

Activity Page 20.1

| | |
|----------|----------|
| 1. which | 6. said |
| 2. so | 7. I |
| 3. here | 8. no |
| 4. are | 9. once |
| 5. what | 10. when |

Note: Collect Activity Page 20.1 for scoring.**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.



Foundational Skills

Foundational Literacy Skills

Show students pictures giving examples of the core vocabulary word *band*. Hold up a picture of people playing in a band. Discuss what the band is doing; they are playing music together. Point to the picture again and say *band*, directing students to repeat. Proceed with previewing the vocabulary.

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

Lesson 20: “The Pots and Pans Band”

Reading



Primary Focus: Students will read “The Pots and Pans Band” with purpose and understanding and will answer oral literal, inferential, and evaluative questions using newly acquired vocabulary to describe the key details of the story.

TEXAS **TEKS K.5.A; TEKS K.5.B; TEKS K.6.F**

INTRODUCE THE STORY (5 MIN.)**Preview Vocabulary**

band—n., a group of people that play music (68)

Example: The band plays the national anthem before every game.

snack—n., a small meal eaten between big meals (70)

Example: I had cheese and crackers for my snack after school.

- Review the use of the apostrophe used for the contraction *it's*.

Vocabulary Chart for “The Pots and Pans Band”

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

Purpose for Reading

- Tell students they will read a story about Zack and Ann's band. Ask students to pay special attention to the story so they can tell you what instruments the kids in the band play.



TEKS K.5.A Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

READ “THE POTS AND PANS BAND” (15 MIN.)

Small Group

Group 2: Have students take out their Readers, sit with their partners, and take turns reading “The Pots and Pans Band.” Students who finish early should reread the stories “Spot’s Bath” and “Swing that Net.” You may wish to assign any of the optional vocabulary Activity Pages for completion. Students should not read ahead.

Group 1: Have students follow along in their Readers as students read “The Pots and Pans Band” aloud. Read the story a second time. If you have time, read “Spot’s Bath” and “Swing that Net.” Alternatively, you may complete different remediation exercises addressing students’ specific needs.



Observation: “The Pots and Pans Band” Anecdotal Reading Record

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

Wrap-Up

- Discuss the following questions as a class.

Discussion Questions for “The Pots and Pans Band”

- Literal.** What instruments do the kids in the pots and pans band play?
 - » The kids use pots and pans as instruments.
- Inferential.** Describe what the music this band makes sounds like.
 - » Accept reasonable answers.
- Literal.** How does Mom get the kids to stop playing?
 - » Mom makes a snack and the kids go into another room to eat it.
- Evaluative.** *Think-Pair-Share.* Ask your partner a question about “The Pots and Pans Band.”
- Are there any questions you have to help clarify your understanding of the story?

Reader



Page 66



EMERGENT
BILINGUAL
STUDENTS

Reading

Exchanging Information
and Ideas

Beginning

Ask yes/no questions using simple phrases: “Are Zack and Ann in a band?” “Does Mom get the kids snacks?”

Intermediate

When asking each question, provide students with a specific sentence frame: “Mom asks the band . . .” “Mom sets up snacks . . .”

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

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, marking whether the question answered was literal, inferential, or evaluative.

WIGGLE CARDS (10 MIN.)

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

Lesson 20: Foundational Skills and Language

Student Performance Assessment



Primary Focus: Students will identify all uppercase letters and accurately write all uppercase and lowercase letters using appropriate directionality.

 **TEKS K.2.D.v; TEKS K.2.E**

 **UPPERCASE LETTER WRITING ASSESSMENT (10 MIN.)**

**TEKS K.2.D.v;
TEKS K.2.E**

Administration

- Distribute Activity Page 20.2.
- Have students write the corresponding uppercase letter next to each lowercase letter.

Note: Collect Activity Page 20.2 for scoring.

Activity Page 20.2



 **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

PUNCTUATION ASSESSMENT (10 MIN.)

Administration

- Distribute Activity Page 20.3.
- Tell students you are going to read the sentences printed on the activity page aloud. Explain that each sentence is either a statement, a question, or an exclamation. Students should write a period at the end of each statement, a question mark at the end of each question, or an exclamation point at the end of each exclamation. (Be sure to read each sentence with the proper intonation.)

| | |
|------------------------|-------------------------|
| 1. Which desk is his? | 4. The dress is red. |
| 2. A dog just bit him! | 5. I can not stand it! |
| 3. Why is it so hot? | 6. His dad has a truck. |

Activity Page 20.3



Note: Collect Activity Page 20.3 for scoring.

End Lesson

Lesson 20: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Tricky Word Bingo

- Make one copy of the word cards (**Activity Page TR 20.1**) and cut apart.
- Make enough copies of the Bingo boards (**Activity Page TR 20.2**) for each student to have a game board.
- Follow the directions in Lesson 2.

STUDENT PERFORMANCE ASSESSMENT

Uppercase Letters
and Punctuation

PRIMARY FOCUS OF LESSON

Reading

Students will read “The Pots and Pans Band” with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration with a caption depicting part of the story. **TEKS K.5.A; TEKS K.6.B**

Foundational Skills

Students will complete fill-in-the-blank questions with the following Tricky Words: **when, which, what, why, where.** **TEKS K.2.B.iv**

- Students will read simple sentences of short-vowel words and Tricky Words and will select the matching picture. **TEKS K.2.B.i; TEKS K.2.B.iv**
- Students will match uppercase with lowercase letters. **TEKS K.2.D.v**

FORMATIVE ASSESSMENT

Observation “The Pots and Pans Band” Anecdotal Reading Record

 **TEKS K.5.A**

Activity Page 21.1 “The Pots and Pans Band” Story Questions

 **TEKS K.6.B**

Activity Page 21.5 Sentence Reading Assessment

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

 **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (iv) identifying and reading at least 25 high-frequency words from a research-based list; (i) 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 AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------------------|---------|--|
| Reading | | | |
| Reread "The Pots and Pans Band" | Small Group/ Partner | 20 min. | <input type="checkbox"/> <i>Zack and Ann</i> Reader |
| Review "The Pots and Pans Band" | Independent | 15 min. | <input type="checkbox"/> Activity Page 21.1 |
| Wiggle Cards | Whole Group | 5 min. | <input type="checkbox"/> Wiggle Cards |
| Student Performance Assessment | | | |
| Practice: - Complete the Questions (Word Recognition) - Circle and Copy (Fluency) - Uppercase Letters (Print Concepts) | Independent | 20 min. | <input type="checkbox"/> Activity Pages 21.2–21.4 |
| Sentence Reading Assessment | One-on-One | | <input type="checkbox"/> Activity Page 21.5 <input type="checkbox"/> copy of Sentence Reading Assessment from Teacher Resources |
| Take-Home Material | | | |
| Take-Home Story: "Swing that Net" | | | <input type="checkbox"/> Activity Page 21.6 |

ADVANCE PREPARATION

Note to Teacher

Over the next three days of instruction, you should meet briefly with each student to administer a five-sentence Student Performance Assessment for Reading Sentences (Activity Page 21.5). This assessment will help you evaluate each student's ability to read Tricky Words, as well as their knowledge of uppercase letters and punctuation marks. This opportunity to listen to each student read aloud will better allow you to identify individual areas of confusion or concern.

Record student scores on the Record Sheet for the Unit 9 Assessments located in Teacher Resources. Review students' scores to see if intervention is warranted. If a significant number of students earn unsatisfactory scores on the Sentence Reading Assessment (less than 18 of the possible 27 points), stop at the Unit 9 Pausing Point.

There are additional activities in the Unit 9 Pausing Point addressing Tricky Words, uppercase letters, and punctuation marks. Keep the assessment or a record of the results in your assessment portfolio.

Continue administering individual assessments to all students as needed during Lessons 22 and 23.

Reading

- Prepare the following Wiggle Cards and add them to those you have already created. Write the following words and phrases on cards, one word or phrase per card:

| | |
|-------------------|-------------------|
| 1. Lift arms. | 5. Jump and clap. |
| 2. Smack the bug. | 6. Frog hop. |
| 3. I can spin. | 7. I can skip. |
| 4. one leg up | 8. a funny pal |

Lesson 21: "The Pots and Pans Band"

40M

Reading

Primary Focus: Students will read "The Pots and Pans Band" with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration with a caption depicting part of the story.

TEKS K.5.A; TEKS K.6.B

REREAD "THE POTS AND PANS BAND" (20 MIN.)**Small Group**

Group 1: Have students take out their Readers and sit with their partners. Tell students they will reread a story about Zack and Ann's band. Ask students to pay special attention to the story so they can tell you key details about Zack and Ann's band. Have students take turns rereading "The Pots and Pans Band" aloud. Students who finish early should reread the stories "Spot's Bath" and "Swing that Net." You may wish to assign any of the optional vocabulary activity pages for completion. Students should not read ahead.

Group 2: Tell students they will reread a story about Zack and Ann's band. Ask students to pay special attention to the story so they can tell you key details about Zack and Ann's band. Have students follow along in their Readers as one student reads "The Pots and Pans Band" aloud, one page at a time. Read the story a second time. If you have time, read "Spot's Bath" and "Swing that Net." Alternatively, you may complete different remediation exercises addressing students' specific needs.

Reader



Page 66

Observation: "The Pots and Pans Band"**Anecdotal Reading Record**

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

REVIEW "THE POTS AND PANS BAND" (15 MIN.)**Story Questions Activity Page**

- Distribute Activity Page 21.1.
- Have students read the first question.

TEKS K.5.A Establish purpose for reading assigned and self-selected texts with adult assistance; TEKS K.6.B Provide an oral, pictorial, or written response to a text.

Activity Page 21.1



Support

Pull any students who are struggling with the activity page into a small group. Have students write decodable answers to the first question following your example. Elicit student responses to complete the activity page.

- Ask students to write the answer to the first question in a complete sentence on Activity Page 21.1 and to then complete the remaining questions.
- Once students have completed the questions, they may illustrate a part of the story in the box provided and write a caption on the line.



Activity Page 21.1: “The Pots and Pans Band” Story Questions

Collect Activity Page 21.1 from students to review at a later point to monitor student progress.

WIGGLE CARDS (5 MIN.)

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

Lesson 21: Foundational Skills

Student Performance Assessment



Primary Focus

Students will complete fill-in-the-blank questions with the following Tricky Words:

when, which, what, why, where. **TEKS K.2.B.iv**

Students will read simple sentences of short-vowel words and Tricky Words and

will select the matching picture. **TEKS K.2.B.i; TEKS K.2.B.iv**

Students will match uppercase with lowercase letters. **TEKS K.2.D.v**

Activity Pages 21.2–21.4



PRACTICE (20 MIN.)

- Distribute Activity Pages 21.2, 21.3, and 21.4. Explain the directions to each activity page so students can complete them independently while you work individually with students on the Sentence Reading Assessment.

TEKS K.2.B Demonstrate and apply phonetic knowledge by (iv) identifying and reading at least 25 high-frequency words from a research-based list; (i) identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters.

Complete the Questions (Activity Page 21.2)

- Have students read the two question words in each box, circle the word that completes the sentence, and print the word on the line provided.

Circle and Copy (Activity Page 21.3)

- Have students read each sentence, circle the picture that matches each sentence, and then copy the sentence on the line provided.

Uppercase Letters (Activity Page 21.4)

- Ask students to draw a line from each lowercase letter in the first column to the matching uppercase letter in the second column. On the back of the page, students will copy each uppercase letter next to the corresponding lowercase letter.

SENTENCE READING ASSESSMENT

Administration

Note: This assessment involves listening to individual students read five sentences aloud. The sentences include uppercase letters, decodable words, Tricky Words taught in this unit, and a variety of final punctuation marks.

- Have each student give Activity Page 21.5 to you.
- The sentences for the assessment are printed in Teacher Resources at the end of this guide.
- Cover the sentences with a plain sheet of paper. Place the page in front of the student. Move the sheet down to display the sentences one at a time.

Activity Page 21.5



Scoring

Score one point for each word the student reads correctly. If the student self-corrects, do not take points off. Do not take points off for questions read as statements (i.e., voice, inflection). Do not score for speed, but make a note if some students seem to be very slow.

End Lesson

Take-Home Material

TAKE-HOME STORY: “SWING THAT NET”

- Have students give Activity Page 21.6 to a family member.

Activity Page 21.6



Lesson 21: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Silly Voices

- Make one copy of the Silly Voices picture cards, **Activity Page TR 4.4**, and cut the cards apart.
- Provide students with the *Zack and Ann* Reader and help students locate the story “The Pots and Pans Band.”
- Follow the directions in Lesson 4.

MORE HELP WITH TRICKY WORDS

Tricky Word Beanbag Toss

- Make an enlarged copy of **Activity Page TR 20.1** and cut the words apart.
- Place the cards faceup on the floor.
- Have students form a single-file line facing the cards on the floor.
- Hand a beanbag to the first student and explain that the student should toss the beanbag towards the cards.
- Have the student read the Tricky Word card the beanbag hits or to which it lands closest.
- Continue until all students have had a turn.

22

STUDENT PERFORMANCE ASSESSMENT

Uppercase Letters
and Punctuation

PRIMARY FOCUS OF LESSON

Reading

Students will read “When It’s Hot” with purpose and understanding and will answer written questions using newly acquired vocabulary to describe the key details of the story.

TEXAS TEKS K.5.A; TEKS K.5.B; TEKS K.6.B; TEKS K.6.F

Foundational Skills

Students will answer simple written yes/no questions that include single-syllable, short-vowel words and previously taught Tricky Words.

TEXAS TEKS K.2.B.i; TEKS K.2.B.iv

FORMATIVE ASSESSMENT

Observation Discussion Questions Observation Record

TEXAS TEKS K.5.B; TEKS K.6.F

Activity Page 22.1 “When It’s Hot” Story Questions

TEXAS TEKS K.6.B; TEKS K.6.F

Activity Page 21.5 Sentence Reading Assessment

TEXAS TEKS K.2.B.i; TEKS K.2.B.iv

TEXAS TEKS K.5.A Establish purpose for reading assigned and self-selected texts with adult assistance; TEKS K.5.B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; TEKS K.6.B Provide an oral, pictorial, or written response to a text; TEKS K.6.F Respond using newly acquired vocabulary as appropriate; 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 |
|---------------------------------------|-------------|---------|--|
| Reading | | | |
| Introduce the Story | Whole Group | 20 min. | <input type="checkbox"/> <i>Zack and Ann</i> Reader |
| Read "When It's Hot" | | | |
| Review "When It's Hot" | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 22.1 <input type="checkbox"/> Activity Page 22.2 (optional) |
| Wiggle Cards | Whole Group | 10 min. | <input type="checkbox"/> Wiggle Cards |
| Student Performance Assessment | | | |
| Yes/No Questions (Fluency) | Independent | 15 min. | <input type="checkbox"/> Activity Page 22.3 |
| Sentence Reading Assessment | One-on-One | | <input type="checkbox"/> Activity Page 21.5 <input type="checkbox"/> copy of Sentence Reading Assessment from Teacher Resources |
| Take-Home Material | | | |
| Take-Home Story: "Spot's Bath" | | | <input type="checkbox"/> Activity Page 22.4 |

ADVANCE PREPARATION

Reading

- Prepare the following Wiggle Cards and add them to those you have already created.

| | |
|------------------------|----------------------|
| 1. Munch chips. | 7. I ran ten blocks. |
| 2. Crush a can. | 8. Rats smell bad. |
| 3. Stomp a bug. | 9. Nod and shrug. |
| 4. Mop the deck. | 10. Sand the ship. |
| 5. Pass the word. | 11. Scrub the cups. |
| 6. The cab hit a bump. | 12. I felt a drop. |

Universal Access

- Bring in pictures of people playing golf and casting hooks on fishing poles into the water to use in Preview Core Vocabulary.

Lesson 22: "When It's Hot"

Reading

45M

Primary Focus: Students will read "When It's Hot" with purpose and understanding and will answer written questions using newly acquired vocabulary to describe the key details of the story.

Reader



Page 70

EMERGENT
BILINGUAL
STUDENTS

Foundational Skills

Foundational Literacy Skills

Show students pictures giving examples of the core vocabulary word *golf*. Hold up a picture of people playing golf.

Discuss what the players are doing; they are trying to knock the ball into the hole. Point to the picture again and say *golf*, directing students to repeat. Hold up the picture of a hook being cast into the water and tell students that the word for this action is *cast*, directing students to repeat.

Proceed with previewing the vocabulary.

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

TEKS K.5.A; TEKS K.5.B; TEKS K.6.B; TEKS K.6.F

INTRODUCE THE STORY (5 MIN.)

Preview Core Vocabulary

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

golf—n., a game that involves hitting a small ball into a hole with a club (72)

Example: A game of golf takes a long time to play.

casts—v., tosses a fishing hook into a body of water using a fishing rod (74)

Example: Pop ties a worm to the hook before I cast it into the water.



TEKS K.5.A Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

Vocabulary Chart for “When It’s Hot”

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

- You may also want to point out that the word *cast* can have other meanings. Students may be familiar with the word *cast* referring to a protective covering for a broken bone, or to the performers in a dramatic production. In today’s story, it has the meaning previously noted.
- Review the use of the apostrophe as an indication of ownership (i.e., possessive). Students will also encounter an apostrophe used for the contractions *it’s* and *can’t*.

Purpose for Reading

- Tell students they will read a story about Zack and his dad. Ask students to pay special attention to the story so they can tell you where Zack’s dad’s golf ball lands.

READ “WHEN IT’S HOT” (15 MIN.)

Whole Group

- Read the story, “When It’s Hot,” having students participate using reading strategies that are best for the group.
- If you finish early, read the stories “The Pots and Pans Band” and “Spot’s Bath.”
- You may also wish to assign any of the optional vocabulary activity pages for completion.



Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: "Does Zack's Dad grill hot dogs when it's hot?" "Do Zack and his dad golf when it's hot?"

Intermediate

When asking each question, provide students with a specific sentence frame: "Zack runs up . . ." "Zack's dad flips . . ."

Advanced/Advanced High

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

ELPS 4.G

Activity Page 22.1



Wrap-Up

Discussion Questions for "When It's Hot"

1. **Literal.** Where does Dad's golf ball land?
 - » Dad's golf ball lands up on the hill.
2. **Inferential.** Do you think Zack and his dad are having any luck catching fish? Why do you think that?
 - » Accept reasonable answers.
3. **Literal.** What do Zack and his dad like to grill?
 - » Zack and his dad like to grill hot dogs.
4. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about "When It's Hot."
5. Are there any questions you have to help 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, marking whether the question answered was literal, inferential, or evaluative.

REVIEW "WHEN IT'S HOT" (15 MIN.)

Story Questions Activity Page

- Distribute Activity Page 22.1.
- Ask students to complete the questions independently.

Activity Page 22.1: "When It's Hot" Story Questions



Collect Activity Page 22.1 from students to review at a later point to monitor student progress.

WIGGLE CARDS (10 MIN.)

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

Lesson 22: Foundational Skills

Student Performance Assessment



Primary Focus: Students will answer simple, written yes/no questions that include single-syllable, short-vowel words and previously taught Tricky Words.

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

YES/NO QUESTIONS (15 MIN.)

- Distribute Activity Page 22.3.
- Tell students to read each question and write the answer to each question (yes or no) on the line provided.
- Have students complete the activity page independently while you continue to work individually with students on the Sentence Reading Assessment.

Activity Page 22.3



SENTENCE READING ASSESSMENT

- Follow the procedure explained in Lesson 21.

Activity Page 21.5



 **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.

Take-Home Material

TAKE-HOME STORY: “SPOT’S BATH”

Activity Page 22.4



- Have students give Activity Page 22.4 to a family member.

Lesson 22: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Phrases and Wiggle Cards

- Write the phrases in the box on the board/chart paper.
- Have students read the first phrase silently and demonstrate the action.
- Repeat with the remainder of the phrases.

| | | |
|--|------------------------------------|-------------------------------------|
| 1. Jump from <u>here</u> to <u>there</u> . | 5. <u>Here</u> is a gift. | 9. The <u>dog</u> is <u>so</u> hot! |
| 2. <u>no</u> milk in the <u>jug</u> | 6. Jump <u>once</u> . | 10. Pat the <u>top</u> . |
| 3. Kids jump <u>once</u> . | 7. <u>Where</u> is a <u>word</u> ? | 11. Stop in <u>tracks</u> . |
| 4. Swing the <u>club</u> . | 8. Dad is <u>here</u> . | 12. Hop and skip. |

MORE HELP WITH ORAL READING

Two Voices

- Make one copy of **Activity Page TR 22.1** for each pair of students.
- Follow the directions in Lesson 2.

STUDENT PERFORMANCE ASSESSMENT

Uppercase Letters and Punctuation

23

PRIMARY FOCUS OF LESSON

Reading

Students will read “Ann’s Hat Box” with purpose and understanding; will answer oral and written questions about the key details of the story; and will draw an illustration with a caption depicting part of the story.

 **TEKS K.5.A; TEKS K.5.B; TEKS K.6.B; TEKS K.6.F****Foundational Skills**

Students will read simple sentences with single-syllable, short-vowel words and previously taught Tricky Words and will select the correct sentence to match the picture.  **TEKS K.2.B.i; TEKS K.2.B.iv**

FORMATIVE ASSESSMENT

Observation “Ann’s Hat Box” Anecdotal Reading Record

 **TEKS K.5.A**

Activity Page 23.1 “Ann’s Hat Box” Story Questions

 **TEKS K.5.A; TEKS K.5.B; TEKS K.6.B; TEKS K.6.F**

Activity Page 21.5 Sentence Reading Assessment

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

 **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **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 |
|--|-------------|---------|--|
| Reading | | | |
| Introduce the Story | Whole Group | 5 min. | <input type="checkbox"/> <i>Zack and Ann Reader</i> |
| Read "Ann's Hat Box" | Partner | 15 min. | |
| Review "Ann's Hat Box" | Independent | 15 min. | <input type="checkbox"/> Activity Page 23.1 <input type="checkbox"/> Activity Page 23.2 (optional) |
| Wiggle Cards | Whole Group | 5 min. | <input type="checkbox"/> Wiggle Cards |
| Student Performance Assessment | | | |
| Mark the Sentence (Fluency) | Independent | 20 min. | <input type="checkbox"/> Activity Page 23.3 |
| Sentence Reading Assessment | One-on-One | | <input type="checkbox"/> Activity Page 21.5 <input type="checkbox"/> copy of Sentence Reading Assessment from Teacher Resources |
| Take-Home Material | | | |
| Take-Home Story: "The Pots and Pans Band" | | | <input type="checkbox"/> Activity Page 23.4 |

ADVANCE PREPARATION

Reading

- Prepare the following Wiggle Cards and add them to those you have already created.

| | |
|----------------------|--------------------|
| 1. Brush the dog. | 7. Ring a bell. |
| 2. Dig in the sand. | 8. Get on the bus. |
| 3. Sip milk. | 9. Sing a song. |
| 4. a fast nap | 10. a sad kid |
| 5. a funny grin | 11. Track the mud. |
| 6. Yell, “Bad duck!” | |

Universal Access

- Bring in pictures of a top hat and a baseball cap to use in Preview Core Vocabulary.

Lesson 23: "Ann's Hat Box"

Reading



Primary Focus: Students will read "Ann's Hat Box" with purpose and understanding; will answer oral and written questions about the key details of the story; and will draw an illustration with a caption depicting part of the story.

TEXAS TEKS K.5.A; TEKS K.5.B; TEKS K.6.B; TEKS K.6.F

INTRODUCE THE STORY (5 MIN.)

Preview Core Vocabulary

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

top hat—*n.*, a tall, fancy hat (78)

Example: Malcolm wore a top hat to the big party.

Reader



Page 76

EMERGENT
BILINGUAL
STUDENTS



Foundational Skills

Foundational Literacy Skills

Show students pictures giving examples of the core vocabulary word *top hat*. Hold up a picture of a top hat and a baseball cap.

Discuss the differences between the two hats.

Point to the picture again and say *top hat*, directing students to repeat.

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

TEXAS TEKS K.5.A Establish purpose for reading assigned and self-selected texts with adult assistance; TEKS K.5.B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; TEKS K.6.B Provide an oral, pictorial, or written response to a text; TEKS K.6.F Respond using newly acquired vocabulary as appropriate.

Vocabulary Chart for “Ann’s Hat Box”

| Vocabulary Type | Tier 3 Unit-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|--|-------------------------------|----------------------------------|---------------------------------|
| Core Vocabulary | | | |
| Multiple-Meaning Core Vocabulary Words | | | top hat |
| 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 contraction *that's*.

Purpose for Reading

- Tell students they will read a story about Ann’s hats. Ask students to pay special attention to the story so they can tell you where Ann sets her hat box.

READ “ANN’S HAT BOX” (15 MIN.)

Partner Reading

- Ask students to sit with their partners and take turns reading “Ann’s Hat Box” aloud.
- Encourage students who finish early to reread previous stories. They should not read ahead.



Observation: “Ann’s Hat Box” Anecdotal Reading Record

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



Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does Zack say the black top hat is the best?” “Does Zack say the red hat is the best?”

Intermediate

When asking each question, provide students with a specific sentence frame: “The black hat has a big dent . . .” “Ann picks lots of . . .”

Advanced/Advanced High

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

ELPS 4.G

Activity Page 23.1



Wrap-Up

Discussion Questions for “Ann’s Hat Box”

1. **Literal.** Where does Ann set her hat box?
 - » Ann sets her hat box on the bed.
2. **Literal.** What does Zack think is wrong with the top hat?
 - » The top hat has a big dent.
3. **Literal.** Which hat does Zack like the best?
 - » Zack likes the red hat best.
4. **Evaluative.** Why do you think Ann is trying on hats?
 - » Accept reasonable answers.
5. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “Ann’s Hat Box.”
6. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

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

REVIEW “ANN’S HAT BOX” (15 MIN.)

Story Questions Activity Page

- Distribute Activity Page 23.1.
- Ask students to complete the page independently.



Activity Page 23.1: “Ann’s Hat Box” Story Questions

Collect Activity Page 23.1 from students to review at a later point to monitor student progress.

WIGGLE CARDS (5 MIN.)

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

Lesson 23: Foundational Skills

Student Performance Assessment



Primary Focus: Students will read simple sentences with single-syllable, short-vowel words and previously taught Tricky Words and will select the correct sentence to match the picture. **TEKS K.2.B.i; TEKS K.2.B.iv**

MARK THE SENTENCE (20 MIN.)

- Distribute Activity Page 23.3.
- Tell students to read each pair of sentences and shade the circle next to the sentence that matches the picture. Then, copy the matching sentence on the lines provided.
- Have students complete the activity page independently while you continue to work individually with students on the five-sentence Reading Assessment. If students finish early, direct them to reread previously read stories from *Zack and Ann* independently or with a partner.

Activity Page 23.3



SENTENCE READING ASSESSMENT

- Follow the procedures explained in Lesson 21.

Activity Page 21.5



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.

Take-Home Material

TAKE-HOME STORY: “THE POTS AND PANS BAND”

- Have students give Activity Page 23.4 to a family member.

Lesson 23: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Silly Voices

- Make one copy of the Silly Voices picture cards, **Activity Page TR 4.4**, and cut the cards apart.
- Provide students with the *Zack and Ann* Reader and help students locate the story “Ann’s Hat Box.”
- Follow the directions in Lesson 4.

MORE HELP WITH TRICKY WORDS

Tricky Word Bingo

- Make one copy of the word cards (**Activity Page TR 20.1**) and cut apart the word cards.
- Make enough copies of the Bingo boards (Activity Page TR 20.2) for each student to have a game board.
- Follow the directions in Lesson 2.



24

STUDENT PERFORMANCE ASSESSMENT

Word Reading

SUMMATIVE ASSESSMENT

Activity Pages 24.1, 24.2 Parts 1A and 1B: Word Reading Assessment

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

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Student Performance Assessment | | | |
| Parts 1A and 1B: Word Reading Assessment | Whole Group | 25 min. | <input type="checkbox"/> Activity Pages 24.1–24.3 |

ADVANCE PREPARATION

Note to Teacher

The End-of-Year Student Performance Assessment is provided in Lessons 24–26.

Parts 1A and 1B: Word Reading Assessment: **Part 1A** is an assessment of students' ability to read decodable words. **Part 1B** assesses students' ability to read Tricky Words. Part 1 should be administered to the entire class simultaneously.

Part 2: Sound Writing Assessment assesses knowledge of spelling-sound correspondences. Given a sound, students must write the corresponding spelling. This section should also be administered to the entire class simultaneously in Lesson 25.



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

Part 3: Letter Sounds Assessment also assesses knowledge of letter-sound correspondences. Given a spelling, students must provide the corresponding sound. This section should be administered to students who miss 6 or more of the 20 (total) items on Parts 1A and 1B and/or 4 or more of the 15 items on Part 2. This section should be administered on an individual basis as time permits and/or during the Pausing Point.

Optional Assessments

Part 4: Writing Lowercase Letters Assessment: In Unit 8, students were asked to recognize and circle each lowercase letter as it was pronounced. Part 4 now assesses students' ability to write each letter of the alphabet in lowercase form as the letter names are pronounced. This section should be administered to the entire class simultaneously if used. This optional assessment should be considered a progress-monitoring tool (Lesson 26).

Part 5: Uppercase Letter Names Assessment is also an optional assessment for which students are asked to recognize and circle each uppercase letter as it is pronounced. If given, this section should be administered to the entire class simultaneously (Lesson 26).

Record the results of this End-of-Year Student Performance Assessment on the Kindergarten End-of-Year Summary (Activity Page 24.3). This can be given to Grade 1 teachers along with each student's assessment information from Unit 8.

Lesson 24: Foundational Skills

Student Performance Assessment

25M

PARTS 1A AND 1B: WORD READING ASSESSMENT (25 MIN.)**Administration**

Note: This section of the assessment is to be administered to all students simultaneously. It should take approximately 15 minutes.

- Distribute Activity Pages 24.1 and 24.2.
- Tell students you are going to say a number of words.
- Explain that for each word you say, there are four words printed on the activity page; students should circle the word you say.
- Read the words listed here one at a time, pausing between words so students are able to circle the target word. You may repeat each word one time. Do not elongate or segment the words.

Activity Pages
24.1–24.3



| Part 1A | Part 1B |
|-----------|----------|
| 1. shop | 1. was |
| 2. smash | 2. where |
| 3. quench | 3. what |
| 4. thing | 4. are |
| 5. thump | 5. their |
| 6. tree | 6. your |
| 7. joke | 7. he |
| 8. wade | 8. once |
| 9. five | 9. of |
| 10. cute | 10. said |

Scoring

Score the assessment prior to Lesson 25. Record results on the Word Reading Assessment Summary Sheets in Teacher Resources and on Activity Page 24.3. Words in Part 1A, rows 1–10, assess students' knowledge of the sound/spellings taught in Kindergarten. Words in Part 1B, rows 1–10, assess students' knowledge of Tricky Words.

STUDENT PERFORMANCE ASSESSMENT

Sound Writing

SUMMATIVE ASSESSMENT

Activity Page 25.1

Part 2: Sound Writing Assessment

 TEKS K.2.B.i**LESSON AT A GLANCE**

| | Grouping | Time | Materials |
|---------------------------------------|-------------|---------|---|
| Student Performance Assessment | | | |
| Part 2: Sound Writing Assessment | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 25.1 |
| Part 3: Letter Sounds Assessment | One-on-One | | <input type="checkbox"/> Activity Page 25.2 |



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

25

Lesson 25: Foundational Skills

Student Performance Assessment

15M

PART 2: SOUND WRITING ASSESSMENT (15 MIN.)

Administration

Note: This section of the assessment is to be administered to all students simultaneously. It should take approximately 10 minutes.

Activity Page 25.1



- Distribute Activity Page 25.1.
- Tell students you are going to say a number of sounds; they should write the spelling for each sound you say.
- Say the sounds, not the words, listed here one at a time, pausing between sounds so students have enough time to write each spelling. Repeat each sound only once. Do not elongate the sound.

| | | |
|------------------------------|------------------------------|-------------------------------|
| 1. /ch/ (as in <i>chin</i>) | 6. /w/ (as in <i>wag</i>) | 11. /o/ (as in <i>hop</i>) |
| 2. /e/ (as in <i>pet</i>) | 7. /a/ (as in <i>hat</i>) | 12. /ng/ (as in <i>sing</i>) |
| 3. /h/ (as in <i>hat</i>) | 8. /v/ (as in <i>vet</i>) | 13. /j/ (as in <i>jump</i>) |
| 4. /sh/ (as in <i>shop</i>) | 9. /qu/ (as in <i>quit</i>) | 14. /r/ (as in <i>red</i>) |
| 5. /th/ (as in <i>thin</i>) | 10. /i/ (as in <i>it</i>) | 15. /u/ (as in <i>but</i>) |

Scoring

Score the Part 2 assessment prior to Student Performance Assessment, Part 3. Record results on the Sound Writing Assessment Summary Sheet located in Teacher Resources. Also record results on Activity Page 24.3 for each student.

Lesson 25: Foundational Skills

Student Performance Assessment

PART 3: LETTER SOUNDS ASSESSMENT

Administration

Note: Time has not been specifically allocated during this lesson to administer this assessment. It can be administered either at times during the day when other students are working independently or during the Pausing Point.

This section of the assessment should be administered to individual students who miss 6 or more of the 20 (total) items on Parts 1A and 1B of the Word Reading Assessment and/or 4 or more of the 15 items on the Sound Writing Assessment. You will need to administer this portion of the assessment over the course of the remaining Unit 9 lessons.

- The Part 3: Letter Sounds Assessment student testing sheet is located in Teacher Resources. Place the sheet in front of the student.
- Tell the student you are going to show them some spellings; he or she should say the sound each spelling represents.
- Point to the spellings one at a time, pausing between spellings to give the student a chance to respond. Use Activity Page 25.2 to record the student's responses. For each spelling the student pronounces incorrectly, write an 'x' on the corresponding line.

Scoring

Record each student's score on the Letter Sounds Assessment Summary Sheet located in Teacher Resources and on Activity Page 24.3.

Activity Page 25.2



26

STUDENT PERFORMANCE ASSESSMENT

Letter Names

Activity Page 26.1

Part 4: Writing Lowercase Letters Assessment

 TEKS K.2.E

Activity Page 26.2

Part 5: Uppercase Letter Names Assessment

 TEKS K.2.D.v

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Student Performance Assessment | | | |
| Part 4: Writing Lowercase Letters Assessment (Optional) | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 26.1 |
| Part 5: Uppercase Letter Names Assessment (Optional) | Whole Group | | <input type="checkbox"/> Activity Page 26.2 |



TEKS K.2.E Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality;
TEKS K.2.D.v Demonstrate and apply print awareness by identifying all uppercase and lowercase letters.

Lesson 26: Foundational Skills

Student Performance Assessment

15M

PART 4: WRITING LOWERCASE LETTERS ASSESSMENT**Administration**

Note: Part 4: Writing Lowercase Letters Assessment, is an optional progress monitoring tool. You may want to cover or remove the Sound Posters so students are not able to refer to them during this assessment.

- Have students remove both pages of Activity Page 26.1 from their Activity Books and write their names on the top of each page.
- Tell students you will ask them to point to a numbered row and listen as you say the name of a letter. Tell students they are to write the lowercase form of the letter you name on the line.
- Ask students to point to row number 1. Say the letter name for 'e' (eeee). Repeat two times, giving students time to write the letter.
- Continue in the same manner with each of the letters in the box below.

Activity Page 26.1

| | | |
|------|-------|-------|
| 1. e | 10. g | 19. i |
| 2. y | 11. a | 20. p |
| 3. o | 12. n | 21. s |
| 4. h | 13. d | 22. r |
| 5. k | 14. l | 23. q |
| 6. b | 15. c | 24. f |
| 7. x | 16. z | 25. v |
| 8. m | 17. t | 26. w |
| 9. u | 18. j | |

Scoring

Record students' names, scores, and any letters missed on the Writing Lowercase Letters Assessment Summary Sheet located in Teacher Resources and on Activity Page 24.3.

PART 5: UPPERCASE LETTER NAMES ASSESSMENT

Administration

Note: This is an optional assessment for uppercase letter recognition.

Activity Page 26.2



- Have students remove Activity Page 26.2 from their Activity Books and write their names on the top of the 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 below.

| | | |
|------|-------|-------|
| 1. E | 10. L | 19. J |
| 2. Y | 11. W | 20. O |
| 3. P | 12. T | 21. N |
| 4. G | 13. D | 22. Q |
| 5. K | 14. R | 23. Z |
| 6. S | 15. M | 24. A |
| 7. B | 16. V | 25. U |
| 8. H | 17. I | 26. X |
| 9. C | 18. F | |

Scoring and Analysis

Record students' names, scores, and any letters missed on the Uppercase Letter Names Assessment Summary Sheet located in Teacher Resources. Refer to the Analysis and Interpretation of the End-of-Year Assessment sheet in Teacher Resources.

Kindergarten | Foundational Skills 9

Pausing Point

This is the end of both Unit 9 and the program for Kindergarten. A Pausing Point has been included here to accommodate teachers who have a need for supplemental exercises.

PAUSING POINT TOPIC GUIDE

More Help with Oral Blending

| | |
|--|--|
| More Help Orally Blending Two-Syllable Words | Additional Support Lessons 1, 5, 7, 9, 11, 15 |
|--|--|

Tricky Words

| | |
|--|---|
| More Help with Tricky Words | Additional Support Lessons 1–3, 5–18, 20–23 |
| What's My Word? | Page 227 |
| Green Light, Yellow Light | Page 227 |
| Tricky Word Match Maker | Page 228 |
| Tricky Word Beanbag Toss | Page 228 |
| Handwriting Activity Pages with Tricky Words | Page 228 |

Independent Reading

| | |
|------------------|----------|
| Self-Select Text | Page 228 |
|------------------|----------|

Read Decodable Stories

| | |
|--------------------------------|---|
| More Help with Oral Reading | Additional Support Lessons 2–4, 8, 10, 12–14, 16, 19, 21–23 |
| Practice Reading | Page 229 |
| Story Questions Activity Pages | Page 230 |
| Take-Home Stories | Page 230 |

Recognize and Write Uppercase Letters

| | |
|--|---|
| More Help with Uppercase Letters | Additional Support Lessons 3, 4, 6, 8, 10, 12, 15 |
| Sound Dictation with Uppercase Letters | Page 230 |

| | |
|--|----------|
| Rough Around the Edges | Page 231 |
| Tray Tracing | Page 231 |
| Disappearing Letters | Page 231 |
| Name Game | Page 231 |
| Letter Match Maker | Page 232 |
| Word Scramble | Page 232 |
| Finding Letters | Page 232 |
| Rainbow Letters | Page 232 |
| Activity Page with Missing Uppercase Letters | Page 233 |
| Match Uppercase Letters with Lowercase Letters | Page 233 |
| Alphabet Class Book | Page 233 |

More Help with Lowercase Letters and Sounds

| | |
|--|----------------------------|
| More Help with Lowercase Letter-Sound Correspondence | Additional Support |
| | Lessons 1, 5, 7, 9, 11, 14 |

Write Sentences

| | |
|--|----------|
| Sentence Strips | Page 233 |
| Make Questions, Exclamations, and Statements | Page 233 |
| Dictation with Sentences | Page 233 |

Understand the Usage of Question Words

| | |
|----------------------------|--------------------|
| More Help with Punctuation | Additional Support |
| | Lesson 19 |
| Complete Questions | Page 234 |
| What's the Question? | Page 234 |

TRICKY WORDS

What's My Word?

- Using the Tricky Word cards you previously prepared and used in lessons, select three to six Tricky Words.
- Display the cards. The cards could be taped to the board/chart paper or placed in a chalk tray.
- Choose one word and give students clues. Clues could include the number of letters in the word, what the first and/or last letter in the word is, and what part of the word is tricky.
- Then say, "What's my word?"
- Once students have found the right word, they may remove it from the board/chart paper.
- The student should use the word in a sentence.
- Depending on the needs of students, you may consider letting this student have the next turn to tell the clues to a word. Or you may continue to give the clues.

Green Light, Yellow Light

- Print decodable words on green flash cards and Tricky Words on yellow flash cards.
- Explain that the words printed on green paper are regular and can be read via blending. Green means go!
- Explain that the words printed on yellow paper are tricky. Yellow means proceed with caution.
- Shuffle the cards and have students read them one at a time.

Green Cards:

| | |
|-------|-------|
| still | spell |
| such | song |
| will | tell |
| add | long |
| back | eggs |
| miss | much |
| off | with |

Yellow Cards:

| | | |
|-------|-------|-------|
| word | why | said |
| to | what | says |
| I | which | are |
| no | one | were |
| when | so | here |
| where | once | there |

Tricky Word Match Maker

- Write previously taught Tricky Words on small cards, one word per card, two cards for each word.
- 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 read the word pair out loud and keep the pair of cards.
- Continue until all matches have been found.

Tricky Word Beanbag Toss

- Write the Tricky Words taught in this unit on large pieces of paper or cardstock. Place them faceup on the floor.
- Hand a beanbag to the first student and explain they should toss the beanbag towards the cards.
- Have the student read the Tricky Word card the beanbag hits or to which it lands closest.
- Continue until all students have had a turn.

Handwriting Activity Pages with Tricky Words

- Distribute Activity Pages PP.10, PP.11, and PP.12.
- Have students trace and copy the Tricky Words.
- **Extension:** Have students underline the tricky part of each Tricky Word.

Activity Pages
PP.10–PP.12



INDEPENDENT READING

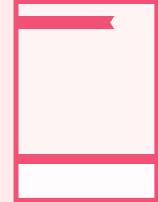
Self-Select Text

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**

Reader



READ DECODABLE STORIES

Practice Reading

- Have students sit with their partners, take out their Readers, and take turns reading the following stories aloud to one another: "Dan the Cab Man," "Help from Pals," and "Ann's Cut."
- Encourage students who finish early to reread stories from previous lessons.
- Wrap up each story using the corresponding discussion questions.
- Remind students to answer in a complete sentence, using the question stem as part of the answer.



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

Discussion Questions for “Dan the Cab Man”

1. **Literal.** What is Zack and Ann’s dad’s name?
» Dan
2. **Literal.** What is Dan’s job?
» He drives a cab.
3. **Literal.** Is Dan’s cab fast or slow?
» fast
4. **Literal.** What two things does Dan’s cab pass?
» van, bus
5. **Inferential.** What do you think Dan will do with the money he earns?
» Accept reasonable answers.

Discussion Questions for “Ann’s Cut”

1. **Inferential.** What happened to Ann?
» She fell off her bike.
2. **Evaluative.** How do you think it happened?
» Accept reasonable answers.
3. **Inferential.** What is bigger: a gash or a cut?
» Accept reasonable answers.

Story Questions Activity Pages: “Dan the Cab Man,” “Help from Pals,” and “Ann’s Cut”

- Have students complete Activity Pages PP.1, PP.2, and PP.3.

Take-Home Stories

- Distribute Activity Pages PP.4, PP.5, and PP.6.
- Have students take the activity pages home and give them to a family member so they can practice reading the stories while at home.

RECOGNIZE AND WRITE UPPERCASE LETTERS

Sound Dictation with Uppercase Letters

- Write the uppercase letters of the alphabet on large cards, one letter per card.

Activity Pages
PP.1–PP.6



- Distribute paper, pencils, and cards.
- Say a sound and tell students whoever is holding the card for that sound should stand up.
- Remind students how to print the uppercase letter, and encourage them to trace the uppercase letter in the air. Have students print the letter on paper.
- Repeat for the remaining letters.

Rough Around the Edges

- Cut the uppercase letters of the alphabet out of sandpaper.
- Have students trace the sandpaper letters with their fingers.

Tray Tracing

- Give each student a shallow tray with sand or rice in it.
- Have students write the uppercase and lowercase letters in the trays.

Disappearing Letters

- On the board/chart paper, write five to eight uppercase letters and put three to five dots under each letter.
- Review the sound each letter represents with students.
- Say a sound and have a student erase a dot under the letter for that sound.
- When all dots under a letter have been erased, ask a student to erase the letter.
- Start over when all letters have been erased.

Name Game

- On the board/chart paper, write the alphabet in uppercase letters in one continuous horizontal line.
- Give each student two name cards.
- Write or have students write their first names on each card. Make sure the first letter of each name is written with an uppercase letter.
- Have each student place his or her first name card underneath the first letter of his or her name.
- Have students take turns saying, “My name is _____ and my name starts with the letter _____.”
- Have each student place his or her second name card underneath the last letter of his or her name.

- Have students take turns saying, “My name is _____ and my name ends with the letter _____.”

Letter Match Maker

- Write the uppercase and lowercase letters of the alphabet on small cards, one letter per card.
- Make sure you have two cards for each letter, one card with the lowercase letter and one card with the uppercase letter.
- 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. One lowercase card and one uppercase card make a pair.
- If a student finds a match, they keep the cards until the game is over.
- Continue until all matches have been found.

Word Scramble

- Spell a familiar decodable word with uppercase letters in the top row of a pocket chart.
- Ask students to spell the word with lowercase letters in the row below.
- Then mix up the uppercase or lowercase word and have students unscramble the letters to form the word once again.
- **Variation:** Spell a word with lowercase letters and ask students to spell it with uppercase letters.

Finding Letters

- Have students take out their favorite book and have them find specific uppercase letters.
- Ask students to look for the letters in their names or the first letter of the day of the week or current month.

Rainbow Letters

- Distribute Activity Page PP.7 and crayons or colored pencils, and display the activity page.
- Show students how to trace the letter ‘A’, pointing out that you are starting at the dot and staying between the lines. Trace the ‘A’ several more times, using a different color each time.
- Have students follow along on their activity pages.
- Continue demonstrating until students are ready to work independently.

Activity Page PP.7



Activity Page with Missing Uppercase Letters

- Have students complete Activity Page PP.8 by filling in the missing uppercase letters in alphabetical order.

Activity Pages
PP.8, PP.9



Match Uppercase Letters with Lowercase Letters

- Have students complete the front of Activity Page PP.9 by writing each uppercase letter next to the matching lowercase letter. Have students complete the back of the activity page by drawing a line from each lowercase letter to the matching uppercase letter.

Alphabet Class Book

- Have students label the pages in an empty notebook with the letters of the alphabet, one letter per page. Have them write both the uppercase and matching lowercase letter together on the page. The upper right-hand or left-hand corner would be the best place.
- Ask students to think of objects or items beginning with each of the letters.
- Have students draw pictures of these objects on the corresponding pages in the notebook.

WRITE SENTENCES

Sentence Strips

- Choose sentences from the *Zack and Ann* Reader that can be illustrated and copy them onto sentence strips.
- Place the sentence strips in your pocket chart.
- Have students choose a sentence to copy and illustrate.

Make Questions, Exclamations, and Statements

- Write decodable nouns, adjectives, and verbs on cards. Write the Tricky Words *when, where, why, what, which, the, a, of, all, one, and was* on cards, one word per card. Also, make cards with question marks, exclamation points, and periods.
- Have students create questions, exclamations, and statements with these cards.
- Have students copy the sentences on paper.

Dictation with Sentences

- Ask students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of sentences. The sentences will be statements, questions, and exclamations. Be sure to use the proper

intonation when reading the sentences. Select sentences from the list that follows.

- For each sentence you say, hold up one finger for each word.
- Ask students to count the words and then draw a line on their paper for each word they hear with a finger space between the lines.
- Once students have drawn the lines, ask them to write each word, sound by sound. Finally, ask students to read the sentence back to you.
- Remind students to refer to the Sound Posters to remember how to write the spellings.

| | |
|--------------------------------------|----------------------------|
| 1. Are the kids all here? | 7. I can spell words. |
| 2. Buzz is a fun word! | 8. That bench is not soft. |
| 3. Here are the gifts from the kids. | |
| 4. One splash gets Tim all wet! | |
| 5. Ann sets the box on the shelf. | |
| 6. Which kid has the cat? | |

UNDERSTAND THE USAGE OF QUESTION WORDS

Complete Questions

- Have students complete Activity Page PP.13 by writing the proper question word at the beginning of each sentence.

What's the Question?

Note: This is an oral language exercise designed to give students the opportunity to formulate questions with the question words taught in Unit 9. It is open-ended and there are many possible questions for each answer.

- Remind students of the question words taught in Unit 9 (*what, where, when, which, and why*), and write the question words on the board/chart paper.
- Write the answers on the board/chart paper in a different color. You may use the following list of words or make up your own.
- Call on a student to read one of the words and formulate a question using one of the five question words.
- For example, if a student reads the word *green*, he or she might say “What do blue and yellow make?” or “What color is grass?”

Activity Page PP.13



- Continue until questions have been formulated for all of the words on the board/chart paper.

1. spring (possible question: What season comes after winter?)
2. six (possible question: Which number comes after five?)
3. hands (possible question: What is at the end of our arms?)
4. in a bed (possible question: Where do we sleep?)
5. to get well (possible question: Why do we take medicine when we are sick?)
6. a cat (possible question: Which pet do you prefer, a cat or a dog?)
7. from there (possible question: Where did Jim come from?)
8. set up camp (possible question: What can you do with a tent?)
9. chick (possible question: What is a baby chicken called?)
10. milk (possible question: Which drink is white and comes from cows?)

Teacher Resources

Kindergarten

Foundational Skills 9

Teacher Guide

Teacher Resources

| | |
|---|-------|
| Dolch Flash Card Family Letter | ..... |
| Fry Flash Card Family Letter | ..... |
| Dolch Word Assessment Record: Beginning and End of Unit 9 | ..... |
| Unit 9 Dolch Sight Word List | ..... |
| Fry Word Assessment Record: Beginning and End of Unit 9 | ..... |
| Unit 9 Fry's Instant Words List | ..... |
| Oral Blending Observation Record—Unit 9 | ..... |
| Letter Name and Letter Sound Observation Record—Unit 9 | ..... |
| Discussion Questions Observation Record—Unit 9 | ..... |
| Anecdotal Reading Record—Unit 9 | ..... |
| Record Sheets for Unit 9 Assessments | ..... |
| Analysis and Interpretation of the End-of-Year Assessment | ..... |
| Sentence Reading 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: *when* (Lesson 1), *why*, *to* (Lesson 2), *where*, *no* (Lesson 5), *what*, *so* (Lesson 7), *which* (Lesson 10), *once* (Lesson 11), *said* (Lesson 13), *were* (Lesson 16), and *here*, *there* (Lesson 17). You are being provided with flash cards that include the new words learned in this unit. Your student should already be able to read all of the other 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.

six

had

well

cut

a

long

were

wish

went

when

to

said

is

get

his

not

then

in

ran

this

ten

here

out

off

which

yes

hot

help

with

him

sing

must

was

red

will

I

yellow

up

where

stop

jump

if

and

are

blue

down

it

of

three

can

that

us

ask

run

once

the

am

little

an

from

has

let

all

them

just

on

one

tell

at

pick

small

much

why

did

best

what

bring

its

but

look

as

two

so

there

black

sit

big

no

fast

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: *when* (Lesson 1), *why*, *to* (Lesson 2), *where*, *no* (Lesson 5), *what*, *so* (Lesson 7), *which* (Lesson 10), *once* (Lesson 11), *said* (Lesson 13), *were* (Lesson 16), and *here*, *there* (Lesson 17). You are being provided with flash cards that include the new words learned in this unit. Your student should already be able to read all of the other 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.

if

well

long

what

yes

must

once

I

six

spell

to

them

let

miss

where

with

back

did

him

that

his

ten

best

are

so

two

were

red

here

on

all

off

of

cut

out

and

get

has

when

no

one

from

small

such

word

ran

will

a

an

thing

this

add

big

in

help

was

fast

which

but

am

had

it

said

ask

sit

down

little

hot

up

there

tell

run

yellow

still

blue

not

its

stop

us

then

can

look

why

the

much

is

than

just

at

as

three

went

song

jump

funny

DOLCH WORD ASSESSMENT RECORD: BEGINNING AND END OF UNIT 9

Name _____

Instructions: This is an optional assessment of words from the Dolch Sight Word List. At the beginning of Unit 9, show the student the Dolch Word List that follows this record. Ask them to read each word from the list, proceeding in order from top to bottom. (Alternatively, you may use information from the end of Unit 8 Dolch Word Assessment.)

Provide the student with either a blank sheet of paper or card stock to place on the word list page directly under the row they are reading. As the student completes a row, they should slide the paper down just enough to read the next row.

Record the student's performance on each word in the chart below, using + to indicate that the word was read correctly and – to indicate the word was read incorrectly; if the student reads 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 9.

| Dolch Word | Beginning Unit 9 Assessment: Date _____ | End of Unit 9 Assessment: Date _____ |
|-----------------|---|--------------------------------------|
| 1. six | | |
| 2. had | | |
| 3. well | | |
| 4. cut | | |
| 5. <u>a</u> | | |
| 6. long | | |
| 7. <u>were</u> | | |
| 8. wish | | |
| 9. went | | |
| 10. <u>when</u> | | |
| 11. <u>to</u> | | |
| 12. <u>said</u> | | |
| 13. is | | |
| 14. get | | |
| 15. his | | |
| 16. not | | |

| Dolch Word | Beginning Unit 9 Assessment: Date _____ | End of Unit 9 Assessment: Date _____ |
|-------------------|--|---|
| 17. then | | |
| 18. in | | |
| 19. ran | | |
| 20. this | | |
| 21. ten | | |
| 22. <u>here</u> | | |
| 23. <u>out</u> | | |
| 24. off | | |
| 25. <u>which</u> | | |
| 26. yes | | |
| 27. hot | | |
| 28. help | | |
| 29. with | | |
| 30. him | | |
| 31. sing | | |
| 32. must | | |
| 33. <u>was</u> | | |
| 34. red | | |
| 35. will | | |
| 36. <u>I</u> | | |
| 37. <u>yellow</u> | | |
| 38. up | | |
| 39. <u>where</u> | | |
| 40. stop | | |
| 41. jump | | |
| 42. if | | |
| 43. and | | |
| 44. <u>are</u> | | |
| 45. <u>blue</u> | | |
| 46. <u>down</u> | | |
| 47. it | | |

| Dolch Word | Beginning Unit 9 Assessment: Date _____ | End of Unit 9 Assessment: Date _____ |
|-------------------|---|--------------------------------------|
| 48. <u>of</u> | | |
| 49. <u>three</u> | | |
| 50. can | | |
| 51. that | | |
| 52. us | | |
| 53. ask | | |
| 54. run | | |
| 55. <u>once</u> | | |
| 56. <u>the</u> | | |
| 57. am | | |
| 58. <u>little</u> | | |
| 59. an | | |
| 60. <u>from</u> | | |
| 61. has | | |
| 62. let | | |
| 63. <u>all</u> | | |
| 64. them | | |
| 65. just | | |
| 66. on | | |
| 67. <u>one</u> | | |
| 68. tell | | |
| 69. at | | |
| 70. pick | | |
| 71. <u>small</u> | | |
| 72. much | | |
| 73. <u>why</u> | | |
| 74. did | | |
| 75. best | | |
| 76. <u>what</u> | | |
| 77. bring | | |
| 78. its | | |

| Dolch Word | Beginning Unit 9 Assessment: Date _____ | End of Unit 9 Assessment: Date _____ |
|------------------|---|--------------------------------------|
| 79. but | | |
| 80. <u>look</u> | | |
| 81. as | | |
| 82. <u>two</u> | | |
| 83. <u>so</u> | | |
| 84. <u>there</u> | | |
| 85. black | | |
| 86. sit | | |
| 87. big | | |
| 88. <u>no</u> | | |
| 89. fast | | |
| 90. <u>funny</u> | | |
| Subtotal | _____ /90 | _____ /90 |

UNIT 9 DOLCH SIGHT WORD LIST

| | | |
|-------------------|----------------|------------------|
| 1. six | 2. had | 3. well |
| 4. cut | 5. a | 6. long |
| 7. <u>were</u> | 8. wish | 9. went |
| 10. <u>when</u> | 11. to | 12. <u>said</u> |
| 13. is | 14. get | 15. his |
| 16. not | 17. then | 18. in |
| 19. ran | 20. this | 21. ten |
| 22. <u>here</u> | 23. <u>out</u> | 24. off |
| 25. <u>which</u> | 26. yes | 27. hot |
| 28. help | 29. with | 30. him |
| 31. sing | 32. must | 33. <u>was</u> |
| 34. red | 35. will | 36. I |
| 37. <u>yellow</u> | 38. up | 39. <u>where</u> |
| 40. stop | 41. jump | 42. if |
| 43. and | 44. <u>are</u> | 45. <u>blue</u> |
| 46. <u>down</u> | 47. it | 48. <u>of</u> |
| 49. <u>three</u> | 50. can | 51. that |
| 52. us | 53. ask | 54. run |

| | | |
|-------------------|------------------|------------------|
| 55. <u>once</u> | 56. <u>the</u> | 57. <u>am</u> |
| 58. <u>little</u> | 59. <u>an</u> | 60. <u>from</u> |
| 61. <u>has</u> | 62. <u>let</u> | 63. <u>all</u> |
| 64. <u>them</u> | 65. <u>just</u> | 66. <u>on</u> |
| 67. <u>one</u> | 68. <u>tell</u> | 69. <u>at</u> |
| 70. <u>pick</u> | 71. <u>small</u> | 72. <u>much</u> |
| 73. <u>why</u> | 74. <u>did</u> | 75. <u>best</u> |
| 76. <u>what</u> | 77. <u>bring</u> | 78. <u>its</u> |
| 79. <u>but</u> | 80. <u>look</u> | 81. <u>as</u> |
| 82. <u>two</u> | 83. <u>so</u> | 84. <u>there</u> |
| 85. <u>black</u> | 86. <u>sit</u> | 87. <u>big</u> |
| 88. <u>no</u> | 89. <u>fast</u> | 90. <u>funny</u> |

FRY WORD ASSESSMENT RECORD: BEGINNING AND END OF UNIT 9

Name _____

Instructions: This is an optional assessment of words from the Fry's Instant Words List. At the beginning of Unit 9, show the student the Fry Word List that follows this record. Ask them to read each word from the list, proceeding in order from top to bottom. (Alternatively, you may use information from the end of Unit 8 Fry Word Assessment.)

Provide the student with either a blank sheet of paper or card stock to place on the word list page directly under the row they are reading. As the student completes a row, they should slide the paper down just enough to read the next row.

Record the student's performance on each word in the chart below, using + to indicate that the word was read correctly and – to indicate the word was read incorrectly; if the student reads 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 the Unit 9.

| Fry Word | Beginning Unit 9 Assessment: Date _____ | End of Unit 9 Assessment: Date _____ |
|------------------|--|---|
| 1. if | | |
| 2. well | | |
| 3. long | | |
| 4. <u>what</u> | | |
| 5. yes | | |
| 6. must | | |
| 7. <u>once</u> | | |
| 8. ! | | |
| 9. six | | |
| 10. spell | | |
| 11. <u>to</u> | | |
| 12. them | | |
| 13. let | | |
| 14. miss | | |
| 15. <u>where</u> | | |
| 16. with | | |

| Fry Word | Beginning Unit 9 Assessment: Date _____ | End of Unit 9 Assessment: Date _____ |
|------------------|---|--------------------------------------|
| 17. back | | |
| 18. did | | |
| 19. him | | |
| 20. that | | |
| 21. his | | |
| 22. ten | | |
| 23. best | | |
| 24. <u>are</u> | | |
| 25. <u>so</u> | | |
| 26. <u>two</u> | | |
| 27. <u>were</u> | | |
| 28. red | | |
| 29. <u>here</u> | | |
| 30. on | | |
| 31. <u>all</u> | | |
| 32. off | | |
| 33. <u>of</u> | | |
| 34. cut | | |
| 35. <u>out</u> | | |
| 36. and | | |
| 37. get | | |
| 38. has | | |
| 39. <u>when</u> | | |
| 40. <u>no</u> | | |
| 41. <u>one</u> | | |
| 42. <u>from</u> | | |
| 43. <u>small</u> | | |
| 44. such | | |
| 45. <u>word</u> | | |
| 46. ran | | |

| Fry Word | Beginning Unit 9 Assessment: Date _____ | End of Unit 9 Assessment: Date _____ |
|-------------------|---|--------------------------------------|
| 47. will | | |
| 48. <u>a</u> | | |
| 49. an | | |
| 50. thing | | |
| 51. this | | |
| 52. add | | |
| 53. big | | |
| 54. in | | |
| 55. help | | |
| 56. <u>was</u> | | |
| 57. fast | | |
| 58. <u>which</u> | | |
| 59. but | | |
| 60. am | | |
| 61. had | | |
| 62. it | | |
| 63. <u>said</u> | | |
| 64. ask | | |
| 65. sit | | |
| 66. <u>down</u> | | |
| 67. <u>little</u> | | |
| 68. hot | | |
| 69. up | | |
| 70. <u>there</u> | | |
| 71. tell | | |
| 72. run | | |
| 73. <u>yellow</u> | | |
| 74. still | | |
| 75. <u>blue</u> | | |
| 76. not | | |

| Fry Word | Beginning Unit 9 Assessment: Date _____ | End of Unit 9 Assessment: Date _____ |
|------------------|---|--------------------------------------|
| 77. its | | |
| 78. stop | | |
| 79. us | | |
| 80. then | | |
| 81. can | | |
| 82. <u>look</u> | | |
| 83. <u>why</u> | | |
| 84. <u>the</u> | | |
| 85. much | | |
| 86. is | | |
| 87. than | | |
| 88. just | | |
| 89. at | | |
| 90. as | | |
| 91. <u>three</u> | | |
| 92. went | | |
| 93. song | | |
| 94. jump | | |
| 95. <u>funny</u> | | |
| Subtotal | _____ /95 | _____ /95 |

UNIT 9 FRY'S INSTANT WORDS LIST

| | | |
|------------------|-----------------|------------------|
| 1. if | 2. well | 3. long |
| 4. <u>what</u> | 5. yes | 6. must |
| 7. <u>once</u> | 8. <u>I</u> | 9. six |
| 10. spell | 11. <u>to</u> | 12. them |
| 13. let | 14. miss | 15. <u>where</u> |
| 16. with | 17. back | 18. did |
| 19. him | 20. that | 21. his |
| 22. ten | 23. best | 24. <u>are</u> |
| 25. <u>so</u> | 26. <u>two</u> | 27. <u>were</u> |
| 28. red | 29. <u>here</u> | 30. on |
| 31. <u>all</u> | 32. off | 33. <u>of</u> |
| 34. cut | 35. <u>out</u> | 36. and |
| 37. get | 38. has | 39. <u>when</u> |
| 40. <u>no</u> | 41. <u>one</u> | 42. <u>from</u> |
| 43. <u>small</u> | 44. such | 45. <u>word</u> |
| 46. ran | 47. will | 48. <u>a</u> |
| 49. an | 50. thing | 51. this |

| | | |
|-------------------|------------------|-----------------|
| 52. add | 53. big | 54. in |
| 55. help | 56. <u>was</u> | 57. fast |
| 58. <u>which</u> | 59. but | 60. am |
| 61. had | 62. it | 63. <u>said</u> |
| 64. ask | 65. sit | 66. <u>down</u> |
| 67. <u>little</u> | 68. hot | 69. up |
| 70. <u>there</u> | 71. tell | 72. run |
| 73. <u>yellow</u> | 74. still | 75. <u>blue</u> |
| 76. not | 77. its | 78. stop |
| 79. us | 80. then | 81. can |
| 82. <u>look</u> | 83. <u>why</u> | 84. <u>the</u> |
| 85. much | 86. is | 87. than |
| 88. just | 89. at | 90. as |
| 91. <u>three</u> | 92. went | 93. song |
| 94. jump | 95. <u>funny</u> | |

ORAL BLENDING OBSERVATION RECORD—UNIT 9

- ✓ Correctly Blended (write the word blended)
- ✗ Incorrectly Blended (write the word given/the sounds blended)

Subtotal = number of correct responses/total responses per student

LETTER NAME AND LETTER SOUND OBSERVATION RECORD—UNIT 9

LN ✓ Gave the correct letter name

S-7 Shows the account letter sound

LN * Gave an incorrect letter name

S. S. Gove: An Innocent Listener

LS3 - dave will correct letter sounds
Subtotal: number of correct responses/total responses

LN ✗ Gave an incorrect letter name
LS ✗ Gave an incorrect letter sound
Total responses

DISCUSSION QUESTIONS OBSERVATION RECORD—UNIT 9

- CS✓ - Answered in a complete sentence
- L✓ - Answered a literal question correctly
- I✓ - Answered an inferential question correctly
- E✓ - Answered an evaluative question correctly

- Cs* - Did not Answer in a complete Sentence
- L* - Answered a literal question incorrectly
- I* - Answered an inferential question incorrectly
- E* - Answered an evaluative question incorrectly

ANECDOTAL READING RECORD—UNIT 9

Name:

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

RECORD SHEET FOR UNIT 9 ASSESSMENTS

PART 1A: WORD READING ASSESSMENT SUMMARY SHEET

Directions: Mark an X in the box of any word the student marked incorrectly and record the number of incorrect responses. Use the student's scores on Parts 1A and 1B to determine if he or she needs to complete Part 3 of the assessment: Letter Sounds. Any student who misses 6 or more items out of the Part 1A, 1B total of 20 must complete Part 3 of the End-of-Year Student Performance Assessment.

PART 1B: WORD READING ASSESSMENT SUMMARY SHEET

Directions: Mark an X in the box of any word the student marked incorrectly and record the number of incorrect responses. Use the student's scores on Parts 1A and 1B to determine if he or she needs to complete Part 3 of the assessment: Letter Sounds. Any student who misses 6 or more items out of the Part 1A, 1B total of 20 must complete Part 3 of the End-of-Year Student Performance Assessment.

PART 2: SOUND WRITING ASSESSMENT SUMMARY SHEET

Directions: Mark an X in the box of any sound the student wrote incorrectly. Any student who misses 4 or more items must complete Part 3 of the End-of-the-Year Student Performance Task Assessment.

PART 2: SOUND WRITING ASSESSMENT SUMMARY SHEET

Directions: Mark an X in the box of any sound the student wrote incorrectly. Any student who misses 4 or more items must complete Part 3 of the End-of-Year Student Performance Assessment.

PART 3 LETTER SOUNDS ASSESSMENT

| | | | | |
|----|----|----|----|----|
| m | a | t | d | o |
| c | g | i | n | h |
| s | f | v | z | p |
| e | b | l | r | u |
| w | j | y | x | k |
| ch | sh | th | qu | ng |
| ss | ck | ll | ff | ee |

PART 3: LETTER SOUNDS ASSESSMENT SUMMARY SHEET

Directions: Mark an X in the box of any sound misread by the student. Record the number of incorrect responses.

Part 3: Letter Sounds Assessment Summary Sheet

Directions: Mark an X in the box of any sound misread by the student. Record the number of incorrect responses.

PART 4: WRITING LOWERCASE LETTERS ASSESSMENT SUMMARY SHEET

Directions: Mark an X in the box of any letter not identified and written by the student. Record the number of incorrect responses.

| Student Name | e | y | o | h | k | b | x | m | u | g | a | n | d | l | c | z | t | j | i | p | s | r | q | f | v | w | Total ___/26 |
|--------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--------------|
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |

PART 5: UPPERCASE LETTER NAMES ASSESSMENT SUMMARY SHEET

Directions: Mark an X in the box of any letter circled incorrectly by the student. Record the number of incorrect responses.

| Student Name | E | Y | P | G | K | S | B | H | C | L | W | T | D | R | M | V | I | F | J | O | N | Q | Z | A | U | X | Total ___/26 |
|--------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--------------|
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |

ANALYSIS AND INTERPRETATION OF THE END-OF-YEAR ASSESSMENT

The Unit 9 End-of-Year Student Performance Assessment is a multipart assessment of skills students have learned in the program. More specifically, the End-of-Year Student Performance Assessment requires that students identify decodable words as the teacher reads them aloud, identify Tricky Words as the teacher reads them aloud, and write spellings corresponding to sounds the teacher pronounces aloud. It is imperative that you clearly identify and document individual students' weaknesses to assist students' Grade 1 teachers in their planning for the following school year. 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. Students should also be able to recognize and read the Tricky Words taught in Kindergarten.

This set of assessment results, combined with those from Unit 8, provide a student record that will be invaluable to each student's Grade 1 teacher.

It is important that teachers be cognizant of the possible losses and gains in skills that may result over the summer hiatus. For example, some students may experience a "summer learning loss" in skills, whereas other students may experience gains in their skills due to extracurricular summer experiences (e.g., private tutoring, summer camps, and other programs provided by the community). Although the student record provides valuable information that Grade 1 teachers may use for planning purposes, it will nonetheless be crucial that Grade 1 teachers complete a comprehensive placement assessment with each entering Grade 1 student.

Interpreting Assessment Scores

Word Recognition

| If student scores... | Recommendation |
|----------------------------------|---|
| 18–20 correct Word Reading | This student has OUTSTANDING preparation for Grade 1 Skills instruction. |
| 16 or 17 correct on Word Reading | This student has STRONG preparation for Grade 1 Skills instruction. |
| 14 or 15 correct on Word Reading | This student has ADEQUATE preparation for Grade 1 Skills instruction. |
| 13 or less on Word Reading | This student has QUESTIONABLE preparation for Grade 1 Skills instruction. |

Sound Writing

| If student scores... | Recommendation |
|-----------------------------------|--|
| 14 or 15 correct on Sound Writing | This student has OUTSTANDING preparation for Grade 1 Skills instruction. |
| 12 or 13 correct on Sound Writing | This student has STRONG preparation for Grade 1 Skills instruction. |
| 11 correct on Sound Writing | This student has ADEQUATE preparation for Grade 1 Skills instruction. |
| 10 or less on Sound Writing | This student has QUESTIONABLE preparation for Grade 1 Skills instruction. Bring this student's performance to the attention of the teacher for the next school year. |

Generally you will find the following applies to most students. If a student scores:

- in the OUTSTANDING or STRONG range on Word Reading and/or Sound Writing, the student is ready for instruction using Grade 1 materials.
- in the ADEQUATE or QUESTIONABLE range on Word Reading and/or Sound Writing, the student may not be ready for instruction using Grade 1 materials without rigorous intervention.
- If a student's scores indicate the need for the administration of the Letter Sound assessment, this is another indicator the student may not be ready for instruction using Grade 1 materials.

| Word Recognition + | Sound Writing = | Grade 1 Readiness |
|---------------------------|------------------------|--------------------------|
| Outstanding | Outstanding | Outstanding |
| Outstanding | Strong | Strong |
| Outstanding | Adequate | Adequate |
| Outstanding | Questionable | Adequate |
| Strong | Outstanding | Strong |
| Strong | Strong | Strong |
| Strong | Adequate | Adequate |
| Strong | Questionable | Adequate |
| Adequate | Outstanding | Adequate |
| Adequate | Strong | Adequate |
| Adequate | Adequate | Adequate |
| Adequate | Questionable | Questionable |
| Questionable | Outstanding | Questionable |
| Questionable | Strong | Questionable |
| Questionable | Adequate | Questionable |
| Questionable | Questionable | Questionable |

SENTENCE READING ASSESSMENT

Name:

1. Rob and Ed were sad.

2. Which pet is fun?

3. When can I get a snack?

4. Why are the dogs here?

5. Dad says, “This cab is so fast!”

Additional Support Activity Pages

Kindergarten

Foundational Skills 9

Teacher Guide

NAME: _____

DATE: _____

TR 1.1

Tricky Words (*when, word*)

when

word

when

word

Directions: Students color the Tricky Word letters using green for letters matching learned sound/spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below. Remind students to capitalize the first word in a sentence.

1. _____ did Dad call the man?

2. _____ can I get the bag of chips?

3. Jill can spell the big _____.

4. The _____ was funny.

NAME: _____

DATE: _____

TR 1.2

Tricky Word Match Maker



one

two

three

the

a

blue

yellow

look

I

are

Directions: Copy and cut out the word cards for use with Match Maker.

NAME: _____

DATE: _____

TR 1.2

CONTINUED
Tricky Word Match Maker

little

down

out

from

all

was

when

word



NAME: _____

DATE: _____

TR 2.1

Tricky Words (*to, why*)

Directions: Students color the Tricky Word letters using green for letters matching learned sound/spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below. Remind students to capitalize the first word in a sentence.



1. The frogs hop _____ the mud.

2. _____ is Mom in the fish shop?

3. _____ can't the dog run _____

Sam?

4. _____ did Seth run _____ the van?

NAME: _____

DATE: _____

TR 2.2

Bingo Boards

Board 1

| | | |
|-------|------|------|
| funny | word | down |
| look | was | one |
| are | out | blue |

Directions: Copy and cut out the game boards. Students apply phonics knowledge to play the traditional game Bingo.

Board 2

| | | |
|--------|------|------|
| little | one | why |
| all | blue | when |
| was | two | word |

NAME: _____

DATE: _____

TR 2.2
CONTINUED
Bingo Boards

Board 3

| | | |
|------|--------|-------|
| word | one | to |
| I | little | funny |
| look | when | three |

Board 4

| | | |
|-----|-------|-------|
| was | are | three |
| two | funny | I |
| all | to | from |

NAME: _____

DATE: _____

TR 2.2
CONTINUED
Bingo Boards

Board 5

| | | |
|--------|--------|-------|
| yellow | one | why |
| are | two | down |
| the | little | three |

Board 6

| | | |
|------|------|------|
| out | are | to |
| when | blue | I |
| was | when | from |

NAME: _____

DATE: _____

TR 2.3

Bingo Word Cards

Directions: Copy and cut out the word cards for use with Bingo Boards.

| | | |
|------|--------|--------|
| one | two | three |
| the | a | blue |
| why | yellow | look |
| I | are | little |
| down | to | out |
| from | all | was |
| when | word | funny |

NAME: _____

DATE: _____

TR 2.4

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.

The Bad Crab

1

2

This is Zack.

Zack is six.

This is Ann.

Ann is ten.

Zack and Ann sit in the sun.

Zack and Ann sit in the sun.

Mom and Dad sit with them.

Zack spots a crab on the sand.

The crab runs up.

The crab runs up.

Then it snaps at Zack's leg.

Zack jumps up on the bench.

The bad crab snaps at Dad.

The bad crab snaps at Dad.

Dad lifts up his legs.

The bad crab snaps at Mom.

The bad crab snaps at Mom.

Mom kicks sand at the crab.

NAME: _____

DATE: _____

The Bad Crab

| 1 | 2 |
|---|---|
| The bad crab runs off. | The bad crab runs off. |
| Ann jumps up and yells | |
| | at the kids on the next bench, |
| “Bad crab on the sand! Pass the word!” | “Bad crab on the sand! Pass the word!” |
| The kids on the next bench | |
| | spot the crab and jump up. |
| The bad crab snaps at them. | The bad crab snaps at them. |
| Then it runs past them. | |
| | When it is past them, the kids yell, |
| “Bad crab on the sand! Pass the word!” | “Bad crab on the sand! Pass the word!” |

NAME: _____

DATE: _____

TR 4.1

Match Maker Uppercase Letters



A

E

B

F

C

G

D

H

Directions: Copy and cut out the uppercase letter cards for use with Match Maker.

NAME: _____

DATE: _____

TR 4.2

Match Maker Lowercase Letters

a

e

b

f

c

g

d

h

Directions: Copy and cut out the lowercase letter cards for use with Match Maker.



NAME: _____

DATE: _____

TR 4.3

Matching Letter Practice

| | | | |
|---|---|---|---|
| A | B | M | D |
| E | F | G | H |
| I | J | K | L |

Directions: Have students copy the uppercase letters next to the matching lowercase letters.

b

k

h

d

l

a

m

f

j

i

e

g

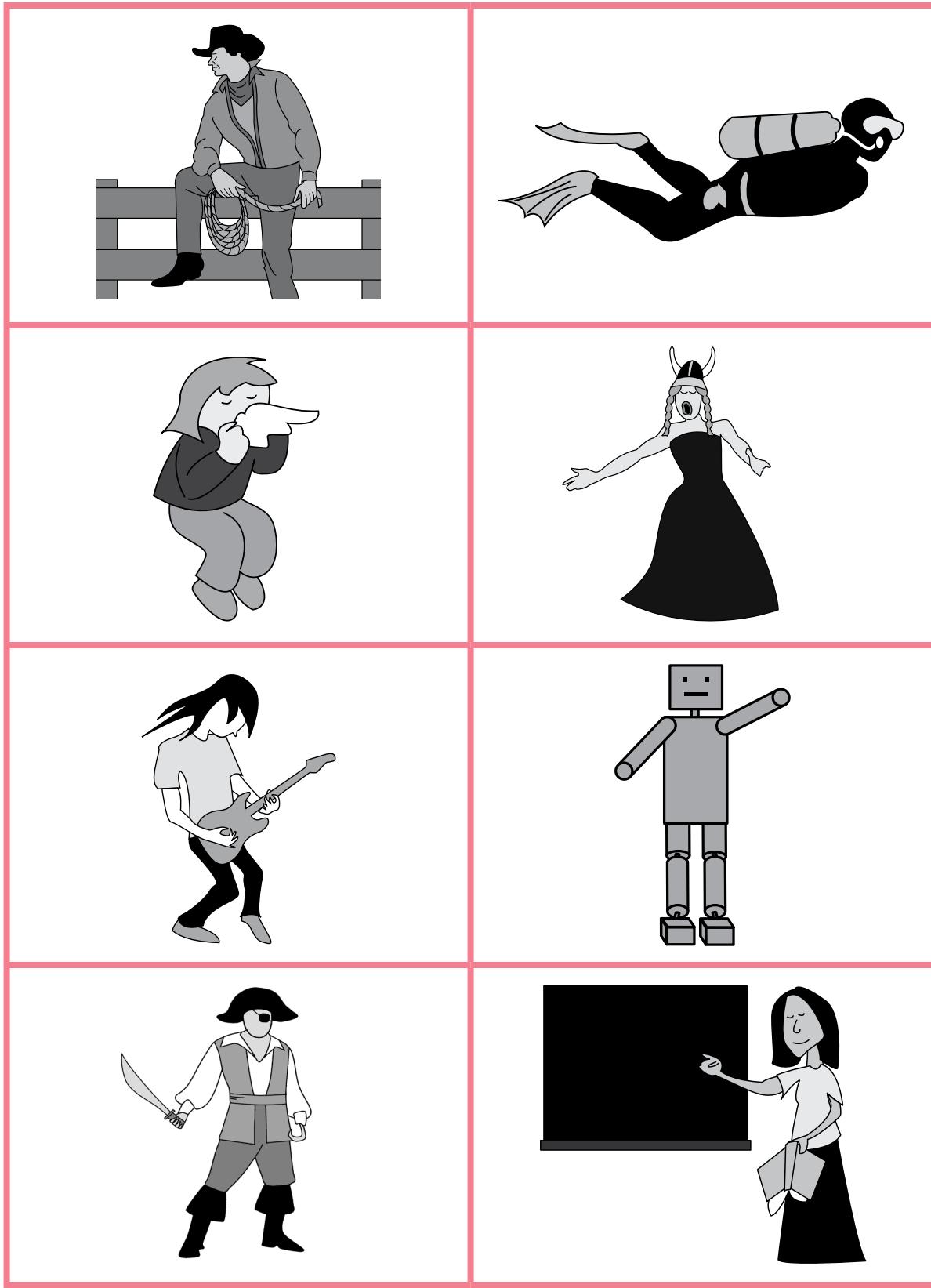
NAME: _____

DATE: _____

TR 4.4

Silly Voices Picture Cards

Directions: Print and cut out the character cards to pull out of a bag when rereading stories with silly voices.



NAME: _____

DATE: _____

TR 5.1

Tricky Words (*where, no*)

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. Remind students to capitalize the first letter of the first word in a sentence.

W
h
e
r
e
N
o
o

W
h
e
r
e

N
o

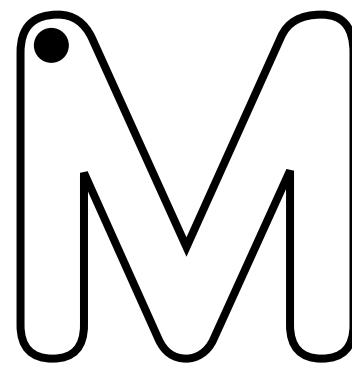
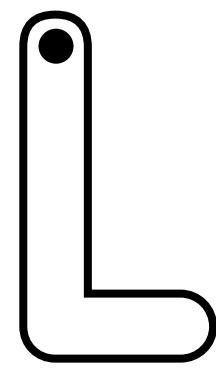
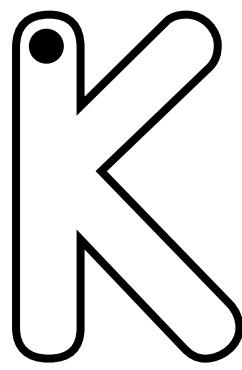
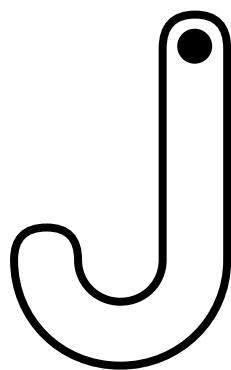
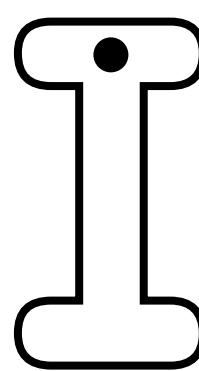
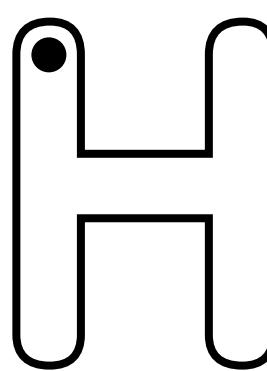
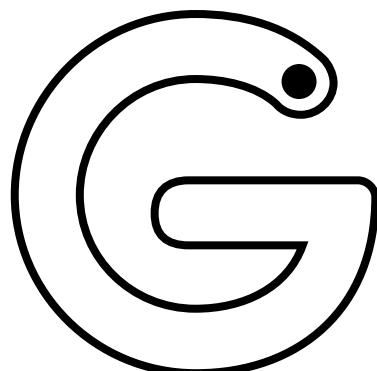
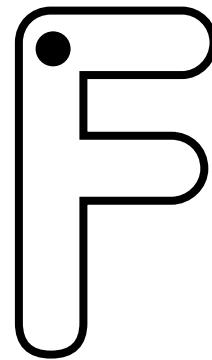
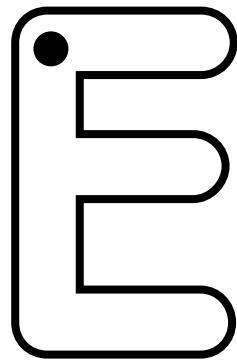
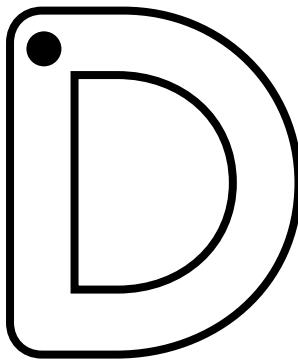
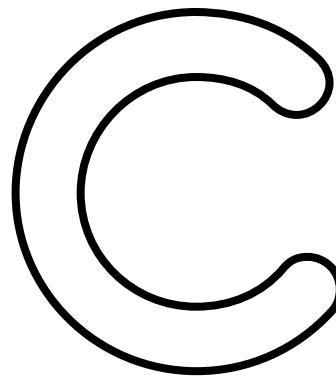
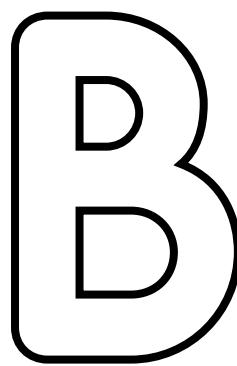
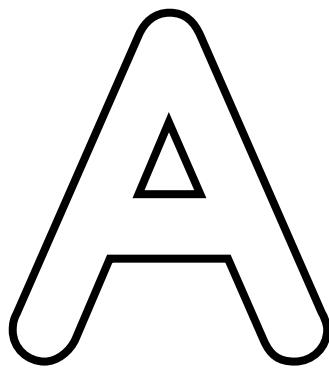
1. _____ is the big pond?
2. _____ swimming in that pond!
3. _____ can we swim?
4. _____ pond is better than this one.

NAME: _____

DATE: _____

TR 6.1

Directions: Have students trace each uppercase letter several times inside of the outline, using a different-colored crayon each time. Make sure students start to trace the letters at the starting dots.



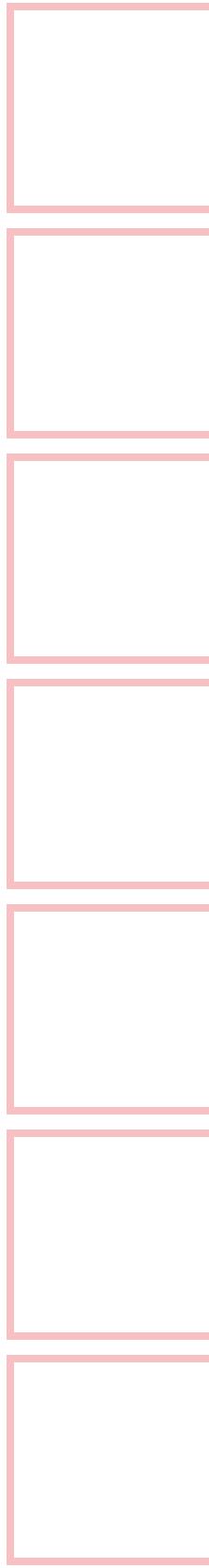
NAME: _____

DATE: _____

TR 7.1

Sound Boxes for Push & Say

Directions: Say a three- to seven-phoneme word. Students echo the word and segment the sounds as they push an object into the box for each phoneme. Then, running their finger across the bottom (from left to right), students blend the sounds back together to say the word.



There are six empty rectangular boxes arranged vertically, each with a thin red border. They are intended for students to push objects into as they segment words into phonemes.

NAME: _____

DATE: _____

TR 8.1

Bingo—Teacher Word Cards

Directions: Copy and cut out the word cards for use with Bingo Boards.

why

of

there

where

was

when

word

are

down

said

what

from

all

NAME: _____

DATE: _____

TR 8.2

Bingo Boards

Board 1

| | | |
|-------|------|------|
| of | down | here |
| word | when | was |
| there | all | are |

Board 2

| | | |
|-------|------|-------|
| where | from | which |
| said | why | what |
| of | word | down |

Directions: Copy and cut out the game boards. Students apply phonics knowledge to play the traditional game Bingo.

NAME: _____

DATE: _____

TR 8.2
CONTINUED
Bingo Boards

Board 3

| | | |
|-------------|-------------|--------------|
| <u>said</u> | <u>word</u> | <u>what</u> |
| <u>of</u> | <u>when</u> | <u>there</u> |
| <u>are</u> | <u>why</u> | <u>here</u> |

Board 4

| | | |
|-------------|--------------|--------------|
| <u>here</u> | <u>when</u> | <u>there</u> |
| <u>why</u> | <u>which</u> | <u>down</u> |
| <u>all</u> | <u>are</u> | <u>from</u> |

NAME: _____

DATE: _____

TR 8.2
CONTINUED
Bingo Boards

Board 5

| | | |
|--------------|-------------|-------------|
| <u>said</u> | <u>what</u> | <u>from</u> |
| <u>where</u> | <u>was</u> | <u>said</u> |
| <u>all</u> | <u>here</u> | <u>of</u> |

Board 6

| | | |
|--------------|-------------|------------|
| <u>which</u> | <u>when</u> | <u>are</u> |
| <u>here</u> | <u>down</u> | <u>all</u> |
| <u>from</u> | <u>are</u> | <u>why</u> |

NAME: _____

DATE: _____

TR 8.3

Match Me



ck

tt

dd

gg

ff

ss

zz

||

Directions: Copy and cut out these Letter Cards for use with the activity Match Me.

NAME: _____

DATE: _____

TR 8.4

Matching Letter Practice

| | | | |
|---|---|---|---|
| A | B | C | D |
| E | F | G | H |
| I | J | K | L |

Directions: Have students copy the uppercase letters next to the matching lowercase letters.

H

i

l

b

c

a

j

k

f

d

e

g

NAME: _____

DATE: _____

TR 8.4

CONTINUED
Matching Letter Practice

| | | |
|---|---|---|
| M | N | O |
| P | Q | R |

o

m

r

q

n

p

NAME: _____

DATE: _____

TR 8.5

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.

Off the Top

1

2

Zack and Ann had fun with a can.

Zack and Ann had fun with a can.

Zack put out a can.

Then Ann put a can next to Zack's.

Then Quinn put a can on top of Ann's.

Nell put a can on next.

Rod put his on next. It was on top of Quinn's.

Then Ed put his can on the tip top.

It was so much fun!

It was so much fun!

Then,

buzz, buzz!

What was that?

What was that?

It was a bug.

The bug was on Ed's can.

NAME: _____

DATE: _____

TR 8.5
CONTINUED
Two Voices

Off the Top

1

2

Zack went to smack the
bug.

Flop!

Flop!

Ed's can fell off the top.

Rod's can fell off next.

Then all the rest of the
cans fell.

It was a big mess.

It was a big mess.

NAME: _____

DATE: _____

TR 9.1

Bingo Word Cards



why

so

I

from

a

to

where

word

all

one

when

what

no

the

was

Directions: Copy and cut out the word cards for use with Bingo Boards.

NAME: _____

DATE: _____

TR 9.2

Bingo Boards

Board 1

| | | |
|--------------|-------------|------------|
| <u>why</u> | <u>no</u> | <u>I</u> |
| <u>from</u> | <u>a</u> | <u>to</u> |
| <u>where</u> | <u>word</u> | <u>all</u> |

Board 2

| | | |
|-------------|-------------|-------------|
| <u>word</u> | <u>what</u> | <u>when</u> |
| <u>one</u> | <u>I</u> | <u>so</u> |
| <u>no</u> | <u>to</u> | <u>the</u> |

Directions: Copy and cut out the game boards. Students apply phonics knowledge to play the traditional game Bingo.

NAME: _____

DATE: _____

TR 9.2

Bingo Boards

Board 3

| | | |
|--------------|-------------|------------|
| <u>why</u> | no | I |
| from | a | to |
| <u>where</u> | <u>word</u> | <u>all</u> |

Board 4

| | | |
|-------------|-------------|-------------|
| <u>word</u> | <u>what</u> | <u>when</u> |
| <u>one</u> | I | <u>so</u> |
| <u>no</u> | <u>to</u> | <u>the</u> |

Directions: Copy and cut out the game boards. Students apply phonics knowledge to play the traditional game Bingo.

NAME: _____

DATE: _____

TR 9.2

Bingo Boards

Board 5

| | | |
|--------------|-------------|------------|
| <u>why</u> | <u>so</u> | <u>I</u> |
| <u>from</u> | <u>a</u> | <u>to</u> |
| <u>where</u> | <u>word</u> | <u>all</u> |

Board 6

| | | |
|--------------|-------------|------------|
| <u>no</u> | <u>so</u> | <u>to</u> |
| <u>where</u> | <u>what</u> | <u>all</u> |
| <u>the</u> | <u>why</u> | <u>was</u> |

Directions: Copy and cut out the game boards. Students apply phonics knowledge to play the traditional game Bingo.

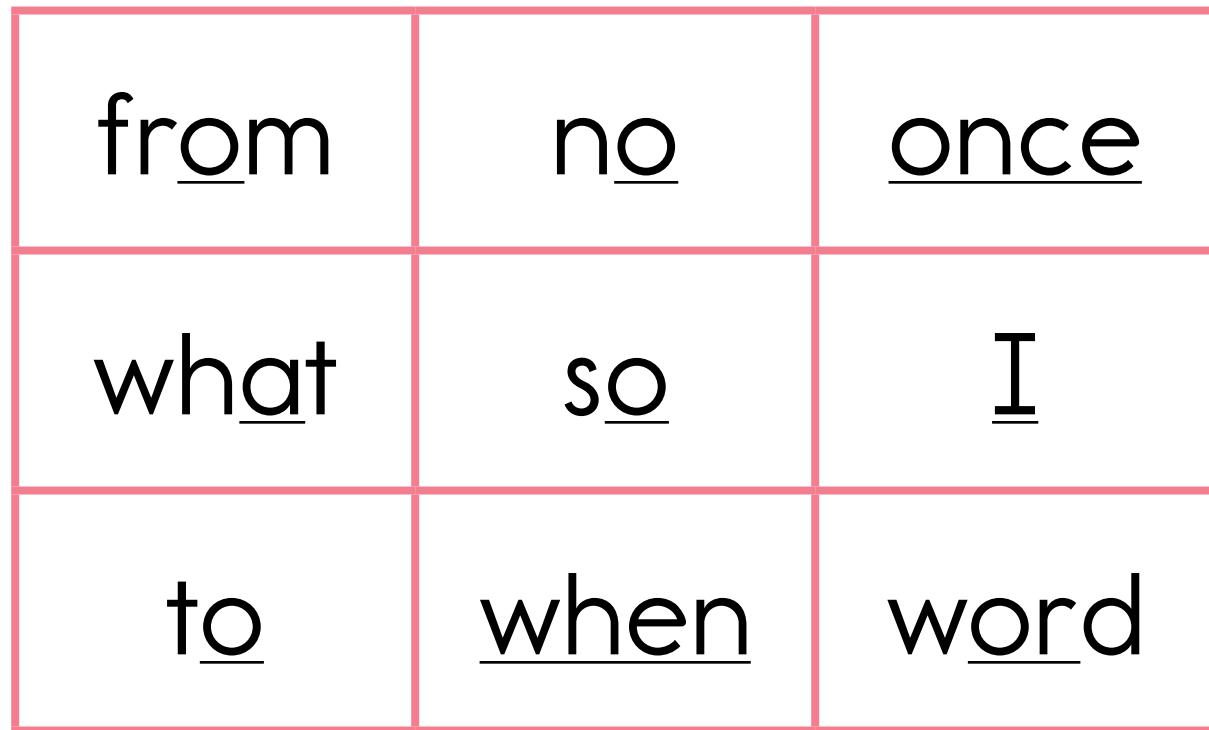
NAME: _____

DATE: _____

TR 9.2

Bingo Boards

Board 7



Directions: Copy and cut out the game boards. Students apply phonics knowledge to play the traditional game Bingo.

NAME: _____

DATE: _____

TR 10.1

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.

Fix that Ship

1

2

Zack's dad,

Zack's dad,

Dan,

has a ship.

has a ship.

It's fun to fish on the ship.
But Dan can't fish on the
ship yet.

Dan must fix up his ship.

Dan must fix up his ship.

The ship has a big crack in
its mast.

It has dents which Dan
must fix.

It has rust which Dan must
sand.

**Dan gets the ship up on
the land.**

Then Dan gets a mask.

The mask will help block
the dust.

Dan sands the deck.

Dan scrubs the deck.

Dan drills the deck.

NAME: _____

DATE: _____

TR 10.1

CONTINUED
Two Voices

Fix that Ship

1

2

At last, Dan's ship is all set. At last, Dan's ship is all set.

NAME: _____

DATE: _____

TR 11.1

Directions: Have students trace and copy the words. Encourage students to say the letter names while writing the words.

to

to

no

no

so

so

I

I

once

Once

word

word

NAME: _____

DATE: _____

TR 11.1

to

•

•

no

•

•

so

•

•

I

•

•

once

•

•

Word

•

•

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.

The Tent

1

Once Zack's dad got the kids a tent.

2

Zack and Ann set up the tent.

Then the kids sang a song:

**"This big tent, it is the best,
is the best, is the best!"**

**This big tent, it is the best.
Yes, it's the best!"**

**"This big tent, it is the best,
is the best, is the best!"**

**This big tent, it is the best.
Yes, it's the best!"**

The kids had fun in the tent.

But then a big wind hit the tent.

Flop!

Flop!

The tent fell on Zack and Ann.

The kids set the tent back up.

The kids set the tent back up.

Red ants got in and bit Zack.

A slug got on Ann.

NAME: _____

DATE: _____

TR 12.1
CONTINUED
Two Voices

The Tent

1

2

that was it.

**Zack and Ann ran from
the tent.**

Once the ants and slug
got in,

that was it.

**Zack and Ann ran from
the tent.**

NAME: _____

DATE: _____

TR 13.1

Directions: Have students trace and copy the words. Encourage students to say the letter names while writing the words.

said

said

says

says

are

are

were

were

there

there

here

here

NAME: _____

DATE: _____

TR 13.1

said

says

are

were

there

here

NAME: _____

DATE: _____

TR 13.1

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.

A Gift from Mom

1

Once Mom got the kids a gift.

2

The gift was in a big black box.

Mom set the box on the rug.

Mom set the box on the rug.

“Is it a truck?” Zack said.

“No,” Mom said. “It’s not a truck.”

“I bet it’s a hat,” Ann said.

“No,” Mom said. “It’s not a hat.”

Then the box said,

“Ruff, ruff!”

Zack slid the lid off the box.

A dog sat up.

“It’s a dog!” said Ann.

“Yes!” said Zack.

“Mom’s the best!”

“Mom’s the best!”

NAME: _____

DATE: _____

TR 15.1

Match Maker



which

one

once

why

says

when

so

what

said

the

Directions: Copy and cut out the word cards for use with Match Maker.

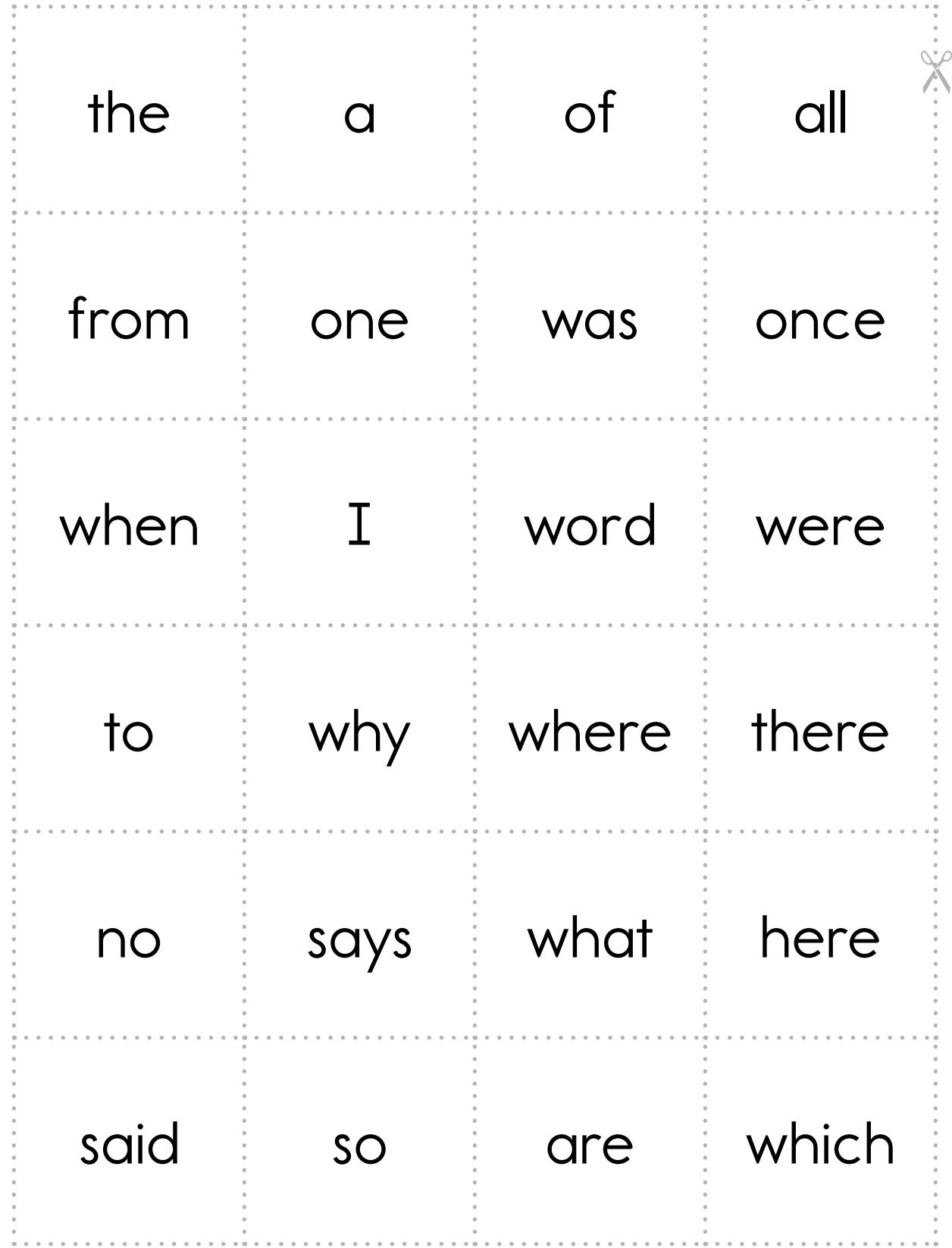
NAME: _____

DATE: _____

TR 16.1

Bingo Word Cards

Directions: Copy and cut out the words cards for use with BINGO Boards



NAME: _____

DATE: _____

TR 16.2

Bingo Boards

Board 1

which

what

here

once

when

a

was

there

so

Board 2

the

what

says

are

one

I

were

to

once

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.

NAME: _____

DATE: _____

TR 16.2

Bingo Boards

Board 3

| | | |
|-------------|--------------|-------------|
| <u>what</u> | <u>so</u> | <u>I</u> |
| <u>here</u> | <u>when</u> | <u>says</u> |
| <u>a</u> | <u>which</u> | <u>were</u> |

Board 4

| | | |
|-------------|-------------|--------------|
| <u>to</u> | <u>what</u> | <u>here</u> |
| <u>once</u> | <u>are</u> | <u>there</u> |
| <u>I</u> | <u>the</u> | <u>a</u> |

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.

NAME: _____

DATE: _____

TR 16.2

Bingo Boards

Board 5

| | | |
|-------|------|------|
| there | to | here |
| a | says | when |
| here | here | of |

Board 6

| | | |
|------|-----|------|
| to | so | I |
| one | the | once |
| were | a | says |

NAME: _____

DATE: _____

TR 16.3

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.

Bug and Frog

1

2

Zack and Ann sit next to the pond.

Zack says,

“The pond is a lot of fun!
I wish I were a bug.”

says Ann.

“Bugs zip and hum,”

says Zack.

says Ann.

“I will not wish I was a bug.”

Zack quips.

Zack and Ann had fun at the pond.

Zack and Ann sit next to the pond.

Zack says,

“Why?”

says Ann.

“Bugs are no fun.”

“Frogs hop and splash and munch on bugs. I wish I were a frog.”

says Ann.

Zack quips.

They will tell Mom and Dad.

NAME: _____

DATE: _____

TR 17.1

Tricky Word Cards



when word why

to where no

I what so

which once said

says are were

here there of

Directions: Copy and cut out the words cards for use with BINGO Boards

NAME: _____

DATE: _____

TR 17.2

Bingo Boards

Board 1

| | | |
|-------------|--------------|------------|
| <u>when</u> | <u>word</u> | <u>why</u> |
| <u>to</u> | <u>where</u> | <u>no</u> |
| <u>I</u> | <u>what</u> | <u>so</u> |

Board 2

| | | |
|--------------|--------------|-------------|
| <u>which</u> | <u>once</u> | <u>said</u> |
| <u>says</u> | <u>are</u> | <u>were</u> |
| <u>here</u> | <u>there</u> | <u>of</u> |

Directions: Copy and cut out the game boards. Students apply phonics knowledge to play the traditional game Bingo.

NAME: _____

DATE: _____

TR 17.2
CONTINUED
Bingo Boards

Board 3

| | | |
|-------------|--------------|-------------|
| <u>when</u> | <u>word</u> | <u>no</u> |
| <u>to</u> | <u>where</u> | <u>says</u> |
| <u>I</u> | <u>once</u> | <u>so</u> |

Board 4

| | | |
|--------------|-------------|--------------|
| <u>which</u> | <u>says</u> | <u>here</u> |
| <u>once</u> | <u>are</u> | <u>there</u> |
| <u>said</u> | <u>so</u> | <u>no</u> |

NAME: _____

DATE: _____

TR 17.2
CONTINUED
Bingo Boards

Board 5

| | | |
|-------|------|------|
| here | once | to |
| where | no | word |
| are | I | of |

Board 6

| | | |
|-------|----|-----|
| which | so | to |
| word | I | all |
| there | no | are |

NAME: _____

DATE: _____

TR 17.3

Color the Tricky Words

Swing that Net

Zack is at the pond.

There are lots of frogs in the pond.

Zack runs in to get one.

But the frogs are so quick!

The frogs are so slick!

When Zack runs in,

the frogs hop off.

Zack gets a net and runs in.

The frogs all jump.

Zack swings his net and yells,

“Get in here, frogs!”

Swish!

Zack gets a frog in his net!

Zack yells and swings the net.

Swish, swish, swish!

Swish, swish, swish!

Zack gets lots of frogs.

There are six big ones in his net!

Directions: Print and copy this page to provide students with text-only copies of the story.

NAME: _____

DATE: _____

TR 18.1

Tricky Words (*said, so*)

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. Remind students to capitalize the first word.

said

so

said

so

1. Mom and Dad _____ “yes.”

2. Sam’s bug is _____ small.

3. Kit _____, “the plums smell

fresh.”

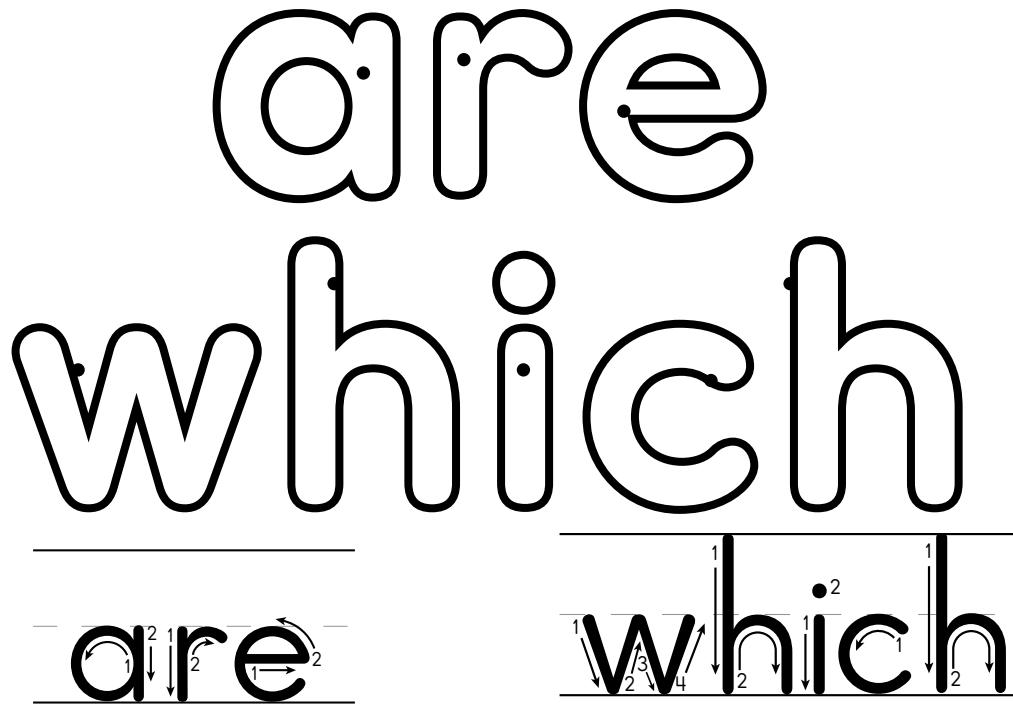
NAME: _____

DATE: _____

TR 18.1

CONTINUED

Tricky Words (*are, which*)



1. _____ dog will run fast?

2. The stamps _____ on the desk.

3. _____ pants

_____ Mom's?

NAME: _____

DATE: _____

TR 18.1

CONTINUED

Tricky Words (*no, says*)

no

says

no

says

1. Dad _____ Jim can run to the pond.

2. His black pen has _____ ink.

3. Ann _____ he has

_____ bags in the van.

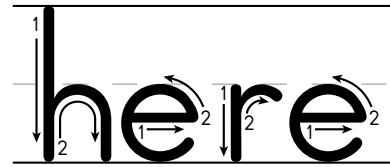
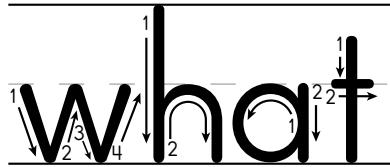
NAME: _____

DATE: _____

TR 18.1

CONTINUED
Tricky Words (*what, here*)

what
here



1. _____ is in the big box?

2. _____ is his red trash can.

3. _____ is this mess

4. _____ is _____
Chad can pack.

NAME: _____

DATE: _____

TR 18.1

CONTINUED

Tricky Words (*one, once*)

one

once

one

once

1. The dog ran in mud _____.

2. Jen held _____ crab.

3. Jill _____ had

cat as a pet.

NAME: _____

DATE: _____

TR 19.1

Punctuation Match Maker

1. Which dog is his pet
2. Pip sang us a song
3. The yellow bus is here
4. Where are the chips
5. Look, a big dog
6. Help us

Directions: Copy and cut out the sentence strips and punctuation cards for use with Match Maker.

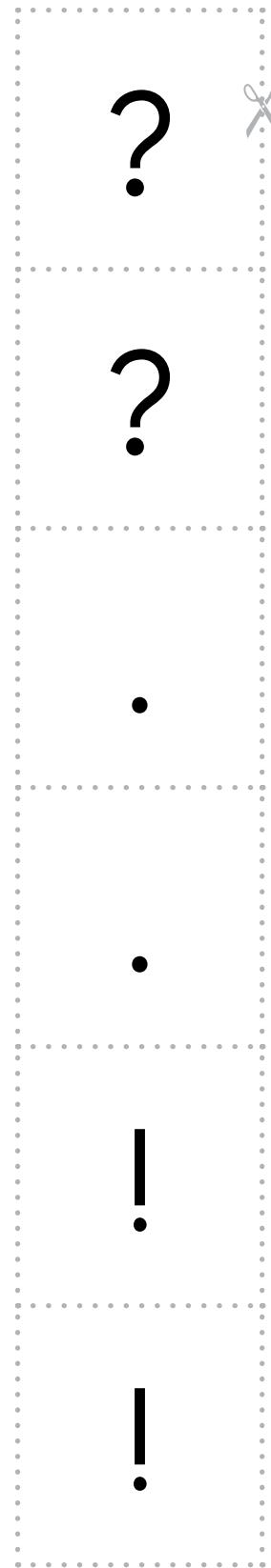
NAME: _____

DATE: _____

TR 19.1

CONTINUED

Punctuation Match Maker



NAME: _____

DATE: _____

TR 20.1

Bingo Word Cards



when

word

why

to

where

no

I

what

so

which

once

said

says

are

were

here

there

from

Directions: Copy and cut out the words cards for use with BINGO Boards.

NAME: _____

DATE: _____

TR 20.2

Bingo Boards

Board 1

| | | |
|------|------|------|
| word | says | all |
| was | the | here |
| no | so | when |

Board 2

| | | |
|-------|------|------|
| were | said | a |
| of | why | once |
| where | are | from |

Directions: Copy and cut out the game boards. Students apply phonics knowledge to play the traditional game Bingo.

NAME: _____

DATE: _____

TR 20.2

Bingo Boards

Board 3

| | | |
|-------|------|------|
| from | once | when |
| where | here | says |
| no | so | two |

Directions: Copy and cut out the game boards. Students apply phonics knowledge to play the traditional game Bingo.

Board 4

| | | |
|------|-------|-------|
| said | was | where |
| says | which | there |
| are | from | why |

NAME: _____

DATE: _____

TR 20.2
CONTINUED
Bingo Boards

Board 5

| | | |
|-------------|-------------|--------------|
| <u>was</u> | <u>all</u> | <u>there</u> |
| <u>were</u> | <u>word</u> | <u>here</u> |
| <u>no</u> | <u>from</u> | <u>a</u> |

Board 6

| | | |
|--------------|--------------|-------------|
| <u>why</u> | <u>of</u> | <u>once</u> |
| <u>two</u> | <u>where</u> | <u>are</u> |
| <u>which</u> | <u>I</u> | <u>said</u> |

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.

| When It's Hot | |
|---|--|
| 1 | 2 |
| When it's hot, it's fun to golf. Zack's dad swings his golf club. | When it's hot, it's fun to golf. |
| Thwack! | Thwack! |
| | Zack runs up the hill. |
| "Where did it land?" his dad asks. | "It's up here!" Zack yells back. |
| When it's hot, it's fun to fish. Zack sits on a rock and casts. | When it's hot, it's fun to fish. |
| | His dad sits next to him. |
| "Where are all the fish?" Zack asks. | "I can't tell," says his dad, "but it's fun just to sit in the sun." |
| When it's hot, it's fun to grill. | When it's hot, it's fun to grill. |

NAME: _____

DATE: _____

TR 22.1
CONTINUED
Two Voices

When It's Hot

1

Zack's dad gets the hot dogs.

2

Zack gets the buns.

Zack's dad flips the hot dogs.

Zack sets a hot dog on a bun.

Yum, yum!

Yum, yum!

ACTIVITY BOOK ANSWER KEY

NAME: _____ DATE: _____ 1.1 Activity Page

Print the caps and the words.

A A A B B B

C C C D D D

word word

when when

Skills 9

1

Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.

A — b
B — d
C — c
D — a

2

Skills 9

NAME: _____ DATE: _____ 2.1 Activity Page

Directions: Have students copy and then write each Tricky Word from memory.

1. **when**
2. **word**
3. **why**
4. **to**
5. **one**
6. **from**
7. **was**

Skills 9

5

NAME: _____ DATE: _____ 2.2 Activity Page

The Bad Crab

Directions: Have students reread the story and answer the questions.

1. Is Zack six?
 Zack is six.
 Zack is not six.
2. Did the crab pinch Ann?
 The crab did pinch Ann.
 The crab did not pinch Ann.

Skills 9

7

3. Did Mom run from the crab?

- Mom ran from the crab.
- Mom did not run from the crab.

8

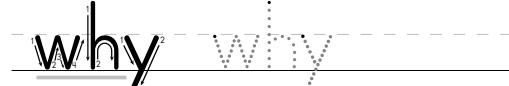
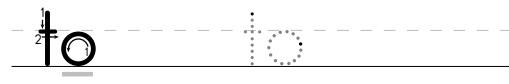
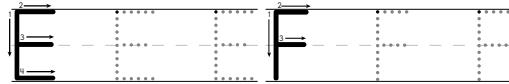
Skills 9

3.1

Activity Page

NAME: _____
DATE: _____

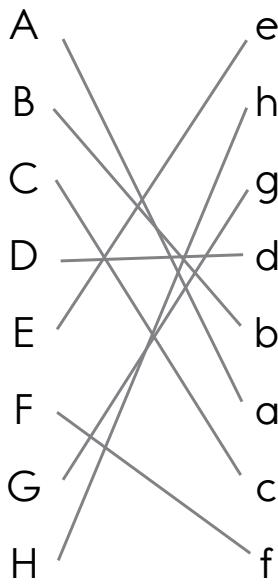
Print the caps and the words.



Skills 9

13

Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.



14

Skills 9

NAME: _____
DATE: _____

4.1

Activity Page

Ann's Dress

1. The cab hit ...
 - a rock.
 - a bump.
 - the dress.

2. Why did Ann get the cab man to stop the cab?
 - Ann had to get a snack.
 - Ann had to pick up trash.
 - Ann had to get the dress.

Directions: Have students reread the story and answer the questions.

Skills 9

21

3. Why was Ann's dress a mess?

It fell from the
cab. A bus hit it.
A dog bit it.
It got mud on it.
It had rips and
missing bits.

22

Skills 9

3. A kid gets a kiss.



A kid gets a kiss.

4. An egg is in the pan.



An egg is in the
pan.

28

Skills 9

NAME: _____ DATE: _____ 5.1 Activity Page

1. The duck flaps its wings.



The duck flaps
its wings.

2. The dress is long.



The dress is
long.

Skills 9

27

NAME: _____ DATE: _____ 5.1 Activity Page

CONTINUED

5. The fish has fins.



The fish has fins.

6. The kid went to bed.



The kid went
to bed.

Skills 9

29

NAME: _____
DATE: _____

5.2 Activity Page

Where Why to

1. Why is Jess mad
at Ann?

2. The kids went to the
pond.

3. Where is the shop?

Directions: Have students write each word on the line where it fits best.

Skills 9

31

When word

4. Jeff can spell the
word.

5. When did Jill get back?

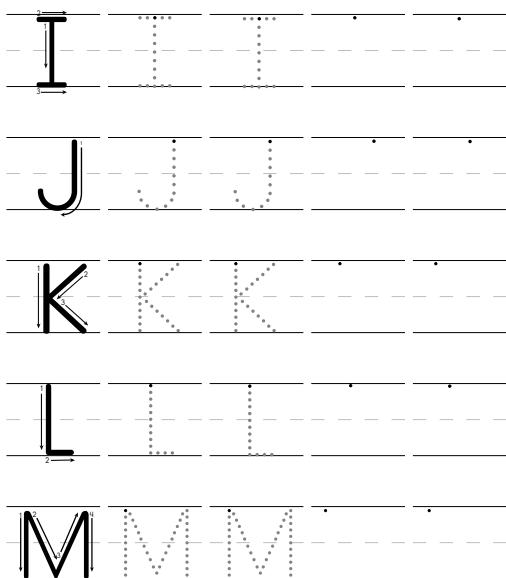
Skills 9

32

NAME: _____
DATE: _____

6.1 Activity Page

Print the caps.



Skills 9

33

| | | | |
|---|---|---|---|
| A | B | M | D |
| E | F | G | H |
| I | J | K | L |

b B k K h H
d D l I a A
m M f F j J
i I e E g G

Directions: Have students copy the uppercase letters next to the matching lowercase letters.

Skills 9

34

NAME: _____ DATE: _____

6.2 Activity Page

Zack Gets a Pet

1. Why can't Zack get a cat?

Cats smell bad.
 Cats run up trees.
 A cat is not a pet.

2. Why can't Zack get a bug?

Bugs run up trees.
 Bugs smell bad.
 A bug is not a pet.

Directions: Have students reread the story and answer the questions.

Skills 9

35

3. Where did Zack get his fish?

**Zack got his fish
at the pet shop.**

Skills 9

36

NAME: _____ DATE: _____

7.1 Activity Page

Print the caps.

N N N . .

O O O . .

P P P . .

Q Q Q . .

R R R . .

Skills 9

41

yes

no

1. Is an ant big?

no

2. Can a cat swing
a bat?

no

3. Can a man sit?

yes

4. Is the sun hot?

yes

5. Can a dog shop?

no

6. Can a plant run?

no

Directions: Have students answer the questions by writing yes or no.

42

Skills 9

NAME: _____ DATE: _____

9.1 Activity Page

so Where no

1. A fish has no legs.

2. I can't find the shop.

Where is it?

3. The dog is so big.

Directions: Have students write each word on the line where it fits best.

Skills 9

49

What from

4. Ross got a black pen

from Ned.

5. What is in the chest?

Skills 9

50

NAME: _____ DATE: _____

9.2 Activity Page

Off the Top

1. What did the kids stack up?

The kids
stacked cans.

Directions: Have students reread the story and answer the questions.

Skills 9

51

2. Where was the bug?

The bug was
up on the
tip top.

3. Why did Zack hit the can?

- Zack went to smack a bug.
- Zack felt sick.
- Zack's hand was wet.

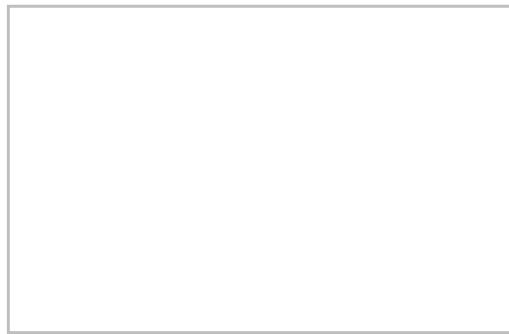
Directions: In the box have students illustrate a part of the story and then write a caption below.

Skills 9

52

NAME: _____
DATE: _____

9.2 Activity Page
CONTINUED



Answers may
vary.

Skills 9

53

NAME: _____
DATE: _____

10.1 Assessment

1. **when** ten where were
2. to **no** now so
3. air when there **where**
4. why that wham **what**
5. war **word** gold sword
6. **so** go sun does
7. tow bot goo **to**
8. bear **are** hair war

Directions: Have students circle the *Tricky Word*, as it is read aloud.

Skills 9

55

9. **down** lawn town mow
10. lie high **I** ay
11. way **why** hay what
12. **three** the there free
13. be three **the** them
14. lit **little** yellow litter
15. ow oat boat **out**

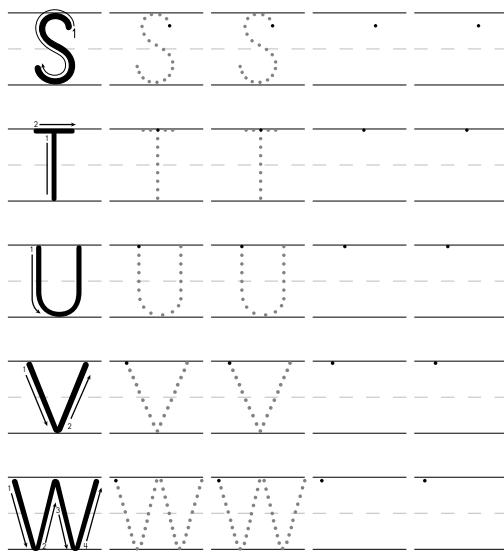
56

Skills 9

NAME: _____
DATE: _____

10.2 Activity Page

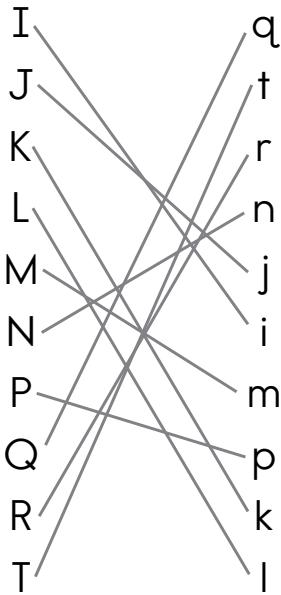
Print the caps.



Skills 9

57

Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.



58

Skills 9

NAME: _____
DATE: _____

11.1

Activity Page

Fix That Ship

1. Why can't Dan fish?

Dan must fix
up the ship.

Directions: Have students reread the story and answer the questions.

Skills 9

69

2. The mast of the ship ...

- has a drip.
- has rust.
- has a crack.

3. What must Dan sand?

Dan must sand
the rust.

Directions: In the box, have students illustrate a part of the story and then write a caption below.

70

Skills 9

NAME: _____
DATE: _____

11.1

Activity Page
CONTINUED

Skills 9

71

Answers may vary.

NAME: _____ DATE: _____

12.1 Activity Page

Print the caps and the words.

X X X

Y Y Y

Z Z Z

one one

once once

Skills 9

75

When What 1. When can the cat drink milk?

Why Which 2. Which bus will stop at the gift shop?

When Where 3. Where is Pam's best pal, Tess?

Why What 4. Why can't I skip as fast as Fred?

Directions: Have students complete each sentence with the correct question word.

Skills 9

76

NAME: _____ DATE: _____

12.2 Activity Page

The Tent

1. Where did Zack and Ann get the tent?

- from a shop
- from the shed
- from Dad

2. What hit the tent?

A big wind hit
the tent.

Directions: Have students reread the story and answer the questions.

Skills 9

77

3. What got in the tent?

- red ants and a slug
- a fish and a frog
- a dog and a cat

Skills 9

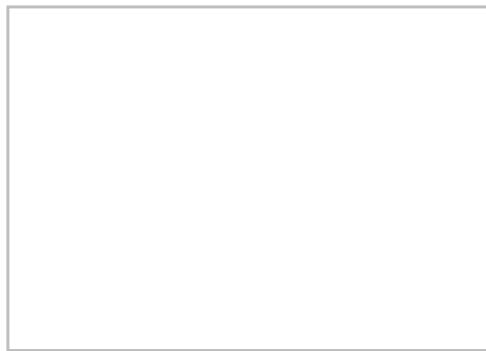
78

NAME: _____
DATE: _____

12.2 Activity Page

CONTINUED

Directions: In the box, have students illustrate a part of the story and then write a caption below.



Answers may
vary.

Skills 9

79

NAME: _____
DATE: _____

13.1 Activity Page

1. when
2. word
3. why
4. to
5. where
6. said
7. says

Skills 9

85

NAME: _____
DATE: _____

14.1 Activity Page

Directions: Have students copy the uppercase letters next to the matching lowercase letters.

| | | | |
|---|---|---|---|
| A | B | C | D |
| E | F | G | H |
| I | J | K | L |

b B k K h H
d D l I a A
c C f F j J
i I e E g G

Skills 9

87

| | | | | |
|---|---|---|---|---|
| L | M | N | O | P |
| Q | R | S | T | U |
| V | W | X | Y | Z |

o O w W r R
v V s S z Z
q Q m M p P
y Y x X n N
t T u U l L

88

Skills 9

NAME: _____ DATE: _____

14.2 Activity Page

CONTINUED

A Gift from Mom

1. What did Mom bring Zack and Ann?

- a cat
- a box
- a snack

2. What was in the box?

A dog was in
the box.

Directions: Have students reread the story and answer the questions.

Skills 9

89

3. Was Zack glad to get a dog?

Yes, Zack was

glad. He said,

“Mom’s the best!”

Skills 9

90

NAME: _____ DATE: _____

14.2 Activity Page

CONTINUED

Skills 9

91

Answers may vary.

NAME: _____ DATE: _____

15.1 Activity Page

CONTINUED

1.  The kid sings a song.
 The kid rings a bell.

2.  This is a clock.
 This is a dish.

3.  The man is strong.
 The dog is strong.

4.  It's a can of trash.
 It's a bag of trash.

5.  The dog is on a mat.
 The dog is in a tub.

Skills 9

95

6.  The man chops.
 The man shops.

7.  This is a desk.
 This is a bench.

8.  A kid sits on a quilt.
 A kid sits on a step.

9.  This is a pig and a hen.
 This is a rat and a cat.

10.  A kid is on a bed.
 A kid is on a bench.

NAME: _____ DATE: _____ **15.2** Activity Page

Which once says

1. Sam says no, but Beth

says yes.

2. I went to the shop once.

3. Which glass is Ann's?

Directions: Have students write each word on the line where it fits best.

so said one

4. That is what Trish said.

5. The plums smell so fresh.

6. Brad had one chip.

NAME: _____ DATE: _____ **16.1** Activity Page

Bug and Frog

1. Where are Zack and Ann?

Zack and Ann
are next to the
pond.

2. Zack says ...

"I wish I were a cat."
 "I wish I were a frog."
 "I wish I were a bug."

Directions: Have students reread the story and answer the questions.

3. Ann says ...

- "Bugs are no fun."
- "Bugs are the best."
- "Bugs spin webs."

4. Can a frog munch on a bug?

Frogs can
munch on bugs.

NAME: _____ DATE: _____

17.2 Activity Page

Swing that Net

1. What did Zack say to the frogs?

Zack said, "Get
in here, frogs!"

2. Did Zack get lots of frogs?

Zack gets six
frogs.

NAME: _____ DATE: _____

17.1

Activity Page

Directions: Have students copy and then write from memory each *Tricky Word*.

1. were
2. are
3. what
4. where
5. which
6. here
7. there

NAME: _____ DATE: _____

17.2 Activity Page

Swing that Net

1. What did Zack say to the frogs?

Zack said, "Get
in here, frogs!"

2. Did Zack get lots of frogs?

Zack gets six
frogs.

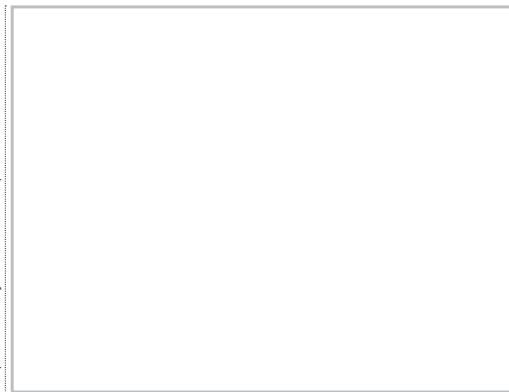
NAME: _____ DATE: _____

3. Did Zack get wet?

Zack's legs and
pants get wet.

NAME: _____
DATE: _____

17.2 Activity Page
CONTINUED



Answers may vary.

Skills 9

111

5. where to shop

6. why did Scott

7. one word

8. what Ann said

118

Skills 9

NAME: _____
DATE: _____

18.1 Activity Page

1. which one

2. Ann says no

3. gifts are here

4. where am I

Skills 9

117

NAME: _____
DATE: _____

18.2 Activity Page

were Here to

1. The kid went to the shop.

2. The rocks were big.

3. Here is his mitt.

Directions: Have students write each word on the line where it fits best.

Skills 9

119

no There are

4. There are eggs in the nest.

5. Dad says no cats.

6. The stamps are red

and black.

? . !

1. Can Stan help us ?
2. Stop the bus .
3. Tom sang a song .
4. Where are the kids ?

Directions: Have students fill in the punctuation marks as the sentences are read aloud.

19.1

Activity Page

NAME: _____
DATE: _____

?

• • • • •

• • • • •

• • • • •

• • • • •

NAME: _____
DATE: _____

19.1

Activity Page

CONTINUED

5. Help !

6. A dog is a fun pet .

NAME: _____
DATE: _____

19.2 Activity Page

CONTINUED

Spot's Bath

1. What got on Spot?

- mud
- jam
- sand

2. Where were Spot's pals?

Spot's dog pals
are still in the
mud pit.

Directions: Have students reread the story and answer the questions.

Skills 9

129

3. Was Spot a bad dog?

Yes, Spot was a
bad dog. Spot
got back in the
mud pit.

130

Skills 9

NAME: _____
DATE: _____

19.2 Activity Page

CONTINUED

Skills 9

131

Answers may vary.

NAME: _____
DATE: _____

20.1 Assessment

1. which wick why

2. sock so no

3. here there hem

4. were are all

5. hut which what

Skills 9

135

6. zed says said

7. a I it

8. no not go

9. one once when

10. when win went

136

Skills 9

15. t T 21. i I

16. V V 22. s S

17. g G 23. f F

18. k K 24. j J

19. o O 25. z Z

20. x X 26. b B

138

Skills 9

NAME: _____ DATE: _____ 20.2 Assessment

1. w W 8. d D

2. a A 9. n N

3. u U 10. h H

4. c C 11. q Q

5. m M 12. e E

6. p P 13. l L

7. r R 14. y Y

NAME: _____ DATE: _____ 20.3 Assessment

? . !

1. Which desk is his ?

2. A dog just bit him !

3. Why is it so hot ?

4. The dress is red .

NAME: _____ DATE: _____ 20.4 Assessment

5. I can not stand it

6. His dad has a truck

140

Skills 9

NAME: _____ DATE: _____ 21.1 Activity Page

The Pots and Pans Band

1. What is a pots and pans band?

Kids bang on
pots and pans.

Directions: Have students read the story and answer the questions.

Skills 9

141

2. Did Mom bang on the pots and pans?

No, Mom asks
the band to
sing not bang.

Directions: In the box, have students illustrate a part of the story and then write a caption below.

3. What did the kids get from Mom in the end?

snacks
 pots and pans
 lunch

142

Skills 9

NAME: _____ DATE: _____ 21.1 Activity Page
CONTINUED

Answers may vary.

Skills 9

143

NAME: _____ DATE: _____ 21.2 Activity Page

Directions: Have students complete each sentence with the correct question word. Remind students the first word in a sentence must begin with a capital letter.

When Which 1. **When** will Pat get here?

Which What 2. **What** is that?

What Why 3. **Why** did the cat hiss at him?

Where Which 4. **Which** pan is hot?

Skills 9

145

Where Which 5. **Where** can Dad rest his legs?

Why What 6. **Why** is it so hot in here?

What When 7. **When** can I get a pet, Mom?

Which Where 8. **Which** cap is the black one?

Skills 9

146

NAME: _____ DATE: _____ 21.3 Activity Page

Directions: For each sentence, have students circle the matching picture and then copy the sentence on the line.

1. There is an ant in the grass.



There is an ant
in the grass.

Skills 9

147

2. A fish has fins.



A fish has fins.

Skills 9

148

NAME: _____
DATE: _____

21.3

Activity Page
CONTINUED

3. The pup gets a bath.



The pup gets
a bath.

Skills 9

149

4. The chicken has six eggs.



The hen has
six eggs.

Skills 9

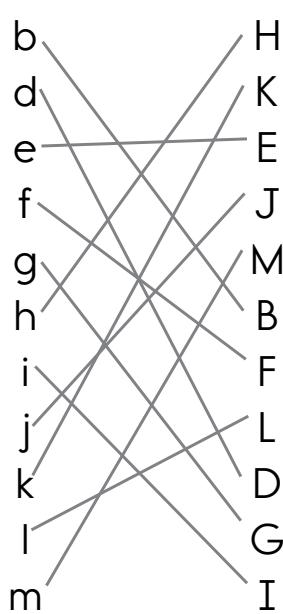
150

NAME: _____
DATE: _____

21.4

Activity Page

Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.



Skills 9

151

| | | | |
|---|---|---|---|
| O | P | Q | R |
| S | T | U | V |
| W | X | Y | Z |

| | | | | | |
|---|---|---|---|---|---|
| o | O | s | S | r | R |
| t | T | p | P | w | W |
| u | U | q | Q | v | V |
| y | Y | x | X | z | Z |

Directions: Have students copy the uppercase letters next to the matching lowercase letters.

Skills 9

152

NAME: _____ DATE: _____

22.1

Activity Page

When It's Hot

1. When it's hot, Zack and his dad ...
 jump, skip, and hop.
 camp, swim, and grill.
 golf, fish, and grill.
2. Where did Zack's dad sit to cast?

Dad sits on a
rock to cast,
next to Zack.

Directions: Have students reread the story and answer the questions.

Skills 9

159

3. What did Zack and his dad grill?

Zack and his
dad grill hot
dogs.

Skills 9

160

NAME: _____ DATE: _____

22.3

Activity Page

yes

no

1. Is there a king in
this class? _____
no
2. Are ants as big as
pigs? _____
no
3. Is a jet fast? _____
yes
4. Are pots the best
pets? _____
no
5. Are there kids in
this class? _____
yes

Directions: Have students answer the questions by writing yes or no. Support students by spelling yes or no on the board.

Skills 9

163

6. Can a frog swim? _____
yes

7. Can a bug buzz? _____
yes

8. Are all fish wet? _____
yes

9. Can crabs sing? _____
no

10. Is a rock a snack? _____
no

Skills 9

164

NAME: _____
DATE: _____

23.1 Activity Page

CONTINUED

Ann's Hat Box

1. What did Ann set on the bed?

Ann set a box
of hats on the
bed.

Directions: Have students reread the story and answer the question.

Skills 9

167

2. Which hat had a dent?

The black top
hat had
a dent.

Directions: In the box, have students illustrate a part of the story and then write a caption below.

168

Skills 9

NAME: _____
DATE: _____

23.1 Activity Page

CONTINUED

4. Zack said that _____ was the best.

- the red hat
- the nap cap
- the top hat



Answers may vary.

Skills 9

169

NAME: _____
DATE: _____

23.3 Activity Page

Directions: For each picture, have students fill in the circle next to the matching sentence and then copy it on the line.



- No dogs are in the box.
- Dogs are in the box.

Dogs are in
the box.



- This is a bed.
- This is a bath.

This is a bed.

Skills 9

173



There is a man here.
 There is a mat here.

There is a
man here.



Beth has a doll.
 Beth has a dog.

Beth has a
doll.

174

Skills 9

24.1

NAME: _____ DATE: _____ Assessment

1. chop ship **shop** shot

2. smack mash mesh **smash**

3. quit bench queen **quench**

4. then sing thin **thing**

5. them thug **thump** trip

Skills 9

177

6. tee trade **tree** free

7. poke Jade junk **joke**

8. wake **wade** wide woke

9. fine fire **five** fish

10. cut **cute** kite cube

178

Skills 9

24.2

NAME: _____ DATE: _____ Assessment

1. what where **was** were

2. here were **where** when

3. why which when **what**

4. all a **are** the

5. they your the **their**

Skills 9

179

6. you why no **your**

7. me she **he** be

8. one **once** from word

9. so from **of** one

10. their says **said** so

180

Skills 9

NAME: _____ DATE: _____ 25.1 Assessment

1. **ch**

2. **e**

3. **h**

4. **sh**

5. **th**

6. **w**

7. **a**

8. **v**

183

9. **qu**

10. **i**

11. **o**

12. **ng**

13. **j**

14. **r**

15. **u**

184

Skills 9

NAME: _____ DATE: _____ 26.1 Assessment

1. **e**

2. **y**

3. **o**

4. **h**

5. **k**

6. **b**

7. **x**

187

8. m

9. u

10. g

11. a

12. n

13. d

188

Skills 9

NAME: _____ DATE: _____ **26.1** Assessment
CONTINUED

14. t

15. c

16. z

17. f

18. j

19. i

189

20. p

21. s

22. r

23. q

24. f

25. v

26. w

190

Skills 9

NAME: _____ DATE: _____ **26.2** Assessment

| | | | | |
|-----|---|---|---|---|
| 1. | A | W | E | I |
| 2. | T | Y | U | W |
| 3. | O | P | T | M |
| 4. | F | G | H | N |
| 5. | K | L | Z | C |
| 6. | C | B | S | D |
| 7. | D | X | Z | B |
| 8. | N | I | H | M |
| 9. | C | R | N | M |
| 10. | L | Y | P | G |
| 11. | E | A | I | W |
| 12. | N | H | T | K |
| 13. | B | D | P | Q |

191

14. R L T F

15. S T M K

16. X V T Z

17. I T J L

18. Y I J F

19. I E U J

20. B O D Q

21. Z S N T

22. N M Q K

23. Z U W D

24. T A G E

25. U B V D

26. A W E X

192

Skills 9

3. What did the man hand to Dan?

The man
handed Dan a
bunch of cash.

194

Skills 9

NAME: _____ DATE: _____ PP.1 Activity Page

Dan the Cab Man

1. Was Dan's cab fast?

Yes, the cab
zips past a van
and a bus.

2. What did the cab pass?

a van and a bus
 a truck
 a ship

193

Skills 9

NAME: _____ DATE: _____ PP.2 Activity Page

Help from Pals

1. What did Ann want to help do?

Ann wanted to help
with the tasks.

2. Why did Ann want to help
Mom and Dad?

Mom and Dad felt sick.

195

Skills 9

Directions: In the box, have students illustrate a part of the story and then write a caption below.

3. Did Zack's pals help Ann?

Rod and Ed
help Ann.

4. What is a task?

A task is a job.

196 Skills 9

NAME: _____ DATE: _____ PP.2 Activity Page CONTINUED

Answers may vary.

197 Skills 9

NAME: _____ DATE: _____ PP.3 Activity Page

Directions: Have students reread the story and answer the questions.

1. Where did Ann get a cut?

Ann got a cut
on one leg.

2. What did Mom get to help?
 a glass of milk
 a pad to scrub the cut
 a bag with pills

199 Skills 9

3. Did the cut sting?

The cut did
sting.

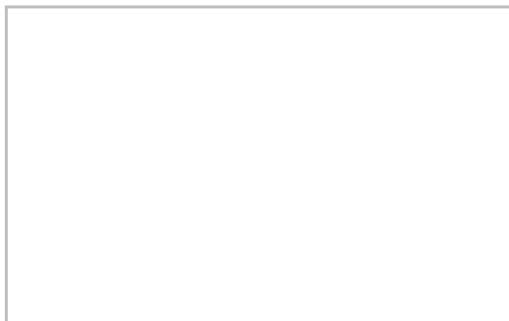
4. Did Ann get well?

Ann got a kiss from
Dad and a hug from
Mom. Ann got well.

200 Skills 9

NAME: _____
DATE: _____

PP.3 Activity Page
CONTINUED



Answers may vary.

Skills 9

201

NAME: _____
DATE: _____

PP.8 Activity Page

Fill in the gaps.

A B C D E
F G H I J
K L M N O
P Q R S T U
V W X Y Z

Skills 9

211

NAME: _____
DATE: _____

PP.9 Activity Page

| | | | |
|---|---|---|---|
| A | B | C | D |
| E | F | G | H |
| I | J | K | L |

Directions: Have students copy the uppercase letters next to the matching lowercase letters.

h H i I l L
b B c C a A
j J k K f F
d D e E g G

Skills 9

213

Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.

m n o p q r s t u v w x y z
n m o p q r s t u v w x y z
o m n p q r s t u v w x y z
p m n o q r s t u v w x y z
r m n o p q s t u v w x y z
s m n o p q r t u v w x y z
t m n o p q r s u v w x y z
u m n o p q r s t u w x y z
v m n o p q r s t u w x y z
w m n o p q r s t u v x y z
x m n o p q r s t u v w y z
y m n o p q r s t u v w x z
z m n o p q r s t u v w x y

Skills 9

214

NAME: _____ DATE: _____ PP.13 Activity Page

Where When 1. **Where** are Kim and Scott?

Which Why 2. **Why** can't I jump on one leg?

When Which 3. **Which** dog ran up to Tim?

When What 4. **When** did Pam get a snack?

Directions: Have students complete each sentence with the correct question word.

Skills 9

221

Why Which 5. **Which** dog has black spots?

What Why 6. **What** was in the box?

When Which 7. **When** did Jill get there?

Why What 8. **What** is the best snack?

Skills 9

222

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

| Foundational Skills 9 | | 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 | |
| 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 | p. 8, p. 11, p. 51, p. 54, p. 72, p. 75, p. 94, p. 97, p. 114, p. 117, p. 151, p. 154 |
| 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 | p. 6, p. 72, p. 75, p. 114, p. 117 |
| 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. 8, p. 11, p. 43, p. 46, p. 51, p. 54, p. 72, p. 75, p. 84, p. 88, p. 89, p. 94, p. 97, p. 114, p. 117, p. 144, p. 147, p. 151, p. 154, p. 202, p. 206, p. 209, p. 215, p. 217, p. 223, p. 225, p. 229 |
| TEKS K.2.B.ii | using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words | p. 225 |
| 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. 84, p. 88 |
| TEKS K.2.B.iv | identifying and reading at least 25 high-frequency words from a research-based list | p. 8, p. 11, p. 20, p. 23, p. 32, p. 35, p. 43, p. 46, p. 51, p. 54, p. 72, p. 75, p. 84, p. 87, p. 94, p. 97, p. 102, p. 105, p. 114, p. 117, p. 124, p. 127, p. 134, p. 137, p. 144, p. 147, p. 151, p. 154, p. 159, p. 162, p. 167, p. 170, p. 177, p. 180, p. 194, p. 197, p. 202, p. 206, p. 209, p. 215, p. 217, p. 223, p. 225 |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

| Foundational Skills 9 | | Correlation—Teacher's Guide |
|---|--|--|
| (C) demonstrate and apply spelling knowledge by: | | |
| TEKS K.2.C.i | spelling words with VC, CVC, and CCVC | |
| TEKS K.2.C.ii | spelling words using sound-spelling patterns | p. 84, p. 88 |
| TEKS K.2.C.iii | spelling high-frequency words from a research-based list | p. 8, p. 11, p. 13, p. 20, p. 23, p. 25 |
| (D) demonstrate print awareness by: | | |
| TEKS K.2.D.i | identifying the front cover, back cover, and title page of a book | |
| 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 | |
| TEKS K.2.D.iii | recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries | |
| TEKS K.2.D.iv | recognizing the difference between a letter and a printed word | p. 20, p. 26 |
| TEKS K.2.D.v | identifying all uppercase and lowercase letters | p. 8, p. 11, p. 15, p. 32, p. 35, p. 43, p. 46, p. 51, p. 54, p. 62, p. 65, p. 72, p. 75, p. 84, p. 89, p. 94, p. 97, p. 102, p. 105, p. 114, p. 117, p. 118, p. 124, p. 127, p. 144, p. 147, p. 151, p. 154, p. 194, p. 200, p. 202, p. 206, p. 232 |
| TEKS K.2.E | develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality | p. 8, p. 11, p. 15, p. 17, p. 32, p. 35, p. 62, p. 65, p. 72, p. 75, p. 84, p. 89, p. 102, p. 105, p. 124, p. 127, p. 134, p. 137, p. 144, p. 147, p. 148, p. 194, p. 200, p. 232 |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | | |
| TEKS K.3.A | use a resource such as a picture dictionary or digital resource to find words | |
| TEKS K.3.B | use illustrations and texts the student is able to read or hear to learn or clarify word meanings | |
| TEKS K.3.C | identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations | |
| (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. 3, p. 32, p. 38, p. 43, p. 47, p. 186, p. 191, p. 229 |
| (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. 20, p. 26, p. 32, p. 38, p. 51, p. 54, p. 62, p. 67, p. 84, p. 90, p. 94, p. 99, p. 102, p. 109, p. 114, p. 120, p. 124, p. 129, p. 134, p. 140, p. 144, p. 148, p. 151, p. 154, p. 159, p. 163, p. 167, p. 173, p. 177, p. 182, p. 194, p. 198, p. 202, p. 205, p. 209, p. 212, p. 217, p. 220 |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

| Foundational Skills 9 | | Correlation—Teacher's Guide |
|---|--|--|
| TEKS K.5.B | generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance | p. 20, p. 26, p. 32, p. 38, p. 62, p. 67, p. 84, p. 90, p. 102, p. 109, p. 124, p. 129, p. 134, p. 140, p. 159, p. 163, p. 167, p. 173, p. 177, p. 182, p. 194, p. 198, p. 209, p. 212, p. 217, p. 220 |
| TEKS K.5.C | make and confirm predictions using text features and structures with adult assistance | p. 20, p. 26, p. 27 |
| 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 | p. 20, p. 26, p. 28, p. 134, p. 140, p. 142, p. 159, p. 163, p. 177, p. 182 |
| TEKS K.5.G | evaluate details to determine what is most important with adult assistance | p. 186, p. 191 |
| 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 | p. 43, p. 47, p. 94, p. 99, p. 114, p. 120, p. 124, p. 129, p. 144, p. 148, p. 167, p. 173, p. 186, p. 191, p. 202, p. 205, p. 209, p. 212, p. 217, p. 220 |
| TEKS K.6.C | use text evidence to support an appropriate response | p. 32, p. 38, p. 62, p. 67, p. 124, p. 129 |
| 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 | p. 84, p. 90, p. 102, p. 109, p. 114, p. 120, p. 124, p. 129, p. 159, p. 163, p. 167, p. 173, p. 194, p. 198, p. 209, p. 212, p. 217, p. 220 |
| (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. 20, p. 26, p. 102, p. 109 |
| 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 | p. 32, p. 38 |
| TEKS K.7.D | describe the setting | p. 20, p. 26, p. 102, p. 109 |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

| Foundational Skills 9 | | Correlation—Teacher's Guide |
|--|---|-----------------------------|
| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: | | |
| TEKS K.8.A | demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, and nursery rhymes | |
| TEKS K.8.B | discuss rhyme and rhythm in nursery rhymes and a variety of poems | |
| TEKS K.8.C | discuss main characters in drama | |
| (D) recognize characteristics and structures of informational text, including: | | |
| TEKS K.8.D.i | the central idea and supporting evidence, with adult assistance | |
| TEKS K.8.D.ii | titles and simple graphics to gain information | |
| TEKS K.8.D.iii | the steps in a sequence with adult assistance | |
| TEKS K.8.E | recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do | |
| TEKS K.8.F | recognize characteristics of multimodal and digital texts | |
| (9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: | | |
| TEKS K.9.A | discuss with adult assistance the author's purpose for writing text | |
| TEKS K.9.B | discuss with adult assistance how the use of text structure contributes to the author's purpose | |
| TEKS K.9.C | discuss with adult assistance the author's use of print and graphic features to achieve specific purposes | |
| TEKS K.9.D | discuss with adult assistance how the author uses words that help the reader visualize | |
| TEKS K.9.E | listen to and experience first- and third-person texts | |
| (10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | | |
| TEKS K.10.A | plan by generating ideas for writing through class discussions and drawings | |
| TEKS K.10.B | develop drafts in oral, pictorial, or written form by organizing ideas | |
| TEKS K.10.C | revise drafts by adding details in pictures or words | |
| (D) edit drafts with adult assistance using standard English conventions, including: | | |
| TEKS K.10.D.i | complete sentences | |
| TEKS K.10.D.ii | verbs | |
| TEKS K.10.D.iii | singular and plural nouns | |
| TEKS K.10.D.iv | adjectives, including articles | |
| TEKS K.10.D.v | prepositions | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

| Foundational Skills 9 | | Correlation—Teacher's Guide |
|--|---|--------------------------------|
| 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 | p. 8, p. 11, p. 15 |
| TEKS K.10.D.viii | punctuation marks at the end of declarative sentences | p. 186, p. 189, p. 190, p. 194 |
| 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 | |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

| Foundational Skills 9 | | Correlation—Teacher's Guide |
|--|--|--|
| <p>(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:</p> | | |
| 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. 38, p. 54, p. 67, p. 75, p. 90, p. 97, p. 109, p. 117, p. 129, p. 154, p. 173, p. 183, p. 198, p. 212, p. 220 |
| 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. 38, p. 54, p. 67, p. 90, p. 109, p. 129, p. 173, p. 183, p. 190, p. 198, p. 212, p. 220 |
| ELPS 1.F | use accessible language and learn new and essential language in the process | |
| ELPS 1.G | demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations | |
| ELPS 1.H | develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations | |
| <p>(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:</p> | | |
| ELPS 2.A | distinguish sounds and intonation patterns of English with increasing ease | |
| ELPS 2.B | recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters | |
| ELPS 2.C | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions | |
| ELPS 2.D | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed | |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

| Foundational Skills 9 | | Correlation—Teacher's Guide |
|---|--|--|
| ELPS 2.E | use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language | p. 11, p. 38, p. 75, p. 154, p. 173, p. 183, p. 198 |
| 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. 11, p. 38, p. 54, p. 67, p. 90, p. 97, p. 109, p. 117, p. 154, p. 173, p. 183, p. 198, p. 212, p. 220 |
| ELPS 3.B | expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication | |
| ELPS 3.C | speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired | |
| ELPS 3.D | speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency | |
| ELPS 3.E | share information in cooperative learning interactions | |
| ELPS 3.F | ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments | |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

| Foundational Skills 9 | | Correlation—Teacher's Guide |
|--|---|--|
| ELPS 3.G | express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics | |
| ELPS 3.H | narrate, describe, and explain with increasing specificity and detail as more English is acquired | |
| ELPS 3.I | adapt spoken language appropriately for formal and informal purposes | |
| ELPS 3.J | respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment | p. 38, p. 75, p. 90, p. 97, p. 109, p. 117, p. 129, p. 154, p. 173, p. 183, p. 198, p. 212, p. 220 |
| (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to: | | |
| ELPS 4.A | learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words | |
| ELPS 4.B | recognize directionality of English reading such as left to right and top to bottom | |
| ELPS 4.C | develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials | |
| ELPS 4.D | use prereading supports such as graphic organizers, illustrations, and pretaught 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. 28, p. 40, p. 69, p. 111, p. 131, p. 142, p. 165, p. 174, p. 184, p. 199, p. 214, p. 222 |
| ELPS 4.H | read silently with increasing ease and comprehension for longer periods | |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

| Foundational Skills 9 | | Correlation—Teacher's Guide |
|---|--|-----------------------------|
| ELPS 4.I | demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs | |
| ELPS 4.J | demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs | |
| ELPS 4.K | demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs | |
| (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to: | | |
| ELPS 5.A | learn relationships between sounds and letters of the English language to represent sounds when writing in English | |
| ELPS 5.B | write using newly acquired basic vocabulary and content-based grade-level vocabulary | |
| ELPS 5.C | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired | |
| ELPS 5.D | edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired | |
| ELPS 5.E | employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly | |
| ELPS 5.F | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired | |
| ELPS 5.G | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired | |

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