

Unit 5

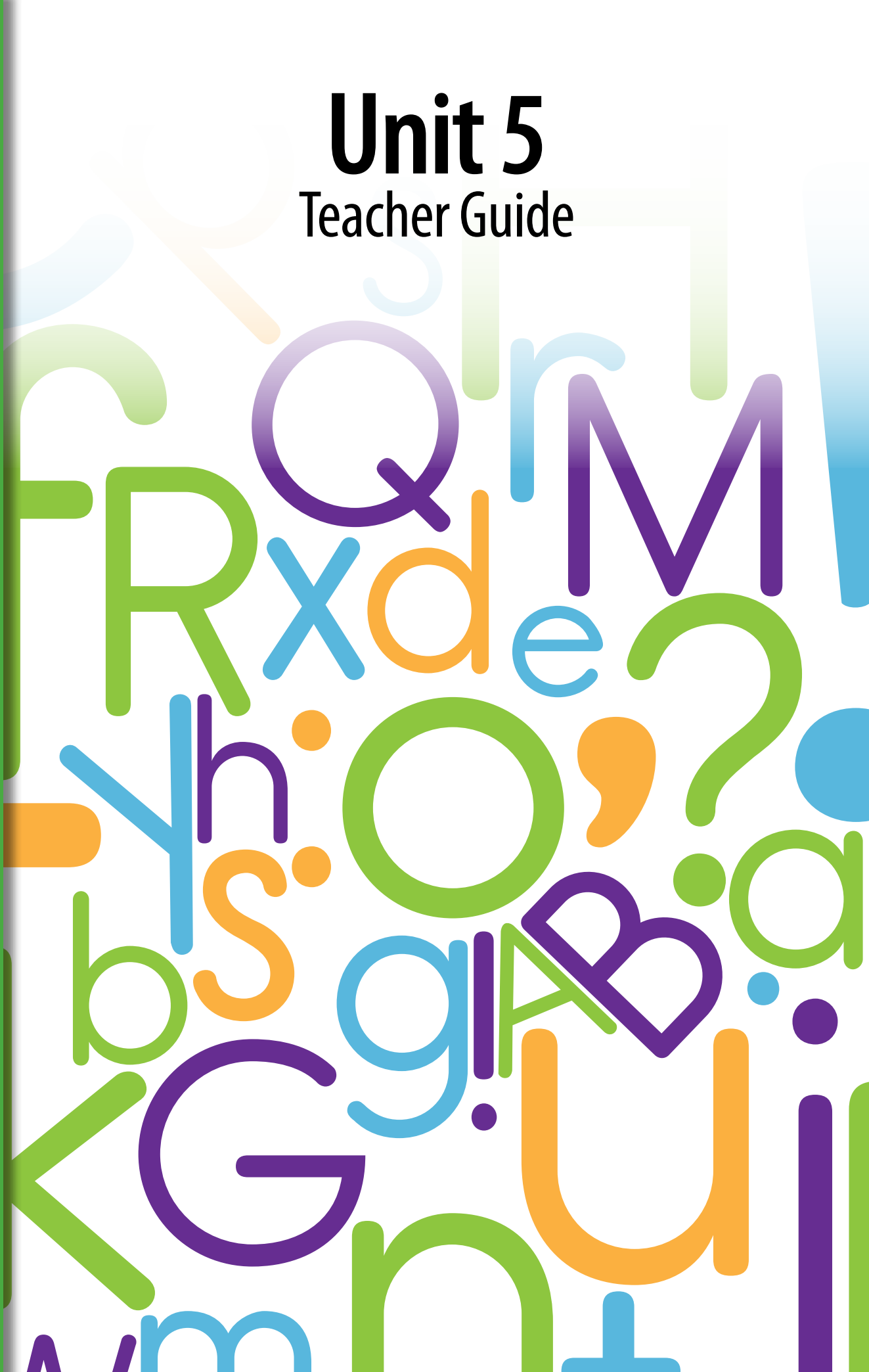
Teacher Guide

Core Knowledge Language Arts® • Skills Strand



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GRADE 2





Unit 5

Teacher Guide

Skills Strand

GRADE 2

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Alignment Chart for Unit 5

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28–30		
Integration of Knowledge and Ideas																														
STD RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.																													
CKLA Goal(s)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Range of Reading and Level of Text Complexity																														
STD RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.																													
CKLA Goal(s)																														
Reading Standards for Foundational Skills: Grade 2																														
Phonics and Word Recognition																														
STD RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.																													
CKLA Goal(s)																				✓	✓									
STD RF.2.3d	Decode words with common prefixes and suffixes.																													
CKLA Goal(s)			✓												✓	✓	✓	✓	✓											

Lesson

Alignment Chart for Unit 5

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28–30
STD RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.																											
CKLA Goal(s)	<p>Read and write words with the following letter-sound correspondences:</p> <p>‘a’ as /a/ (<i>hat</i>), /ae/ (<i>paper</i>), /ə/ (<i>about</i>), or /o/ (<i>water</i>); ‘i’ as /i/ (<i>hit</i>), /ie/ (<i>item</i>), or /ee/ (<i>ski</i>); ‘o’ as /o/ (<i>hop</i>), /oe/ (<i>open</i>), or /u/ (<i>son</i>); ‘e’ as /e/ (<i>pet</i>), /ee/ (<i>me</i>), or /ə/ (<i>debate</i>); ‘u’ as /ue/ (<i>unit</i>) or /u/ (<i>but</i>); ‘y’ as /y/ (<i>yes</i>), /ie/ (<i>try</i>), /i/ (<i>myth</i>), or /ee/ (<i>funny</i>); ‘ir’ (<i>bird</i>), ‘ur’ (<i>hurt</i>), or ‘er’ (<i>her</i>) as /er/; ‘ar’ > /ar/ (<i>car</i>) or /or/ (<i>war</i>); ‘al’ > /ə/ + /l/ (<i>animal</i>); ‘il’ > /ə/ + /l/ + /l/ (<i>pencil</i>); ‘ul’ > /ə/ + /l/ (<i>awful</i>); ‘el’ > /ə/ + /l/ (<i>travel</i>); ‘le’ > /ə/ + /l/ (<i>apple</i>); ‘tion’ > /sh/ + /ə/ + /n/; ‘ph’ > /f/ (<i>phone</i>); ‘ch’ > /k/ (<i>school</i>); ‘al’ > /aw/ (<i>wall</i>)</p>																											
STD RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.																											
CKLA Goal(s)	<p>Read the following Tricky Words</p> <p>Unit 5: <i>alphabet, kingdom, war, water, schwa, edge, father, ghost, again, bridge, eyes, death, wizard, break, against, friend, sure</i></p>																											
STD RF.2.4	Read with sufficient accuracy and fluency to support comprehension.																											
CKLA Goal(s)	<p>Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension</p>																											

Alignment Chart for Unit 5

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28–30			
STD W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.																														
CKLA Goal(s)																✓	✓	✓	✓												
Language Standards: Grade 2																															
Conventions of Standard English																															
STD L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																														
CKLA Goal(s)																✓	✓	✓	✓												
STD L.2.1a	Use collective nouns (e.g., <i>group</i>).																														
CKLA Goal(s)																✓	✓	✓	✓												
STD L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).																														
CKLA Goal(s)																✓	✓	✓	✓												
STD L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).																														
CKLA Goal(s)																✓	✓	✓	✓												
STD L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.																														
CKLA Goal(s)																✓	✓	✓	✓												

Lesson

Alignment Chart for Unit 5

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28–30		
STD L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																													
STD L.2.2a	Capitalize holidays, product names, and geographic names.																													
CKLA Goal(s)												✓			✓															
STD L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.																													
CKLA Goal(s)																														
STD L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.																													
CKLA Goal(s)																														

These goals are addressed in all lessons in this unit. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.

Introduction to Unit 5

Unit Overview

This unit is devoted to introducing spelling alternatives for vowel sounds. Remember vowel sounds and their spellings are the most challenging part of the English writing system. There are only two vowel sounds almost always spelled just one way (/a/ and /ar/). The other 16 vowel sounds have at least one significant spelling alternative. Several of them have many spelling alternatives.

The sounds and spellings taught in this unit are:

- /u/ spelled 'u' (*but*), 'o' (*son*), 'ou' (*touch*), 'o_e' (*come*)
- /ə/ (also called the schwa sound) spelled 'a' (*about*), 'e' (*debate*)

In addition to the above sounds and spellings, two sound combinations and their spellings are also taught in this unit. They are:

- /ə/ + /l/ spelled 'al' (*animal*), 'il' (*pencil*), 'el' (*travel*), 'le' (*apple*)
- /sh/ + /ə/ + /n/ spelled 'tion' (*action*)

The basic unit of instruction in this program is the phoneme. We train students to segment a spoken word into single phonemes and spell the word one phoneme at a time. Likewise, when reading, the students learn to identify graphemes (or spellings) that stand for single phonemes and then blend them to make words. This is the best way to read and write most English words, because our writing system is based on making symbols for phonemes.

However, there are some instances in which it makes sense to look at a unit larger than a single phoneme. We introduce two of these multi-sound chunks in this unit. Both contain the /ə/ sound. The students will learn a set of spelling alternatives for /ə/ + /l/ as in *table*, *shovel*, *devil*, and *animal*. These /ə/ + /l/ words offer a good example of how /ə/ complicates English spelling. The four words above all end with the same sound combination, /ə/ + /l/, and yet they each contain a different spelling. Students will also learn the 'tion' spelling for the sound combination /sh/ + /ə/ + /n/, as in *action*.

You will introduce the above sounds and spellings using Spelling Trees as you have in earlier Grade 2 units. For the various spellings of /u/, you will simply add branches to the /u/ Spelling Tree introduced in Unit 3 with the review of short vowel sounds.

For the schwa sounds and spellings, you may choose to have three separate new Spelling Trees: one in which the trunk is labeled /ə/ with two branches for 'a' and 'e', a second tree in which the trunk is labeled /ə/ + /l/ with four branches for 'al', 'el', 'il', and 'le', and a third tree in which the trunk is labeled /sh/ + /ə/ + /n/ with one branch for 'tion'. If space does not permit you to

have three separate trees, however, you may choose to make one large tree in which the trunk is labeled /ə/ with seven branches representing the various spellings associated with the schwa sound.

Please refer to the section More About Schwa (/ə/) in this Introduction for a more in-depth explanation of /ə/ and its relationship to /u/.

Week One				
Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Introduce Spelling Words and Alphabetical Order (15 min.)	Today's Focus Spelling (10 min.)	Review of Adjectives (10 min.)	Adjective Hunt (10 min.)	Spelling Assessment (15 min.)
Board Sort (10 min.)	Word Sort (10 min.)	Board Sort (15 min.)	Adjectives (20 min.)	Spelling Alternatives Chart (20 min.)
Spelling Tree (15 min.)	Practice: Fill in the Blank (15 min.)	Fill in the Blank (15 min.)	Close Reading: "All's Well That Ends Well" (30 min.)	Partner Reading: "The Hungry Troll" (25 min.)
Introduce Adjectives (20 min.)	Whole Group: "The Beginning" (25 min.)	Partner Reading: "The Thief" (20 min.)		
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 (Lesson 6)	Day 7 (Lesson 7)	Day 8 (Lesson 8)	Day 9 (Lesson 9)	Day 10 (Lesson 10)
Introduce Spelling Words and Practice Alphabetical Order (10 min.)	Review Subject and Predicate (10 min.)	Vowel Code Flip Book and Parts of Speech Review (10 min.)	Review Contractions (10 min.)	Spelling Assessment (20 min.)
The /u/ Sound and Other Spellings Baseball Game (15 min.)	Introduction to Schwa (10 min.)	Review of Schwa and the /u/ Sound (20 min.)	Compound Subjects and Predicates (20 min.)	Subject and Predicate (15 min.)
Review of the /u/ Sound (15 min.)	"Spelling Spoilers" Story (15 min.)	Whole Group: "Fire!" (30 min.)	Small Group Partner Reading: "The Boat Trip" (30 min.)	Parts of Speech (15 min.)
Subject and Predicate (20 min.)	Close Reading: "The Hungry Troll" (25 min.)			Sentence Writing (10 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three				
Day 11 (Lesson 11)	Day 12 (Lesson 12)	Day 13 (Lesson 13)	Day 14 (Lesson 14)	Day 15 (Lesson 15)
Introduce Spelling Words (15 min.)	Review of /u/ and Schwa Spellings (5 min.)	Review /ə/ Spelling Tree(s) (5 min.)	Fill in the Blank (20 min.)	Spelling Assessment (20 min.)
Board Sort (10 min.)	Review (20 min.)	Today's Focus Spellings (10 min.)	Remediation and Enrichment (20 min.)	Board Sort (5 min.)
Spelling Tree (10 min.)	Fill in the Blank (15 min.)	Spelling Tree (10 min.)	Close Reading: "The Letter" (20 min.)	Spelling Tree (5 min.)
Small Group Partner Reading: "The King's Ghost" (25 min.)	Grammar Review (20 min.)	Syllable Chunking (10 min.)		Fill in the Blank (10 min.)
		Whole Group: "The Letter" (25 min.)		Whole Group: "The Fearsome Beast" (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Four				
Day 16 (Lesson 16)	Day 17 (Lesson 17)	Day 18 (Lesson 18)	Day 19 (Lesson 19)	Day 20 (Lesson 20)
Introduce Spelling Words (15 min.)	Verb Review (10 min.)	Review of Present and Past Tense of Verbs (10 min.)	Verb Tense and Code Vowel Review (10 min.)	Spelling Assessment (15 min.)
Review (5 min.)	Changing Action Verb Tense (20 min.)	Different Endings for Stories (25 min.)	Change Action Verb Tense (20 min.)	Remediation and Assessment (20 min.)
Fill in the Blank (15 min.)	Writing a Different Ending (30 min.)	Partner Reading: “The King’s Birthday” (25 min.)	Write and Edit New Ending (30 min.)	Partner Reading: “Betrayed” (25 min.)
Close Reading: “The Fearsome Beast” (25 min.)				
60 min.	60 min.	60 min.	60 min.	60 min.

Week Five				
Day 21 (Lesson 21)	Day 22 (Lesson 22)	Day 23 (Lesson 23)	Day 24 (Lesson 24)	Day 25 (Lesson 25)
Introduce Spelling Words (15 min.)	Alphabetical Order (10 min.)	Present, Past, Future Tense Verb Review (10 min.)	Subject and Predicate (10 min.)	Spelling Assessment (20 min.)
Sound Search (20 min.)	Which Sound Do You Hear? (30 min.)	Sound Search (20 min.)	Tricky Spelling ‘o_e’ (20 min.)	Sound Search (20 min.)
Partner Reading: “The Wizard” (25 min.)	Partner Reading: “Breaking the Spell” (20 min.)	Close Reading: “Looking for the Enemy” (30 min.)	Partner Reading: “Revenge” (30 min.)	Whole Group: “Battle Plans” (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Six				
Day 26 (Lesson 26)	Day 27 (Lesson 27)	Day 28 (Lesson 28)	Day 29 (Lesson 29)	Day 30 (Lesson 30)
Alphabetizing (10 min.)	Spelling Bee (10 min.)	Individual Decoding Assessment (10 min. per student)	Individual Decoding Assessment (10 min. per student)	Individual Decoding Assessment (10 min. per student)
Reading Assessment: “Marching Orders” (30 min.)	Decoding Student Performance Task Assessment (15 min.)	Individual Sight Word Assessment (10 min. per student)	Individual Sight Word Assessment (10 min. per student)	Individual Sight Word Assessment (10 min. per student)
Grammar Assessment (20 min.)	Whole Group: “The Final Battle” (20 min.)	Activities per Teacher Choice (40–60 min.)	Activities per Teacher Choice (40–60 min.)	Activities per Teacher Choice (40–60 min.)
	Alphabetizing Student Performance Task Assessment (15 min.)			
60 min.	60 min.	60 min.	60 min.	60 min.

Tricky Spellings

Some of the spellings introduced in this unit are “shared” between multiple sounds. For example, the spelling ‘a’ is introduced as a spelling alternative for the /ə/ sound. However, students have already been taught that ‘a’ is the basic code spelling for the /a/ sound, a spelling alternative for the /æ/ sound, and a spelling alternative for the /aw/ sound. We can say this spelling is shared between /a/, /æ/, /aw/, and /ə/. Or we can say it is ambiguous because it can stand for either /a/, /æ/, /aw/, or /ə/. Because this spelling can stand for more than one sound, it is called a *tricky spelling*. Tricky spellings pose a problem for the reader. When a reader comes across an unfamiliar word containing the ‘a’ spelling, he or she may need to try pronouncing the tricky spelling different ways to determine the actual pronunciation of the word.

The following tricky spellings are in this unit:

- ‘a’ can be pronounced /a/ (*hat*), /æ/ (*paper*), /ə/ (*about*), or /aw/ (*wall*)
- ‘e’ can be pronounced /e/ (*pet*), /ee/ (*me*), or /ə/ (*debate*)
- ‘o’ can be pronounced /o/ (*hop*), /oe/ (*open*), or /u/ (*son*)
- ‘o_e’ can be pronounced /oe/ (*home*) or /u/ (*come*)
- ‘ou’ can be pronounced /ou/ (*shout*) or /u/ (*touch*)

Challenges for Reading and Writing

The sound spellings introduced in this unit will likely pose challenges for many students in your class. The /ə/ poses problems for reading. Many spellings may be pronounced as /ə/ in addition to their other pronunciations. Once /ə/ is introduced, for example, students have to consider four pronunciations for the tricky spelling ‘a’: /a/ as in *cat*, /æ/ as in *table*, /ə/ as in *about*, and /aw/ as in *wall*.

The /ə/ poses even more serious problems for spelling. Indeed it is probably the single largest source of difficulty in accurately spelling English words. If students spell phonemically and are not aware of /ə/, they are likely to produce spellings like these:

- *about* > *ubout*
- *America* > *Umericu*
- *benefit* > *benufit* or *benifit*
- *debate* > *dubate* or *dibate*

You should expect to see many words spelled in this way for a while. Although not entirely correct, these spelling choices demonstrate that the student is hearing the sounds and writing a plausible spelling for each sound. Gradually, as students gain more exposure to printed words, they will begin to spell more of these words correctly. In this unit we work primarily to make students aware of the problem, encourage them to notice /ə/ while reading, consider it as another pronouncing option, and practice spelling a few high-

frequency words containing /ə/. It will take quite a bit of reading and spelling practice for most students to begin to offer reliably correct spellings for the thousands of English words containing /ə/. For some students, this process may take several years.

Reader

The Reader for this unit is *Sir Gus*. It is a fictional reader detailing the serendipitous undertakings of Sir Gus, one of King Alfred's knights. Despite his title as "Sir Gus the Fearless," Sir Gus actually has many different fears. In this Reader, Sir Gus has to face a thief, a troll, pirates, an evil wizard, and an enemy king.

In the Reader lessons for this unit, you will notice a decrease in the number of individual words and spellings reviewed in isolation for decoding purposes immediately before students read the story. This decrease is intentional and represents a very gradual process in which students will assume increasing responsibility and independence in reading texts. While preparing for the day's lesson, however, you should read the story in advance, keeping in mind the letter-sound correspondence mastery of students in your class. You should identify and select words with spellings that have been challenging for all or particular students in the past, so these can be reviewed prior to the story. Likewise, you may want to omit words and spellings we have selected for review if you feel certain these have been mastered.

Multi-Syllable Words and Chunking

Once again we have included the Appendix: Using Chunking to Decode Multi-Syllable Words at the end of this Teacher Guide. We have provided the syllable division in this Teacher Guide when appropriate. Please feel free to use this as a resource when working with students who have not mastered the ability to chunk words into syllables for decoding.

Close Reading

With the adoption of the CCSS, increasing attention has been focused on the practice of Close Reading. At the Grade 2 reading level, we continue our focus on text-dependent questions. Once again in this unit, we will include direction for teachers to utilize a close-reading approach with several stories from the Reader. We have crafted these lessons carefully to focus the student on the text itself and precisely what meanings can be derived from close examination of said text. If you wish to read more about Close Reading or compose some Close Reading lessons of your own, please visit this web site: <http://www.achievethecore.org>

Additionally, you will note wherever these lessons occur, our commitment to placement of decodable text in the Reader and Workbook does not waiver. Close Reading lessons will intensify as the units progress. You will find the Close Reading lessons occurring about once a week. Please note, for some weeks where writing or assessment are the focus, there may not be sufficient time available to conduct a Close Reading lesson.

Fluency Packet

A separate component, The Fluency Packet, is available for download at <http://www.coreknowledge.org/G2-FP>. This component has been designed to complement the unit. In it you will find a poem, an informational piece titled “Did You Know?”, a Reader’s Theater, a realistic fiction selection, and a science or social studies selection. This component is designed for you to send home with students. Students are expected to practice this component at home. You may wish to invite students to perform the fluency selections for classmates at some point during the school day. Fluency selections would be ideal to use during transition times in the school day.

Although not marked in the Alignment Chart at the beginning of the Teacher Guide, when you use this Fluency Packet, you will be addressing the following additional Common Core State Standard:

Read with sufficient accuracy and fluency to support comprehension. (RF.2.4)

Small Group Time

Small group sessions are continued throughout Unit 5. Small group time is an opportunity for you to work with students needing help with specific issues, such as difficulties with letter-sound correspondences, fluency, and comprehension. It is also a time for you to work with the more independent learners. Although we provide worksheets and other activity suggestions, you should decide how this time can best be utilized to meet the specific needs of your students.

Grammar

In Unit 5, you will review grammar skills, such as capitalization and punctuation. In addition, you will introduce the concept of verb tenses and students will practice identifying and using verbs in the present, past, and future tenses. You will also introduce adjectives. Students will also learn to identify the subject and predicate as necessary parts of a complete sentence.

Writing

In Unit 5, students will continue to practice narrative writing. They will learn to brainstorm and write a logically plausible, but different, ending to a story. They will first be introduced to this type of writing activity using a story of your choice from *Sir Gus*; they will then rewrite an ending to the story “Fire!” from *Sir Gus*.

Spelling

At this point students have learned one way to write every sound in English except for the very rare /zh/ as in *treasure*. (They should also know a number of spelling alternatives for consonant sounds.) They should therefore be able to write a plausible, if not dictionary correct, spelling for any word in their oral vocabulary. As the year goes on they will learn more and more of the spelling alternatives they will need to achieve correct spelling. However, it will take

some time for most students to begin to spell with a high level of accuracy, particularly when it comes to spelling vowel sounds.

Spelling achievement will generally trail reading achievement. First, students need to be introduced to the spelling alternatives and learn to decode them while reading. Then, after varying amounts of exposure to the spellings in written words, students will begin to select the correct spelling in their own writing. Some students move fairly rapidly from seeing spelling alternatives in print and completing word sorts to using the correct spellings in their writing. Others take much longer to master conventional spelling. It is not unusual for this to take several years. This is not surprising given the complicated nature of the sound spelling correspondence system of the English language. Nevertheless, the orderly, systematic way in which the spelling code is taught in this program should lead to noticeable improvements in spelling ability.

While spelling mastery is progressing, you should continue to accept plausible spelling in drafts, though you can also encourage correct spelling in revisions, particularly when the word is made up of spellings students have been taught.

Student Performance Task Assessment

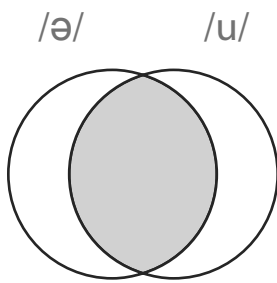
At the end of Unit 5, a series of both group and individual Student Performance Task Assessments occur in Lessons 26–30. In Lesson 26, the first task is a whole class Reading Assessment. Students will be asked to silently read a selection from *Sir Gus* and answer questions about what they have read. After a short break students will be asked to complete a Grammar Assessment. This assessment is cumulative and asks students to determine the tense of a verb in a given sentence.

In Lesson 27, all students will complete a Decoding Assessment. Students who do not perform adequately on the Reading Assessment from Lesson 26 or the Decoding Assessment from Lesson 27 will be asked to sit individually with the teacher and complete additional assessments to identify the area of difficulty.

Assessment and Remediation Guide

A separate publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found online at <http://www.coreknowledge.org/AR-G2-U5>. Refer to this URL for additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.

More About Schwa (/ə/)



You might think of /u/ and schwa as two overlapping circles, similar but not identical.

In order to teach the concept of /ə/ well, you will need to first understand it yourself.

English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound linguists call *schwa* (/ə/). This happens in many English words. More than 3,000 of the 25,000 words in our database (about 13%) have at least one syllable in which the vowel sound is reduced to /ə/.

The exact pronunciation of /ə/ varies somewhat from word to word and also from region to region. In many words, and in many parts of the United States, /ə/ sounds very much like the sound /u/. For example, in the word *about*, the unstressed /ə/ sound in the first syllable sounds a great deal like /u/. In the word *America*, both the first and the last vowel sounds are unstressed, and both sound a great deal like /u/. In some regions of the United States, many speakers use an /u/-like /ə/ sound in words such as *along*, *balloon*, *debate*, *benefit*, and *telephone*.

However, for certain words, and/or for speakers in certain parts of the country, /ə/ may sound a little more like /i/. How do people in your region pronounce the word *benefit*? Do they pronounce the second vowel sound more like /u/ or /i/? What about *telephone*? Do people where you live say /t/ /e/ /l/ /u/ /f/ /o/ /n/? Or does the spoken word sound more like /t/ /e/ /l/ /i/ /f/ /o/ /n/? What about *debate*? Does the local pronunciation sound more like /d/ /u/ /b/ /ae/ /t/ or /d/ /i/ /b/ /ae/ /t/? Neither pronunciation is more correct than the other. These are all examples of natural variation or dialect. All of these examples contain a reduction to /ə/.

Schwa (/ə/) and /u/

Because /ə/ is similar to /u/ in so many words, we have chosen to address it along with the /u/ sound in this unit. We have also grouped /ə/ and /u/ together for the statistics on spellings and pronunciation. Therefore, /ə/ is treated as a variant of the /u/ sound. This is a slight oversimplification, because /ə/ occasionally sounds more like /i/. But we think it is a reasonable strategy for dealing with an inherently messy situation.

The dividing line between words containing spelling alternatives for /u/ and words containing reductions to /ə/ is sometimes hard to define. We feel confident that words like *double*, *trouble*, *cousin*, and *touch* should be seen as containing the 'ou' spelling for /u/. In all of these words, the initial vowel sound /u/ is stressed. But the situation becomes more complex with words like *famous* and *nervous*. In these words, the last syllable is unstressed. So one might say these words contain the 'ou' spelling for /u/, or one might say they contain an unstressed syllable in which the reduction to /ə/ sounds a lot like /u/ in most dialects (but could sound more like /i/ in some). Both positions are defensible. However, for purposes of classification we have

decided to view words of this sort as examples of the ‘ou’ spelling alternative for /u/ as opposed to examples of /ə/.

We have applied the same principle to the classification of words with the ‘o’ and ‘o_e’ spellings. We classify not only *mother* and *brother* (stressed) but also *button* and *bacon* (unstressed) as examples of /u/ spelled with the spelling alternative ‘o’. Some might prefer to view the last two words as examples of reductions to /ə/. Likewise, we classify not only *glove* and *some* (stressed) but also *awesome* and *gruesome* (unstressed) as examples of the ‘o_e’ spelling for /u/. Again, some might view the last two as reductions to /ə/. But, is the second vowel sound in *awesome* really a different sound from the vowel sound in *some*? In practice it makes little difference whether these spellings are viewed as spelling alternatives for /u/ or as spellings for /ə/, because spelling alternatives for /u/ are introduced first and reductions to /ə/ just a few lessons later.

Lesson 1

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

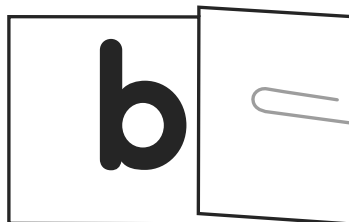
- ✓ Read and write words with the following letter-sound correspondences: 'o' > /u/ (*son*), 'ou' > /u/ (*touch*), 'o_e' > /u/ (*come*) (RF.2.3e)
- ✓ Use adjectives appropriately, orally and in own writing (L.2.1e)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Introduce Spelling Words and Alphabetical Order	words written on index cards; tape; assorted reference materials; Worksheet 1.1	15
The /u/ Sound and Its Spellings	Board Sort	paper; board	10
	Spelling Tree	Spelling Tree /u/; three new prepared Spelling Tree branches; prepared words on leaves; tape	15
Grammar	Introduce Adjectives	board	20
Take-Home Material	Spelling Letter	Worksheet 1.1	*

Advance Preparation

In this lesson, you will introduce students to the skill of alphabetizing words by the first letter. You may want to have several different versions of dictionaries, hard copy and electronic, available to reinforce for students a reason to learn this skill. Additionally, some books with an index and a set of encyclopedias would be good to have available. If you do not have a set of encyclopedias in your classroom, perhaps the media specialist would welcome a class trip to the media center.

Prior to this lesson, write all of the spelling words on index cards or sentence strips. After introducing the words, you will fold the index cards so only the first letter of each word is visible to students. If you use index cards, you might find it helpful to paper clip them as you remove them from the board during the spelling portion of the lesson, so they stay folded over during the exercise.



Write the alphabet on the board **vertically** for student reference for several days to come.

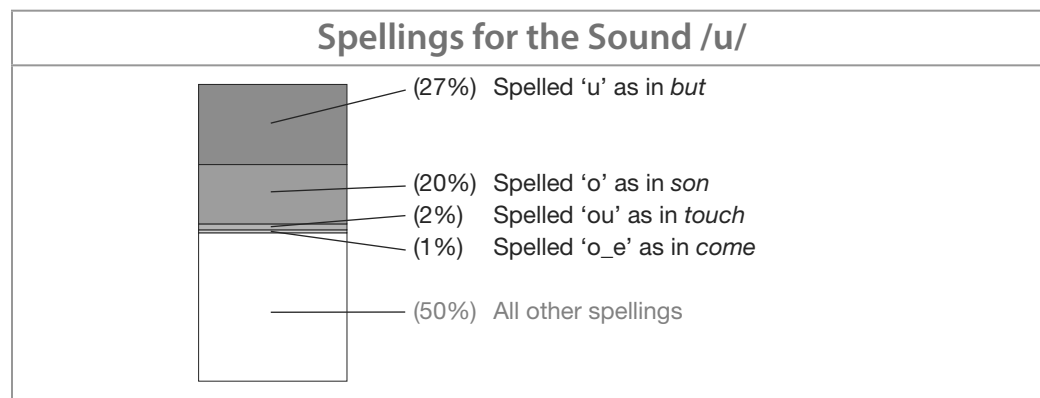
Second, in this lesson you will use the /u/ Spelling Tree created in Unit 3, to which you will add three new branches. Two long branches are for 'o' and 'ou'. Prepare a much shorter branch for 'o_e'.

Last, prepare the following leaves to add to the /u/ Tree: *public, subject, tantrum, mother, brother, cousin, touch, some, and love*.

Note to Teacher

Over the next several lessons, you will teach spelling alternatives for the /u/ sound. The spellings to be taught include the basic code spelling 'u' as in *but* and the spelling alternatives 'o' as in *son*, 'o_e' as in *come*, and 'ou' as in *touch*. The chart shows you which of these spellings are most common for this sound.

Your students should already know the basic code spelling 'u' as in *but*.



Here are some patterns for your information:

- The spelling 'o' is quite common. It is used in both stressed syllables (*front, other, mother*) and unstressed syllables (*consumer, second, button*). It is found primarily in multi-syllable words.
- The spelling 'ou' is used in both stressed syllables (*double, cousin*) and unstressed syllables (*famous, nervous*).

- The spelling ‘**o_e**’ is found in a handful of one-syllable words (*some, come*) and the compound words that derive from those one-syllable words (*something, become*).
- The spellings ‘**ou**’ and ‘**o_e**’ are never used to represent /u/ at the beginning of a word, or at the end.
- The spelling ‘**o**’ is never used to represent /u/ at the end of a word.

Introduce Spelling Words and Alphabetical Order



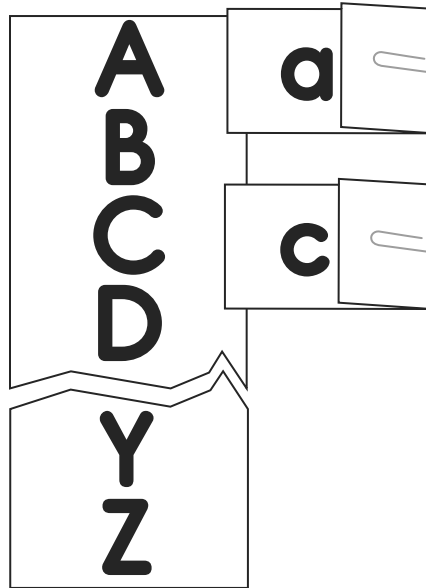
Worksheet 1.1

- Read each spelling word to students, and then have students read aloud each word as you tape the spelling words to the board in random order. (You are NOT taping words to the alphabet written vertically on the board at this time.) Point out to students that each of the words ends with either ‘y’ or ‘ly’, where the ‘y’ represents the /ee/ sound.

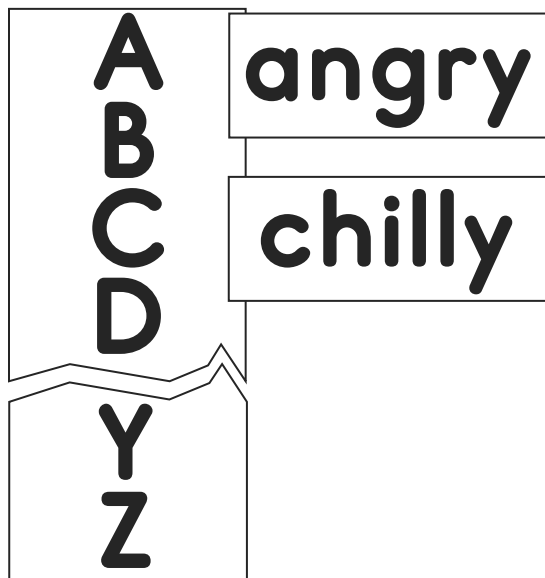
- | | |
|------------|------------------------------|
| 1. quickly | 9. empty |
| 2. neatly | 10. mommy |
| 3. ugly | 11. daddy |
| 4. jelly | 12. happy |
| 5. chilly | 13. pretty |
| 6. slowly | 14. grumpy |
| 7. funny | Tricky Word: alphabet |
| 8. angry | |

- Point to the alphabet you have written vertically on the board.
- Tell students today they will learn to put words in alphabetical order. Have students sing the alphabet song. Explain that “alphabetical order” means to start with the first letter, ‘a’, and continue in the same order as they learned to sing the letters in the alphabet song.
- Show students dictionaries and point out all the words in alphabetical order. Use the other reference materials you have gathered to explain to students the value of putting things in alphabetical order. For example, it is easier to find certain materials when they are in alphabetical order. DVDs in a store are in alphabetical order by title, and books in a bookstore are in alphabetical order by author.
- Direct students’ attention once again to the alphabet you have written on the board. Tell them they will use the alphabet listing as a tool for learning to place words in alphabetical order.
- Tell students you will place the spelling words in alphabetical order by matching the first letter of the word to the corresponding letter from the

alphabet on the board. Remove the spelling word cards one at a time from the board. Fold over and paper-clip the cards so only the first letter of each word is visible. Then tape the words beside each letter, “matching” the letters as you go along. Tape the cards next to the letter on the alphabet list, matching the letter.



- Tell students that all of their spelling words are now in alphabetical order.
- Unfold each word.



- Have students read the words aloud, and tell students once again that the spelling words are now in alphabetical order.
- Have students turn to Worksheet 1.1 and tear it out to take home. Tell students that on the back of the worksheet they are to practice writing words in alphabetical order with their families.

Board Sort

10 minutes

- Tell students the sound for today is /u/.
- Have students say the sound /u/.
- Remind students they have already learned one spelling for the sound /u/. Tell students that over the next few days they are going to learn additional spellings for this sound.
- Tell students you want them to think of as many words as they can with the /u/ sound.
- Tell students you will give them two minutes to think of words with the /u/ sound.
- While they are thinking, you should write the following headers on the board: 'u', 'o', 'ou', and 'o_e'.
- At the end of the two minutes, call on students to offer the words having the /u/ sound.
- As you write the words on the board, sort the words into columns according to the spelling used for /u/, circling the letter or letters for the /u/ sound in each word. For example, if a student says *some*, list the word under the heading 'o_e' and horseshoe circle the 'o_e'. If a student says *stuck*, list the word under the heading 'u' and circle the 'u'. If a student says *untouched*, list the word twice, once under the heading 'u', with the 'u' circled, and once under the heading 'ou', with the 'ou' circled.
- Students should spontaneously come up with examples of most of the major spelling patterns.
- You may wish to introduce any spellings listed that are not suggested for the chart spontaneously. You can do this by writing one of the sample words on the board, reading the word aloud, and then asking them, "Which letter or letters stand for the /u/ sound in this word?"

Remind students they already know 'o_e' stands for the /œ/ sound, but now they are learning a new sound for this spelling.

Major Spellings for /u/

1. 'u': *duck, bug*
2. 'o': *mother, brother*
3. 'ou': *touch, cousin*

Minor Spelling for /u/

1. 'o_e': *love, done*

Note: Students may come up with schwa words like *America* during this exercise. Write these on the board as odd ducks, and tell students they will be learning about these spellings later in this unit.

Spelling Tree

15 minutes

- Display the Spelling Tree for /u/.
- Have students read the existing leaves, pointing out /u/ is spelled 'u' in all of these words. Tell students you are going to add some new spellings for the /u/ sound.
- Add all three of the prepared branches to the /u/ Spelling Tree.
- Using the new leaves, read each word aloud to students, circle the spellings for /u/, and then add them to the appropriate branches of the /u/ Spelling Tree.
- Add at least one word for each spelling pattern students saw during board sort. You may wish to add a few more words than this. However, this is an introductory lesson providing an overview of the /u/ spellings. Each new spelling for /u/ will be reviewed in depth in the subsequent lessons.
- There may be some leaves that were originally odd ducks that can now be moved to the new branches on this tree instead of the odd duck branch. If this is the case, please move those words at this time.
- Explain that you will be using the Spelling Tree as an organizer for the next several days of work on the sound /u/ and its spellings. Students will have chances to add more words to the tree.

Grammar

20 minutes

Introduce Adjectives

- Remind students that they have learned two parts of speech—nouns and verbs—and review them. (A noun names a person, place, or thing. A verb can show action.)
- Now say the following sentence, “Mary saw a tree.” and ask students to identify the nouns and verb(s) in the sentence.
- Now say, “I am wondering how we could be more specific about which *tree* Mary is seeing. Could we think of some words to describe and tell more about the tree Mary saw?”
- Record student answers on the board, listing both the adjective and the noun. Some answers might be: *tall tree*, *big tree*, *green tree*, *oak tree*, *pine tree*.
- Tell students the words describing the noun *tree* are another part of speech called adjectives. Record the definition of *adjective* somewhere in the room where students can refer to it. Tell students an adjective is a word describing a noun.

- Tell students you will circle the noun and then draw an arrow from the adjective to the noun.

tall tree

green tree

- Reiterate to students: adjectives are words describing a noun.
- Use the following sentences as time permits to continue the introduction of adjectives. After reading aloud each sentence, ask students to suggest possible adjectives that make the description of each noun more specific and detailed. Be sure to ask students to use the terms *nouns* and *adjectives* to identify the parts of speech.
 - Jack is eating candy. (Some answers might be: *sweet candy, good candy, chocolate candy.*)
 - John is playing with the dog. (Some answers might be: *spotted dog, old dog, brown dog.*)
 - I see a slide. (Some answers might be: *long slide, yellow slide, slick slide.*)
 - Look at the cat. (Some answers might be: *black cat, old cat, pretty cat.*)

Take-Home Material

Spelling Letter

- Students should take home Worksheet 1.1 to practice spelling words and place words in alphabetical order.

Lesson 2

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)

At a Glance	Exercise	Materials	Minutes
The /u/ Sound and Its Spellings	Today's Focus Spelling	Vowel Code Flip Book; Spelling Card for 'o' > /u/ (<i>son</i>); Individual Code Chart; green markers; /u/ Spelling Tree and leaves	10
	Word Sort	Worksheet 2.1; projection system	10
	Practice: Fill in the Blank	Worksheet 2.2	15
Reading Time	Whole Group: "The Beginning"	<i>Sir Gus</i>	25
Take-Home Material	"The Beginning" and Story Comprehension Questions	Worksheets 2.3, 2.4	*

Advance Preparation

Write the following words on leaves to add to the /u/ Spelling Tree for this lesson: *son, cover, month, money, front, wonder, won, dozen, crunchy, trumpet, husband, thunder.*

Today's Focus Spelling

10 minutes

- Display the Vowel Code Flip Book and have the Spelling Card listed in the At a Glance chart readily available. Also have the Spelling Tree for /u/ ready to be displayed.
- Today's letter-sound correspondence can be found on the following page of the Vowel Code Flip Book.

Vowel Code Flip Book

1. 'o' > /u/ (son) Vowel Code Flip Book page 4

- Point to the /u/ Spelling Tree. Tell students they already know the 'u' spelling, as in *up*, *nuts*, and *but*.
- Explain they will learn a new spelling today, the 'o' spelling for /u/.
- Remind students they have learned 'o' as /o/ in *box*, *fox*, and *mom*.
- Remind them they have also learned 'o' as /oe/ as in *no*, *so*, and *go*.
- Reiterate today they will learn words in which 'o' represents another sound: /u/.
- Turn to **Vowel Code Flip Book page 4** and put the Spelling Card on the appropriate space. Discuss the power bar.
- Today's letter-sound correspondence can be found on the following page of the Individual Code Chart.

Individual Code Chart

1. 'o' > /u/ (son) Individual Code Chart page 7

- Distribute the green markers. Have students turn to **Individual Code Chart page 7**. Guide students in outlining the appropriate card and spelling on the chart.
- Write the following words on the board, one at a time, circling the spellings for /u/. Read each word aloud as a class.

1. cover
2. mother
3. won
4. brother
5. month

- Shuffle the leaves you prepared with the 'o' and 'u' spellings.

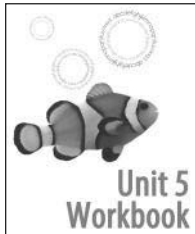
The Tricky Word *from* can now be seen as part of a larger spelling pattern. It should be removed from your Tricky Word wall, if you have one.

See the Pausing Point for additional resources for teaching 'o' > /u/.

- Hold up one of the leaves you prepared, and call on a student to read the word and identify the spelling for /u/. Have the student tape the leaf to the appropriate branch.
- Have students look at the Individual Code Chart. Ask students which of the spellings they have learned for /u/ has the longer power bar. Explain 'u' is used as a spelling for /u/ in more words than 'o'.

Word Sort

10 minutes



Worksheet 2.1

- Display Worksheet 2.1 using your preferred method.
- Ask students to tear out Worksheet 2.1.
- Explain that the words in the box all contain the sound /u/; the words either have the spelling 'o' or 'u'.
- Tell students you want them to help you sort the words according to spellings and write them in the proper columns.
- Point out the first word, *rush*, has already been sorted.
- Ask students to read the second word in the box, *trust*, and ask students which letters spell the /u/ sound, asking them to circle the spelling. Then ask where you should write the word.
- Add the word to the correct column. Have students do the same on their worksheets. Then use the word in an oral sentence to illustrate its meaning.
- Repeat this process until all of the words have been sorted.

Practice: Fill in the Blank

15 minutes



Worksheet 2.2

- Ask students to turn to Worksheet 2.2.
- Remind students they have learned a lot about sounding out words. They are now ready to start reading words with tricky spellings or even spellings they have not yet learned.
- Have students begin by reading aloud all words in the box on Worksheet 2.2.
- Tell students sometimes they are going to come across words they will have to sound out on their own. Tell them they will have to use their very best skills, such as thinking about tricky spellings and chunking syllables, to sound out words. Point out they should also use context clues to see if the word they have sounded out makes sense in the sentence in which it is used. (You may wish to refer the Appendix: Using Chunking to Decode Multi-Syllable Words for additional information.)
- For sentence number 1, say to students, "I see some words in this sentence I am not sure about, and I am going to use the rules I know to see if I can say them." Model sounding out the following words by using chunking and context clues: *heard* and *lightning*. Make sure to emphasize students need to focus on meaning in context as well as chunking, blending, and sounding out.

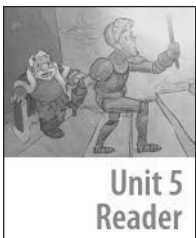
- For example:
 - **heard:** “I can try to sound this out by saying /h/ /ee/ /ar/ /d/. No, that doesn’t sound right. So I will try using what I know about r-controlled vowels /h/ /er/ /d/. This seems close to the word *heard*—that means to use my ears and listen. Let me try it in the sentence. (Read the sentence using the correct word.) Yes, this word makes sense.”
 - **lightning:** “I will try /l/ /i/ /g/ /h/ /t/ /n/ /ing/. No, that doesn’t sound like any word I know. Oh, I see ‘igh’ and I know it sounds like /ie/, so I will try /l/ /ie/ /t/ /n/ /ing/. This word makes sense. Let me try it in the sentence. (Read the sentence using the correct word.) Yes, this word makes sense.”
- For sentence number 3:
 - **buy:** “I will try /b/ /u/ /y/. No, that doesn’t make any sense. Let me try /b/ /u/ /ee/. No, let me try /b/ /ee/. No, that doesn’t make sense. Let me try /b/ /ie/. Yes, that makes sense if I try it in the sentence.”
- Complete this as a teacher-guided activity.

Reading Time

25 minutes

Whole Group: “The Beginning”

Introducing the Reader



Introduction and Chapter 1: “The Beginning”

- Show students the front cover of the Reader, *Sir Gus*. The Reader is about a knight named Sir Gus. Tell students a knight is a type of soldier who lived long ago during a period in time called the Middle Ages. This time in history took place in Europe before Columbus discovered North America and the Pilgrims traveled to America. Knights were often soldiers for specific kings and helped the kings defend their kingdoms. Explain the term *sir* was used to refer to knights in the Middle Ages who had earned a certain distinction or honor in serving their king.
- Distribute the Readers. Ask students to turn to the Table of Contents, and find the page on which the chapter, “Sir Gus and His Stuff,” begins. (page 2) Ask students to turn to the page.
- Tell students that this section has illustrations of things from the Middle Ages, also referred to as “medieval times,” a period of time when there were knights, kings, and queens. Clarify for students that knights really did exist. However, in many fairy-tale stories, knights are fictional characters who often fight dragons and have to break magic spells. This Reader, *Sir Gus*, is fictional.
- Guide students through the first pictures of “Sir Gus and His Stuff.” Explain that because knights were in charge of protecting others from their enemies, they needed weapons to help them do so.

- **Lance:** Explain this picture only shows the top part of a lance. Tell students that a lance is a long pole knights would usually hold while on horseback. Explain that when knights were fighting their enemies, they often did so on horseback. Ask students what they think a lance would be used for. (knocking things down)
- **Shield:** Tell students that a knight would carry a shield in front of his body. Ask students if they can think of reasons a shield would be useful to knights. (It protects them from swords and other weapons.) Shields would sometimes be decorated to represent information about a king and his land.
- **Spear:** Ask students to give you adjectives describing the spear. They might mention that the end is pointed and sharp. Ask students to think of why a spear would be a useful tool for a knight. Explain that *spear* can be both a noun and a verb: knights would carry a *spear* (noun), and when a person pierces something with an object, we can say they *spear* it.
- **Sword:** Preview the Tricky Word *sword* for students, explaining that they do not pronounce the ‘w’. Tell students that a sword would be used by knights to fight their enemies. Ask students what they think a sword might be made of. (metal)
- **Armor:** Ask students to look at the picture of a knight on page 5. Explain that the knight is wearing *armor*. Tell students the armor is made of metal. Ask students why they think a knight would have worn armor like this (to protect him when fighting). Ask students if they think armor would be heavy or light (heavy). Point out the horse; it is wearing armor to protect it as well. The knight is carrying a flag representing the colors of his kingdom. Ask students how they think it would feel to wear heavy armor with just a small space in the visor for looking out (very difficult).
- **Castle:** Pre-teach the Tricky Word *castle*. Tell students to sound out the letters ‘le’ as /ə/ + /l/. Explain that the ‘t’ is not pronounced as /t/ in this word, but rather the spelling ‘st’ represents the /s/ sound. Ask students if they know who lived in castles (kings and queens). Explain that the walls of the castle were very thick to protect the kings and queens from enemies. Point out the lookouts at the top of the towers. Explain that these lookouts were places where people could see far out and watch for others coming and going across the land.
- **Fears:** Ask students to tell you adjectives they would use to describe a good knight. (*Brave* and *strong* are possible answers.) Tell students, in the Reader, other knights call Sir Gus “Sir Gus the Fearless.” *Fears* are things people are afraid of, like spiders or the dark, so someone who is *fearless* has less fear than others or is not afraid of anything.

Previewing the Spellings

- Before reading the story, you can quickly review the ‘kn’ spelling for the sound /n/. Write the following words on the board and read them aloud as a class, underlining the ‘kn’ spelling: *knight, knife, knob, know, knit, knock, knee*.
- Preview the following additional spellings before reading today’s story:

‘o’ > /u/	‘ea’ > /ee/
from	sea
of	peace ful
	feasts
	fears

- You may also preview the Tricky Words *before* and *always*. Tell students the /or/ sound is spelled ‘ore’ in *before*. The ‘al’ in *always* is pronounced /ə/ + /l/.

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s story:

1. **odd**—strange
2. **faint**—when a person passes out, falling to the ground and appearing to be asleep
3. **absentminded**—forgetful
4. **“...Sir Gus always served him well”**—Sir Gus always did the best he could for King Alfred
5. **well-known**—fully or widely known

Purpose for Reading

- Tell students to read the story “The Beginning” to find out if Sir Gus deserves the name “Sir Gus the Fearless.”

Reading Supports

- At the end of the first page, ask students to describe King Alfred. (He likes to have fun, enjoys parties and feasts, is fair and kind, and keeps his people safe.)
- When you read, “Cats and horses made Sir Gus itch,” ask students to show you what Sir Gus did when he started to itch.

Wrap-Up

- Ask students to share adjectives for Sir Gus. (*fearful, absentminded, odd*) Does he really deserve the name “Sir Gus the Fearless?”
- Use the following discussion questions to guide conversation about the story.

Discussion Questions on “The Beginning”

1. *Literal* How many knights does King Alfred have? (King Alfred has 12 knights.)
2. *Inferential* Why do you think King Alfred gave Sir Gus the name “Fearless?” (Answers may vary.)
3. *Inferential* Is Sir Gus’s character brave? Why or why not? (Sir Gus does not sound brave. Sir Gus is afraid of many things: the dark, mice, bats, spiders, boats, shadows, loud noises.)
4. *Literal* What things make Sir Gus itch? (Horses and cats make Sir Gus itch.)
5. *Literal* Sir Gus likes to do what things? (Sir Gus likes sleeping in and long soaks in the bathtub.)

Take-Home Material

“The Beginning” and Story Comprehension Questions

- Have students complete Worksheets 2.3 and 2.4 at home.

Supplemental Materials

- Decodable words:

- | | | |
|-------------|-------------|------------|
| 1. from | 8. son | 15. Monday |
| 2. mother | 9. oven | 16. ton |
| 3. other | 10. brother | 17. won |
| 4. together | 11. month | 18. wonder |
| 5. nothing | 12. dozen | 19. front |
| 6. coming | 13. honey | |
| 7. cover | 14. monkey | |

- Decodable homophones:

- | | |
|------------|------------|
| 1. sun—son | 2. one—won |
|------------|------------|

- Phrases and sentences:

- | | |
|---|-----------------------|
| 1. I have seven brothers. | 7. bases covered |
| 2. Jeffrey won a wonderful prize. | 8. coming up roses |
| 3. Jane is hiding under the covers. | 9. sweeter than honey |
| 4. a dime a dozen | 10. no other way |
| 5. The grass is always greener on the other side of the hill. | 11. mother and son |
| 6. I wonder. | 12. baker's dozen |
| | 13. front and center |

- Wiggle Cards:

- | | |
|---|----------------------------------|
| 1. cover your ears | 4. do nothing |
| 2. bounce up and down if you have a brother | 5. walk to the front of the room |
| 3. act like you have tons of money | 6. say the months of the year |
| | 7. cover your eyes |

- Chains:

1. fun > sun > son > ton > won
2. sunk > sink > mink > monk > monkey

Code Knowledge

- Before today's lesson, if students read 1,000 words in a trade book, on the average 754–882 would be 100% decodable.
- After today's lesson, if students read 1,000 words in a trade book, on the average 787–898 would be 100% decodable.
- The spelling 'o' can be pronounced /u/ as in *son*.

Lesson 3

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Read the following Tricky Word: *father* (RF.2.3f)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Use adjectives appropriately, orally or in own writing (L.2.1e)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Review of Adjectives		10
The /u/ Sound and Its Spellings	Board Sort	board; Vowel Code Flip Book; Spelling Cards 'o_e' > /u/ (<i>come</i>) and 'ou' > /u/ (<i>touch</i>); Individual Code Chart; green markers; /u/ Spelling Tree; leaves	15
Practice	Fill in the Blank	Worksheet 3.1	15
Reading Time	Partner Reading: "The Thief"	<i>Sir Gus</i>	20
Take-Home Material	"The Thief" and Story Comprehension Questions	Worksheets 3.2, 3.3	*

Advance Preparation

Write the following words on leaves to add to the Spelling Tree: *done, none, some, come, love, shove, glove, cousins, country, young, touch, southern.*

Review of Adjectives

- Ask students, “What is an adjective?” (a word that describes a noun)
- Ask students to provide you with as many adjectives as possible describing the clothes you are wearing today.
- Tell students that adjectives can be very useful words as they describe important details. For example, adjectives help to:
 - give directions (turn at the *yellow* house)
 - give correct amounts for recipes (use *one* cup of *white* sugar)
 - order at restaurants (*scrambled* eggs, *fried* eggs)
 - know the weather (*rainy* day)
- Tell students that adjectives also serve to make writing more descriptive and interesting to read.
- Read the following 10 sentences aloud. Ask students to identify the adjective and the noun it is describing.

- | | |
|-------------------------|---------------------------|
| 1. White goats jump! | 6. Loyal dogs stay. |
| 2. Orange hair rocks. | 7. Smart teachers rule! |
| 3. Soft grass sways. | 8. Funny books are great. |
| 4. Pink bubblegum pops! | 9. Brown cows moo. |
| 5. Silly cats dance. | |

The /u/ Sound and Its Spellings

Board Sort

- Take a few moments to review the spelling you taught yesterday: ‘o’ > /u/ (*son*). Direct students’ attention to the branch on the /u/ Spelling Tree to which you attached the leaves yesterday. As a class, read the words on the branch.
- Display the Vowel Code Flip Book within view of all students; also have the Spelling Cards listed in the At a Glance readily available.
- Today’s letter-sound correspondences can be found on the following pages of the Vowel Code Flip Book.

Remind students they have already learned ‘o_e’ stands for /oe/ as in *drove*, *rose*, and *hose*.

Vowel Code Flip Book

1. ‘o_e’ > /u/ (*come*) Vowel Code Flip Book page 4
2. ‘ou’ > /u/ (*touch*) Vowel Code Flip Book page 4

- Tell students that today they will focus on two other spellings for the /u/ sound: ‘o_e’ and ‘ou’.
- Explain that ‘o_e’ can stand for the /u/ sound as in *done*.
- Write the following words on the board, one at a time, and call on a student to read each one.

- | | | |
|----------|----------|---------|
| 1. none | 3. glove | 5. some |
| 2. shove | 4. done | 6. come |

Students have already learned ‘ou’ sounds like /ou/ as in *shout*, *ounce*, and *bounce*.

- Turn to **Vowel Code Flip Book page 4** and attach the Spelling Card ‘o_e’ on the appropriate space. Discuss the power bar for the /u/ sound.
- The next spelling is ‘ou’ as in *touch*.
- Write the following words on the board, one at a time, and call on a student to read each one.

- | | | |
|------------|----------|-------------|
| 1. country | 3. Doug | 5. southern |
| 2. young | 4. touch | |

The Tricky Word *some* can now be seen as part of a larger spelling pattern. It should be moved to the decodable word wall.

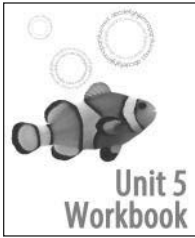
- Show students the Spelling Card for ‘ou’ > /u/ (*touch*). Read aloud the sample word. Discuss the power bar. Add the Spelling Card to the Vowel Code Flip Book.
- Today’s letter-sound correspondences can be found on the following pages of the Individual Code Chart:

Individual Code Chart

1. ‘o_e’ > /u/ (*come*) Individual Code Chart page 7
2. ‘ou’ > /u/ (*touch*) Individual Code Chart page 7

- Distribute the green markers. Have students turn to **Individual Code Chart page 7**. Guide students in outlining the appropriate cards and spellings on the chart.
- Shuffle the leaves you have prepared in advance.
- Hold up one of the leaves and call on a student to read the word aloud. Ask which branch the leaf belongs on, and have the student tape the leaf to the appropriate branch.
- Tell students to look at the Individual Code Chart. Ask students which of the two spellings, ‘o_e’ or ‘ou’, has the longest power bar. (They are both about the same.) Explain that although neither spelling is widely used, it is used in some common words and that is why we are learning it.

Fill in the Blank

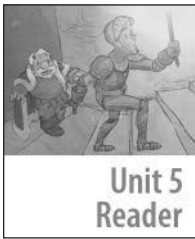


Worksheet 3.1

- Have students read aloud the words in the boxes on both sides of Worksheet 3.1.
- Remind students of different method they can use to sound out words, such as chunking and use of context.
- Work with students to complete the front of the sheet. Students should complete the back independently.

Reading Time

Partner Reading: "The Thief"



Chapter 2: "The Thief"

For the first time in the CKLA series, students will perform silent reading. Please be aware that silent reading for Grade 2 students at this point may not really sound silent; students may move their lips and read under their breath.

- Tell students they will read this story with a reading partner. Divide students into partner pairs. Explain to students that they will both read the first page silently, then one partner will read that page aloud. Next, they will both read the second page silently, then the other partner will read that page aloud, and so on. Remind students to use the Individual Code Chart to help sound out words and to ask their partners questions when they encounter confusing parts in the story.

Introducing the Story

Remind students that 'ie' is a tricky spelling, either representing the sound /ie/ as in *pie* or /ee/ as in *thief*.

- Ask students to turn to the Table of Contents and tell you the title of the story after "The Beginning." ("The Thief") Write *thief* on the board and read it aloud to students, asking them to repeat after you. Ask students if they know what a thief is. (a person who steals things) Talk about why it is wrong to steal things. Tell students today's story is about a thief who steals something from the king.

Previewing the Spellings

- Preview the following spellings before reading today's story:

Note: We strongly suggest you read each story prior to assigning the story to students to read. Based on students' needs, you may add or subtract the spellings to preview as appropriate.

'o_e' > /u/	'ou' > /u/	'o' > /u/	Compound words
love	coun try	ag on y	bed room
none	young	gall op	horse back
	could		sun rise

- You may preview the Tricky Word *father*. Tell students that the 'a' is not pronounced /a/, but rather /o/.

- In addition to previewing the spellings, make sure to use any words in a sentence to clarify meaning for students.

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s story.

1. **herring**—a salty fish
2. **my lord; your majesty**—respectful titles for a king (remind students about other titles you have discussed, such as Mr. and Mrs.)
3. **summoned**—sent for
4. **crack of dawn**—very early in the morning when the sun is beginning to rise
5. **mounted**—climbed up onto something above the level of the ground
6. **shot off like an arrow**—started quickly
7. **agony**—intense pain or suffering

Purpose for Reading

- Ask students to make a prediction about how King Alfred will react when he finds out something of his has been stolen. Tell students to read the story carefully to discover if their predictions are correct.

Wrap-Up

- Ask students to share adjectives for Sir Gus. (*fearful, absentminded, odd*)
- Discuss the following questions with students.

Discussion Questions on “The Thief”

1. *Evaluative* Were there any parts of the story that you found confusing? What questions did you ask yourself as you read? (Answers may vary.)
2. *Literal* What is stolen at the beginning of the story? (King Alfred’s ring)
3. *Literal* What does it mean to be in agony? (to be in great pain)
4. *Literal* In the story, King Alfred summons his knights. Can you think of a synonym for *summon*? (call)
5. *Inferential* I might say that Sir Gus is lazy. Can you read a sentence to support my adjective? (Answers may vary.)
6. *Inferential* Do you think Sir Gus will recover the king’s ring? Why or why not? (Answers may vary.)

Take-Home Material

“The Thief” and Story Comprehension Questions

- Students should take home Worksheets 3.2 and 3.3 to complete at home.

Lesson 4

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Read and write words with the inflectional ending *-ous* (RF.2.3d)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Use adjectives appropriately orally or in own writing (L.2.1e)
- ✓ Use sentence-level context as a clue to the meaning of a word or phrase (L.2.4a)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Adjective Hunt	<i>Sir Gus</i> ; “The Beginning”	10
Grammar	Adjectives	board	20
Reading Time	Close Reading: “All’s Well That Ends Well”	<i>Sir Gus</i> ; Worksheets 4.1, 4.2	30
Take-Home Material	The /u/ Sound and Reminder	Worksheet 4.3	*

Adjective Hunt

- For this Warm-Up activity, students will complete an adjective hunt using a story already read, “The Beginning.” Begin by reviewing the definition of an adjective. (a part of speech describing a noun) Ask students to quickly provide one or two adjectives for each of these nouns: *flower*, *book*, *pencil*.
- Now ask students to turn to Chapter 1 of *Sir Gus*. Tell them you will be playing a game today called Adjective Hunt. To play this game, students are to find as many adjectives as they can in the story “The Beginning” as a guided activity. You will record the words on the board to see how many adjectives they can find.
- Begin with this sentence: “King Alfred was in charge of a large land that stretched from the dark forests of the north to the sea in the south.”
- Tell students before finding the adjectives that they need to first find the nouns. Do this by identifying *land*, *forests*, and *sea* as some of the nouns in this sentence. Write the nouns on the board.
- Show students the adjectives describing the nouns *land* and *forests*. (*large* and *dark*) Write these words on the board next to their respective nouns.
- Direct students’ attention to the last sentence on page 10: “But Sir Gus liked a long soak in a bathtub better than a fight.”
- Have students identify the noun and adjective. *Soak* is the noun and *long* is the adjective.
- If time permits, direct students’ attention to the sentence on page 10: “He had a spear and a sword.”
- Ask students if they can think of adjectives to add to the sentence to describe the spear and sword to make it more interesting.
- Students may supply adjectives such as: *sharp*, *pointed*, *long*, *diamond-handled*.

Grammar

20 minutes

Adjectives

The goal for this lesson is not to have students memorize the definitions for the adjectives presented, but rather they recognize ‘ous’ as a suffix that signals a word is an adjective.

- Tell students they will learn about another group of adjectives ending in the suffix *-ous*. Write ‘ous’ on the board. Tell students that ‘ous’ seems to be a tricky spelling. We know ‘ou’ can sound like /ou/ or /u/. When ‘ous’ occurs at the end of a word, it is sounded as /u/ /s/.
- Write the word *famous* on the board and guide students as they sound it out. Tell them that the word *famous* is related to the word *fame*, so it describes a person who is well known by many other people, such as a musician, actor, or athlete.

- Ask students if they can think of other adjectives ending in the suffix *-ous*. Record their answers on the board.
- Write the following adjectives on the board, underline 'ous', have students sound out the word, and then discuss the meaning with students.

1. **monstrous**—(related to monsters) frightful, revolting
2. **disastrous**—(related to a disaster) most unfortunate
3. **nervous**—(related to nerves) uneasy, excitable, tense
4. **chivalrous**—(related to chivalry) considerate, loyal, polite
5. **enormous**—very big
6. **generous**—very giving; a large amount
7. **boisterous**—noisy and rough
8. **hideous**—horrible
Note: Students may need to make several attempts to decode hideous. They may try /hide/ /us/. Then they might try /hide/ /ee/ /us/. If they do not do so on their own, direct them to try /hid/ /ee/ us/.
9. **jealous**—resentful and wishing to have someone else's possessions
Note: to sound out *jealous*, students may first try /j/ /ee/ /l/ /ous/. Direct them to try /j/ /e/ /l/ /ous/.

- Have students pair each adjective with as many nouns as they can brainstorm. For example, ask students to name some nouns that might be *enormous*.
- Restate for students: adjectives are describing words, and some of them have the suffix *-ous*.
- Tell students to watch for these types of adjectives when they are reading and to try to include these words in their own writing.

Close Reading: “All’s Well That Ends Well”

Introducing the Story



Chapter 3: “All’s Well That Ends Well”

- Remind students that the last story they read was “The Thief.” Review with students: Who were the characters in that story? What were the main events?
- Tell students today’s story is “All’s Well That Ends Well.” Discuss the meaning of this phrase (if everything is fine at the end of a situation, then everything that happened in between, even if it was challenging, is okay as well).
- Note the contraction “All’s” in the title, created by using *all* + *is*.

Previewing the Spellings

- Preview the following spellings before reading today’s story.

Note: We strongly suggest you read each story prior to assigning the story to students. Based on students’ needs, you may add or subtract the spellings to preview as appropriate.

‘ou’ > /u/	‘o_e’ > /u/
coun try	glove
ner vous ly	come
young	
touched	
gen er ous	



Worksheets 4.1, 4.2

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s story.

1. **well**—1. a deep hole dug into the ground to reach underground water; a bucket is lowered down on a rope to access the water 2. everything is fine 3. an exclamation or expression of emotion
2. **ack!**—an exclamation used when someone is frustrated and surprised
3. **shiver**—to shake due to fear or the cold

Note to Teacher

In this lesson you will note the rigor of the close reading lesson has increased. In Units 2–4, students were asked simple questions as they learned to closely examine the text of a selection. In this lesson, students will become more aware of multiple-meaning words. They will reflect on the author’s purpose in using these multiple-meaning words. Although particular focus is on the multiple-meaning word *well* in this chapter, there are other multiple-meaning words that may be used to reinforce the concept that words can have more than one meaning. It is up to your discretion, based on students’ needs and time constraints, to further discuss these words.

After students have finished reading “All’s Well That Ends Well” with their partners, lead students in a close reading of the text by doing the following:

- asking text-dependent questions that require students to draw on evidence from the text;
- identifying and discussing general academic (Tier 2) vocabulary;
- discussing sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
- engaging students in a culminating writing activity completed independently, if possible.

There are many ways for students to respond to the questions you present, and you may want to change the way in which you ask for students’ responses in each lesson, or even during the lesson, to improve student engagement. Here are some suggestions:

- Have students work as partners. Following each question, direct students to consult with their partner about the correct response, before one student then raises his/her hand to respond.
- Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response, before one student then raises his/her hand to respond.
- Following a question, ask all students to provide a written response, before asking an individual student to respond orally.

Teacher Overview

(Note: You will need red, green, and blue markers for students in this activity. Simply use the markers you normally use for the Individual Code Charts.)

Main Idea and Key Details: The main idea of “All’s Well That Ends Well” is that Sir Gus, completely by accident, solves the mystery of the missing ring for the king. Key details of the text include: Sir Gus’s allergy to horses causes him to stop and seek a drink of water. Due to the itching from his allergy, Sir Gus loses his balance and falls into the well. After the young owner of the farm hauls Sir Gus out of the well, he offers Sir Gus some dry clothing. Robin’s cat causes Sir Gus to itch again, and in the course of knocking over a shelf in the farmhouse, Sir Gus discovers and retrieves the king’s ring.

Synopsis: The story “All’s Well That Ends Well” is Sir Gus’s continuing accidental success in serving the king.

Lesson

Text from Student Reader	Vocabulary Instruction	Text-Dependent Questions	Responses
<ul style="list-style-type: none"> The text of the student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. 	<ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence or paragraph. 	<ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
		Ask students to open their Workbooks to Worksheets 4.1 and 4.2.	
		Tell students that today they will focus on a commonly occurring word in this story.	
Page 24 All’s Well That Ends Well	well (multiple meaning)—everything is fine	Ask students if they can determine the meaning of the word <i>well</i> from the title of the story.	Answers may vary. Students may infer the meaning based on their previous meaning. You may wish to lead them in speculation that <i>well</i> may mean everything is fine; or it may mean a deep hole in the ground containing water; or it may mean something else. From this title alone, it is difficult to determine anything because there is so little context.
Sir Gus rode the king’s horse out into the country. He galloped over green land and lovely rolling hills.	galloped —ran fast	Ask students to use the text to describe the setting of the selection.	Students should report the setting (time and place) is somewhere in the country (green land and rolling hills). The time is sometime during the day, as the illustrations in the Reader indicate daytime—there are no drawings of darkness or night-time scenes.
All was well, until he began to itch. He scratched his leg. He scratched his neck. He tried to scratch his back and nearly fell off the horse. Nothing seemed to help. At last Sir Gus told himself he had better stop, lest he scratch himself right off the king’s horse! Sir Gus stopped in front of a farmhouse.	well (multiple meaning)—everything is fine lest —for fear of	In this context, can we tell the meaning of the word <i>well</i> ?	Students should respond that in this context it means everything is fine or satisfactory or pleasing. They can tell this as Sir Gus is riding along and the description of the scenery is lovely. The word <i>until</i> is used to signal a change is about to take place.

Lesson

Text from Student Reader	Vocabulary Instruction	Text-Dependent Questions	Responses
<ul style="list-style-type: none"> The text of the student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. 	<ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence or paragraph. 	<ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
<p>Near the farmhouse was a stone well. Standing near the well was a young, strong-looking man.</p> <p>Sir Gus spoke to the young man politely. “Pardon me, good sir,” he said, “may I drink from your well?”</p> <p>“Yes, you may,” said the young man.</p>	<p>well (multiple meaning)—a deep hole dug in the ground to reach underground water</p> <p>pardon me—another polite way to say <i>excuse me</i></p>	<p>In this context, can we tell the meaning of the word <i>well</i>?</p>	<p><i>Well</i> here refers to the hole in the ground containing drinking water. The text says, “may I drink from your <i>well</i>?”</p>
<p>Page 26</p> <p>Sir Gus went to draw water from the well. He grabbed the rope and began to tug on it. But then he felt the need to itch. He let go of the rope and started itching himself. Soon he was itching himself so hard that he started jumping up and down. He jumped up and down so much that he fell into the well and landed with a splash at the bottom.</p> <p>“Ack!” cried Sir Gus. “What have I done?”</p>	<p>well (multiple meaning)—a deep hole dug in the ground to reach underground water</p>	<p>In this context, can we tell the meaning of the word <i>well</i>?</p>	<p>Yes, the word <i>well</i> here continues to refer to the hole dug in the ground to reach underground water.</p>
<p>Page 28</p> <p>It was a good thing that Sir Gus was tall. The water in the well only came up to his chest.</p>	<p>well (multiple meaning)—a deep hole dug in the ground to reach underground water</p>	<p>Which meaning of the word <i>well</i> applies to this section of the text?</p>	<p>In this section of the text, the author is still referring to the hole in the ground containing water.</p>
<p>The young man peered down into the well.</p>	<p>peer (multiple meaning)—1. to look at; 2. one of equal standing,</p>	<p>What does the word <i>peered</i> mean in this context?</p> <p>Can you think of other meanings for <i>peer</i>? Can you think of a homophone for <i>peer</i>?</p>	<p>In this context, <i>peered</i> means looked at.</p> <p><i>Peer</i> also means one of equal standing. Students may know this as a reference to their peers in the classroom.</p> <p><i>Peer</i> is a homophone for <i>pier</i>—a structure built over water for boats to land</p>

Lesson

<p>Text from Student Reader</p> <ul style="list-style-type: none"> The text of the student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<p>Vocabulary Instruction</p> <ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. 	<p>Text-Dependent Questions</p> <ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence or paragraph. 	<p>Responses</p> <ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
<p>“Have no fear!” he shouted to Sir Gus. “I will help you. I will drop the bucket down. Take hold of it, and I will lift you up.”</p> <p>Sir Gus waited nervously at the bottom of the dark well. He did not like the dark or the cold water. His legs began to shiver and shake.</p> <p>The bucket came down the well. Sir Gus grabbed the bucket and held on tight.</p> <p>Slowly the young man began to bring Sir Gus up out of the well.</p>	<p>“Have no fear!”—reassurance to someone; do not be afraid</p>	<p>What evidence in the text lets you know everything is going to be okay?</p>	<p>The text tells us the plan to get Sir Gus out of the well. “I will help you. I will drop the bucket down. Take hold of it, and I will lift you up.”</p>
<p>Page 30</p> <p>As Sir Gus reached the top of the well, the young man offered the knight his hand.</p> <p>“Young man,” said Sir Gus, as he stepped out of the well, “I am touched by your generous deed. I would like to thank you for helping me. What is your name?”</p> <p>“My name is Robin,” replied the man.</p>	<p>generous (multiple meaning)—1. very giving; 2. a large amount</p> <p>deed—to perform a task</p> <p>touched (multiple meaning)—1. emotionally stirred; 2. to press gently with the hand or fingers</p>		
<p>“Well, then, Robin,” said Sir Gus, “I thank you.”</p>	<p>well (multiple meaning)—an exclamation or expression of emotion</p>	<p>How is the word <i>well</i> used differently here?</p>	<p>The word <i>well</i> is used here as an exclamation.</p>
<p>“You are welcome,” said Robin.</p>	<p>welcome—(derives from the Old English meaning a desired guest) used here to indicate the acceptance of thanks</p>		

Lesson

Text from Student Reader	Vocabulary Instruction	Text-Dependent Questions	Responses
<ul style="list-style-type: none"> The text of the student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. 	<ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence or paragraph. 	<ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
<p>The two men shook hands. Robin clasped the knight’s hand so tightly that water dripped from his glove.</p> <p>Robin smiled. “Come into my house,” he said. “I will find you some dry clothing.”</p> <p>Sir Gus went inside.</p> <p>“Sit down,” said Robin. “I will fetch you some dry clothing and something to drink.” Robin left the room.</p>	<p>clasp (multiple-meaning)—1. to grab; 2. the fastener on a piece of jewelry</p> <p>fetch—to find or gather or obtain</p>	<p>Robin says he will fetch some dry clothing and something to drink for Sir Gus. What does <i>fetch</i> mean?</p>	<p>The text says, “I will find you some dry clothing.” <i>Fetch</i> means to find or gather.</p>
<p>Page 32</p> <p>Sir Gus sat down on a wooden chair. As he did so, a large black cat jumped onto his lap. At once, Sir Gus began to itch all over. He got up and started jumping up and down. He jumped so hard that he knocked over a chair and bumped into a shelf.</p> <p>Some things fell off the shelf. As he bent down to pick these things up, Sir Gus spotted a ring. It was the king’s ring! Robin was the robber!</p>	<p>spotted (multiple meaning)—1. seen with one’s eyes; 2. having or marked with spots</p>	<p>Here, we learn that Robin was the robber. Why do you think the author chose Robin to be the robber’s name?</p>	<p>The name Robin includes the word <i>rob</i>. The name Robin also sounds like the action of robbing.</p>
<p>Page 34</p> <p>Sir Gus stood thinking for a moment.</p> <p>“There is no point fighting with the man,” Sir Gus said to himself. “That would be dangerous. I can tell by his grip that he is very strong.”</p> <p>Sir Gus grabbed the ring. Then he tiptoed quietly out of the house.</p>	<p>grip—a strong grasp</p>	<p>How could Sir Gus tell Robin’s grip was strong?</p>	<p>The text says, “Robin clasped the knight’s hand so tightly that water dripped from his glove.”</p>
<p>He mounted his horse and rode back to see the king.</p>	<p>mounted—climbed up on</p>		
		<p>Turn and Tell: How many meanings of the word <i>well</i> did you hear in this chapter? Which meaning was used the most?</p>	

Wrap-Up

- If time permits, have students circle the word *well* each time it appears in “All’s Well That Ends Well” on Worksheet 4.1. Then students should list the three meanings of *well* and the number of times each meaning was used on Worksheet 4.2.

Take-Home Material

The /u/ Sound and Reminder

- Ask students to complete Worksheet 4.3 at home, and remind students of the spelling assessment tomorrow.

Lesson 5

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Spelling Assessment	Worksheet 5.1	15
The /u/ Sound and Its Spellings	Spelling Alternatives Chart	Worksheets 5.2, 5.3; /u/ Spelling Tree; blank spelling leaves	20
Reading Time	Partner Reading: "The Hungry Troll"	<i>Sir Gus</i> ; Worksheet 5.4	25

10 Spelling Assessment

- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

1. mommy	6. pretty	11. neatly
2. daddy	7. grumpy	12. ugly
3. happy	8. jelly	13. slowly
4. angry	9. empty	14. funny
5. chilly	10. quickly	Tricky Word: alphabet

- Direct students' attention to the lines on the bottom of the worksheet.
- Tell students to write the sentence, "We can write the alphabet." Slowly repeat this sentence twice.
- At the end, read each spelling word once more.
- After all the words have been called out, tell students you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then onto the sentence.
- Circle the following words on the board. Ask students to turn Worksheet 5.1 over to the back and write the words in alphabetical order.

1. lance	2. eels	3. horse
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- Give students about three minutes to do this.
- Then, write the three words in alphabetical in order for students to correct their work.

1. eels	2. horse	3. lance
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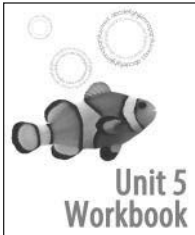
Note to Teacher

At a time later today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. You will find the Spelling Analysis sheet and directions at the end of this lesson. This will help you to understand any patterns that are beginning to develop or are persistent among individual students.

The /u/ Sound and Its Spellings

20 minutes

Spelling Alternatives Chart



Worksheets 5.2, 5.3

See the Pausing Point for additional instructional activities for the /u/ sound and its spellings.

- Have students tear out Worksheets 5.2 and 5.3.
- Explain that the chart on Worksheet 5.2 shows a set of words with the /u/ sound. The words have been sorted into columns according to the spelling used for /u/.
- Ask students to read the words in each column as a class. Use this as an opportunity to review any unfamiliar vocabulary by using the words in an oral sentence.
- Tell students that Worksheet 5.3 has a set of questions for them to answer using the chart on Worksheet 5.2.
- Have students complete these worksheets with a partner. Move around the room while students work. Discuss the questions with them and remind students of the spelling patterns for /u/.
- If time permits, ask some students to share the sentences they created for the last question.
- Have students select a few words from the chart to add to the Spelling Tree.

Reading Time

25 minutes

Partner Reading: "The Hungry Troll"



Unit 5 Reader

Chapter 4: "The Hungry Troll"

Introducing the Story

- Remind students that the last story they read was "All's Well That Ends Well."

Previewing the Spellings

- Preview the following spellings before reading today's story:

'o_e' > /u/	'ou' > /u/	'o' > /u/	'y' to 'i' and -es
come	coun try	no thing	carry—carr ies
	fa mous	broth ers	
		re cov ered	
		months	



Worksheet 5.4

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s story.

1. **troll**—an ugly and nasty character in fairy tales who usually lives in caves or under bridges
2. **monstrous**—(related to monsters) an adjective meaning something is terrible and horrifying, like a monster
3. **thunderous**—(related to thunder) an adjective describing a loud noise like thunder
4. **sire**—a title of address used for a man of royalty
5. **loathsome**—highly offensive

Purpose for Reading

- Tell students they will read this story with a reading partner. Remind students that, just as before, they will both read the first page silently, then one partner will read that page aloud. Next, they will both read the second page silently, then the other partner will read that page aloud, and so on. Remind students to use the Individual Code Chart to help sound out words and to ask their partners questions when they encounter confusing parts in the story.
- Ask students to think of King Alfred and his personality, and predict what he will do when he receives his stolen ring.
- If students finish early, they should work with their partner and complete Worksheet 5.4.

Wrap-Up

- Discuss the following questions with students.

Discussion Questions on “The Hungry Troll”

1. *Literal* What does Sir Gus do with the ring? (He gives it back to the king.)
2. *Inferential* What does it mean to say the knights “carried with them” the story of Sir Gus and the ring? (They traveled back to their homes and told everyone the story they had heard.)
3. *Literal* Why didn’t Sir Gus hear the troll? (He was sleeping and snoring.)
4. *Inferential* The king sends a knight to fetch Sir Gus. What is a synonym for *fetch*? (*get*)
5. *Inferential* Why does Sir Gus say “Doe, your dajesty” instead of “No, your majesty”? (He has a cold and his nose is stuffed up, changing his speech. You might want to let students try holding their nose shut with their fingers and saying the phrase, “No, your Majesty,” so they can hear that a stuffy nose really does impact speech!)

- Ask students to turn to Worksheet 5.4, if they have not already done so, and complete it with their partners.

Spelling Analysis Directions

Unit 5 Lesson 5

- Students are likely to make the error of spelling the sound /ee/ with an ‘e’ as opposed to the letter ‘y’. Additional practice has been provided in the Pausing Point pages for this lesson.
- The second most likely error may be one of incorrectly alphabetizing the words on the back of the spelling assessment. Additional instruction will be given with this skill as the unit progresses.
- Although any of the above student-error scenarios may occur, you should still be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors the student makes in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors on double consonants?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?

Lesson 6

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Use adjectives appropriately, orally and in own writing (L.2.1e)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Introduce Spelling Words and Practice Alphabetical Order	spelling words on index cards; tape	10
Today's Spellings	The /u/ Sound and Other Spellings Baseball Game	board; prepared index cards	15
Small Group	Review of the /u/ Sound	Worksheets 6.2, 6.3	15
Grammar	Subject and Predicate	board	20
Take-Home Material	Spelling Letter and Alphabetizing	Worksheet 6.1	*

Advance Preparation

If you have not done so, you will need to write the alphabet vertically on the board for students to reference as you practice alphabetical order. Write the spelling words on index cards for the Warm-Up.

You will also need to write the following words on index cards or paper for the Baseball Game review of spellings.

- | | | | |
|------------|----------|-------------|--------------|
| 1. chief | 6. cents | 11. monkey | 16. honey |
| 2. thief | 7. gem | 12. firefly | 17. other |
| 3. cookie | 8. since | 13. touch | 18. dozen |
| 4. stories | 9. glove | 14. golf | 19. nothing |
| 5. field | 10. ton | 15. mother | 20. southern |

Finally, write the words in the following sentences on index cards for the Grammar activity. Write one word on each card. Capitalize the first word of each sentence and add the period after the last word in each sentence.

1. The bike rolled down the hill.
2. The old farmer plowed his field.
3. Beth frowned.
4. My smart dog performs fancy tricks.

Spelling

10 minutes

Introduce Spelling Words and Practice Alphabetical Order

- Read each spelling word to students. Next have students read aloud each word as you tape the spelling words to the board in random order. (You are **not** taping words to the alphabet at this time.) Point out to students each of the words contains either 'y' or 'igh' as the /ie/ sound. If there is time, please have students guide you in circling the letters for the /ie/ sound in each word.

- | | | |
|---------------|-----------|-----------------------------|
| 1. knight | 6. light | 11. nearby |
| 2. might | 7. bright | 12. trying |
| 3. high | 8. crying | 13. sky |
| 4. right | 9. pry | 14. drying |
| 5. frightened | 10. why | Tricky Word: kingdom |

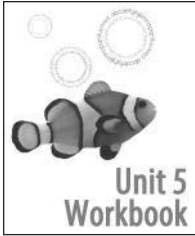
- Remind students that they have been practicing placing words in alphabetical order. Discuss the importance of knowing how to alphabetize words.
- Tell students you will put the spelling words in alphabetical order by matching the first letter of the word to the alphabet letters on the board. Remove the spelling word cards one at a time from the board and fold over the card so only the first letter of each word is visible.
- Ask students to tell you where each spelling word should go on the alphabet list. Tape the words beside each letter, matching the letters as you go along. Tape the cards one at a time beside the matching letter on the alphabet written on the board.
- Unfold each word.
- Have all students read the words aloud, and tell students the spelling words are now in alphabetical order.

The /u/ Sound and Other Spellings Baseball Game

- Today you will review all of the spellings for /u/, 'ie' as /ee/, and other past spellings.
- Write these spellings on the board:
 - 'o' > /u/ (*son*)
 - 'ou' > /u/ (*touch*)
 - 'o_e' > /u/ (*come*)
 - 'ie' > /ee/ (*cookie*)
 - 'ie' > /ie/ (*tie*)
- Ask students to give you one or two sample words for each of the spellings.
- Shuffle the cards you have prepared.
- Draw a baseball diamond on the board.
- Divide the class into two teams, having one team at a time come to the front of the room and line up in front of the board. (Alternately, you may choose to have students stay seated and divide the class into teams by the manner in which they are seated.) Each team takes a "turn at bat" as follows:
 - Set a timer for 10 minutes, and tell students whichever team has the most runs when the timer rings is the winning team. Point out that accuracy is important, but so is speed when reading words quickly. The more turns players have to read words, the more likely their team is to score runs.
 - Pick a card from the stack and ask the first person on the team to read it aloud. If the word is read correctly, draw a line from home plate to first base, signifying a "hit." This player then goes to the back of his team's line, while the next player comes forward to read the next card. If she reads the word correctly, draw a line from first to second base. Play continues this way. If the fourth player reads the word correctly, draw a line from third base to home plate and mark "1 run" for the team. Play continues for this team so long as no words are misread; when one word is misread, the next team takes its turn at bat.

Please see the Pausing Point for additional instructional activities for the /u/ sound.

Review of the /u/ Sound



Worksheets 6.2, 6.3

- **Small Group 1:** Use Worksheet 6.2 to work with students needing more review of the spellings of the /u/, /ee/, and /ie/ sounds. Have students read each word aloud and then circle the correct spelling.
- **Small Group 2:** Assign Worksheet 6.3 for students ready to work independently on a grammar challenge. If students finish early, they may complete Worksheet 6.2 independently.

Grammar

Subject and Predicate

- Tell students they are going to learn how the parts of speech they have studied (nouns, verbs, adjectives) can be combined to make sentences.
- Write the following sentence on the board: *The brown dog barked loudly.*
- Ask a student to read the sentence aloud. Ask students what comes at the beginning and at the end of a sentence. (a capital letter; a period or other final punctuation mark)
- Point to the word *dog* and ask students what part of speech it is. (noun) Circle the word *dog*.
- Point to the word *barked* and ask students what part of speech it is. (verb) Draw a wiggly line under the word *barked*.
- Point to the word *brown* and ask students what part of speech is this. (adjective) Draw an arrow from *brown* to *dog*. This arrow shows the adjective describes the noun.
- Tell students every sentence expresses a complete thought. In order to be a complete thought, every sentence must have two parts: a subject and a predicate. Write *subject* and *predicate* on the board and read the words aloud.
- Explain the subject includes the different parts of speech telling who or what a sentence is about. Ask students who or what this sentence is about. (the brown dog) Underline *The brown dog* once. Explain the subject often contains a noun; in this case, the noun is *dog*.
- Explain that the subject may also contain some other words. Explain that that the subject of this sentence also contains the word *brown*, an adjective, as well as the word *the*.
- Tell students that the other part of a complete sentence is the predicate. The predicate describes what the subject is or does and always includes a verb.
- Ask what the subject, *the brown dog*, is doing in this sentence. (barking loudly) Underline the predicate twice.

Students may ask what the remaining words in the sentence are called. We will not teach articles, adverbs or other parts of speech at this point; however, if students ask about them, feel free to give them this information.

- Reiterate that the predicate must always contain at least one verb. Ask students to identify the verb in this sentence. (*barked*)
- Explain the predicate may also contain some additional words. The predicate of this sentence also includes the word *loudly*.
- Ask students which comes first in this sentence, the subject or the predicate. (the subject) Explain the subject comes before the predicate in most English sentences, but not all of them.
- Repeat the same steps for this sentence: *The blue fish swims in the bowl*.
- Have students identify the nouns, verb, and adjective: circle the nouns, draw a wiggly line under the verb, and draw an arrow from the adjective to the noun.
- Next, remind students that the subject tells who or what the sentence is about. Ask students to identify the subject and ask what this sentence is about. (the blue fish)
- Underline the subject *The blue fish* once. Point out that the subject includes the noun *fish*.
- Next, ask students to identify the predicate; what does the subject do? (swims in the bowl)
- Underline the predicate twice. Point out the predicate includes the verb *swims*.
- Point out that *bowl* is a noun, but it is part of the predicate. There are many nouns in sentences, and you can't assume a noun is always in the subject of the sentence.
- Ask which comes first in this sentence, the subject or the predicate. (subject)
- For the next sentence, distribute six word cards for *The bike rolled down the hill*. to six students.
- Ask students to arrange themselves in front of the class so that the words are in an order that makes sense.
- Discuss the parts of speech in the sentence.
- Ask students to identify the words making up the subject of the sentence. (Remind them that the subject tells who or what the sentence is about.)
- Have a student “underline” the subject by holding an arm under the cards for *The bike*.
- Have another student identify the predicate and “double underline” it by holding two arms under *rolled down the hill*.

- Repeat these steps for at least one more of the sentences in the following box, discussing the sentence and marking the subject and predicate with “arm underlining.”

1. The old farmer plowed his field.
2. Beth frowned.
3. My smart dog performs fancy tricks.

- Write the following on the board:

Subject + Predicate = Complete Sentence

- Tell students that a sentence must have both subject and predicate to be a complete sentence.
- Ask students, “If I just have the subject, do I have a complete sentence?” (no)
- “If I have just the predicate, do I have a complete sentence?” (no)
- “What do I need in order to have a complete sentence?” (both subject and predicate)

Take-Home Material

Spelling Letter and Alphabetizing

- Have students take Worksheet 6.1 to complete at home.

Lesson 7

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Acknowledge differences in the points of view of characters, including by speaking in a different voice for characters in the story “The Spelling Spoilers” (RL.2.6)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Read and write words with the following letter-sound correspondences: ‘a’ > /ə/ (*about*), ‘e’ > /ə/ (*debate*) (RF.2.3e)
- ✓ Read the following Tricky Word: *schwa* (RF.2.3f)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Use adjectives appropriately, orally or in own writing (L.2.1e)
- ✓ Use sentence-level context as a clue to the meaning of a word or phrase (L.2.4a)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Review Subject and Predicate		10
The /ə/ Sound and Its Spellings	Introduction: Schwa /ə/	Vowel Code Flip Book; Spelling Cards ‘a’ > /ə/ (<i>about</i>), ‘e’ > /ə/ (<i>debate</i>); Individual Code Chart; markers; prepared Spelling Tree and leaves; tape	20
	The “Spelling Spoilers” Story	Worksheet 7.1	15
Reading Time	Close Reading: “The Hungry Troll”	<i>Sir Gus</i> ; Worksheet 7.2	15
Take-Home Material	Fill in the Blank	Worksheet 7.3	*

Advance Preparation

Prior to the lesson, make a simple drawing of two ladders on the board. At the top of each ladder write, “Winner!”

Additionally, you will need to prepare a Spelling Tree for /ə/. For today, you will need to prepare two branches for the tree. One of the branches will be the ‘a’ branch and the other will be the ‘e’ branch. Prepare the following leaves for the ‘a’ branch: *about*, *alike*, *afraid*, *China*, *America*, and *appear*. Also prepare these leaves for the ‘e’ branch: *debate*, *appetite*, *decide*, and *category*. You might want to think about using some of the students’ names to illustrate the /ə/, such as: *Linda*, *Martha*, *Evan*, *Adam*, *Steven*, and *Jeremy*.

Note to Teacher

In this lesson you will introduce students to the concept of schwa. Schwa can be a major obstacle on the road to fluent reading and an even more serious impediment on the road to good spelling. The Introduction to this unit describes schwa in some detail. If you have not read the Introduction, we recommend you do so before teaching this lesson and the ones following.

In this lesson, you will give a teacher-led presentation on schwa. Then you will present a fictional read-aloud about schwa called “The Spelling Spoilers.” Be sure to read the story before presenting it to the class as a read-aloud. You will be asked to customize the text in some places, e.g., filling in your name, the name of your school, and the name of your community.

Warm-Up

10 minutes

Review Subject and Predicate

- Take a moment to review: the subject of a sentence tells who is doing something and contains nouns. The subject often comes in the beginning of a sentence. The predicate of the sentence contains the verb and tells what is happening in the sentence.
- Tell students today you will play a game to review subject and predicate in sentences. The name of the game is “Climb the Ladder.”
- Divide the class into two teams.
- Tell students you will read some sentences aloud to them. Ask them to provide the subject and predicate. Each time they are correct, their team moves up one more rung on the ladder. The first team to the top is the winner.

1. The bike rolled down the hill.
2. Two cats chased the mouse.
3. Jeff loves to read.
4. Mike wrote a letter.
5. I built a play house.
6. Ben likes apples.
7. Jesse’s dad makes funny jokes.
8. Jamie’s mom likes to run.
9. Jim works hard.
10. Matt went bowling.

Introduction

20 minutes

- Before beginning the lesson, display the Vowel Code Flip Book and the Spelling Cards mentioned in the At a Glance section.

Vowel Code Flip Book

1. 'a' > /ə/ (*about*) Vowel Code Flip Book page 6
2. 'e' > /ə/ (*debate*) Vowel Code Flip Book page 6

- Ask students to provide some vowel sounds they have learned so far. They may refer to the Individual Code Chart.
- Remind students that every English word must contain a vowel sound.
- Remind them that words containing more than one vowel sound also have more than one syllable. A word has as many syllables as it has vowel sounds.
- Tell students that today they are going to learn a new vowel sound. The name of the sound is schwa, but that is not the sound it makes.
- Write the word *schwa* on the board. Explain the tricky part: 'sch' > /sh/.
- Have the class say *schwa*.
- Write the symbol for schwa, /ə/, on the board and explain that this is the symbol for schwa, which is a vowel sound.
- Explain that the exact pronunciation of schwa differs from person to person, place to place, and word to word. However, in many words and many parts of the United States, schwa sounds a lot like /u/. In some words and some regions of the United States, it is pronounced more like /i/. Write *about* on the board and ask students how they might expect it to be pronounced. (They might expect it to be pronounced /a/ /b/ /ou/ /t/ or /ae/ /b/ /ou/ /t/.)
- Explain that this word is usually pronounced /ə/ /b/ /ou/ /t/.
- Ask students if they can see how this could pose a challenge when they are reading. If students initially try to pronounce the first vowel sound in *about* as /a/ or /ae/, it will not sound like a recognizable English word. They will need to revise their first try and replace the initial sound with a schwa sound similar to /u/.
- Ask students to consider how this can pose a problem for spelling as well: if they spell *about* the way it sounds, they may be tempted to write *ubout*.
- Repeat the same steps with *afraid* and *China*. For each word, ask students to generate a hypothetical pronunciation; then tell them the actual pronunciation. Discuss why each word might pose a problem while reading and while spelling. Point out that students may be tempted to spell *afraid* with an initial 'u' and *China* with a final 'u'.
- Tell students they will often see 'a' > /ə/ at the very beginning of a word, as in *about*, or at the very end, as in *China*.

- Turn to the **Vowel Code Flip Book page 6** and put the Spelling Card ‘a’ > /ə/ (*about*) on the appropriate space. Have students read the sample word. Discuss the power bar.
- Today’s letter-sound correspondences can be found on the following pages of the Individual Code Chart.

Individual Code Chart

1. ‘a’ > ə (*about*) Individual Code Chart page 7
2. ‘e’ > ə (*debate*) Individual Code Chart page 7

If *the*, *a*, *what*, and *was* are understood as containing the /ə/ sound, then they are no longer tricky and can be removed from the Tricky Word wall.

- Distribute the markers. Have students turn to **Individual Code Chart page 7**. Guide students in outlining the appropriate cards and spelling on the chart.
- Explain that other spellings can also stand for a schwa sound. Another spelling for schwa in many words is ‘e’.
- Write the following words on the board, and ask students to tell you which letters make the /ə/ sound so you can circle them.

- | | | |
|------------|-------------|--------------|
| 1. benefit | 3. decay | 5. Tennessee |
| 2. severe | 4. appetite | |

- Students should hear a schwa in most of these words, but do not worry if they only hear it in some of them. **Remember:** Pronunciation varies from person to person, word to word, and region to region.
- Turn to **Vowel Code Flip Book page 6** and put the Spelling Card ‘e’ > /ə/ (*debate*) on the appropriate space. Have students read the sample word. Discuss the power bar.
- Direct students’ attention to the leaves you have prepared. Ask students to read the leaves and place them on the proper branch of the Spelling Tree.

“The Spelling Spoilers”

15 minutes

- Be sure to read the story to yourself before reading it to the class, because there are places where you will need to fill in your name, the name of your school, and the name of your community.
- Read aloud “The Spelling Spoilers” on the following pages. The story describes a group of troublemakers called the Spelling Spoilers, who are trying to ruin students’ spelling by convincing them to spell schwa with the letter ‘u’.
- You will also need to write on a board as you present the read-aloud.
- Use your best “TV-villain voice” to make the Head Spelling Spoiler sound as villainous as possible. His laughter is meant to sound like the schwa sound: “/u/ . . . /u/ . . . /u/!” If you find that difficult to say, you can have him laugh like this: “huh . . . huh . . . huh!”



Worksheet 7.1

- As you present the read-aloud, be sure to point out to students the pictures of the Spelling Spoilers on Worksheet 7.1.



The Spelling Spoilers

Deep in his underground lair, the Head Spelling Spoiler spoke to the other Spelling Spoilers.

“Fellow Spoilers, our plot to ruin spelling in the United States is going well!”

He paused to let out a long cackle of strange-sounding laughter: “/u/ . . . /u/ . . . /u/!”

[Point to the first picture on Worksheet 7.1.]

The Head Spelling Spoiler went on: “There are lots of children out there who can’t spell well. And there are lots of adults who can’t spell well either. And, best of all, there are adults who are telling the children that English spelling makes no sense. All of these things show that our master plan to ruin spelling in this country is working!”

Then he cackled again: “/u/ . . . /u/ . . . /u/!”

All of the other Spoilers began whispering happily among themselves.

Then the Head Spoiler lowered his voice and began speaking again.

“But I am afraid the news is not all good.”



[Point to the second picture on the first line of Worksheet 7.1.]

The other Spoilers fell silent.

“I have received an alarming report from [insert name of your town]. It seems the students at [insert name of your school] are learning what they need to know to become very good spellers.”

The Spoilers fidgeted in their seats nervously.

“I am especially concerned about Mr./Ms. [insert your name]’s class. I am told students in that class know five ways to spell the /oe/ sound.”

The Spoilers moaned.

“I am told students in Mr./Ms. [insert your name]’s class know four ways to spell the /ae/ sound.”

The Spoilers groaned.

“And, worst of all, I am told students in Mr./Ms. [insert your name]’s class know seven ways to spell the /ee/ sound.”

The Spoilers gasped.

“No! It can’t be true!” cried one of the Spoilers.

The Head Spelling Spoiler spoke again: “Fellow Spoilers, I don’t have to tell you the situation is serious. If those students can spell sounds like /ae/, /oe/, and /ee/, they are on the verge of becoming good spellers. There’s only one thing that can stop them from becoming really good spellers. And that is our old friend, schwa.”



[Point to the schwa picture on Worksheet 7.1.]

Ah, yes, schwa! The spoilers all smiled and nodded. They knew that schwa had been messing up children's spelling for many years. Schwa caused more spelling problems than almost anything else. It was a Spelling Spoiler's best friend.

"You Spoilers all know schwa is a sound that sounds a lot like /u/. But it is not necessarily spelled with the letter 'u'. And that's just what we need to ruin the children's spelling! /u/ . . . /u/ . . . /u!/"

"Now, the next few weeks are going to be very important. I want all of you to make yourselves invisible. Then I want you to go out to Mr./Ms. [insert your name]'s classroom. Whenever the students are writing, and they come to a word that has the schwa sound in it, I want you to be there, whispering in their ears, 'Spell it with a 'u'! Spell it with a 'u'!"

All the Spoilers started to chant: "Spell it with a 'u'! Spell it with a 'u'!"

"That's the spirit!" said the Head Spoiler. "If we can get them to spell the schwa sound with a 'u', they will make hundreds of mistakes."

He cackled: "/u/ . . . /u/ . . . /u!/"

[Point to the fourth picture on Worksheet 7.1.]

"If we can get them to spell the schwa sound with a 'u', they will write the word *about* like this."



[Write *about* on the board.]

"Whereas we know it is really spelled like this."



[Cross out *about* and write *about*.]

"If we can get them to spell the schwa sound with a 'u', they will write *reporter* like this."

 [Write *ruporter* on the board.]

“Or maybe like this.”

 [Write *riporter* on the board.]

“Whereas we know it is really spelled like this.”

 [Cross out *ruporter* and *riporter*; write *reporter* on the board.]

“And, best of all, they will write *America* like this.”

 [Write *Umericu* on the board.]

“Whereas we know it is really spelled like this.”

 [Cross out *Umericu* and write *America* on the board.]

“Ah, how I love to see the word *America* spelled with two u’s!”

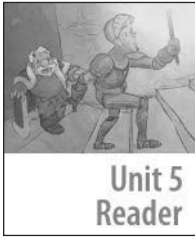
He cackled his loudest cackle yet: “/u/ . . . /u/ . . . /u/!”

“So, my little Spoilers, you know what to do! Get out there and whisper in their ears! Convince them to spell every schwa sound with a ‘u’! Turn their spelling into rubbish! Spoil their spelling! /u/ . . . /u/ . . . /u/!”

[Point to the last picture on Worksheet 7.1.]



Close Reading: “The Hungry Troll”



Chapter 4: “The Hungry Troll”

- Students will reread “The Hungry Troll” today with their partners.
- Have students partner read “The Hungry Troll.”
- After students have finished reading “The Hungry Troll” with their partners, lead students in a close reading of the text by doing the following:
 - asking text-dependent questions that require students to draw on evidence from the text;
 - identifying and discussing general academic (Tier 2) vocabulary;
 - discussing sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
 - engaging students in a culminating writing activity completed independently, if possible.
- There are many ways for students to respond to the questions you present, and you may want to change the way in which you ask for students’ responses in each lesson, or even during the lesson, to improve student engagement. Here are some suggestions:
 - Have students work as partners. Following each question, direct students to consult with their partner about the correct response, before one student then raises his/her hand to respond.
 - Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response, before one student then raises his/her hand to respond.
 - Following a question, ask all students to provide a written response, before asking an individual student to respond orally.

Note to Teacher

Today’s lesson focuses on the author’s use of adjectives in the story.

Teacher Overview

Main Idea and Key Details: The main idea of “The Hungry Troll” is that Sir Gus returns home to undeserved accolades. All is well in the kingdom until a Troll begins to bellow and threaten the people of the kingdom. Key details of the text include: A hungry troll, who wakes up in the dead of winter and begins to bellow. Trolls eat people so the king and his citizens are frightened. All of the knights arrive except Sir Gus. Sir Gus has a head cold and is still sleeping when the king needs him. One of the knights proposes a plan to make a fire near the troll’s home and frighten it. All of the knights ride out to make the fire except Sir Gus, who, instead, has a piece of pie.

Synopsis: The story “The Hungry Troll” is about the king summoning his knights to fix the problem of a hungry troll who is threatening the citizenry.

Lesson

<p>Text from Student Reader</p> <ul style="list-style-type: none"> The text of the student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<p>Vocabulary Instruction</p> <ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. 	<p>Text-Dependent Questions</p> <ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph. 	<p>Responses</p> <ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
<p>Page 36</p> <p>King Alfred was delighted when Sir Gus gave him his ring. “How did you find it so quickly?” he asked. Sir Gus shrugged and said, “It was nothing, sire—just a bit of good luck.”</p>	<p>shrugged—lifted the shoulders</p> <p>sire—title of address for a man of authority</p>	<p>In the opening sentence there is an adjective that describes King Alfred; what is the adjective?</p>	<p><i>delighted</i>—“King Alfred was delighted when Sir Gus gave him his ring.”</p>
<p>“I see you are not only brave and clever,” said the king. “You are modest as well!”</p> <p>The king slipped the ring back on his finger. Then he had all his other knights come to a meeting.</p> <p>“Knights,” he said, “brave Sir Gus has recovered my ring. You may all go home.”</p> <p>The knights rode off to their homes in the country. They carried with them the story of Sir Gus and the king’s ring.</p>	<p>modest—not bold or bragging</p> <p>as well—in addition to</p>	<p>Direct students to notice the word <i>well</i> occurs again in this story. Does it mean the same as the previous definitions of <i>well</i>?</p> <p>What adjectives does King Alfred use to describe Sir Gus?</p>	<p>No—this use of <i>well</i> means in “addition to.” The king lists two characteristics of Sir Gus and then lists a third: modesty.</p> <p><i>Brave, clever, and modest</i> are all adjectives used to describe Sir Gus.</p>

Lesson

Text from Student Reader	Vocabulary Instruction	Text-Dependent Questions	Responses
<ul style="list-style-type: none"> The text of the student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. <p>The story was told far and wide. Sir Gus became a very famous knight. Page 38</p> <p>For a long time, all was well. Each day the king would hunt, fish, and eat. Each night he slept peacefully in his bed.</p> <p>Months passed. Then one snowy winter morning, there came the sound of thunder. Except it was not thunder. It was the thunderous cry of a troll.</p> <p>The troll had woken from a long sleep. It was very hungry. A troll is a monstrous beast. It will eat a lot of things, but it is very fond of people.</p> <p>King Alfred was frightened. He woke up when the troll cried out. He feared for the safety of his kingdom. He sent for his knights.</p>	<ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. <p>famous—widely known</p> <p>thunderous—(related to thunder) an adjective describing a loud noise like thunder</p> <p>monstrous—(related to monsters) an adjective meaning something is terrible and horrifying, like a monster</p>	<ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph. <p>All three words have the suffix <i>-ous</i>. What do you notice about these three words?</p>	<ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text. <p>Allow students time to brainstorm with a partner before asking for their conclusions. Students should indicate that these words are adjectives.</p>

Lesson

Text from Student Reader	Vocabulary Instruction	Text-Dependent Questions	Responses
<ul style="list-style-type: none"> The text of the student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. 	<ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph. 	<ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
<p>Page 40</p> <p>At once, eleven brave knights came. They too were woken by the loud cry of the troll.</p> <p>However, Sir Gus the Fearless did not come. The cries of the troll had not woken him. He was still tucked up in bed snoring. At last, the king could wait no longer. He sent one of the other knights to fetch Sir Gus.</p> <p>Sometime after lunch, Sir Gus came. He was tired and hungry. He had a bad cold. His nose was swollen and red.</p> <p>“What kept you?” asked the king. “Did you not hear the sound of the troll?”</p>	<p>cry—a loud call</p> <p>fetch—to go and get someone or something (We learned this in the last close reading lesson—you may wish to ask students to recall the meaning of this word.)</p>	<p>What adjectives can you find in the text, on this page only, to describe Sir Gus?</p>	<p><i>Fearless, tired, hungry; swollen and red</i> (his nose); acceptable answers would also include the word <i>bad</i> to describe the cold Sir Gus has.</p>
<p>“Doe, your <i>dajesty</i>,” said Sir Gus, “I did <i>dot</i>. I have a <i>dold</i> in my <i>doze</i>,” replied Sir Gus.</p>		<p>Why does the author write certain words in this sentence using italics?</p>	<p>The author has these words written in this way to point out the way Sir Gus speaks with his stuffed-up nose due to his cold.</p>
<p>“Well it must have stopped up your ears, too!” said the king.</p>	<p>well—an exclamation of emotion</p>	<p>Does this use of <i>well</i> fit one of the definitions we previously identified for it?</p>	<p>Yes—it is an exclamation of emotion.</p>
<p>“Hear me, knights! I am concerned. We must do something to stop this monstrous troll! We must keep this loathsome beast from eating all of the people in my kingdom! Who has a plan?”</p>	<p>loathsome—very unpleasant (derives from the Old English word for <i>evil</i>)</p> <p>beast—a dangerous creature</p>	<p>What are some of the adjectives describing the troll in the text so far?</p>	<p><i>Monstrous, loathsome.</i></p>

Lesson			
Text from Student Reader	Vocabulary Instruction	Text-Dependent Questions	Responses
<ul style="list-style-type: none"> The text of the student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. 	<ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph. 	<ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
<p>Page 42</p> <p>“If I may, your majesty,” said the knight known as Sir Tom, “I know that trolls are scared of fire. We could make a fire near the troll’s home and scare it.”</p> <p>“I like it!” said the king. “See that it is done!”</p> <p>Eleven of the knights went to get torches. Then they rode off to find the troll.</p> <p>Sir Gus, however, did not ride off at once. He crept into the king’s kitchen and helped himself to a big slice of pie.</p>		<p>Why did Sir Gus go to the kitchen for a slice of pie? (This answer will be inferential.)</p>	<p>Acceptable conclusions would be: Sir Gus feels too sick to go with the other knights. Sir Gus is hungry. Sir Gus doesn’t really want to go with the others. Sir Gus is frightened.</p>
		<p>Turn and Tell: Talk with your partner about the author’s use of adjectives to describe either Sir Gus or the troll.</p>	

Wrap-Up

- If time permits, ask students to turn to Worksheet 7.2. Students should choose one of the two characters and begin recording adjectives for the characters.

Take-Home Material

Fill in the Blank

- Students should take Worksheet 7.3 home to complete with a family member.

Supplemental Materials

- Newly decodable words:

- | | | |
|------------|---------------|---------------|
| 1. about | 12. Alabama | 23. important |
| 2. along | 13. Alaska | 24. benefit |
| 3. around | 14. across | 25. deposit |
| 4. away | 15. above | 26. hello |
| 5. was | 16. among | 27. severe |
| 6. what | 17. amount | 28. telescope |
| 7. America | 18. ahead | 29. category |
| 8. China | 19. alive | 30. decay |
| 9. Africa | 20. apartment | 31. decide |
| 10. India | 21. ago | |
| 11. Canada | 22. another | |

- Phrases and sentences:

- | | |
|--|---|
| 1. all the tea in China | 10. Africa is the second largest continent. |
| 2. What goes around comes around. | 11. Rebecca has a big appetite. |
| 3. When the cat's away, the mouse will play. | 12. There is a scar on his abdomen. |
| 4. above and beyond | 13. Make no bones about it. |
| 5. agree to disagree | 14. If it's not one thing, it's another. |
| 6. under attack | 15. Great minds think alike. |
| 7. nothing to be afraid of | 16. going the extra mile |
| 8. The cement is still wet. | 17. Misery loves company. |
| 9. She is waving an American flag. | |

- Wiggle Cards:

- | | |
|---------------------------|---------------------------------|
| 1. say hello to a pal | 5. act afraid |
| 2. spin around | 6. act like an adult |
| 3. line up along the wall | 7. pretend you are asleep |
| 4. strike a heroic pose | 8. pretend to blow up a balloon |

Code Knowledge

- Before today's lesson, if students read 1,000 words in a trade book, on the average 787–898 would be 100% decodable.
- After today's lesson, if students read 1,000 words in a trade book, on the average 829–914 would be 100% decodable.
- The spelling 'a' can be pronounced as: /a/ as in *cat*, /æ/ as in *table*, /ɑ/ as in *water*, or /ə/ as in *about*.
- The spelling 'e' can be pronounced as: /e/ as in *bed*, /ee/ as in *secret*, or /ə/ as in *debate*.

Lesson 8

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Read and write words with the following letter-sound correspondences: 'a' > /ə/ (*about*), 'e' > /ə/ (*debate*) (RF.2.3e)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Vowel Code Flip Book and Parts of Speech Review	Vowel Code Flip Book; pointer	10
Today's Spelling	Review of Schwa and the /u/ Sound	/u/ and schwa Spelling Trees; board; Worksheet 8.1	20
Reading Time	Whole Group: "Fire!"	<i>Sir Gus</i> ; Worksheet 8.2	30
Take-Home Material	"Fire!"	Worksheet 8.3	*

Vowel Code Flip Book and Parts of Speech Review

- Tell students you are going to do a quick review of verbs followed by sounds from the Vowel Code Flip Book.
- Say, “*He swims.*” and ask a student to identify the verb.
- Once the verb has been correctly identified, repeat it and ask a student to tell you the vowel sound in the word *swims*. (/i/)
- Once the vowel sound has been correctly identified, ask a student to turn to the page on the Vowel Code Flip Book that shows the spelling or spellings students have learned for this sound.
- Students should be able to summarize what the class has learned, e.g., “We learned to spell the sound /i/ with the letter ‘i’ or the letter ‘y’.” Ask students which way the /i/ is spelled in the word *swims*.
- Repeat these steps with the additional sentences below.

- | | |
|--------------------|---------------------|
| 1. They play. /æ/ | 4. I wrote. /oe/ |
| 2. She hides. /ie/ | 5. We fell. /e/ |
| 3. We feel. /ee/ | 6. He did cry. /ie/ |

Today's Spelling

Review of Schwa (/ə/) and the /u/ Sound



Worksheet 8.1

In CKLA, the /u/ sounds are not called schwa sounds. It is not important for students to differentiate whether a spelling is an /u/ or a schwa sound. What is important, however, is that they can read and write the words correctly.

Please see the Pausing Point for additional instructional activities for the /u/ and /ə/ sound.

- Remind students that they learned a new sound in the last lesson. Ask students to provide the name for this sound. (schwa) Point to the ‘a’ and ‘e’ spellings for /ə/ in the Vowel Code Flip Book and read the example words.
- Point to the schwa Tree, reading the words on leaves aloud. Remind students that they should hear a schwa in most of these words, but they should not worry if they only hear it in some. **Remember:** Pronunciation varies from person to person, word to word, and region to region.
- Have students identify the different ways /ə/ is spelled.
- Point to the /u/ Spelling Tree. Review a few words on this tree by pointing randomly to words and having students read the words aloud. Have students identify the different ways /u/ is spelled.
- Ask students to take out Worksheet 8.1. Tell students it is time to try to beat the Spelling Spoilers by spelling the schwa and the /u/ sounds they have learned in this unit correctly.
- Write *about* on the board and read it aloud. Point out that even though the first sound in *about* is /ə/, the first letter in the printed word is ‘a’.

- Have students copy *about* into the far left column labeled “Copy.” They should say the sound of each letter as they copy the word.
- Erase the word from the board.
- Have students fold the worksheet along the dotted line so *about* is facing down on the desk.
- Have students write *about* from memory in the middle column labeled “Spell.” They should say the sound of each letter as they write the word.
- Tell students to unfold the worksheet and compare the word they just wrote from memory with the word they copied earlier.
- If any students spelled the word incorrectly, have them erase the incorrect spelling and print the correct spelling.
- Tell students to make a mark on the worksheet indicating whether they beat the Spelling Spoilers or not.
- Repeat these steps with the remaining words in the following box.

Note: The letter or letters in each word for the schwa or the /u/ sounds are bolded.

- | | |
|-------------------|-----------------------|
| 1. a bout | 6. Tennessee |
| 2. China | 7. o ve |
| 3. a round | 8. o usin |
| 4. A frica | 9. o something |
| 5. appetite | 10. o uch |

Reading Time

30 minutes

Whole Group: “Fire!”

Introducing the Story



Chapter 5: “Fire!”

- Tell students that the last story, “The Hungry Troll,” ended with the knights coming up with a plan to scare off the troll. Ask students to share the knights’ plan. (They wanted to make a fire by the troll’s home to scare it.) Share with students that today’s story is about the knights trying to scare away the troll with fire.

Previewing the Spellings

- Preview the following spellings before reading today’s story.

‘a’ > /ə/	‘igh’ > /ie/
a ttack	night fall
a ttempt	sight
a larm ing	knights
a pproached	frigh ten
a fraid	

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s story.

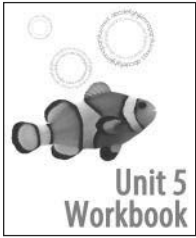
1. **devise**—to come up with or think of a plan
2. **defeat**—to beat
3. **splendid**—wonderful
4. **prickly**—covered with sharp points
5. **crackling**—making sharp, cracking noises (like those made by burning wood)
6. **grove**—a small growth of trees without underbrush
7. **foot of the hill**—bottom of the hill
8. **deed**—a notable achievement

Purpose for Reading

- Ask students if they think Sir Gus will offer to use fire to bravely scare away the troll. Ask students to give you examples from past stories to explain why they think Sir Gus will not be brave when fighting the troll. Tell students they should read today’s story to find out how Sir Gus will react when he is near the troll.

Reading Supports

- Have students read the first page of the story silently to themselves. Then read the same page aloud as a class. Continue reading the story in this fashion. If time does not allow for reading the entire story this way, continue by reading the rest of the story aloud after completing at least two to three pages of both silent and oral reading.
- At the end of each page, ask students if there are any parts of the story they are confused about. If there are, have students ask questions to clear up their confusion.
- On **page 45** of the Reader, have students look at the illustration. Point out that there is an empty hill with just a few dying trees and a cave. Explain that the three lines of text coming out from the cave are the silly words the troll has said. Model for students how you read the first word, *snnniccck*, drawing



Worksheet 8.2

out the 'n' and 'c'. Ask if a student would like to read the next two words.

- Ask students to look at **page 47**. Ask them if they know what Sir Gus has in his hand. (another piece of pie)
- When Sir Gus says, “But, but... well... I... er... um...,” model for students how to give appropriate pauses for the ellipses.

Wrap-Up

- Ask students to complete Worksheet 8.2 after you finish reading the story. Review the answers as a class.

Take-Home Material

“Fire!”

- Tell students to take Worksheet 8.3 home to read to a family member at home.

Lesson 9

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Read and write words with the following letter-sound correspondences: 'a' > /ə/ (*about*), 'e' > /ə/ (*debate*) (RF.2.3e)
- ✓ Read the following Tricky Word: *water* (RF.2.3f)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Use an apostrophe to form contractions (L.2.2c)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Review Contractions	board; tape; prepared index cards	10
Grammar	Compound Subjects and Predicates	Worksheet 9.1	20
Reading Time	Small Group Partner Reading: "The Boat Trip"	<i>Sir Gus</i> ; Worksheet 9.2	30
Take-Home Material	Reminder and Reviewing Contractions	Worksheet 9.3	*

Advance Preparation

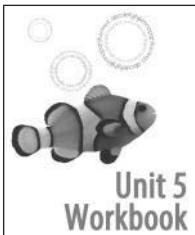
In this lesson, students will review the contractions they learned in Unit 2. Prior to this lesson, prepare the following index cards. (If you still have your index cards from Unit 2, you may use them again.)

can't	can not
isn't	is not
aren't	are not
couldn't	could not
wouldn't	would not
won't	will not

Review Contractions

- Tell students that today you will review contractions.
- Ask students to tell you how a word becomes a contraction. (A contraction is a new word made up of two words, with certain letters left out and an apostrophe inserted in place of the letters.)
- Show each index card one at a time, asking students to say a sentence using the words on the card.
- As students give you a sentence, tape the word cards randomly to the board.
- After you have been through all the cards, ask students to read the cards aloud with you.
- Ask students to help you match the contractions to the word pairs. Make sure you put the contractions and the words making the contractions in two columns, side by side.
- If time permits, ask students to use the contractions in oral sentences.

Grammar**20** minutes**Compound Subjects and Predicates**



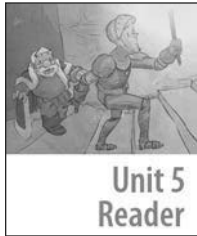
Worksheet 9.1

See the Pausing Point for additional instructional activities about subjects and predicates.

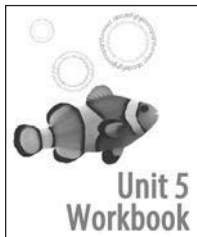
- Tell students that today they are going to talk about subjects and predicates in sentences.
- Write the following sentence on the board: *Beth ate the pie.*
- Ask students to identify the subject and then the predicate. Have a student come to the board and underline the subject once and the predicate twice.
- Then write this sentence on the board: *Beth and Joe walked and ran.*
- Ask students for the subject and predicate. Have a student come to the board and underline the subject once and the predicate twice.
- Tell students that *Beth and Joe* are examples of compound subjects, and *walked and ran* are examples of compound predicates.
- Ask students to turn to Worksheet 9.1. Complete this as a teacher-guided activity.

Small Group Partner Reading: “The Boat Trip”

Note: Students will read with partners today in two small groups.



Chapter 6: “The Boat Trip”



Worksheet 9.2

Introducing the Story

- Tell students to turn to the Table of Contents. Ask them to tell you the title of the story after “Fire!”. (“The Boat Trip”) Ask students to tell you the page on which “The Boat Trip” begins.
- Remind students that Sir Gus does not like water. Ask them what they think a boat ride would be like for Sir Gus.

Previewing the Spellings

- Before reading today’s story, pre-teach the Tricky Word *water*. The ‘a’ sounds like /aw/.
- Remind students that they may come across words they have not seen before. They are to use their word skills, chunking into syllables, and context clues to determine the correct pronunciation.
- Preview the following spellings before reading today’s story.

'a_e' > /ae/	'a' > /ə/
tale	a float
grate ful	
bra ver y	
waves	

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s story.

1. **utterly**—absolutely, completely
2. **“symbol of his bravery”**—the large, red robe represents and shows everyone Sir Gus is brave
3. **set sail**—to travel by boat

Purpose for Reading

- Tell students to read carefully to sound out unfamiliar words. Ask students to think about what type of adventures/troubles a person might encounter when out at sea on a boat.

Reading Supports

- Remind students that they will both read the first page silently, then one partner will read that page aloud. Next, they will both read the second page silently, then the other partner will read that page aloud, and so on. Remind students to use the Individual Code Chart to help sound out words and to ask their partners questions when they encounter confusing parts in the story.

- Listen to Small Group 1 (students needing additional support) read with their partners.

Wrap-Up

- Ask students if there were any confusing parts of the story, and if they have questions that could help them understand things better.
- Complete Worksheet 9.2 as a class.

Take-Home Material

Reminder and Reviewing Contractions

- Remind students of the spelling assessment tomorrow.
- Have students take Worksheet 9.3 to complete at home.

Lesson 10

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read and write words with the following letter-sound correspondences: 'a' > /ə/ (*about*), 'e' > /ə/ (*debate*) (RF.2.3e)
- ✓ Use both regular and irregular present tense verbs orally (L.2.1d)
- ✓ Use adjectives appropriately orally and in own writing (L.2.1e)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Spelling Assessment	Worksheet 10.1	20
Grammar Review	Subject and Predicate	sentence strips; container	15
	Parts of Speech		15
	Sentence Writing	Worksheet 10.2	10

Advance Preparation

Prior to today's lesson, make a photocopy of the following sentences for use in the Grammar Review game. Cut them apart and place them in a container.

Also make two copies of the chart in the Parts of Speech section of this lesson for the Parts of Speech review.

The bike rolled down the hill.

Two cats and a dog chased the mouse.

Jeff is reading.

Mike wrote a letter and a story.

Ryan has a big dog.

Ben likes peaches and oranges.

Jesse's dad is funny.

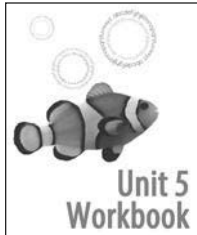
Jamie's mom is pretty.

Jim and Scott play hard.

Matt and Susan went bowling.

10 Spelling Assessment

20 minutes



Worksheet 10.1

- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

- | | |
|---------------|------------|
| 1. bright | 9. nearby |
| 2. might | 10. trying |
| 3. high | 11. sky |
| 4. frightened | 12. drying |
| 5. knight | 13. right |
| 6. pry | 14. crying |
| 7. why | |
| 8. light | |

Tricky Word: kingdom

- Direct students' attention to the lines on the bottom of the worksheet.
- Tell students to write the sentence, "King Alfred took care of his kingdom." Slowly repeat this sentence twice.
- At the end, read each spelling word once more.
- After all the words have been called out, tell students you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then go onto the sentence.
- Circle the following words on the board. Ask students to turn Worksheet 10.1 over to the back and write the words in alphabetical order.

- | | | |
|----------|---------|---------|
| 1. troll | 2. boat | 3. fire |
|----------|---------|---------|

- Give students about three minutes to do this.
- Write the three words in alphabetical order so students may correct their work.

- | | | |
|---------|---------|----------|
| 1. boat | 2. fire | 3. troll |
|---------|---------|----------|

Note to Teacher

At a time later today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. You will find the Spelling Analysis sheet and directions at the end of this lesson. This will help you understand any patterns beginning to develop or that are persisting among individual students.

Grammar Review

40 minutes

Subject and Predicate

15 minutes

- Tell students you will play a new game called “Stump Your Friends.”
- Here’s how to play:
 - Divide students into four groups. You will serve as the referee.
 - Have a student from one group draw a sentence strip out of the container and read it aloud. Members of this group should quickly confer to decide which words in the sentence represent the subject and which represent the predicate. While this group is conferring, members in each of the other groups should also discuss what they think the correct response may be.
 - The first group should then announce which words are the subject and which are the predicate. Each of the remaining groups decide whether they agree or disagree, announcing their decision by saying, “Agree” or “Challenge.” Any group that “challenges” must indicate the correct subject and predicate.
 - After all groups have responded, the referee should provide the correct response. Any group that responded correctly receives one point. In addition, any group that “challenged” the first group and was able to provide the correct subject and predicate gets an extra point.
 - Continue to play until all groups have had at least one turn at drawing and reading a sentence strip. The group with the most points wins.

Parts of Speech

15 minutes

- Explain to students that you will ask them for words representing different parts of speech. Then you will add the words they supply to blanks in a story frame to make a new, silly story.
- Ask students for the parts of speech. Jot the responses down in pencil on one of the copies as students supply them.
- Once you have completed all of the numbered blanks, read the story back to the students, filling in the words and adjusting the articles and pronouns as needed.
- If you have time, collect a second set of words, write them on the second copy, and make a second silly story using the same frame.

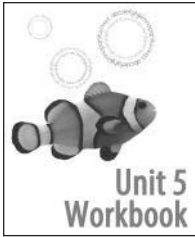
1	Teacher's last name	
2	Adjective	
3	Adjective	
4	Noun naming a food	
5	Noun	
6	Verb	
7	Verb	
8	Verb	
9	Verb	

Mr./Ms. _____ is our teacher. S/he is _____
(#1 Teacher's name) (#2 Adjective)
 and _____. For lunch every day, Mr./Ms. _____
(#3 Adjective) (#1)
 eats _____ with a _____.
(#4 Noun naming a food) (#5 Noun)

When s/he comes into the classroom, all the kids _____.
(#6 Verb)
 We like him/her because s/he likes to _____ with us. We
(#7 Verb)
 have learned how to _____ and _____.
(#8 Verb) (#9 Verb)
 Mr./Ms. _____ is our favorite teacher!
(#1)

Sentence Writing

10 minutes



Worksheet 10.2

- Ask students to turn to Worksheet 10.2. Ask students to make complete sentences using the end punctuation provided for them in each item.
- Remind students that all sentences begin with capital letters.

Spelling Analysis Directions

Unit 5 Lesson 10

- The most common error that you can expect with these words is the confusion of the spellings of /ie/. Additional practice can be found in the Pausing Point.
- While the above scenario may be true for student errors, be aware that student misspellings may be due to many other errors. You may find it helpful to record the actual misspelling errors the student makes in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors on double consonants?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?

Lesson 11

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Read and write words with the following letter-sound correspondences: 'al' > /ə/ + /l/ (*animal*), 'il' > /ə/ + /l/ (*pencil*), /ə/ + /l/ (*awful*) (RF.2.3e)
- ✓ Read the following Tricky Words: *ghost, again* (RF.2.3f)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)

At a Glance	Exercise	Materials	Minutes
Spelling	Introduce Spelling Words	spelling words on index cards; tape; Worksheet 11.1	15
The /ə/ Sound and Its Spellings	Board Sort	board	10
	Spelling Tree	/ə/ or /ə/ + /l/ Spelling Tree and branches; prepared leaves; tape; Worksheet 11.2	10
Reading Time	Small Group Partner Reading: "The King's Ghost"	<i>Sir Gus</i> ; Worksheet 11.4	25
Take-Home Material	Spelling Letter; "The King's Ghost"	Worksheets 11.1, 11.3	*

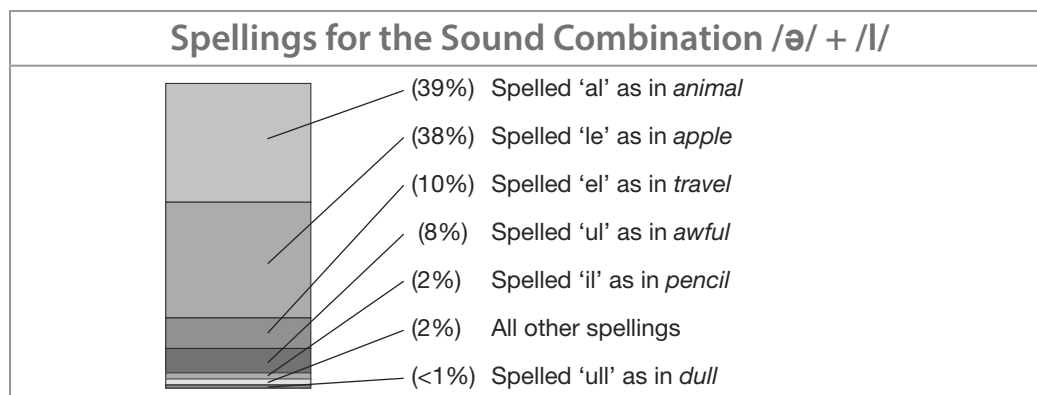
Advance Preparation

Prior to the lesson, prepare the spelling words on index cards in order to teach alphabetizing. However, this time you will not fold over the letters on the cards.

Also, decide whether you will create a new Spelling Tree for /ə/ + /l/, or whether you will instead just add new branches to the /ə/ Tree. See the Introduction of this Teacher Guide for more information. In either case, you will need three new branches, one each for ‘al’, ‘il’, and ‘ul’. Also prepare these leaves for the tree: *helpful*, *cheerful*, *wonderful*, *animal*, *metal*, *total*, *royal*, *principal*, *typical*, *normal*, *practical*, *signal*, *pencil*, *evil*, *April*, *devil*, *fossil*, *nostril*.

Note to Teacher

Today you will introduce students to other spelling alternatives for /ə/ when combined with the letter ‘l’. The students have already learned how to write the sound /u/ with a ‘u’ and the sound /l/ with a single ‘l’ or the double-letter spelling ‘ll’. So they should be able to read certain words that end in /ə/ + /l/, like *awful* and *dull*. But these spellings are actually less common than most of the alternatives introduced in this lesson. The chart shows the most common spellings used for this sound combination when it falls at the end of a word. /ə/ + /l/ and /u/ + /l/ are considered here.



Here are some patterns for your information:

- The percentages in the chart focus on the /ə/ + /l/ and /u/ + /l/ spellings at the end of a word. Some of these spellings also occur in the middle of a word (*family*, *happily*).
- The ‘al’ and ‘ul’ spellings appear frequently in adjectives (*final*, *normal*, *formal*, *awful*, *helpful*).
- The ‘le’ and ‘el’ spellings are more common in nouns (*apple*, *uncle*, *eagle*, *wrinkle*, *angel*, *chapel*), though they can also be found in other parts of speech (*rattle*, *purple*, *little*, *grovel*).
- The ‘il’ combination is rare but does occur in some frequently used words.

Introduce Spelling Words

- Read each spelling word to students, and then have students read aloud each word as you tape the spelling words to the board in random order. Point out to students that each word contains 'ie' as the /ee/ sound.
- Have students guide you in circling the letters for the /ee/ sound in each word.

- | | |
|------------|---------------------------|
| 1. field | 9. yield |
| 2. piece | 10. movie |
| 3. shield | 11. niece |
| 4. thief | 12. cookies |
| 5. ladies | 13. babies |
| 6. achieve | 14. kitties |
| 7. relief | Tricky Word: water |
| 8. grief | |

- Remind students that they have been practicing placing words into alphabetical order. Discuss the importance of knowing how to alphabetize words.
- Tell students you have been putting the spelling words in alphabetical order by matching the first letter of the word to the alphabet on the board. Today you will begin putting words in alphabetical order by looking at the alphabet list only for reference. They should look at the alphabet list when deciding which letter comes first on the word cards. Remove the spelling word cards one at a time from the board. Ask students to read them aloud once more as you remove them.
- Hold up the word cards for *babies* and *field*. Ask students, "Which letter comes first in the alphabet, 'b' or 'f'?"
- When students say 'b', tape the card for *babies* on the board some distance away from the alphabet strip. Today you are not matching the letters from the alphabet with the words. Then tape the word card for *field* underneath *babies* on the board, leaving space between the words.
- Hold up the cards for *cookies* and *achieve*. Ask students, "Which letter comes first in the alphabet, 'c' or 'a'?"
- When students say 'a', tape the word card for *achieve* on the board above *babies* and the word card for *cookies* underneath *babies*, leaving space between the words.
- Continue in this way through the rest of the spelling words.
- Have all students read the words aloud and tell students the spelling words are now in alphabetical order.

Board Sort

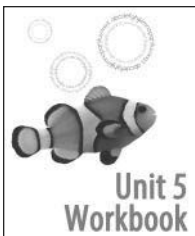
10 minutes

- Tell students that today they will focus on three spellings for the /ə/ + /l/ sound combination.
- Create three columns on the board: 'ul', 'al', and 'il'.
- Explain that the first spelling is one they already know: 'ul' as in *awful*. It should be easy for them to sound out this word.
- Write the following words on the board, one at a time, under the 'ul' headers, and read them aloud as a class: *stressful, helpful, cheerful, wonderful, tactful*.
- Ask students to tell you which letters to circle for the /ə/ + /l/ sound.
- Explain that the second spelling for /ə/ + /l/ is 'al' as in *animal*. Students learned 'a' can represent the /ə/ sound earlier in this unit.
- Write the following words on the board, one at a time, under 'al', and read them aloud as a class: *principal, typical, normal, practical, signal*.
- Call on various students to tell you which letters to circle for the /ə/ + /l/ sound.
- Explain that the third spelling for /ə/ + /l/ is 'il' as in *pencil*. Students have not learned that 'i' can stand for /ə/. Although the 'i' spelling for /ə/ is a good deal less common, it is still a sound students should know, as it is used in some useful words they will read.
- Write the following words on the board, one at a time, and read them aloud as a class: *evil, April, devil, fossil, nostril*.
- Call on various students to tell you which letters to circle for the /ə/ + /l/ sound.

Spelling Tree

10 minutes

- Point out either the new /ə/ + /l/ Spelling Tree or the new branches for the /ə/ Spelling Tree, depending on which option you have chosen.
- Hand out the prepared leaves and ask students to read the words.
- Explain the meanings of any unfamiliar words to students.
- Ask students to place the leaves on the tree as they read the word and identify the letters representing the /ə/ + /l/ sound.
- Tell students to turn to Worksheet 11.2.
- Explain that the words in the box all contain the sound combination /ə/ + /l/; some of them have /ə/ + /l/ spelled 'ul', some of them have /ə/ + /l/ spelled 'il', and some of them have /ə/ + /l/ spelled 'al'.
- Have students sort the words according to the spelling used for the /ə/ + /l/ sound combination, placing each word in the appropriate column.



Worksheet 11.2

Please note the sound combination of /ə/ + /l/ is not on the Vowel Code Flip Book or the Individual Code Chart.

Small Group Partner Reading: “The King’s Ghost”

Note: Students will read with partners today in two small groups.



Chapter 7: “The King’s Ghost”



Worksheet 11.4

- Tell students they will read this story with a reading partner. Divide students into partner pairs. Explain to students that they will both read the first page silently, then one partner will read that page aloud. Next, they will both read the second page silently, then the other partner will read that page aloud, and so on. Remind students to use the Individual Code Chart to help sound out words and to ask their partners questions when they encounter confusing parts in the story.
- Today you will listen to Small Group 2 (students needing less support). Once students in Group 2 are finished reading, they may complete Worksheet 11.4 on their own. While Group 2 works independently on their worksheet, move to Group 1 to review the discussion questions at the end of this lesson with them.

Introducing the Story

- Ask students, “In the last story, ‘The Boat Trip,’ what was sneaking up on the king’s boat when no one was looking?” (a pirate ship) Tell students that today’s story is about Sir Gus and the knights facing the pirates.

Previewing the Spellings

- Begin by pre-teaching the Tricky Words *ghost* and *again*. Students might think the ‘gh’ in *ghost* would be pronounced /g/ /h/, but these letters stand for the /g/ sound. Students might think the ‘ai’ in *again* would be pronounced /ae/, but in this word these letters stand for the /e/ sound.
- Preview the following spellings before reading today’s story:

‘ie’ > /ee/	/ə/ + /l/	‘y’ to ‘i’ add -es
chief	e vil	carry—carr ies
shields	med al	
re lief	help ful	
	venge ful	
	nau tic al	

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s story.

1. **chief**—a leader of a group
2. **vengeful**—an adjective to describe someone who seeks revenge
3. **nautical**—an adjective describing things of the sea, such as sailors and ships
4. **died down**—came to an end
5. **wisdom**—accumulated knowledge

Purpose for Reading

- Tell students they will ask their partners a *Think Pair What* question when they finish the story. They should be thinking of a good *what* question as they read.

Wrap-Up

- ✪ **Small Group 2:** Have students complete Worksheet 11.4.
- ✪ **Small Group 1:** Discuss the following questions with students.

Discussion Questions on “The King’s Ghost”

1. *Inferential* Why do you think the knights don’t have their weapons with them? (Answers may vary.)
2. *Literal* What do the pirates demand? (The pirates demand the king and his boat.)
3. *Literal* According to the story, what skill are pirates not good at doing? (The pirates are not good at math.)
4. *Literal* Do the pirates take the king? (The pirates do not take the king.)
5. *Literal* The pirates believe there is a ghost on the ship. What is really making the noise? (Sir Gus is seasick down below and he is making the noises.)
6. *Inferential* Who is Sir Tom? (Sir Tom is a knight on the ship.) What adjectives would you use to describe Sir Tom, and what sentences from the story show what you mean? (Answers may vary; students may say that Sir Tom is clever because he comes up with the story that the sounds from Sir Gus are from a ghost.)

Take-Home Material

Spelling Letter; “The King’s Ghost”

- Ask students to take home Worksheets 11.1 and 11.3 to share with a family member.

Supplemental Materials

- Newly decodable words:

- | | | | |
|------------|-------------|--------------|-------------|
| 1. several | 7. medical | 13. personal | 19. April |
| 2. animal | 8. legal | 14. metal | 20. fossil |
| 3. pencil | 9. hospital | 15. federal | 21. tonsils |
| 4. general | 10. central | 16. tropical | 22. pencil |
| 5. normal | 11. mammal | 17. legal | 23. stencil |
| 6. local | 12. total | 18. evil | |

Phrases and sentences:

1. They found a fossil.
2. His pencil has no eraser.
3. The pieces of pie are equal.
4. If you have a medical emergency, go to the hospital.
5. pencil and paper
6. good and evil
7. There are several animals in my yard.
8. pedal to the metal

• Wiggle Cards:

1. act like an animal
2. point at something made of metal
3. wave a pencil
4. point at your nostrils
5. show me your tonsils

• Chain:

1. rental > dental > mental > metal > medal > pedal > petal > portal

Code Knowledge

- Before today's lesson, if students read 1,000 words in a trade book, on average 829–914 of those words would be completely decodable.
- After today's lesson, if students read 1,000 words in a trade book, on average 843–919 of those words would be completely decodable.

Lesson 12

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read and write words with the following letter-sound correspondences: 'a' > /ə/ (*about*), 'e' > /ə/ (*debate*) (RF.2.3e)
- ✓ Use collective nouns (L.2.1a)
- ✓ Form and use irregular plural nouns orally and in own writing (L.2.1b)
- ✓ Use both regular and irregular past, present, and future tense verbs orally and in own writing (L.2.1d)
- ✓ Use adjectives appropriately orally and in own writing (L.2.1e)
- ✓ Capitalize holidays, product names, and geographic names (L.2.2a)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Review of /u/ and Schwa Spellings	Spelling Trees for /u/ and /ə/	5
The /ə/ + /l/ Sound and Its Spellings	Review	/ə/ or /ə/ + /l/, /u/ Spelling Trees	20
Practice	Fill in the Blank	Worksheet 12.1	15
Grammar	Grammar Review	Worksheet 12.2	20

Advance Preparation

Before today's lesson, prepare leaves for the Spelling Trees with the following words: *general, stencil, hospital, normal, tonsils, equal, petal, tropical, emergency, civil, several, local, amount, legal, rental, pedal, personal, come, touch, love, son, mother.*

These leaves will be used for students completing independent work. Students will divide the word into syllables and tell you on which tree branch it belongs. If you feel you have students who are unable to complete this task on their own, you may want to create duplicates of the leaves. Students can then be told to find the other person in the class who has the same word on their leaf and they can complete the task together.

You will be asking students to attach leaves to both the /u/ and the /ə/ Spelling Trees, as well as the /ə/ + /l/ Spelling Tree (if it was created). If you are unable to display multiple Spelling Trees, you may ask students to orally state to which Spelling Tree the leaf would be attached. For example, the student might say, "This leaf belongs to the /ə/ Tree." You can then add the leaves at a later time.

Review of /u/ and Schwa Spellings

- Remind students that the focus of Unit 5 has been on the /u/ and schwa spellings.
- Point to the /u/ Tree and ask students to read at least three words aloud from each of the branches.
- Point to the /ə/ Tree(s) and ask students to read words from these branches, focusing on words ending in 'al' and 'il'.

The /ə/ + /l/ Sound and Its Spellings**Review**

- Remind students that they have learned the followings spellings: 'a' > /ə/, 'e' > /ə/, 'al', 'il', and 'ul' > /ə/ + /l/, and the spellings 'o', 'o_e', and 'ou' for the /u/ sound.
- Write these spellings on the board, and tell students that the leaves they will receive today contain one of these spellings.
- Hand out the prepared leaves to students, placing them upside down on their desks. Once all the leaves have been distributed, tell students to turn over their leaf, divide the word into syllables so they can read it correctly, think about the meaning of the word, and come up with an oral sentence using the word.
- Have students share each of the words with the rest of the class. They should read the word aloud, use it in an oral sentence, and then tape it (or say where they would put it if you cannot display both trees) to the appropriate tree branch.

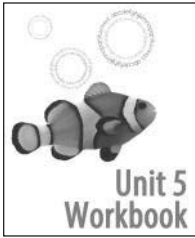
Practice**Fill in the Blank**

- Read all of the words in the word box on Worksheet 12.1 together as a class.
- Have students complete Worksheet 12.1 independently. Circulate throughout the classroom during this time to answer students' questions and check on their progress.



Worksheet 12.1

Grammar Review



Worksheet 12.2

- Tell students you will now work together to review the grammar skills they have learned so far this school year. Remind students that grammar rules help writing to make sense.
- Complete Worksheet 12.2 together as a class. Note that the number in parentheses at the end of each item in the first section indicates the number of changes that need to be made to rewrite the item correctly.

Lesson 13

Spelling Alternatives

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Read and write words with the following letter-sound correspondences: 'el' > /ə/ + /l/ (*travel*), 'le' > /ə/ + /l/ (*apple*) (RF.2.3e)
- ✓ Read the following Tricky Word: *bridge* (RF.2.3f)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Review /ə/ Spelling Tree(s)	schwa Spelling Tree(s)	5
The /ə/ + /l/ Sound and Its Spellings	Today's Focus Spellings	board	10
	Spelling Tree	Spelling Tree branches; prepared leaves; tape	10
Syllable Review	Syllable Chunking	board	10
Reading Time	Whole Group: "The Letter"	<i>Sir Gus</i>	25
Take-Home Material	Read the Words	Worksheet 13.1	*

Advance Preparation

Prepare two more branches for the /ə/ or /ə/ + /l/ Spelling Tree: 'el' and 'le'.
Prepare these leaves for the branches: *level, model, camel, tunnel, channel, nickel, travel, middle, bubble, little, simple, uncle, jungle, table, trouble*.

Review /ə/ Spelling Tree(s)

- Ask students to say the schwa sound together as a class. Point to random words on the /ə/ Tree(s) and ask students to read the words together as a class.

The /ə/ + /l/ Sound and Its Spellings

Today's Focus Spellings

- Remind students that in a previous lesson, they worked with the spellings 'ul', 'il', and 'al' for the /ə/ + /l/ sound combination. Tell students that today they will focus on two more spellings for the /ə/ + /l/ sound combination.
- Explain that the first spelling is 'el' as in *travel*.
- Write the following words on the board, one at a time, and read them aloud as a class as you write the words: *level, model, tunnel, channel, camel*.
- Ask various students to direct you to the letters to be circled in each word for the /ə/ + /l/ sound.
- Explain that the second spelling is 'le' as in *apple*.
- Write the following words on the board, one at a time, and read them aloud as a class as you write the words: *middle, simple, uncle, cattle, little*.
- Ask various students to direct you to the letters to be circled in each word for the /ə/ + /l/ sound.

Spelling Tree

- Display the prepared branches for the /ə/ or /ə/ + /l/ Tree.
- Show students the leaves you have prepared.
- Distribute the leaves to student groups. Ask them to circle the spellings of the /ə/ + /l/ on each leaf and attach them to the tree.

Note: Whether you have one or more trees representing all spellings for /ə/, place these leaves on two new branches: 'el' and 'le'.

Syllable Review

Syllable Chunking

- Write the following words on the board, leaving a space between syllables, and ask students to read them aloud as you write them.

- | | | |
|-------------|-------------|----------------|
| 1. dis cuss | 3. wit ness | 5. den tist |
| 2. mag net | 4. sig nal | 6. fan tas tic |

Remember to refer to the Appendix: Using Chunking to Decode Multi-Syllable Words, if needed.

- Point out to students that each syllable in each of these words ends with a consonant, so the syllables follow the Consonant Vowel Consonant (CVC) pattern. Point out that the vowel sound in these syllables is a short vowel sound, because the syllable ends in a consonant.
- Write the following words on the board, leaving a space between syllables, and ask students to read them aloud as you write them.

- | | | |
|----------|-----------|-----------|
| 1. la dy | 3. ho tel | 5. re ply |
| 2. o pen | 4. ti ny | 6. u nite |

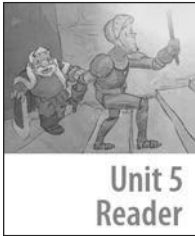
- Point out to students that the first syllable in each word ends with a vowel sound and as a result represents the long vowel sound.
- Review each word, emphasizing the long sound at the end of the first syllable.
- Tell students that they have been practicing reading words with these syllable patterns for several months, so they should be very familiar with reading these types of words.
- Now, direct students' attention to the /ə/ or /ə/ + /l/ Tree and the 'le' branch, saying they will now learn a new syllable pattern.
- Point out to students that on this branch, all of the 'le' words have a consonant before the 'le'. This is a new syllable pattern. When chunking syllables with words ending in 'le', the preceding consonant and 'le' are a separate syllable.
- Write these words on the board, pointing out to students how to divide the words into two syllables, with the consonant plus 'le' as one syllable. Ask students to read the words.

- | | |
|-------------|-------------|
| 1. sin gle | 6. sta ble |
| 2. han dle | 7. cra dle |
| 3. gam ble | 8. i dle |
| 4. tem ple | 9. a ble |
| 5. twin kle | 10. nee dle |

Note: Point out to students that in the first five words, the first syllable has a CVC pattern with a short vowel sound, while the first syllable in the next five words ends in a vowel with the long vowel sound.

See the Pausing Point for additional instructional materials with the /ə/ + /l/ sound combination.

Whole Group: "The Letter"



Chapter 8: "The Letter"

Introducing the Story

- Ask students to summarize what happened in the last story, "The King's Ghost." Lead students through this process by first asking them to tell you the main characters, the major events, and the story's ending. (You may wish to record their answers on the board.) With the provided information, summarize the story: *The king and his knights went out to sea and were approached by pirates. The pirates told the knights they had to give up the king and the boat. Sir Gus made scary sounding noises because Sir Gus was seasick, and Sir Tom told the pirates the sounds were from the boat's ghost. The pirates were scared of the ghost and they went away. King Alfred wanted to reward Sir Gus as he thought he was clever and brave for pretending to be a ghost, but Sir Gus was really just seasick.*

Previewing the Spellings

- Begin by pre-teaching the Tricky Word *bridge*. The students might think the 'dge' in *bridge* would be pronounced /d/ /j/, but these letters stand for the /j/ sound. 'dge' is a spelling for /j/, also found in words like *judge* and *fudge*.
- Preview the following spellings before reading today's story.

'y' > /ee/	/ə/ + /l/	'a' > /ə/	'o' > /u/
stor y	peace ful	a cross	from
utt er ly	sev er al	a ssem bly	
a ssem bly	a rri val	a pol o gize	
	trav eled		
	no ble		

Previewing the Vocabulary

- Preview the following vocabulary before reading today's story.

1. **summoned**—called to do something
2. **dazed**—confused
3. **llama**—four legged animal related to the camel
4. **astonished**—completely surprised
5. **fearsome**—causing fear or dread

You may wish to point out that *llama* is one of the few words with 'll' at the beginning.

Purpose for Reading

- Students should read the story to find out what news is delivered to King Alfred in the letter.

Reading Supports

- Tell students that if they are confused as they read, they should raise their hands to ask a question.
- Make sure students understand the humor when Sir Gus says he had a nasty run-in with a llama. (Llamas are peaceful animals.)
- At the end of the story, the knights smile and chuckle. Ask students why they do this. (The knights knew they tricked the king into thinking Sir Gus was volunteering to fight the fearsome beast.)

Wrap-Up

Discussion Questions on “The Letter”

1. *Literal* What does the king give Sir Gus after the ride on the boat? (The king gives Sir Gus a shiny medal and a silver cup.)
2. *Literal* Why does the king call his knights together? (The king has heard there is a frightening beast and he wants his knights to get rid of it.)
3. *Inferential* The king speaks of a beast that can make flames come out of its mouth. What type of beast might this be? (a dragon)
4. *Inferential* What does it mean to be fearsome? (Answers may vary, but should include references to things which cause fear.)
5. *Literal* Why does the king think Sir Gus is volunteering to save the kingdom from the beast? (All of the other knights step backwards, leaving Sir Gus in front of the group.)
6. *Literal* Does Sir Gus really volunteer to fight the beast? (No, he wasn't paying attention, so he didn't step back with the rest of the knights.)

Take-Home Material

Read the Words

- Ask students to take home Worksheet 13.1 to complete at home.

Supplemental Materials

- Newly decodable words:

- | | | | |
|--------------|------------|--------------|--------------|
| 1. little | 10. single | 19. simple | 28. level |
| 2. battle | 11. double | 20. trouble | 29. travel |
| 3. apple | 12. triple | 21. possible | 30. model |
| 4. eagle | 13. title | 22. table | 31. parallel |
| 5. candle | 14. jungle | 23. puzzle | 32. barrel |
| 6. bubble | 15. fable | 24. handle | 33. novel |
| 7. gentle | 16. wiggle | 25. uncle | 34. tunnel |
| 8. triangle | 17. able | 26. nickel | 35. label |
| 9. rectangle | 18. middle | 27. shovel | 36. channel |

- Phrases and sentences:

- | | |
|----------------------------------|---|
| 1. double trouble | 13. invisible man |
| 2. The Big Apple | 14. There is a little bug on the apple. |
| 3. can't hold a candle to | 15. Mitchell found two nickels. |
| 4. a married couple | 16. It is a vegetable garden. |
| 5. odd couple | 17. He is digging a tunnel with a shovel. |
| 6. mud puddle | 18. My bicycle is yellow. |
| 7. roll out the barrel | 19. Rachel is reading a novel. |
| 8. fly like an eagle | 20. level playing field |
| 9. cradle to the grave | 21. on pins and needles |
| 10. idle hands | |
| 11. twinkle, twinkle little star | |
| 12. double take | |

- Wiggle Cards:

- | | |
|------------------------------------|-----------------------------|
| 1. get under a table | 6. pretend to blow a bubble |
| 2. stand in the middle of the room | 7. stumble |
| 3. pretend to eat an apple | 8. giggle |
| 4. act startled | 9. mumble |
| 5. act puzzled | 10. wiggle like a snake |

- Chains:

1. peddle > meddle > middle > riddle > fiddle > faddle > paddle > saddle
2. level > bevel > revel > ravel > travel > gravel > grovel

Code Knowledge

- Before today's lesson, if students read 1,000 words in a trade book, on average 843–919 of those words would be completely decodable.
- After today's lesson, if students read 1,000 words in a trade book, on average 850–926 of those words would be completely decodable.

Lesson 14

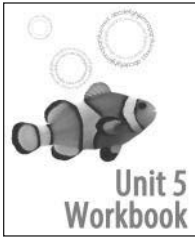
✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Read and write words with the following letter-sound correspondences: 'a' > /ə/ (*about*), 'e' > /ə/ (*debate*) (RF.2.3e)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Capitalize holidays, product names, and geographic names (L.2.2a)
- ✓ Use sentence-level context as a clue to the meaning of a word or phrase (L.2.4a)

At a Glance	Exercise	Materials	Minutes
<i>The /ə/ + /l/ Sound and Its Spellings</i>	Fill in the Blank	Worksheet 14.1	20
<i>Small Group</i>	Remediation and Enrichment	Worksheets 14.2, 14.3	20
<i>Reading Time</i>	Close Reading: "The Letter"	Worksheet 14.4	20
<i>Take-Home Material</i>	Reminder		*

Fill in the Blank

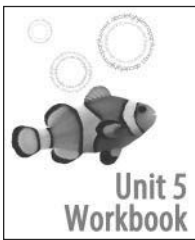


Worksheet 14.1

- Remind students that they have learned many spellings so far, and in the past few units, including this one, the focus has been on vowel sounds. Most recently, they have learned the schwa sound.
- Point to the schwa Tree(s). Read the leaves with the spellings ‘el’ and ‘le’.
- Tell students they will now review the schwa sound with Worksheet 14.1. Have students read all the words in the box first and then complete Worksheet 14.1 as a class.

Small Group

Remediation and Enrichment



Worksheets 14.2, 14.3

- ✦ **Small Group 2:** Have students able to work independently complete Worksheet 14.2 to review parts of speech and reading skills. Any students who finish early may complete Worksheet 14.3 independently.
- ✦ **Small Group 1:** Work with Group 1, students needing more support, with either grammar or the spellings from Unit 5. Work with students to complete either Worksheet 14.2 or Worksheet 14.3, depending on which skills they need to practice.

Reading Time

Close Reading: “The Letter”



Chapter 8: “The Letter”



Worksheet 14.4

- Have students partner read “The Letter.”
- After students have finished reading “The Letter” with their partners, lead students in a close reading of the text by doing the following:
 - asking text-dependent questions that require students to draw on evidence from the text;
 - identifying and discussing general academic (Tier 2) vocabulary;
 - discussing sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
 - engaging students in a culminating writing activity completed independently, if possible.
- There are many ways for students to respond to the questions you present, and you may want to change the way in which you ask for students’ responses in each lesson, or even during the lesson, to improve student engagement. Here are some suggestions:

Lesson

<p>Text from Student Reader</p> <ul style="list-style-type: none"> The text of the student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<p>Vocabulary Instruction</p> <ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. 	<p>Text-Dependent Questions</p> <ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence or paragraph. 	<p>Responses</p> <ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
<p>Page 72</p> <p>The King summoned his knights to the palace. Just as before, eleven of the twelve knights arrived at once. However, it was several days before Sir Gus the Utterly Fearless appeared, looking dazed and dented.</p> <p>“I am glad to see that you have arrived at last,” said the king.</p> <p>Sir Gus knelt down.</p> <p>“Your majesty, I apologize for my late arrival. I had a nasty run-in with a llama near the Old Stone Bridge,” explained the knight.</p> <p>“A llama?” exclaimed the king. “I didn’t know that we had llamas in our kingdom.”</p> <p>“Indeed, nor did I, your majesty,” replied Sir Gus.</p>	<p>utterly—completely</p> <p>dazed—confused</p> <p>dented—marked by a crimp in a surface</p> <p>nasty—not nice</p> <p>llama—four legged animal related to the camel</p> <p>run-in—a small fight</p> <p>nor—neither</p>	<p>What additional adjectives can you find describing Sir Gus?</p> <p>If you were asked to draw a picture of Sir Gus, what would he look like after reading this page of text?</p>	<p><i>dazed, dented, and utterly fearless</i></p> <p>Acceptable answers include references to the fact that Sir Gus is a little worse for wear in this description.</p>

Lesson			
Text from Student Reader	Vocabulary Instruction	Text-Dependent Questions	Responses
<ul style="list-style-type: none"> The text of the student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. 	<ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence or paragraph. 	<ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
<p>Page 74</p> <p>Then the king called an assembly of all of his brave knights.</p> <p>“Good knights,” said the king, “my people have told me that there is a fearsome beast in the Bleak Forest of the East. It is said that this beast can make flames come out of its mouth. Which of you noble knights will do battle with this terrible beast?”</p> <p>Sir Gus was looking at a fly buzz around the room, so he did not hear much of what the king said. He did not see that his fellow knights had all taken a step back, leaving him standing alone in front of the king.</p> <p>“Once again, Sir Gus the Utterly Fearless will save us!” proclaimed the king, as he patted the rather astonished knight on the back.</p> <p>Sir Gus looked puzzled.</p> <p>The other knights smiled and chuckled.</p>	<p>assembly—a gathering of people for a common purpose</p> <p>noble—of high birth or rank</p> <p>astonished—very surprised</p> <p>puzzled—unable to figure out something</p> <p>chuckled—made a small laugh</p>	<p>What problem does King Alfred reveal in his speech to the knights?</p>	<p>He reveals the contents of the letter to the knights, telling them of the fearsome beast, and asking who will help.</p>
		<p>Turn and Tell: By now, you have amassed quite a few adjectives describing Sir Gus. Talk with your partner about the adjectives you can find in this text.</p>	

Wrap-Up

- If time permits, ask students to turn to Worksheet 14.4; and complete this worksheet with a partner.

Take-Home Material

Reminder

- Remind students of the spelling assessment tomorrow.

Lesson 15

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Describe the following story elements: characters, setting, and plot, including how the beginning introduces the story and the ending concludes the action (RL.2.5)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Read and write words with the inflectional suffix *-tion* (RF.2.3d)
- ✓ Read and write words with the following letter-sound correspondences: 'a' > /ə/ (*about*), 'e' > /ə/ (*debate*) (RF.2.3e)
- ✓ Read the following Tricky Word: *eyes* (RF.2.3f)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)

At a Glance	Exercise	Materials	Minutes
Spelling	Spelling Assessment	Worksheet 15.1	20
The /sh/ + /ə/ + /n/ Sound Combination and Its Spelling	Board Sort	board	5
	Spelling Tree	Spelling Tree and branch; leaves; tape	5
Practice	Fill in the Blank	Worksheet 15.2	10
Reading Time	Whole Group: "The Fearsome Beast"	<i>Sir Gus</i>	20

Note to Teacher

Today you will introduce students to another schwa common ending, the 'tion' ending, pronounced /sh/ + /ə/ + /n/.

Advance Preparation

Depending on whether you have decided to use just one or several Spelling Trees representing the schwa sound, prepare either an entirely new tree or just a branch for the 'tion' spelling. Additionally prepare these leaves: **action**, **section**, **station**, **vacation**, **attention**, **invention**, **lotion**, **fiction**, **emotion**, **nation**, **caution**, **position**.

Spelling

20 minutes

10 Spelling Assessment

- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

- | | |
|------------|---------------------------|
| 1. relief | 9. cookies |
| 2. movie | 10. thief |
| 3. field | 11. niece |
| 4. ladies | 12. grief |
| 5. kitties | 13. babies |
| 6. piece | 14. achieve |
| 7. shield | Tricky Word: water |
| 8. yield | |

- Direct students' attention to the lines on the bottom of the worksheet.
- Tell students to write the sentence, "Sir Gus liked hot water for his bath." Slowly repeat this sentence twice.
- At the end, read each spelling word once more.
- After all the words have been called out, tell students you will show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then move on to the sentence.
- Then circle the following words on the board. Ask students to turn over Worksheet 15.1 to the back, and write these words in alphabetical order.

- | | | |
|------------|------------|-----------|
| 1. cookies | 3. achieve | 5. babies |
| 2. yield | 4. thief | |

- Give students about five minutes to do this.
- Last, write the five words in alphabetical order for students to correct their work.

- | | | |
|------------|------------|----------|
| 1. achieve | 3. cookies | 5. yield |
| 2. babies | 4. thief | |

Note to Teacher

At a time later today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. You will find the Spelling Analysis sheet and directions at the end of this lesson. This will help you to understand any patterns beginning to develop or that are persistent among individual students.

The /sh/ + /ə/ + /n/ Sound Combination and Its Spelling

10 minutes

Board Sort

5 minutes

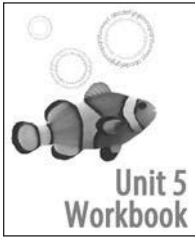
- Tell students that today they will learn a new spelling for /ə/. This is the /sh/ + /ə/ + /n/ sound combination, spelled 'tion' as in *action*.
- Write the following words on the board, and ask students to read each word as you write it: *section, portion, function, fiction, emotion*.
- Have students help you circle the letters for the /sh/ + /ə/ + /n/ sound ('tion'). Point out that 'tion' is a separate syllable. If students have difficulty sounding out these words, show them how to chunk the syllables.

Spelling Tree

5 minutes

- Display the new branch on the schwa Tree.
- Show students the leaves one at a time. Tell them the 'tion' ending to a word usually signals a noun. Ask them to use each word in an oral sentence, noting the use of the word as a noun.
- Distribute the previously prepared leaves to student groups.
- Have students circle the letters that make the /sh/ + /ə/ + /n/ sound.
- Ask students to read the word aloud to their class and use it in a different oral sentence, identifying the part of speech (some words can be both nouns and verbs, depending on how they are used in a sentence), and then tape the word to the branch.

Please note that 'tion' is not in the Code Flip Books or Individual Code Chart.



Worksheet 15.2

Fill in the Blank

- Have students tear out Worksheet 15.2.
- Tell students to read the words in the box. Each word will complete one of the sentences printed below the box.
- Have students write each word on the line where it fits best.

Reading Time

Whole Group: “The Fearsome Beast”

Introducing the Story

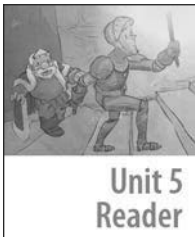
- Tell students that today they will read about Sir Gus heading out to find and fight a fearsome beast.

Previewing the Spellings

- Begin by pre-teaching the Tricky Word eyes. Write eyes on the board, followed by the following written sentences. (Do not read these sentences aloud as you write them.)

1. We use our eyes to see.
2. Ben has brown eyes, but I have blue eyes.

- Model for students the different ways you can try sounding out the word eyes. Begin by using the first sentence. Say to students, “I know that ‘e_e’ and ‘ey’ both may make the /ee/ sound, like in the words *compete* and *monkey* (write these on the board, underlining the spellings). I may try pronouncing this word /ee/ /s/. We use our /ee/ /s/ to see. /ee/ /s/ does not make sense!”
- Point to the ‘y’ spelling for /ie/ in the Vowel Code Flip Book. Tell students you also know ‘y’ can be a spelling for /ie/.
- Read the first part of the second sentence, “Ben has brown /ie/ /s/.” Ask students if this would make sense in the sentence. Read the sentence to students. Say to students, “With this pronunciation and the context clues, does this make sense?”
- Read the last part of the second sentence together as a class. Say, “but I have blue /ie/ /s/.”



Chapter 9: “The Fearsome Beast”

- Preview the following spellings before reading today’s story.

/ə/	‘aw’ > /aw/	‘ous’ adjective
sel dom	yawned	da nger ous
wag on	claw	
a woke		
a ppeared		

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s story.

1. **not eager**—not wanting to do something
2. **bandits**—another word for robbers
3. **doom**—destruction, bad fate
4. **bleak**—dreary, depressing
5. **swamp**—land covered with marshy waters
6. **dismal**—sad and scary
7. **carcass**—the body of a dead animal

Purpose for Reading

- Review with students the people/things Sir Gus has “battled” so far: a thief, a troll, and pirates. Ask students to tell you how Sir Gus defeated all of these characters. Point out that luck has been the reason Sir Gus has won all of these battles. Based on this pattern, ask students to predict how things will go with Sir Gus looking for a fearsome beast. Ask them to read today’s story to find out if their predictions are correct.

Reading Supports

- Remind students that if they do not understand a part of the story, they should ask questions.

Wrap-Up

- Before going over the discussion questions, ask students to summarize the story. Lead them in doing this by first asking for the main characters of the story. Next ask them for the main events. Remind students that a summary of a story tells just the basics of what happened. Have a student summarize the story; they should say something like this: *Sir Gus went to fight the fearsome beast and was captured in the Woods of Doom by bandits. The fearsome beast came to attack the bandits and was blinded by Sir Gus's shining helmet. The fearsome beast stumbled into the Dark Dismal Swamp and sank into the mud. Sir Gus reported to King Alfred that the beast was now at the bottom of the swamp and the king thought Sir Gus had been very brave. Really, Sir Gus had just been lucky.*

Discussion Questions on “The Fearsome Beast”

1. *Inferential* How might Sir Gus have figured out which way is east? (The sun rises in the east.)
2. *Inferential* Why do you think Sir Gus flips a coin? (He did not know which way to go, so flipping a coin helped him to make a decision.)
3. *Literal* In which direction does Gus set off riding? (north)
4. *Literal* What name is given to the woods where Sir Gus arrives? (Woods of Doom)
5. *Literal* What happens to Sir Gus in the Woods of Doom? (He is captured by bandits.)
6. *Literal* What other stories have you read about bandits? (*The Cat Bandit*)
7. *Literal* Should Sir Gus be surprised that the Woods of Doom is a dangerous place? (No; *doom* is a word for a bad fate or failure.)
8. *Literal* What adjectives can be used to describe the beast? (*fearsome, scary, big*)
9. *Literal* How did Sir Gus drive away the beast? (His shiny helmet blinded the beast, and it stumbled into the Dark Dismal Swamp.)
10. *Literal* Did Sir Gus tell the king that he killed the beast? (No, he said that the beast was at the bottom of the swamp; he did not say he killed him and put him there.)
11. *Literal* Did Sir Gus really toss the beast's carcass into the Dark Dismal Swamp? (no)
12. *Inferential* How do the other knights feel about Sir Gus? Find evidence from a story to support your answer. (Answers may vary.)

Supplemental Materials

- Newly decodable words:

- | | |
|---------------|-----------------|
| 1. action | 11. function |
| 2. position | 12. fiction |
| 3. attention | 13. nonfiction |
| 4. condition | 14. vacation |
| 5. nation | 15. caution |
| 6. section | 16. reaction |
| 7. addition | 17. protection |
| 8. production | 18. additional |
| 9. motion | 19. operation |
| 10. station | 20. subtraction |

- Phrases and sentences:

- | | |
|---------------------------------------|---------------------------------------|
| 1. Where did you get that notion? | 10. The key is in the ignition. |
| 2. make an exception | 11. That is a huge portion. |
| 3. generous portion | 12. We stopped at the gas station. |
| 4. magic potion | 13. Look it up in the dictionary. |
| 5. What's all the commotion about? | 14. I have a sinus infection. |
| 6. What are the options? | 15. She wrote a letter on stationery. |
| 7. train station | 16. apple of my eye |
| 8. Don't mention it. | 17. knee-jerk reaction |
| 9. no taxation without representation | 18. Actions speak louder than words. |

- Wiggle Cards:

1. pay attention to me
2. stand motionless
3. do the locomotion

- Chain:

1. portion > potion > lotion > motion > emotion > emotions > motions > notions > nations > stations

Code Knowledge

- Before today's lesson, if students read 1,000 words in a trade book, on average 850–926 of those words would be completely decodable.
- After today's lesson, if students read 1,000 words in a trade book, on average 859–926 of those words would be completely decodable.
- The ending *-tion* is generally pronounced /sh/ + /ə/ + /n/, however, there are a few exceptions (e.g., *question*).

Spelling Analysis Directions

Unit 5 Lesson 15

- As all of these words contain the spelling 'ie' for /ee/, student errors are most likely to include spelling the 'ie' as 'ee'. Additional practice for this sound-spelling correspondence may be found in the Pausing Point.
- Although the above scenario may be true for student errors, be alert for student misspellings due to many other errors. You may find it helpful to record the actual misspelling errors that the student makes in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors on double consonants?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?

Lesson 16

✓ Objectives

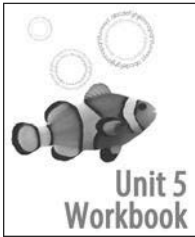
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Read and write words with the inflectional suffix *-tion* (RF.2.3d)
- ✓ Read and write words with the following letter-sound correspondences: 'a' > /ə/ (*about*), 'e' > /ə/ (*debate*) (RF.2.3e)
- ✓ Read the following Tricky Word: *edge* (RF.2.3f)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Use sentence-level context as a clue to the meaning of a word or phrase (L.2.4a)

At a Glance	Exercise	Materials	Minutes
Spelling	Introduce Spelling Words	spelling words on index cards; tape; Worksheet 16.1	15
The /sh/ + /ə/ + /n/ Sound and Its Spellings	Review	schwa Spelling Tree	5
	Fill in the Blank	Worksheet 16.2	15
Reading Time	Close Reading: "The Fearsome Beast"	<i>Sir Gus</i> ; Worksheet 16.3	25
Take-Home Material	Spelling Letter	Worksheet 16.1	*

Advance Preparation

You will practice alphabetizing words today. Many of the spelling words for this week, however, begin with the same letters, and thus far you have taught students how to alphabetize words based on just the first letter. (Later in Grade 2, students will learn how to alphabetize to the second letter.) For this reason, you will only write some of the spelling words on index cards for today. Write the following words on index cards: *yelled, myth, symbol, cry, frying, lying, edge*.



Worksheet 16.1

Introduce Spelling Words

- Tell students that their spelling words for this week have the tricky spelling 'y'. Have students look at their Individual Code Charts. Ask them to tell you the four sounds 'y' represents (/ee/, /i/, /ie/, /y/) and give an example word for each.
- Have students take out Worksheet 16.1 and look at their spelling words while you read them aloud. After each word, have students tell you which sound the spelling 'y' represents.

1. yelled	6. symbol	11. yawn
2. yarn	7. system	12. sticky
3. yellow	8. cry	13. lying
4. yes	9. frying	14. energy
5. myth	10. satisfy	Tricky Word: edge

- Write the word *gem* on the board. Ask students how they would pronounce *gem*. Circle the 'dge' and remind them that this is pronounced /j/. Now write the Tricky Word *edge* on the board. Tell students that they might try to pronounce this word /e/ /d/ /g/ or /e/ /d/ /g/ /ee/. In fact, this word is pronounced /e/ /j/.
- Tape the selected spelling words to the board in random order, reading them aloud as you go.
- Hold up the word cards for *edge* and *myth*. Ask students, "Which letter comes first in the alphabet, 'e' or 'm'?"
- Tape the word card for *edge* on the board when students answer 'e'. (You are not matching the letter with the alphabet strip.) Tape the word card for *myth* underneath *edge* on the board, leaving space between the cards.
- Hold up the word cards for *cry* and *frying*. Ask students, "Which letter comes first in the alphabet, 'c' or 'f'?"
- When students say 'c', tape the word card for *cry* on the board above *edge* and the word card for *frying* underneath *edge*, leaving space between the cards.
- Slowly sing the alphabet song, stopping and pointing to the first letter in each word card when you sing the matching letter: "A B C (point to 'c' in *cry*) D E (point to 'e' in *edge*) F (point to 'f' in *frying*) G H I J K L M (point to 'm' in *myth*) ..."
- Continue through the rest of the word cards.

The /sh/ + /ə/ + /n/ Sound and Its Spellings

20 minutes

See the Pausing Point for additional materials and resources for the 'tion' spelling.

Review

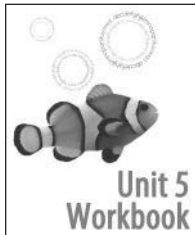
5 minutes

- Tell students they have learned many spellings for the /ə/ sound. Point to the /ə/ Tree(s) and branches, and read the spellings aloud.
- Have students read the leaves with the 'tion' spelling.

Fill in the Blank

15 minutes

- Have students open to Worksheet 16.2. Students will now practice the spellings they have learned in Unit 5.
- Read the words aloud from the word box as a class, circling the spellings as you go.
- Tell students that there are eight words in each box, but only six sentences. This means words will be left over. Ask students to complete this worksheet independently.



Worksheet 16.2

Reading Time

25 minutes

Close Reading: "The Fearsome Beast"

- Have students partner-read "The Fearsome Beast."
- After students have finished reading "The Fearsome Beast" with their partners, lead students in a close reading of the text by doing the following:
 - asking text-dependent questions that require students to draw on evidence from the text;
 - identifying and discussing general academic (Tier 2) vocabulary;
 - discussing sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
 - engaging students in a culminating writing activity completed independently, if possible.
- There are many ways for students to respond to the questions you present, and you may want to change the way in which you ask for students' responses in each lesson, or even during the lesson, to improve student engagement. Here are some suggestions:
 - Have students work as partners. Following each question, direct students to consult with their partner about the correct response, before one student then raises his/her hand to respond.
 - Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response, before one student then raises his/her hand to respond.
 - Following a question, ask all students to provide a written response, before asking an individual student to respond orally.



Chapter 9:
"The Fearsome Beast"



Worksheet 16.3

Teacher Overview

Main Idea and Key Details: The main idea of “The Fearsome Beast” is that Sir Gus starts out on the journey to find the fearsome beast. Key details of the text include: Sir Gus doesn’t know which way to go. Sir Gus gets kidnapped by a group of bandits. The fearsome beast sneaks up on the bandits as they sleep. Sir Gus stands up and by accident blinds the beast with the sun’s reflection from his armor. The beast falls into the swamp and dies. Sir Gus is rescued from his bindings by a hunter and makes his way back to the kingdom. Once again he is hailed as a hero.

Synopsis: The story “The Fearsome Beast” is about another threat to King Alfred’s kingdom and Sir Gus’s accidental rescue of everyone in the kingdom.

Lesson

Text from Student Reader	Vocabulary Instruction	Text-Dependent Questions	Responses
<ul style="list-style-type: none"> The text of the student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. 	<ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence or paragraph. 	<ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
<p>Page 76</p> <p>The next morning, long after everyone else had eaten their morning meal, Sir Gus awoke, much rested but not eager to set off. He yawned. He stretched. He took a bath. He had lunch. At last, he mounted his horse. But he soon faced another problem: he could not tell which way was east.</p> <p>Sir Gus could seldom tell which way to travel. He rarely saw the morning sun, so he did not know that it rose in the east. But knowing that he did indeed need to begin, he sniffed the afternoon air, flipped a coin, and rode north.</p> <p>Sir Gus rode north into the Woods of Doom. He rode for a week. The days got shorter and colder. Sir Gus did not know why.</p> <p>Another thing Sir Gus did not know was that the Woods of Doom were very dangerous. So he was not prepared when, from out of nowhere, there appeared a band of armed men. The men were bandits. They grabbed Sir Gus and tied him up.</p>	<p>not eager—not wanting to do something</p> <p>seldom—not very often</p> <p>armed—having a weapon</p>	<p>Using the adjectives in the text and the illustration, describe Sir Gus.</p> <p>Would you say that Sir Gus is a “morning person”—someone who wakes up without difficulty in the morning? Find evidence in the text.</p>	<p>Answers may vary but should include adjectives from this selection as well as previous selections.</p> <p>Sir Gus is not a “morning person.” In this selection, Sir Gus yawned, stretched and was not eager to set off. He seemed to have difficulty starting his day. The text also says that Sir Gus rarely saw the morning sun, so we can infer that he is probably not a “morning person.”</p>

Lesson

<p>Text from Student Reader</p> <ul style="list-style-type: none"> The text of the student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<p>Vocabulary Instruction</p> <ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. 	<p>Text-Dependent Questions</p> <ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence or paragraph. 	<p>Responses</p> <ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
<p>Page 78</p> <p>The bandits bundled Sir Gus into the back of a wagon. Then, with much speed, they began to travel southeast.</p> <p>About a week later, the bandits arrived at the Bleak Forest of the East. There, not far from the Dark Dismal Swamp, they made camp. The bandits had some dinner and went to sleep.</p> <p>The next morning, while the bandits were still sleeping, something deep inside the forest began to creep closer to their camp. It was the fearsome beast. It had eyes of red flame. It had claws that could shred the hardest stone. It shot fiery flames that could melt metal. And it was going to pounce on the sleeping men.</p> <p>Sir Gus had relaxed for the better part of a week as he bumped along in the wagon. He was feeling well rested. So, in spite of the fact that it was morning, and in spite of the fact that his arms were tied, he decided to try to get up.</p>	<p>bundled—tied up like a package</p> <p>dismal—sad and scary</p> <p>made camp—created a place on the ground to sleep</p> <p>fearsome—very scary</p> <p>creep—to move along at a slow pace</p> <p>pounce—to jump upon something quickly</p> <p>better part—an expression of time passing</p> <p>in spite of—without being affected</p>	<p>Using the adjectives in the text on this page and some of your own, describe how Sir Gus looked “bundled” up.</p>	<p>Acceptable answers should include that his arms are tied up and other details may be added.</p>

Lesson

<p>Text from Student Reader</p> <ul style="list-style-type: none"> The text of the student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<p>Vocabulary Instruction</p> <ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. 	<p>Text-Dependent Questions</p> <ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence or paragraph. 	<p>Responses</p> <ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
<p>Page 80</p> <p>After a long struggle, Gus was able to stand up in the wagon. Just as he stood up, the fearsome beast grunted and charged in to attack. Sir Gus spun around as best he could to see what had made the sound. The bright morning sun shone on his shiny helmet. The sunlight bounced off his helmet and shone on the fearsome beast.</p> <p>The flash of sunlight shone in the eyes of the fearsome beast and blinded it. The beast screamed and ran away. But it could not see. It ran into the Dark Dismal Swamp and sank in the deep mud.</p> <p>The bandits, having woken with a start, fled as well. They scrambled into the wagon and drove away as quickly as they could. As they drove off, Gus fell out of the wagon. He landed on the ground with a thud.</p>	<p>struggle—to make a big effort to do something</p> <p>spun—turned quickly</p> <p>shone—past tense of <i>shine</i></p> <p>woken with a start—having woken up quickly, being frightened</p> <p>fled—having run away</p>	<p>Have students move to the floor area of the classroom and demonstrate the movement Sir Gus would have made as he tried to stand and then as he spun around.</p> <p>Then have students mime the movements of the fearsome beast as it is blinded and runs off to become trapped in the mud, sinking to its death.</p>	<p>Both movement activities should be based on the adjectives in the text. As the teacher, you might read, “After a long struggle ...” Pause and have students struggle on the floor. Then read, “Just as he stood up ...” Have students stand up, and so on through the rest of the page.</p>

Lesson			
Text from Student Reader	Vocabulary Instruction	Text-Dependent Questions	Responses
<ul style="list-style-type: none"> The text of the student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. 	<ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence or paragraph. 	<ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
<p>Page 82</p> <p>Sir Gus the Utterly Fearless lay on the ground for two days, unable to get up. At last a hunter spotted him and untied him.</p> <p>Sir Gus thanked the hunter. Then he made his way back to the king’s palace on foot.</p> <p>When he arrived, the king was just sitting down for his dinner. Sir Gus knelt and spoke to him.</p> <p>“Your majesty,” he said, “I am happy to report that the fearsome beast lies at the bottom of the Dark Dismal Swamp.”</p> <p>“Well done, Sir Gus!” said the king. “Well done!”</p> <p>The king called all his knights to a meeting.</p> <p>“Sir Gus has killed the fearsome beast and tossed its carcass into the Dark Dismal Swamp,” the king announced. “Thanks to his brave actions, the kingdom is safe. You may all go home.”</p>	<p>on foot—walking along, not on horseback</p> <p>carcass—the body of a dead animal</p>	<p>King Alfred tells all the knights: “Sir Gus has killed the fearsome beast and tossed its carcass into the Dark Dismal Swamp.” Is that really what happened?</p>	<p>Sir Gus does not correct the king. Sir Gus is lying by omission by not telling the king what actually happened.</p>
		<p>Turn and Tell: Sir Gus has earned his reputation built on misunderstandings. How does this add to the humor of the stories?</p>	

Wrap-Up

- If time permits, ask students to complete Worksheet 16.3.

Take-Home Material

Spelling Letter

- Have students take home Worksheet 16.1. Remind students that they should practice their spelling words each night.

Lesson 17

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read and write words with the following inflectional ending: *-ed* (RF.2.3d)
- ✓ Read and write words with the following letter-sound correspondences: 'a' > /ə/ (*about*), 'e' > /ə/ (*debate*) (RF.2.3e)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Plan, draft, and edit a narrative retelling of a fiction text, creating a new ending for the story (W.2.3)
- ✓ With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (W.2.5)
- ✓ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking verbs in present or past tense (L.2.1)
- ✓ Use collective nouns (e.g., *group*) (L.2.1a)
- ✓ Form and use irregular plural nouns orally and in own writing (L.2.1b)
- ✓ Use both regular and irregular past, present, and future tense verbs orally and in own writing (L.2.1d)
- ✓ Use adjectives appropriately orally and in own writing (L.2.1e)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Verb Review		10
Grammar	Changing Action Verb Tense	Worksheet 17.1	20
Writing	Writing a Different Ending	chapter of your choice from <i>Sir Gus</i> ; Worksheets 17.2, 17.3; board or chart paper	30
Take-Home Material	Review	Worksheet 17.4	*

Verb Review

- Remind students they have learned about verbs. Ask students to recall the two kinds of verbs they have learned (action and *to be*).
- Tell students you are going to orally review some verbs by playing a game.
- Divide students into four groups.
- Tell students you will read a sentence or phrase to one group and ask them to tell you the verb in the sentence. All other groups should think of the answer as well, just in case the group called upon gives the wrong answer. The group with the most points wins.
- Use sentences or phrases from the following box.

- | | |
|-------------------------------------|---------------------------------------|
| 1. Where did you get that notion? | 10. The key is in the ignition. |
| 2. make an exception | 11. I ate a huge portion. |
| 3. give a generous portion | 12. We stopped at the gas station. |
| 4. make a magic potion | 13. They looked in the dictionary. |
| 5. What is all the commotion about? | 14. I have a cold. |
| 6. What are the options? | 15. She wrote a letter on stationery. |
| 7. meet at the train station | 16. He is the apple of my eye. |
| 8. Don't mention it. | 17. have a knee-jerk reaction |
| 9. pay your taxes | 18. Actions speak louder than words. |

Grammar

20 minutes

Changing Action Verb Tense

- Tell students we can change the form of a verb to indicate whether something is happening now, happened in the past, or will happen in the future.
- Give an example of a single verb in three tenses [e.g., "I walk." (present tense), "I walked." (past tense), "I will walk." (future tense)].
- Tell students that today you will focus on verbs in the present and past tense.
- Tell students that past tense means something has already happened and is over and done. Present tense means something is currently taking place.
- Give some examples orally with the students: "I paint today." (present)
"Yesterday, I painted." (past)
- Have the students turn to Worksheet 17.1.



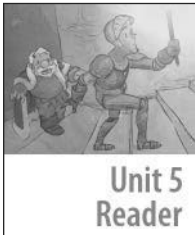
Worksheet 17.1

- Tell students that most verbs change to the past tense by adding *-ed* to the end of a word.
- Guide students through the completion of Worksheet 17.1 as a class, calling attention to the form of each verb, either the present tense or the past tense.

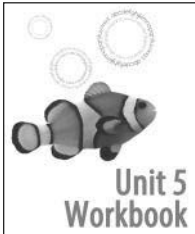
Writing

30 minutes

Writing a Different Ending



Chapter of your choice



Worksheets 17.2,
17.3

- Tell students that today they will learn how to change the ending of a story. They should listen carefully as you read a familiar story.
- Read a chapter of your choice from *Sir Gus*.
- Tell students you will begin by brainstorming “What if?” questions that might help them think of a different way the story might end.
- Use one or two of these questions to model how to ask a “What if?” question. Ask students to record the questions on Worksheet 17.2:
 - What if Sir Gus had not _____?
 - What if King Alfred had _____?
 - What if the knights had not _____?
- Then ask students to brainstorm one or two “What if?” questions as a class.
- Tell students you will choose one of the questions to help you think of a new ending.
- Tell students you will now write a new ending to the story, based on the answer to the question you select.
- Model writing a new ending on the board or display of your choice.
- Ask students to turn to Worksheet 17.3.
- Complete the Editing Checklist with students.
- Tell students that in the next lesson they will plan a new ending with a partner for another story.

Take-Home Material

Review

- Ask students to take home Worksheet 17.4 to complete.

Lesson 18

Writing

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Read and write words with the following inflectional ending: *-ed* (RF.2.3d)
- ✓ Read and write words with the following letter-sound correspondences: 'a' > /ə/ (*about*), 'e' > /ə/ (*debate*) (RF.2.3e)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Plan, draft, and edit a narrative retelling of a fiction text, creating a new ending for the story (W.2.3)
- ✓ With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (W.2.5)
- ✓ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking verbs in present or past tense (L.2.1)
- ✓ Use collective nouns (e.g., *group*) (L.2.1a)
- ✓ Form and use irregular plural nouns orally and in own writing (L.2.1b)
- ✓ Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*) (L.2.1d)
- ✓ Use adjectives appropriately orally and in own writing (L.2.1e)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Review of Present and Past Tense of Verbs	Wiggle Cards	10
Writing	Different Endings for Stories	Worksheets 18.1, 18.2	25
Reading Time	Partner Reading: "The King's Birthday"	<i>Sir Gus</i> ; Worksheet 18.3	25
Take-Home Material	"The King's Birthday"	Worksheet 18.4	*

Advance Preparation

Choose several Wiggle Cards with a clear action verb for the Warm-Up activity.

Warm-Up

10 minutes

Review of Present and Past Tense of Verbs

- Remind students that there are two types of verbs they have learned. Ask students to identify the names of these verbs (action and *to be*). Remind students that an action verb shows what someone is doing, like *sleep* or *swim*, and *to be* verbs include *are*, *am*, and *is* in the present tense, and *was* and *were* in the past tense.
- Tell students that today they will review just the present and past tense of action verbs.
- Hold up a Wiggle Card and ask the class to read the card and perform the action. Ask a student to tell you the verb on the card. Ask students if this is present or past tense.

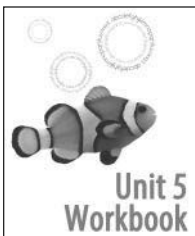
Note: All of the Wiggle Cards are present tense, but the goal is to have students practice identifying whether they are past or present tense.

- Next ask a student to use the Wiggle Card in a complete sentence in the present tense. Remind students that a complete sentence has both a predicate and a subject.
- Then ask another student to tell you the past tense form of the same verb and use it in a complete sentence.

Writing

25 minutes

Different Endings for Stories



Worksheets 18.1, 18.2

- Tell students that in the last lesson they practiced changing the ending of a story. Today they will work with a partner to plan a different ending to another story.
- Have students take out Worksheet 18.1. Tell students this is only part of the story “Fire!” Remind students that in this story, Sir Gus is going to fight a troll who is living in a cave. Read Worksheet 18.1 as a class.
- Ask students, “How did the story ‘Fire!’ end after this?” (Sir Gus fainted because he was so scared, his torch lit the ground and cave on fire, the troll ran away to escape the fire, and all of the knights thought Sir Gus had been brave.)
- Pair students with partners and ask them to brainstorm “What if?” questions with their partners.
- Brainstorm one “What if?” question as a class. Briefly discuss how this question could lead to a new ending.

- Encourage students to try to come up with at least five “What if?” questions with their partners. Tell students after they record their “What if?” questions on Worksheet 18.2, they should select one question to use to help write their new ending to “Fire!”
- Give students 15 minutes to brainstorm and record their ideas. Circulate around the room to help students think about how their “What if?” questions could lead to a new ending.
- If time permits, ask students to share their chosen “What if?” question with the class.
- Tell students that tomorrow they will rewrite the ending to “Fire!” with their partners.

Reading Time

25 minutes

Partner Reading: “The King’s Birthday”

Introducing the Story

- Tell students that today they will read about the beginning of King Alfred’s birthday party with a partner. Remind students of the partner reading process. Also remind students to use the Individual Code Chart to help sound out words and to ask their partners questions when they encounter confusing parts in the story.

Previewing the Spellings

- Preview the following spellings before reading today’s story.

‘a’ > /ə/	‘ou’ > /u/	‘le’ > /ə/ + /l/	‘o’ > /u/
roy al	ner vous	can dles	com ing
a mazed			months
l van			won der ful
a ttend			
thou sand			

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s story.

1. **feast**—a large meal served for many guests
2. **joust**—a competition between two knights on horseback who try to knock each other off with their lances
3. **sire**—a respectful title used to address kings in medieval times
4. **boasted**—bragged



Chapter 10: “The King’s Birthday”



Worksheet 18.3

Purpose for Reading

- Tell students that they should read today’s story to find out what will take place at King Alfred’s birthday party.

Wrap-Up

- Ask students if there were any parts of the story they did not understand, and if they asked their partners questions.
- Ask students to summarize the story. Remind students that a summary involves a brief description of the main characters and events of the story.
- Complete Worksheet 18.3 as a class.

Take-Home Material

“The King’s Birthday”

- Have students take home Worksheet 18.4 and read the story with a family member.

Lesson 19

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read and write words with the following inflectional ending: *-ed* (RF.2.3d)
- ✓ Read and write words with the following letter-sound correspondences: 'a' > /ə/ (*about*), 'e' > /ə/ (*debate*) (RF.2.3e)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Plan, draft, and edit a narrative retelling of a fiction text, creating a new ending for the story (W.2.3)
- ✓ With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (W.2.5)
- ✓ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking verbs in present or past tense (L.2.1)
- ✓ Use collective nouns (e.g., *group*) (L.2.1a)
- ✓ Form and use irregular plural nouns orally and in own writing (L.2.1b)
- ✓ Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*) (L.2.1d)
- ✓ Use adjectives appropriately orally and in own writing (L.2.1e)

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Warm-Up</i>	Verb Tense and Vowel Code Review	Individual Code Charts	10
<i>Grammar</i>	Change Action Verb Tense	Worksheet 19.1	20
<i>Writing</i>	Write and Edit New Ending	Worksheets 19.2, 19.3	30
<i>Take-Home Material</i>	Reminder		*

Verb Tense and Vowel Code Review

- Say, “He wiggled his toes.” and ask a student to identify the verb.
- Ask another student to identify the verb as present tense or past tense. (past)
- Once the verb has been correctly identified, repeat the phrase and ask a student to identify the first vowel sound in the word *wiggled*. (/i/) Encourage students to look at the Individual Code Chart if they need extra help.
- Once the vowel sound has been correctly identified, ask students to point to the row in the Individual Code Chart showing the spelling or spellings students have learned for this sound.
- Ask students to point to the spelling for the sound. Students should be able to summarize what the class has learned. For example, “We learned to spell the sound /i/ with the letter ‘i’.”
- Repeat these steps with the additional sentences below.

1. They **wait** for the bus. (*wait* /ae/, present)
2. She **likes** me. (*likes* /ie/, present)
3. We **asked** for directions. (*asked* /a/, past)
4. I **floated** in the pool. (*floated* /oe/, past)
5. We **eat** dinner at six. (*eat* /ee/, present)
6. He **cried**. (*cried* /ie/, past)

Change Action Verb Tense



Worksheet 19.1

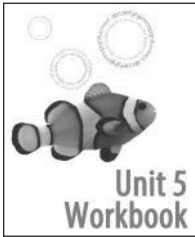
- Tell students they have been studying the present- and past-tense forms of verbs. Ask students to tell you what it means if something is in the past tense. (It is an action that has already happened.)
- Ask students to tell you what it means if a verb is in the present tense. (The action is happening right now.)
- Explain that the future tense is made by adding the word *will* in front of the base form of the verb: *I swim.* > *I will swim.* The future tense indicates the action will happen at some time in the future; it is going to happen.
- Explain that the future tense is much more regular—and much less complicated—than the past tense.
- Have students turn to Worksheet 19.1. Have them fill in the chart on the front of the worksheet.

- Have students respond to the writing prompt by describing things they will do when they grow up. The prompt should elicit plenty of future-tense verb forms. If time permits, ask students to share some of the future-tense verbs that they used.

Writing

30 minutes

Write and Edit New Ending



Worksheets 18.2,
19.2, 19.3

- Tell students that today they will be writing the new ending to a story they planned with a partner.
- Suggest students review the “What if?” questions they have decided to use from Worksheet 18.2.
- Tell student partners to talk about the new ending before writing it on Worksheet 19.2.
- Tell students that when they finish with their writing, they should use the Editing Checklist (Worksheet 19.3) to edit the writing together.
- If there is time, you may ask students to share their writing with the class.

Take-Home Material

Reminder

- Remind students of the spelling assessment tomorrow.

Lesson 20

Assessment
Small Group

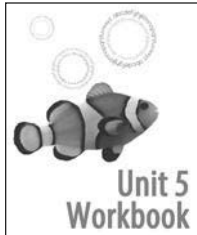
✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Read and write words with the following letter-sound correspondences: 'a' > /ə/ (*about*), 'e' > /ə/ (*debate*) (RF.2.3e)
- ✓ Read the following Tricky Words *death, because* (RF.2.3f)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (W.2.5)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Plan, draft, and edit a narrative retelling of a fiction text, creating a new ending for the story (W.2.3)

At a Glance	Exercise	Materials	Minutes
Spelling	Spelling Assessment	Worksheet 20.1	15
Small Group	Remediation and Assessment	Worksheets 20.2–20.5	20
Reading Time	Partner Reading: “Betrayed”	<i>Sir Gus</i> ; Worksheet 20.6	25

10 Spelling Assessment



Worksheet 20.1

- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

- | | | |
|-----------|-------------|--------------------------|
| 1. energy | 6. yellow | 11. yawn |
| 2. yelled | 7. yes | 12. sticky |
| 3. system | 8. myth | 13. lying |
| 4. frying | 9. cry | 14. symbol |
| 5. yarn | 10. satisfy | Tricky Word: edge |

- Direct students' attention to the lines on the bottom of the worksheet. Tell students to write the sentence, "The beast was on the edge of the cliff." Slowly repeat this sentence twice.
- Read each spelling word once more.
- Tell students that you will now show them the correct spelling for each word so they may correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it. Do the same for the sentence.
- Circle the following words on the board. Ask students to turn Worksheet 20.1 over to the back, and write these circled words in alphabetical order.

- | | | |
|-----------|---------|-----------|
| 1. lying | 3. myth | 5. energy |
| 2. frying | 4. yawn | |

- Give students about four minutes to do this.
- Write the five words in alphabetical order so students may correct their work.

- | | | |
|-----------|----------|---------|
| 1. energy | 3. lying | 5. yawn |
| 2. frying | 4. myth | |

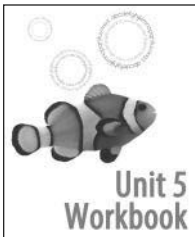
Note to Teacher

At a time later today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. You will find the Spelling Analysis sheet and directions at the end of this lesson. This will help you to understand any patterns beginning to develop or persisting among individual students.

Small Group

20 minutes

Remediation and Assessment



Worksheets
20.2–20.5

✪ **Small Group 1:** For students needing remediation, you may choose to have them reread a story to you. Ask questions throughout to check for comprehension. Or you may choose to have students complete Worksheet 20.2. This worksheet covers the 'tion' ending. Before working on this activity, you may choose to pre-teach words you anticipate will be troublesome for students. If students need help with other sounds or spellings, please refer to previous lessons and other activities and worksheets and/or the Pausing Point.

✪ **Small Group 2:** For students able to work independently, tell them to select a story from one of the past Readers for which they would like to rewrite the ending; encourage students to select a shorter story. Ask them to reread the story and use Worksheets 20.3–20.5 to plan and write their own stories.

Reading Time

25 minutes

Partner Reading: "Betrayed"

Introducing the Story



Chapter 11: "Betrayed"

- Tell students the title of today's story is "Betrayed." Tell students that *betrayed* means someone you trusted did something that makes you not trust them anymore. For example, pretend you told someone a secret and that person told everyone else in the class. We would say that person betrayed you. Since the title of the story often provides a clue as to what is going to happen, we can guess today's story involves someone being betrayed.

Reviewing Tricky Words



Worksheet 20.6

- The word *because* is in this story. Remind students that they learned this Tricky Word in Grade 1. You may wish to review the tricky part of the word: the letters 'se' stand for the /z/ sound.
- Tell students they will come across a Tricky Word in the very last sentence of the story (*death*). Ask students to be extra careful when reading this sentence; they should use their best word skills to sound out this word. Tell students at the end of the story, you will ask them if they know what the Tricky Word is and how they used their word skills to figure out the correct pronunciation.

Previewing the Spellings

- Preview the following spellings before reading today’s story:

‘a’ > /ə/	‘ou’ > /u/	‘le’ > /ə/ + /l/	‘o’ > /u/
a re na	ner vous	a ssem bled	comm and
fi nal ly		bat tle	o ppo nent
		no bles	o ther
		spec ta cle	sec ond
			doves

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s story.

- doves**—white birds that are symbols of peace
- cloudless**—without clouds (point out that *-less* means without)
- gasp**—to take a deep breath in surprise, amusement, or fear
- opponent**—a competitor or enemy
- knocked out**—knocked unconscious by a blow
- spectacle**—something wonderful to see
- draped**—covered with folds of cloth
- rival**—one of at least two striving for the same prize
- blow**—a powerful hit

Purpose for Reading

- Tell students that they should read today’s story to learn who betrayed whom.

Wrap-Up

- Ask students if there were any parts of the story they did not understand, and if they asked a question of their partner.
- Ask students what they think the Tricky Word was in the last sentence. (*death*) Ask students how they used their word skills.
- Ask a student to summarize the story. Remind students that a summary involves a brief description of the main characters and events of the story.
- Complete Worksheet 20.6 as a class.
- Point out to students that the story has an open ending, which means the reader does not know what will happen next. This helps to build suspense and make the reader want to read on to find out what will happen next.

Spelling Analysis Directions

Unit 5 Lesson 20

- Students who missed number(s) 1 and/or 12 may need review of the ‘y’ as a spelling for /ee/.
- Students who missed number(s) 4, 9, 10, and/or 13 may need review of the ‘y’ as a spelling for /ie/.
- Students who missed number(s) 3, 8, and/or 14 may need review of the ‘y’ as a spelling for /i/.
- Students who missed number(s) 2, 5, 6, 7, and/or 11 may need review of the ‘y’ as a spelling for /y/.
- While any of the above scenarios may be true for student errors, be aware student that misspellings may be due to many other errors. You may find it helpful to record the actual misspelling errors that the student makes in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors on double consonants?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?
- Please look back at Unit 4 for exercises (Pausing Point and worksheets) targeting tricky spelling ‘y’.
- Students may have had difficulty alphabetizing the words; there are activities in the Pausing Point targeting this skill.

Lesson 21

Tricky Spelling

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Know and apply grade-level phonics and word analysis skills in decoding words (RF.2.3)
- ✓ Read and write words with the following letter-sound correspondences: 'a' > /ə/ (*about*), 'e' > /ə/ (*debate*) (RF.2.3e)
- ✓ Read the following Tricky Words *wizard, break* (RF.2.3f)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)

At a Glance	Exercise	Materials	Minutes
Spelling	Introduce Spelling Words	spelling words on index cards; tape; Worksheet 21.1	15
The Tricky Spelling 'a'	Sound Search	Worksheet 21.2; board	20
Reading Time	Partner Reading: "The Wizard"	<i>Sir Gus</i> ; Worksheet 21.3	25
Take-Home Material	Spelling Letter and Tricky Spelling 'a'	Worksheets 21.1, 21.4	*

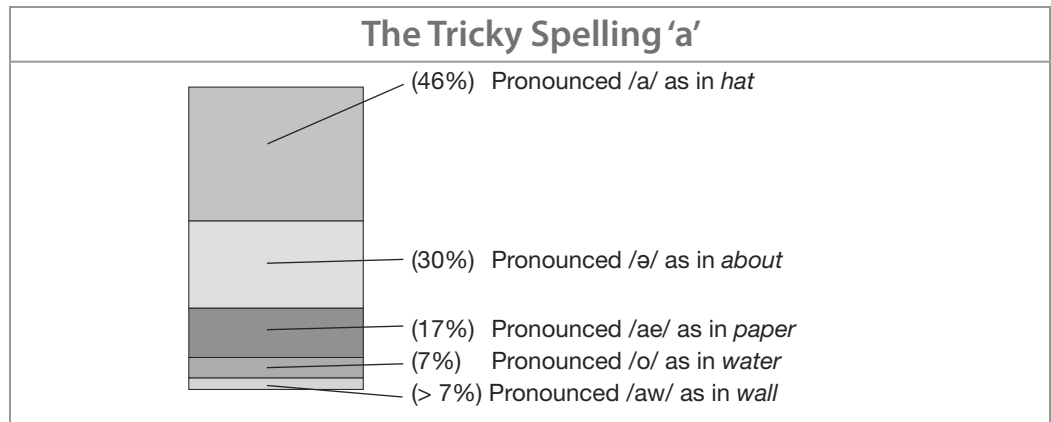
Advance Preparation

Write the spelling words for the week on index cards.

Note to Teacher

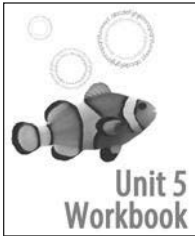
Today students will work on decoding the tricky spelling ‘a’. This spelling poses a problem for readers because it can be pronounced /a/ as in *hat*, /æ/ as in *paper*, /ə/ as in *about*, or /o/ as in *water*. The following chart shows /a/ is the most common pronunciation, followed by /ə/, /æ/, and /o/.

In each case, the first choice is the /a/ pronunciation, the second choice is the /æ/ pronunciation, and the third choice is the /ə/ or schwa (which often sounds like /u/) pronunciation. We think this pattern will help students remember the pronunciation options for several spellings, and we therefore encourage you to teach the options in the order listed, rather than in order of frequency. The following lesson reflects this order.



Here are some patterns for your information:

- ‘a’ is often pronounced /a/ in one-syllable words (*cat*, *hat*) and in syllables where the ‘a’ is boxed in by consonant spellings (*captain*, *factor*).
- ‘a’ is almost always pronounced /a/ when it is followed by a double-letter spelling for a consonant sound (*batter*, *abbey*, *sassy*). The double-letter spelling is a marker for the “short” pronunciation of the preceding vowel. However, an ‘a’ before ‘ll’ can be pronounced /a/ (*rally*, *tally*) or /aw/ (*all*, *hall*).
- ‘a’ is likely to be pronounced /o/ when preceded by a spelling for /w/ (*watch*, *water*).
- ‘a’ is likely to be pronounced /æ/ (*paper*, *cradle*) when it is at the end of the first syllable in a multi-syllable word.
- ‘a’ is likely to be pronounced as either /ə/ (*about*, *along*) or /a/ (*apple*, *at*) when found in the initial position.
- ‘a’ is almost always pronounced /ə/ when found in the final position (*Africa*, *Asia*, *America*, *Laura*).
- ‘a’ is also part of many multi-letter spellings (e.g., ‘ay’, ‘ai’, ‘a_e’, ‘ea’, etc.).



Worksheet 21.1

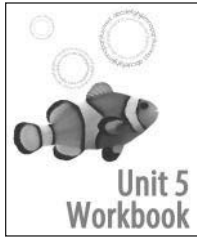
Introduce Spelling Words

- Tell students that their spelling words for this week end in either the letters 'le', 'el', or 'tion'.
- Have students take out Worksheet 21.1 and read their spelling words silently while you read them aloud.

- | | | |
|------------|-------------|----------------|
| 1. turtle | 6. label | 11. education |
| 2. bundle | 7. angel | 12. inspection |
| 3. pickle | 8. gravel | 13. motion |
| 4. shuffle | 9. jewel | 14. question |
| 5. cattle | 10. fiction | |

Tricky Word: schwa

- Tape the spelling words to the board in random order, reading them aloud as you go.
- Tell students that they have already learned how to put words in alphabetical order by matching the words to the letters of the alphabet.
- Tell students that today you will show them another way to put words in alphabetical order. Once they have learned both ways, they can use whichever method they prefer.
- Tell students that today you will show them how to go through the alphabet letter by letter to put words in alphabetical order.
- Say, "Let's look at the word cards. Do we have any words that begin with 'a'? Yes, *angel* begins with 'a', so we will tape that at the top of our new list."
- Then say, "Do we have any words that begin with the letter 'b'? Yes, we have the word *bundle*, so we will tape that under the word *angel*."
- Then say, "Do we have any words that begin with the letter 'c'? Yes, we have the word *cattle*, so we will tape that under the word *bundle*."
- Then say, "Do we have any words that begin with the letter 'd'? No, we don't."
- Then say, "Do we have any words that begin with 'e'? Yes, we do, *education*. So we will tape this word under *cattle*."
- Continue in this manner until all of the words are alphabetized.



Worksheet 21.2

Sound Search

- Remind students that they know many different sounds of the letter 'a'.
- Have students turn to Worksheet 21.2.
- Review with students the different sounds they know for the letter 'a'.
- Draw this graphic on the board as you discuss the different sounds of the letter 'a'.

'a'	→	/a/	hat	band	last
	→	/æ/	paper	later	lady
	→	/ə/	about	along	balloon

See the Pausing Point for additional materials and resources for the tricky spelling 'a'.

- Have students read the words in the box aloud first.
- Ask students to sort the words according to the sound the tricky spelling stands for: /a/, /æ/, or /ə/.

Reading Time

Partner Reading: "The Wizard"

Introducing the Story



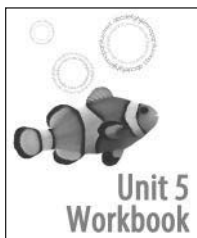
Chapter 12: "The Wizard"

- Ask students to look at the Table of Contents and tell you the title of the story after "Betrayed" ("The Wizard"). Ask students for a definition of *wizard*. Explain that a *wizard* is a magician found in fairy tales. Wizards often cast spells that make people do things such as falling asleep for a very long time.

Previewing the Spellings

- Pre-teach the Tricky Word *wizard*. Write *wizard* on the board. The students might think the 'ar' in *wizard* would be pronounced /ar/, but in fact, we usually say the /er/ sound.
- Pre-teach the Tricky Word *break*. Write *break* on the board, and explain that while students might think they should pronounce 'ea' as /ee/, they should actually pronounce it /æ/.
- Preview the following spellings.

'o' > /u/	'o_e' > /u/	'a' > /ə/	'i' + 'l' > /ə/ + /l/
dun geon	be come	a sleep	eas i ly
summ on	done	a ttack	



Worksheet 21.3

Previewing the Vocabulary

- Preview the following vocabulary before reading today's story.

1. **cast a spell**—to do magic by saying a combination of words, like *hocus pocus*, and using potions; spells make strange things happen, such as having an entire crowd of people fall asleep
2. **screech**—to make a shrill cry
3. **dungeon**—a dark prison, often in a medieval castle

Purpose for Reading

- Ask students to read today's story to find out what scary event happens. Tell students to take turns reading both silently and aloud with their partners. They should complete Worksheet 21.3 when they are finished.

Wrap-Up

- Ask students if there were any parts of the story they didn't understand, and if so, what question(s) they asked their partner in order to get help.
- Ask a student to summarize today's story.
- Review Worksheet 21.3 with students.

Take-Home Material

Spelling Letter and Tricky Spelling 'a'

- Have students take home Worksheets 21.1 and 21.4. Remind students that they should practice their spelling words each night.

Lesson 22

Tricky Spelling

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Know and apply grade-level phonics and word analysis skills in decoding words (RF.2.3)
- ✓ Read and write words with the following letter-sound correspondences: 'a' > /ə/ (*about*), 'e' > /ə/ (*debate*) (RF.2.3e)
- ✓ Read the following Tricky Word: *against* (RF.2.3f)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)

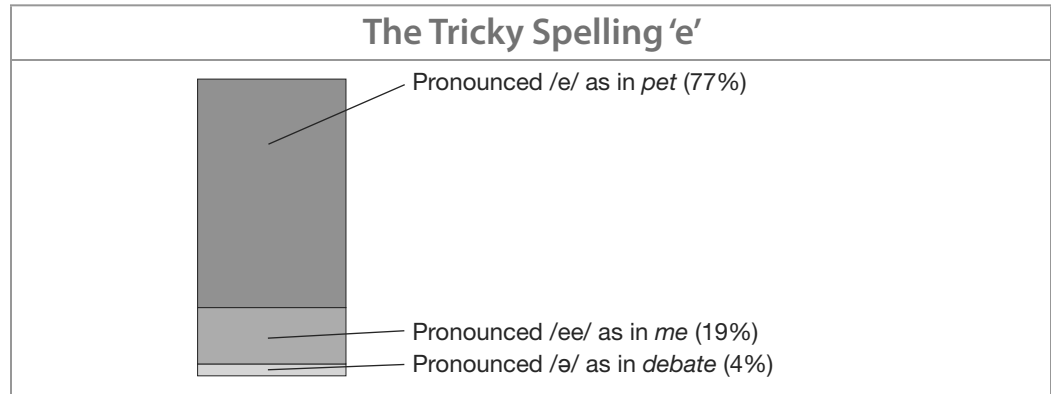
At a Glance	Exercise	Materials	Minutes
Warm-Up	Alphabetical Order	word cards	10
The Tricky Spelling 'e'	Which Sound Do You Hear?	Worksheet 22.1	30
Reading Time	Partner Reading: "Breaking the Spell"	<i>Sir Gus</i> ; Worksheet 22.2	20
Take-Home Material	Tricky Spelling	Worksheet 22.3	*

Advance Preparation

You will practice alphabetizing words today. Write the following words on individual pieces of paper (the text should be large enough that students can read the words from their desks): *young, southern, apple, China, fossil, mental, eagle, tunnel, portion, reaction, needle*.

Note to Teacher

Today students will work on decoding the tricky spelling ‘e’. This spelling poses a challenge for readers, because it is regularly pronounced three different ways: /e/ as in *pet*, /ee/ as in *me*, and /ə/ as in *debate*. The bar chart shows /e/ is the most common pronunciation for ‘e’, and /ee/ is more common than schwa.



If students come across an unfamiliar printed word containing the letter ‘e’, they should try pronouncing the ‘e’ as /e/. If that does not sound like a word, or if the resulting word does not make sense in context, students should try /ee/ (the “long” pronunciation). If that still sounds wrong, they should try /ə/. This pattern is consistent with the pattern identified in the previous lesson and presented in the chart below.

Spelling	1st Choice—Short	2nd Choice—Long	3rd Choice—/ə/
‘a’	/a/ (short) as in <i>hat</i>	/æ/ (long) as in <i>cake</i>	/ə/ as in <i>about</i>
‘e’	/e/ (short) as in <i>pet</i>	/ee/ (long) as in <i>me</i>	/ə/ as in <i>debate</i>

Here are some patterns for your information:

- ‘e’ is almost always pronounced /e/ in one-syllable words. The only exceptions are a handful of high-frequency, one-syllable words that have the final ‘e’ pronounced /ee/: *he, she, we, be, me*.
- ‘e’ is almost always pronounced /e/ when it appears before a double-letter spelling for a consonant sound (*Betty, bedding, dresser*). The double-letter spelling is a marker for the “short” pronunciation of the preceding vowel.
- ‘e’ is pronounced /ee/ primarily in words beginning with one of four common prefixes: *be-*, *de-*, *pre-*, and *re-*. These four prefixes account for about two-thirds of the words in which ‘e’ is pronounced /ee/.
- ‘e’ is much more likely to be pronounced /e/ at the beginning of the word (*everyone*), rather than /ee/ (*evaporate*) or /ə/ (*eruption*).
- At the end of a word, ‘e’ usually forms part of a separated digraph (*cake, bike, note*); the pronunciations /e/ and /ə/ almost never occur at the end of a word. There are a few words having the final ‘e’ pronounced /ee/ (*maybe, acne, adobe, coyote*).

- ‘e’ is most commonly pronounced as /ə/ in the middle of a word, rather than at the beginning or end.

Warm-Up

10 minutes

Alphabetical Order

- Ask some students to come to the front of the class; hand each a previously prepared word card.
- Have students with word cards stand in a line across the front of the room, facing the class. Ask each student to read the word on his or her card aloud.
- Tell students they will now help put the words in alphabetical order. You will slowly sing the alphabet song. After each letter you sing, pause to let students see if they have a word starting with that letter. After you sing ‘a’, the student with the card *apple* should move to be first in line.
- Once students believe they have correctly placed the words in alphabetical order, sing the alphabet song as a class once more to check their work.

The Tricky Spelling ‘e’

30 minutes

Which Sound Do You Hear?



Worksheet 22.1

- Remind students that the focus of this unit is on vowel sounds and their spellings.
- Draw the following graphic on the board as you review the sounds of the tricky spelling ‘e’.

‘e’	→	/e/	pet	left	test
	→	/ee/	me	rewind	she
	→	/ə/	debate	benefit	strategy

Please see the Pausing Point for additional materials and resources for the tricky spelling ‘e’.

- Point out that ‘e’ is a spelling for /e/, /ee/, and /ə/.
- Remind students that when a spelling can be pronounced more than one way, we call it a *tricky spelling*.
- Tell students that when they see an unfamiliar word with the ‘e’ spelling, they should first try pronouncing the ‘e’ as /e/; if that does not sound right, or does not make sense in context, they should try /ee/ and then schwa.
- Have students tear out Worksheet 22.1. Explain to the class that each sentence has words with an underlined ‘e’. They should select the correct sound of the letter ‘e’ from the three choices under the sentence.

Partner Reading: “Breaking the Spell”

Introducing the Story



Chapter 13: “Breaking the Spell”



Worksheet 22.2

- Ask students to tell you what happened in the last story, “The Wizard.” Share with them that today’s story is titled “Breaking the Spell.” Knowing Sir Gus has succeeded mainly through good luck, ask students how they think Sir Gus might break the wizard’s spell.

Previewing the Spellings

- Begin by teaching the Tricky Word *against*. Write *against* on the board. Students might think the ‘ai’ in *against* would be pronounced /ae/, but in this word, these letters stand for the /e/ sound. Point out this word is tricky in the same way as the word *again*, which students learned earlier in this unit.

Note: You may also want to pre-teach the word *dungeon*. It is decodable, but may be challenging for some students to read.

- Preview the following spellings before reading today’s story:

‘le’ > /ə/ + /l/	‘o_e’ > /u/	‘a’ > /ə/
pud dles	come	a ffect ed
trem bles	done	a way
		a woke

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s story.

1. **coo**—a soft sound doves make
2. **damp**—moist
3. **puddle**—a pool of water (often from rain)
4. **“nor was he fond of rats”**—this phrase means “he also did not like rats”

Purpose for Reading

- Tell students they should read today’s story to find out if the spell cast by the evil wizard is broken and, if so, how.

Reading Supports

- When Sir Gus reaches the dungeon, ask students how they would feel if they were in his shoes.
- After Sir Gus begins to tremble and shake, ask students to predict what might happen next and to give examples from previous stories to explain their ideas. (Students may predict that Sir Gus will faint as he did when confronting the troll.)

Wrap-Up

- Ask students if there were any parts of the story they did not understand. If so, have them ask a question to help clear up their confusion. Allow other students to try to answer any student-generated questions.
- Ask students, “How did Sir Gus break the spell? Was it his plan or luck?”
- Have students complete Worksheet 22.2. Review the worksheet as a class.

Take-Home Material

Tricky Spelling

- Have students take home Worksheet 22.3. Remind students that they should practice their spelling words each night.

Lesson 23

Tricky Spelling

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Read and write words with the following letter-sound correspondences: 'a' > /ə/ (*about*), 'e' > /ə/ (*debate*) (RF.2.3e)
- ✓ Read the following Tricky Words: *friend, sure* (RF.2.3f)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking verbs in present or past tense (L.2.1)
- ✓ Use collective nouns (e.g., *group*) (L.2.1a)
- ✓ Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*) (L.2.1b)
- ✓ Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*) (L.2.1d)
- ✓ Use adjectives and adverbs, and choose between them depending on what is to be modified (L.2.1e)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Present, Past, and Future Tense Verb Review	board	10
The Tricky Spelling 'o'	Sound Search	Worksheet 23.1; board	20
Reading Time	Close Reading: "Looking for the Enemy"	<i>Sir Gus</i> ; Worksheet 23.2	30
Take-Home Material	Tricky Spelling 'o'	Worksheet 23.3	*

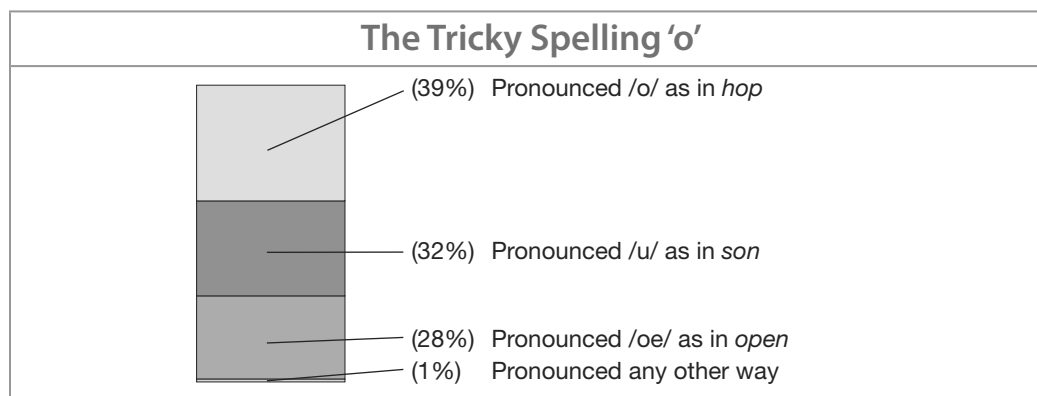
Advance Preparation

Draw the following chart on the board or chart paper for the Warm-Up.

Subject	Predicate		
	Present	Past	Future
I	lift		
She		walked	
He			will sneeze
You	pick		
We			will smell
It		jogged	
They	lift		

Note to Teacher

Today students will work on decoding the tricky spelling ‘o’. This spelling poses a challenge for readers because it is regularly pronounced three different ways. At this point, the students have been introduced to all three of the most common pronunciations, /o/ as in *hop*, /oe/ as in *open*, and /u/ as in *son*. The chart shows /o/ is the most common pronunciation for ‘o’, but /oe/ and /u/ are also quite common.



Here are some patterns for your information:

- ‘o’ is usually pronounced /o/ in one-syllable words, especially in words where the ‘o’ is boxed in on either side by consonant spellings (*hot, box, top, dog*); however, there are some exceptions (*gold, post, bold, son*).
- ‘o’ is almost always pronounced /o/ when it is followed by a double-letter spelling for a consonant sound (*knotty, hobby, bossy*).
- ‘o’ is rarely pronounced /u/ in one-syllable words. There are only a handful of such words in our database of 25,000 words (*front, monk, month, son, sponge, ton, tongue, won*).
- At the beginning of a word, /oe/ (*obey*) is more likely than /o/ (*offer*). The least likely pronunciation is /u/ (*other*).

- At the end of a word, or at the end of a syllable, ‘o’ is likely to be pronounced /o/ (*hobo, hero, echo*). Both /o/ and /u/ are very rare in such cases.
- ‘o’ is also pronounced /oo/ in a handful of words like *to, do, and movie*; but this pronouncing option appears less than 1% of the time, and we do not explicitly teach it.
- ‘o’ is also part of many multi-letter spellings for vowel sounds (e.g., ‘oe’, ‘ou’, ‘oi’, ‘oy’, ‘ow’, ‘or’, ‘o_e’, etc.).

Warm-Up

10 minutes

Present, Past, and Future Tense Verb Review

- Refer to previously prepared chart on the board.

Subject	Predicate		
	Present	Past	Future
I	lift		
She		walked	
He			will sneeze
You	pick		
We			will smell
It		jogged	
They	lift		

- Ask students to help you fill in the missing items on the chart. Complete each line one-by-one, modeling and then calling on students.

The Tricky Spelling ‘o’

20 minutes

Sound Search



Worksheet 23.1

- Tell students today you will review the tricky spelling ‘o’.
- Draw the following graphic on the board and discuss the spellings of tricky ‘o’.

‘o’	→	/o/	hop	drop	modest
	→	/oe/	open	hotel	no
	→	/u/	son	front	coming

- Have students turn to Worksheet 23.1.
- Tell students that the story printed at the top of the worksheet includes a number of words containing the tricky spelling ‘o’. Ask students to read the words with an underlined ‘o’ aloud.

Please see the Pausing Point for additional materials addressing the tricky spelling ‘o’.

- Have students read the story, sounding out the words containing the tricky spelling and using context clues to help them determine the pronunciation of each word. Then have them sort those words according to which sound the tricky spelling stands for, /o/, /oe/, or /u/.

Note: Some words appear several times in the story. Other words have the letter ‘o’ as part of a multi-letter spelling (e.g., *mouth*). Tell students they only need to sort the words having an underlined ‘o’.

Reading Time

30 minutes

Close Reading: “Looking for the Enemy”

Introducing the Story

- Tell students that today they will read about King Alfred’s knights looking for the enemy. Ask students, “Who is King Alfred’s enemy?” (King Henry)

Previewing the Spellings

- Begin by pre-teaching the Tricky Words *friend* and *sure*. Write the following sentences on the board, underlining the words *friend* and *sure* (do not read them aloud at this time).

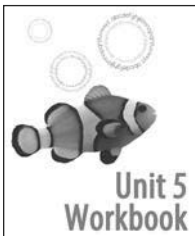
1. Amy is my best friend.
2. I am sure she is right.

- Ask students to use their word skills to read the first sentence.
- Cover the word *friend*, read the sentence, and ask students what word might make sense in this sentence.
- Uncover *friend*.
- Students may think the letters ‘ie’ in *friend* would be pronounced /ie/ or /ee/, but they actually stand for the /e/ sound.
- For *sure*, students may think it would be pronounced as /s/ /ue/ /r/, but it’s actually pronounced something like /sh/ /ur/.
- Preview the following spellings before reading today’s story.

/ae/	‘ow’ > /oe/	‘o’ > /u/	‘a’ > /ə/
place	own	par don	a ston ished
ex plain	slow ly		man aged
e scape	low		



Chapter 14: “Looking for the Enemy”



Worksheet 23.2

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s story.

1. **recalling**—remembering
2. **crept**—to have moved quietly and carefully; past tense of *creep*
3. **rejoice**—to celebrate

- Have students partner-read “Looking for the Enemy.”
- After students have finished reading “Looking for the Enemy” with their partners, lead students in a close reading of the text by doing the following:
 - asking text-dependent questions that require students to draw on evidence from the text;
 - identifying and discussing general academic (Tier 2) vocabulary;
 - discussing sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
 - engaging students in a culminating writing activity completed independently, if possible.
- There are many ways for students to respond to the questions you present, and you may want to change the way in which you ask for students’ responses in each lesson, or even during the lesson, to improve student engagement. Here are some suggestions:
 - Have students work as partners. Following each question, direct students to consult with their partner about the correct response, before one student then raises his/her hand to respond.
 - Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response, before one student then raises his/her hand to respond.
 - Following a question, ask all students to provide a written response, before asking an individual student to respond orally.

Teacher Overview

Main Idea and Key Details: “Looking for the Enemy” is in the series of stories in which King Alfred is betrayed by King Henry. Key details of the text include: King Alfred wakes up in the dungeon but is confused about why he is there. Sir Gus, having unintentionally broken the spell, cannot answer the king. However, the other knights show up and tell the king all that has happened. Everyone goes in search of King Henry and his knights, but they have escaped.

Synopsis: The story “Looking for the Enemy” is the conclusion of the events following the breaking of the wizard’s spell.

Lesson

Text from Student Reader	Vocabulary Instruction	Text-Dependent Questions	Responses
<p>• The text of the student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading.</p>	<ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. 	<ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence or paragraph. 	<ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
<p>Page 110</p> <p>“My good knight, what is happening?” asked an astonished King Alfred, as he got up.</p> <p>“Your majesty,” said Sir Gus, “pardon me, but I am not quite sure. It seems that King Henry and his knights did not come as friends, for I saw the Black Knight place you in this dungeon.”</p> <p>Sir Gus tried to explain as best he could what had happened. However, he could not explain why he had woken up in the jousting arena to find everyone else asleep.</p> <p>“How are you feeling?” asked the king, recalling that Sir Gus had fallen from his horse in the joust.</p> <p>“Well, I am still standing,” replied Sir Gus.</p> <p>“We had better get out of here and find out what is happening,” said the king.</p> <p>“Yes,” said Sir Gus. “By all means. We must find out what is happening.” But, deep down, Sir Gus was not sure that he really cared to find out what was happening.</p>	<p>astonished—students should recall that this word means surprised</p>	<p>Sir Gus makes the following statement: “It seems that King Henry and his knights did not come as friends.” What evidence does the text provide to support this statement?</p>	<p>Students may refer to the past stories in this series to refer to the actions of King Henry and his knights as they have caused a lot of trouble for King Alfred and his knights.</p>

Lesson

<p>Text from Student Reader</p> <ul style="list-style-type: none"> The text of the student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<p>Vocabulary Instruction</p> <ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. 	<p>Text-Dependent Questions</p> <ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence or paragraph. 	<p>Responses</p> <ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
<p>Page 112</p> <p>Slowly Sir Gus and the king crept out of the dark dungeon. They set off to find King Alfred’s knights.</p> <p>At the same time that the king woke up, so did everyone in the palace and the arena. Slowly people began to realize that someone had betrayed King Alfred.</p> <p>It wasn’t long before King Alfred and Sir Gus found the other knights in the palace.</p>	<p>crept—walked in a sneaky way</p> <p>dungeon—a dark, underground prison</p> <p>betrayed—proved to be false, or did not do what one promised to do</p>	<p>What evidence can you find in the text to show the king and Sir Gus were not certain they were safe?</p>	<p>“Slowly Sir Gus and the king crept out of the dark dungeon.” One would not go slowly, or creep, if one felt everything was fine and safe.</p>
<p>Page 114</p> <p>“Your majesty, I rejoice to find you well,” said Sir Tom as he knelt and kissed the king’s ring. “We feared King Henry had taken you from us. It seems he was planning to take over your kingdom.”</p> <p>“Yes, I am alive, all thanks to Sir Gus,” explained the king. “He found me in the palace dungeon. I am still not sure why he found me asleep in my own dungeon.”</p> <p>“That is easy to explain,” said Sir Tom. “King Henry’s wizard cast a spell that made everyone sleep. It would seem that somehow the spell did not harm Sir Gus, and he was able to wake you up.”</p> <p>“In fact, everyone has woken up,” said Sir Ed.</p> <p>“What about King Henry and his knights?” asked King Alfred. “Where are they?”</p>	<p>rejoice—to be happy, to celebrate</p> <p>harm—to hurt</p>	<p>Neither the king nor Sir Gus was certain about how they came to be in the dungeon. What text evidence can you find to explain their predicament?</p>	<p>King Henry’s wizard cast a spell that made everyone sleep. It would seem that somehow the spell did not harm Sir Gus and he was able to wake up.</p>

Lesson			
Text from Student Reader	Vocabulary Instruction	Text-Dependent Questions	Responses
<ul style="list-style-type: none"> The text of the student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. 	<ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence or paragraph. 	<ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
<p>Page 116</p> <p>“Do not fear, your majesty,” said Sir Ed. “We will find King Henry and his knights, and we will see that they are punished for what they have done.”</p> <p>King Alfred’s knights looked high and low, and in every corner, for King Henry and his knights. But they were nowhere to be found. Somehow they had all managed to escape.</p> <p>But at least King Alfred was safe.</p>	<p>do not fear—don’t be afraid</p> <p>punished—made to do something to make up for what you did to hurt someone</p>	<p>What text evidence can you find to show that King Alfred’s knights made a thorough search?</p>	<p>“King Alfred’s knights looked high and low, and in every corner, for King Henry and his knights.”</p>
		<p>Turn and Tell: What adjectives could you use now to describe Sir Gus?</p>	

Wrap-Up

- Ask students to turn to Worksheet 23.2. Throughout this unit, students have been learning about adjectives. Students should choose just one character from the story and complete the worksheet.

Take-Home Material

Tricky Spelling ‘o’

- Ask students to take home Worksheet 23.3 and complete it.

Lesson 24

Tricky Spelling

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Read and write words with the following letter-sound correspondences: 'a' > /ə/ (*about*), 'e' > /ə/ (*debate*) (RF.2.3e)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Demonstrate command of the conventions of standard English grammar and usage when speaking when playing a grammar game (L.2.1)
- ✓ Use collective nouns (e.g., *group*) (L.2.1a)
- ✓ Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*) (L.2.1b)
- ✓ Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*) (L.2.1d)
- ✓ Use adjectives and adverbs, and choose between them depending on what is to be modified (L.2.1e)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Subject and Predicate	sentence strips; container	10
The Tricky Spelling 'o_e'	Sound Sort	Worksheet 24.1	20
Reading Time	Partner Reading: "Revenge"	<i>Sir Gus</i> ; Worksheet 24.2	30
Take-Home Material	Reminder and Sound Sort	Worksheet 24.3	*

Advance Preparation

Prior to today's lesson, photocopy the sentences on the next page and cut into strips for the Warm-Up.

The athletic dog jumped through the hoop.

The little boy cried when he fell.

The brown squirrel jumped from the branch.

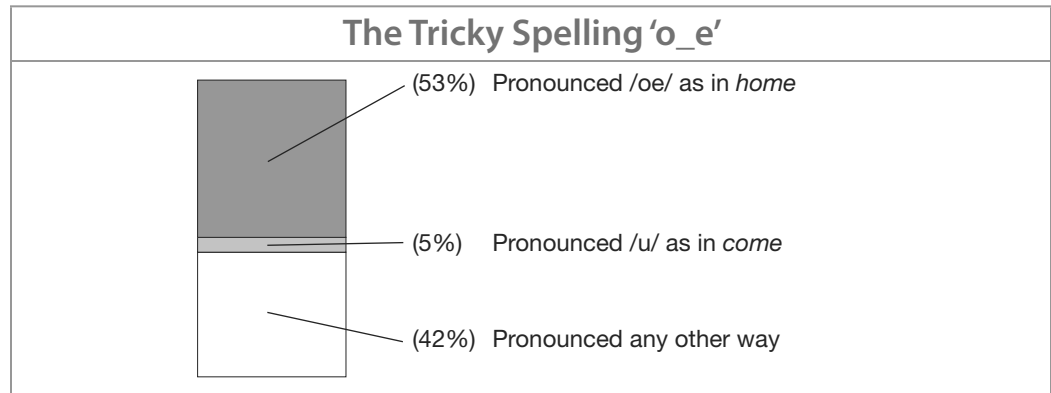
Sarah and Charlie walked to the playground.

My nice friend gave me a good book.

James and Jack swam in the big lake.

Note to Teacher

Today students will work on decoding the tricky spelling ‘o_e’. This spelling poses a problem for readers because it can be pronounced several different ways. At this point, students have been introduced to the two most common pronunciations, /oe/ and /u/. The chart shows /oe/ is more common than /u/. This, however, is relatively rare. If students come across an unfamiliar printed word containing the spelling ‘o_e’, they should try pronouncing the ‘o_e’ as /oe/. If that does not sound like a word, or if the resulting word does not make sense in context, the students should try /u/.



Here are some patterns for you to be aware of:

- /oe/ is the most common pronunciation.
- /oo/ is rare; it is used in *lose* and a series of words ending with /v/ (*prove, move, disprove, approve, remove*).
- The letters ‘o_e’ also occur in words like *more* and *sore*, where they are part of a spelling for /or/.
- They also appear in words where the ‘o’ and the ‘e’ are part of two separate graphemes (e.g., *lover, money, however*). Examples of these two usages make up most of the remaining 42% shown in the chart.

Warm-Up

10 minutes

Subject and Predicate

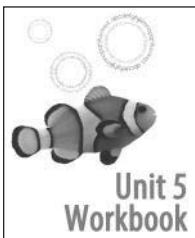
- Ask students to name the two parts needed to make a complete sentence. (a subject and a predicate)
- Ask students which part of speech is usually used as the subject of a sentence. (a noun) Ask students which part of speech is usually used as the predicate of a sentence. (a verb)
- Tell students they will now play the game “Stump Your Friends.”

- Here's how to play:
 - Divide students into four groups. You will serve as the referee.
 - Have a student from one group draw a sentence strip out of the container and read it aloud. Members of this group should quickly confer to decide which words in the sentence represent the subject and which represent the predicate. While this group is conferring, members in each of the other groups should also discuss what they think the correct response is.
 - The first group should then announce which words are the subject and which are the predicate. Each of the remaining groups decide whether they agree or disagree, announcing their decision by saying, "Agree" or "Challenge." Any group that "challenges" must indicate the correct subject and predicate.
 - After all groups have responded, the referee should provide the correct response. Any group that responded correctly receives one point. In addition, any group that "challenged" the first group and was able to provide the correct subject and predicate gets an extra point.
 - Continue to play until all groups have had at least one turn at drawing and reading a sentence strip. The group with the most points wins.

The Tricky Spelling 'o_e'

20 minutes

Sound Sort'



Worksheet 24.1

Please see the Pausing Point for additional materials for the tricky spelling 'o_e'.

- Remind students that the focus of this unit is on vowel sounds and their spellings.
- Point out that 'o_e' is a spelling for /oe/ and /u/. Remind students that they already know both of these sounds. Write the following words on the board: *love, some, home, come, stone*.
- Read the words aloud as a class, focusing on the 'o' spelling. Have students tell you if it stands for the /u/ or /oe/ sound.
- Remind students that when a spelling can be pronounced more than one way, we call it a *tricky spelling*.
- Tell students that when they see an unfamiliar word with the 'o_e' spelling, they should try pronouncing the 'o_e' as /oe/. If that does not sound right, or does not make sense in context, they should try /u/.
- Have students tear out and complete Worksheet 24.1

Partner Reading: “Revenge”

Introducing the Story



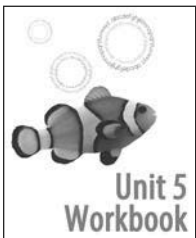
Chapter 15: “Revenge”

- Tell students that the word *revenge* means when someone tries to punish a person who has done something bad to them. Ask students, “Who might be seeking revenge in this story? Why?” (King Alfred would be seeking revenge on King Henry; King Henry betrayed King Alfred.) Tell students that today’s story is about King Alfred and revenge.

Previewing the Spellings

- You may wish to preview the following spellings before reading today’s story.

‘o’ > /u/	‘a’ > /ə/	‘ge’ > /j/
bott om	a greed	re venge
front	a ssist	large
month	im por tant	
rea son		



Worksheet 24.2

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s story:

1. **strike back**—to seek revenge
2. **treason**—the act of trying to take over or betray your own kingdom or government
3. **eagerly**—to do something excitedly
4. **serve you**—used with royalty to do whatever is asked
5. **assist**—help

Purpose for Reading

- Ask students to read the story to find out how King Alfred plans to seek his revenge against King Henry. When students are finished reading the story, have them complete Worksheet 24.2.

Wrap-Up

- Review Worksheet 24.2 with students.

Take-Home Material

Reminder and Sound Sort

- Remind students of the spelling assessment tomorrow.
- Have students take home Worksheet 24.3.

Lesson 25

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

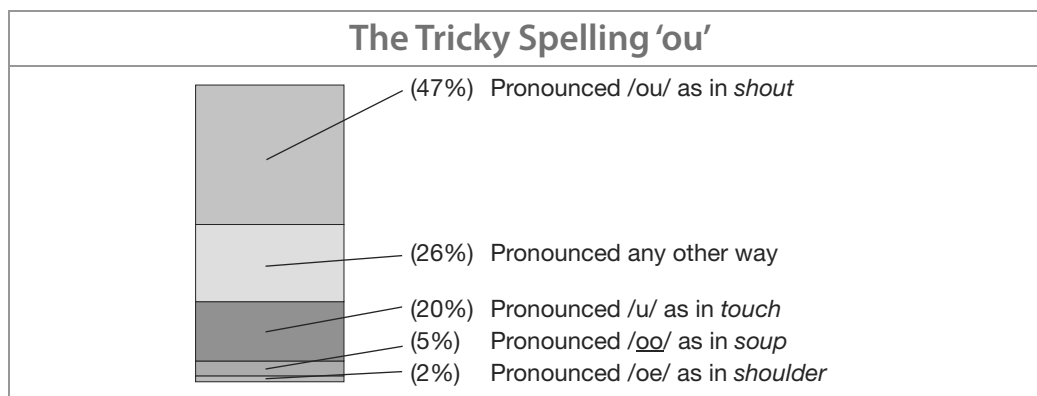
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Read and write words with the following letter-sound correspondences: 'a' > /ə/ (*about*), 'e' > /ə/ (*debate*) (RF.2.3e)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Spelling Assessment	Worksheet 25.1	20
The Tricky Spelling 'ou'	Tricky 'ou'	Worksheet 25.2	20
Reading Time	Whole Group: "Battle Plans"	<i>Sir Gus</i> ; Worksheet 25.3	20

Note to Teacher

Today students will work on decoding the tricky spelling 'ou'. This spelling poses a challenge for readers because it can be pronounced several different ways. At this point, students have been introduced to the two most common pronunciations, /ou/ and /u/. The chart shows /ou/ is the most common pronunciation, followed by /u/. It also shows two additional pronunciation options, /oo/ and /oe/. These, however, are quite rare so they are not explicitly taught.

If students come across an unfamiliar printed word containing the spelling 'ou', they should try pronouncing the 'ou' as /ou/. If that does not sound like a word, or if the resulting word does not make sense in context, students should try /u/.



Here is some additional information:

- At the beginning of a word, 'ou' is almost always pronounced /ou/.

Spelling

20 minutes

10 Spelling Assessment



Worksheet 25.1

- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

- | | | |
|---------------|---------------|---------------------------|
| 1. question | 6. angel | 11. shuffle |
| 2. turtle | 7. motion | 12. jewel |
| 3. label | 8. pickle | 13. cattle |
| 4. inspection | 9. gravel | 14. fiction |
| 5. bundle | 10. education | Tricky Word: schwa |

- Direct students' attention to the lines on the bottom of the worksheet. Tell students to write the sentence, "Schwa can be tricky to spell." Slowly repeat this sentence twice.
- Read each spelling word once more.
- Tell students you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it. Do the same for the sentence.
- Circle the following words on the board. Ask students to turn over Worksheet 25.1 to the back and write these words in alphabetical order.

- | | | |
|-------------|-----------|----------|
| 1. turtle | 3. cattle | 5. jewel |
| 2. question | 4. gravel | |

- Give students about four minutes to do this.
- Write the five words in alphabetical order for students to correct their work.

- | | | |
|-----------|-------------|-----------|
| 1. cattle | 3. jewel | 5. turtle |
| 2. gravel | 4. question | |

Note to Teacher

At a time later today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. You will find the Spelling Analysis sheet and directions at the end of this lesson. This will help you to understand any patterns beginning to develop or persisting among individual students.

The Tricky Spelling 'ou'

20 minutes

Tricky 'ou'

'ou'	→	/ou/	shout	out	mountain
	→	/u/	touch	country	jealous

- Have students turn to Worksheet 25.2.
- Students have completed many sheets similar to this in the past. If it seems appropriate to you, ask students to complete this worksheet independently.
- This would be an ideal time for you to work with a small group who might otherwise struggle completing this worksheet.



Worksheet 25.2

Whole Group: “Battle Plans”

Introducing the Story

- Tell students that today they will read about King Alfred’s knights preparing to battle against King Henry’s knights.

Previewing the Spellings

- Preview the following spellings before reading today’s story.

‘l’ > /ə/ + /l/	‘a’ > /ə/	‘o’ > /u/
lit tle	a bout	bott om
mum bled	a way	o ther
	a ssist	to geth er

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s story.

1. **volunteer**—to offer to do something
2. **stunned**—surprised
3. **enemy’s position**—location of enemy
4. **moment of glory**—a time when someone receives attention and praise
5. **delighted**—pleased
6. **are camped**—placed in a forest or under some kind of cover for sleeping and resting

Purpose for Reading

- Ask students to be thinking of a *Think Pair What?* question to ask the class at the end of the story.

Reading Supports

- The knights point to Sir Gus and say, “Yes, you!” Ask students why they think they do this. (Answers may vary; students may suggest that all the knights think Sir Gus is the best knight around.)

Wrap-Up

- Ask students to share their *Think Pair What?* questions.
- Ask students to summarize the story.
- Have students complete Worksheet 25.3. Review the worksheet as a class.



Unit 5 Reader

Chapter 16: “Battle Plans”



Unit 5 Workbook

Worksheet 25.3

Spelling Analysis

Unit 5 Lesson 25

- Students are most likely to reverse the order of the 'le' and 'el' spellings in this list of words, as well as spell 'tion' as 'shun.' Additional worksheets may be found in the Pausing Point addressing this.
- While the above scenario may be true for student errors, be aware that student misspellings may be due to many other errors. You may find it helpful to record the actual misspelling errors the student makes in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors on double consonants?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?

Lesson 26

✓ Objectives

- ✓ Read and write words with the following letter-sound correspondences: 'a' > /ə/ (*about*), 'e' > /ə/ (*debate*) (RF.2.3e)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Alphabetizing	board; prepared word cards	10
Student Performance Task Assessment	Reading Comprehension Assessment: "Marching Orders"	<i>Sir Gus</i> ; Worksheet 26.1	30
Student Performance Task Assessment	Grammar Assessment	Worksheets 26.2, 26.3	20

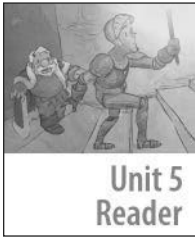
Advance Preparation

Write the following words on index cards for the Warm-Up activity.

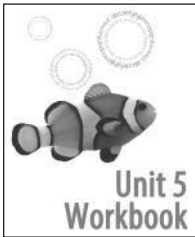
1. camel
2. nickel
3. middle
4. apple
5. dabble
6. education
7. fiddle
8. gravel
9. bubble
10. question
11. wrestle
12. round
13. vacation
14. little
15. open
16. huddle
17. simple
18. uncle
19. jungle
20. table
21. puddle

Alphabetizing

- Using the word cards you have prepared in advance, work as a class to first read and then alphabetize the cards on the board.

Student Performance Task Assessment**30 minutes****10 Reading Comprehension Assessment: "Marching Orders"**

Chapter 17: "Marching Orders"



Worksheet 26.1

- Ask students to turn to Chapter 17 in *Sir Gus* and Worksheet 26.1 in the Workbook.
- Tell students to read the story and answer the questions on the worksheet for this assessment.
- Encourage students to do their best and to go back and check over their worksheet when they are finished.
- Tell students that when they are finished with the assessment they may read quietly at their desks until everyone else has finished.
- Record student scores on the appropriate form at the end of this lesson at a later time.

Student Performance Task Assessment**20 minutes****10 Grammar Assessment**

Worksheets 26.2, 26.3

- Ask students to turn to Worksheet 26.2
- Tell students to read the directions and complete each section of Worksheets 26.2 and 26.3.
- If students are unsure about directions or what to do, ask them to raise their hands and ask.
- Encourage students to do their best and go back and check over their worksheet when they are finished.
- Tell students that when they are finished with the assessment they may read quietly at their desks until everyone else has finished.
- Record student scores on the appropriate form at the end of this lesson at a later time.

Reading Assessment: “Marching Orders” Scoring

- When scoring this assessment, please note assessment item number 8 has 4 sentences. Each of these sentences is worth one point. All of the other items (numbers 1–7) are worth one point each.
- A score of less than 8 correct out of 11 is cause for additional testing. Have students read the story aloud to you and answer the questions aloud to determine if his or her original performance truly reflects a lack of comprehension or perhaps instead is the result of rushing to finish the assessment.
- Additionally, any student who scores less than 8 out of 11 correctly and does not perform better on the read-aloud should also take the Decoding Assessment and the Sight Word Assessment in Lessons 28–30.

Grammar Assessment: Scoring

Note: Acquisition of the grammar skills taught thus far is important, so guidance is provided below for evaluating each student’s performance to determine whether remediation is needed. Some students who perform poorly on the Grammar Assessment may also perform poorly on other unit assessments, such as the Decoding Assessment and/or Comprehension Assessments. For these students, if the available time for remediation is limited, priority should be placed on providing additional decoding and comprehension practice.

- A score of less than 12 correct points out of 15 on the Punctuation and Capitalization section (numbers 1–5) on Worksheet 26.2 indicates that the student needs additional practice in correcting punctuation and capitalization errors. Analyze errors to determine if specific types of punctuation and capitalization are problematic.
- A score of less than 4 out of 5 correct points on the Plural section (numbers 6–10) on Worksheet 26.2 indicates that the student may need additional practice in creating the plural forms of nouns. Analyze errors to determine if specific rules with regards to plural formation need to be reviewed, or whether additional practice with irregular plural formation is indicated.
- A score of less than 12 out of 15 correct points on the Parts of Speech section (numbers 11–15) on the back of Worksheet 26.2 indicates that the student may need additional practice with the parts of speech. Examine the errors for patterns to determine if adjectives or nouns or verbs are the area of confusion.
- A score of less than 7 out of 10 correct points on the Subject and Predicate section (numbers 16–20) on the back of Worksheet 26.2 indicates additional practice is needed. Examine the error pattern to see whether subjects or predicates individually need attention or both concepts need review.
- A score of less than 7 out of 10 correct points on the Verb Tense section (numbers 21–30) on Worksheet 26.3 needs to be examined. Again, look to see if it is one single tense causing the confusion or if it appears to be all three.

Lesson 27

Student Performance
Task Assessment

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Spelling Bee	spelling word lists from Lessons 1, 6, 11, 16, 21	10
Student Performance Task Assessment	Decoding Assessment	Worksheet 27.1	15
Reading Time	Whole Group: "The Final Battle"	<i>Sir Gus</i> ; Worksheet 27.2	20
Student Performance Task Assessment	Alphabetizing Assessment	Worksheet 27.3	15

Advance Preparation

In the Teacher Guide, you may want to tab the pages with spelling word lists in Lessons 1, 6, 11, 16, and 21 to use in a spelling bee.

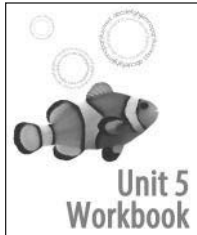
Warm-Up

10 minutes

Spelling Bee

- Divide your class in whatever manner seems best.
- You may have students compete as teams or as individuals.
- Using the spelling words on the pages you tabbed in the Teacher Guide, conduct a spelling bee.

10 Decoding Assessment

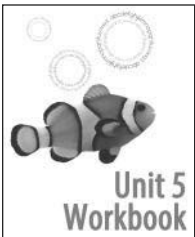


Worksheet 27.1

- Ask students to turn to Worksheet 27.1.
- Tell them that you will be calling out a word for them to circle in each row. They should follow along and listen carefully, as you will only call the word two times.
- These are the words you should call out to students:
 - Row 1: across
 - Row 2: hadn't
 - Row 3: mother
 - Row 4: decide
 - Row 5: shove
 - Row 6: apple
 - Row 7: nation
 - Row 8: funnel
 - Row 9: couple
 - Row 10: cousin
- Ask students to turn the page over, and call out these words for them to circle:
 - Row 1: traction
 - Row 2: above
 - Row 3: dangerous
 - Row 4: wonderful
 - Row 5: love
 - Row 6: hideous
 - Row 7: petal
 - Row 8: fossil
 - Row 9: cheerful
 - Row 10: animal
- Record student scores on the appropriate form located at the end of this lesson.

Whole Group: “The Final Battle”

Chapter 18: “The Final Battle”

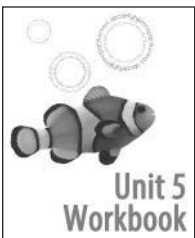


Worksheet 27.2

- Ask students to turn to Chapter 18 in their Reader.
- Tell them that this is the last story in *Sir Gus*.
- Ask them to summarize what has happened so far in the battle with the Black Knight.
- Ask them to predict how the story will end.
- Record their predictions.
- Ask them to read silently to find out how the story ends.
- This is a good time for you to circulate and make notes on the Anecdotal Reading Record OR pull aside a student needing extra help with reading the story.
- Optional: If students finish early, they may complete Worksheet 27.2.

Wrap-Up

- Lead students in a discussion of how the story ends.

Student Performance Task Assessment**15** minutes**10 Alphabetizing Assessment**

Worksheet 27.3

- Ask students to turn to Worksheet 27.3.
- Tell them to put these words in alphabetical order using whichever strategy they would prefer.
- Tell students to do their very best work, and if they finish before everyone else to check over their work.
- Record student scores on the appropriate form located at the end of this lesson.

Lesson 28–30

Assessment
Review
Pausing Point

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
<i>Student Performance Task Assessment 1</i>	Individual Decoding Assessment	Worksheet 28.1; Teacher Guide Individual Decoding Assessment page; plain sheet of paper	10 per student
<i>Student Performance Task Assessment 2</i>	Individual High Frequency Word Assessment	Worksheet 28.2 Teacher Guide Individual High Frequency Word Assessment page;	10 per student
<i>Pausing Point Activities</i>	Activities per Teacher Choice	worksheets and/or trade books	40–60

Note to Teacher

For the next three days, lessons will include a combination of assessment and review activities. The assessments provided are not required of every student. They should be administered to those students who are struggling as a way to provide targeted remediation. These assessments are dependent on student scores:

- Student Performance Task Assessment 1: Decoding Assessment
- Student Performance Task Assessment 2: High Frequency Word Assessment

Note: The CKLA program teaches *Tricky Words*, focusing on the parts of the word that are and are not decodable. However, many states and school districts conduct explicit assessments of students' reading accuracy of words from various popular high frequency sight word lists. We have, therefore, included an assessment of words from the Dolch Sight Word List. Many of these words have been taught as Tricky Words in CKLA; others are decodable.

Lessons 28–30

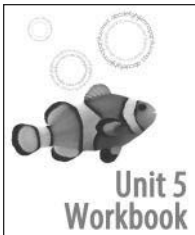
You will select pages from the Pausing Point for groups and/or individual students to complete on all three days.

The following lesson plan is one way you might organize and structure the assessments and Pausing Point activities during Lessons 28–30.

Time	Teacher Activity	Student Activity	Suggested Activity
:00–:05	Teacher assigns students to groups and/or individual work to be completed during the first 15-minute block of time.	At teacher’s signal, students go to small group or independent work area with materials.	It would be best to assign students two worksheets to complete.
:05–:20	Teacher assesses students one at a time.	Students work independently or in small groups without interrupting teacher.	See above.
:20–:25	Teacher directs all students to read independently for next 10 minutes.	Students read independently, either from <i>Sir Gus</i> or trade books or teacher-selected materials.	Teacher should explicitly assign reading with a purpose. For example, “I want you to read the story, ‘Battle Plans.’ When you have finished, write five sentences describing the events in the story.”
:25–:40	Teacher assesses students one at a time.	Reading.	See above.
:40–:45	Teacher assigns students to groups and/or individual work to be completed during the last 15-minute block of time.	At teacher’s signal, students go to small group or independent work area with materials.	This could be a student-choice activity. Students could finish the previous work assigned or complete a choice activity, such as pleasure reading or freewriting.
:45–:60	Teacher assesses students one at a time.	Students work independently or in small groups without interrupting teacher.	See above.

Student Performance Task Assessment 1

10 Individual Decoding Assessment



Worksheet 28.1

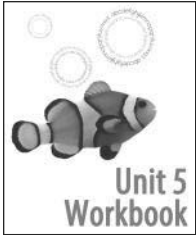
- Students who score less than 15 correct on the Worksheet 27.1 (Decoding Assessment) should be given this individual assessment.
- For this assessment, call students to a quiet area of the room one at a time. Remember, you are only assessing those students who are having difficulty. Ask students to bring their workbooks with them.
- Tear out Worksheet 28.1 and write the student’s name at the top.
- Turn to the Individual Decoding Assessment page in this Teacher Guide, cover the page with a sheet of plain paper. Display one row at a time by moving the sheet of paper down the page. Ask students to read each line of the assessment as quickly as they can.
- The purpose of this assessment is to determine if there are decoding difficulties and, if so, in which particular areas the problems exist. Do not let the student struggle when sounding out a word. If it is obvious the student does not know the word, tell him/her the word and move on.

Individual Decoding Assessment

mother	brother	front	won	son
love	glove	done	none	come
cousin	touch	young	southern	country
about	alike	afraid	China	America
debate	decide	category	hello	decay
total	metal	animal	royal	signal
helpful	cheerful	wonderful	hopeful	careful
evil	April	devil	fossil	nostril
apple	little	uncle	jungle	table
station	vacation	emotion	nation	fiction
bandit	alone	wall	later	band
lemon	rewind	me	debate	test
copper	open	from	hotel	no
home	some	wrote	cone	come
shout	touch	pound	country	out

Student Performance Task Assessment 2

10 Individual High Frequency Word Assessment



Worksheet 28.2

- Students who scored less than 7 out of 11 correct on the Comprehension Assessment when administered one on one with the teacher should be given the Individual High Frequency Word assessment.
- For this assessment, call students to a quiet area of the room one at a time. Remember, you are only assessing those students who are having difficulty. Ask students to bring their Workbooks with them.
- Tear out Worksheet 28.2 and write the student's name at the top.
- Turn to the Individual High Frequency Word Assessment page in this Teacher Guide, cover the page with a sheet of plain paper. Display one row at a time by moving the sheet of paper down the page. Ask students to read each line of the assessment as quickly as they can.
- The purpose of this assessment is to determine if students can quickly identify and read high frequency words. Do not let the student labor over a word. S/he should read each word quickly and accurately. If they do not read it quickly and accurately, score it as incorrect, tell the student the word, and move on.

Individual High Frequency Word Assessment

always	around	because	been	before
best	both	but	call	cold
does	don't	fast	first	five
found	gave	goes	green	its
made	man	off	or	pull
read	right	sing	sit	sleep
tell	their	these	those	upon
us	use	very	wash	which
why	wish	work	would	write
your				

Next Steps

Individual Decoding Assessment

Students who miss more than two words in any given line may need additional remediation in reading the targeted sound.

Use the featured sounds indicated in the far left column of Worksheet 28.1 to guide you in identifying the sounds in which students may need additional remediation. Refer to the Table of Contents of the Pausing Point for additional activities to match the needed area. Additionally, you may consider reteaching the sounds using lessons from this unit.

Individual High Frequency Assessment

Students who miss any of these high frequency words will need targeted remediation on these words. You may consider several different ways to provide practice for students with these words. Here are two suggestions:

High Frequency Word Bingo: Copy the bingo grid on the next page and write in any words students misread. Have students identify the words as you call them out.

Flash Cards: Provide a set of the missed words on flash cards for students to practice in student pairs and/or at home. The flash card template is on the last page of this lesson.

BINGO

		Free Space		

Flash Card Template

Unit 5 Pausing Point

Note to Teacher

This is the end of Unit 5. If it appears students are having difficulty, you may wish to pause here and spend additional days reviewing the material taught in Unit 5 and/or make arrangements to work with specific students individually or in small groups in order to address specific problems.

You should pause if several students are having trouble reading words containing the spelling alternatives taught in this unit. However, there is no need to pause if the difficulty is evident only when students are trying to use the correct spelling alternative when writing. Spelling accuracy will come gradually, with time and lots of exposure to printed materials.

Group students who are having similar difficulties, and teach these students in small groups. For example, you might have one group that needs more practice reading Tricky Words and another group that needs more practice reading words with spellings for /u/.

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Note to Teacher

Although practice worksheets and activities are provided for your use in the Pausing Point, the most important goal for remediation is to have students internalize the process of decoding tricky spellings through teacher-directed instruction, not just completing a worksheet.

For all of these tricky spelling worksheets, the most important first step to **every** worksheet is for the teacher to follow these instructions:

1. Point out each possible sound with several example words.
2. Orally review with students **all** of the possible sounds for the given spelling, almost like a “chant”:
 - ‘a’ = /a/, /æ/, /ə/, /o/
 - ‘e’ = /e/, /ee/, /ə/
 - ‘o’ = /o/, /oe/, /u/
 - ‘o_e’ = /oe/, /u/
3. Then write a completely unfamiliar word on the board with the target spelling and verbally model trying out the possible sounds in decoding the word. Refer to the Supplemental Materials section of the various lessons for additional word lists and phrases.
4. Then write additional unfamiliar words on the board, prompting students to attempt each sound systematically. Only then should students proceed to the actual worksheet.

Tricky Spelling ‘a’

Tricky Spelling ‘a’

- Ask students to turn to Worksheet PP1. Work with students to identify the spellings and sounds of tricky ‘a’.

Color Sort

- Ask students to turn to Worksheet PP2. Read the words in the chart aloud as a class. Direct students to follow the directions for coloring the squares.

Word Sort

- Ask students to turn to Worksheet PP3. Read the words in the box aloud as a class. Direct students to write each word under the correct heading.

Tricky Spelling 'a'

- Ask students to turn to Worksheet PP4. On the board, first review all of the possible sounds represented by the tricky spelling 'a'. Then read each word on the worksheet aloud as a class. Direct students to listen to themselves using ear cups (hands cupped around ears so students can hear themselves as they make the sounds of the word). Then ask students to mark the sound 'a' stands for in that word.

Tricky Spelling 'e'

Tricky Spelling 'e'

- Ask students to turn to Worksheet PP5. Work with students to identify the spellings and sounds of tricky 'e'. First review all of the possible sounds represented by the tricky spelling 'e' on the board.

Color Sort

- Ask students to turn to Worksheet PP6. Read the words in the chart aloud as a class. Direct students to follow the directions for coloring the squares.

Tricky Spelling 'o'

Tricky Spelling 'o'

- Ask students to turn to Worksheet PP7. Work with students to identify the spellings and sounds of tricky 'o'.

Word Sort

- Ask students to turn to Worksheet PP8. Read the words in the box aloud as a class. Direct students to write each word under the correct heading.

Color Sort

- Ask students to turn to Worksheet PP9. Read the words in the chart aloud as a class. Direct students to follow the directions for coloring the squares.

Tricky Spelling 'o_e'

Sound Sort

- Ask students to turn to Worksheet PP10. Work with students to identify the spellings and sounds of tricky 'o_e'.

Color Sort

- Ask students to turn to Worksheet PP11. Read the words in the chart aloud as a class. Direct students to follow the directions for coloring the squares.

Tricky Spelling 'ou'

Tricky Spelling 'ou'

- Ask students to turn to Worksheet PP12. Work with students to identify the spellings and sounds of tricky 'ou'.

Word Sort

- Ask students to turn to Worksheet PP13. Read the words in the box aloud as a class. Direct students to write each word under the correct heading.

Suffix -tion

-tion

- Ask students to turn to Worksheet PP14. Remind students that words ending in *-tion* are usually nouns.
- Students should first read aloud the story as a class, with half of the class reading Voice 1 and the other half reading Voice 2. Students should then circle all the spellings for /sh/ /ə/ /n/.
- For more practice reading words with the suffix *-tion*, use the words and phrases in the Supplemental Materials section at the end of Lesson 15.

Suffix -ous

Fill in the Blank

- Ask students to turn to Worksheet PP15. Remind students that words ending in *-ous* are usually adjectives.
- Review with students the meaning of adjectives.
- Students should first read all the words in the box aloud as a class. Then students should select the best word from the box to fill in the blanks.

Reading Mixed Spellings and Sounds

Circle the Sounds

- Ask students to turn to Worksheet PP16. Students should first read aloud all of the words and use them in an oral sentence. Students should then circle the letter or letters that spell the vowel sound for each word.

Match the Picture

- Ask students to turn to Worksheet PP17. Students should fill in the circle in front of the sentence that matches the picture.

Yes or No

- Ask students to turn to Worksheet PP18. Ask the students to read the questions aloud and then write *yes* or *no* to answer each question.

Find the Picture

- Ask students to turn to Worksheet PP19. Students should first read aloud all of the words. Then ask students to write the word under the picture that matches it.

Circle the Spellings

- Ask students to turn to Worksheet PP20. Students should circle the letters spelling the name of the picture, then write the word on the lines.

Recognize Spellings and Produce the Sounds

Code Flip Book Review

- Point to vowel spellings on the chart and ask students to say the sound.
- Point to tricky spellings (spellings that can be pronounced more than one way), and ask students to supply the pronouncing options they have learned so far.
- You may review consonant spellings as well.

Spelling-to-Sound Card Game

- Give a student all of the Spelling Cards for /u/, /ə/, /a/, /ae/, /o/, /e/, /ee/, /oe/, and /ou/.
- Ask the student to sort the cards by spelling, so that each spelling has its own row (e.g., there is one row for 'u', one row for 'o', one row for 'o_e', etc.).
- When the cards have been sorted, have the student say the sound for each spelling.
- Ask the student if there are any rows that have multiple cards. (There should be four cards in the row for 'a', three cards in the row for 'o', three cards in the row for 'e', two cards in the row for 'o_e', two cards in the row for 'ou', and three cards in the row for 'ea'.)
- Explain that rows with more than one card are tricky spellings—spellings that can be pronounced more than one way.
- Have the student provide all of the pronunciation options for each tricky spelling.

Note: You may wish to use a subset of the cards listed.

Capital Letters

- Ask students to turn to Worksheet PP21. Students should first read aloud all of the sentences. Then direct students to circle the letter of any words that should be capitalized, and review with students why the word should be capitalized. Then have students correctly write the word.

Punctuation

- Ask students to turn to Worksheet PP22. Students should first read aloud all of the sentences. Then students should rewrite the sentences with correct punctuation.

Nouns

- Ask students to turn to Worksheet PP23. Students should first read aloud all of the sentences. Then students should circle the nouns in each sentence.

Common and Proper Nouns

- Ask students to turn to Worksheet PP24. Students should first read aloud all of the sentences. Then students should circle the common nouns and box the proper nouns in each sentence.

Nouns and Adjectives

- Ask students to turn to Worksheet PP25. Students should look at the picture and write down the names of six nouns they see in the picture.
- Then ask students to go back and generate adjectives for each noun.

Changing Nouns

- Ask students to turn to Worksheet PP26. Students should first read aloud all of the sentences.
- Then students should rewrite the sentences, changing the underlined common nouns to proper nouns.

Subject and Predicate Verb Tense

- Ask students to turn to Worksheet PP27. Students should first read aloud all of the sentences. Then students should draw a single line under the subject and a double line under the predicate. Finally, tell students to mark the tense of the verb.

Adjectives

- Ask students to turn to Worksheet PP28. Students should first read each sentence aloud. Students should then circle each noun and draw a line to the adjective that goes with the noun.

Compound Words

Compound Words

- Ask students to turn to Worksheet PP29. Students should choose a word from the box to make a compound word. Then students should write a sentence or story using one of the compound words.

Synonyms and Antonyms

Match the Words: Synonyms and Antonyms

- Ask students to turn to Worksheet PP30. On the front, students should match the word from the box with a numbered word that is its synonym. On the back of the page, students should match the numbered word with a word from the box that is its antonym.

Homophones

Fill in the Blank

- Ask students to turn to Worksheet PP31. Students should first read aloud all of the sentences. Then students should write the correct homophone in each blank.

Homophone Concentration

- Write the pairs of decodable homophones listed below on separate index cards (e.g., *sun* on one card and *son* on another.).
- Turn the cards upside down and shuffle.
- Have a student turn over two cards at a time to try to make a match. If the cards match (meaning they sound the same), the student keeps the matching pair. If the cards do not match, the student turns the cards over and tries again.

Note: This game is best played in small groups or at workstations.

- | | |
|-------------|-----------------|
| 1. sun—son | 5. idol—idle |
| 2. nun—none | 6. medal—meddle |
| 3. sum—some | 7. metal—mettle |
| 4. one—won | 8. pedal—peddle |

Weekly Spelling Worksheets

Lessons 1–5

- Ask students to turn to Worksheet PP32. Read the words in the box aloud as a class. Then read the sentences aloud as a class. Students should then write the best word from the box in the blank for the sentence.

Lessons 6–10

- Ask students to turn to Worksheet PP33. Read the words in the box aloud as a class. Then read the sentences aloud as a class. Students should then write the best word from the box in the blank for the sentence.

Lessons 11–15

- Ask students to turn to Worksheet PP34. Read the words in the box aloud as a class. Then read the sentences aloud as a class. Students should then write the best word from the box in the blank for the sentence.

Lessons 16–20

- Ask students to turn to Worksheet PP35. Read the words in the box aloud as a class. Then read the sentences aloud as a class. Students should then write the best word from the box in the blank for the sentence.

Lessons 21–25

- Ask students to turn to Worksheet PP36. Read the words in the box aloud as a class. Then read the sentences aloud as a class. Students should then write the best word from the box in the blank for the sentence.

Alphabetizing

Alphabetical Order

- Ask students to turn to Worksheet PP37 and/or PP38. Students should first read aloud all of the words. Then students should place all of the words in alphabetical order.

Understand that Sometimes Two or More Letters Stand for One Sound

Code Flip Book Review

- Ask students to point to single-letter spellings for vowel sounds and say the sounds. Then point to and say digraph spellings for vowel sounds, separated digraph spellings for vowel sounds, and spellings consisting of more than two letters for vowel sounds.
- You may review consonant spellings as well.

Read One-Syllable Words

Teacher Chaining

- Write *sun* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove ‘u’ and add ‘o’ to create *son*.
- As you make this change, say to the students, “If that is *sun*, what is this?”
- Continue this process with the remaining words.

1. sun > son > won > ton > ten > den > din > dine > done > none
2. touch > torch > porch > port > pat > pang > gang > yang > young
3. around > abound > bound > round > rend > red > rod > rode
4. paddle > peddle > meddle > middle > fiddle > fickle > pickle
5. grovel > gravel > travel > ravel > revel > level > bevel
6. rental > dental > mental > metal > medal > pedal > petal
7. diction > fiction > friction > fraction > faction > action

Pocket Chart Chaining for Reading

- Set up a pocket chart.
- Choose a chain of words for the students to read. Use any of the chains listed for Teacher Chaining, or any of the chains given at the end of the lessons in the Supplemental Materials.
- Add letter cards to the pocket chart for the spellings the students need. (Digraph spellings should be printed on single cards, not multiple cards.)
- Arrange vowel letter cards along the top of the pocket chart.
- Arrange consonant spellings along the bottom.
- Review the spellings by pointing to the cards and asking for the sounds they stand for. (For tricky spellings, ask for all pronunciations students have learned.)
- Move the ‘s’, ‘u’, and ‘n’ cards to the center of your pocket chart to spell *sun*.
- Ask a student to read the word.
- Replace the ‘u’ card with the ‘o’ card, and say to the class, “If that is *sun*, what is this?”
- Ask a student to read the word.
- Complete the remaining words.

Read Phrases

Wiggle Cards

- Use the Wiggle Cards between activities or to fill odd moments in the day.
- Use any of the Wiggle Card phrases listed in the lessons for Units 1–5.
- Show students a Wiggle Card, have them read it, and let them perform the action.

Phrase Flip Book

- Cut out 10 slips of paper.
- Write five decodable adjectives containing the /u/ sound on five of the slips of paper, one adjective per slip.
- Write five decodable nouns containing the /u/ sound on five of the slips of paper, one noun per slip.
- Stack the adjective slips of paper and staple their top edge to a sheet of cardstock.
- Stack the noun slips of paper and staple their top edge to the sheet of cardstock, to the right of the adjectives.
- By lifting the slips of paper, the students can make and read up to 25 decodable phrases, some of which may be silly.

1a. **/u/ adjectives:** wonderful, confused, lovely, grumpy, innocent, handsome, jealous, funny, victorious, loathsome

1b. **/u/ nouns:** monkey, potato, slug, glove, cousin, skeleton, uncle, dove, country, astronaut

2a. **/ə/ adjectives:** important, heroic, appealing, severe, neglected, dramatic

2b. **/ə/ nouns:** adult, pedestrian, balloon, goddesses, pecans, giant

3a. **/ə/ + /l/ adjectives:** normal, flexible, cheerful, dismal, marvelous, tranquil, invisible, sullen, fossilized, disheveled

3b. **/ə/ + /l/ nouns:** animal, apple, camel, shovel, pencil, beetle, criminal

4a. **/sh/ + /ə/ + /n/ adjectives:** emotional, fictional, sensational, optional

4b. **/sh/ + /ə/ + /n/ nouns:** nation, invention, dictionary, operation, action, generation

Sort Words by Sound-Spelling

Board Sort

- Select 10–20 /u/ words from the following box. Write the words on the board in alphabetical order or random order.
- Pass out lined paper.
- Ask students to sort the words into columns based on which spelling is used to stand for the /u/ sound. (If possible, display the sort.)

Note: If students need additional scaffolding, you can underline the target spelling in each word. The same kind of sort can also be done for the schwa sound and the sound combination /ə/ + /l/.

Words for /u/

ugly, slump, unkind, sudden, funny, lunchbox, puppy, sunrise, uncle, muffin, other, person, money, second, nothing, front, reason, period, month, complete, lovely, none, handsome, gloves, shove, welcome, doves, some, young, country, various, famous, serious, touch, southern, dangerous, enormous, nervous

Words for /ə/

about, around, away, important, along, across, Africa, among, ago, probably, amount, finally, alone, thousand, molecule, benefit, deposit, severe, telescope, categories, decay, deciding, necessity, genetic, debate, cement, ceremony, strategy, Tennessee

Words for /ə/ + /l/

helpful, awful, cheerful, hopeful, several, general, central, local, total, personal, metal, normal, final, April, pencil, evil, nostrils, level, travel, model, vessel, tunnel, label, channel, barrel, novel, camel, little, able, possible, table, middle, simple, single, trouble, available, uncle

Word Sort with Pocket Chart

- Set up a pocket chart so it has a header for each of the spellings students have learned for /u/.
- Write 10–20 decodable words containing the spellings for /u/ on index cards.
- Ask students to sort the words by placing them on the pocket chart under the proper headers.

Note: If students need additional scaffolding, you can underline the target spelling in each word, or have students do this as a preliminary step.

- Other Options: Set up two or more identical pocket charts, divide the class into groups, and have the groups do the word sort as a race.

Note: This exercise can also be done for the /ə/ sound or the sound combination /ə/ + /l/. Use any of the words listed under Board Sort or select your own decodable words.

Cut and Paste Word Sort

- Print decodable /u/ words on slips of paper.
- Cut the slips apart and put them into several boxes or cups.
- Give students sheets of blank paper and ask them to make headings for each spelling they have learned for /u/ ('u', 'o', 'o_e', 'ou'). (If you think this might be too difficult, you can make a worksheet with the columns pre-labeled.)
- Ask students to pick a single word from one of the cups and write it in a column according to which spelling for /u/ is used.
- Have students pick more words and write them in the sorting space.

Note: If students need additional scaffolding, you can underline the target spelling in each word.

- Additional Activity: Have students use highlighters to mark the letters that spell the /u/ sound in each word on their sorting space.

Note: This exercise can also be done for the /ə/ sound or the sound combination /əl/. Use the words listed under Board Sort or select your own decodable words.

Show and Tell

- The day before teaching this exercise, ask students to bring in objects or pictures of objects with names containing the /u/ or the /ə/ sound (e.g., a cup, money, a balloon, gloves, etc.).
- Ask each student to show and name his or her object.
- Write the name of the object on the board.
- Ask students which letter or letters stand for the /u/ or /ə/ sound.
- Make a heading for a column of words containing this spelling for /u/ or /ə/.
- Invite a student to copy his or her word under the heading.
- Continue collecting /u/ and /ə/ words, writing them on the board and sorting them by spelling (e.g., all 'u' words under a 'u' heading, all 'o' words under an 'o' heading, all 'a' words under an 'a' heading, all untaught /u/ and /ə/ spellings under an odd ducks heading).

Note: Most of the words you will be writing will have /u/ or /ə/ spelled with one of the spelling alternatives taught in this unit, but they may also contain other spellings students do not know yet. You should be prepared to explain any bits that are beyond students' current code knowledge. This exercise can also be done for the sound combination /ə/ + /l/.

Spelling Alternatives Board Game

- Create a game board with 25–40 spaces and several crossing paths so students can move in several different directions. (Game board templates are provided in the *Assessment and Remediation Guide*.)
- Write a decodable /u/ word on each square, making sure to include several examples of each of the spelling patterns taught.
- Give each student a scorecard listing the spellings for /u/ they have learned ('u', 'o', 'o_e', 'ou'), with spaces to collect a word exemplifying each spelling.
- Teach students to play the game by rolling a die (or spinning a spinner) and moving their game piece the correct number of spaces.
- When students land on a space, they should read the word and copy it onto their spelling scorecard according to the spelling used for the /u/ sound. For example, the word *young* would be copied into the space for 'ou' words.
- The first student to get one example of each spelling pattern wins.

Note: This game can be played with the /ə/ + /l/ sound combination.

Word Sort with Pocket Chart

- Set up a pocket chart so it has a header labeled “1” for one-syllable words another labeled “2” for two-syllable words, and a third labeled “3” for three-syllable words.
- Write a number of decodable words on cards.
- Remind students that a one-syllable word has one vowel sound, a two-syllable word has two vowel sounds, etc.
- Ask students to sort the words by placing them on the pocket chart under the proper headers.
- Alternatively, set up two or more identical pocket charts, divide the class into groups, and have the groups do the word sort as a race.

Card Sort

- Write a set of decodable words on index cards.
- Have students sort the cards into columns based on syllable count.

Note: This activity is suitable for workstations.

Code Flip Book Review

- Say a vowel sound, and ask students to point to and identify the spellings they have learned for that sound.
- Ask students which sounds have the most spelling alternatives.
- Explain that these are the sounds that tend to be hard to spell.
- You can review consonant sounds as well.

Sound-to-Spelling Card Game

- Give a student all of the Spelling Cards for /u/, /o/, /oe/, and /ou/.
- Ask the student to sort the cards by sound, so that each sound has its own row (e.g., there is one row for /u/, one row for /o/, etc.).
- When the cards have been sorted, have the student list the spellings for each sound.
- Ask the student which sounds have more spellings.
- Explain that sounds having a lot of spellings are generally harder to spell than sounds having only a few.
- Ask the student which spellings are shared by two or more sounds. Explain that these are the tricky spellings that can be pronounced different ways.

Note: This is a good game for one-on-one tutorial work or workstations.

Choose the Right Word

- Write the words *Kentucky*, *money*, and *young* on the board and read them to students.
- Tell students you are going to ask them some questions. They can find the answers on the board.
- Ask students, “Which word names something we use to pay for things?”
- Tell students to find the answer (*money*) on the board and then copy it onto a sheet of paper.
- Continue this process with the remaining questions that follow, introducing the words in groups of three as you go.

- 1a. Which word is an antonym of old? (*young*)
- 1b. Which word names a state? (*Kentucky*)
- 1c. Which word names something we use to pay for things? (*money*)

- 2a. Which word names a place where sick and injured people are helped? (*hospital*)
- 2b. Which word names an animal? (*camel*)
- 2c. Which word is a contraction of did not? (*didn't*)

- 3a. Which word is an antonym of hate? (*love*)
- 3b. Which word names a part of your throat? (*tonsil*)
- 3c. Which word names something we ride? (*bicycle*)

- 4a. Which word is a synonym of horrible? (*awful*)
- 4b. Which word names a book listing the definitions of words? (*dictionary*)
- 4c. Which word names a country? (*China*)

Pocket Chart Chaining for Spelling

- Set up a pocket chart.
- Choose a chain of words for students to spell.
- Add letter cards for the spellings students will need for the pocket chart. (Multi-letter spellings should appear on single cards, not multiple cards.)
- Arrange vowel letter cards along the top of the pocket chart.
- Arrange consonant spellings along the bottom.
- Review the spellings by pointing to the cards and asking for the sounds they stand for. (For tricky spellings, ask for all pronunciations students have learned.)
- Say the word *not*.
- Ask the class for the first sound in *not*.
- Select a student to come to the pocket chart, identify the spelling for /n/, and move it to the middle of the pocket chart.
- Ask the class for the second sound in *not*.
- Select a student to come to the pocket chart, identify the spelling for /o/, and move it to the middle of the pocket chart.
- Ask the class for the third sound in *not*.
- Select a student to come to the pocket chart, identify the spelling for /t/, and move it to the middle of the pocket chart.
- Once the word has been spelled, read it to check that it has been spelled correctly.
- Say, “If that is *not* who can show me *got*?”
- Work through the remaining words in the chain.
- You can make this exercise harder by putting more spelling alternatives for particular sounds on the pocket chart; you can make it easier by putting fewer spellings on the chart.
- If multiple spellings for a sound are displayed on the pocket chart, you should adjust your phrasing and ask questions like, “Does anyone know how the /e/ sound is spelled in this word?” or “Does anyone know which of the spellings for /e/ we need to spell this word?”

- The words in the boxes below should be relatively easy for students. Many are written in basic code. Others are words used frequently in the Readers for Units 1–5.

Words Used Frequently in the Readers for Units 1–5

1. not > got > get > set > sat > that > cat > can > man > ran > an > and
2. bag > big > bit > it > if > in > on > off
3. let > bet > bed > bad > had > dad > did > kid > kids
4. sport > sort > sit > hit > hot > shot > lot > long
5. swam > swim > skim > skip > sip > sit > fit

Basic Code Words with Consonant Clusters

1. wisp > lisp > limp > chimp > chomp > champ > ramp > cramp > crimp
2. trash > trap > track > truck > struck > stuck > stick > slick > flick > flip
3. slap > slip > skip > skimp > skim > slim > slam > slum > scum > scam

Basic Code Words with Separated Digraphs

1. rate > late > lame > lime > time > dime > dome > home > hope > nope
2. cute > cube > cub > cup > cap > cape > cope > rope > ripe > ride

Miscellaneous Words Written with Basic Code Spellings

1. harm > arm > farm > form > for > fort > port > pert > perk > per
2. out > pout > shout > sheet > feet > feed > feel > foil > toil > oil
3. wood > good > hood > had > mad > mood > moo > too > tool > fool
4. law > paw > saw > see > seem > sum > chum > hum > hung > hang
5. bath > path > math > mash > rash > sash > sat > sit > quit > quiz
6. than > that > chat > chap > chop > shop > shot > short > sort > set

Guess My Word

- Set up a pocket chart.
- Arrange Spelling Cards for a number of vowel spellings (including recently taught spellings) along the top of the pocket chart.
- Arrange Spelling Cards for a number of consonant spellings along the bottom of the pocket chart.

- Think of a decodable word you can build using the spellings shown, but do not tell the class your word.
- Tell students how many sounds are in your word.
- Invite students to try to guess the word by asking whether or not it contains specific sounds and/or spellings.
- If students identify a spelling in the word, move that spelling to the middle of the pocket chart.
- Continue until the word has been spelled in the center of the pocket chart.
- Repeat with one or two additional words.

Write Words

Board Chaining

- Write the word *not* on the board.
- Have the class read the word.
- Say to the class, “If this is *not*, which letter do I need to change in order to make *got*? Who can show me?” (Select a student to come to the board and point to the letter.)
- Say to the class, “Who thinks they know the spelling that we need instead of the letter ‘n’?” (Select a student to come to the board and change ‘n’ to ‘g’.)
- Ask the class, “Did we get it right?”
- Repeat this process with the remaining words.

Note: For easier work, use the chains listed under Pocket Chart Chaining for Spelling. For harder work, use the chains listed under Teacher Chaining, which contain newly taught spellings.

Chaining Dictation

- Have students take out a pencil and a piece of paper.
- Tell students you are going to say a number of words.
- Explain that each new word will be very similar to the previous word, but one sound will be different (e.g., *got* might be changed to *pot*).
- Tell students to write each word that you say.
- As you move from one word to the next, use the chaining phrase, “If that is *got*, show me *pot*.”
- If you choose harder words, you may wish to do this exercise cooperatively, offering feedback and opportunities to self-correct as you make your way through the items, rather than presenting the items in a test-like format where no feedback is given until you return the written work to students.

Targeted Dictation

- Choose one of the sets of words outlined in the following boxes.
- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say 10 words that will all follow a certain pattern.
- Explain the pattern for the words you have chosen.
- Tell students to write each word that you say.

Note: You may wish to do this exercise cooperatively, offering feedback as you make your way through the items, rather than presenting it in a test-like format where no feedback is given until you return the students' written work. One way to do this is to write each word on the board and allow the students to self-correct before moving on to the next word.

/u/ Spelled 'o_e' or 'o'

Explain that you are going to say pairs of words having the /u/ sound spelled one of two ways. The first word in each pair will be a root word with the 'o_e' spelling, like *shove*; the second word in each pair will be a word derived from the first word by dropping the 'e' and adding the suffix *-ing*, like *shoving*.

- | | |
|------------|---------------|
| 1. shove | 6. coming |
| 2. shoving | 7. become |
| 3. love | 8. becoming |
| 4. loving | 9. welcome |
| 5. come | 10. welcoming |

/u/ Spelled 'ou' or 'o'

Explain that you are going to say 10 words that have the /u/ sound spelled 'o' or 'ou'. Tell students that, for this exercise, they should use the 'o' spelling if the /u/ sound is at the beginning of the word and the 'ou' spelling if the /u/ sound is in any other location.

- | | |
|------------|-------------|
| 1. other | 6. touch |
| 2. young | 7. nervous |
| 3. oppose | 8. oven |
| 4. observe | 9. southern |
| 5. obtain | 10. cousin |

/ə/ + /l/ Spelled 'el' or 'al'

Explain that you are going to say 10 words that have the /ə/ sound combination spelled 'el' or 'al'. Tell students that, for this exercise, they should use the 'el' spelling for the /ə/ sound combination if the word is a noun and the 'al' spelling for the /ə/ sound combination if the word is an adjective. You may wish to use each word in a sentence to help students figure out the part of speech.

- | | |
|--------------|------------|
| 1. normal | 6. barrel |
| 2. chapel | 7. nickel |
| 3. tunnel | 8. local |
| 4. camel | 9. federal |
| 5. practical | 10. shovel |

/ə/ + /l/ Spelled 'le' or 'il'

Explain that you are going to say 10 words that have the /ə/ sound combination spelled 'le' or 'il'. Tell students they should use the 'le' spelling if the word is a noun and the 'il' spelling (plus 'y') if the word is an adverb. Give as examples the words *noodle* and *easily*.

- | | |
|------------|-------------|
| 1. uncle | 6. apple |
| 2. bottle | 7. needle |
| 3. happily | 8. clumsily |
| 4. angrily | 9. puzzle |
| 5. lazily | 10. noisily |

Initial Schwa or /u/

Explain that you are going to say 10 words that will begin with either the sound /u/ or /ə/. If the word starts with /u/ + /n/, students should spell these sounds 'un' as in *unhappy*; if the word starts with any other sound combination, they should write the first sound with an 'a' as in *above*.

- | | |
|-----------|-----------|
| 1. under | 6. unless |
| 2. about | 7. agree |
| 3. around | 8. amount |
| 4. until | 9. avoid |
| 5. along | 10. alarm |

Final Schwa or /u/ Spelled 'a'

Explain that you are going to say 10 words containing either the sound /u/ or /ə/. If students hear an /u/ sound in the middle of the word, they should spell it with 'u'. If they hear an /ə/ at the end of a word, they should spell it with an 'a'.

- | | |
|----------|-----------|
| 1. run | 6. Martha |
| 2. extra | 7. fun |
| 3. cut | 8. bus |
| 4. bug | 9. Linda |
| 5. panda | 10. Anna |

Mixed Practice

Explain that you are going to say 10 words containing the /sh/ sound. If students hear /shun/ at the end of the word, they should spell these sounds 'tion'. If they hear /sh/ anywhere else in the word, they should spell the sound using the basic code spelling 'sh'.

- | | |
|------------|--------------|
| 1. shop | 6. function |
| 2. action | 7. portion |
| 3. section | 8. fish |
| 4. shine | 9. exception |
| 5. cash | 10. splash |

Dictation with Words

- Choose 10 of the words listed in the following box.
- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say 10 words students have seen many times in their Readers.
- Tell students to write each word that you say.

- **Note:** When asking a student to spell words (without providing students scaffolding and additional practice), use words students have seen in print many times. All of the words in the box below occur at least 30 times in the first five Readers.

Frequently Occurring Words in the First Five Readers

the, a, to, and, I, he, said, of, you, it, was, in, that, is, on, sir, his, not, she, up, at, they, then, for, but, had, king, with, we, what, as, so, can, will, like, there, are, all, have, get, did, this, got, me, asked, one, be, job, just, out, went, see, down, him, off, when, do, were, would, them, good, well, her, think, back, dad, from, if, cat, it's, my, your, time, knight, man, how, no, could, day, too, last, by, next, big, into, some, spelling, kids, ran, yes, tell, here, rock, why, set, two, let, came, or, after, mom, black, go, need, pancake, race, that's, their

Copy Phrases

Making Phrases

Note: This exercise is best done in small groups or at workstations.

- Write a selection of words on index cards, one word per card. Include decodable nouns and decodable adjectives.
- Have students create phrases or sentences with these cards.
- Then have students copy the phrases or sentences on paper.

Write Sentences

Sentence Building

- Write 10–15 decodable words on small cards. Each word should include one of the spellings students learned in Unit 5.
- Have students lay out the cards.
- Give students a blank sheet of lined paper.
- Ask students to write a sentence using one of the words on the cards.
- Ask students if they can write a second sentence containing two of the words on the cards.
- Ask students to write a third sentence including three of the words on the cards.
- Challenge students to keep going and see how many of the words they can get into a single sentence.

Free Writing

- Invite students to write on a topic or respond to a prompt.
- Challenge students to write a “sound story” containing all of the following /u/ and /ə/ words (*month, dove, cousin, stunt, above, appetite*), all of the following /ə/ + /l/ words (*traveler, greedily, apple, typical, normal, gentle*), or all of the following /sh/ + /ə/ + /n/ words (*action, attention, portion, location, invention, fiction*).
- Invite students to write an additional story about Sir Gus, or to make up stories about a knight of their own invention.
- Invite students to write a new ending for any of the *Sir Gus* stories.
- Invite students to write a description of Sir Gus using lots of adjectives.
- We encourage you to accept phonemically plausible spelling in drafts.

Appendix

Using Chunking to Decode Multi-Syllable Words

Mastering the various letter-sound correspondences taught in CKLA will enable students to read one-syllable words with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multi-syllable words. To this end, most students will benefit from additional instruction in learning to recognize, chunk and read parts of words—syllables—as a way to decode longer words.

When students first encounter two-syllable words in Grade 1 materials, we insert a small dot as a visual prompt or cue between the syllables (e.g., *sun·set*). This is done in both the Workbooks and Readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated, and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, CKLA introduces the decoding of two-syllable words by having students work first with two-syllable compound words (e.g., *cat·fish*, *cup·cake*, *pea·nut*, *drive·way*). For compound words, we place the dot between the two component words. These are among the easiest two-syllable words to chunk and decode, because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one-syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity.

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., *yawn·ing*, *hunt·er*, *kick·ed*). We typically place the dot immediately before the suffix. However, for words that contain double-letter spellings for consonants, in CKLA, we typically place the divider after the double-letter spelling, rather than between the two consonants (e.g., *batt·ed*, *bigg·er*, *bunn·y*). Teachers familiar with other ways to chunk or divide syllables may initially find this odd. We do this, however, because the double-letter spellings have been taught as single spelling units in CKLA since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.), and we wish to be consistent in representing these spellings in the way that the students have been taught to process them, e.g., as whole entities for a

sound. (Ultimately as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as *batt-ed* or *bat-ted*.) Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multi-syllable words. To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify six different syllable types:

Note: Syllables exemplifying each type are underlined.

- **Closed Syllables (CVC, VC, CCVCC, etc.) – always associated with a “short” vowel sound, e.g., /a/, /e/, /i/, /o/, /u/:** let, pad, rod, tin, fun, pic-nic, un-til
- **Magic ‘E’ Syllables (V-C-E) – always associated with a “long” vowel sound, e.g., /ae/, /ee/, /ie/, /oe/, /ue/:** cake, home, like, mule, Pete, mis-take, stam-pede
- **Vowel Digraph Syllables:** joint, speak, proud, play, dis-may, be-low, coun-sel
- **R-Controlled Syllables:** art, curb, girl, fort, clerk, tur-nip, ar-tist, fe-ver
- **Open Syllables (V or CV) – always associated with a “long” vowel sound, e.g., /ae/, /ee/, /ie/, /oe/, /ue/:** go, me, hi, a-pron, fi-nal, com-pre-hend
- **Consonant-LE Syllables (C-LE):** sim-ple, puz-zle, raf-fle, ca-ble, ri-fle

In addition, in CKLA, we think it is also helpful to designate one additional syllable type:

- **Schwa Syllables:** ben-e-fit, ap-pe-tite, a-bout, hos-pit-al, e-mo-tion

Note: The Consonant-LE Syllable is also a schwa syllable, but we distinguish it separately because of the way this spelling is chunked when dividing words into syllables.

To be clear, in order to decode words, students do not need to identify syllables by these names. The names of the syllable types are provided here only to establish a common vocabulary for teachers as they use the CKLA materials. What is necessary, however, for students to become fluent readers of longer words in increasingly complex text is that they be able to visually parse certain spelling patterns as syllable chunks, so they can quickly and easily decode each syllable.

The first type of two-syllable word pattern to which students are introduced is the closed syllable pattern in two-syllable words. These two-syllable words are also relatively easy for students to chunk and recognize as an example of the familiar CVC, VC, CCVCC, etc., spelling pattern they encountered in one-syllable words in Kindergarten.

We divide two closed syllables in a word as follows:

- When two different consonants stand between two vowels, we divide the syllables between the consonants, creating one or more closed syllable(s).

ad · mit

nap · kin

trum · pet

- For words that contain double-letter spellings for consonants, we typically place the divider after the double-letter spelling rather than between the consonants. As noted earlier, we do this because the double-letter spellings have been taught as single spelling units in CKLA since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.).

traff · ic

muff · in

happ · en

- When there are three consonants between two vowels, in general, we divide so the first consonant goes with the first vowel and the other two consonants with the second vowel.

mon · ster

con · tract

pil · grim

When students have difficulty reading a two-syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:

magnet

mag 

 *net*

magnet

In Grade 1, students will encounter other two-syllable words with various combinations of the Magic ‘E’ Syllable, Vowel Digraph Syllable, the R-Controlled Vowel Syllable, and the Closed Syllable.

- Chunking these syllable types follows the same patterns for division as noted above for closed syllables:

tar · get for · get es · cape ig · loo scoun · drel char · coal

In Grade 2, students are introduced to more challenging multi-syllable words.

Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

- When only one consonant stands between two vowels, we suggest first dividing the word in front of the consonant and sounding it out as an open syllable:

pu · pil

vi · rus

mo · ment

unit

u 

 *nit*

However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether they recognize a familiar word as they sound out each possibility. In order to recognize whether a word is familiar when sounded either way, the word must be one that the student has heard before, i.e., the word must be in the student’s oral vocabulary. Obviously, this will represent an additional challenge for students who have a limited vocabulary and/or for whom English is a second language.

- If the word divides after the consonant, a closed syllable is created:

cam · el

mel · on

pun · ish

lemon

lem 

 *on*

In Grade 2, students are also introduced to Consonant–LE Syllables. Chunking these words into syllables is fairly straightforward.

- When a word ends in Consonant–LE, we divide in front of the consonant, creating a first syllable that may be an open, closed or even r-controlled syllable, depending on the other spellings in the words

ban · gle

twin · kle

sta · ble

cra · dle

tur · tle

simple

sim 

 *ple*

In the later part of Grade 2, students are introduced to syllables in which various spellings represent the schwa sound. English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound that linguists call a schwa. This happens in many English words. Spellings for the schwa sound include ‘a’, ‘e’, ‘al’, ‘il’, ‘el’, and ‘tion’. Chunking and decoding words that include the schwa sound can be quite challenging for many students.

We divide syllables with a schwa sound in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

a · bout de · pos · it med · al e · vil nick · el lo · tion

As noted earlier, the Consonant–LE Syllable is actually a Schwa Syllable, but we identify it separately because of the way this spelling is chunked when dividing words into syllables.

- Finally, while students encountered some simple root words and affixes in Grade 1, throughout the entire year of Grade 3 instruction, they study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly.

pre·tend non·sense tri·cy·cle re·peat self·ish sad·ness help·less

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten—Grade 3, with the ability to chunk multi-syllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.

Teacher Resources

Assessments

There are many opportunities for informal assessment throughout each Skills unit. You may choose to assign a given Workbook page for individual, independent completion to use as an assessment. It may be useful to use the Tens Conversion Chart and the Tens Recording Chart to collect and analyze all assessment data.

Tens Conversion Chart

Number Correct

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	0	10																			
2	0	5	10																		
3	0	3	7	10																	
4	0	3	5	8	10																
5	0	2	4	6	8	10															
6	0	2	3	5	7	8	10														
7	0	1	3	4	6	7	9	10													
8	0	1	3	4	5	6	8	9	10												
9	0	1	2	3	4	6	7	8	9	10											
10	0	1	2	3	4	5	6	7	8	9	10										
11	0	1	2	3	4	5	5	6	7	8	9	10									
12	0	1	2	3	3	4	5	6	7	8	8	9	10								
13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers along the top of the chart and the total number of questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score. You may choose to use the following Tens Recording Chart to provide an at-a-glance overview of student performance.

Anecdotal Reading Record

Week of: _____

Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:

Name _____

1.1



Dear Family Member,

Below you will find our spelling words for this week. We are beginning to learn how to put words in alphabetical order using just the first letter of each word.

The worksheet your child has for homework should be completed in this way:

1. On the back of this page, have your child write the alphabet down the side of the paper.
2. Have your child read all of the words aloud and circle the first letter in each word.
3. Ask your child to write each set of words in alphabetical order.

quickly	neatly	ugly	jelly	chilly
slowly	funny	angry	empty	mommy
daddy	happy	pretty	grumpy	

Tricky Word: alphabet

Please continue to encourage your child to read at least 20 minutes every night. At this point in the school year, your child should be able to self-select reading material and read independently for the entire 20 minutes.

Unit 5 5

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A	quickly	neatly	ugly	alphabet	jelly	chilly	slowly
B	1.	alphabet			1.	chilly	
C	2.	neatly			2.	jelly	
D	3.	quickly			3.	slowly	
E	4.	ugly					
F	funny	angry	empty	mommy	daddy	happy	pretty
G	1.	angry			1.	daddy	
H	2.	empty			2.	grumpy	
I	3.	funny			3.	happy	
J	4.	mommy			4.	pretty	
K							
L							
M							
N							
O							
P							
Q							
R							
S							
T							
U							
V							
W							
X							
Y							
Z							

Unit 5 6

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Name _____

2.1

Word Sort

Sort the words by spelling. Write the words with the /u/ sound spelled 'u' under *bug*. Write the words with the /u/ sound spelled 'o' under *other*.

rush	trust	bunch	son
month	ugly	mother	until
truck	unkind	money	front

/u/ spelled 'u'
as in *bug*

/u/ spelled 'o'
as in *other*

Unit 5 7

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Name _____

2.2

Fill in the Blank

Write the best word from the box to complete each sentence.

mother	cover	month	money	wonder
dozen	trumpet	grumpy	mummy	thunder

1. We heard the thunder before we saw the lightning.
2. My mother, not my Dad, woke me up this morning.
3. I wish I had some money to buy some candy.
4. I feel grumpy when I don't get plenty of sleep.
5. King Tut's mummy was discovered in 1922.
6. Did you cover your nose when you sneezed?
7. The trumpet is a brass instrument.
8. Did you know that 12 cookies make one dozen?

Unit 5 9

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Name _____

2.4

The Beginning



1. Why are the people of King Alfred's land happy with King Alfred as their king?

The people in King Alfred's land are happy with King Alfred as king because he was fair and kind and kept his people safe.

2. Who helps King Alfred keep his lands peaceful and his people safe?

King Alfred's twelve knights help him keep his people safe.

3. What are some of Sir Gus's fears?

Sir Gus was scared of the dark, mice, bats, and spiders.

Family Member Directions: Ask your child to answer each question using a complete sentence.

Unit 5 13

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4. What are some of your fears?

Answers may vary.

5. Why might cats and horses make Sir Gus itch?

Sir Gus might have been allergic to them.

6. What do you think of Sir Gus?

Answers may vary.

14 Unit 5

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Name _____

3.1

Fill in the Blank

younger	none	welcome
gloves	enormous	touched

1. Is your sister older or younger than you?
2. When it is cold, I cover my hands with gloves.
3. The mat on the porch said "Welcome."
4. If you eat it all, there will be none left for me.
5. An antonym of "tiny" is "enormous."
6. The baby cried after she touched the hot stove.

Write two new sentences using any two of the words from the box.

Answers may vary.

Directions: Have students read the words in the box aloud. Students should write the best word from the box to complete each sentence.

Unit 5 15

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nervous	dove	country
love	shove	poisonous

1. We looked up and saw a white dove flying by.
2. I like hamburgers, but I really love ice cream!
3. Mexico is a country.
4. It's not nice to hit or shove.
5. When I have to take a test, I get nervous.
6. Some spiders and snakes are poisonous.

Write two new sentences using any two of the words from the box.

Answers may vary.

16 Unit 5

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Name _____

3.3



The Thief

Family Member Directions: Have your child reread the story and answer the questions using complete sentences.

1. What is a thief?

A thief is a person who takes something that does not belong to him/her.

2. Sir Gus takes longer to get to the king than the other knights. Why?

Sir Gus takes longer to get to the king because he lost his horse.

3. Why did Sir Gus fall off his horse?

Sir Gus fell off his horse because he had a bad itch.

Unit 5 19

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4. Why isn't the king mad when he finds Sir Gus sleeping in?

The king is not mad because he realizes Sir Gus does not have a horse. The king thinks Sir Gus is sleeping in due to the lack of a horse.

20 Unit 5

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Name _____

4.1

All's Well That Ends Well

Sir Gus rode the king's horse out into the country. He galloped over green land and lovely rolling hills.

All was well until he began to itch. He scratched his leg. He scratched his neck. He tried to scratch his back and nearly fell off the horse. Nothing seemed to help. At last Sir Gus told himself he had better stop, lest he scratch himself right off the king's horse!

Sir Gus stopped in front of a farmhouse. Near the farmhouse was a stone well. Standing near the well was a young, strong-looking man.

Sir Gus spoke to the young man politely. "Pardon me, good sir," he said, "may I drink from your well?"

"Yes, you may," said the young man.

Sir Gus went to draw water from the well. He grabbed the rope and began to tug on it. But then he felt the need to scratch. He let go of the rope and started itching himself. Soon he was scratching himself so hard that he started jumping up and down. He jumped up and down so much that he fell into the well and landed with a splash at the bottom.

"Ack!" cried Sir Gus. "What have I done?"

It was a good thing that Sir Gus was tall. The water in the well only came up to his chest.

The young man peered down into the well.

"Have no fear!" he shouted to Sir Gus. "I will help you. I will drop the bucket down. Take hold of it, and I will lift you up."

Sir Gus waited nervously at the bottom of the dark well. He did not like the dark or the cold water. His legs began to shiver and shake.

The bucket came down the well. Sir Gus grabbed the bucket and held on tight.

Unit 5 21

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Slowly the young man began to bring Sir Gus up out of the well.

As Sir Gus reached the top of the well, the young man offered the knight his hand.

"Young man," said Sir Gus, as he stepped out of the well. "I am touched by your generous deed. I would like to thank you for helping me. What is your name?"

"My name is Robin," replied the man.

"Well, then, Robin," said Sir Gus, "I thank you."

"You are welcome," said Robin.

The two men shook hands. Robin clasped the knight's hand so tightly that water dripped from his glove.

Robin smiled. "Come into my house," he said. "I will find you some dry clothing."

Sir Gus went inside.

"Sit down," said Robin. "I will fetch you some dry clothing and something to drink." Robin left the room.

Sir Gus sat down on a wooden chair. As he did so, a large black cat jumped onto his lap. At once, Sir Gus began to itch all over. He got up and started jumping up and down. He jumped so hard that he knocked over a chair and bumped into a shelf.

Some things fell off the shelf. As he bent down to pick these things up, Sir Gus spotted a ring. It was the king's ring! Robin was the robber!

Sir Gus stood thinking for a moment.

"There is no point fighting with the man," Sir Gus said to himself. "That would be dangerous. I can tell by his grip that he is very strong."

Sir Gus grabbed the ring. Then he tiptoed quietly out of the house. He mounted his horse and rode back to see the king.

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Name _____

4.2

Well 3

1. everything is fine
3

Well

2. a deep hole dug in the ground to reach underground water
12

Well

3. an exclamation or expression of emotion
1

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Name _____

5.3

Use the chart on Worksheet 5.2 to fill in the blanks.

1. Count the words on the chart that have the sound /u/ spelled 'u' and write the number here. 23

2. Count the words on the chart that have the sound /u/ spelled 'o' and write the number here. 12

3. Count the words on the chart that have the sound /u/ spelled 'ou' and write the number here. 13

4. Count the words on the chart that have the sound /u/ spelled 'o_e' and write the number here. 9

5. Which spelling for /u/ has the most words?
'u'

6. Which word on the chart names something bees make?
honey

7. Which word on the chart means twelve of something?
dozen

8. Which word on the chart is a synonym for good-looking?
handsome

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9. Which word on the chart is a synonym for cup?
mug

10. Which word on the chart is an antonym for old?
young

11. Which word on the chart is a synonym for mom?
mother

12. Which word on the chart is a proper noun?
Doug

13. Which word on the chart is a synonym for finished?
done

14. Write a sentence using at least two words from the chart:
Answers may vary.

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Name _____

5.4

The Hungry Troll

1. When Sir Gus brings the king his ring, the king is...

- A. delighted
- B. angry
- C. sad

2. What wakes King Alfred?

- A. thunder
- B. the cries of a baby
- C. the cries of a troll

3. Sir Tom says that trolls are scared of...

- A. water
- B. fire
- C. thunder

4. Where does Sir Gus go when the rest of the knights ride off to find the troll?

- A. Sir Gus goes to the shed to find a weapon.
- B. Sir Gus goes to the barn to find a horse.
- C. Sir Gus goes to the kitchen to get a snack.

Directions: Students should select the best answer for each question.

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Name _____

6.3

Parts of Speech

Find examples of the following parts of speech in "The Hungry Troll" and write them on the lines, along with the page number for each answer.

1. common noun: Answers may vary. Page: _____
2. proper noun naming a person: Answers may vary. Page: _____
3. proper noun naming a place: Answers may vary. Page: _____
4. common noun: Answers may vary. Page: _____
5. common noun naming a place: Answers may vary. Page: _____
6. common noun naming a thing: Answers may vary. Page: _____
7. adjective: Answers may vary. Page: _____
8. adjective and a noun: Answers may vary. Page: _____
9. verb: Answers may vary. Page: _____
10. verb "to be": Answers may vary. Page: _____

Use some of the words from the list on the front of the worksheet to make up your own sentence or silly story.

Answers may vary.

Name _____

7.2

Choose one character. Write adjectives to describe the character. First, write the adjectives from the text. Then, write some adjectives of your own. Last, write two sentences using some of the adjectives you listed.

Sir Gus

Answers may vary.

Troll

Answers may vary.

Name _____

7.3



Fill in the Blank

Read the words in the box aloud. Then write the best word from the box to complete each sentence.

afraid	adults	telescope
appetite	about	orange

- My parents are both adults.
- I eat a lot. I have a big appetite.
- Doug looks at the stars with his telescope.
- Should we paint the walls yellow or orange?
- Is your book about a king and queen?
- I am not afraid of the dark.

Write two new sentences using two of the words from the box.













Answers may vary.









Name _____

8.1

Beat the Spoilers

The Spelling Spoilers are trying to wreck your spelling. Your teacher will say some words. Foil the Spoilers by spelling the words correctly.

	Copy	Spell	Did you beat the Spoilers?	
1.	about		 <input type="radio"/> yes	 <input type="radio"/> no
2.	China		 <input type="radio"/> yes	 <input type="radio"/> no
3.	around		 <input type="radio"/> yes	 <input type="radio"/> no
4.	Africa		 <input type="radio"/> yes	 <input type="radio"/> no
5.	appetite		 <input type="radio"/> yes	 <input type="radio"/> no
6.	Tennessee		 <input type="radio"/> yes	 <input type="radio"/> no

	Copy	Spell	Did you beat the Spoilers?	
7.	love		 <input type="radio"/> yes	 <input type="radio"/> no
8.	cousin		 <input type="radio"/> yes	 <input type="radio"/> no
9.	something		 <input type="radio"/> yes	 <input type="radio"/> no
10.	touch		 <input type="radio"/> yes	 <input type="radio"/> no

Name _____

8.2

Fire!

Write the answer to each question using complete sentences.

- Why was it not hard to find the troll?
The knights followed the sound of the trolls' loud sobs and eating.
- Sir Tom's plan changed a bit when Sir Gus appeared. How did it change?
Originally Sir Tom wanted all the knights to creep up the hill with the torches. When Sir Gus appeared, Sir Tom decided just Sir Gus would go up the hill.
- Do you think that Sir Tom really thinks that Sir Gus is the bravest knight? Why or why not?
Answers may vary.

4. What happened when Sir Gus fainted?

When Sir Gus fainted, his torch fell to the ground and made the plants catch on fire.
The fire scared the troll away.

5. List 4 nouns from the story "Fire!"

Answers may vary. _____

7. List 4 verbs from the story "Fire!"

Answers may vary. _____

8. List 4 adjectives from the story "Fire!"

Answers may vary. _____

Name _____

9.1

Subject and Predicate

Underline the subject once and the predicate twice. Put a check above any compound subject or predicate.

- The boys and girls played in the mud.
- Ben and Jim like to draw and color pictures.
- Jamie and Jesse like to run and jump.
- Linda rides a bike.
- Kelly can pick and eat grapes.
- Henry the pig eats his food at night.
- Clementine feeds her 12 piglets.
- Clementine and Henry are good pig parents.
- Joe the turkey likes to visit and sit with Clementine, Henry, and the piglets.
- Joe struts around the pig pen each morning.

Name _____

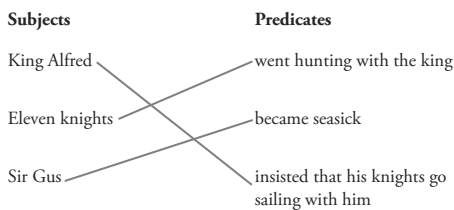
9.2

The Boat Trip

Briefly summarize what happened in the story "The Boat Trip."

Answers may vary but should include key details such as: the king wanted to take his knights on a boat ride. The water got rough. Sir Gus became seasick.

Draw lines between the subjects and predicates showing what happened in the story.



Name _____

9.3

Reviewing Contractions



Write the two words used to make each contraction.

Example: can't	can not
don't	do not
it's	it is
I'm	I am
you're	you are
we're	we are
isn't	is not
aren't	are not

Write a sentence using at least one of the contractions.

Answers may vary.

Write the contraction that can be made from the two words.

that is	that's
you are	you're
is not	isn't
that will	that'll
could not	couldn't
are not	aren't
we are	we're
they are	they're

Write a sentence using at least one of the contractions.

Answers may vary.

Name _____

10.2

Writing Sentences

Write three different sentences. Make sure your sentence fits with the !, ?, or . at the end of the line.

- Answers may vary. _____
_____ !
- Answers may vary. _____
_____ ?
- Answers may vary. _____
_____ .

Name _____

11.1

Dear Family Member,

Below you will find our spelling words for this week. All of the words have the sound of /ee/ (also known as long e) spelled with the letters 'ie'. We are continuing our work learning to alphabetize words. As the next step in this skill, we are learning to use the alphabet as a reference tool and less as a matching tool for letters.

Just as you did last week, please follow these directions:

- Have your child read all of the words aloud and circle the first letter in each word.
- Ask your child to write words in alphabetical order.
- You may find it helpful for your child to number the words in the box before writing them in alphabetical order. It is easier to erase a number than a word.

field	piece	shield	thief	kitties
achieve	relief	grief	yield	movie
niece	cookies	ladies	babies	

Tricky Word: water

Put the words in each box in alphabetical order.

	field piece shield thief kitties achieve relief	grief yield movie niece cookies ladies babies water
A		
B		
C		
D	1. <u>achieve</u>	1. <u>babies</u>
E		
F		
G	2. <u>field</u>	2. <u>cookies</u>
H		
I		
J	3. <u>kitties</u>	3. <u>grief</u>
K		
L		
M	4. <u>piece</u>	4. <u>ladies</u>
N		
O		
P	5. <u>relief</u>	5. <u>movie</u>
Q		
R		
S	6. <u>shield</u>	6. <u>niece</u>
T		
U		
V	7. <u>thief</u>	7. <u>water</u>
W		
X		
Y		8. <u>yield</u>
Z		

Name _____

11.2

Sound Sort

Sort the words by spelling. Write the words that have the 'ul' ending under *useful*. Write the words that have the 'al' ending under *metal*. Write the words that have the 'il' ending under *April*.

harmful	fossil	hospital	evil
total	pencil	several	awful
peaceful	hopeful	normal	civil

'ul'	'al'	'il'
as in <i>useful</i>	as in <i>metal</i>	as in <i>April</i>
<u>harmful</u>	<u>hospital</u>	<u>fossil</u>
<u>awful</u>	<u>total</u>	<u>evil</u>
<u>peaceful</u>	<u>several</u>	<u>pencil</u>
<u>hopeful</u>	<u>normal</u>	<u>civil</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name _____

11.4

The King's Ghost

1. What made King Alfred and his knights jump with fright?

The sound of a booming voice caused King Alfred and his knights to jump with fright.

2. Why couldn't the king and his knights defend themselves?

The king and his knights could not defend themselves because they did not have their shields or swords with them.

3. What did the pirate say would happen if the king and his boat were not handed over?

The pirate said they would attack if the king and his boat were not handed over.

4. Who did the pirates think was making the loud, scary sound?

The pirates thought the king's ghost was making the scary sound.

5. Do you think you would have been fooled by Sir Tom's trick? Why or why not?

Answers may vary.

6. Who do you think should have gotten credit for saving the day? Why?

Answers may vary.

Name _____

12.1

Fill in the Blank

Write the best word from the box to complete each sentence.

about	China	around	Africa	appetite
Tennessee	love	cousin	something	touch

- China is a country in the Far East.
- Tennessee is a state in our country.
- Your aunt's child is your cousin.
- Do not touch a hot stove!
- I worked up an appetite by chopping wood for the fire.
- Africa is a continent.
- Can you tell me about your book?
- Let's look around the room for the lost book.
- I love to eat snow cream in winter.
- I have something to say about that.

Name _____

12.2

Write the following correctly.

1. dr john smith Dr. John Smith (4)
2. january 3 2011 January 3, 2011 (2)
3. are you ready to go Are you ready to go? (2)
4. is mrs betty white your mother
Is Mrs. Betty White your mother? (6)

Write the word that means more than one.

5. man men
6. woman women
7. butterfly butterflies
8. box boxes
9. goose geese

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Circle the nouns, draw an arrow from the adjective to the noun, and draw a wiggly line under the verb in each sentence.

10. The old man walked.
11. The tiny girl ran.
12. A green frog jumped.
13. A tall tree fell.
14. The blue sky darkened.

Draw one line under the subject and two lines under the predicate.

15. Frank and Joe ran the marathon.
16. Lisa ate ice cream and cake.
17. Fay and Mike like to swim.
18. Larry and Debbie walked and ran six miles.
19. Linda and Ernie will train for the swim meet.

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Name _____

14.1

Fill in the Blank

Write the best word from the box to complete each sentence.

mother	camel	decide	jungle	cousin
petals	bubble	afraid	wonderful	

1. Could you help me decide between a cookie or a cupcake?
2. I call my mother, "mom."
3. It was a wonderful party and we all had fun!
4. An animal with two humps is a camel.
5. I have a night light because I am afraid of the dark.
6. Monkeys live in the jungle.
7. The rose petals were scattered in front of the bride.
8. I like to blow a big bubble with my gum.
9. My cousin and aunt will come to spend the night.

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Write the best word from the box to complete each sentence.

cover	animals	fossils
angels	chief	little

10. The baby bird is too little to fly.
11. A zoo has a lot of animals.
12. Will you cover the dish before you place it in the fridge?
13. Some of the fossils were from long, long ago.
14. The leader of a Native American tribe is often called a chief.
15. Some people believe that angels have wings.

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Name _____

14.2

Parts of Speech

Find examples of these parts of speech in "The Boat Trip" and write them on the lines.

common noun: Answers may vary.

proper noun: Answers may vary.

proper noun naming a person: Answers may vary.

common noun: Answers may vary.

common noun naming a place: Answers may vary.

common noun naming a thing: Answers may vary.

adjective: Answers may vary.

adjective and a noun: Answers may vary.

verb: Answers may vary.

verb to be: Answers may vary.

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Use at least one noun and one verb from the list to make up your own sentence or silly story. Underline the subject once and the predicate twice.

Answers may vary.

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Name _____

14.3

Fill in the Blank

Write a word from the box to complete each sentence.

bubble	apples	beagles	noodles	eagle
maple	single	candle	poodles	stable

1. A horse will stay in the stable on a rainy day.
2. Mom likes to light a candle on the table at supper.
3. A maple leaf is on the Canadian flag.
4. Beagles and poodles are kinds of dogs.
5. I like to blow a big bubble with my gum.
6. Would you like to help me pick apples from the tree?
7. An eagle is a symbol of our country.
8. I like to eat spaghetti noodles.
9. I can't eat just one single chip. I like to eat the entire bag.

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Name _____

14.4

Write adjectives for Sir Gus showing his condition in this story. First, write the adjectives in the text. Then, write some adjectives of your own. Next, write two complete sentences using some of the adjectives you listed. Last, on the back of this page, make a sketch of Sir Gus, illustrating your adjectives.

Sir Gus

Answers may vary.

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Name _____

15.2

Fill in the Blank

Write the best word from the box to complete each sentence.

station	options	attention
infection	dictionary	vacation

1. Select one of the following options.
2. If you don't know what a word means, you can look it up in the dictionary.
3. This summer, we will take a vacation.
4. If you don't clean that cut, you might get an infection.
5. We need to stop at a gas station.
6. If you want to understand, you should pay attention.

Write the best word from the box to complete each sentence.

reflection	lotion	potion
invention	stationery	emotions

1. The witch is making a sleeping potion.
2. If you look in the pond, you will see your reflection staring back at you.
3. Carol wrote the letter on stationery.
4. To keep your skin from drying out, use lotion.
5. Jealousy and anger are emotions.
6. The wheel is a great invention.

Name _____

16.1

Dear Family Member,

These are our spelling words for this week. Once again, we are asking you to help your child put the words in alphabetical order. Any additional time you can spend practicing alphabetizing during the week will help your child master this skill.



yelled	yarn	yellow	yes	myth
symbol	system	cry	frying	satisfy
yawn	sticky	lying	energy	

Tricky Word: edge

yelled system edge lying myth	yarn symbol cry frying energy
1. <u>edge</u>	1. <u>cry</u>
2. <u>lying</u>	2. <u>energy</u>
3. <u>myth</u>	3. <u>frying</u>
4. <u>system</u>	4. <u>symbol</u>
5. <u>yelled</u>	5. <u>yarn</u>

Name _____

16.2

Fill in the Blank

Write the best word from the box to complete each sentence.

hospital	helpful	petals	animal
cheerful	emergency	appear	dangerous

1. In an emergency, call 911.
2. The rose petals smell great!
3. She is always smiling and cheerful.
4. It would be helpful to me if you would clean your room.
5. My favorite animal is a panda.
6. She is a nurse in a hospital.

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pedal	decide	April	America
signal	principal	dangerous	equals

1. The month after March is April.
2. I can't decide if I would like red or pink ribbons.
3. Two plus two equals four.
4. We live in the United States of America.
5. It is very dangerous to skate on thin ice.
6. Turn left at the next traffic signal.

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Name _____

16.3

The Fearsome Beast

Read all of the sentences first and then number them in order.

- 6 The fearsome beast ran into the Dark Dismal Swamp and sank in the mud.
- 3 The bandits had dinner and went to sleep.
- 7 The bandits fled.
- 1 The bandits grabbed Sir Gus, tied him up, and tossed him into the back of their wagon.
- 4 The fearsome beast tried to attack Sir Gus.
- 8 A hunter untied Sir Gus.
- 5 The fearsome beast was blinded by the sunlight that bounced off Sir Gus's helmet.
- 2 The bandits arrived at the Bleak Forest of the East.

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Name _____

17.1

The Past-Tense Ending -ed

Most verbs can be changed from the present to the past tense by adding the suffix *-ed*.

I start	I started
I want	I wanted
I need	I needed
I point	I pointed
I paint	I painted
I plant	I planted

Sometimes the *-ed* suffix is sounded /e/ + /d/, as it is in the words you just made. But sometimes it is sounded /d/.

I call	I called
I open	I opened
I follow	I followed
I show	I showed
I seem	I seemed
I yell	I yelled

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Sometimes the suffix *-ed* is sounded /t/.

we ask	we asked
we pass	we passed
we pick	we picked
we finish	we finished
we jump	we jumped
we pack	we packed

Which sound (or sounds) do we say at the end of the past-tense verbs listed?

- | | | | |
|-------------|--|--------------------------------------|--------------------------------------|
| 1. played | <input type="radio"/> /e/ + /d/ | <input checked="" type="radio"/> /d/ | <input type="radio"/> /t/ |
| 2. sprinted | <input checked="" type="radio"/> /e/ + /d/ | <input type="radio"/> /d/ | <input type="radio"/> /t/ |
| 3. rushed | <input type="radio"/> /e/ + /d/ | <input type="radio"/> /d/ | <input checked="" type="radio"/> /t/ |
| 4. filled | <input type="radio"/> /e/ + /d/ | <input checked="" type="radio"/> /d/ | <input type="radio"/> /t/ |
| 5. shouted | <input checked="" type="radio"/> /e/ + /d/ | <input type="radio"/> /d/ | <input type="radio"/> /t/ |
| 6. watched | <input type="radio"/> /e/ + /d/ | <input type="radio"/> /d/ | <input checked="" type="radio"/> /t/ |

All of these verbs are in the _____ tense.

- present
 past

Name _____

17.4



The short story on this page has words with many of the new spellings from this unit. Read this story aloud to a family member.

My younger brother, Jeremy, is a very serious person. He spends tons of time alone in his room studying. He rarely attends parties or agrees to do things with other kids. I sometimes wonder about the benefit of acting like that. I suppose Jeremy will probably go to college someday. Then he'll have a better chance to get a good job and make lots of money as an adult. With a little luck, I bet he could become rich!

Read the words in the box aloud, and then put them in alphabetical order.

serious	college	wonder
person	brother	rarely

- brother
- college
- person
- rarely
- serious
- wonder

Name _____

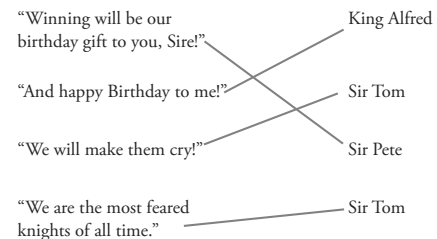
18.3

The King's Birthday

Briefly explain what King Alfred had planned for his birthday party.

The king had invited the knights to come to a birthday party for himself. King Alfred had invited 500 people for a large feast as well as jousting, magic, and dancing.

Draw lines showing who said what.



Name _____

19.1

The Future Tense

Change the present tense to the future tense.

present tense	future tense
I swim.	I will swim.
I sleep.	I will sleep.
I fish.	I will fish.
I eat.	I will eat.
I dress.	I will dress.

Finish the sentence, and write what you will do when you grow up.

When I grow up I will...

Answers may vary.

Name _____

20.2

First, circle all of the words ending in *-tion*. (There are 8.) Then, on the back of the sheet, put these same words in alphabetical order.

ATTENTION: Volcano has shown signs of a possible eruption. Please use extreme caution while visiting the park.

Be advised that inhalation of volcanic ash can lead to breathing difficulty. As a precaution, do not get within three miles of the volcano. Note that it is a violation of state laws to get within one mile of the volcano—no exceptions. (A ranger station is located at the one-mile marker.)

1. attention
2. caution
3. eruption
4. exceptions
5. inhalation
6. precaution
7. station
8. violation

Name _____

20.6

Betrayed

Answer each question using complete sentences.

1. What two things made the people gasp?
The people gasped at the release of the doves and when Sir Gus was knocked off his horse.
2. Who knocked Sir Basil to the ground?
Sir Ed knocked Sir Basil to the ground.
3. Describe Sir Ivan.
Sir Ivan was a very fearsome knight. He was called the Black Knight because he and his horses were dressed in black.
4. Why didn't Sir Gus get up after Sir Ivan knocked him to the ground?
Sir Gus did not get up after Sir Ivan knocked him to the ground because Sir Gus was knocked out.

5. If you had to joust, would you be scared? Why or why not?

Answers may vary. _____

6. List 4 nouns from "Betrayed."

Answers may vary. _____

7. List 4 verbs from "Betrayed."

Answers may vary. _____

8. List 4 adjectives from "Betrayed."

Answers may vary. _____

Name _____

21.1

Dear Family Member,

The spelling words this week all have either 'le', 'el', or 'tion' as part of the word. Additionally, we are asking your child to alphabetize all of the words. By now, your child should be fairly proficient at this task and able to complete it without looking at the alphabet. However, we would encourage you to ask your child to use the alphabet as a checking tool when the task is complete.



turtle	bundle	pickle	shuffle	cattle
label	angel	gravel	jewel	fiction
education	inspection	motion	question	

Tricky Word: schwa

turtle	bundle	pickle	shuffle	cattle
label	angel	gravel	jewel	fiction
education	inspection	motion	question	

- angel
- bundle
- cattle
- education
- fiction
- gravel
- inspection
- jewel
- label
- motion
- pickle
- question
- shuffle
- turtle

Name _____

21.2

Sound Sort

Write the words with the tricky spelling 'a' sounded /a/ under *bad*, the words with the tricky spelling 'a' sounded /ae/ under *acorn*, and the words with the tricky spelling 'a' sounded /s/ under *about*.

that	crazy	lady	around
alike	stand	appear	table
baby	and	happen	

sounded /a/	sounded /ae/	sounded /s/
as in <i>bad</i>	as in <i>acorn</i>	as in <i>about</i>
<u>that</u>	<u>crazy</u>	<u>alike</u>
<u>stand</u>	<u>lady</u>	<u>appear</u>
<u>and</u>	<u>baby</u>	<u>around</u>
<u>happen</u>	<u>table</u>	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name _____

21.3

The Wizard

Answer each question using complete sentences.

- Who is Albert?
Albert is the wizard with King Henry.
- What is a wizard?
A wizard is a person who uses magic.
- What is a synonym for "wicked"?
Answers may vary.
- What is an antonym for "wicked"?
Answers may vary.
- How can the wizard's spell be broken?
The wizard's spell can be broken by rubbing the web of a male garden spider on King Alfred's left hand.

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- Would you rather have a king like King Alfred or a king like King Henry? Why?

Answers may vary.

Illustrate something that happened in the story, and write some sentences explaining your illustration.

Answers may vary.

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21.4

Tricky 'a'



‘a’	→ /a/	hat	band	last
	→ /æ/	paper	later	lady
	→ /ə/	about	along	balloon

Sort the underlined words with Tricky Spellings.

	/a/ as in <i>hat</i>	/æ/ as in <i>paper</i>	/ə/ as in <i>about</i>
1. Spring comes <u>after</u> winter.	after		
2. <u>Can</u> you set the <u>table</u> ?	can	table	
3. She told him to go <u>away</u> .		away	away
4. Let's get some books from the small <u>bookcase</u> .		bookcase	
5. <u>What</u> do you like?			what want
6. Take out the <u>trash</u> .	trash	take	
7. Let's <u>have</u> eggs for lunch.	have		
8. This envelope needs a <u>stamp</u> .	stamp		

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22.1

Tricky 'e'

The letter 'e' can stand for three sounds. It can stand for /e/ as in *bed*, /ee/ as in *me*, or /ə/ as in *debate*. Each sentence below has a word with an underlined 'e'. Which of the three sounds do you hear in each word?

- His best race is the 100-meter dash.
 - /e/ as in *bed*
 - (B)** /ee/ as in *me*
 - /ə/ as in *debate*
- The men mixed up a batch of cement.
 - (A)** /e/ as in *bed*
 - /ee/ as in *me*
 - /ə/ as in *debate*
- I have a bug bite on my elbow.
 - (A)** /e/ as in *bed*
 - /ee/ as in *me*
 - /ə/ as in *debate*
- When I was fifteen I went on a trip to Egypt.
 - /e/ as in *bed*
 - (B)** /ee/ as in *me*
 - /ə/ as in *debate*

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- That night we stayed in a hotel.
 - /e/ as in *bed*
 - /ee/ as in *me*
 - /ə/ as in *debate*
- When I saw the sticky glop on my plate, I lost my appetite.
 - /e/ as in *bed*
 - /ee/ as in *me*
 - /ə/ as in *debate*
- Can you keep a secret?
 - /e/ as in *bed*
 - /ee/ as in *me*
 - /ə/ as in *debate*
- Dad is sick. He is running a fever.
 - /e/ as in *bed*
 - /ee/ as in *me*
 - /ə/ as in *debate*
- Miss Douglas, I did not understand the lesson.
 - /e/ as in *bed*
 - /ee/ as in *me*
 - /ə/ as in *debate*

Name _____

22.2

Breaking the Spell

- What does Sir Gus hear when he awakes?
 - his horse
 - the wizard
 - doves
- What is it that Sir Gus sees upon waking up?
 - He sees the people clapping and cheering.
 - He sees the people sleeping.
 - He sees the people gasping.
- Where is it that the Black Knight carries the king?
 - to the dungeon
 - to the throne room
 - to the kitchen
- What wakes the king?
 - Sir Gus yelling to wake up
 - a spider crawling on him
 - the web of a male garden spider touching his left hand

- Write some sentences describing the dungeon.

Answers may vary.

- Find examples of these parts of speech in the story:

Adjectives	Proper Nouns	Common Nouns	Verbs
<u>Answers may vary.</u>			

Name _____

22.3

Tricky 'e'



First read the words. Then, write the words with the tricky spelling 'e' sounded /e/ under *send*, the words with the tricky spelling 'e' sounded /ee/ under *behind*, and the words with the tricky spelling 'e' sounded /ə/ under *debate*.

pebble	abdomen	mention	she
algebra	relic	symmetry	metallic
equal	pencil	lesson	refill

sounded /e/ as in <i>send</i>	sounded /ee/ as in <i>behind</i>	sounded /ə/ as in <i>debate</i>
<u>pebble</u>	<u>she</u>	<u>algebra</u>
<u>abdomen</u>	<u>equal</u>	_____
<u>mention</u>	<u>refill</u>	_____
<u>relic</u>	_____	_____
<u>symmetry</u>	_____	_____
<u>metallic</u>	_____	_____
<u>pencil</u>	_____	_____
<u>lesson</u>	_____	_____
_____	_____	_____
_____	_____	_____

Name _____

24.1

Sound Sort

Sort the words by sound. Write the words that have 'o_e' sounded /oe/ under home. Write the words that have 'o_e' sounded /u/ under come.

'o_e'	→ /oe/	home	those	wrote
	→ /u/	come	none	love

	/oe/ like home	/u/ like come
1. We can leave when we are <u>done</u> .		done
2. Adam is wearing <u>gloves</u> .		gloves
3. Alan is digging a <u>hole</u> .	hole	
4. Do you want all of the bacon or just <u>some</u> of it?		some
5. Her youngest <u>son</u> went skiing down the <u>slope</u> .	slope	son
6. Take small bites <u>so</u> you don't <u>choke</u> .	so choke	
7. Simon tied a knot in the <u>rope</u> .	rope	

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24.2

Revenge

Summarize the story "Revenge."

Answers may vary.

Match the character to the action.

D King Alfred
A King Henry
B Sir Gus
C Eleven knights

- A. betrayed King Alfred
B. fell off his chair
C. hoped to lead the king's army
D. sent an army to fight King Henry's army

Bonus: Draw a rectangle around the column that includes predicates. Draw a circle around the column that includes subjects.

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24.3

Sound Sort



First read the words in the box. Write the words with the tricky spelling 'o_e' sounded /oe/ under hope and the words with the tricky spelling 'o_e' sounded /u/ under done.

role	welcome	notebook	shove
glove	vote	none	choke
lovely	rope	bone	stole

sounded /oe/ as in hope	sounded /u/ as in done
<u>role</u>	<u>welcome</u>
<u>notebook</u>	<u>shove</u>
<u>vote</u>	<u>glove</u>
<u>choke</u>	<u>none</u>
<u>rope</u>	<u>lovely</u>
<u>bone</u>	_____
<u>stole</u>	_____
_____	_____
_____	_____

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Name _____

25.2

Tricky 'ou'

Write the words that have the tricky spelling 'ou' sounded /ou/ under shout and the words that have the tricky spelling 'ou' sounded /u/ under touch.

'ou'	→ /ou/	shout	out	mountain
	→ /u/	touch	country	jealous

	/ou/ as in shout	/u/ as in touch
1. Is he old or <u>young</u> ?		young
2. The sky has lots of <u>clouds</u> .	clouds	
3. The lake is <u>enormous</u> .		enormous
4. Did you hear that <u>sound</u> ?	sound	
5. My <u>cousin's</u> name is Doug.		cousin's Doug
6. Tests make me <u>nervous</u> .		nervous
7. Check the lost and <u>found</u> box.	found	

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25.3

Battle Plans

Answer each question using complete sentences.

1. The king thinks that Sir Gus has volunteered to lead the army. Why?

The king thought Sir Gus was so eager that he fell as he was trying to stand up and volunteer.

2. What does Sir Tom hand to Sir Gus?

Sir Tom hands Sir Gus the map.

3. What is the real reason that Sir Gus holds the map upside down?

The real reason Sir Gus holds the map upside down is because he doesn't know how to hold it in order to read it.

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4. Why do you think Sir Gus chooses to attack at night?

Sir Gus chooses to attack at night because he does not like to get up early in the morning.

5. At the end of the story, why are Sir Ed and Sir Tom happy?

Sir Ed and Sir Tom are happy because they are going to lead the attack while Sir Gus stays home.

6. Are you like Sir Ed, or are you like Sir Gus? Explain.

Answers may vary.

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Name _____

26.1

"Marching Orders"

1. What is Sir Gus cooking when Sir Doug arrives?

- A. frogs and toads
 B. eggs and bacon
C. grits and greens

2. What does Sir Doug tell Sir Gus?

- A. You need to cook more eggs.
B. Sir Tom and Sir Ed want bacon.
 C. Sir Tom and Sir Ed need your help.

3. Why did Sir Tom and Sir Ed need help?

- A. The night attack did not go well.
B. The army needed breakfast.
C. The bridge was broken.

4. Who sent Sir Doug to get help?

- A. the Black Knight
B. Sir Gus
 C. Sir Tom and Sir Ed

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5. Why were Sir Doug and the rest of the men puzzled?

- A. Sir Gus told the knights to ride in the wrong direction.
B. Sir Gus was eating breakfast.
C. Sir Gus did not have a map.

6. Why does Sir Doug think it would be better to cross the river than to march over the bridge?

- A. It is faster to cross the river.
B. The bridge is broken.
C. The horses like to drink the water.

7. Why did Sir Gus say it was too dangerous to cross the river?

- A. Sir Gus wants to swim later.
 B. Sir Gus doesn't know how to swim.
C. Sir Gus did not want the horses to get wet.

8. Number these sentences in the correct order.

3 Sir Gus wanted to cross the river at the bridge.

2 Sir Gus was dressed for battle.

1 Sir Gus was cooking breakfast.

4 Sir Gus and his men set off.

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26.2

Grammar Assessment

Write the following correctly.

1. dr joe white Dr. Joe White (4)

2. mrs bonnie black Mrs. Bonnie Black (4)

3. june 3 2011 June 3, 2011 (2)

4. 801 east high street new canton virginia

801 East High Street

New Canton, Virginia (7)

5. wednesday Wednesday (1)

Write the word that means more than one.

6. mouse mice

7. fox foxes

8. dragonfly dragonflies

9. tool tools

10. goose geese

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Circle the nouns, draw an arrow from the adjective to the noun and draw a wiggly line under the verb in each sentence.

Example: The famous writer talked.

11. The little boy runs.

12. The fat cat sleeps.

13. A pink flower bloomed.

14. A tall tree grew.

15. The pretty lady rushed.

Draw one line under the subject and two lines under the predicate.

Example: Ted rode his bike and played ball.

16. Scott and Matt worked on the book.

17. Jim and James ate cake and ice cream.

18. Bobby and Fay will train and work out.

19. Chester and Clementine ran around the barnyard.

20. Paula and Jane will plant flowers.

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Name _____

26.3

Circle the correct tense for each verb.

21. I will run later. past present future

22. I jumped rope. past present future

23. I see. past present future

24. Jane walked. past present future

25. Ted hugged. past present future

26. Susan cried. past present future

27. Roger will taste the cake. past present future

28. James will race Jim. past present future

29. Joe sits. past present future

30. I will play this afternoon. past present future

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Name _____

27.1

Decoding

Circle the word your teacher calls out.

1. across amount amiss claws

2. hasn't haven't hadn't he'll

3. mom mother brother bother

4. determine deduct define decide

5. shove shut shovel shoot

6. able apple ample apply

7. native notion nation national

8. funny fundamental fulfill funnel

9. copper cuddle couple cable

10. cousin copies cupful cotton

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Circle the word your teacher calls out.

1. traction fraction faction addition
2. above about avoid amend
3. fabulous dangerous dangers dagger
4. wonderland wistful wonderful wondering
5. glove lovely love clove
6. hide hideout hidden hideous
7. peel pebble puddle petal
8. missile dismissal fizzle fossil
9. cheerful hopeful helpful careful
10. animate animal annual anything

Name _____

27.2

The Final Battle

Number the sentences in the correct order.

- 3 The Black Knight told his men to stand down.
- 7 King Henry's army retreated.
- 1 Sir Gus and his men reached the Old Stone Bridge.
- 8 Sir Gus's men shouted, "Hooray for Sir Gus!"
- 5 Sir Gus and his men charged at King Henry's army.
- 2 Sir Gus and his men rested.
- 4 The Black Knight's men tossed their shields and weapons aside.
- 6 Sir Gus and his men fought King Henry's army.

Write the sentences from above in the correct order.

1. Sir Gus and his men reached the Old Stone Bridge.
2. Sir Gus and his men rested.
3. The Black Knight told his men to stand down.

4. The Black Knight's men tossed their shields and weapons aside.
5. Sir Gus and his men charged at King Henry's army.
6. Sir Gus and his men fought King Henry's army.
7. King Henry's army retreated.
8. Sir Gus's men shouted, "Hooray for Sir Gus!"

Name _____

27.3

Alphabetizing Assessment

Put the following words in alphabetical order:

across	mother	decide	shove
nation	funnel	couple	traction
wonderful	hideous	petal	love

1. across
2. couple
3. decide
4. funnel
5. hideous
6. love
7. mother
8. nation
9. petal
10. shove
11. traction
12. wonderful

Name _____

PP1

Tricky Spelling 'a'

Write the words that have the tricky spelling 'a' sounded /a/ under *hat*, the words that have the tricky spelling 'a' sounded /æ/ under *paper*, and the words that have the tricky spelling 'a' sounded /ə/ under *about*.

'a'	→ /a/	hat	band	last
	→ /æ/	paper	later	lady
	→ /ə/	about	along	balloon

	/a/ as in <i>hat</i>	/æ/ as in <i>paper</i>	/ə/ as in <i>about</i>
1. She has a yellow <u>cap</u> .	cap		
2. She is wearing her silver <u>necklace</u> .			necklace
3. To mail this letter, I need one <u>stamp</u> .	stamp		
4. When my mom cooks, she wears her <u>apron</u> .		apron	
5. I need a <u>map</u> to find the park.	map		

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/a/ as in *hat* /æ/ as in *paper* /ə/ as in *about*

	/a/ as in <i>hat</i>	/æ/ as in <i>paper</i>	/ə/ as in <i>about</i>
6. When will Tommy <u>arrive</u> ?			arrive
7. This horse needs its <u>saddle</u> .	saddle		
8. I think the best month is <u>April</u> .		April	

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Name _____

PP2

Color Sort

If a square has a word with the letter 'a' sounded /a/, make it red.
 If a square has a word with the letter 'a' sounded /æ/, make it yellow.
 If a square has a word with the letter 'a' sounded /ə/, make it green.
 If a square has a word with the letter 'a' sounded /aw/, make it orange.

after red	about green	began red	family red	around green
matter red	affect green or red	talk orange	taken yellow	cannot red
radio yellow	apple red	perhaps red	idea green	avoid green
rather red	having red	village green	carry red	cake yellow
ability green	chapter red	small orange	China green	strange yellow

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Name _____

PP3

Word Sort

Write the words with the tricky spelling 'a' sounded /a/ under *bad*, the words with the tricky spelling 'a' sounded /æ/ under *acorn*, the words with the tricky spelling 'a' sounded /ə/ under *about*, and the words with the tricky spelling 'a' sounded /ɔ/ under *water*.

giant	lasted	faking	chapter
extra	alone	able	actress
	orange	apple	

sounded /a/ sounded /æ/ sounded /ə/

as in *bad*

as in *acorn*

as in *about*

actress

faking

giant

lasted

able

extra

apple

orange

chapter

alone

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Name _____

PP4

Tricky Spelling 'a'

The letter 'a' can stand for 4 sounds. Which sounds does it stand for in the underlined letters in these words?

- Alaska** /a/ as in *cat* /ɒ/ as in *about*
 /a/ as in *table* /aw/ as in *wall*
- America** /a/ as in *cat* /ɒ/ as in *about*
 /ae/ as in *table* /aw/ as in *wall*
- talk** /a/ as in *cat* /ɒ/ as in *about*
 /ae/ as in *table* /aw/ as in *wall*
- Canada** /a/ as in *cat* /ɒ/ as in *about*
 /ae/ as in *table* /aw/ as in *wall*
- Abraham** /a/ as in *cat* /ɒ/ as in *about*
 /ae/ as in *table* /aw/ as in *wall*
- banana** /a/ as in *cat* /ɒ/ as in *about*
 /ae/ as in *table* /aw/ as in *wall*
- Arabia** /a/ as in *cat* /ɒ/ as in *about*
 /ae/ as in *table* /aw/ as in *wall*
- Almanac** /a/ as in *cat* /ɒ/ as in *about*
 /ae/ as in *table* /aw/ as in *wall*
- Africa** /a/ as in *cat* /ɒ/ as in *about*
 /ae/ as in *table* /aw/ as in *wall*

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Name _____

PP5

Tricky Spelling 'e'

'e'	→ /e/	pet	left	letter
	→ /ee/	me	rewind	legal
	→ /ə/	debate	appetite	strategy

	/e/ as in <i>pet</i>	/ee/ as in <i>me</i>	/ə/ as in <i>debate</i>
1. He is singing the National Anthem.			Anthem
2. This glass is empty.	empty		
3. Dad and I saw a play at the theater.		theater	
4. I need a carton of eggs.	eggs		
5. Have you seen Paula?		seen	
6. The balloon is filled with helium.		helium	
7. We have tickets to go to the circus.			tickets

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Name _____

PP6

Color Sort

If a square has a word with the letter 'e' sounded /e/, make it red.
 If a square has a word with the letter 'e' sounded /ee/, make it yellow.
 If a square has a word with the letter 'e' sounded /ə/, make it green.

children green	send red	began yellow	system green	wanted green
himself red	second red	decay yellow or green	me yellow	report yellow or green
open red	equal yellow	given green	hello red	started green
problem green	parent green	moment red	legal yellow	deposit green
except red	decide yellow or green	subject red	she yellow	hundred green

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Name _____

PP7

Tricky Spelling 'o'

Write the words that have the tricky spelling 'o' sounded /o/ under *hop*, the words that have the tricky spelling 'o' sounded /oe/ under *open*, and the words that have the tricky spelling 'o' sounded /u/ under *son*.

'o'	→ /o/	hop	drop	model
	→ /oe/	open	hotel	no
	→ /u/	son	front	coming

	/o/ as in <i>hop</i>	/oe/ as in <i>open</i>	/u/ as in <i>son</i>
1. There are 31 days in the month of March.			month
2. The kids are eating popsicles.	popsicles		
3. When he swims, he wears goggles.	goggles		
4. Rats, mice, and hamsters are rodents.		rodent	
5. I like reading poetry.		poetry	
6. She is reading a novel.	novel		
7. The horses galloped past us.			galloped

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Name _____

PP8

Word Sort

Write the words with the tricky spelling 'o' sounded /o/ under *stop*, the words with the tricky spelling 'o' sounded /oe/ under *hotel*, and the words with the tricky spelling 'o' sounded /u/ under *from*.

front	pollen	open	hoping
cover	model	kingdom	motel
command	topic	noble	tropical

sounded /o/
as in *stop*

pollen
model
topic
tropical

sounded /oe/
as in *hotel*

open
hoping
motel
noble

sounded /u/
as in *from*

front
kingdom
cover
command

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Name _____

PP9

Color Sort

If a square has a word with the letter 'o' sounded /o/, make it red.
If a square has a word with the letter 'o' sounded /oe/, make it yellow.
If a square has a word with the letter 'o' sounded /u/, make it green.

motel yellow	only yellow	person green	across red	total yellow
money green	cannot red	problem red	over yellow	coming green
also yellow	going yellow	process red	almost yellow	modern red
reason green	potted red	product red	program yellow	provide yellow
bodies red	solid red	brother green	most yellow	radio yellow

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Name _____

PP10

Sound Sort

Write the words that have the tricky spelling 'o_e' sounded /oe/ under *home*, and the words that have the tricky spelling 'o_e' sounded /u/ under *come*.

'o_e' →	/oe/	home	those	trombone
	/u/	come	none	love

/oe/ like *home*

/u/ like *come*

1. Even if you are mad, you should not <u>shove</u> .		shove
2. I like ice cream <u>cones</u> .	cones	
3. That is not the letter I <u>wrote</u> .	wrote	
4. The mat on the porch said " <u>Welcome</u> !"		welcome
5. Do you want a slice, or do you want the <u>whole</u> thing?	whole	
6. A rock is a lot like a <u>stone</u> .	stone	
7. I <u>love</u> my baby sister.		love

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Name _____

PP11

Color Sort

If the space has a word with the spelling 'o_e' sounded /oe/, make it red.
If the space has a word with the spelling 'o_e' sounded /u/, make it yellow.

those red	become yellow	home red	whole red	undone yellow
rose red	alone red	stone red	wrote red	lovely yellow
hope red	gloves yellow	closely red	bones red	shove yellow
some yellow	suppose red	nose red	handsome yellow	drove red
zone red	envelope red	lonely red	none yellow	propose red

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Name _____

PP12

Tricky Spelling 'ou'

Write the words that have the tricky spelling 'ou' sounded /ou/ under *shout*, and the words that have the tricky spelling 'ou' sounded /u/ under *touch*.

'ou'	→ /ou/	shout	out	proud
	→ /u/	touch	country	jealous

	/ou/ as in <i>shout</i>	/u/ as in <i>touch</i>
1. When he got an A, and I got a B, I felt <u>jealous</u> .		jealous
2. Stop being silly. It's time to be <u>serious</u> .		serious
3. The cookie is flat and <u>round</u> .	round	
4. They are sitting on the <u>couch</u> .	couch	
5. David is my uncle, and Rachel is my <u>cousin</u> .		cousin
6. The radio is too <u>loud</u> !	loud	
7. When she is upset, she <u>pouts</u> .	pouts	

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Name _____

PP13

Word Sort

Write the words with the tricky spelling 'ou' sounded /ou/ under *mouth* and the words with the tricky spelling 'ou' sounded /u/ under *touch*.

outing	serious	dangerous	about
amount	southern	cousin	shouting
youngster	thousand	background	counter

sounded /ou/ as in <i>mouth</i>	sounded /u/ as in <i>touch</i>
<u>outing</u>	<u>serious</u>
<u>amount</u>	<u>dangerous</u>
<u>about</u>	<u>southern</u>
<u>shouting</u>	<u>cousin</u>
<u>thousand</u>	<u>youngster</u>
<u>background</u>	
<u>counter</u>	

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Name _____

PP14

Circle all of the words you can find ending in /sh/ /s/ /n/, including the two already circled for you. You should find 16 words in all.

Voice 1: "Attention, Secret Agent 009! How is the expedition going?"

Voice 2: "It's going well."

Voice 1: "Can you hear me okay?"

Voice 2: "Yes, I hear you. The reception is good."

Voice 1: "What is your position?"

Voice 2: "I am in section 7, next to those tall rock formations"

Voice 1: "Roger, Agent 009. There is an old volcano at that location. There is not much danger of an eruption, but use caution just the same."

Voice 2: "Roger. What are my options? Should I go south?"

Voice 1: "No. There is a lot of thick vegetation in that direction. Head north to the junction. Then go left. You will pass the old railroad station. Then you will see an old plantation house. The owner is on vacation. We will pick you up there."

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PP15

Fill in the Blank

Lots of adjectives end in *-ous*. Write the best words from the box to complete each sentence.

enormous	nervous	poisonous
hideous	famous	jealous

- Look at his hands shaking before he goes on stage. He must be more nervous than you.
- Don't drink that stuff. It could make you very sick because it is poisonous.
- Ben has the best bike. I wish I had one just like it. I feel so jealous.
- Ever since she was on that TV show, she has become very famous.
- That drawing is so ugly. It's hideous.
- That giant is so big. He's enormous.

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Name _____

PP16

Circle the Sounds

Circle the letters in each word that stand for the vowel sound.

- | | |
|-------|------|
| young | none |
| month | Doug |
| done | come |
| front | some |
| the | won |
| was | ton |
| touch | @ |
| what | glve |
| love | munk |
| son | shve |








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


PP17

Match the Picture

Mark the sentence that matches what you see.

	<input checked="" type="checkbox"/> She is young. <input type="checkbox"/> She is not young.
	<input checked="" type="checkbox"/> That snake is poisonous. <input type="checkbox"/> That spider is poisonous.
	<input type="checkbox"/> That's a lot of honey. <input checked="" type="checkbox"/> That's a lot of money.
	<input type="checkbox"/> The lion is resting. <input checked="" type="checkbox"/> The monkey is resting.
	<input checked="" type="checkbox"/> She is wearing a dress. <input type="checkbox"/> She is wearing pants.
	<input type="checkbox"/> A dove is in the pond. <input checked="" type="checkbox"/> A duck is in the pond.
	<input type="checkbox"/> That's a carnival. <input checked="" type="checkbox"/> That's a cardinal.

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	<input type="checkbox"/> There is an apple on the table. <input checked="" type="checkbox"/> There is a bottle on the table.
	<input checked="" type="checkbox"/> She's eating a pretzel. <input type="checkbox"/> She's eating a pickle.
	<input type="checkbox"/> The kid has a fossil. <input checked="" type="checkbox"/> The kid has a pencil.
$1 + 4 = 5$	<input checked="" type="checkbox"/> This is addition. <input type="checkbox"/> This is subtraction.
	<input checked="" type="checkbox"/> The volcano is erupting. <input type="checkbox"/> The vine is not erupting.
	<input type="checkbox"/> It's a panda from China. <input checked="" type="checkbox"/> It's a lion from Africa.
	<input checked="" type="checkbox"/> The daisy has petals. <input type="checkbox"/> The bicycle has pedals.

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PP18

Yes or No

Write "yes" or "no."

- Is a baby young? yes
- Can a balloon pop? yes
- Are there twenty days in April? no
- Is it okay to steal money? no
- Is "hate" an antonym of "love"? yes
- Do people eat cement? no
- Do people eat cereal? yes
- Is a dime less than a nickel? no
- Can an apple dance? no
- Can a dictionary be a book? yes

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Name _____

PP19

Find the Picture

Write each word on the line under the matching picture.

astronaut			
		astronaut	
gloves			
	gloves		
youngster			
		youngster	
sofa			
		sofa	
money			
			money

camel			
	camel		
crystal			
		crystal	
nostril			
			nostril
pineapple			
		pineapple	
reflection			
	reflection		







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PP20

Circle the Spellings

Circle the correct letters to spell the words correctly.

	(o)	f	(e)	(n)	
	oa	(v)	o	m	oven
	(t)	(ou)	h		
	d	or	(ch)		touch
	z	(o)	(d)	i	
	s	a	b	(a)	soda
	r	(i)	(o)	m	
	(l)	oo	ow	(n)	lion
	(s)	(o)	(f)	(a)	
	z	ee	v	v	sofa
	g	oo	(mm)	(a)	
	(c)	o	nn	av	comma

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	(wh)	(i)	s	t	
	w	e	(st)	(le)	whistle
	(p)	a	ne	(il)	
	b	(e)	(nc)	li	pencil
	f	e	t	t	
	(t)	a	(b)	(le)	table
	f	o	m	(el)	
	(t)	(u)	(nn)	le	tunnel
	(a)	p	(le)		
	u	(pp)	ful		apple

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PP21

Capital Letters

Circle the words with the missing capital letters. Write the correct form above the word.

- Nate Becca Joel I
1. (nate)(becca)(joel) and (i) walked to the zoo.
- Mrs. Davis' Dogwood Park
2. (mrs)(davis) house is next to (dogwood)(park).
- Mary Beth Beth
3. (mary)(beth) likes people to call her just (beth).
- On Sunday Uncle Charles
4. (on)sunday (uncle)charles cooks a big brunch.
- When I Mr. Smith's I
5. (when)(i) go to (mr.smith's) sub shop, (i) always get a meatball sub.
- We Spike
6. (we)named the class goldfish (spike).
- I China May
7. (i)would like to travel to (china)in (may).
- Monday
8. (monday)is the best day of the week.

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Name _____

PP22

Punctuation

1. My home is in Sarasota (1)
My home is in Sarasota.
2. My sister was born in May (1)
My sister was born in May.
3. Linda likes ham and mushrooms in her calzones (1)
Linda likes ham and mushrooms in her calzones.
4. Where did you park your car (1)
Where did you park your car?
5. Stop that Mrs. Jones yelled to the rabbit stealing veggies from her garden (4)
"Stop that!" Mrs. Jones yelled to the rabbit stealing veggies from her garden.
6. We are getting ready for a puppet show and it is time to make the puppets (1)
We are getting ready for a puppet show and it is time to make the puppets.

Directions: Have students fill in the appropriate ending punctuation. The numbers in parentheses indicate how many punctuation marks need to be added.

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7. Who can help me lift these books asked Lily (4)
"Who can help me lift these books?" asked Lily.

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PP23

Nouns

Circle the nouns in the sentences. Note that the number of nouns in each sentence is written at the end of the sentence.

1. Nostrils are part of the nose. (3)
2. Melissa had an apple and a banana. (3)
3. The watermelon's seeds are black. (2)
4. Lava is gushing from the erupting volcano. (2)
5. There is an orange ribbon in her hair and a silver bracelet on her wrist. (4)
6. Bees make honey. (2)
7. Adeline is wearing gloves, a hat, and a scarf. (4)
8. Hot wax is dripping down the candle. (2)

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PP24

Common Nouns

Circle the common noun, and draw a box around the proper nouns.

1. Emma loves Batman.
2. Is Dan a good boxer?
3. The youngsters are eating popsicles.
4. Amos is eating a snack.
5. Picasso was a famous artist.
6. Is the party in March, April, or May?
7. On Monday we went to Oakton.
8. Sara got a love letter.

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PP25

Nouns and Adjectives

Write down 6 nouns that you see. Then write adjectives to describe each of these nouns.



Adjective	Noun	Adjective	Noun
1. <u>Answers may vary.</u>		4. _____	
2. _____		5. _____	
3. _____		6. _____	

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Name _____

PP26

Changing Nouns

Rewrite the sentences, changing the underlined common nouns to proper nouns.

1. The teacher is reading to her class.
Miss Sikes is reading to her class.
2. Our state is the best state!
Answers may vary.
3. They went to the store.
Answers may vary.
4. He loves this holiday.
Answers may vary.

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5. She will see a friend on a weekday.
Answers may vary.

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PP27

Subject and Predicate Verb Tense

Read the sentences. Draw one line under the subject and two lines under the predicate. Then mark whether the verb is in the present, past or future tense.

- Donald and his younger brother jogged down the street. present/past/future
- Mother welcomes Rachel and Gerald. present/past/future
- Elizabeth will come with us. present/past/future
- The whole class complimented the principal's necktie. present/past/future
- Uncle Dan likes jokes. present/past/future
- Tyson bicycled home. present/past/future
- Dad will label our lunches. present/past/future
- Large lobsters swim in the sea. present/past/future
- Gabriel orders an appetizer. present/past/future
- Anita will travel to Africa. present/past/future

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Name _____

PP28

Adjectives

Circle the nouns, and then draw a line from the adjective to the noun it describes. Some sentences may have more than one adjective and noun.

- A brown rabbit hopped into the yard.
- A shiny spaceship is floating in the sky.
- The baby waved its tiny hand in the air.
- The full moon is a wonderful light at night.
- The red bird flew to the large nest.
- The enormous troll frightened the nervous knights.
- White snowflakes float down from the gray sky.
- Twinkling stars dot the sky.
- Her green eyes sparkled with delight.
- He rode a blue motorcycle.

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Name _____

PP29

Compound Words

Choose a word from the box to make a compound word.

come	fly	side	down
ball	apple	devil	melon

- dare + devil = daredevil
- touch + down = touchdown
- dragon + fly = dragonfly
- pine + apple = pineapple
- water + melon = watermelon
- cannon + ball = cannonball
- out + side = outside
- be + come = become

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Write a sentence or silly story in which you use at least one of the compound words you just made.

Answers may vary.

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PP30

Match the Words: Synonyms

Choose a synonym from the box for each word listed below, and write it on the line.

scared	feel	giant	magnificent	bicycle
fast	awful	bad	soil	mad

- touch feel
- wonderful magnificent
- enormous giant
- afraid scared
- dirt soil
- evil bad
- terrible awful
- angry mad
- bike bicycle
- quickly fast

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Match the Words: Antonyms

Choose an antonym from the box for each word listed below, and write it on the line.

ugly	together	love	above	simple
fact	vertical	strange	compliment	old

- normal strange
- young old
- handsome ugly
- below above
- apart together
- difficult simple
- hate love
- horizontal vertical
- insult compliment
- fiction fact

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Name _____

PP31

Fill in the Blank

The words in bold print sound the same, but they do not mean the same thing. Fill in the blanks so the sentences make sense.

- one/won**
— One person — won the prize.
- pair/pear**
He ate a pear with his pair of hands.
- son/sun**
Her son is soaking up the sun.
- Some/sum**
— Some of these numbers have a sum of six when added together.
- weak/week**
I was sick last week, and I felt very weak.

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Name _____

PP32

Spelling Lessons 1–5

Write the best word from the box to complete each sentence.

quickly	neatly	ugly	jelly	chilly
slowly	funny	angry	empty	mommy
daddy	happy	pretty	grumpy	alphabet

- I am not fond of putting words in order of the alphabet.
- Please put your clothes away neatly.
- I like jelly with my toast.
- She is a pretty little pony.
- I move slowly in the morning.
- I am so happy that you got an "A."
- Her daddy is my uncle.
- I like to watch funny animal movies.

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Write the best word from the box to complete each sentence.

quickly	neatly	ugly	jelly	chilly
slowly	funny	angry	empty	mommy
daddy	happy	pretty	grumpy	alphabet

- Are you angry that I broke the lamp?
- Will you empty the dishwasher?
- What an ugly troll!
- It is too chilly not to wear a coat.
- Can you come quickly to help me?
- Her mommy is my aunt.
- I am kind of grumpy when I am sleepy.

Name _____

PP33

Spelling Lessons 6–10

Write the best word from the box to complete each sentence.

knight	might	high	right	frightened
light	bright	crying	pry	why
nearby	trying	sky	drying	kingdom

- King Alfred cared about the people in his kingdom.
- Look! What's that up in the sky?
- The knight wore armor and rode a horse.
- Are you frightened to be alone in the dark?
- I have been trying to call you all day.
- It might be time to go to bed.
- I hope you are not crying over spilled milk.

Write the best word from the box to complete each sentence.

knight	might	high	right	frightened
light	bright	crying	pry	why
nearby	trying	sky	drying	kingdom

- The sun is so bright I have to wear sunglasses.
- It is light, so I can carry it.
- Can you jump as high as the basketball goal?
- The clothes are drying in the dryer.
- That is the right thing to do.
- I don't know why she is crying.
- She had to pry the stuck door open.
- I live nearby the park.

Name _____

PP34

Spelling Lessons 11–15

Write the best word from the box to complete each sentence.

field	piece	shield	thief	kitties
achieve	relief	grief	yield	movie
niece	cookies	ladies	babies	water

- I do not like to go under water.
- How many cookies have you eaten?
- The ladies met for tea.
- My niece is named Amy.
- How many doll babies do you own?
- I like to go to the movie theater to see films.
- The farmer will plow the field.
- A triangle shaped sign at the intersection means yield.

Write the best word from the box to complete each sentence.

field	piece	shield	thief	kitties
achieve	relief	grief	yield	movie
niece	cookies	ladies	babies	water

- Could I please have a piece of pie?
- What a relief to get some help with my homework.
- The knight used a shield to protect himself.
- That thief stole my money.
- How many baby kitties did your cat have?
- Did you achieve an "A" on your report card?
- She cried and was full of grief when her dog died.

Name _____

PP35

Spelling Lessons 16–20

Write the best word from the box to complete each sentence.

yelled	yarn	yellow	yes	myth
symbol	system	cry	frying	satisfy
yawn	sticky	lying	energy	edge

- Stay away from the edge of the cliff!
- My fingers are sticky from the glue.
- Please don't cry! We can fix the broken lamp.
- I would like a game box system for my TV.
- What is the symbol for the sound of schwa?
- Our teacher will tell us a Greek myth.
- Yes, I am going with you to the fair.
- Is the sun yellow in your picture?

Write the best word from the box to complete each sentence.

yelled	yarn	yellow	yes	myth
symbol	system	cry	frying	satisfy
yawn	sticky	lying	energy	edge

- My mom knitted a sweater with yellow yarn for me.
- I started to yawn when I felt sleepy.
- She yelled across the field to her sister.
- Are you frying chicken for supper?
- Did you get enough food to satisfy you?
- I am too tired, and I do not have the energy to fix your lunch.
- Do not start lying to your mother.

Name _____

PP36

Spelling Lessons 21–25

Write the best word from the box to complete each sentence.

turtle	bundle	pickle	shuffle	cattle
label	angel	gravel	jewel	fiction
education	inspection	motion	question	schwa

- ə is the symbol for the word schwa.
- May I ask you a question?
- I have a pet box turtle.
- The bright jewel in her ring is shiny.
- Can you put a label on the box?
- The farmer's cattle ran to get fed.
- Can you shuffle the deck of cards?
- I like a dill pickle with my sandwich.

Write the best word from the box to complete each sentence.

turtle	bundle	pickle	shuffle	cattle
label	angel	gravel	jewel	fiction
education	inspection	motion	question	schwa

- I am trying to pick up a bundle of sticks for the fire.
- Did you have wings with your angel costume?
- I like to read fiction books.
- I fell on the gravel driveway and cut my hands.
- It is important to get an education.
- The motion of the boat made Sir Gus seasick.
- Our clean room passed mom's inspection.

Name _____

PP37

Alphabetical Order

Write these words in alphabetical order.

hood	touch	fly	dragon	come
pine	water	ball	apple	melon

- apple
- ball
- come
- dragon
- fly
- hood
- melon
- pine
- touch
- water

Name _____

PP38

Alphabetical Order

Write these words in alphabetical order.

enormous	magnificent	wicked	bicycle	hastily
awful	terrible	giant	jealous	

- awful
- bicycle
- enormous
- giant
- hastily
- jealous
- magnificent
- terrible
- wicked

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