

Unit 2

Teacher Guide

Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

GRADE 1



Unit 2

Teacher Guide

Skills Strand

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Core Knowledge Language Arts®



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Alignment Chart for Unit 2

The following chart demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Unit 2		Lesson																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Key Ideas and Details																				
STD RL.1.1	Ask and answer questions about key details in a text.																			
CKLA Goal(s)	Ask and answer questions (e.g., <i>who, what, where, when</i>), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction text read independently	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓		✓			✓	
STD RL.1.3	Describe characters, settings, and major events in a story, using key details.																			
CKLA Goal(s)	Use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓		✓			✓	
Integration of Knowledge and Ideas																				
STD RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.																			
CKLA Goal(s)	Talk about the illustrations and details from a fiction text read independently, to describe its characters, setting, or events	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓			✓	
Range of Reading and Level of Text Complexity																				
STD RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for Grade 1.																			
CKLA Goal(s)	Read (with a partner or alone) and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓		✓			✓	
Reading Standards for Foundational Skills: Grade 1																				
Print Concepts																				
STD RF.1.1	Demonstrate understanding of the organization and basic features of print.																			
STD RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).																			
CKLA Goal(s)	Recognize the distinguishing features of a sentence (e.g., first word capitalization, punctuation)	✓	✓		✓				✓					✓					✓	

Lesson

Alignment Chart for Unit 2

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
STD RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).																			
STD RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.																			
CKLA Goal(s)	Distinguish long from short vowel sounds in spoken single-syllable words	✓														✓				
STD RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.																			
CKLA Goal(s)	Orally produce single syllable words with various vowel and consonant sounds by blending the sounds		✓																	
STD RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.																			
STD RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).																			
CKLA Goal(s)	Segment and blend phonemes to form one-syllable words	✓	✓	✓	✓	✓				✓	✓				✓	✓				
Phonics and Word Recognition																				
STD RF.1.3b	Decode regularly spelled one-syllable words																			
CKLA Goal(s)	Read and/or write one-syllable words that include letter-sound correspondences taught																			
STD RF.1.3c	Know final –e and common vowel team conventions for representing long vowel sounds.																			
CKLA Goal(s)	Read and/or write long vowel sounds spelled with the following vowel digraph teams: /ae/ spelled ‘a_e’, ‘ai,’ ‘ay’ /ie/ spelled ‘i_e’ /ue/ spelled ‘u_e’ /oe/ spelled ‘o_e’, ‘oa’ /ee/ spelled ‘ee’	✓		✓			✓		✓							✓				
STD RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.																			
CKLA Goal(s)	Read and/or write Tricky Words: Unit 2: <i>he, she, we, be, me, they, their, my, by, you, your</i>		✓			✓		✓			✓	✓			✓	✓	✓	✓		
Fluency																				
STD RF.1.4a	Read grade-level text with purpose and understanding.																			
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences taught, with purpose and understanding	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓					✓	

Alignment Chart for Unit 2

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
STD RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings																				
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences taught, with increased accuracy, appropriate rate, and expression on successive readings			✓						✓					✓	✓	✓			✓	
Speaking and Listening Standards: Grade 1																					
Presentation of Knowledge and Ideas																					
STD SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.																				
CKLA Goal(s)	Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings				✓																
STD SL.1.6	Produce complete sentences when appropriate to task and situation. (See Grade 1 Language Standards 1 and 3 on page 36 for specific expectations.)																				
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation																			✓	
Language Standards: Grade 1																					
Conventions of Standard English																					
STD L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																				
STD L1.1a	Print all upper- and lowercase letters.																				
CKLA Goal(s)	Write from memory the letters of the alphabet accurately in upper- and lowercase form																			✓	
STD L.1.1b	Use common, proper, and possessive nouns.																				
CKLA Goal(s)	Use common, proper, and possessive nouns orally and in own writing																			✓	
CKLA Goal(s)	Identify common and proper nouns		✓		✓				✓		✓			✓						✓	
STD L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).																				
CKLA Goal(s)	Use personal, possessive, and indefinite pronouns orally and in own writing																			✓	
STD L.1.1f	Use frequently occurring adjectives.																				
CKLA Goal(s)	Use adjectives orally and in own writing	✓		✓	✓				✓					✓	✓						

Alignment Chart for Unit 2

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
STD L.1.1g	Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>).																			
CKLA Goal(s)	Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>) orally and in writing										✓									
STD L.1.1h	Use determiners (e.g., articles, demonstratives).																			
CKLA Goal(s)	Use determiners (e.g., <i>the</i> , <i>a</i> , <i>this</i> , <i>that</i>) orally and in writing										✓									
STD L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.																			
CKLA Goal(s)	Build simple and compound declarative, interrogative, and exclamatory sentences orally in response to prompts	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓		✓		✓		
STD L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																			
STD L.1.2b	Use end punctuation for sentences.																			
CKLA Goal(s)	Identify and use end punctuation, including periods, question marks, and exclamation points, in writing	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓		✓		✓		
STD L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.																			
CKLA Goal(s)	Spell and write one-syllable words using the letter-sound correspondences taught in Grade 1, using the Individual Code Chart as needed										✓									
CKLA Goal(s)	Spell and write high-frequency Tricky Words										✓									
Vocabulary Acquisition and Use																				
STD L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.																			
STD L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).																			
CKLA Goal(s)	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>)										✓									



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

Introduction to Unit 2

Week One				
Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Warm-Up: Flip Book Review (10 min)	Warm-Up: Noun Identification and Sound/ Spelling Review (10 min)	Introducing the Sound: The New Sound (10 min)	Warm-Up: Noun Identification (5 min)	Chaining: Pop-Out Chaining (10 min)
Introducing the Sound: Hearing Medial Sounds (5 min)	Chaining: Teacher Chaining (10 min)	Introducing the Spelling: Teacher Modeling; Digraph Dictation (30 min)	Chaining: Pop-Out Chaining (15 min)	Tricky Words: Tricky Word Cards (10 min)
Introducing the Spelling: Teacher Modeling (10 min)	Grammar: Identifying Proper Nouns (10 min)	Small Group: Reread “Gran’s Trips” or “The Pet” (20 min)	Demonstration Story: “Wong from Hong Kong” (20 min)	Whole Group Reading Time: “Where is Wong?” (25 min)
Small Group: Writing the Spellings and Word Box (10 min)	Tricky Words: Tricky Word Cards (10 min)		Small Group: “Wong from Hong Kong” (20 min)	Small Group: “Where is Wong?” (15 min)
Demonstration Story: “Gran’s Trips” (25 min)	Demonstration Story: “The Pet” (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)
Introducing the Sound: Hearing Medial Sounds (5 min)	Warm-Up: Identifying Proper Nouns (5 min)	Chaining: Pop-Out Chaining (10 min)	Warm-Up: Individual Code Chart and Noun Review (10 min)	Warm-Up: Speedy Sound Hunt (5 min)
Introducing the Spelling: Teacher Modeling; Digraph Dictation (35 min)	Wiggle Cards (5 min)	Introducing the Sound: Hearing Medial Sound (10 min)	Grammar: Noun Hunt (10 min)	Tricky Words: Tricky Word Cards (10 min)
Partner Reading: “The Swim Meet” (20 min)	Tricky Word Baseball Game (15 min)	Introducing the Spelling: Teacher Modeling; Digraph Dictation (40 min)	Chaining: Pop-Out Chaining (10 min)	Teacher Demonstration: “Bug Glass” (20 min)
	Teacher Demonstration: “At the Reef” (15 min)		Small Group: Rereading from <i>Gran</i> (30 min)	Small Group: “Bug Glass” (25 min)
	Reread: “At the Reef” (20 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)
Grammar: Identifying Nouns That Name Places (5 min)	Introducing the Sound: Hearing Medial Sounds (10 min)	Warm-Up: Noun Hunt (5 min)	Warm-Up: Wiggle Cards (5 min)	Tricky Words: Tricky Word Cards (10 min)
Chaining: Pop-Out Chaining (15 min)	Introducing the Spelling: Teacher Modeling; Digraph Dictation (25 min)	Digraph Dictation (10 min)	Tricky Words: Tricky Word Cards (5 min)	Teacher Demonstration: "King and Queen" (25 min)
Review of Tricky Words (10 min)	Teacher Demonstration: "Fuzz and Mel" (25 min)	Partner Reading: "The Sweet Shop" (20 min)	Tricky Word Baseball Game (20 min)	Small Group: Review Spellings, Tricky Words, and Grammar (25 min)
Small Group: Word Sort (15 min)		Small Group: Reading and Writing Words with Separated Digraphs (25 min)	Small Group: Rereading from <i>Gran</i> (30 min)	
Partner Reading: "The Tape" (15 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)
Warm-Up: Tricky Word Spelling Bee (10 min)	Warm-Up: Noun Identification (5 min)	Assessment: Reading Digraphs and Spellings (will vary)	Warm-Up: Identifying Nouns (5 min)
Small Group: Review Spellings, Tricky Words, and Grammar; rereading from <i>Gran</i> (50 min)	Partner Reading: "The Trip West" (25 min)	Wiggle Cards	Assessment: Grammar
	Wiggle Cards (5 min)	Assessment: Comprehension (will vary)	Small Group: Rereading Stories from <i>Gran</i>
	Small Group: Review Spellings, Tricky Words, and Grammar (25 min)		
60 min.	60 min.	60 min.	60 min.

Sound-Spelling Correspondences

In Unit 2, you will introduce five vowel sounds and the most common (or least ambiguous) spelling for each sound:

- /ee/ spelled 'ee' as in *seed*
- /ae/ spelled 'a_e' as in *cake*
- /ie/ spelled 'i_e' as in *line*
- /oe/ spelled 'o_e' as in *hope*
- /ue/ spelled 'u_e' as in *cube*

The digraph 'ee' and the separated digraphs were taught in Unit 10 of the Kindergarten curriculum, so some or all of this may be review for students.

If you prefer, you can also use the term *split digraph* or *letter team*.

Separated Digraphs

The ‘ee’ spelling for /ee/ is a vowel digraph similar to the consonant digraphs students have already learned (‘ch’, ‘sh’, ‘ng’, etc.). The spellings for the sounds /ae/, /ie/, /oe/, and /ue/ are also digraphs, but they are digraphs of a different sort. In CKLA we call them *separated digraphs*. The two letters are still working together (as a letter team) to stand for a single sound, but the letters are separated from each other by another spelling. The intervening spelling will always be a consonant spelling, and it will generally be a single-letter spelling as in *same*, *wide*, *tone*, and *cute*. There are a few words in English in which a consonant digraph stands between the two parts of the separated vowel digraph: *ache* is one example. These are not taught in Grade 1 of CKLA.

Strategy for Reading Separated Digraphs

Reading separated digraphs involves a significant departure from the left-to-right letter-sound decoding students have employed up to this point. Students have been taught to read from left to right, but in order to read words with separated digraphs, they need to begin scanning to the right and then glancing back again to the left.

Consider what is involved in reading the following three words to get a sense of what students are trying to accomplish: *ham*, *sham*, *shame*.

- To read *ham*, the reader needs to inspect each letter, remember which sound each letter represents, and then blend the three sounds together.
- To read *sham*, the reader must do all of these things, but must also recognize that ‘s’ and ‘h’ are a letter team. The reader may need to discard a first impression that the word begins with two consonant sounds, /s/ followed by /h/.
- To read *shame*, the reader must perform all of the tasks mentioned above while also scanning ahead, spotting the letter ‘e’, connecting the letter ‘e’ to the letter ‘a’, and remembering that these letters stand for the /ae/ sound. When you add all of these things together, you have a complicated procedure that students must practice many times before it becomes automatic.

Marking and Pointing Tricks

One of the goals of this unit is to help students learn to see and process separated digraphs as single spelling units. Here are a few ideas about how you can do that.

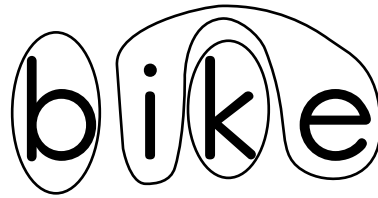
First of all, there are marking conventions that point out the connection between the letters. In the Teacher Guide we use a caret placed below the letters to show the connection between the letters of a separated digraph:



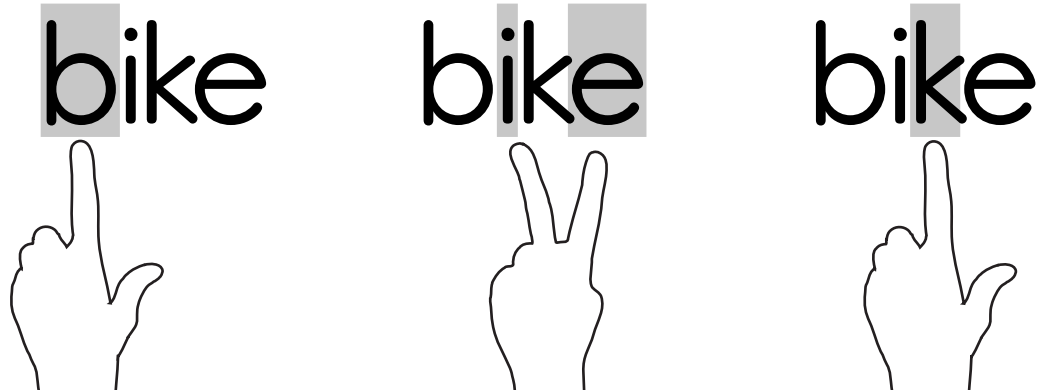
Some teachers prefer to mark the connection with an arch over the top:



Students can be asked to circle the letters and letter teams that stand for individual sounds. They can make an amoeba-like shape that encompasses the 'i' and the 'e' in *bike*, like this:



You can also reinforce the connection by using a pointing trick. When pointing to single-letter spellings or normal digraphs (written with letters sounded side by side), use a single pointing finger. When you point to a split digraph, pop out a second finger to make a “V” sign, with one finger pointing at the first letter in the separated digraph and the other pointing at the final ‘e’.



Note that the split-finger “v” point looks very much like the caret used in the Teacher Guide. That is one reason why we prefer that style of notation.

We bold all five of the spellings taught in this unit, both in the Reader and the majority of the worksheets. The bolding in a word like *game* is intended to remind students that the ‘a’ and ‘e’ are working together. You should continue to monitor student performance and give extra support to students who need it.

Silent 'e' and Magic 'e'

In years past, you may have spoken of the 'e' in words like *name* or *note* as *silent 'e'*. Or you may have used the phrase *magic 'e'*. Of these two phrases, we very much prefer *magic 'e'*. There are some problems with telling students that some letters are silent. For one thing, if you think about it, *all letters are silent*. If they could speak, we would not have to read them and turn them back into sounds. Also, the phrase *silent letter* may lead some students to believe that only some letters in a word matter as far as determining the pronunciation of the word, while others have no purpose. In fact, the 'e' in *kite* is every bit as important in terms of determining pronunciation as the 'i'. Without the 'e', the word would be pronounced *kit*. All in all, *magic 'e'* seems to be a better way of capturing what the 'e' is doing in these spellings than *silent 'e'*. *We therefore encourage you to avoid teaching the concept of silent 'e' in this unit and silent letters in general.* In most cases, it is more useful to think of all of the letters in a word as representing a sound, either singly or in tandem with other letters. For example, in the word *light*, it is more useful to think of 'igh' as standing for /ie/ than to think of 'i' as standing for /ie/ and 'gh' as being "silent."

Individual Code Charts

Students will begin using the Individual Code Charts in Unit 2. These contain the same information as the Vowel Code Flip Books. As you teach new sound spelling correspondences, students will fill in the information in the Individual Code Charts. You can encourage students to use their own charts when reading and writing on their own.

Grammar

The grammar lessons in this unit focus on nouns, including proper nouns, and sentence building. Grammar is reviewed in some of the Warm-Ups as well. We encourage you to have students practice their noun identification skills whenever they are reading a story from the Reader of this unit.

Tricky Words

In this unit, we introduce eleven Tricky Words. All of these words are high-frequency words that cannot be pronounced accurately using blending and the letter-sound correspondences taught so far.

Lesson	Tricky Words Reviewed
2	he, she, be, me, we
5	they, their
10	my, by
14	you, your

Every Tricky Word has at least one tricky part. However, few of these words are completely irregular. For most of them, there are some parts that are pronounced and written just as one would expect, but there are other parts that are tricky and need to be memorized. With each word, we encourage you to make an

effort to point out which parts are regular and can be blended and which parts are not regular or contain spellings not yet taught. These parts must simply be remembered. Once a Tricky Word has been introduced in a lesson, it will be underlined in the Reader and on worksheets until it has occurred twenty times, as a signal that the word is tricky.

Decodable Reader: *Gran*

The Reader of this unit is called *Gran*. It is about a well-traveled grandmother who visits her two grandchildren, Josh and Jen. We will ask you to present some of the stories in the Reader as demonstration stories. This will allow you to model the process of reading separated digraphs. Each story includes tips for introducing the story, and is accompanied by a set of discussion questions that are meant to be answered orally after the students have read the story. This will allow you to make sure that students have understood the story, and will also give them the chance to see if their predictions (if they made one prior to reading the story) have turned out to be correct.

When reviewing the discussion questions, please remember to encourage students to answer in complete sentences, and to identify which text part of the story supports their answer.

Story Questions Worksheets

Story questions worksheets are included for most stories. Students are asked to read the questions on the worksheet and to either print their answers in the space provided or check the correct answers in case of multiple-choice questions. Rereading the stories is recommended. You should encourage students to answer the questions using complete sentences. As you assess students' writing on the story questions worksheets, we encourage you to accept all phonetically plausible spellings. For example, you should, for the time being, accept *funnee* for *funny*, *wate* for *wait*, *nite* for *night*, and *bote* for *boat*, as students have not yet learned the spelling alternatives.

Take-Home Material

Many lessons include materials students can take home and complete with a family member. These materials usually consist of a worksheet or a take-home story from the Reader. The worksheets are meant to give students extra practice with concepts taught in the unit. Rereading the stories will help students develop fluency.

Additional Materials

In addition to the above classroom materials, teachers should ensure the following materials are readily available:

- White index cards (unruled)
- Yellow index cards (unruled)
- Thin-tipped green markers (one per student)

Student Performance Task Assessment

Toward the end of this unit, there is an assessment that consists of three worksheets. These evaluate mastery of the digraphs taught in this unit, noun identification, and reading comprehension. Use the results of this assessment to inform your instruction and grouping and to help you determine how best to use the Pausing Point exercises before advancing to Unit 3.

In order to track students' progress over the school year, we suggest that you create an individual assessment portfolio for each student and place his or her assessments and running records in it. This will allow you and the parents to see the progress students have made in the course of the year. It might also be helpful to have the portfolios travel with students from grade to grade. The progress students have made over the school year will then be even more apparent. You may wish to use the Anecdotal Reading Record provided for you in the Teacher Resources section at the back of this Teacher Guide to record students' reading progress.

Pausing Point

The exercises in the Pausing Point are a resource for you to use throughout the unit. They offer a variety of opportunities to practice the material covered in Unit 2. The exercises can be used to differentiate your instruction at any point in the unit. In addition to spending some time on the Pausing Point after your class has completed the entire unit, you can use the exercises as substitutions or extensions for exercises in a given lesson to reinforce one or more objectives. In the lessons, you will find references to relevant objectives in the Pausing Point. The exercises in the Pausing Point are ordered by unit objectives, which make it easy for you to find appropriate exercises.

It is important to note that the material at the Pausing Point, such as word lists and chains, contain all of the spellings taught in the unit. If you decide to use an exercise from the Pausing Point before you have reached the end of the unit, make sure to use chains and words that are decodable at the point at which you are in the unit. Decodable words, chains, and phrases are listed at the end of most lessons of Unit 2.

In the Pausing Point, we also provide handwriting worksheets. You may want to reproduce the handwriting sheets and use them for morning or seat work.

Additional material for evaluation and practice is included in the *Grade 1 Assessment and Remediation Guide*.

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-G1-U2>. 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.

Lesson 1

Basic Code

✓ 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.

- ✓ Recognize the distinguishing features of a sentence (e.g., punctuation) (RF.1.1a)
- ✓ Distinguish long from short vowel sounds in spoken single-syllable works (RF.1.2a)
- ✓ Read one-syllable words in the Vowel Code Flip Book that include the letter-sound correspondences taught (RF.1.3b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Segment and blend phonemes to form one-syllable words (RF.1.2d)
- ✓ Read and understand decodable text in the story “Gran’s Trips” that incorporates the letter-sound correspondences taught in one-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “Gran’s Trips” (L.1.2b)
- ✓ Read one-syllable short vowel words and then write each word under its corresponding picture (RF.1.3b)
- ✓ Read and write long vowel sound spelled with the vowel digraph /ee/ > ‘ee’ (RF.1.3c)
- ✓ Identify punctuation, including exclamation points, in writing (L.1.2b)
- ✓ Produce complete sentences orally and in writing (SL.1.6)
- ✓ Ask and answer questions, orally and in writing, about the story “Gran’s Trips,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Use narrative language to describe characters, events, and facts from “Gran’s Trips” (RL.1.3)
- ✓ Talk about the illustrations and details from “Gran’s Trips” to describe its characters, setting, and events (RL.1.7)
- ✓ Read and understand decodable text in “Gran’s Trips” of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Use adjectives orally (L.1.1f)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Identify and use end punctuation in writing (L.1.2b)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Warm-Up	Flip Book Review	Vowel Code Flip Book; Individual Code Charts; green markers	10
Introducing the Sound	Hearing Medial Sounds		5
Introducing the Spelling	Teacher Modeling	Vowel Code Flip Book; green markers; Spelling Card for 'ee' > /ee/ (bee); Individual Code Charts	10
Small Group	Writing the Spellings and Word Box	Individual Code Charts; Worksheet 1.1	10
Reading Time	Demonstration Story: "Gran's Trips"	<i>Gran</i> (Media Disk or Big Book); world map (optional); Worksheet 1.2; <i>Gran</i> Readers	25
Take-Home Material	Phrasemaker	Worksheet 1.3	*

Advance Preparation

Today you will introduce the Individual Code Chart to students. You will need to organize a complete set for each child.

In addition, you will begin a new Reader today, *Gran*. For today's story, you may wish to use a world map to show students the places where the grandmother travels: the Swiss Alps, Hong Kong, and a gulf.

Warm-Up

10 minutes

Flip Book Review

- Before beginning the exercise, get out and display the Vowel Code Flip Book within view of all students.
- Tell students that this year, they will have their own Individual Code Charts that are similar to the Vowel Code Flip Book.
- Distribute the Individual Code Charts and have students write their names on the bottom of the pages.
- Point out that the Individual Code Chart contains spellings for vowel sounds. Tell students that they can use their charts when they need reminders about how to sound out and write vowel spellings.
- Write the word *flat* on the board. Tell students that if you came to this word and were unsure how to say it, you could use the Individual Code Chart to help figure out how to pronounce it. Point to the 'a' in *flat* and ask students to find this spelling on **page 1** in the **Individual Code Chart**. Ask students, "What example word is under this spelling? (*hat*) If the letter 'a' for this word is pronounced like /a/ like in *hat*, let's try that out for this word: /f/ /l/ /a/ /t/, *flat*. Does that sound right?"

- Have students outline the letter ‘a’ in green marker on their charts.
- Show students the ‘a’ > /a/ sound-spelling in the **Vowel Code Flip Book** on **page 1**.
- Review by saying, “This tells us that /a/ is spelled with the letter ‘a’ in written words. The power bar here shows me that this is a common way to write /a/, so if I were trying to spell and write a word with the /a/ sound (*flat, clap, snap*), I would spell it with the letter ‘a’.” (In fact, it is the only spelling for /a/; this information can be deduced based on the fact that there are no other spots on the chart in this row for other ways to spell /a/.)
- Review all of the remaining short vowel sound-spelling correspondences /e/, /i/, /o/, /u/ in the **Vowel Code Flip Book** on **pages 2–5**. As you review each sound, ask students to outline in green the appropriate spelling on their charts.
- Tell students to keep their Individual Code Charts on their desks, as they will learn a new sound-spelling today.

Introducing the Sound

5 minutes

Hearing Medial Sounds

For additional practice, see “Recognize and Isolate the Sounds Reviewed in Unit 2” in the Pausing Point. You may also use the *Assessment and Remediation Guide*.

Remember that this is oral practice. Students are only listening for the /ee/ sound, not seeing the different spellings.

- Tell students that today’s sound is /ee/ as in *feet*.
- Have students say the /ee/ sound several times.
- Ask students to repeat the following words that have the /ee/ sound at the beginning: *eat, each, east, eagle*.
- Ask students to repeat the following words that have the /ee/ sound in the middle: *peace, greet, meat, heat*.
- Ask students to repeat the following words that have the /ee/ sound at the end: *bee, me, key, tree*.
- Ask students if they think /ee/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth and an unobstructed flow of air.)
- Tell students that you are going to say a number of words. Some of the words will have the /ee/ sound as their middle sound and some will not.
- Have students close their eyes and listen carefully. Tell students to raise their hands when they hear a word that has the /ee/ sound as its middle sound

Note: If students have trouble hearing a word’s middle sound, say the word in a segmented fashion: /ch/ . . . /ee/ . . . /k/, and then repeat the word in its blended form: *cheek*.

For extra segmenting practice, have the students segment each word before deciding if it contains the /ee/ sound.

- | | | | |
|----------|---------|---------|---------|
| 1. cheek | 3. bed | 5. pin | 7. bean |
| 2. cheap | 4. meet | 6. deep | 8. hen |

Introducing the Spelling

Teacher Modeling

10 minutes



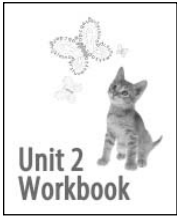
Note: Ensure you have the Vowel Code Flip Book and the Spelling Card mentioned in the At a Glance chart.

Vowel Code Flip Book

1. 'ee' > /ee/ (*bee*) Vowel Code Flip Book page 7

- Tell students that you are going to show them how to write the /ee/ sound.
- Write 'ee' on handwriting guidelines and explain that the two letters work together to stand for the /ee/ sound.
- Model drawing the spelling two or three more times.
- Turn to **Vowel Code Flip Book page 7** and put the Spelling Card 'ee' > /ee/ (*bee*) on the appropriate space. Have students read the sample word. Discuss the power bar. Explain that the mid-length power bar means that the /ee/ sound is sometimes spelled this way, but not always.
- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Have students find the 'ee' spelling on **Individual Code Chart page 2** and trace the code information in green marker. Remind students that when they see 'ee' when reading, they can look at the Individual Code Chart if they need help remembering how to sound out this spelling.
- Tell students that whenever the spelling 'ee' appears on a worksheet or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

Note: You may have students who know that some of the words they listened to earlier, such as *eat*, are written with spellings other than 'ee'. If students point this out, congratulate them for recognizing this and already knowing other spellings for the /ee/ sound. Tell them that they will learn these spellings for /ee/ at a later time, and for now they just have to focus on the 'ee' spelling.



Worksheet 1.1

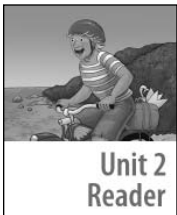
Writing the Spellings and Word Box

- Distribute Worksheet 1.1.
- Quickly review how to write the spelling of /ee/.
- Tell students to copy the spellings and words printed on the front of the worksheet.
- Look at the back of the worksheet as a class. Review the names of the pictures and ask students to read the words in the box at the top.
- Divide students into groups for small-group time.
- ✪ **Group 1:** Ask students who are able to do independent work to complete the worksheet on their own or with a partner. If students finish early, they can illustrate one of the words or phrases from the Supplemental Materials section. Write several of these words or phrases on chart paper or a whiteboard where students can see them prior to starting small group work.
- ✪ **Group 2:** Have students who need more support with matching the phrases form a group. Work through each item, asking students to read each word aloud and then repeat the word as they write it.

Reading Time

Demonstration Story: “Gran’s Trips”

Introducing the Big Book



Page 2

- Tell students that today they will hear a story from their new Reader as you read aloud from the Big Book. Show students the cover of the Big Book and point to the title. Have students read the title and then ask, “What do you think the name *Gran* is short for?” (Grandma or Grandmother) Tell students that this book has three main characters, or people in a story, named Gran and her grandchildren, Josh and Jen. We learn that Gran is very adventurous; she likes to try new things.

Previewing the Story

- Show students the table of contents. Point to the first story and read the title of today’s story, “Gran’s Trips.”
- Remind students that story’s title often provides a clue as to what the story is about. Based on the title, ask students what they think this story might be about.
- Point to the apostrophe in *Gran’s*. Tell students that this punctuation mark, which looks like a comma “up in the air,” is called an apostrophe. It tells us that the next word after Gran, *trips*, belongs to Gran. You may wish to write the following examples on the board: *Nat’s cat* and *Beth’s mom*. Ask students, “What does Nat have? What does Beth have?”

- Tell students they will learn that Gran has traveled many places, including the Swiss Alps and Hong Kong. If a world map is available, show students these places on a map. Share with students that there are very high mountains covered in snow in the Swiss Alps, and ask them to predict what someone visiting there might do. Ask students to think about what a person might do in a big city full of people like Hong Kong. Tell students that Gran also visits a gulf, which is a part of the ocean, where the water is generally warm. Ask students to predict what a person visiting a gulf might do.

Previewing the Spellings

- You may wish to review the following spellings and Tricky Words before reading today’s story.

'ee' > /ee/	'ng' > /ng/	Tricky Words
see	sing	<u>s</u> ays
street	wing	<u>w</u> hen
three	Hong Kong	<u>h</u> ere
steep		<u>w</u> hich
eel		<u>w</u> as
feed		<u>o</u> ne
		<u>w</u> here
		<u>t</u> here
		<u>w</u> ere
		<u>w</u> hat
		<u>f</u> rom

Previewing the Vocabulary

If students are unfamiliar with *cabs*, you may wish to review this vocabulary word (used in *Snap Shots*) as well.

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

1. **shrugs**—raises the shoulders up to show that a person does not know something or does not care (You may wish to demonstrate.)
2. **steep**—to have a sharp slope (You may wish to demonstrate a steep slope by angling your arm.)
3. **cliff**—a steep and high surface of rock or ice; the edge of a mountain
4. **slick**—slippery
5. **cling**—to hold on tightly
6. **gulf**—a part of the ocean that is enclosed by land on several sides
7. **eel**—a type of fish with a body like a snake

Purpose for Reading

- Tell students to listen to the story to find out what types of adventures Gran had in the Swiss Alps, Hong Kong, and the gulf.

Guided Reading Supports

- Before reading today's story, remind students that the tricky parts of Tricky Words are underlined to help us remember to be careful. Words with the new spelling, 'ee', are in bold print.
- Read the story once without interruption, running a finger or pointer beneath the words as you read them. Then use the following prompts and read the story a second time.

Page 2

- **Jen shrugs.** Show me what it means to shrug. (Demonstrate for students.)
- . . . **cab on the street.** Here you can see the 'ee' in *see* and *street* is bold.
- **"Gran is here!" Jen yells.** (Point to the exclamation point.) "What do we call this? What does it tell the reader to do?" (exclamation point; read with excitement)

Page 4

- . . . **were steep cliffs.** The Swiss Alps are part of a group of mountains in Switzerland, a country in Europe. The mountains are very tall and steep. Show me with your arms what it looks like if something is steep.
- **"Here is a snapshot."** In this snapshot, or picture, Gran is mountain climbing. This is a sport people do for fun.

Page 6

- . . . **Hong Kong," says Gran.** Remember that Hong Kong is a very large city on the continent of Asia; many, many people live there.
- **"Here is a snapshot."** The man with "wings" on his back is an opera singer. Opera is a musical show that is performed in a theatre; the actors and actresses sing songs to tell the story of the show.

Page 8

- . . . **feed the fish," says Gran.** Who can tell me the two words in this sentence that have the 'ee' spelling for the long /ee/ sound? (*ee/s*, *feed*)
- **"Here is a snapshot."** Gran is scuba diving. Scuba diving is when a person can swim under water, like a fish, by breathing oxygen through a mouth piece and wearing a face mask to protect the eyes and keep water from getting up the nose.
- . . . **see Josh and Jen!"** How do you think Josh, Jen, and Gran feel in this picture? What makes you think that?

Wrap-Up

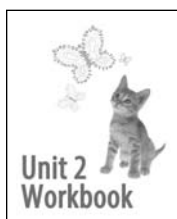
- Use the following discussion questions to guide your conversation about the story.
- After asking a question, ask a student to locate, point to, and read the actual text in the Big Book that provides the answer to the questions. Remember to encourage students to answer questions in a complete sentence by restating part of the question in their answer.

Discussion Questions on “Gran’s Trips”

1. *Literal* Who are the main characters of this story? (Josh, Jen, Gran)
2. *Literal* What are Josh and Jen doing at the very beginning of the story? (waiting for Gran)
3. *Literal* Where did Gran go before she came to see Josh and Jen? (took trips to the Swiss Alps, Hong Kong, and the gulf)
4. *Literal* What did Gran do in the Swiss Alps? (climb steep cliffs)
5. *Literal* Who did Gran meet in Hong Kong? (a man who was an opera singer)
6. *Literal* What did Gran do when she visited the gulf? (swam with eels and fed the fish)
7. *Evaluative* I’m going to say some words. Give a thumbs-up if you think the word describes Gran, or a thumbs-down if you think it does not. (Ask students to explain why they give a thumbs-up or a thumbs-down.) *Lazy, adventurous, fun, shy.*

Story Questions Worksheet: “Gran’s Trips”

- Distribute Worksheet 1.2.
- Explain to students that the worksheet has questions about the story “Gran’s Trips.”
- Have students reread the story using their student Readers and answer the questions. Please encourage students to write complete sentences.



Worksheet 1.2



Page 2

Take-Home Material

Phrasemaker

- Have students take Worksheet 1.3 home so that they can practice reading and writing phrases.

Supplemental Materials

If you have students who work quickly, give them the lists of words and chains to read, dictate to a partner, copy, or illustrate. You can also have them write silly sentences or stories with the words.

- Newly decodable words:

The words with asterisks are on the Dolch and/or Fry Word Lists.

- | | |
|-----------|------------|
| 1. feet* | 9. tree* |
| 2. green* | 10. deep |
| 3. keep* | 11. feel |
| 4. need* | 12. free |
| 5. see* | 13. meet |
| 6. seem* | 14. speed |
| 7. sleep* | 15. street |
| 8. three* | 16. week |

- Chains:

- | |
|---|
| 1. teeth > teen > seen > seem > seed > feed > reed > weed > weep > deep |
| 2. see > bee > wee > week > seek > peek > peel > feel > heel > heed |

- Phrases and sentences:

- | | |
|-------------------|------------------------|
| 1. two left feet | 7. Sweep up this mess! |
| 2. meet and greet | 8. Tim left last week. |
| 3. deep sleep | 9. That hill is steep. |
| 4. no need | 10. Plant this seed. |
| 5. green grass | 11. I need three! |
| 6. swim meet | 12. Is the pond deep? |

Code Knowledge

- Before today's lesson: If the students read 1,000 words in a trade book, on average between 453 and 546 of those words would be completely decodable.
- After today's lesson: If the students read 1,000 words in a trade book, on average between 463 and 563 of those words would be completely decodable.
- The students have now been taught at least one way to write 31 of the 44 sounds in English.
- The sound /ee/ is the 12th most common sound in English
- The sound /ee/ is spelled 'ee' approximately 9 percent of the time.
- The spelling alternatives 'e' as in *me*, 'ea' as in *bead*, 'e_e' as in *scene*, 'y' as in *happy*, 'ie' as in *chief*, 'ei' as in *receive*, 'i_e' as in *machine*, 'ey' as in *key*, and 'i' as in *Maria* will be taught in later grades.

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.

- ✓ Orally identify common and proper nouns that name people, places, or things (L.1.1b)
- ✓ Identify punctuation, including quotation marks and exclamation points in writing (L.1.2b)
- ✓ Recognize the distinguishing features of a sentence (e.g., punctuation) (RF.1.1a)
- ✓ Orally produce single-syllable words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Segment and blend phonemes during Teacher Chaining to form one-syllable words (RF.1.2d)
- ✓ Read and spell chains of one-syllable long vowel words (that include the letter-sound correspondences 'ee' > /ee/) in which one sound is added, substituted, or omitted (RF.1.3b)
- ✓ Read and write Tricky Words *he, she, be, me, and we* (RF.1.3g)
- ✓ Read and understand decodable text in the story "The Pet" that incorporates the letter-sound correspondences taught with purpose and understanding (RF.1.4a)
- ✓ Produce complete sentences orally and in writing (SL.1.6)
- ✓ Ask and answer questions, orally and in writing, about the story, "The Pet," requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Use narrative language to describe characters, events, and facts from "The Pet" (RL.1.3)
- ✓ Talk about the illustrations and details from "The Pet" to describe its characters, setting, and events (RL.1.7)
- ✓ Read and understand decodable text in "The Pet" of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Identify common and proper nouns (L.1.1b)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story "The Pet" (L.1.2b)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Warm-Up	Noun Identification/		10
	Sound Spelling Review	Large Cards for spellings taught so far	
Chaining	Teacher Chaining		10
Grammar	Identifying Proper Nouns		10
Tricky Words	Tricky Word Cards	five blank index cards, envelope or plastic bag per student	10
Teacher Demonstration	Demonstration Story: "The Pet"	<i>Gran</i> (Media Disk or Big Book); Worksheet 2.1; <i>Gran</i> Readers	20
Take-Home Material	"Gran's Trips"	Worksheet 2.2	

Advance Preparation

The Large Card spellings taught so far are: 'p', 'c', 'g', 'a', 'i', 'o', 't', 'd', 'm', 'f', 'v', 's', 'z', 'h', 'b', 'l', 'r', 'w', 'e', 'u', 'j', 'y', 'x', 'k', 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'll', 'ss', 'ee'.

In today's lesson, students will write Tricky Words on their own index cards to keep for future practice. You may wish to provide students with an envelope or a plastic ziplock bag to keep these cards.

Warm-Up

10 minutes

Noun Identification

- Remind students that they have learned about a part of speech called a noun that can be a person, place, or thing.
- Say the phrase, "tall man," have students repeat the phrase, and ask them to identify which word is a noun. Students should reply, "*Man* is a noun."
- Ask students if the noun *man* names a person, place, or a thing. (It names a person.)
- Repeat with the remaining phrases.

- | | |
|------------------|-----------------|
| 1. tall man | 6. car honks |
| 2. green grass | 7. hot beach |
| 3. big book | 8. pink flower |
| 4. small school | 9. hot soup |
| 5. birds singing | 10. sun shining |

Sound/Spelling Review

- Gather the Large Cards for the spellings that have already been taught. Be sure to include vowel spellings and go over the ‘ee’ spelling for the sound /ee/ at least twice.
- Hold up each card and have students say the sound represented by the spelling on each card. If the spelling is a letter team, you could have students also name the letters.
- After students say the sound represented on each card, ask them to identify whether it is a vowel or consonant sound. Sort the letter cards into two separate piles—the vowel spellings and consonant spellings. Ask students whether they know more consonant or vowel spellings. (vowel)

Chaining

10 minutes

Teacher Chaining

- Remind students that when we read a word that has the letter ‘e’, one ‘e’ is usually pronounced /e/, and two ‘e’s side by side are usually pronounced /ee/.
- Write *fed* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Change ‘e’ to ‘ee’ to create *feed*.
- As you make this change, say to students, “If that is *fed*, what is this?”
- Ask students which sound or letter you changed in the word *fed* to get the word *feed*. Ask them whether you changed the first, middle, or last sound or letter.
- Continue this process with the remaining words.
- When you have come to the end of the first chain, erase the board and begin the next chain.

1. fed > feed > need > weed > wed > bed > bet > beet > feet > fit
2. step > steep > sleep > seep > seed > see > bee > fee > free > flee

Grammar

10 minutes

Identifying Proper Nouns

- Remind students that they have learned about nouns that name people, places, or things.
- Explain to students that today they will learn about special kinds of nouns called *proper nouns*. They are called *proper* because they name someone or something specific.

- Tell students that you will tell them two nouns: *Jane* and *girl*. Ask students which word refers to a specific person. (*Jane*)
- Explain that *Jane* is a proper noun because it names a specific person.
- Explain to students that each person in the room has a proper noun for their name.
- Say a student’s name and ask that student to raise his or her hand. Point out that not everyone has this name, so we know it refers to a specific person.
- Then say the word *girl* and ask all the girls in the class to raise their hands.
- Point out that the word *girl* refers to many students in the class, not just one. Therefore, it is not a proper noun.
- Repeat this procedure with a boy’s name and the boys in the class.
- Summarize the proper noun information by asking students why we have proper nouns. (Students should understand that there are particular or specific people or things that need to be named, so that they can be identified.)

See objective “Identify Proper Noun and Common Nouns” in the Pausing Point for students needing additional practice.

Tricky Words

10 minutes

Tricky Word Cards

Tricky Word: He

- Write the Tricky Word *he* on the board and ask students how they would pronounce it by blending. (They might say /h/ /e/: heh.)
- Explain that this word is actually pronounced /h/ /ee/, as in, “He is nice.”
- Point to the letter ‘h’ and explain that it is pronounced /h/, as they would probably expect.
- Underline the letter ‘e’ and explain that it is the tricky part of the word. Ask students, “What sound do you expect to make when you read this spelling?”
- Students would probably expect this letter to be pronounced /e/. Say the word *he* as /h/ /e/. Ask students, “Does that sound right?” Tell students that *he* is a Tricky Word.
- Tell students that when reading *he*, they should try to remember to pronounce the letter ‘e’ as /ee/.
- Tell students that when writing *he*, they have to remember to spell the /ee/ sound with the letter ‘e’.
- Have students copy the word on an index card and underline the tricky part of the word, ‘e’.

Please remember to add these Tricky Words to your Tricky Word wall.

Tricky Words: She, Be, Me, and We

- Write the word *she* on the board. Ask students, “If this Tricky Word follows the same pattern as the word *he*, how would we read it?”

- Tell students that *she* is tricky in the same way that *he* is, meaning the letter ‘e’ is pronounced /ee/, and not /e/ as they would expect.
- Repeat these steps for the words *be*, *me*, and *we*.
- Have students copy each word on an index card and underline the tricky part of the word.
- Have students place the index cards in front of them. Say one of the Tricky Words in a sentence and have students hold up the correct card. Have one student say a phrase or sentence that contains the Tricky Word.
- Have students keep the cards for later use.

Teacher Demonstration

20 minutes

Demonstration Story: “The Pet”

- Load the Media Disk for *Gran* or take out the Big Book and display “The Pet.”

Introducing the Story

- Show students the title of today’s story and ask “Who can read this title?”
- Tell students that today they will hear about a pet that Gran gets on one of her trips.

Previewing the Spellings

- Tell students that today’s story will have words with the /ee/ sound spelled ‘ee.’ There will also be some of the Tricky Words that they have learned.

Write the following words on the board and have students read them aloud.

‘e’ > /e/	‘ee’ > /ee/
fed	feed
bet	beet
Shep	sheep
step	steep

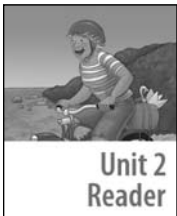
Previewing the Vocabulary

- You may wish to preview the following vocabulary before reading today’s story:

1. **fangs**—long and pointed teeth

Purpose for Reading

- Tell students to listen to today’s story to find out from where Gran gets a pet.



Page 10

Guided Reading Supports

- Read the story once without interruption, running a finger or pointer beneath the words as you read them. Then use the following prompts and read the story a second time:

Page 10

- **“Gran says...”** Point out the quotation marks that enclose Gran’s statement and remind students that when quotation marks frame words in the text, they show the exact words that one of the characters is saying or said.
- **“What can it be?”** Remember that question marks come at the end of sentences that are questions.
- What is a proper noun on this page? (*Jen, Gran, Josh*; some students may also say *Hong Kong*, which is correct.) What is a noun that names a thing? (*pet, fish, dog*)

Page 12

- **... but he is long.** Think about it: what type of pet might not be big (raise hands up high), but long (stretch arms out)?
- **“Has he got teeth?”** Here the ‘ee’ is in bold print to remind us of this new spelling.
- **“That must be him!”** There is a special punctuation mark that comes at the end of a sentence that tells us the sentence is to be read with excitement. What do we call this punctuation mark? (exclamation point) Who would like to read a sentence that has an exclamation point with excitement?

Wrap-Up

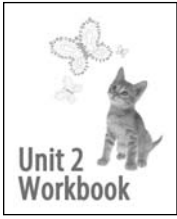
- Use the following discussion questions to guide your conversation about the story:

Please remind students to answer in complete sentences.

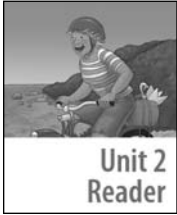
Discussion Questions on “The Pet”

1. *Literal* Where did Gran get a pet? (Hong Kong)
2. *Literal* Josh and Jen make guesses about the pet. What kind of pet do they think it might be? (fish, dog)
3. *Literal* What do we know about how Gran’s pet looks? (not big, but long; has fangs)
4. *Inferential* What kind of animal do you think Gran brought? What hints are in the text? (Answers may vary.)

Story Questions Worksheet: "The Pet"



Worksheet 2.1



Page 10

- Distribute Worksheet 2.1.
- Explain to students that the worksheet has questions about the story "The Pet."
- Have students reread the story in their student Readers and answer the questions. You may choose to have students work with partners or by themselves. Encourage students to write complete sentences.
- On the back of the worksheet is a picture from the story. You may have students retell the part of the story shown in the picture. Other students can copy the text from the Reader that goes with the picture to practice handwriting and reading.

Take-Home Material

"Gran's Trips"

- Have students take home Worksheet 2.2 to read with a family member.

Code Knowledge

- Before today's lesson: If the students read 1,000 words in a trade book, on average between 463 and 563 of those words would be completely decodable.
- After today's lesson: If the students read 1,000 words in a trade book, on average between 479 and 607 of those words would be completely decodable.
- *He* is one of the 10 most common words in most samples of written English. In a typical passage of 1,000 words, *he* occurs 10 to 33 times.
- *She* is one of the 20 most common words in most samples of written English. In a typical passage of 1,000 words, *she* occurs 2 to 11 times.
- *We* is one of the 40 most common words in most samples of written English. In a typical passage of 1,000 words, *we* occurs 9 to 15 times.
- *Be* is one of the 30 most common words in most samples of written English. In a typical passage of 1,000 words, *be* occurs 14 to 19 times.
- *Me* is one of the 60 most common words in most samples of written English. In a typical passage of 1,000 words, *me* occurs 5 to 8 times.

Lesson 3

Basic Code

✓ 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.

- ✓ Segment and blend phonemes during Digraph Dictation to form one-syllable words (RF.1.2d)
- ✓ Read one-syllable words in the Vowel Code Flip Book that include the letter-sound correspondences taught (RF.1.3b)
- ✓ Read and write long vowel sound spelled with the vowel digraph 'a_e' > /ae/ (RF.1.3c)
- ✓ Read and understand decodable text in a story ("Gran's Trips" or "The Pet") that incorporates the letter-sound correspondences taught, with increased accuracy, appropriate rate, and expression on successive reading (RF.1.4b)
- ✓ Use adjectives orally (L.1.1f)

At a Glance	Exercise	Materials	Minutes
Introducing the Sound	The New Sound		10
Introducing the Spelling	Teacher Modeling	Vowel Code Flip Book; Spelling Card 'a_e' > /ae/ (cake); Individual Code Charts; green markers	15
	Digraph Dictation	Worksheet 3.1	15
Small Group	Reread "Gran's Trips" or "The Pet"	Gran Reader	20
Take-Home Material	Take-Home Story: "The Pet"	Worksheet 3.2	*

Note to Teacher

In this lesson you will introduce the first of the four separated digraphs, 'a_e' as in *game*, 'i_e' as in *like*, 'o_e' as in *tone*, and 'u_e' as in *cute*. The two letters of each digraph are working together (as a letter team) to stand for a single sound, but the letters are separated from each other by another spelling. Reading words with separated digraphs therefore poses a new challenge to students. So far, students have been taught to read words from left to right, but in order to read words with separated digraphs, they need to begin scanning to the right and then glancing back again to the left. Students must practice this skill many times before it becomes automatic. Please note that this lesson does not contain a Warm-Up exercise.

The New Sound

Remember that this is *oral practice*. Students are only listening for the /ae/ sound, not seeing the different spellings.

- Tell students that today's sound is /ae/ as in *late*.
- Have students say the /ae/ sound several times.
- Ask students to repeat the following words that have the /ae/ sound at the beginning: *aim, ape, ate, ale*.
- Ask students to repeat the following words that have the /ae/ sound in the middle: *game, tape, cake, mane*.
- Ask students to repeat the following words that have the /ae/ sound at the end: *may, play, day, stay*.
- Ask students if /ae/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth and no obstruction of airflow.)

Note: You may have students who know that some of the words they listened to earlier, such as *may*, are written with spellings other than 'a_e'. If students point this out, congratulate them for recognizing this and already knowing other spellings for the /a_e/ sound. Tell them that they will learn these spellings for /a_e/ at a later time, and for now they just have to focus on the 'a_e' spelling.

Introducing the Spelling

Teacher Modeling

Note: Ensure you have the Vowel Code Flip Book and the Spelling Card mentioned in the At a Glance chart.



- Tell students you are going to show them how to write the /ae/ sound.
- Explain that the spelling for /ae/ is a little different from the other spellings they have studied so far.
- Write 'a_e' on the board, explaining that the two letters work together to stand for the /ae/ sound.
- Point out that you left a space between the letter 'a' and the letter 'e'.
- Explain that when you write an actual word, you will fill in the space with the spelling for the sound that comes after the /ae/ sound.
- Add 'g' and 'm' to make *game*.
- Explain that the letter 'a' and the letter 'e' work together (as a letter team) to stand for one sound, the /ae/ sound. They are working together even though there is a letter between them.

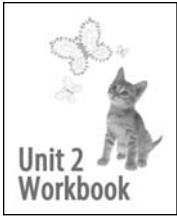
If you prefer, you can use any of the following terms: split digraph, separated spelling, separate letter team, magic 'e' spelling.



- Illustrate this by drawing a V-shaped mark connecting ‘a’ and ‘e’ (see illustration).
- Explain that the word *game* contains four letters (‘g’, ‘a’, ‘m’, ‘e’) but only three sounds (/g/, /ae/, /m/). Tap your fingers together to segment the word and demonstrate that *game* only has three sounds.
- Now write *bake*. Point to each spelling in *bake* as you say its sound: “/b/ (point to ‘b’ with your index finger), /ae/ (simultaneously point to ‘a’ with your index finger and ‘e’ with your middle finger), /k/ (point to ‘k’ with your index finger).”
- Draw a V-shaped mark connecting ‘a’ and ‘e’ in *bake*.
- Write the word *name* on the board and explain that this is another example of the letter team ‘a’-space-‘e’ spelling for /ae/.
- Draw a V-shaped mark under *name* as you did with *game* and *bake*.
- Now ask students to help you spell the word *made*.
- Have students identify the first sound in *made*. Write ‘m’ on the board.
- Have students identify the second sound in *made*.
- Once the /ae/ sound has been identified, write an ‘a’ on the board next to the ‘m’.
- Explain that this letter ‘a’ is the first part of the spelling for /ae/. You will write the second part after you write the spelling for the sound that comes after the /ae/ sound.
- Have students identify the last sound in *made*. Write ‘d’ on the board next to ‘a’.
- Explain to students that if you left the word like this, it would be pronounced *mad*. To spell *made*, you need to add the letter ‘e’.
- Remind students that the ‘a’ and the ‘e’ work together as a team to stand for the /ae/ sound.
- Tell students that this kind of spelling is sometimes called a magic ‘e’ because the ‘e’ changes *mad* to *made* and *nam* to *name*.
- Turn to **Vowel Code Flip Book page 6**. Show students the Spelling Card for ‘a_e’ > /ae/ (*cake*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.
- Have students turn to **Individual Code Chart page 2**. Have them locate and trace the code information for ‘a_e’ > /ae/ with their green marker and read the example word.
- Tell students that whenever the spelling ‘a_e’ appears on a worksheet or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

Digraph Dictation

15 minutes



Worksheet 3.1

See Pausing Point objective "Recognize and Isolate the Sounds Reviewed in Unit 2" for more /ae/ exercises. You may also refer to the *Assessment and Remediation Guide*.

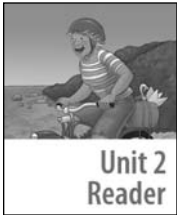
Note: Please complete this dictation worksheet together with students as guided practice.

- Distribute Worksheet 3.1.
- Explain that each of the thick black lines on the page stands for one letter.
- Have students look at the example at the top of the page.
- Now say the word *mad*, hold up three fingers, and segment the word, /m/ /a/ /d/.
- Point out that the word *mad* contains three sounds and is spelled with three letters.
- Say the word *made*, hold up three fingers, and segment the word, /m/ /ae/ /d/.
- Point out that the word *made* also contains three sounds but is spelled with four letters.
- Draw attention to the caret or V-shaped mark under the word *made*.
- Explain that the V-shaped mark shows that the letters 'a' and 'e' are working together even though they are not right next to each other. Have students place their fingers on the 'a' and the 'e' in the word *made*.
- Ask students, "What do we call the letters 'a' and 'e' when they are working together?" (letter team, separated digraph)
- Explain that you will dictate, or say aloud, more word pairs and that you want students to write the words sound by sound on the lines.
- Say the word *can*, have students segment the word, and then write it on the lines sound by sound for item 1.
- Say the word *cane*, have students segment the word, and then write it on the lines after the arrow on the same row for item 1. Remind students that the /ae/ sound is spelled with the separated digraph 'a_e'.
- Repeat with the remaining words. As you say and students write each word, use it in an oral sentence.

Point out that each word pair has the same number of sounds, but not the same number of letters.

1. can—cane
2. tap—tape
3. fat—fate
4. rat—rate
5. plan—plane

Reread “Gran’s Trips” or “The Pet”



- Ask students to turn to the table of contents and to locate and read the title of the first story in the Reader. (“Gran’s Trips”) Ask them to also indicate the first page of the story. (page 2)
- Ask students to tell you on which page the story “The Pet” starts. (page 10)
- ✪ **Group 1:** Meet with students needing additional support. Reread either “Gran’s Trips” or “The Pet.” You may use the Anecdotal Reading Record provided in the Teacher Resources section to record notes regarding students’ progress.
- ✪ **Group 2:** Have students reread “Gran’s Trips” or “The Pet” either with a partner or by themselves.

Take-Home Material

Take-Home Story: “The Pet”

- Have students take Worksheet 3.2 home to read with a family member.

Supplemental Materials

If you have students who work quickly, give them the lists of words and chains to read, copy, or illustrate. You can also have them write silly sentences or stories with the words.

The words with asterisks are on the Dolch and/or Fry Word Lists.

- Newly decodable words:

1. ate*	5. make*	9. take*	13. shape
2. came*	6. name*	10. case	14. skates
3. gave*	7. same*	11. game	15. trade
4. made*	8. state*	12. late	16. waves

- Chains:

1. ate > ape > cape > shape > shame > same > name > came > fame > frame
2. rake > sake > snake > stake > take > bake > cake > fake > flake > flame

• Phrases and sentences:

1. sweet grapes
2. a hot flame
3. a blade of grass
4. shake hands
5. fun and games
6. take the cake
7. late to bed
8. the name of the game
9. All cranes have long necks.
10. We went in a deep cave.
11. Once I swam in a lake.
12. Will he wave at me from the bus?
13. We ate lunch in the shade.
14. She got lost in a maze once.
15. The skates are on sale.
16. Who ate Dave's cake?

Code Knowledge

- Before today's lesson: If the students read 1,000 words in a trade book, on average between 479 and 607 of those words would be completely decodable.
- After today's lesson: If the students read 1,000 words in a trade book, on average between 495 and 622 of those words would be completely decodable.
- The students have now been taught at least one way to write 32 of the 44 sounds in English.
- The sound /ae/ is the 25th most common sound in English.
- The sound /ae/ is spelled 'a_e' approximately 25 percent of the time.
- The spelling alternatives 'a' as in *acre*, 'ai' as in *rain*, and 'ay' as in *bay* will be taught at the end of Grade 1.
- The spelling alternatives 'ey' as in *hey*, 'ea' as in *great*, and 'eigh' as in *eight* will be taught in Grade 2.

Lesson 4

Review

✓ 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.

- ✓ Orally identify common nouns that name people, places, or things (L.1.1b)
- ✓ Spell chains of one-syllable long vowel words (that include the letter-sound correspondences 'a_e' > /ae/) using Large Cards in which one sound is added, substituted, or omitted (RF.1.3b)
- ✓ Read and understand decodable text in the story "Wong from Hong Kong" that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.1.4a)
- ✓ Ask and answer questions, orally and in writing, about the story "Wong from Hong Kong," requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story "Wong from Hong Kong" (L.1.2b)
- ✓ Use narrative language to describe characters, events, and facts from "Wong from Hong Kong" (RL.1.3)
- ✓ Talk about the illustrations and details from "Wong from Hong Kong" to describe characters, setting, and events (RL.1.7)
- ✓ Read and understand decodable text in "Wong from Hong Kong" of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Recognize the distinguishing features of a sentence (e.g., punctuation) (RF.1.1a)
- ✓ Segment and blend phonemes during Pop-Out Chaining to form one-syllable words (RF.1.2d)
- ✓ Add drawings to written descriptions to clarify ideas, thoughts, and feelings (SL.1.5)
- ✓ Use adjectives orally and in own writing. (L.1.1f)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Noun Identification		5
Chaining	Pop-Out Chaining	Large Cards for 'm', 'n', 't', 'd', 'c', 'p', 'l', 'r', 'h', 'a', 'e'	15
Reading Time	Demonstration Story: "Wong from Hong Kong"	Gran (Media Disk or Big Book)	20
Small Group	"Wong from Hong Kong"	Gran Readers; Worksheet 4.1	20

Noun Identification

- Tell students that you will review nouns. Ask students what a noun is. (person, place, or thing)
- Say the phrase “big feet.” Have students repeat the phrase and ask them to say which word is a noun. Students should reply, “Feet is a noun.”
- Ask students if the noun *feet* names a person, place, or a thing. (It names a thing.)
- Repeat with the remaining phrases.

- | | |
|-----------------|------------------|
| 1. cold rain | 5. window breaks |
| 2. long skirt | 6. white shirt |
| 3. small school | 7. phone rings |
| 4. dog barks | 8. kids swim |

Chaining

Pop-Out Chaining

Note: For this chaining exercise, you will call the letter ‘e’ of the digraph ‘a_e’ the magic letter ‘e’. The ‘e’ is magical because it can change the vowel sound /a/, as in *at*, into the vowel sound /ae/, as in *ate*.

- Pass out the following Large Cards, reviewing each sound as you pass it out: ‘m’, ‘n’, ‘t’, ‘d’, ‘c’, ‘p’, ‘l’, ‘r’, ‘h’, ‘a,’ and ‘e’.
- Hand one student the ‘e’ card, and tell them they now hold the magic ‘e.’
- Tell students that you will ask students holding the letter cards to come to the front of the room to spell some words. Explain that the student with magic ‘e’ card has a special job. After each word is made with the other Large Cards, you will say “Alakazam!” which means that the student with the magic ‘e’ should jump up to add the magic ‘e’ to the end of the word, thus changing the vowel sound and making a new word.
- Say the word *at*. Tell students who are holding cards with spellings in the word *at* to go to the front of the room and stand in the order needed to spell *at*. Ask the class to sound out and read the word.
- Tell students that you are going to magically change the vowel sound in the word. Say “Alakazam!” and have the holder of the magical ‘e’ stand at the end to create the word *ate*.
- Ask students, “Even though they aren’t side by side in this word, which two letters are working together as team?”

- Have students holding the ‘a’ and the ‘e’ step forward and stand side by side.
- Point out that the ‘a’ and ‘e’ in the word *ate* work together to stand for the sound /ae/.

Note: This pop-out chaining allows for extra practice segmenting words. Start by standing behind students holding the Large Cards. To segment the word, hold your hand over the head of the students holding the cards, saying the sound each letter represents as a class. When you arrive to the first letter of the separated digraph, hold one hand over the student holding the vowel card and the other hand over the magic ‘e’ card at the same time. You may point out to students that your arms are making a V-shaped mark similar to what they have seen in the worksheets.

- Repeat this process with the remaining word pairs.
- Allow several different students to take a turn playing the magician, holding the magic letter ‘e’. You may also want to redistribute the other Large Cards midway into the activity, so more students have a chance to be actively involved.

- | | |
|-----------------|---------------|
| 1. can > cane | 4. rat > rate |
| 2. plan > plane | 5. hat > hate |
| 3. mad > made | 6. cap > cape |

Reading Time

20 minutes

Demonstration Story: “Wong from Hong Kong”

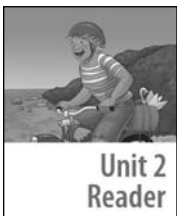
Introducing the Story

- Remind students that at the end of the last story, “The Pet,” we learned that Gran was getting a pet from Hong Kong. Ask students, “What did we learn about the pet that Gran is getting?” (He has fangs and is long; he is not a dog or a fish.)
- Tell students that today they will hear about the pet Gran gets from Hong Kong.

Previewing the Spellings

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

‘ee’ > /ee/	‘a_e’ > /ae/	Tricky Words
sweet	crate	<u>who</u>
EEK	snake	<u>are</u>
	scare	<u>one</u>
	safe	<u>we</u>



Previewing the Vocabulary

- You may wish to preview the following vocabulary before reading today's story.

- crate**—a large container, usually made of wood, used to ship or send something

Purpose for Reading

- Ask students to read the title of the story with you and to take a guess at the name of Gran's pet from Hong Kong. (Wong) Tell students to listen carefully to find out what kind of pet Gran gets from Hong Kong. They should listen carefully to learn if their predictions are correct.

Guided Reading Supports

- Read the story once without interruption. Read the story a second time using the guided reading supports.

Page 14

- ... **big crate.** What's another word for *crate*?
- "Yep!" says Gran.** Look at the quotation marks around the word *Yep*. Why are the marks used? (They show exactly what Gran said.) Several of Gran's sentences on this page end in exclamation marks. What does this tell us about how Gran is feeling right now? (excited)
- Who can tell me a noun that is *not* proper on this page that names a person? (*man*) Who can tell me a proper noun on this page that names a person? (*Gran, Jen, Josh*)

Page 16

- "Wong is a snake!"** How does Josh feel about Wong being a snake? How do you know? (happy; he says "Sweet!") Explain that this use of the word *sweet* means "great" or "wow."
- "I'm scared of snakes!"** How does Jen feel about Wong? How do you know? (scared; she says, "Eek!" and that she is scared of snakes.)
- What nouns on this page name a thing? (*lid, crate, snake, pet*)
- I see many words on this page that have the letter team 'a_e.' (Point to *takes* and cover with the 'e' and 's' with your hand.) If I remove the 'e' and 's' from this word, how would we say this word? (/t/ /a/ /k/). If I add the magic 'e' to *tak*, how do we now say this word? (/t/ /ae/ /k/) Good! Let's practice with another word. (Practice this with either *safe* or *snake*.)

Wrap-Up

- Use the following discussion questions to guide your conversation about the story.

Discussion Questions on “Wong from Hong Kong”

1. *Literal* What kind of pet did Gran get in Hong Kong? (a snake)
2. *Literal* How does Wong arrive from Hong Kong? (delivered by a man in a big crate)
3. *Literal* What does Wong look like? (long and black)
4. *Inferential* What do Josh and Jen think of Wong? (Josh is happy and Jen is scared.)
5. *Evaluative* How does Gran feel about Wong? How do you know? (Answers may vary, but we can predict she’s happy.)

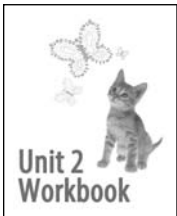
Small Group

20 minutes

“Wong from Hong Kong”



Page 14



Worksheet 4.1

- Distribute Worksheet 4.1.
- Explain to the students that the worksheet has questions about the story “Wong from Hong Kong.”
- Have students reread the story and answer the questions. Encourage the students to write complete sentences and to look back at the story if they need help. On the back, they can draw a picture in the box and write a sentence about their illustration below.

Note: Today you should see the group you did not work with in the previous lesson. Remember that is important to hear your students read aloud throughout the week in order to track their progress.

- ✪ **Group 1:** Work with students to reread “Wong from Hong Kong” and complete Worksheet 4.1. Alternatively, you may use the Pausing Point and/or the *Assessment and Remediation Guide* to work on the ‘a_e’ digraph.
- ✪ **Group 2:** Have students work either independently or with a partner to reread “Wong from Hong Kong” and complete Worksheet 4.1. They may reread earlier stories, write in journals, or complete activities with the words from Supplemental Materials (Lesson 3) if they finish early.

Lesson 5

Tricky Words

✓ 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.

- ✓ Segment and blend phonemes during Pop-Out Chaining to form one-syllable words (RF.1.2d)
- ✓ Spell chains of one-syllable long vowel words (that include the letter-sound correspondences 'a_e' > /ae/) using Large Cards in which one sound is added, substituted, or omitted (RF.1.3b)
- ✓ Read and write Tricky Words *they* and *their* (RF.1.3g)
- ✓ Read and understand decodable text in the story "Where is Wong?" that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.1.4a)
- ✓ Ask and answer questions, orally and in writing, about the story "Where is Wong?" requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Use narrative language to describe characters, events, and facts from "Where is Wong?" (RL.1.3)
- ✓ Talk about the illustrations and details from "Where is Wong?" to describe its characters and events (RL.1.7)
- ✓ Read and understand decodable text in "Where is Wong?" of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story "Where is Wong?" (L.1.2b)

At a Glance	Exercise	Materials	Minutes
Chaining	Pop-Out Chaining	Large Cards for 'm', 'n', 't', 'c', 'f', 'p', 'l', 'a', 'e'	10
Tricky Words	Tricky Word Cards	two blank index cards per student; Tricky Words card set from previous lessons for each student	10
Reading Time	Whole Group: "Where is Wong?"	Gran Reader	25
Small Group	"Where is Wong?"	Worksheet 5.1	15
Take-Home Material	Fill in the Tricky Words	Worksheet 5.2	*

Advance Preparation

Each student will need two blank index cards for recording the Tricky Words for today's lesson.

Pop-Out Chaining

- Pass out the following Large Cards, reviewing each card's sound as you pass it out: 'm', 'n', 't', 'c', 'f', 'p', 'l', 'a', and 'e'.
- Ask students, "Which vowel spelling have we learned about that acts as a magic letter? Why do we say it acts like magic?" ('e'; It changes the vowel sound of a word.)
- Remind the student with the magic 'e' card that when you say, "Alakazam!" the student is to jump up, lift up the card, or turn around to reveal the letter on his or her card.
- Say the word *can* and have students spell the word in the front of the room and stand in the correct order. Ask the class to read the word.
- Tell students that you are going to magically change the vowel sound in the word. Say "Alakazam!" and have the student with the Large Card 'e' stand at the end of *can* to create *cane*.
- Ask students, "Even though they aren't side by side in this word, which two letters are working together as team?"
- Have students holding the 'a' and the 'e' step forward and stand side by side.
- Point out that the 'a' and 'e' in the word *cane* work together to stand for the sound /ae/. Ask students, "What do we call the 'a' space 'e' spelling? Why do we call it this?" (letter team; They are a team because the letters work together to make the /ae/ sound; separated digraph, etc.)

Note: This pop-out chaining allows for extra practice segmenting words. Start by standing behind students holding the Large Cards. To segment the word, hold your hand over the head of the students holding the cards, saying the sound each letter represents as a class. When you arrive to the first letter of the separated digraph, hold one hand over the student holding the vowel card and the other hand over the magic 'e' card at the same time. You may point out to students that your arms are making a V-shape similar to what they have seen in the worksheets.

- Repeat this process with the remaining word pairs.
- Redistribute the Large Cards midway in the activity and allow several different students to take a turn playing the magician with the magic letter 'e'.

- | | |
|---------------|---------------|
| 1. man > mane | 5. cap > cape |
| 2. pan > pane | 6. tap > tape |
| 3. pal > pale | 7. fat > fate |
| 4. at > ate | 8. nap > nape |

Tricky Word Cards

Tricky Word: They

- Write the Tricky Word *they* on the board and ask students how they would pronounce this word by blending. (They might say something like /th/ /e/ /y/.)
- Explain that this word is actually pronounced /th/ /ae/ as in, “*They* are my friends.”
- Circle the letter team ‘th’ and explain that it is pronounced /th/, as they might expect.
- Underline the letters ‘e’ and ‘y’ and explain that they are the tricky part of the word. They would probably expect these letters to be pronounced /e/ /y/, but they are pronounced /ae/.
- Tell students that when reading *they*, they should try to remember to pronounce the letters ‘e’ and ‘y’ as /ae/.
- Tell students that when writing *they*, they have to remember to spell the /ae/ sound with the letters ‘e’ and ‘y’.
- Have students copy the word on an index card and underline the tricky part of the word.

Please remember to add these Tricky Words to your Tricky Word wall.

Tricky Word: Their

- Write the Tricky Word *their* on the board and ask students how they would pronounce it by blending. (They might say something like /th/ /e/-/i/ /r/.)
- Explain that this word is actually pronounced /th/ /e/ /r/ as in, “*Their* parents are at home.”
- Explain that this word is pronounced exactly like the Tricky Word *there* that they have already learned. *There* is spelled differently and has a different meaning. Give two examples: “The cat is *there* by the house,” vs. “This is *their* cat.”
- Circle the letter team ‘th’ and explain that it is pronounced /th/, as they would probably expect.
- Underline the letters ‘e’ and ‘i’ and explain that they are the tricky part of the word. They would probably expect these letters to be pronounced /e/ /i/, but they are pronounced /e/.
- Circle the letter ‘r’ and explain that it is pronounced /r/, as they would probably expect.
- Tell students that when reading *their*, they have to remember to pronounce the letters ‘e’ and ‘i’ as /e/.
- Tell students that when writing *their*, they have to remember to spell the /e/ sound with the letters ‘e’ and ‘i’.
- Have students copy the word on an index card and underline the tricky part of the word.

Practice

- Have students place the index cards with *they* and *their* in front of them.
- Explain that you will say one of the Tricky Words and that you want the students to hold up the card for that word.
- Say one of the Tricky Words and have students hold up the correct card. Have one of the students say a phrase or sentence that contains the Tricky Word. Say ten more sentences with these Tricky Words to your class.
- If time permits, also review some of the other Tricky Words students have already learned.
- Have students store the index cards for later use with their other Tricky words.

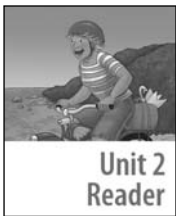
Reading Time

25 minutes

Whole Group: “Where Is Wong?”

Introducing the Story

- Ask students to turn to the Table of Contents and find the story that comes after “Wong from Hong Kong.” Ask a student to read the title aloud. Ask students “What page would I turn to if I wanted to read ‘Where is Wong?’” (page 18)
- Tell students that today they will read a story about Josh, Jen, and Gran trying to find Wong, the snake from Hong Kong.



Page 18

Previewing the Spellings

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

/k/	/ae/	/ee/	Tricky Words
‘c’ - cat	vase	see	there
‘k’ - kid	safe	steep	where
‘ck’ - black	crate	peek	here
	snake	sweet	

Previewing the Vocabulary

- You may wish to preview the following vocabulary before reading today’s story:

1. **den**—a room in a house where people relax
2. **peeks**—takes a quick look
3. **vase**—a container used to hold flowers or serve as decoration

Purpose for Reading

- Tell students to listen carefully to find out if Josh, Jen, and Gran find Wong.

Reading the Story

- Read the story as a class, one page at a time, allowing students to take turns reading aloud. Encourage students to read with expression, and model this for them if necessary. The rest of the class should follow along in their Readers as a classmate reads aloud.
- Pause at the end of each page to discuss the text and illustration.

Wrap-Up

- Use the following discussion questions to guide your conversation about the story.

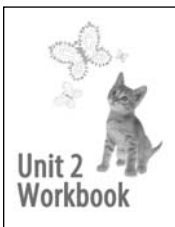
Discussion Questions on “Where Is Wong?”

1. *Inferential* Why did Gran ask for help? (Wong was not in his crate; he was lost.)
2. *Literal* Who did Gran ask for help? (Jen and Josh)
3. *Literal* Where did they look for Wong? (in the pots and pans, the den)
4. *Evaluative* Josh says he thinks Wong went back to Hong Kong. Did you think Wong wants to go back to Hong Kong? Why or why not? (Answers may vary.)
5. *Literal* Where did they find Wong? (in a big vase)

Small Group

15 minutes

“Where Is Wong?”



Worksheet 5.1

- Distribute Worksheet 5.1.
 - Explain to students that the worksheet has questions about “Where Is Wong?”
 - Have students reread the story and answer the questions. Please encourage students to write complete sentences.
 - On the back of the worksheet is a picture from the story. Students should retell the part of the story shown in the picture. Students needing additional support may copy the text from the Reader that goes with the picture to practice handwriting and reading.
- ✪ **Group 1:** Work with students needing additional support to complete Worksheet 5.1.
- ✪ **Group 2:** Have students work on their own or with a partner to complete Worksheet 5.1.

Take-Home Material

Fill in the Tricky Words

- Distribute Worksheet 5.2 for students to take home and complete with a family member.

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 495 and 622 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 501 and 630 of those words would be completely decodable.
- *They* is one of the 20 most common words in most samples of written English. In a typical passage of 1,000 words, *they* occurs 4 to 9 times.
- *Their* is one of the 60 most common words in most samples of written English. In a typical passage of 1,000 words, *their* occurs 0 to 4 times.

Lesson 6

Basic Code

✓ 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 one-syllable words in the Vowel Code Flip Book that include the letter-sound correspondences taught (RF.1.3b)
- ✓ Read and write long vowel sound spelled with the vowel digraph 'i_e' > /ie/ (RF.1.3c)
- ✓ Read and understand decodable text in the story "The Swim Meet" that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.1.4a)
- ✓ Ask and answer questions, orally and in writing, about the story "The Swim Meet," requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Use narrative language to describe characters, events, and facts from "The Swim Meet" (RL.1.3)
- ✓ Talk about the illustrations and details from "The Swim Meet" to describe its characters, setting, and events (RL.1.7)
- ✓ Read and understand decodable text in "Gran's Trips" of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story, "The Swim Meet" (L.1.2b)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)

At a Glance	Exercise	Materials	Minutes
Introducing the Sound	Hearing Medial Sounds		5
Introducing the Spelling	Teacher Modeling	Vowel Code Flip Book; Spelling Card for 'i_e' > (<i>bite</i>); Individual Code Chart; green markers	20
	Digraph Dictation	Worksheet 6.1	15
Reading Time	Partner Reading: "The Swim Meet"	Gran Reader; Worksheet 6.2	20
Take-Home Material	Tricky Word Practice	Worksheet 6.3	*

Advance Preparation

ee	weed, bee, feet
a_e	game, fade, name
i_e	pine, five, lime

We recommend that in today's lesson you begin a chart for the digraphs taught in this unit. As you introduce each new digraph, add a new line and list two or three example words.

Hearing Medial Sounds

Remember that this is *oral practice*. Students are only listening for the /ie/ sound, not seeing the different spellings.

For students needing additional practice with digraphs, please see Pausing Point objective “Recognize and Isolate the Sounds Reviewed in Unit 2.” You may also refer to the *Assessment and Remediation Guide*.

- Tell students that today they will focus on the sound /ie/ as in *time*.
- Have students say the /ie/ sound several times.
- Ask students to repeat the following words that have the /ie/ sound at the beginning: *ice, item, idea, island*.
- Ask students to repeat the following words that have the /ie/ sound in the middle: *bike, nice, sign, time*.
- Ask students to repeat the following words that have the /ie/ sound at the end: *pie, fly, tie, try*.
- Ask students if /ie/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth and an unobstructed airflow.)
- Tell students that you are going to say a number of words. Some of the words will have the /ie/ sound as their middle sound and some will not.
- Have students close their eyes and listen carefully.
- Tell students to raise their hands when they hear a word that has the /ie/ sound as its middle sound.

Note: If students have trouble hearing a word’s middle sound, say the word in a segmented fashion: /p/ . . . /ie/ . . . /n/. Then repeat the word in its blended form: *pine*.

You may have students who know that some of the words they listened to earlier, such as *fly*, are written with spellings other than ‘i_e’. If students point this out, congratulate them for recognizing this and already knowing other spellings for the /ie/ sound. Tell them that they will learn these spellings for /ie/ at a later time, and for now they just have to focus on the ‘i_e’ spelling.

For extra segmenting practice, have the students segment each word before deciding if it contains the /ie/ sound.

- | | |
|---------|---------|
| 1. pine | 5. dine |
| 2. five | 6. bed |
| 3. cat | 7. line |
| 4. tin | 8. lane |

Teacher Modeling

20 minutes



Note: Ensure you have the Vowel Code Flip Book and the Spelling Card mentioned in the At a Glance chart.

Vowel Code Flip Book

1. 'i_e' > /ie/ (*bite*) Vowel Code Flip Book page 8



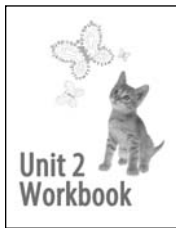
- Tell students you are going to show them how to write the /ie/ sound.
- Explain that today's spelling is another separated spelling, or magic 'e' spelling, like 'a_e' in *name*.
- Write 'i_e' on handwriting guidelines and explain that the two letters work together to stand for the /ie/ sound.
- Point out that you left a space between the letter 'i' and the letter 'e' and explain that when you write an actual word, you will fill in the space with the spelling for the sound that comes after the /ie/ sound.
- Add 'b' and 'k' to spell *bike*.
- Read the word and explain that the letter 'i' and the letter 'e' work together to stand for one sound, the /ie/ sound, even though there is a letter between them.
- Illustrate this by drawing a V-shaped mark connecting 'i' and 'e' (see illustration).
- Point to each spelling in *bike* as you say its sound: "/b/ (point to 'b' with your index finger), /ie/ (simultaneously point to 'i' with your index finger and 'e' with your middle finger), /k/ (point to 'k' with your index finger)."
- Explain that the word *bike* contains four letters ('b', 'i', 'k', 'e') but only three sounds (/b/, /ie/, /k/).
- Now write the word *time* on the board and explain that this is another example of the 'i'-space-'e' spelling for the /ie/ sound.
- Draw a V-shaped mark under *time* as you did with *bike*. Ask students to read the word *time* with you.
- Ask students to help you spell the word *pine*.
- Say the word *pine* and have students identify the first sound. Write 'p' on the board.
- Have students identify the second sound in *pine*.
- Once the /ie/ sound has been identified, write an 'i' on the board next to the 'p'.
- Explain that the letter 'i' is the first part of the spelling for the /ie/ sound. You will write the second part after you write the spelling for the sound that comes after the /ie/ sound.

If you prefer, you can use any of the following terms: split digraph, separated spelling, split spelling, separate letter team, split letter team.

- Have students identify the last sound in *pine*. Write an ‘n’ on the board next to the ‘i’.
- Explain to students that if you left the word like this, it would be pronounced *pin*. To spell *pine*, you need to add the letter ‘e’.
- Remind students that ‘i’ and ‘e’ work together to stand for the /ie/ sound.
- Turn to **Vowel Code Flip Book page 8**. Show students the Spelling Card for ‘i_e’ > /ie/ (*bite*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.
- Have students turn to **Individual Code Chart page 2**. Have them trace the code information for ‘i_e’ > /ie/ in green marker and read the example word.
- Tell students that whenever the spelling ‘i_e’ appears on a worksheet or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

Digraph Dictation

15 minutes



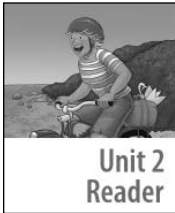
Worksheet 6.1

- Distribute Worksheet 6.1.
- Explain that each thick black line on the page stands for one letter.
- Have students look at the example at the top of the page.
- Say the word *pin*, hold up three fingers, and segment the word, /p/ /i/ /n/.
- Point out that the word *pin* contains three sounds and is spelled with three letters.
- Say the word *pine*, hold up three fingers, and segment the word, /p/ /ie/ /n/.
- Point out that the word *pine* also contains three sounds but is spelled with four letters.
- Draw attention to the V-shaped mark under the word *pine*.
- Explain that this V-shaped mark shows that the letters ‘i’ and ‘e’ are working together even though they are not right next to each other. They are a letter team.
- Explain that you will dictate, or say, more word pairs and that you want students to write the words sound by sound on the lines. As you say and students write each word, use it orally in a sentence.

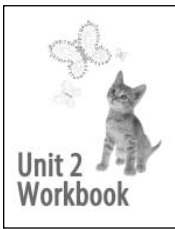
Point out that each word pair has the same number of sounds but not the same number of letters.

1. kit—kite
2. fin—fine
3. shin—shine
4. slid—slide
5. spin—spine

Partner Reading: “The Swim Meet”



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Worksheet 6.2

Note: Students will read today’s story with a partner. You may wish to review the partner reading routines before they read the story. Tell students that when they finish reading the story, they should complete Worksheet 6.2. If they finish early, they may reread earlier stories from *Gran*.

Introducing the Story

- Ask students, “Does anyone know what a swim meet is?” (a swimming race or competition) Tell students that today, they will read a story with a partner about a swimming race. Explain that in a swim competition, people swim in a pool that has been divided into different lanes. It may be helpful to draw a simple sketch on the board, as well as refer to the illustration on page 27. Explain that each swimmer in the race swims in a straight line in their own lane. The lanes have floats that go straight down the pool so people can know where their own swim lane is located. Using the illustration on page 27, also point out that at the start of each race, the swimmers stand on top of starting blocks until the signal “to go” is given.

Previewing the Spellings

- Tell students that today’s story will have words with the /ie/ sound spelled ‘i_e.’
- Write the following words on the board and have students read them aloud Also review the /ae/ sound spelled ‘a_e’.

/ie/	/ae/
like	lane
line	wave
five	wake
dive	
time	
smile	

As your students partner-read, rotate around the room to make notes in your Anecdotal Reading Record and to ask students questions.

Purpose for Reading

- Tell students to read the story to discover if Josh or Jen win the swim meet.

Wrap-Up

- Call students who have finished the story and worksheet back together as a group.

- Review Worksheet 6.2. You may also wish to use the following discussion questions to guide your conversation about the story.

Discussion Questions on “The Swim Meet”

1. *Literal* Where are the kids at the start of the race? (the starting blocks)
2. *Inferential* What do you think the beep is at the swim meet? (the sound to tell them to “go”)
3. *Literal* What do the kids do at the beep? (dive in)
4. *Literal* Does Josh or Jen win the race? (neither do)
5. *Literal* What do Josh and Jen do at the end of the race? (smile and wave)

Take-Home Material

Tricky Word Practice

- Distribute Worksheet 6.3 for students to read at home with a family member.

Supplemental Materials

If you have students who work quickly, give them the lists of words and chains to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words. Also use them in exercises that you choose from the Pausing Point.

The words with asterisks are on the Dolch and/or Fry Word Lists.

- Newly decodable words:

- | | |
|----------|-----------|
| 1. five* | 9. time* |
| 2. life* | 10. quite |
| 3. like* | 11. size |
| 4. live* | 12. fine |
| 5. line* | 13. wide |
| 6. mile* | 14. wife |
| 7. ride* | 15. drive |
| 8. side* | 16. ride |

- Chains:

1. ripe > pipe > pile > file > fine > mine > line > life > lime > time
2. need > seed > sad > had > hat > hate > late > lake > like > hike

- Phrases and sentences:

1. life in the fast lane
2. rise and shine
3. on a dime
4. time will tell
5. take sides
6. stand in line
7. green slime
8. That is a big slide!
9. Mike and Abe ran a mile. They ran fast.
10. What time is it?
11. I got slimed!
12. The prize is a bike.
13. Jim likes his kite.
14. We ride the bus to class.

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 501 and 630 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 510 and 645 of those words would be completely decodable.
- The students have now been taught at least one way to write 33 of the 44 sounds in English.
- The sound /ie/ is the 27th most common sound in English.
- The sound /ie/ is spelled 'i_e' approximately 34 percent of the time.
- The spelling alternatives 'i' as in *behind*, 'igh' as in *sigh*, 'ie' as in *pie*, and 'y' as in *shy* will be taught in later grades.

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.

- ✓ Orally identify common and proper nouns that name people (L.1.1b)
- ✓ Recognize the distinguishing features of a sentence (e.g., punctuation) (RF.1.1a)
- ✓ Read and write Tricky Words (RF.1.3g)
- ✓ Read and understand decodable text in the story “At the Reef” that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.1.4a)
- ✓ Ask and answer questions, orally and in writing, about the story “At the Reef,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Use narrative language to describe characters, events, and facts from “At the Reef” (RL.1.3)
- ✓ Talk about the illustrations and details from “At the Reef” to describe its characters, setting, and events (RL.1.7)
- ✓ Read and understand decodable text in “At the Reef” of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Use adjectives orally (L.1.1f)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “At the Reef” (L.1.2b)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Identifying Proper Nouns		5
	Wiggle Cards	Wiggle Cards	5
Tricky Word	Tricky Word Baseball Game	Tricky Word Cards; timer	15
Reading Time	Teacher Demonstration: “At the Reef”	<i>Gran</i> (Media Disk or Big Book)	15
Small Group	Reread: “At the Reef”	Worksheet 7.1	20
Take-Home Material	Take-Home Story: “The Swim Meet”	Worksheet 7.2	*

Advance Preparation

For today's Warm-Up activity, you will show students cards that have phrases on them that they will read and act out. These are called Wiggle Cards, and they can be used any time students seem to need a quick break. You will need to write the following decodable phrases on a card or sentence strips large enough for students to be able to easily read them.

- | | |
|--------------------|----------------------|
| 1. greet a pal | 6. rise and shine |
| 2. hop three times | 7. hiss like a snake |
| 3. wave and smile | 8. be a tree |
| 4. stand in line | 9. graze like deer |
| 5. sleep | 10. stand on heels |

In addition, you will play a baseball game to review Tricky Words. Please write the following cards on index cards (or remove them from your Tricky Word Wall) for the review.

- | | | | |
|---------|----------|----------|-----------|
| 1. a | 8. are | 15. to | 22. when |
| 2. I | 9. from | 16. do | 23. where |
| 3. no | 10. word | 17. two | 24. why |
| 4. so | 11. were | 18. who | 25. what |
| 5. of | 12. have | 19. said | 26. which |
| 6. all | 13. one | 20. says | 27. here |
| 7. some | 14. once | 21. was | 28. there |

Warm-Up

10 minutes

Identifying Proper Nouns

5 minutes

- Remind students that proper nouns name something specific, whether it be a person, place, or thing. Names of people are therefore proper nouns.
- Name a female student and ask that student to raise her hand. Point out that there is only one student with that name in the class. The student's name is a proper noun.
- Then say the word *girl* and ask all the girls in the class to raise their hands. Point out that the word *girl* refers to many students in the class, not just one. The word *girl* is not a proper noun.
- Repeat this procedure with a boy's name.

Wiggle Cards

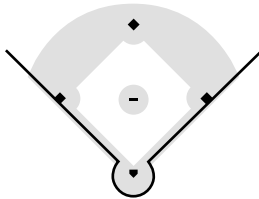
5 minutes

- Show students a Wiggle Card, have them read it, and let them perform the action on the card.
- Continue with the remaining cards.

Tricky Words

15 minutes

Tricky Word Baseball Game



- Draw a baseball diamond on the board.
- Divide the class into two teams, having one team at a time come to line up at the board. (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.”
- Set a timer for ten minutes and tell students that whichever team has the most runs when the timer rings is the winning team. Point out that accuracy is important, so they have to be careful reading the words. At the same time, speed is also important, so they must pay close attention. The more turns each team member has to read words, the more likely their team is to score runs.
- Show a Tricky Word card 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 the team’s line, while the next player comes forward to read the next card. If the word is correctly read, 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 the team so long as no words are misread; when a word is misread, the next team takes its turn at bat.

Reading Time

15 minutes

Teacher Demonstration: “At the Reef”

Previewing the Story



Page 30

- Show students the Table of Contents. Point to the title of today’s story, “At the Reef.”
- Remind students that story’s title often provides a clue as to what the story is about. Ask students, “Does anyone know what a reef is?” Tell students that a reef is an underwater ridge or bump made up of sand, rocks, and/or coral in the ocean. A reef can have a lot of different fish and other sea life living around it.
- Remind students that Gran is adventurous and likes trying new things. Ask them to make predictions about what she might do at a reef.

Previewing the Spellings

- You may wish to review the following spellings and Tricky Words before reading today's story.

'ee' > /ee/	'i_e' > /ie/	Tricky Words
see	like	he
bees	Mike	she
eel	ride	
reef	glide	
meet	miles	
	smile	
	hive	

Previewing the Vocabulary

- You may wish to preview the following vocabulary before reading today's story.

- miles**—units of distance (If you have a school track, you may tell your students how many times they have to run around it to equal a mile.)
- eels**—a long fish that looks like a snake
- hang glide**—a sport where a person is in a harness that is attached to a triangular parachute. (You may wish to show students the illustration on page 33 or another picture of what hang gliding looks like.)
- hive**—where bees live

Purpose for Reading

- Tell students to listen to the story to find out what types of adventures Gran had at the reef.

Guided Reading Supports

- Use the following guidelines when reading the story out loud to the class. You may wish to use your finger or a pointer to follow the print when reading.

Page 30

- “That’s a long ride!”** (Point to the quotation marks.) Who remembers what this type of punctuation mark is called? What does this punctuation mark tell readers?
- How do you think Gran feels about her long ride? Why?
- (Point to the yellow flippers at the back of her bike). What do you think these are sticking out at the back of Gran’s bike? Here’s a hint: they are things people use when they swim in the water.

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- . . . **the fish and the eels.** What does Gran mean when she says she went on a dive? (Point to Gran in the water with her scuba tank and mask. You can also point out the eels.)
- . . . **fun to hang glide.**” Let’s make a prediction: why do you think Mike did not like his hang gliding experience?

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- . . . **stung ten times.**” Let’s all read this last sentence together as a class. Remember to read with expression. (Point to the words and read the last sentence together.)

Wrap-Up

- Use the following discussion questions to guide your conversation about the story.

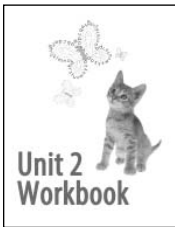
Discussion Questions on “At the Reef”

1. *Evaluative* Were there any parts of the story that were confusing to you? (Answers may vary.)
2. *Evaluative* Was your prediction correct about what Gran was going to do at the reef? (Answers may vary.)
3. *Literal* How far did Gran have to ride her bike? (nine miles)
4. *Literal* What did Gran do while at the reef? (dive to see the fish and the eels)
5. *Literal* What did Gran’s friend Mike do? (hang glide)
6. *Inferential* How did Mike’s hang gliding time go? (It ended poorly when he landed in a hive of bees and got stung ten times.)
7. *Inferential* We have used the word *adventurous* to describe Gran. After today’s story, what other words might you use to describe her? (Answers may vary, but may include *healthy*, *athletic*, etc.)

Reread: “At the Reef”



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Worksheet 7.1

Note: A reminder that your groups for Small Group time should be fluid, based on how students are progressing. A student needing help one week may be able to work independently the next. Use your Anecdotal Reading Record during this time to note how students are progressing. You may work on other activities based on students’ needs, but please remember that it is important to hear students read aloud on a regular basis.

- Distribute Worksheet 7.1.
 - Explain to students that the worksheet has questions about the story “At the Reef.”
 - Have students reread the story and answer the questions. Please encourage the students to answer in complete sentences, and to look back at the story if they need help remembering details.
- ✪ **Group 1:** Ask students who are able to do independent work to complete the worksheet on their own. If some students finish early, they can illustrate one of the words or phrases from the Supplemental Materials section from earlier lessons. Write several of these words or phrases on the board or chart paper prior to starting reading.
- ✪ **Group 2:** Work with students needing more support in rereading the story and answering the questions.

Take-Home Material

Take-Home Story: “The Swim Meet”

- Have students take home Worksheet 7.2 to read to a family member.

Lesson 8

Basic Code

✓ 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 long vowel sound spelled with the vowel digraph 'o_e' > /oe/ (RF.1.3c)
- ✓ Read one-syllable words in the Vowel Flip Book that include the letter-sound correspondences taught (RF.1.3b)
- ✓ Segment and blend phonemes during Pop-Out Chaining and Digraph Dictation to form one-syllable words (RF.1.2d)
- ✓ Spell chains of one-syllable long vowel words (that include the letter-sound correspondence 'i_e' > /ie/) using Large Cards in which one sound is added, substituted, or omitted (RF.1.3b)

At a Glance	Exercise	Materials	Minutes
Chaining	Pop-Out Chaining	Large Cards for 'm', 'n', 't', 'd', 'k', 'f', 'p', 'b', 'r', 'h', 'i', 'e'	10
Introducing the Sound	Hearing Medial Sounds	Vowel Code Flip Book; Spelling Card for 'o_e' > /oe/ (<i>home</i>); Individual Code Chart; green markers	10
Introducing the Spelling	Teaching Modeling	Vowel Digraph Chart	25
	Digraph Dictation	Worksheet 8.1	15
Take-Home Material	"At the Reef"	Worksheet 8.2	*

Chaining

10 minutes

Pop-Out Chaining

- Pass out the following Large Cards, reviewing each card's sound as you pass it out: 'm', 'n', 't', 'd', 'k', 'f', 'p', 'b', 'r', 'h', 'i', 'e'.
- Hand the 'e' card to a student, reminding the class that it is the magic letter 'e'. Ask students, "Why do we say the 'e' is magic?" (It changes vowel sounds in a word.)
- Explain that when you say "Alakazam!" the student with the magic 'e' card is to jump up, lift up the card, or turn around to reveal the letter on his or her card.
- Say the word *bit* and tell the students who are holding cards with spellings in that word to go to the front of the room and stand in the order that spells *bit*. Ask the class to read the word aloud.

- Tell students that you are going to magically change the vowel sound in the word. Then say “Alakazam!” and have your helper add the Large Card ‘e’ to the end of *bit* to create *bite*.
- Ask students, “Even though they aren’t side by side in this word, which two letters are working together as team?”
- Have students holding the ‘i’ and the ‘e’ step forward and stand side by side.
- Point out that the ‘i’ and ‘e’ in the word *bite* work together to stand for the sound /ie/.

Note: This pop-out chaining allows for extra practice segmenting words. Start by standing behind students holding the Large Cards. To segment the word, hold your hand over the head of the students holding the cards, saying the sound each letter represents as a class. When you arrive to the first letter of the separated digraph, hold one hand over the student holding the vowel card and the other hand over the magic ‘e’ card at the same time. You may point out to students that your arms are making a V-shape similar to what they have seen in the worksheets.

- Repeat this process with the remaining word pairs.
- Allow several different students to take a turn playing the magician with the magic ‘e’.

- | | |
|-------------|-------------|
| 1. dim—dime | 5. rid—ride |
| 2. fin—fine | 6. hid—hide |
| 3. kit—kite | 7. rip—ripe |
| 4. pin—pine | |

Introducing the Sound

10 minutes

Hearing Medial Sounds

Remember that this is oral practice. Students are only listening for the /oe/ sound, not seeing the different spellings.

- Tell students that today’s sound is /oe/ as in *note*.
- Have students say the /oe/ sound several times.
- Ask students to repeat the following words that have the /oe/ sound at the beginning: *oat, omen, old, ogre*.
- Ask students to repeat the following words that have the /oe/ sound in the middle: *rope, boat, phone, coat, hope*.
- Ask students to repeat the following words that have the /oe/ sound at the end: *snow, toe, grow, blow, no*.

For students needing additional practice with digraphs, please see Pausing Point objective "Recognize and Isolate the Sounds Reviewed in Unit 2." You may also refer to the *Assessment and Remediation Guide*.

For extra segmenting practice, have the students segment each word before deciding if it contains the /oe/ sound.

- Ask students if they think /oe/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth and an unobstructed flow of air.)
- Tell students that you are going to say a number of words. Some of the words will have the /oe/ sound as their middle sound and some will not.
- Have students close their eyes and listen carefully.
- Tell students to raise their hands when they hear a word that has the /oe/ sound as its middle sound.

Note: If the students have trouble hearing a word's middle sound, say the word in a segmented fashion: /ch/ . . . /oe/ . . . /k/. Then repeat the word in its blended form: *choke*.

You may have students who know that some of the words they listened to earlier, such as *old*, are written with spellings other than 'o_e'. If students point this out, congratulate them for recognizing this and already knowing other spellings for the /o_e/ sound. Tell them that they will learn these spellings for /o_e/ at a later time, and for now they just have to focus on the 'o_e' spelling.

- | | | | |
|----------|---------|---------|----------|
| 1. choke | 3. joke | 5. vote | 7. shout |
| 2. hot | 4. moon | 6. boat | 8. goat |

Introducing the Spelling

40 minutes

Teacher Modeling

25 minutes

ee	weed, bee, feet
a_e	game, fade, name
i_e	pine, five, lime
o_e	rode, hope, vote

Note: We recommend that in today's lesson you update the chart for the digraphs taught in this unit. As you introduce each new digraph, add a new line and list two or three example words.

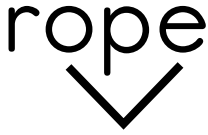
Please ensure you have the Vowel Code Flip Book and the Spelling Card mentioned in the At a Glance chart.

Vowel Code Flip Book

1. 'o_e' > /oe/ (*hope*) Vowel Code Flip Book p. 9



- Tell students that you are going to show them how to write the /oe/ sound.
- Explain that today's spelling is another separated spelling, or magic 'e' spelling, like 'a_e' in *name* and 'i_e' in *time*.
- Write 'o_e' on handwriting guidelines and explain that the two letters work together to stand for the /oe/ sound. Be sure to leave a space between the letters.



Present the vowel digraphs taught so far on a chart like this.

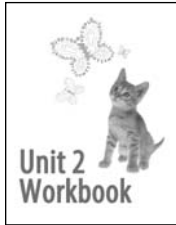
- Explain that when you write an actual word, you will fill in the space between the letter ‘o’ and the letter ‘e’ with the spelling for the sound that comes after the /oe/ sound.
- Add ‘r’ and ‘p’ to make *rope*.
- Read the word and explain that the letters ‘o’ and ‘e’ work together to stand for the /oe/ sound even though there is a letter between them.
- Illustrate this by drawing a v-shaped mark connecting ‘o’ and ‘e’ (see illustration).
- Point to each spelling in *rope* as you say its sound: “/r/ (point to ‘r’ with your index finger), /oe/ (simultaneously point to ‘o’ with your index finger and ‘e’ with your middle finger), /p/ (point to ‘p’ with your index finger).”
- Explain that the word *rope* contains four letters (‘r’, ‘o’, ‘p’, ‘e’) but only three sounds (/r/, /oe/, /p/).
- Now write *note* on the board. Explain that this is another example of the ‘o’-space-‘e’ spelling for the /oe/ sound.
- Draw a v-shaped mark under *note* as you did with *rope*. Ask students to read the word.
- Now ask students to help you spell the word *hope*.
- Have students identify the first sound in *hope*. Write an ‘h’ on the board.
- Have students identify the second sound in *hope*.
- Once the /oe/ sound has been identified, write an ‘o’ on the board next to the ‘h’.
- Explain that the letter ‘o’ is the first part of the spelling for the sound /oe/. You will write the second part after you write the spelling for the sound that comes after the /oe/ sound.
- Have students identify the last sound in *hope*. Write a ‘p’ on the board next to the ‘o’.
- Explain to students that if you left the word like this, it would be pronounced *hop*. To spell *hope*, you need to add the letter ‘e’.
- Remind students that ‘o’ and ‘e’ work together to stand for the /oe/ sound.
- Turn to **Vowel Code Flip Book page 9**. Show students the spelling card for ‘o_e’ > /oe/ (*hope*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.
- Have students turn to **Individual Code Chart page 3**. Have them locate and trace the code information for ‘o_e’ > /oe/ in green marker.
- As students look at the spellings they have outlined in green thus far, ask if they see recurring patterns. Be sure to point out that the magic ‘e’ acts as part of a vowel team with the letters ‘a’, ‘i’, and ‘o’ to change the way that each vowel is sounded in a word. The double ‘e’ also acts as a vowel team to stand for the /ee/ sound.

If you prefer, you can use any of the following terms: split digraph, separated spelling, split spelling, separate letter team, split letter team.

- Tell students that whenever the spelling ‘o_e’ appears on a worksheet or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for one sound.

Digraph Dictation

15 minutes



Worksheet 8.1

Please see either the Pausing Point or the *Assessment and Remediation Guide* for students needing additional practice with letter teams.

- Distribute Worksheet 8.1.
- Explain that each thick black line on the page stands for one letter.
- Have students look at the example at the top of the page.
- Say the word *not*, hold up three fingers, and segment the word, /n/ /o/ /t/.
- Point out that the word *not* contains three sounds and is spelled with three letters.
- Say the word *note*, hold up three fingers, and segment the word, /n/ /oe/ /t/.
- Point out that the word *note* also contains three sounds but is spelled with four letters.
- Draw attention to the v-shaped mark under the word *note*.
- Explain that this arrow shows that the letters ‘o’ and ‘e’ are working together even though they are not right next to each other.
- Explain that you will dictate five more word pairs and that you want the students to write the words sound by sound on the lines. As you say and students write each word, use it in an oral sentence.

- | | | |
|----|------|-------|
| 1. | rob | robe |
| 2. | hop | hope |
| 3. | dot | dote |
| 4. | mop | mope |
| 5. | slop | slope |

- Have students trace and copy the words on the back of the worksheet. You may have them write the word three times, or more if time permits. Tell the students to say the sounds as they write the spellings.

Take-Home Material

“At the Reef”

- Have students take home Worksheet 8.2 to read with a family member.

Supplemental Materials

If you have students who work quickly, give them the lists of words and chains to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words. Also use them in exercises that you choose from the Pausing Point.

The words with asterisks are on the Dolch and/or Fry Word List.

- Newly decodable words:

- | | | | |
|-----------|----------|----------|-----------|
| 1. close* | 5. broke | 9. nose | 13. rose |
| 2. home* | 6. holes | 10. note | 14. spoke |
| 3. those* | 7. hope | 11. pole | 15. smoke |
| 4. bones | 8. stone | 12. rope | 16. vote |

- Chains:

1. stone > tone > lone > bone > bode > mode > rode > rope > hope > home
2. hole > pole > pile > mile > male > made > mad > sad > seed > seen

- Phrases and sentences:

1. a red rose
2. a king on his throne
3. just skin and bones
4. home sweet home
5. pinch the nose
6. send a note
7. Do not toss stones!
8. Their dog dug a hole.
9. Where there's smoke, there's fire.
10. My red robe is so soft.
11. When did they drop by?
12. Be home by six!

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 510 and 645 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 516 and 650 of those words would be completely decodable.
- The students have now been taught at least one way to write 34 of the 44 sounds in English.
- The sound /oe/ is the 28th most common sound in English.
- The sound /oe/ is spelled 'o_e' approximately 16 percent of the time.
- The spelling alternatives 'o' as in *no*, 'oe' as in *toe*, 'ow' as in *know*, and 'oa' as in *oats* will be taught at a later time.

Lesson 9

Review

✓ 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.

- ✓ Orally identify common nouns that name people, places, or things (L.1.1b)
- ✓ Segment and blend phonemes during Pop-Out Chaining to form one-syllable words (RF.1.2d)
- ✓ Spell chains of one-syllable long vowel words (that include the letter-sound correspondences ‘a_e’ > /ae/), ‘i_e’ > /ie/, and ‘o_e’ > /oe/) using Large Cards in which one sound is added, substituted, or omitted (RF.1.3b)
- ✓ Read and understand decodable text in a story from *Gran* that incorporates the letter-sound correspondences taught, with increased accuracy, appropriate rate, and expression on successive reading (RF.1.4b)
- ✓ Identify common and proper nouns (L.1.1b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Individual Code Chart and Noun Review	Individual Code Chart	10
Grammar	Noun Hunt	timer	10
Chaining	Pop-Out Chaining	Large Cards for ‘m’, ‘n’, ‘t’, ‘d’, ‘p’ (2), ‘s’, ‘r’, ‘h’, ‘l’, ‘i’, ‘a’, ‘e’, ‘o’	10
Small Group	Rereading from <i>Gran</i>	<i>Gran</i> Reader	30

Warm-Up

10 minutes

Individual Code Chart and Noun Review

- Tell students that you are going to do a quick review of nouns and vowel sounds that they can find in the Individual Code Charts.
- Say, “big cat” and ask a student to listen and then identify the noun. (*cat*)
- Once the noun has been correctly identified, ask a student to tell you the vowel sound in the word *cat*. (/a/)

- Once the vowel sound has been correctly identified, ask a student to find the spelling for the sound in the **Individual Code Chart on Page 1**. The students should then summarize what the class has learned: “We learned to spell the sound /a/ with the letter ‘a’.”
- Repeat these steps with the additional sentences below.

- | | |
|----------------|----------------|
| 1. long snake | 4. old mule |
| 2. sour grapes | 5. two feet |
| 3. heavy stone | 6. wiggly line |

Grammar

10 minutes

Noun Hunt

Note: Students will work in small groups of three to five students for this activity.

- Ask students, “What is a noun?” Review that a noun is a person, place, or thing, and that a proper noun names a specific person, place, or thing.
- Tell students that you will set a timer for five minutes. With their group, they will record as many nouns as they can see that are in the classroom. The group or team will earn 1 point for each noun they identify; the team with the most points wins. Tell students that they may not list students’ names. When time is up, they will share their list of nouns with the class. Explain that if they read a noun that another group has also written down, like *desk*, neither team receives a point. The team with the most points for unique nouns wins.

Chaining

10 minutes

Pop-Out Chaining

- Pass out the following Large Cards, reviewing each card’s sound as you pass it out: ‘m’, ‘n’, ‘t’, ‘d’, ‘p’(2), ‘s’, ‘r’, ‘h’, ‘l’, ‘i’, ‘a’, ‘o’.
- Pull out the ‘e’ card and hand it to a student, reminding them of the power of the magic letter ‘e’.
- Explain that when you say “Alakazam,” the student with the ‘e’ card is to jump up, lift up the card, or turn around to reveal the letter on his or her card.
- Tell students that many of today’s words are nonsense words, meaning they are made-up. Tell students this means they will have to listen extra carefully to the sounds of the words.
- Say the word *not* and tell students who are holding cards with spellings in that word to go to the front of the room and stand in the order that spells *not*.

- Tell students that you are going to magically change the vowel sound in the word. Then say “Alakazam!” and have your helper add the large card ‘e’ to the end of *not* to create *note*.
- Ask students, “Even though they aren’t side by side in this word, which two letters are working together as team?”
- Have students holding the ‘o’ and the ‘e’ step forward and stand side by side.
- Point out that the ‘o’ and ‘e’ in the word *note* work together to stand for the sound /oe/.

Note: This pop-out chaining allows for extra practice segmenting words. Start by standing behind students holding the Large Letter Cards. To segment the word, hold your hand over the head of the students holding the cards, saying the sound each letter represents as a class. When you arrive to the first letter of the separated digraph, hold one hand over the student holding the vowel card and the other hand over the magic ‘e’ card at the same time. You may point out to students that your arms are making a V-shape similar to what they have seen in the worksheets.

- Repeat this process with the remaining word pairs.
- Allow several different students to take a turn playing the magician and holding the magic ‘e’ card.

- | | |
|---------------|---------------|
| 1. hap—hape | 5. hom—home |
| 2. slip—slipe | 6. tat—tate |
| 3. tip—tipe | 7. shan—shane |
| 4. did—dide | 8. lap—lape |

Small Group

30 minutes

Rereading from *Gran*



- You may wish to divide the time allocated for small group in order to meet with both groups today. Otherwise, students in Group 2 may read independently or with a partner.
- ✪ **Group 1:** Work with students to reread stories from *Gran*. You may record students’ progress in the Anecdotal Reading Record. Review spellings and punctuation marks in the stories.
- ✪ **Group 2:** Have students reread stories from *Gran*. Remind students to use the Individual Code Charts if they have difficulty remembering how to read a vowel spelling.

Lesson 10

Tricky Words

✓ 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 Tricky Words *my* and *by* (RF.1.3g)
- ✓ Read and understand decodable text in the story “The Bug Glass” that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.1.4a)
- ✓ Ask and answer questions, orally and in writing, about the story “The Bug Glass,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Use narrative language to describe characters, events, and facts from “The Bug Glass” (RL.1.3)
- ✓ Talk about illustrations and details from “The Bug Glass” to describe its characters and events (RL.1.7)
- ✓ Read and understand decodable text in “The Bug Glass” of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Build simple and compound sentences orally in response to prompts about “The Bug Glass” (L.1.1j)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “The Bug Glass” (L.1.2b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Speedy Sound Hunt	Individual Code Charts	5
Tricky Words	Tricky Word Cards	two blank index cards per student; Tricky Word card sets from previous lessons for each student	10
Reading Time	Teacher Demonstration: “The Bug Glass”	<i>Gran</i> (Media Disk or Big Book)	20
Small Group	Reread “The Bug Glass”	<i>Gran</i> Reader; Worksheet 10.1	25
Take-Home Material	Word Sort	Worksheets 10.2	*

Speedy Sound Hunt

- You will review the vowel spellings with students' Individual Code Charts. Students will race to find the sound spelling correspondences in their Individual Code Charts.
- Share these directions with students:

“We are going to review the vowel spellings you already have learned through a race using your Individual Code Charts. I will tell you a vowel sound. When I say ‘go,’ I want to see who can find that sound in their Individual Code Chart, raise their hand, and read to me the example word for that sound. I will call on the first student who raises their hand.”
- Say to students, “I am thinking of the sound (insert sound from the blue box). Ready? Go!” Review with the sound-spelling correspondences provided in the box below.

- | | |
|---------------------------------|---------------------------------|
| 1. ‘u’ > /u/ (<i>but</i>) | 6. ‘o’ > /o/ (<i>hop</i>) |
| 2. ‘a’ > /a/ (<i>hat</i>) | 7. ‘o_e’ > /oe/ (<i>home</i>) |
| 3. ‘a_e’ > /ae/ (<i>cake</i>) | 8. ‘e’ > /e/ (<i>pet</i>) |
| 4. ‘i_e’ > /ie/ (<i>bite</i>) | 9. ‘ee’ > /ee/ (<i>bee</i>) |
| 5. ‘i’ > /i/ (<i>it</i>) | |

Tricky Words

Tricky Word Cards

Tricky Word: My

Please remember to add these Tricky Words to your Tricky Word wall.

- Write the Tricky Word *my* on the board and ask students how they would pronounce it by blending. (They might say /m/ /y/.)
- Explain that this word is actually pronounced /m/ /ie/ as in, “My dog has spots.”
- Circle the letter ‘m’ and explain that it is pronounced /m/, as they would probably expect.
- Underline the letter ‘y’ and explain that it is the tricky part of the word. They would probably expect this letter to be pronounced /y/, but it is pronounced /ie/.
- Tell students that when reading *my*, they have to remember to pronounce the letter ‘y’ as /ie/. When writing *my*, they should try to remember to spell the /ie/ sound with the letter ‘y’.
- Have students copy the word on an index card and underline the tricky part of the word.

Tricky Word: By

- Write the Tricky Word *by* on the board.
- Explain that this word is tricky in exactly the same way that *my* is. The letter ‘y’ is pronounced /ie/.
- Have the students copy the word on an index card and underline the tricky part of the word.

Practice

- Have students take out the index cards they made for previously taught Tricky Words and place them on their desk.
- Explain that you will say one of the Tricky Words and that you want the students to hold up the card for that word.
- Say one of the Tricky Words and have students hold up the correct card. Have one student say a phrase or sentence that contains the Tricky Word.
- Repeat as often as you deem necessary.
- Have students keep the index cards for later use.

Reading Time

20 minutes

Teacher Demonstration: “The Bug Glass”

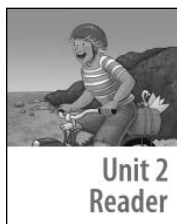
Previewing the Story

- Show students the Table of Contents. Point to the title of today’s story, “The Bug Glass.”
- Ask students, “Who can tell us what you think a bug glass is? Turn to a partner and share what you think a bug glass is.”
- Tell students you will give them one more clue about what today’s story. Ask students, “Have you ever accidentally broken something that belonged to someone else? In today’s story, someone breaks something and the other person gets upset.”

Previewing the Spellings

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

‘o_e’ > /oe/	‘i_e’ > /ie/	‘a_e’ > /ae/
broke	time	tape
close	like	gaze
those	pine	grapes
stone		stare



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Previewing the Vocabulary

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

1. **stare**—to look closely at something
2. **gaze**—to stare or look at something closely
3. **peer**—to gaze or stare at something

Explain that *stare*, *gaze*, and *peer* are all synonyms. They are different words that mean the same thing.

Purpose for Reading

- Tell students to listen to the story to find out what a bug glass is and who it belongs to in the story.

Guided Reading Supports

- Use the following guidelines when reading the story out loud to the class. You may wish to use your finger or a pointer to follow the print when reading.

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- . . . **ants up close.**” Who has seen a bug glass before? You may have heard another name for a bug glass: magnifying glass. Explain that a magnifying glass (bug glass) makes smaller things look larger so they are easier to see.
- Jen says that Josh is mad. Why is he mad? How do you think Jen feels? What makes you think that?
- Let’s make a prediction. What do you think Gran will do after Jen tells her the bug glass is broken?

Page 38

- . . . **the ants a snack, as well.**” Why do you think Gran wants to make the ants a snack?
- . . . **big stone in back.**” Why is Jen putting snacks on a stone? Who is the snack for?

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- . . . **Josh to the stone.**” What do you think they will find at the stone? Let’s keep reading to find out.
- . . . **take a peek!**” Is Josh mad anymore? Did Gran’s plan work?

Wrap-Up

- Today you will guide students in summarizing the story. Please discuss the first two questions with them, and then use the guidelines to help them summarize the story.

Discussion Questions on “Bug Glass”

1. *Evaluative* Were there any parts of the story that were confusing to you? (Answers will vary.)
2. *Evaluative* Were your predictions correct? (Answers will vary.)

- Now we will give a summary of today’s story. When we summarize, we retell just the most important parts of the story, and not every single detail.
- A summary tells the characters of the story—who was in the story—and the main events.
- What happened first in “The Bug Glass?” (Jen says to Gran that Josh is mad. Jen broke his bug glass.)
- What happens after Jen tells Gran she broke the bug glass? (Gran says they can fix it with tape. She then says to make a snack for Josh and the ants.)
- After Gran makes the snack, what happens? (Jen puts the snack on the stone; Josh eats a snack.)
- How does the story end? (Jen takes Josh to see the stone. He looks at the ants through bug glass and they are eating the snack. He is happy.)

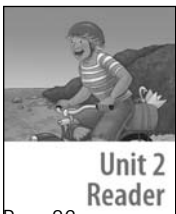
Small Group

25 minutes

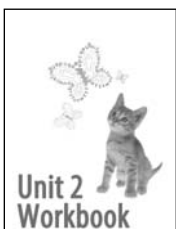
Reread: “The Bug Glass”

Note: Please remember to alternate the groups that you meet with during Small Group time. Remember that it is important to hear your students read on a regular basis.

- Distribute Worksheet 10.1. Explain to the students that the worksheet has questions about the story “The Bug Glass.”
- Have students reread the story and answer the questions. Please encourage the students to answer in complete sentences, and to look back at the story if they need help remembering details.
- **Group 1:** Ask students to complete the worksheet on their own or with a partner. If some students finish early, they can illustrate one of the words or phrases from the Supplemental Materials section from earlier lessons. Write several of these words or phrases on the board or chart paper prior to starting reading.
- **Group 2:** Work with these students to reread the story and answer the questions. You may also use activities from the Pausing Point and/or the *Assessment and Remediation Guide* to practice any of the digraph spellings taught thus far.



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Worksheet 10.1

Take-Home Material

Word Sort

- Have students take home Worksheet 10.2 to practice reading words with digraph spellings.

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 516 and 650 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 523 and 657 of those words would be completely decodable.
- *My* is one of the 50 most common words in most samples of written English. In a typical passage of 1,000 words, *my* occurs 0 to 6 times.
- *By* is one of the 40 most common words in most samples of written English. In a typical passage of 1,000 words, *by* occurs 1 to 6 times.

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.

- ✓ Orally identify common nouns that name places (L.1.1b)
- ✓ Segment and blend phonemes during Pop-Out Chaining to form one-syllable words (RF.1.2d)
- ✓ Spell chains of one-syllable long vowel words (that include the letter-sound correspondences ‘a_e’ > /ae/, ‘i_e’ > /ie/, ‘o_e’ > /oe/) using Large Cards in which one sound is added, substituted, or omitted (RF.1.3b)
- ✓ Read and write Tricky Words taught thus far (RF.1.3g)
- ✓ Read and understand decodable text in the story “The Tape” that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.1.4a)
- ✓ Ask and answer questions, orally and in writing, about the story “The Tape,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Use narrative language to describe characters, events, and facts from “The Tape” (RL.1.3)
- ✓ Talk about the illustrations and details from “The Tape” to describe its characters, setting, and events (RL.1.7)
- ✓ Read and understand decodable text in “The Tape” of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Use adjectives orally (L.1.1f)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “The Tape” (L.1.2b)

<i>At a Glance</i>	Exercise	Materials	Minutes
Grammar	Identifying Nouns That Name Places		5
Chaining	Pop-Out Chaining	Large Cards for ‘m’, ‘n’, ‘t’, ‘d’, ‘p’ (2), ‘s’, ‘r’, ‘h’, ‘l’, ‘i’, ‘a’, ‘e’, ‘o’	15
Tricky Words	Review of Tricky Words	three blank index cards per student	10
Small Group	Word Sort	Worksheet 11.1	15
Reading Time	Partner Reading: “The Tape”	Gran Reader; Worksheet 11.2	15
Take-Home Material	Practice Pack	Worksheet 11.3	*

Advance Preparation

Today's story is about an audio cassette tape. If possible, show an example of this kind of tape and tape player to students in the event that they have not seen one before. In addition, Gran and Jen listen to jazz music and, in particular, a song that features scat singing, where the singer sings nonsense words or syllables. If possible, play a brief sample of this type of music for students (Ella Fitzgerald and Louis Armstrong have many songs with scat-style jazz) before reading the story.

Grammar

5 minutes

Identifying Nouns That Name Places

- Remind students that they have learned that nouns can name a person, place, or thing.
- Say the phrase “the red house,” and ask what the place in the phrase is. (house)
- When students have given the correct answer, say, “*House* is a place and a word that names a place is a noun.”
- Continue with the phrases and sentences below.

For additional practice, please see the objective “Identify Proper Nouns and Common Nouns” in the Pausing Point.

1. the tall mountains
2. the calm ocean
3. the wide street
4. the narrow path
5. The path is crooked.
6. The cave is small.

Chaining

15 minutes

Pop-Out Chaining

- Pass out the following Large Cards, reviewing each card's sound as you pass it out: ‘m’, ‘n’, ‘t’, ‘d’, ‘p’ (2), ‘s’, ‘r’, ‘h’, ‘l’, ‘i’, ‘a’, ‘o’.
- Pull out the ‘e’ card and hand it to a student, reminding them of the power of the magic letter ‘e’.
- Explain that, when you say “Alakazam!” the student with the ‘e’ card is to jump up, lift up the card, or turn around to reveal the letter on his or her card.
- Say the word *not* and tell students who are holding cards with spellings in that word to go to the front of the room and stand in the order that spells *not*.
- Tell the students that you are going to magically change the vowel sound in the word. Then say “Alakazam!” and have your helper add the large card ‘e’ to the end of *not* to create *note*. Ask students to read the new word.
- Ask students, “Even though they aren’t side by side in this word, which two letters are working together as team?”

- Have students holding the ‘o’ and the ‘e’ step forward and stand side by side.
- Point out that the ‘o’ and ‘e’ in the word *note* work together to stand for the sound /oe/.

Note: This pop-out chaining allows for extra practice segmenting words. Start by standing behind students holding the Large Cards. To segment the word, hold your hand over the head of the students holding the cards, saying the sound each letter represents as a class. When you arrive to the first letter of the separated digraph, hold one hand over the student holding the vowel card and the other hand over the magic ‘e’ card at the same time. You may point out to students that your arms are making a V-shape similar to what they have seen in the worksheets.

- Repeat this process with the remaining word pairs.
- Allow several different students to take a turn playing the magician and holding the magic ‘e’ card.

- | | |
|---------------|-------------|
| 1. hop—hope | 5. dim—dime |
| 2. slop—slope | 6. rat—rate |
| 3. rip—ripe | 7. man—mane |
| 4. hid—hide | 8. tap—tape |

Tricky Words

10 minutes

Tricky Word Review

Tricky Words: So and No

- Briefly review the Tricky Words *so* and *no* that were taught in Unit 1. Point out that these are cases where the ‘o’ spelling is sounded /oe/, not /o/. Point out that they now know two spellings for the /oe/ sound: ‘o’ and ‘o_e’.
- Have students write the Tricky Words on index cards and underline the tricky parts of the words.

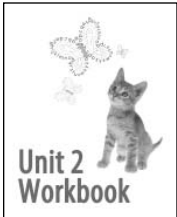
Tricky Word: Some

- Briefly review the Tricky Word *some*, taught in Unit 1. Point out that in this word, the spelling ‘o_e’ is not pronounced /oe/, but /u/.
- Have students write the *some* on an index card and underline the tricky part of the word.

Practice

- Have students place the index cards for *so*, *no*, and *some* in front of them. Say one of the Tricky Words and have students hold up the correct card. Have one of the students say a phrase or sentence that contains the Tricky Word.

Word Sort



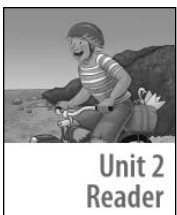
Worksheet 11.1

- Distribute Worksheet 11.1.
- Explain that the words in the box contain the sound /o/ spelled ‘o’ or the sound /oe/ spelled ‘o_e’.
- Have students take turns reading the words aloud in the word box.
- As a class, circle the spelling ‘o’ for /o/ and the spelling ‘o_e’ for /oe/ in the words in the box.
- At this point, you will break into small groups and students will finish the worksheet either with you or independently.
- ✪ **Group 1:** Have students work with you to complete the worksheet. You may use additional exercises from the Pausing Point or the *Assessment and Remediation Guide*. You may also wish to use this time to hear your students read aloud.
- ✪ **Group 2:** Ask students to complete the worksheet either independently or with a partner. Students who finish early may reread stories from *Gran*.

Reading Time

Partner Reading: “The Tape”

Introducing the Story



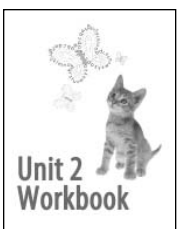
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- Tell students that before CDs, DVDs, MP3s, or other types of popular music players, people would listen to music on something called a cassette tape. People played the tape on a machine called a tape player or tape deck. If possible, show a cassette tape and player to students.
- Tell students that in today’s story Gran and Jen listen to a cassette tape of a particular type of music called jazz. If possible, play some brief selections of music by Louie Armstrong or Ella Fitzgerald.

Previewing the Spellings

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

‘a_e’ > /ae/	‘o_e’ > /oe/
tape	those
grapes	notes
stare	robe



Worksheet 11.2

Previewing the Vocabulary

- You may wish to preview the following vocabulary.

1. **tape deck**—a machine that can play cassette tapes
2. **jazz**—a particular type of music
3. **shades**—another word for sunglasses

Purpose for Reading

- Tell students to read the story to find out whether or not Gran and Jen like to listen to jazz. When they have finished reading the story, they should complete Worksheet 11.2.

Wrap-Up

- Review Worksheet 11.2 with students. You may also wish to use the following discussion questions to guide your conversation about the story.

Discussion Questions on “The Tape”

1. *Evaluative* Were there any parts of the story that you did not understand? (Answers will vary.)
2. *Literal* Who is singing on the tape that Gran has? (Gran’s Gran; you may wish to explain to students that this would be Jen’s great-grandmother.)
3. *Literal* What type of music does Gran’s Gran sing? (jazz)
4. *Literal* What do Jen and Gran do together at the end of the story? (Dress up, sing, and dance.)
5. *Inferential* Did Gran and Jen enjoy listening to jazz? How do you know? (Yes, they dressed up, sang, and danced.)
6. *Evaluative* We have come up with different words to describe Gran. After today’s story, is there a new word you would use to describe her? (Answers may vary, but could include words like *fun*, *musical*, etc.)

Take-Home Material

Practice Pack

- Have students take Worksheet 11.3 to complete with a family member.

Lesson 12

Basic Code

✓ 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.

- ✓ Recognize the distinguishing features of a sentence (e.g., punctuation) (RF.1.1a)
- ✓ Segment and blend phonemes during Digraph Dictation to form one-syllable words (RF.1.2d)
- ✓ Read one-syllable words in the Vowel Flip Book that include the letter-sound correspondences taught (RF.1.3b)
- ✓ Read and write long vowel sound spelled with the vowel digraph 'u_e' > /ue/ (RF.1.3c)
- ✓ Read and understand decodable text in the story "Fuzz and Mel" that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.1.4a)
- ✓ Ask and answer questions, orally and in writing, about the story "Fuzz and Mel," requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Use narrative language to describe characters, events, and facts from "Fuzz and Mel" (RL.1.3)
- ✓ Talk about the illustrations and details from "Fuzz and Mel" to describe its characters, setting, and events (RL.1.7)
- ✓ Read and understand decodable text in "Fuzz and Mel" of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Use adjectives orally (L.1.1f)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story "Fuzz and Mel" (L.1.2b)

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Sound</i>	Hearing Medial Sounds		10
<i>Introducing the Spelling</i>	Teacher Modeling	Vowel Digraph Chart; Vowel Code Flip Book; Spelling Card for 'u' > /ue/ (<i>cute</i>); Individual Code Charts; green markers	15
	Digraph Dictation	Worksheet 12.1	10
<i>Reading Time</i>	Demonstration Story: "Fuzz and Mel"	<i>Gran</i> (Media Disk or Big Book); Worksheet 12.2	25
<i>Take-Home Material</i>	Take-Home Story: "The Tape"	Worksheet 12.3	*

Note to Teacher

Due to the length of the story “Fuzz and Mel,” there is no Warm-Up in this lesson.

Also, the sound /ue/ is actually a combination of the sounds /y/ and /oo/. You should be aware of this, but students do not necessarily need to know this.

Introducing the Sound

10 minutes

Hearing Medial Sounds

Remember, this is oral practice. Students are only listening for the /ue/ sound, not seeing the different spellings.

- Tell students that today’s sound is /ue/ as in *cute*.
- Have students say the /ue/ sound several times.
- Ask students to repeat the following words that have the /ue/ sound at the beginning: *you, use*.
- Ask students to repeat the following words that have the /ue/ sound in the middle: *cute, cube, mute*.
- Ask students to repeat the following words that have the /ue/ sound at the end: *cue, few, pew*.
- Ask students if /ue/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth and an unobstructed airflow.)
- Tell students that you are going to say a number of words. Some of the words will have the /ue/ sound as their middle sound and some will not.
- Have students close their eyes and listen carefully.
- Tell students to raise their hands when they hear a word that has the /ue/ sound as its middle sound.

Note: If students have trouble hearing a word’s middle sound, say the word in a segmented fashion: /h/ . . . /a/ . . . /t/. Then repeat the word in its blended form: *hat*.

You may have students who know that some of the words they listened to earlier, such as *you*, are written with spellings other than ‘u_e’. If students point this out, congratulate them for recognizing this and already knowing other spellings for the /u_e/ sound. Tell them that they will learn these spellings for /u_e/ at a later time, and for now they just have to focus on the ‘u_e’ spelling.

For students needing additional practice with digraphs, please see Pausing Point objective “Recognize and Isolate the Sounds Reviewed in Unit 2.” You may also refer to the *Assessment and Remediation Guide*.

For extra segmenting practice, have the students segment each word before deciding if it contains the /ue/ sound.

- | | |
|---------|---------|
| 1. hat | 4. red |
| 2. cube | 5. mutt |
| 3. mute | 6. mule |

Teacher Modeling

15 minutes

Present the vowel digraphs taught so far on a chart like this.

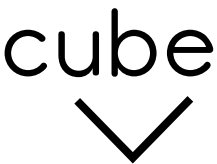
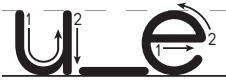
ee	weed, bee, feet
a_e	game, fade, name
i_e	pine, five, lime
o_e	rode, hope, vote

Note: We recommend that in today’s lesson you update the chart for the digraphs taught in this unit.

Ensure you have the Vowel Code Flip Book and the Spelling Card mentioned in the At a Glance chart.

Vowel Code Flip Book

1. ‘u_e’ > /ue/ (*cute*) Vowel Code Flip Book page 10



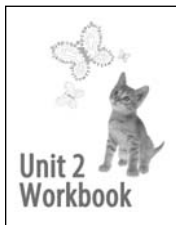
- Tell students you are going to show them how to write the /ue/ sound.
- Explain that today’s spelling is another separated spelling like the ‘a_e’ in *name*, the ‘i_e’ in *time*, and the ‘o_e’ in *note*.
- Write the spelling ‘u_e’ on handwriting guidelines and explain that both letters work together to stand for the sound /ue/. Be sure to leave a space between the letters.
- Explain that when they write an actual word, they will fill in the space between ‘u’ and ‘e’ with the spelling for the sound that comes after the /ue/ sound.
- Add ‘c’ and ‘b’ to make *cube*.
- Read the word and explain that the letters ‘u’ and ‘e’ work together to stand for the /ue/ sound even though there is a letter in between them.
- Illustrate this by drawing a V-shaped mark connecting ‘u’ and ‘e’ (see illustration).
- Point to each spelling in *cube* as you say its sound: “/c/ (point to ‘c’ with your index finger), /ue/ (simultaneously point to ‘u’ with your index finger and ‘e’ with your middle finger), /b/ (point to ‘b’ with your index finger).”
- Explain that the word *cube* contains four letters (‘c’, ‘u’, ‘b’, ‘e’) but only three sounds (/k/, /ue/, /b/).
- Write *mule* on the board. Explain that this is another example of the ‘u’-space-‘e’ spelling for the /ue/ sound.
- Draw a V-shaped mark under *mule* as you did with *cube*. Ask students to read the word.
- Ask students to help you spell the word *cute*.
- Have students identify the first sound in *cute*. Write a ‘c’ on the board.
- Have students identify the second sound in *cute*.
- Once the /ue/ sound has been identified, write a ‘u’ on the board next to the ‘c’.

If you prefer, you can use any of the following terms: split digraph, separated spelling, split spelling, separate letter team, split letter team.

- Explain that the letter ‘u’ is the first part of the spelling the sound /ue/. You will write the second part after you write the spelling for the sound that comes after the /ue/ sound.
- Have students identify the last sound in *cute*. Write a ‘t’ on the board next to the ‘u’.
- Explain to students that if you left the word like this, it would be pronounced *cut*. To spell *cute*, you need to add the letter ‘e’.
- Remind students that ‘u’ and ‘e’ work together to stand for the /ue/ sound.
- Turn to the **Vowel Code Flip Book page 10**. Show students the Spelling Card for ‘u_e’ > /ue/ (*cute*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.
- Have students turn to the **Individual Code Chart page 3**. Have them locate and trace the code information for ‘u_e’ > /ue/ in green marker and read the example word.
- Tell students that whenever the spelling ‘u_e’ appears on a worksheet or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for one sound.

Digraph Dictation

10 minutes



Worksheet 12.1

- Distribute Worksheet 12.1. Explain that each thick black line on the page stands for one letter.
- Have students look at the example at the top of the page.
- Say the word *cut*, hold up three fingers, and segment the word, /k/ /u/ /t/.
- Point out that the word *cut* contains three sounds and is spelled with three letters.
- Say the word *cute*, hold up three fingers, and segment the word, /k/ /ue/ /t/.
- Point out that the word *cute* also contains three sounds but is spelled with four letters.
- Draw attention to the V-shaped mark under the word *cute*.
- Explain that this mark shows that the letters ‘u’ and ‘e’ are working together even though they are not right next to each other.
- Explain that you will dictate more word pairs and that you want students to write the words sound by sound on the lines. As you say and students write each word, use it in an oral sentence.

Point out that each word pair has the same number of sounds, but not the same number of letters.

1. cub—cube
2. tub—tube
3. us—use

Demonstration Story: “Fuzz and Mel”

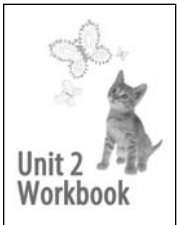
Previewing the Story



Page 46

- Show students the Table of Contents. Point to the title of today’s story, “Fuzz and Mel.”
- Tell students that today’s story is about two characters named Fuzz and Mel. This is a bedtime story that Gran tells Josh and Jen when they are having a hard time falling asleep.

Previewing the Vocabulary



Worksheet 12.2

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

1. **tale**—another word for story
2. **swell**—excellent
3. **the shakes**—when a person cannot control their body shaking

Purpose for Reading

- Tell students to listen to the story to find out who Fuzz and Mel are and what adventures they have.

Guided Reading Supports

- Use the following guidelines when reading the story out loud to the class. You may wish to use your finger or a pointer to follow the print when reading.

Page 46

- **“What is it?”** (Point to the quotation marks.) What is the name for this type of punctuation? When is this punctuation used?
- **... a tale!” says Jen.** What is a tale? Is she talking about what is at the end of a dog? A tale is a story that is often fictional, or made-up.

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- **... named Fuzz and Mel.** Who can tell me the noun that names a thing in this sentence? (cats) Who can tell me the two proper nouns in this sentence? (Fuzz and Mel)
- **... brave cat who had a fast plane.** Do you think Fuzz, the safe cat, would like to ride in Mel’s very fast plane? Why or why not?
- **... ride in my plane!”** These dots in the next sentence are called ellipses, and here they tell us to take a pause between the words. Listen to hear how these are read with expression.
- **“Jump in!”** Do you think Fuzz wants to get in the plane? Why or why not?
- Look at this picture. Which cat do you think is Fuzz? Why?

Page 50

- . . . **so scared of a plane ride?”** Let’s make a prediction: do you think the plane ride will continue to feel safe to Fuzz? Why or why not?

Page 52

- . . . **the plane dive.** If a plane is up here (raise hand above head) and it makes a dive, show me with your hands what that would look like. Look at this next sentence. These ‘z’ letters all together like this are not a word, but they make a sound. Let’s read this together. (Run finger or pointer under the ‘Z’s to guide students.)
- . . . **plane as it dove.** What do you think Fuzz is going to say to Mel?

Page 54

- **He had the shakes.** How does Mel feel? How do you know?

Story Question Worksheet

- Complete the front of Worksheet 12.2 as a class. Have students complete the back independently.

Wrap-Up

- Use the following discussion questions to guide your conversation about the story, if time permits.

Discussion Questions on “Fuzz and Mel”

1. *Evaluative* Were there any parts of the story that were confusing to you? (Answers may vary.)
2. *Literal* What do Jen and Josh ask Gran to do for them? (tell a tale)
3. *Inferential* How would you describe Fuzz? What about Mel? (Fuzz is cute and likes to be safe; Mel is brave.)
4. *Literal* What do Fuzz and Mel see on their plane ride? (a duck)
5. *Inferential* Did Fuzz like his plane ride? How do you know? (He liked it at first, but then he did not. He yells, “Not safe!” and has the shakes afterwards.)
6. *Evaluative* Do you think Fuzz and Mel will continue to be friends? Why or why not? (Answers may vary.)

Take-Home Material

Take-Home Story: “The Tape”

- Distribute Worksheet 12.3 for students to read at home with a family member.

Supplemental Materials

If you have students who work quickly, give them the lists of words and chains to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words. Also use them in exercises that you choose from the Pausing Point.

The word with the asterisks is on the Dolch and/or Fry Word Lists.

- Newly decodable words:

- | | | | |
|---------|---------|---------|---------|
| 1. use* | 3. cute | 5. fuse | 7. muse |
| 2. cube | 4. fume | 6. mule | 8. mute |

- Chains:

- | |
|--|
| 1. fume > fuse > use > muse > mule > mute > cute > cube > cub > cut |
| 2. weed > need > nod > rod > rode > ride > wide > wade > wake > woke |

- Phrases and sentences:

- | | |
|----------------------|-------------------------------|
| 1. mute the song | 6. What's the use? |
| 2. a cute dog | 7. That cat is so cute! |
| 3. a black mule | 8. The mule went up the hill. |
| 4. three green cubes | 9. He lit the fuse. |
| 5. use the red pen | 10. Some fumes are strong. |

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 523 and 657 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 524 and 658 of those words would be completely decodable.
- The students have now been taught at least one way to write 35 of the 44 sounds in English.
- The sound /ue/ is the 36th most common sound in English.
- The sound /ue/ is spelled 'u_e' approximately 19 percent of the time.
- The spelling alternatives 'u' as in *pupil* and 'ue' as in *cue* will be taught in later grades.

Lesson 13

Review

✓ 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.

- ✓ Identify in writing common and proper nouns that name people, places, or things (L.1.1b)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “The Sweet Shop” (L.1.2b)
- ✓ Read and understand decodable text in the story “The Sweet Shop” that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.1.4a)
- ✓ Ask and answer questions, orally and in writing, about the story “The Sweet Shop,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Use narrative language to describe characters, events, and facts from “The Sweet Shop” (RL.1.3)
- ✓ Talk about the illustrations and details from “The Sweet Shop” to describe its characters, setting, and events (RL.1.7)
- ✓ Read and understand decodable text in “The Sweet Shop” of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Warm-Up	Noun Hunt	<i>Gran Reader</i>	5
Dictation	Digraph Dictation	Worksheet 13.1	10
Reading Time	Partner Reading: “The Sweet Shop”	<i>Gran Reader</i> ; Worksheet 13.2	20
Small Group	Reading and Writing Words with Separated Digraphs	pencils; Worksheet 13.3, 13.4, and/or 13.5	25
Take-Home Material	Tricky Word Practice	Worksheet 13.6	*

Note to Teacher

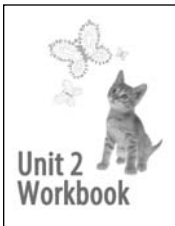
This lesson and the remaining lessons are devoted to the review and assessment of Unit 2.

Noun Hunt

- Tell students to take out the *Gran Reader* and turn to “Fuzz and Mel.” (page 46) Ask them to find nouns that name a thing and share them with the class. You may record their answers on the board in a chart. Next, ask them to find nouns that name a person, and record their answers on the board. Ask students to identify whether any of the nouns are proper nouns and why. Tell students that although nouns can also name a place, there are no types of these nouns in the story.

Dictation

Digraph Dictation



Worksheet 13.1

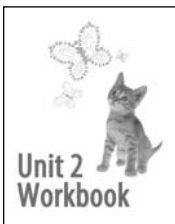
For students needing additional practice with digraphs, see the Pausing Point objective “Write Words That Contain Vowel Digraphs” and/ or the *Assessment and Remediation Guide*.

- Distribute Worksheet 13.1.
- Explain that each thick black line on the page stands for one letter.
- Explain that you are going to dictate word pairs. The second word in each pair contains a separated digraph.

1. cut—cute
2. tap—tape
3. mop—mope
4. shin—shine
5. tin—tine

Reading Time

Partner Reading: “The Sweet Shop”



Worksheet 13.2

Introducing the Story

- Tell students that today they will read about the job Gran had in a sweet shop when she was a child. Tell students that a “sweet shop” is an old-fashioned name for a special kind of store. Ask students, “What types of things do you think they sell in a sweet shop?”

Previewing the Spellings

- You may wish to preview the Tricky Words *when*, *one*, and *you*.



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Previewing the Vocabulary

- You may wish to preview the following vocabulary:

- sweets**—foods that taste sweet, such as candy and cake
- gum drops**—a type of candy

Purpose for Reading

- Tell students to read today’s story to learn more about what Gran did when she worked at the sweet shop. When they are finished, they should complete Worksheet 13.2.

Wrap-Up

- Review Worksheet 13.2 with students. You may also wish to use the following discussion questions to guide your conversation about the story.

Discussion Questions on “The Sweet Shop”

- Evaluative* Were there any parts of the story that you did not understand? (Answers may vary.)
- Literal* What were some of the things that Gran did at the sweet shop that she thought were fun? (She made milk shakes, gum drops, and cakes.)
- Literal* What other less enjoyable jobs did Gran have at the sweet shop? (She had to sweep, pick up, and wipe off the cake case.)
- Literal* What can Gran still make? (a cake)

Small Group

25 minutes

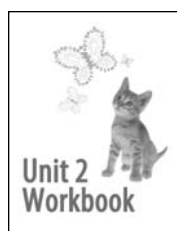
Reading and Writing Words with Separated Digraphs

- In order to review the material covered in Unit 2, we suggest that you divide your class into small groups and have them work through at least one of the following Worksheets: 13.3–13.4 (Match the Picture) and 13.5 (Count the Sounds).

Note: Worksheet 13.5 is the most challenging worksheet.

- ☛ **Group 1:** Ask students who are able to do independent work to complete the worksheet(s) on their own. If students finish early, they may reread or read future stories (they are now all decodable) in *Gran*.

- ☛ **Group 2:** Have students who need more support with completing the worksheet(s) form a group. You may also refer to the *Assessment and Remediation Guide* and/or the Pausing Point for additional exercises and lessons.



Worksheet 13.3–13.5

Take-Home Material

Tricky Word Practice

- Distribute Worksheet 13.6 for students to complete at home with a family member.

Lesson 14

Tricky Words Review

✓ 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 Tricky Words *you* and *your* (RF.1.3g)
- ✓ Read and understand decodable text in a story from *Gran* that incorporates the letter-sound correspondences taught, with increased accuracy, appropriate rate, and expression on successive reading (RF.1.4b)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Wiggle Cards	Wiggle Cards	5
Tricky Words	Tricky Word Cards	yellow index cards for <i>you</i> and <i>your</i>	5
Tricky Words Review	Tricky Word Baseball Game	Tricky Word cards; timer	20
Small Group	Rereading from <i>Gran</i>	<i>Gran</i> Reader	30

Advance Preparation

For today's Warm-Up activity, you will show students cards that have phrases on them that they will read and act out. These are called Wiggle Cards, and they can be used any time students seem to need a quick break. You may use Wiggle Cards from previous lessons. In addition, you will need to write the following decodable phrases on a card or sentence strips large enough for students to be able to easily read them.

1. pinch the nose
2. toss stones
3. dig a hole
4. stare at pal
5. swim at a swim meet
6. plant a seed
7. take the cake
8. Rise and shine!

You will also play a baseball game to review Tricky Words. Please write the following cards on index cards (or remove them from your Tricky Word wall) for the review.

- | | | |
|----------|----------|-----------|
| 1. a | 11. were | 21. was |
| 2. I | 12. have | 22. when |
| 3. no | 13. one | 23. where |
| 4. so | 14. once | 24. why |
| 5. of | 15. to | 25. what |
| 6. all | 16. do | 26. which |
| 7. some | 17. two | 27. here |
| 8. are | 18. who | 28. there |
| 9. from | 19. said | 29. you |
| 10. word | 20. says | 30. your |

Warm-Up

5 minutes

Wiggle Cards

- Show students a Wiggle Card, have them read it, and let them perform the action on the card.
- Continue with the remaining cards.

Tricky Words

5 minutes

Tricky Word Cards

Tricky Word: You

Some students may notice that the word *you* is pronounced like the /ue/ sound they have been studying. If they notice this, compliment them on their listening skills.

- Write the Tricky Word *you* on the board and ask students how they would pronounce it by blending. (They may say something like /y/ /o/ /u/.)
- Explain that this word is actually pronounced /y/ /oo/ as in, “*You* are in first grade.”
- Circle the letter ‘y’ and explain that it is pronounced /y/, as they would probably expect.
- Underline the letters ‘o’ and ‘u’ and explain that they are the tricky part of the word. They would probably expect these letters to be pronounced /o/ /u/, but they are pronounced /oo/.

- Tell students that when reading *you*, they have to remember to pronounce the letters ‘o’ and ‘u’ as /oo/.
- Tell students that when writing *you*, they should try to remember to spell the /oo/ sound with the letters ‘o’ ‘u’.
- Have students copy the word on an index card and underline the tricky part of the word.

Tricky Word: Your

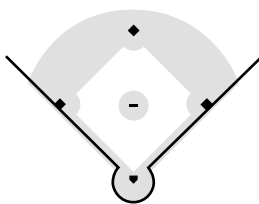
- Write the Tricky Word *your* on the board and ask students how they would pronounce it. (They might make a guess based on the last word.)
- Explain that this word is actually pronounced /y/ /or/ as in, “*Your* popsicle is melting!”
- Circle the letter ‘y’ and explain that it is pronounced /y/, as they would probably expect.
- Underline the letters ‘o’ ‘u’ ‘r’ and explain that they are the tricky part of the word. They would probably expect these letters to be pronounced /o/ /u/ /r/, but they are pronounced /or/.
- Tell students that when reading *your*, they have to remember to pronounce the letters ‘o’ ‘u’ ‘r’ as /or/.
- Tell students that when writing *your*, they have to remember to spell the /or/ sound with the letters ‘o’ ‘u’ ‘r’.
- Have students copy the word on an index card and underline the tricky part of the word.

Please remember to add these Tricky Words to your Tricky Word wall.

Tricky Word Review

20 minutes

Tricky Word Baseball Game



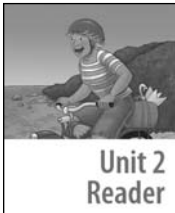
- Draw a baseball diamond on the board.
- Divide the class into two teams, having one team at a time come to line up at the board. (You may choose to have students stay seated and divide the class into teams by the manner in which they are seated.) Each team takes a “turn at bat.”
- Set a timer for twenty minutes and tell students that whichever team has the most runs when the timer rings is the winning team. Point out that accuracy is important, so they have to be careful reading the words. At the same time, speed is also important, so they must pay close attention. The more turns each team member has to read words, the more likely their team is to score runs.

- Show a Tricky Word card 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 the team’s line, while the next player comes forward to read the next card. If the word is correctly read, 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 the team so long as no words are misread; when a word is misread, the next team takes its turn at bat.

Small Group

30 minutes

Rereading from *Gran*



- You may wish to divide the small group time in order to meet with both groups today. Students in Group 2 may read independently or with a partner.
- ✪ **Group 1:** Work with students to reread stories from *Gran*. You may record students’ progress in the Anecdotal Reading Record. Review spellings and punctuation marks in the stories.
- ✪ **Group 2:** Have students reread stories from *Gran*. Remind students to use the Individual Code Chart if they have difficulty remembering how to read a vowel spelling.

Code Knowledge

- Before today’s lesson: If students read 1,000 words in a trade book, on average between 524 and 658 of those words would be completely decodable.
- After today’s lesson: If students read 1,000 words in a trade book, on average between 526 and 681 of those words would be completely decodable.
- *You* is one of the most common words in most samples of written English. In a typical passage of 1,000 words, *you* occurs 2 to 24 times.
- *Your* is one of the 60 most common words in most samples of written English. In a typical passage of 1,000 words, *your* occurs 0 to 4 times.

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.

- ✓ Recognize the distinguishing features of a sentence (e.g., first word capitalization, punctuation) (RF.1.1a)
- ✓ Distinguish long from short vowel sounds in spoken single-syllable words (RF.1.2a)
- ✓ Read and write Tricky Words *he, she, be, me* and *we* (RF.1.3g)
- ✓ Read and understand decodable text in the story “King and Queen” that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.1.4a)
- ✓ Ask and answer questions, orally and in writing, about the story “King and Queen,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story, “King and Queen” (L.1.2b)
- ✓ Use narrative language to describe characters, events, and facts from “King and Queen” (RL.1.3)
- ✓ Talk about the illustrations and details from “King and Queen” to describe its characters, setting, and events (RL.1.7)
- ✓ Read and understand decodable text in “King and Queen” of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)

<i>At a Glance</i>	Exercise	Materials	Minutes
Tricky Words	Tricky Word Cards	two blank index cards per student; index card sets with Tricky Words from previous lessons	10
Reading Time	Teacher Demonstration: “King and Queen”	<i>Gran</i> (Media Disk or Big Book)	25
Small Group	Review: Spellings, Tricky Words, and Noun Identification	worksheets and exercises from the Unit 2 Pausing Point	25
Take-Home Material	Take-Home Story: “The Sweet Shop”	Worksheet 15.1	*

Advance Preparation

Today you will continue reviewing Unit 2. There are a number of Pausing Point worksheets and activities that you can choose from based on students’ needs. Some of the activities, such as “Stamp Spelling” require advance preparation. Please preview the Small Group activity options and note which exercises require advance preparation.

Tricky Word Cards

- Have students take out the index cards they made for *he, desk, she, we, be, me, they, their, my, by, you, and your* and place them on their desks.
- If these are too many cards, feel free to reduce the number.
- Explain that you will say one of the Tricky Words and that you want students to hold up the card for that word.
- Say one of the Tricky Words and have students hold up the correct card. Have one of the students say a phrase or sentence that contains the Tricky Word.
- Repeat as often as you deem necessary or until time runs out.
- Have students keep the index cards for later use.

Reading Time**Teacher Demonstration: “King and Queen”****Previewing the Story**

- Show students the Table of Contents. Point to the title “King and Queen” and ask students to tell you the page number they would turn to in the book to find the story (page 60).
- Remind students that in “Fuzz and Mel,” Gran told Josh and Jen a tale to help them fall asleep. Today they will hear another one of Gran’s tales about a king and queen.



Page 60

Previewing the Vocabulary

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

1. **sulk and mope**—to be quiet and pout
2. **slop**—food that is messy and not good to eat
3. **odd**—unusual or strange
4. **drift off to sleep**—fall asleep

Purpose for Reading

- Ask students, “What do you think might happen in Gran’s tale about a king and a queen?” Tell students to listen carefully to learn about what happens in Gran’s tale of a king and queen.

Guided Reading Supports

- Use the following guidelines when reading the story out loud to the class. You may wish to use your finger or a pointer to follow the print when reading.

Page 60

- . . . **the wind and waves!**” (Point to the illustration.) These bubbles above Josh and Jen show what they are imagining or thinking about Gran’s tales. A really good tale is written in a way that you can easily imagine what is happening in your head.
- . . . **a king and his queen.**” So we know that the king and queen are married. Do you think this is a love story? Let’s read more to find out.

Page 62

- . . . **sulk and mope.** Show me what it looks like to sulk and mope.
- . . . **eggs had a bad smell.** What word would you use to describe the queen at this point? What about the king?

Page 64

- . . . **made gum drops.** Let’s make a prediction: do you think the queen will like the gum drops? Why or why not?
- . . . **pot of green slop.** If the king is mad, do you think he is trying to make something that will taste delicious, or something that tastes terrible for the queen?

Page 66

- . . . **This is the best!**” How do you think the king feels when the queen happily eats the slop? Why?
- Who can tell us a word on this page that has the letter team ‘ee’ in it? Is there another word that has a letter team in it?

Page 70

- . . . **odd tale.** What do you think *odd* means? How do you know?

Wrap-Up

- Ask students to orally summarize the story. Remind them that a summary just tells the main points. Encourage them to use words like *first*, *then*, *next*, *finally*, etc.
- Use the following discussion questions to guide your conversation about the story.

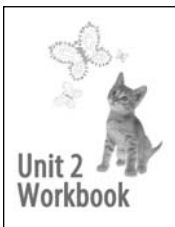
Discussion Questions on “King and Queen”

1. *Evaluative* Were there any parts of the story that were confusing to you? (Answers may vary.)
2. *Inferential & Evaluative* How does the queen feel at the beginning of the story? (*sad*) What does she do that shows she is sad? (sulk and mope) Why do you think she feels this way? (Answers may vary.)
3. *Inferential* What does the king try to do to cheer up the queen? (He makes her eggs, cake, and gum drops.) Does it work? (No; the queen does not like the food.)
4. *Inferential* The king decides to make her green slop. Does he think the queen will like it? (no)
5. *Literal* What do Josh and Jen do after listening to another one of Gran’s tales? (drift off to sleep)
6. *Evaluative* Do you think Gran enjoys telling tales? Why or why not? (Answers may vary.)

Small Group

25 minutes

Review: Spellings, Tricky Words, and Noun Identification



- In order to prepare your students for the upcoming assessment, you will work with small groups today. Listed below are several different worksheets and activities that can be used for the review. Please pick the worksheets/activities that best suit your students from the Pausing Point.

Digraph Spellings

1. Worksheet PP8: Vowel Sound Switch
2. Worksheet PP15: Word Box
3. Worksheet PP16: Label the Picture
4. Worksheet PP17: Yes or No
5. Worksheet PP19: Word Sort ‘i_e’
6. Worksheet PP20: Word Sort ‘a_e’
7. Worksheet PP21: Word Sort ‘o_e’
8. Worksheet PP22: Word Sort ‘u_e’
9. Teacher Guide Pausing Point: Highlighting Digraphs
10. Teacher Guide Pausing Point: Word Concentration
11. Teacher Guide Pausing Point: Stamp Spelling
12. Teacher Guide Pausing Point: Dictation with Phrases

Tricky Words

1. Worksheet PP31 and PP32: Handwriting
2. Worksheet PP33: Tricky Word Practice
3. Worksheet PP34: Fill in the Tricky Words
4. Teacher Guide Pausing Point Word Concentration

Noun Identification

1. Worksheet PP41: Nouns that Name People
2. Teacher Guide Pausing Point: Grouping Pictures of Common Nouns
3. Teacher Guide Pausing Point: Grouping Pictures of Common Proper Nouns
4. Teacher Guide Pausing Point: Word Sort with Common Nouns
5. Teacher Guide Pausing Point: Word Sort with Proper Nouns

✪ **Group 1:** Ask your students who are able to do independent work to complete the worksheet(s) you selected for them on their own.

✪ **Group 2:** Have students who need more support with completing the selected worksheet(s) form a group. You may also complete any of the exercises as listed above.

Take-Home Material

Take-Home Story: “The Sweet Shop”

- Have students take home Worksheet 15.1 to read with a family member.

Lesson 16

Review

✓ 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 Tricky Words taught thus far (RF.1.3g)
- ✓ Read and understand decodable text in a story from *Gran* that incorporates the letter-sound correspondences taught, with increased accuracy, appropriate rate, and expression on successive reading (RF.1.4b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Tricky Word Spelling Bee	Tricky Word Cards	10
Small Group	Rereading from <i>Gran</i>	<i>Gran</i> Reader	50
	Review: Spellings, Tricky Words, and Grammar	worksheets and exercises from the Unit 2 Pausing Point	

Advance Preparation

Today you will continue reviewing Unit 2. There are a number of Pausing Point worksheets and activities that you can choose from based on students' needs. Some of the activities, such as "Stamp Spelling" require advance preparation. Please preview the Small Group activity options and note which exercises require advance preparation.

Warm-Up

10 minutes

Tricky Word Spelling Bee

- You may have students compete as a team or as individuals.
- Using the Tricky Word cards, conduct a spelling bee.



Rereading from *Gran*

- You may wish to divide the small-group time in order to meet with both groups today. Students in Group 2 may read independently or with a partner.
- ✪ **Group 1:** Work with students to reread stories from *Gran*. You may record students' progress in the Anecdotal Record. Review spellings and punctuation marks in the stories.
- ✪ **Group 2:** Have students reread stories from *Gran*. Remind students to use the Individual Code Charts if they have difficulty remembering how to read a vowel spelling.

Review: Spellings, Tricky Words, and Grammar

- In order to prepare students for the upcoming assessment, you will work with small groups today. Listed below are several different worksheets and activities that can be used for the review. Please pick the worksheets/activities that best suit students.
- ✪ **Group 1:** Ask students who are able to do independent work to complete the worksheet(s) you selected for them on their own.
- ✪ **Group 2:** Have students who need more support with completing the selected worksheet(s) form a group. You may also complete any of the exercises as listed above.

Digraph Spellings

1. Worksheet PP8: Vowel Sound Switch
2. Worksheet PP15: Word Box
3. Worksheet PP16: Label the Picture
4. Worksheet PP17: Yes or No
5. Worksheet PP19: Word Sort 'i_e'
6. Worksheet PP20: Word Sort 'a_e'
7. Worksheet PP21: Word Sort 'o_e'
8. Worksheet PP22: Word Sort 'u_e'
9. Teacher Guide Pausing Point: Highlighting Digraphs
10. Teacher Guide Pausing Point: Word Concentration
11. Teacher Guide Pausing Point: Stamp Spelling
12. Teacher Guide Pausing Point: Dictation with Phrases

Tricky Words

1. Worksheet PP31 and PP32: Handwriting
2. Worksheet PP33: Tricky Word Practice
3. Worksheet PP34: Fill in the Tricky Words
4. Teacher Guide Pausing Point: Word Concentration

Noun Identification

1. Worksheet PP41: Nouns that Name People
2. Teacher Guide Pausing Point: Grouping Pictures of Common Nouns
3. Teacher Guide Pausing Point: Grouping Pictures of Proper Nouns
4. Teacher Guide Pausing Point: Word Sorts with Common Nouns
5. Teacher Guide Pausing Point: Word Sorts with Proper Nouns

Lesson 17

Review

✓ 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.

- ✓ Orally identify proper nouns that name people, places, or things (L.1.1b)
- ✓ Read and/or write Tricky Words *he, she, we, be, me, they, their, my, by, you, and your* (RF.1.3g)
- ✓ Read and understand decodable text in the story “The Trip West” that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.1.4a)
- ✓ Ask and answer questions orally and in writing about the story “The Trip West,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “The Trip West” (L.1.2b)
- ✓ Use narrative language to describe characters, events, and facts from “The Trip West” (RL.1.3)
- ✓ Talk about the illustrations and details from “The Trip West” to describe its characters, setting, and events (RL.1.7)
- ✓ Read (with a partner) and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Add drawings to written descriptions to clarify ideas, thoughts, and feelings (SL.1.5)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Noun Identification		5
Reading Time	Partner Reading: “The Trip West”	Gran Reader; U.S. map; Worksheet 17.1	25
Break	Wiggle Cards	Wiggle Cards	5
Small Group	Review: Spellings, Tricky Words, and Grammar	pencils; worksheets and exercises from Unit 2 Pausing Point	25
Take-Home Material	Word Sort	Worksheet 17.2	*

Advance Preparation

Today you will continue reviewing Unit 2. There are a number of Pausing Point worksheets and activities that you can choose from based on students’ needs. Some of the activities, such as “Stamp Spelling” require advance preparation. Please preview the Small Group activity options and note which exercises require advance preparation.

Noun Identification

- Remind students that proper nouns name specific people or places.
- Say the word *president* and the name *George Washington*.
- Ask students which word is the proper noun and why.
- Continue with the remaining words.

1. president	George Washington
2. [name of restaurant in your town]	restaurant
3. town/city	[name of your town or city]
4. United States	country
5. teacher	[your name]
6. school	[name of your school]
7. continent	North America
8. [name of a street in your town]	street
9. Fourth of July	holiday
10. Mel	character

Reading Time

Partner Reading: “The Trip West”

Introducing the Story

- Tell students that the title of today’s story is “The Trip West.” Point to a map and show student the West Coast of the United States, and tell them that this area is what the title is referring to.

Previewing the Spellings

- You may use the digraph chart to preview the spellings for today, pointing out and reading the example words for ‘a_e’, ‘i_e’, ‘ee’, and ‘u_e’.

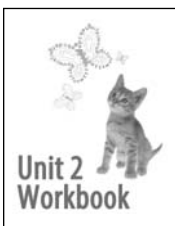
Previewing the Vocabulary

- You may wish to preview the following vocabulary:

1. ranch —a place to raise livestock, such as cattle
2. greet —welcome and say hello
3. mule —an animal similar to a horse, but usually smaller
4. pack —a bundle for carrying things



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Worksheet 17.2

Purpose for Reading

- Ask students, “Who do you think will take a trip west and what do you think will happen?” Tell them to read the story carefully to find out. When they have finished reading, they can complete Worksheet 17.1.

Wrap-Up

- Review Worksheet 17.1 with students. You may also wish to use the following discussion questions to guide your conversation about the story.

Discussion Questions on “The Trip West”

1. *Literal* Who has the ranch out West? (Gran’s friend Tex)
2. *Evaluative* Josh and Jen were excited to travel with Gran. Why do you think they felt that way? (Answers may vary.)
3. *Inferential* What words would you use to describe Tex? (friendly, big, etc.)
4. *Literal* Who do they meet at the ranch? (a mule named Sam) What does Sam do? (carries camp stuff)
5. *Inferential* We learn that Josh and Jen will get to go camping. What do you think will happen on their camping trip? (Answers may vary.)

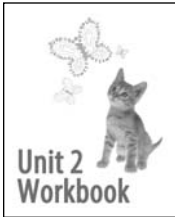
Break

5 minutes

Wiggle Cards

- Pick Wiggle Cards for students to read aloud and act out.

Review: Spellings, Tricky Words, and Grammar



- In order to prepare students for the upcoming assessment, you will work with small groups today. Listed below are several different worksheets and activities that can be used for the review. Please pick the worksheets/activities that best suit students. You should meet with the group you did *not* work with in Lesson 16.

Digraph

1. Worksheet PP8: Vowel Sound Switch
2. Worksheet PP15: Word Box
3. Worksheet PP16: Label the Picture
4. Worksheet PP17: Yes or No
5. Worksheet PP19: Word Sort 'i_e'
6. Worksheet PP26: Word Sort 'a_e'
7. Worksheet PP21: Word Sort 'o_e'
8. Worksheet PP22: Word Sort 'u_e'
9. Teacher Guide Pausing Point: Highlighting Digraphs
10. Teacher Guide Pausing Point: Word Concentration
11. Teacher Guide Pausing Point: Stamp Spelling
12. Teacher Guide Pausing Point: Dictation with Phrases

Tricky Words

1. Worksheets PP31 and PP32: Handwriting
2. Worksheet PP33: Tricky Word Practice
3. Worksheet PP34: Fill in the Tricky Words
4. Teacher Guide Pausing Point: Word Concentration

Noun Identification

1. Worksheet PP41: Nouns that Name People
2. Teacher Guide Pausing Point: Grouping Pictures of Common Nouns, page 140
3. Teacher Guide Pausing Point: Grouping Pictures of Common and Proper Nouns, page 140
4. Teacher Guide Pausing Point: Word Sorts with Common Nouns, page 1470–141
5. Teacher Guide Pausing Point: Word Sorts with Proper Nouns, page 142

- ✦ **Group 1:** Ask students to complete the worksheet(s) you selected for them on their own. If they finish early, they may read any story from *Gran*.
- ✦ **Group 2:** Work with students to complete the worksheets and/or activities listed above based on their needs.

Take-Home Material

Word Sort

- Have students take home Worksheet 17.2 to practice reading and writing digraphs with a family member.

Lesson 18

Review/Assessment

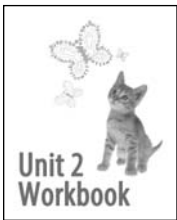
<i>At a Glance</i>	Exercise	Materials	Minutes
Assessment	Word Recognition Assessment	Worksheet 18.1	Will vary
Break	Wiggle Cards	Wiggle Cards from previous lessons	10
Assessment	Comprehension	Worksheet 18.2 Gran	Will vary

Note to Teacher

Today you will begin the Unit 2 assessments:

- The first assessment tests students' ability to recognize and read words with digraphs and previously taught spellings.
- The second assessment tests students' ability to read a story independently and answer comprehension questions.
- It is recommended that you group students based on their assessment scores, providing remedial exercises during the remainder of this unit. Please keep the results of this unit assessment in students' assessment portfolios.

Word Recognition Assessment



Worksheet 18.1

- Distribute Worksheet 18.1.
- Tell students that for this activity, they must listen very carefully to you. For each number, you will say one word. They must find that word in that row and circle it.
- Say to students, "Find the first row of words. Listen carefully to this word: *bite*. I will say the word again: *bite*. Now find the word that you heard and circle it." You may repeat the word up to three times.
- Proceed with the rest of the words listed below, repeating the word at least twice for each item.

Word Recognition Assessment

- | | | |
|---------|----------|-----------|
| 1. bite | 6. cute | 11. robe |
| 2. rose | 7. beet | 12. shine |
| 3. seek | 8. lake | 13. sore |
| 4. rate | 9. cube | 14. pane |
| 5. beet | 10. line | 15. weed |

- Collect the worksheets.

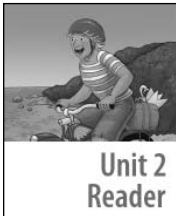
- If you have students who score **below 12 out of 15** on this assessment, they may need more practice to master the letter-sound correspondences taught in this unit. Refer to the Pausing Point and/or the *Assessment and Remediation Guide*.

Wiggle Cards

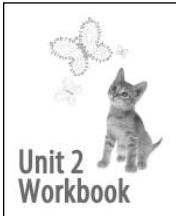
10 minutes

- Pick Wiggle Cards for students to read aloud and act out.

Comprehension



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Worksheet 18.2

- Tell students they will read a story from *Gran* called “Saved by the Bells.” After they read the story, they will answer questions. Remind students to look back at the story if they need help remembering details.
- Distribute Worksheet 18.2.
- If you have students who score **below 3 out of 5** on this assessment, look for opportunities during the remainder of the unit to have these students read “Saved by the Bells” aloud to you. Try to determine whether the comprehension errors are a function of poor decoding skills.
- If a student performs poorly on both the Word Recognition and Comprehension Assessments, practice reading words with specific digraphs.
- If, however, a student does well on the Word Recognition Assessment, but poorly on the Comprehension Assessment, she may need more opportunities rereading stories to build fluency and automaticity. Consider having this student practice reading the remaining stories in *Gran* several times before completing the related Pausing Point comprehension worksheets.

Record Sheet for Unit 2 Assessment

Student's Name	Reading Digraphs & Spellings	Comprehension	Grammar: Identifying Nouns
	/15	/5	/10
	/15	/5	/10
	/15	/5	/10
	/15	/5	/10
	/15	/5	/10
	/15	/5	/10
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	/15	/5	/10
	/15	/5	/10
	/15	/5	/10

Lesson 19

Review/Assessment

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Warm-Up	Identifying Nouns		5
Assessment	Grammar: Identifying Nouns	Worksheet 19.1	Will vary
Small Group	Rereading Stories from <i>Gran</i>	<i>Gran</i> Reader	Will vary

Note to Teacher

Today you will finish with the Unit 2 assessments:

- The final assessment tests students' ability to correctly identify different types of nouns.
- It is recommended that you group your students based on their assessment scores, providing remedial exercises during the remainder of this unit. Please keep the results of this unit assessment in students' assessment portfolios.

Warm-Up

5 minutes

Identifying Nouns

- Remind students they have learned that nouns can name a person, place, or thing.
- Say the phrase “big dog,” and ask which word is a noun (dog)
- Ask students if *dog* is a person, place, or thing (thing)
- When students have given the correct answer, say, “*Dog* is a thing and a word that names a thing is called a noun.”
- Continue with the phrase and sentences below.

1. the silly boy
2. a scary story
3. a large park
4. the nice teacher
5. a good movie
6. The car is red.

Assessment

Grammar: Identifying Nouns

- Distribute Worksheet 19.1.
- Explain to students that nouns are printed on this worksheet. In each line, the students will have to circle nouns that belong to a certain type. The nouns name a person, place, or thing, or they are proper nouns. There may be more than one answer for each line.

- Draw students' attention to the unnumbered example at the top of the worksheet. Have the students read the nouns and guide them through identifying the nouns that name a thing (*snake, snack, and kite*). Have students circle those nouns. Explain that there may be more than once answer in each line.
- Work through the remaining lines on the worksheet, telling students the type of noun they need to identify in each line.
- If you have students who score **below 7 out of 10** on this assessment, they may need more practice identifying different types of nouns. Look for opportunities to do additional work with these students in the remainder of this unit. See the Pausing Point for appropriate exercises.

Line 1

- Draw students' attention to line 1 and have them read the nouns.
- Have students circle the noun(s) in line 1 that name(s) a specific person. (*Josh*)

Line 2

- Draw students' attention to line 2 and have them read the nouns.
- Have students circle the nouns in line 2 that name a thing. (*tree, plane, bee*)
Let students know they may circle more than one word.

Line 3

- Draw students' attention to line 3 and have them read the nouns.
- Have the students circle the nouns in line 3 that name a place. (*cave, home, state*). Let students know they may circle more than one word.

Line 4

- Draw students' attention to line 4 and have them read the nouns.
- Have students circle the nouns in line 4 that are proper nouns. (*Jack, Rome*)

Line 5

- Draw students' attention to line 5 and have them read the nouns.
- Have students circle the noun(s) in line 5 that name(s) a proper noun. (*Pete*)

Small Group

Rereading Stories from *Gran*



- ✦ **Group 1:** You may reread any stories from *Gran*, asking students questions along the way.
- ✦ **Group 2:** Have students work with a partner to reread stories from *Gran*.

Unit 2 Pausing Point

This is the end of Unit 2. Please pause here and spend additional time reviewing the material taught in Unit 2. You can have students do any combination of the exercises listed below. Exercises that were part of the lessons are listed here only by name with reference to their respective lessons. All other exercises have full descriptions.

You may find that different students need extra practice with different objectives. It can be helpful to have students focus on specific exercises in small groups.

Overview of Objectives in Pausing Point

<i>Blend and Segment Words</i>	Page 112
Relay Blending	
Sound Hopscotch	
<i>Recognize and Isolate the Sounds Reviewed in Unit 2</i>	page 112
Sound Search	
Guess the Sound!	
Sound Riddles	
Hearing Medial Sounds	
<i>Recognize the Spellings Reviewed in Unit 2</i>	Page 116
Sound/Spelling Review with Large Cards	
Sound/Spelling Review with Individual Code Charts	
Spelling Bingo	
Cutting up Digraphs	
Highlighting Digraphs	
Stepping Sounds	
<i>Write the Spellings Reviewed in Unit 2</i>	Page 117
Sound Dictation	
<i>Read One-Syllable Words That Contain Vowel Digraphs</i>	Page 118
Pop-Out Chaining	
Teacher Chaining	
Pocket Chart Chaining for Reading	
Word Sort with Digraphs	
Choose the Right Words	
Guess My Word	
Fishing Pond	
Word Concentration	

Read Phrases

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Phrase Flipbook

Reading Phrases

Wiggle Cards

Phrasemaker

Spell One-Syllable Words with Vowel Digraphs

Page 124

Teacher Card Chaining

Pocket Chart Chaining for Spelling

Stamp Spelling

Write Words That Contain Vowel Digraphs

Page 125

Handwriting Worksheets with Vowel Digraphs

Choose the Word

Vowel Sound Switch

Dictation Identification

Chaining Dictation Worksheet

Chaining Dictation

Dictation Worksheets for Words with 'a_e', 'i_e', 'o_e', or 'u_e'

Dictation with Words

Word Box

Label the Picture

Yes or No

Word Sort

Write Phrases

Page 129

Making Phrases with Cards

Copy and Illustrate Phrases

Phrases and Pictures

Completing Phrases

Dictation with Phrases

Write Sentences

Page 131

Sentence Strips

Making Sentences with Cards

Fill in the Missing Words

Completing Sentences

Creating Sentences

Dictation with Sentences

Read Tricky Words

Page 133

Colored Flashcards

Word Concentration

Tricky Word Search

Write Tricky Words

Page 134

Handwriting Worksheets with Tricky Words

Tricky Word Practice

Fill in the Tricky Words

Read Decodable Stories

Page 135

"Splash Dogs," "Tex and Rex," "Gran's Mud Run," and "Gran's Trip Home"

Answer Story Questions

Story Questions Worksheets: "Splash Dogs," "Tex and Rex," "Gran's Mud Run,"
"Gran's Trip Home"

Take-Home Stories: "Wong from Hong Kong" and "Saved by the Bells"

Identify Proper Nouns and Common Nouns

Page 136

Grouping Pictures of Common Nouns

Grouping Pictures of Common Nouns and Proper Nouns

Word Sort with Common Nouns (People and Things)

Word Sort with Common Nouns (Things and Places)

Word Sort with Proper Nouns (People and Places)

Word Sort with Common Nouns and Proper Nouns

Worksheet with Nouns that Name People

Finding Nouns in the Stories

Use Punctuation Marks

Page 140

Making Questions, Exclamations, and Statements

Finding Questions, Exclamations, and Statements in the Stories

Punctuation Worksheet

Blend and Segment Words

Relay Blending

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

Sound Hopscotch

- Firmly affix spellings from this unit to the floor of your classroom in a daisy pattern.
- The center of the daisy should be a spelling for a vowel sound reviewed in this unit, e.g., /ae/. The petals of the daisy should be spellings for consonant sounds, e.g., /t/, /p/, /m/, /g/, and /n/. Tape the spellings securely to the floor.
- Give a student a starting point, for example, the picture of the /t/ sound. Ask the student to create a real or silly word by jumping to the center spelling, then to a petal spelling, and then back to the vowel sound. This is to show the student that the second part of the vowel digraph follows the spelling for the consonant sound. Possible words are *tape, tame, pane, mate, mane, gate, gape, game, Nate, nape, name*.
- Make sure that the student says the sounds that the spellings stand for as he or she is jumping on them.
- The other students should blend the word after the jumping student has come to a halt.
- You can also play this game outside on the playground.

Recognize and Isolate the Sounds Reviewed in Unit 2

Sound Search

- Say one of the sounds reviewed in this unit and ask students to find an object in the classroom that begins with that sound.
- Help students find the first object.
- When a student has found an object, have him or her show it to the other students and say its name.

Guess the Sound!

- Whisper a “secret sound” to one student and ask him or her to find an object in the classroom that begins with that sound.
- When the student points to the object, have the other students guess what the “secret sound” was.

Sound Riddles

- Tell students that you are going to say some riddles, each of which has an answer that contains the /ee/ sound.
- Have students listen and answer.
- Repeat with riddles for the remaining sounds reviewed in Unit 2.
- **Variation:** For a change of pace, make this a “teacher challenge.” Ask students to think of a word that contains one of the target sounds and give you a hint.

It might be helpful to use objects or pictures to help your students think of the word you are looking for.

For /ee/ sound:

1. (three) I’m thinking of the number that comes after two.
2. (green) I’m thinking of the color of grass.
3. (eat) I’m thinking of something we do when we are hungry.
4. (tree) I’m thinking of something that has a trunk, branches, and leaves.
5. (seed) I’m thinking of something we plant when we want to grow a flower.
6. (sleep or dream) I’m thinking of something we do at night.
7. (key) I’m thinking of something we use to lock or unlock a door.
8. (sheep) I’m thinking of a farm animal that says, “Baa, baa!”

For /ae/ sound:

1. (whale) I’m thinking of the largest animal that lives in the sea.
2. (cake) I’m thinking of a dessert that often has icing on it.
3. (snake) I’m thinking of an animal that is long and has scales but no legs.
4. (bake) I’m thinking of what you need to do with cookies in the oven before you can eat them.
5. (grapes) I’m thinking of a fruit that grows in clusters and is either red or green.
6. (plate) I’m thinking of the flat, round dish from which you eat food.
7. (scales) I’m thinking of what reptiles have on their skin.

For /ie/ sound:

1. (ice) I'm thinking of something very cold and clear that melts when you take it out of the freezer.
2. (bike) I'm thinking of something that has two wheels and two pedals. A lot of kids like to ride this.
3. (pie) I'm thinking of a round dessert that can be made with cherries, pumpkin, or blueberries.
4. (five) I'm thinking of the number that comes after four.
5. (night) I'm thinking of the opposite of day.
6. (light) I'm thinking of something that brightens up a room when you turn it on.
7. (right) I'm thinking of the opposite of left.
8. (fly) I'm thinking of what birds use their wings to do.

For /oe/ sound:

1. (toes) I'm thinking of what we have on our feet.
2. (soap) I'm thinking of what we use when we wash our hands.
3. (nose) I'm thinking of the body part that we use to smell things.
4. (bones) I'm thinking of something that dogs like to chew on.
5. (phone) I'm thinking of the thing we use to call friends or family.
6. (stone) I'm thinking of another word for rock.
7. (mole) I'm thinking of the small, mouse-like animal that lives in the ground and digs tunnels.
8. (smoke) I'm thinking of the black stuff that you see rising from a fire.

For /ue/ sound:

1. (cute) I'm thinking of something that describes a puppy or kitten well.
2. (mule) I'm thinking of the animal that is a cross between a horse and a donkey.
3. (mute) I'm thinking of the button on the remote control that shuts off the sound.
4. (you) I'm thinking of the opposite of the word *me*.

Hearing Medial Sounds

- See Lesson 1. Use the words listed below.
- **Modification:** The target sounds can also be at the beginning or at the end of the words.

This is an *oral* exercise. The students should touch their noses for the /ee/ sound no matter how it is spelled.

Words for /ee/:

- | | |
|----------|----------|
| 1. cheap | 6. deep |
| 2. mean | 7. feet |
| 3. meet | 8. heat |
| 4. sheep | 9. Jean |
| 5. beak | 10. leap |

Words for /ae/:

- | | |
|----------|----------|
| 1. shape | 6. lane |
| 2. cane | 7. hail |
| 3. mail | 8. gaze |
| 4. save | 9. tale |
| 5. chase | 10. pain |

Words for /oe/:

- | | |
|---------|----------|
| 1. bone | 6. robe |
| 2. hope | 7. role |
| 3. mole | 8. foal |
| 4. poke | 9. phone |
| 5. bowl | 10. foam |

Words for /ue/:

- | | |
|---------|---------|
| 1. cube | 5. mute |
| 2. huge | 6. cute |
| 3. mule | 7. pure |
| 4. fuse | 8. fume |

Recognize the Spellings Reviewed in Unit 2

Sound/Spelling Review with Large Cards

- Pass out all or some of the Large Cards to students. Be sure to include the vowel sounds reviewed in this unit.
- Tell students that you will call out sounds and that you want the student with a spelling for that sound to run to the front of the room and hold up the card.
- Note that for some sounds more than one student will get up because of spelling alternatives, e.g., /k/.

Sound/Spelling Review with Individual Code Charts

- There are many ways to use the Individual Code Charts for review. Here are some ideas:
 - Say one of the new vowel sounds and ask students to show you the spelling for the sound.
 - Ask students to show you the vowel spellings that are separated by a consonant sound in a word.

Spelling Bingo

On the Internet you can find free bingo card generators.

- Make bingo cards with the spellings reviewed in Units 1 and 2.
- Write the same spellings on paper slips and put them in a box.
- Give each student a bingo card and playing pieces.
- Explain that you will pull spellings from the box and that you want students to put a playing piece on top of that spelling if it is on their bingo card.
- Explain that when all spellings on a student's card are covered, that student should say, "Bingo!"

Spellings reviewed in Units 1 and 2:

1. 'i', 'e', 'a', 'o', 'u'
2. 'ee', 'a_e', 'i_e', 'o_e', 'u_e'
3. 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'j', 'y', 'x'
4. 'ch', 'sh', 'th', 'qu', 'ng'
5. 'bb', 'dd', 'ff', 'gg', 'll', 'mm', 'ss', 'ck', 'cc', 'nn', 'pp', 'rr', 'tt', 'zz'

Cutting Up Digraphs



- Write the digraphs for /ae/, /ie/, /oe/, and /ue/ on cards, leaving out the space between the two letters of each digraph, e.g., 'ae', 'ie', etc.
- Have students cut the digraphs apart and explain that the letters still work together.
- Then have students use string or tape to reconnect the two letters of each digraph, leaving a space between the individual letters.

Highlighting Digraphs



- Write a number of decodable words that contain the digraphs reviewed in this unit on a sheet of paper.
- Ask students to read the words and highlight the letters of each digraph.
- **Extension:** Have students connect the separated digraphs with a V-shaped mark.

Stepping Sounds

- Firmly affix two rows of five to eight squares on the floor and have a student stand at the head of each row.
- Hold up a spelling for the first student and ask him or her to say the sound. If the student says the correct sound, he or she moves one square forward.
- Repeat this process, alternating between the two students.

Write the Spellings Reviewed in Unit 2

Sound Dictation

- Have students take out pencils and paper.
- Give out up to 20 Large Cards for the sound/spellings reviewed in Units 1 and 2. Be sure to include the vowel spellings reviewed in Unit 2.
- Say a sound and tell the student with the Large Card for that sound to stand up.
- Have the other students write the spelling on their paper.
- Encourage students to draw the spelling with their finger on their desk before drawing it on paper.
- Repeat for the remaining sounds.

- Be sure to give every student the chance to be the keeper of a Large Card.

Spellings reviewed in Units 1 and 2:

1. 'i', 'e', 'a', 'o', 'u'
2. 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'j', 'y', 'x'
3. 'ch', 'sh', 'th', 'qu', 'ng'
4. 'bb', 'dd', 'ff', 'gg', 'll', 'mm', 'ss', 'ck', 'cc', 'nn', 'pp', 'rr', 'tt', 'zz'
5. 'ee', 'a_e', 'i_e', 'o_e', 'u_e'

Read One-Syllable Words That Contain Vowel Digraphs

Pop-Out Chaining

- See Lesson 4 for procedures. Use the words listed below.
- You will need the following Large Cards: 'i', 'e', 'a', 'u', 'o', 'm', 'n', 't', 'd', 'c'

- | | |
|-----------------|-----------------|
| 1. plan > plane | 7. not > note |
| 2. mad > made | 8. rod > rode |
| 3. fat > fate | 9. slop > slope |
| 4. sit > site | 10. cub > cube |
| 5. win > wine | 11. cut > cute |
| 6. kit > kite | 12. us > use |

Teacher Chaining

- See Lesson 2 for procedures. Use the chains listed below.

1. hope > rope > nope > note > not > hot > hat > hate > fate > late > lane
2. mate > mane > pane > sane > same > tame > game > came > cane > crane
3. sit > sat > slat > slate > late > gate > grate > crate > rate > date
4. rid > ride > rode > role > mole > pole > pile > mile > tile > tide
5. wade > wide > wine > line > lane > mane > man > ban > tan > teen

Pocket Chart Chaining for Reading



- Set up the pocket chart.
- Arrange the cards for the following vowel spellings along the top of the pocket chart: 'i', 'a', 'u', 'o', 'ee', 'a_e', 'i_e', 'o_e', 'u_e'.
- Arrange the cards for the following consonant spellings along the bottom of the pocket chart: 'm', 'n', 't', 'd', 'c', 'k', 'p', 'b', 's', 'w', 'l', 'r', 'h', 'sh'.
- Point to the spellings and have students say the sounds.
- Explain that you will combine spellings to make words.
- Move the 'k', 'i' and 't' cards to the center of your pocket chart to spell *kit*.
- Ask the class to read the word.
- Replace the 'i' card with the 'i_e' card and say to the class, "If that is *kit*, what is this?"
- Ask a student to read the word.
- Ask students what change you made to the word *kit* to get the word *kite*.
- Work through the remaining words.

We do not expect you to use all of these chains in one exercise. Please make a selection that best suits your students.

1. kit > kite > bite > site > side > wide > wade > made > make > mike
2. keep > keen > seen > sheen > sheep > beep > seep > weep > sweep > sweet
3. cub > cube > cute > mute > mate > male > mile > mule > mole > sole
4. hop > hope > mope > mode > rode > ride > ripe > rope > rose > rise
5. sale > sole > stole > stale > tale > tile > tide > side > seed > weed

Word Sort with Digraphs

- Choose one of the following sound pairs and write decodable words that contain these sounds on cards, one word per card: /a/ and /ae/, /e/ and /ee/, /i/ and /ie/, /o/ and /oe/, and /u/ and /ue/.
- If you choose the sound pair /a/—/ae/, label a box with the spelling 'a' and another box with the spelling 'a_e'.
- Ask students to read the words on the cards and determine if the words contain the /a/ sound or the /ae/ sound.
- Have students place the word cards in the appropriate boxes.
- Repeat with the remaining sound pairs.

Words for the Sound Pair /a/—/æ/:

1. rat—rate
2. pan—pane
3. mat—mate
4. at—ate
5. can—cane
6. cap—cape
7. fat—fate
8. hat—hate
9. mad—made
10. tap—tape

Words for the Sound Pair /e/—/ee/:

1. bet—beet
2. met—meet
3. bred—breed
4. fed—feed
5. Fred—freed
6. pep—peep
7. red—reed
8. ref—reef
9. step—steep
10. ten—teen

Words for the Sound Pair /i/—/ie/:

1. pin—pine
2. shin—shine
3. bit—bite
4. hid—hide
5. quit—quite
6. rip—ripe
7. slim—slime
8. spin—spine
9. twin—twine
10. kit—kite

Words for the Sound Pair /o/—/oe/:

1. hop—hope
2. mop—mope
3. glob—globe
4. cod—code
5. not—note
6. rob—robe
7. rod—rode
8. slop—slope

Words for the Sound Pair /u/—/ue/:

1. cub—cube
2. mut—mute
3. cut—cute
4. us—use

Choose the Right Word

- Write the words *feet*, *tree*, and *queen* on the board and have the students read them.
- Tell students that you are going to ask them some questions. They can find the answers on the board.
- Ask students, “Which word names body parts that are at the end of your legs?”
- Have students find the answer (feet) on the board and copy it onto a sheet of paper or paddle board.
- Continue this process with the remaining sets of questions.

- | | |
|-------|--|
| 1a. | Which word names body parts that are at the end of your legs? (feet) |
| 1b. | Which word is a plant that grows tall and has a trunk and leaves? (tree) |
| 1c. | Which word is a person who is married to a king? (queen) |
| ----- | |
| 2a. | Which word tells how to cook a cake? (bake) |
| 2b. | Which word is a machine that flies through the air? (plane) |
| 2c. | Which word describes what you are if you are not on time? (late) |
| ----- | |
| 3a. | Which word is what a clock tells you? (time) |
| 3b. | Which word is a distance you might travel as you drive on a road? (mile) |
| 3c. | Which word describes something that is worth ten cents? (dime) |
| ----- | |
| 4a. | Which word describes something a fire makes? (smoke) |
| 4b. | Which word describes something on your face? (nose) |
| 4c. | Which word is another name for a rock? (stone) |

Guess My Word

- Set up the pocket chart.
- Arrange cards for the following vowel spellings along the top of the pocket chart: ‘i’, ‘e’, ‘a’, ‘u’, ‘o’.
- Arrange cards for ten consonant spellings along the bottom of the pocket chart.
- Think of a decodable word that you can spell using the spellings shown, but do not tell the class your word.
- Tell students how many sounds are in your word.
- Invite students to guess the word by asking whether or not it contains specific sounds.
- If students ask about a sound that is in the word, move that spelling or spellings to the middle of the pocket chart. If there are spelling alternatives for that sound, ask students to pick the spelling. Correct if necessary.

- Continue until the word has been spelled in the center of the pocket chart.
- Repeat with additional words.

Fishing Pond

- Copy the template provided on Worksheet PP1 on cardstock or construction paper.
- Write a decodable word on each fish. You can find a list of decodable words at the end of most lessons.
- Attach a paper clip to the top of each fish.
- Make a fishing pole from a pole, a string, and a magnet.
- Have students take turns fishing.
- When a student catches a fish, he or she should read the word written on the fish and then copy it onto a piece of paper.

Word Concentration

- Write decodable words on Small Cards. Use one word per card, and make two identical cards for each word.
- Shuffle the cards and lay them face down on the table.
- Have students turn over two cards at a time, attempting to find matching cards.
- If a student finds a match, he or she keeps the cards.
- Let the game continue until all matches have been found.

Read Phrases

Phrase Flipbook



- Cut out twenty slips of paper.
- Write the following decodable adjectives on ten slips of paper, one adjective per slip: *long, big, red, hot, free, green, steep, sweet, cute, deep.*
- Write the following decodable nouns on ten slips of paper, one noun per slip: *week, cake, flame, feet, hike, hole, home, life, name, nose.*
- 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 turning the slips of paper, students can make and read decodable phrases, some of which are silly.

Reading Phrases

- Write the first phrase in the box below on the board and ask a student to read it.
- Offer corrections, comments, and clarifications as needed.
- Repeat with the remaining phrases.
- **Extension:** Have students illustrate the phrases and write each phrase under its matching picture.

- | | | |
|---------------------|------------------------|---------------------|
| 1. home sweet home | 14. hills and dales | 27. hide and seek |
| 2. a male cat | 15. the best of times | 28. drive a truck |
| 3. lost in a maze | 16. made in Hong Kong | 29. just like you |
| 4. a cute pup | 17. nine green cubes | 30. a pile of socks |
| 5. a blade of grass | 18. a five-mile hike | 31. ride a bike |
| 6. a brave kid | 19. one step at a time | 32. stem the tide |
| 7. pave the street | 20. a wise man | 33. wide street |
| 8. a black cape | 21. a red nose | 34. a closed shop |
| 9. a deep cave | 22. rock and stone | 35. have hope |
| 10. snake in crate | 23. a poke in the side | 36. sit in a hole |
| 11. a hot flame | 24. pack a mule | 37. dig like a mole |
| 12. a strong gate | 25. drive home | 38. tell a joke |
| 13. deer graze | 26. spend a dime | 39. smoke and fire |

Wiggle Cards

- Use the Wiggle Cards to practice noun identification. For example, for “tap your cheek,” ask students what they touched. Then say, “You tapped your cheek. The word *cheek* is a noun.”

- | | |
|--------------------------|-----------------------|
| 1. tap your cheek | 8. act like a cat |
| 2. pinch your nose | 9. act like a pig |
| 3. rub your ribs | 10. buzz like a bee |
| 4. sing a song | 11. hiss like a snake |
| 5. shake your bones | 12. cluck like a hen |
| 6. slap hands with a pal | 13. stomp your feet |
| 7. act like a dog | 14. clap your hands |

Phrasemaker

- Distribute Worksheet PP2.
- **Option 1:** Have students take the worksheet home and give it to their parents so that they can practice reading phrases at home.
- **Option 2:** Have students complete the worksheet in class.
- **Extension:** Have students copy the phrases that they make on a sheet of paper.

Spell One-Syllable Words with Vowel Digraphs

Teacher Chaining

- See Lesson 2 for procedures. Use the chains listed below.

1. cheer > cheek > peek > meek > meet > mat > mate > late > lake > like
2. rid > ride > bride > pride > ride > side > slide > slime > lime > line
3. spoke > poke > choke > woke > wake > rake > bake > make > made > fade
4. mute > mate > late > rate > date > dame > name > tame > same > sake
5. tone > bone > zone > shone > shine > fine > file > mile > male > mole

We do not expect you to do all of these chains with your students. Please make a selection that best suits students.

Pocket Chart Chaining for Spelling

- Set up the pocket chart.
- Arrange the cards for the following vowel spellings along the top of the pocket chart: 'ee', 'i', 'e', 'a', 'o', 'u'.
- Arrange the cards for the following consonant spellings along the bottom of the pocket chart: 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 's', 'p', 'b', 'j', 'l', 'r', 'h', 'w', 'sh'.
- Point to the spellings and have the students say the sounds.
- Say the word see loudly and slowly, repeating it if necessary.
- Ask the class for the first sound in see.
- Select a student to come to the pocket chart and move the spelling for /s/ to the center of the pocket chart.
- Repeat until the word see has been spelled in the center of the pocket chart.
- Say to the class, "If that is see, who can show me *bee*?"
- Select a student to come to the pocket chart and replace the spelling for /s/ with the spelling for /b/.



- Ask students which sound or letter you changed in the word *see* to get the word *bee*. Ask them whether you changed the first, middle, or last sound or letter.
- Work through the remaining words.

1. see > bee > wee > week > seek > peek > peel > feel > heel > heed
2. need > seed > side > wide > wade > jade > fade > fame > game > gate
3. stone > tone > shone > bone > cone > cane > mane > mine > line > lane
4. pole > pile > mile > male > mule > mute > cute > cut > cub > cube
5. lame > lime > dime > dome > home > hole > role > robe > lobe > globe

Stamp Spelling

- Get several sets of lowercase letter stamps (available in craft stores).
- Have students take out a piece of paper.
- Say the word *game* and have students spell it using the letter stamps.
- Work through the remaining words.

- | | |
|---------|----------|
| 1. game | 6. gate |
| 2. dime | 7. cute |
| 3. ride | 8. crane |
| 4. mole | 9. poke |
| 5. mile | 10. mute |

Write Words That Contain Vowel Digraphs

Handwriting Worksheets with Vowel Digraphs

- Have students complete Worksheets PP3, PP4, and PP5.

Choose the Word

- Have students complete Worksheets PP6 (both sides) and PP7 (both sides).

Vowel Sound Switch

- Have students complete Worksheet PP8 (both sides).

Dictation Identification

- Distribute Worksheet PP9.
- Tell students that you are going to say a number of words.
- Explain that for each word that you say, there are two words printed on the worksheet: your word and another word.
- Tell students to circle each word that you say.
- Have students copy the circled words on the lines.

- | | |
|---------|----------|
| 1. bake | 6. rope |
| 2. cute | 7. queen |
| 3. feet | 8. mule |
| 4. rode | 9. pile |
| 5. like | 10. mane |

Chaining Dictation Worksheet

- Distribute Worksheet PP10.
- Tell students that you are going to say a number of words.
- Explain that the words are written on the worksheet, but they are missing their vowel sound spellings.
- Tell students to fill in the blanks as you say the words.

Front: 1. make 2. take 3. tame 4. time 5. dime 6. dome 7. doze 8. daze

Back: 1. cube 2. cute 3. mute 4. mule 5. mole 6. pole 7. pale 8. pile

Chaining Dictation

- Have students take out a pencil and a piece of paper.
- Tell students that you are going to say a number of words.
- Explain that each new word will be very similar to the previous word, but one sound will be different.
- Tell students to write each word that you say.
- Say the word *cane* and hold up one finger for each of the three sounds.
- Ask students to count the sounds in the word and then draw a line on their paper for each sound that they hear.
- Once students have drawn three lines, remind them that the sound /ae/ is spelled with two letters. Ask students to add a line to the three lines they have drawn. For the word *cane*, four lines would be drawn on the paper: _ _ _ _.

It might be useful to have students use a different-colored pencil for self-correction, so that you can see which spellings the students need to practice more.

- Then instruct students to write the word's spellings on their respective lines:
c a n e .
- Finally, ask students to read the word back to you.
- Write the words on the board and have students self-correct.
- Instruct students to refer to the Individual Code Chart if they are having difficulty remembering how to write the spellings.

1. cane > cone > bone > zone > lone > lane > line > fine > file > mile
2. teeth > teen > sheen > sheet > sheep > peep > pipe > ripe > rope > hope
3. chase > vase > base > case > cane > crane > crate > grate > grape > gripe
4. five > hive > hide > ride > rode > rose > rise > wise > wide > wipe
5. mile > mole > mule > mute > mite > mate > rate > rote > vote > quote

Dictation Worksheets for Words with 'a_e', 'i_e', 'o_e', or 'u_e'

- Distribute Worksheet PP11 ('a_e').
- Explain that each thick black line on the page stands for one letter.
- Explain that you are going to dictate five word pairs. The first word has the /a/ sound spelled 'a' and the second has the /ae/ sound spelled 'a_e'.
- Tell students that some of the words will be silly words.
- Repeat with Worksheets PP12 ('i_e'), PP13 ('o_e'), and PP14 ('u_e').

Worksheet PP11 with Words Containing 'a' and 'a_e':

- | | | | |
|--------|------|---------|-------|
| 1. at | ate | 4. man | mane |
| 2. gam | game | 5. plan | plane |
| 3. rat | rate | | |

Worksheet PP12 with Words Containing 'i' and 'i_e':

- | | | | |
|--------|------|----------|--------|
| 1. pin | pine | 4. shin | shine |
| 2. fin | fine | 5. strip | stripe |
| 3. dim | dime | | |

Worksheet PP13 with Words Containing 'o' and 'o_e':

- | | | | |
|--------|------|---------|-------|
| 1. cop | cope | 4. not | note |
| 2. mop | mope | 5. glob | globe |
| 3. hop | hope | | |

Worksheet PP14 with Words Containing 'u' and 'u_e':

- | | |
|--------|------|
| 1. us | use |
| 2. cut | cute |
| 3. cub | cube |

Dictation with Words

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of words. These words contain the spellings for /ee/, /ae/, /ie/, /oe/, and /ue/ reviewed in this unit. Write the spellings on the board.
- Tell students to write each word that you say.
- Say the word robe and hold up one finger for each of the three sounds.
- Ask students to count the sounds in the word and then draw a line on their paper for each sound that they hear.
- Once students have drawn three lines, remind them that the sound /oe/ is spelled with two letters. Ask students to add a line to the three lines they have drawn. For the word robe, four lines would be drawn on the paper:
— — — —
- Then instruct students to write the word's spellings on their respective lines: r o b e.
- Finally, ask students to read the word back to you.
- Write the words on the board for students to self-correct.
- Instruct students to refer to the Individual Code Charts if they are having difficulty remembering how to write the spellings.

It might be useful to have your students use a different-colored pencil for self-correction, so that you can see which spellings the students need to practice more.

We do not expect you to dictate all of these words. Please make a selection that best suits your students.

- | | | |
|-----------|-----------|-----------|
| 1. robe | 14. sleep | 27. time |
| 2. gate | 15. quite | 28. mule |
| 3. feed | 16. name | 29. globe |
| 4. mine | 17. date | 30. fate |
| 5. plane | 18. crane | 31. home |
| 6. green | 19. lake | 32. zone |
| 7. queen | 20. sale | 33. kite |
| 8. cake | 21. mute | 34. shame |
| 9. tile | 22. joke | 35. fuse |
| 10. cute | 23. wake | 36. rode |
| 11. deer | 24. bee | 37. ride |
| 12. greet | 25. week | 38. late |
| 13. note | 26. cube | |

Word Box

- Have students complete Worksheet PP15 (both sides).

Label the Picture

- Have students complete Worksheet PP16 (both sides).

Yes or No

- Have students complete Worksheets PP17 and PP18.

Word Sort

- Have students complete Worksheets PP19 ('i' and 'i_e'), PP20 ('a' and 'a_e'), PP21 ('o' and 'o_e'), and PP22 ('u' and 'u_e').

Write Phrases

Making Phrases with Cards

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

- Write decodable nouns, decodable adjectives, and Tricky Words on cards, one word per card.
- Have students create two-, three-, four-, and five-word phrases.
- Have students copy the phrases on paper.

Copy and Illustrate Phrases

- Choose phrases from *Gran* and write them on the board.
- Have students copy the phrases on paper and illustrate them.

Word Box with Phrases and Pictures

- Have students complete Worksheet PP23 (both sides) and PP24 (both sides).
- Tell students to draw a line from each picture to its matching phrase.

Completing Phrases

- Have students complete Worksheets PP25 and PP26.
- Tell students to read the words in the box at the top of the worksheet and the incomplete phrases below.
- Have students find the matching word for each phrase and write it on the line.

Dictation with Phrases

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of phrases.
- Tell students to write each phrase that you say.
- For each phrase that you say, hold up one finger for each word.
- Ask students to count the words and then draw a line on their paper for each word that they hear with a finger space in between the lines.
- Once students have drawn the lines, ask them to write each word, sound by sound. Finally, ask students to read the phrase back to you.
- Write the phrases on the board for students to self-correct.
- Instruct students to refer to the Individual Code Charts if they are having difficulty remembering how to write the spellings.

It might be useful to have students use a different-colored pencil for self-correction, so that you can see which spellings the students need to practice more.

We do not expect you to dictate all of the phrases. Please make a selection that best suits your students.

- | | |
|------------------|--------------------|
| 1. in a flash | 6. ship shape |
| 2. pick weeds | 7. shut the gate |
| 3. keep it up | 8. have your cake |
| 4. green grass | 9. take it from me |
| 5. make it quick | 10. ride the wave |

Write Sentences

Sentence Strips

- Choose sentences from *Gran* that can be illustrated and copy them onto long slips of paper. Place the slips of paper in your pocket chart.
- Have students choose a sentence to copy and illustrate.

Making Sentences with Cards

- Write decodable nouns, decodable adjectives, decodable verbs, and Tricky Words on cards, one word per card.
- Make cards with punctuation marks (period, question mark, exclamation point).
- Have students create two-, three-, four-, and five-word sentences.
- Have students copy the sentences on paper.

Fill in the Missing Words

- Distribute Worksheet PP27.
- Tell students that you are going to say a number of sentences.
- Explain that the sentences are written on the worksheet, but they are each missing one word.
- Tell students to fill in the blanks as you read the sentences.
- When you read the missing word, hold one finger up for each sound in the word. Then ask students to write the word sound by sound.
- Discuss the punctuation marks with your students.
- **Extension:** Have students find the nouns in the completed sentences and have them copy the nouns on a sheet of paper.

- | | |
|--------------------------|-----------------------------------|
| 1. She has green skates. | 5. Jane skips stones on the lake. |
| 2. Who likes beets? | 6. He rides a trike. |
| 3. I rode my bike. | 7. Mike was stung by a bee. |
| 4. Grab the rope! | 8. Nate can bring some grapes. |

Completing Sentences

- Have students complete Worksheets PP28 and PP29.
- Tell students to read the words in the box at the top of the worksheet and the incomplete sentences below.
- Have students find the matching word for each sentence and write it on the line.

Creating Sentences

- Distribute Worksheet PP30.
- Tell students to cut out the words and punctuation marks on the worksheet.
- Have students create sentences with the words. Remind them that a sentence starts with an uppercase letter and ends with a punctuation mark.
- Have students copy the sentences on paper.

Dictation with Sentences

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of sentences. There will be statements, questions, and exclamations. Be sure to use the proper intonation when reading the sentences.
- Tell students to write each sentence that you say.
- For each sentence that you say, hold up one finger for each word.
- Ask students to count the words and then draw a line on their paper for each word that they hear with a finger space between the lines.
- Once students have drawn the lines, ask them to write each word, sound by sound. Finally, ask students to read the sentence back to you.
- Write the sentences on the board for students to self-correct.
- Instruct students to refer to the Individual Code Chart if they are having difficulty remembering how to write the spellings.

It might be useful to have your students use a different-colored pencil for self-correction, so that you can see which spellings the students need to practice more.

We do not expect you to dictate all of the sentences to students. Please make a selection that best suits students.

1. Pam said yes.
2. When is lunch?
3. Jim says that!
4. Was Dad there?
5. Mom said no.
6. That is a bad dog.
7. I went to class.
8. Here is a glass.
9. It is so hot!
10. Mud is on the rug.
11. Which cup is Tom's?
12. All of the kids went.
13. What gift did Ben get?
14. Where is Jen from?
15. Why did I get a cat?
16. It is a lot of fun!
17. Beth and Sam were mad.
18. Mel and Trish are glad.
19. Who had the last chip?
20. Kim has a red dress.

Read Tricky Words

Colored Flashcards

- Print 100% decodable words on green flashcards and Tricky Words on yellow flashcards.
- Explain to students that the words printed on green paper are regular and can be read via blending. Green means go!
- Explain to students that the words printed on yellow paper are tricky. Yellow means proceed with caution!
- Shuffle the cards and show them to students one at a time.

Green Cards:

- | | |
|----------|-----------|
| 1. feet | 11. tame |
| 2. green | 12. state |
| 3. keep | 13. take |
| 4. see | 14. time |
| 5. sleep | 15. five |
| 6. close | 16. life |
| 7. home | 17. ride |
| 8. those | 18. cute |
| 9. make | 19. need |
| 10. came | 20. gave |

Yellow Cards:

- | | |
|----------|-----------|
| 1. he | 9. my |
| 2. she | 10. there |
| 3. we | 11. by |
| 4. be | 12. some |
| 5. me | 13. you |
| 6. they | 14. your |
| 7. their | 15. here |
| 8. have | 16. was |

Word Concentration

- Write the Tricky Words taught so far on small cards. Use one word per card, and make two identical cards for each word.
- Shuffle cards and lay them face down on the table.
- Have students turn over two cards at a time, attempting to find matching cards.
- If a student finds a match, he or she keeps the cards.
- Let the game continue until all matches have been found.

Tricky Word Search

On the Internet you can find free word search generators.

- On a sheet of paper, create a large grid about six squares across and ten squares down.
- Choose a few of the Tricky Words taught in this unit and write them on the grid, one letter per square. Write the words horizontally.
- Fill in the rest of the squares with random letters.
- Copy the worksheet for students and have them circle the Tricky Words that they find in the maze of letters.
- **Extension:** Have the students copy the Tricky Words they found on a sheet of paper.

Write Tricky Words

Handwriting Worksheets with Tricky Words

- Have students complete Worksheets PP31 and PP32.
- **Extension:** Have students underline the tricky part of each Tricky Word.

Tricky Word Practice

- Distribute Worksheet PP33 and choose up to 10 words to dictate from the box below.
- Write the word *he*, for example, on the board and have students read it.
- Have students copy *he* onto the left side of their sheet of paper next to 1. They should say the name of the letter as they copy the word.
- Erase the word from the board.
- Have students fold their paper along the dotted line and position it so that the word they copied is facing the desk.
- Have students write *he* from memory on their paper next to 1. They should say the name of the letter as they write the word.

- Tell students to unfold their paper and compare the word they just wrote with the word they copied earlier.
- Have students correct the word if they misspelled it.
- Repeat these steps with nine of the remaining Tricky Words. Choose the words that students need to practice the most.

For some students it might be helpful if they said the sounds in the Tricky Words along with the letter names. For example, while writing *he*, they could say that the sound /h/ is spelled with the letter 'h' and the sound /ee/ is spelled with the letter 'e'.

- | | | | |
|--------|----------|----------|----------|
| 1. he | 6. they | 11. you | 16. all |
| 2. she | 7. their | 12. your | 17. from |
| 3. we | 8. have | 13. no | 18. are |
| 4. be | 9. my | 14. of | 19. who |
| 5. me | 10. by | 15. some | 20. was |

Fill in the Tricky Words

- Distribute Worksheet PP34.
- Tell students to read the Tricky Words in the box at the top of the worksheet and the sentences below.
- Have students find the Tricky Word for each sentence and write it on the line.

Read Decodable Stories

“Splash Dogs,” “Tex and Rex,” “Gran’s Mud Run,” and “Gran’s Trip Home”

- Have students read stories “Splash Dogs,” “Tex and Rex,” “Gran’s Mud Run,” and “Gran’s Trip Home” in their Readers.
- When assigning “Splash Dogs,” explain the difference between *Pup* being a proper noun and *pup* being a regular noun that names a thing.
- **Extension:** In each story, have students find the four types of nouns they have been taught so far (proper nouns; nouns that name a person, place, or thing).

Discussion Questions on “Splash Dogs”

1. *Literal* Who are Buck and Pup? (Tex’s dogs)
2. *Literal* What can Buck do that Pup can’t? (jump off the deck)
3. *Literal* How does Tex get Pup to jump into the lake? (chucks a stick in the lake)
4. *Inferential* What might have happened if Gran had not held on to Buck? (He might have gotten the stick.)

Discussion Questions on “Tex and Rex”

1. *Literal* Why do Josh and Jen think that Tex is mad at them? (He doesn’t talk to them.)
2. *Literal* Who was the man they thought was Tex? (Rex, Tex’s twin brother)
3. *Evaluative* How can you tell Tex and Rex apart? (Answers may vary.)

Discussion Questions on “Gran’s Mud Run”

1. *Inferential* What is the Mud Run? (a truck race in the mud)
2. *Literal* How many trucks race in the Mud Run? (three)
3. *Inferential* How do the participants know that the race has started? (A flag is waved.)
4. *Literal and Evaluative* What is Gran’s prize for winning the race? What could Gran she do with the prize she got? (tire brush, box of rags, truck wax; She can clean her truck.)

Discussion Questions on “Gran’s Trip Home”

1. *Literal* How will Josh and Jen get back home? (in Tex’s truck)
2. *Literal* How does Gran plan to get back home? (on her bike and a hike)
3. *Evaluative* How will the map help Gran to get home? (It will show where to go.)
4. *Literal* When will Josh and Jen see Gran again? (six weeks)

Answer Story Questions

Story Questions Worksheets: “Splash Dogs,” “Tex and Rex,” “Gran’s Mud Run,” “Gran’s Trip Home”

- Have students complete Worksheets PP37, PP38, PP39, and PP40.

Take-Home Stories: “Wong from Hong Kong” and “Saved by the Bells”

- Distribute Worksheets PP35 and PP36.
- Have students take the worksheets home and give them to their parents so that they can practice reading the stories at home.

Identify Proper Nouns and Common Nouns

Grouping Pictures of Common Nouns

- Gather a number of pictures that show unspecific people, places, and things.
- Draw three columns on the board: one for people, one for places, and one for things. Label each column with a picture.
- Have students sort the remaining pictures into the columns.

Grouping Pictures of Common Nouns and Proper Nouns

- Gather a number of pictures that represent common nouns (e.g., *boy, man, house*) and proper nouns (e.g., *Peter Pan, Alice, the White House*).
- Draw two columns on the board: one for common nouns and one for proper nouns. Label each column with a picture.
- Have students sort the remaining pictures into the columns.

Word Sort with Common Nouns (People and Things)

- Write the decodable nouns from the box below on cards, one word per card.
- Label one box with a picture of a person and one box with a picture of a thing.
- Ask the students to read the nouns on the cards and determine if the nouns name a person or thing.
- Have students place the word cards in the appropriate boxes.
- **Variation:** Use pictures instead of word cards.

Common Nouns that Name People:

1. bride
2. girl
3. boy
4. queen
5. king
6. dad
7. cop
8. man

Common Nouns that Name Things:

9. gate
10. mule
11. bike
12. note
13. cake
14. rose
15. dime
16. feet

Word Sort with Common Nouns (Things and Places)

- Write the decodable nouns from the box below on cards, one word per card.
- Label one box with a picture of a person and one box with a picture of a thing.

- Ask students to read the nouns on the cards and determine if the nouns name a person or thing.
- Have students place the word cards in the appropriate boxes.
- **Variation:** Use pictures instead of word cards.

**Common Nouns
that Name Things:**

1. kite
2. cube
3. limes
4. rose
5. twine
6. snake

**Common Nouns
that Name Places:**

7. den
8. home
9. hole
10. camp site
11. bath
12. cave

Word Sort with Proper Nouns (People and Places)

- Write the decodable words from the box below on cards, one word per card.
- Label two boxes, one with a picture that stands for a proper noun that names a person (e.g., a picture of a you or a student in the class) and one with a picture that stands for a proper noun that names a specific place (e.g., a picture of your school).
- Remind students that proper nouns represent specific people or places. They are always capitalized.
- Ask students to read the nouns on the cards and determine if the proper noun names a person or a place.
- Have students place the word cards in the appropriate boxes.

**Proper Nouns that Name
People:**

1. Josh
2. Jen
3. Gran
4. Tex
5. Beth
6. Nat

**Proper Nouns that Name
Places:**

7. the Alps
8. Hong Kong
9. U.S.A.
10. U.K.
11. the West
12. Fifth Street

Word Sort with Common Nouns and Proper Nouns

- Write the decodable words from the box below on cards, one word per card.
- Label two boxes, one with a picture that stands for a common noun (e.g., a picture of a teacher) and one with a picture that stands for a proper noun (e.g., a picture of you or another teacher that your students know).
- Remind students that proper nouns represent specific people, places, or things. They are always capitalized.
- Ask students to read the nouns on the cards and determine if they are proper nouns or not.
- For each noun, ask the students if it names a person, place, or thing.
- Have students place the word cards in the appropriate boxes.

Common Nouns

1. babe
2. street
3. globe
4. bride
5. flame
6. mule
7. slime
8. deer
9. cube
10. home

Proper Nouns:

11. Abe
12. the Alps
13. Jake
14. Elm Street
15. Gwen

Worksheet with Nouns that Name People

- Distribute Worksheet PP41.
- Have students read the words in the box and ask students what the nouns have in common. (Each noun names a person).
- Have students write the proper nouns that name a specific person under the picture of George Washington and the other nouns under the picture of the girl.
- Point out that both kinds of nouns name people, but proper nouns are always spelled with a capital letter.

Finding Nouns in the Stories

- Assign one or more stories from *Gran* to students and have them copy the nouns of your choice (proper nouns; nouns that name a person, place, or thing) on a sheet of paper.

Use Punctuation Marks

Making Questions, Exclamations, and Statements

- Write decodable nouns and decodable verbs on cards, one word per card.
- Write a selection of Tricky Words on cards, one word per card, including question words.
- Make cards with questions marks, exclamation points, and periods.
- Have students create questions, exclamations, and statements with these cards.
- Then have students copy the sentences on paper.

Possible Nouns:

- | | |
|-----------|------------|
| 1. mule | 11. robe |
| 2. home | 12. Dave |
| 3. cake | 13. bike |
| 4. name | 14. snake |
| 5. tale | 15. plane |
| 6. joke | 16. skates |
| 7. wife | 17. fire |
| 8. king | 18. kite |
| 9. path | 19. truck |
| 10. queen | |

Possible Verbs:

- | | |
|---------|------------|
| 1. is | 11. used |
| 2. did | 12. doze |
| 3. do | 13. chose |
| 4. had | 14. drives |
| 5. hide | 15. drove |
| 6. hid | 16. make |
| 7. hike | 17. made |
| 8. ride | 18. bake |
| 9. rode | 19. tell |
| 10. use | |

Possible Tricky Words:

- | | |
|----------|-----------|
| 1. have | 10. which |
| 2. are | 11. a |
| 3. were | 12. the |
| 4. they | 13. he |
| 5. here | 14. we |
| 6. there | 15. I |
| 7. when | 16. your |
| 8. where | 17. my |
| 9. why | 18. me |

Finding Questions, Exclamations, and Statements in the Stories

- Assign one or more stories from *Gran* to students and have them find questions, exclamations, or statements.
- Have students copy the sentences on a sheet of paper.
- **Modification:** Divide the class up into three groups and have each group find a different kind of sentence in the stories. Have the groups of students write the sentences on chart paper, one chart per group.

Punctuation Worksheet

- Distribute Worksheet PP42.
- Have students read the sentences and add the appropriate punctuation marks.

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 Tens Recording Chart on the next page to provide an at-a-glance overview of student performance.

Tens Recording Chart

Use the following grid to record students' Tens scores. Refer to the previous page for the Tens Conversion Chart.

Name																			

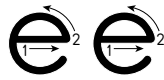
Anecdotal Reading Record

Week of:

Name:	Name:
Name:	Name:
Name:	Name:
Name:	Name:
Name:	Name:
Name:	Name:
Name:	Name:

Name _____

1.1



ee

bee

seen

feet

Directions: Have students trace and copy the letters and words. Students should say the sounds while writing the letters.

Unit 2 1

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queen	sheep	three
sweets	deer	teeth



deer



teeth

3

three



sheep



queen



sweets

Directions: Have students write each word under its matching picture.

2 Unit 2

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Name _____

1.2

Gran's Trips

- Where did Gran meet a man with wings on his back?

Gran met a man with wings on his back in

Hong Kong.

- What did Gran do at the gulf?

Gran went to swim with the eels and feed

the fish at the gulf.

Directions: Have students reread the story and answer the questions.

Unit 2 3

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- Which trip was Gran's best trip?

Gran's best trip was the one where she

sees Josh and Jen.

- Gran gets to Josh and Jen . . .

on a ship.

in a cab.

in a truck.

4 Unit 2

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Name _____

2.1

The Pet

1. Where did Gran get the pet?

Gran got the pet from Hong Kong.

2. Gran said that the pet . . .

- has three green teeth.
- has long legs, but no feet.
- is long and has fangs.

Directions: Have students reread the story and answer the questions.

Unit 2 7

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Just then, the bell rings. Gran says, "That must be him!"

Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.

Unit 2 8

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Name _____

3.1

Print the words that are said on the lines.

m a d → m a d e

1. c a n → c a n e

2. t a p → t a p e

3. f a t → f a t e

4. r a t → r a t e

5. p l a n → p l a n e

Directions: Have students write each word that you say.

Unit 2 11

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Name _____

4.1

Wong from Hong Kong

1. What is in the crate?

Wong the snake is in the crate.

2. Wong is . . .

- long with green bands.
- long and black.
- thick and red.

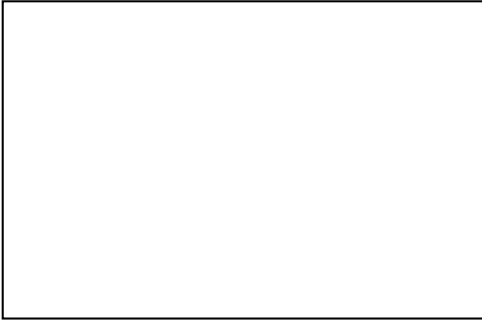
Directions: Have students reread the story and answer the questions.

Unit 2 15

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3. Why is Wong a snake that Josh and Jen can pet?

Wong is a snake that Josh and Jen can pet
because Wong is a safe snake.



Answers will vary.

Directions: In the box, have students illustrate a part of the story and then write a caption below.

Name _____

5.1

Where Is Wong?

1. Which spot did Josh and Jen check?

Jen checks the pots and pans. Josh checks the
den.

2. Wong was . . .

- in the pots.
- in a vase.
- in the crate.

Directions: Have students reread the story and answer the questions.

Directions: Have students reread the part of the story that is shown in the picture or have him or her copy sentences from the story that go with the picture.



Just then, Wong peeks up from a big vase.

"There he is!" says Josh.

Name _____

5.2

Dear Family Member,

Your child has been taught to read the Tricky Words *he, she, me, they,* and *their*. In addition, your child has learned to read words with the separated digraph 'a_e', as in *bake*. Tricky Words are hard to read because they contain parts that are not pronounced the way one would expect. Words with separated digraph 'a_e' can be challenging to read because the reader has to recognize that the letters 'a' and 'e' are separated by a consonant, but they still work together to make a vowel sound.



Have your child first read the Tricky Words in the box and then the sentences below. She will need to figure out which Tricky Word makes sense in each sentence. Note that the tricky parts are underlined in gray. Then have her write the correct Tricky Word for each sentence on the line.

<u>be</u>	<u>me</u>	<u>They</u>
<u>their</u>		<u>She</u>

1. Will Jake bake me a cake?

2. Shane and Jane have lots of fun with
their dog.

3. Kate is 10. She is in fifth grade.

4. Nate and Beth are pals. They
 are in the same class.

Name _____

6.1

Print the words that are said on the lines.

p i n → p i n e

1. k i t → k i t e

2. f i n → f i n e

3. s h i n → s h i n e

4. s l i d → s l i d e

5. s p i n → s p i n e

Directions: Have students write each word that you say.

Unit 2 21

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Name _____

6.2

The Swim Meet

1. Who went to the swim meet?

Josh, Jen, and Gran went to the swim meet.

2. In which lane did Jen swim?

Jen swims in lane five.

Directions: Have students reread the story and answer the questions.

Unit 2 23

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3. Were Josh and Jen sad that they did not win?

No, Josh and Jen were not sad that they did

not win because they had a lot of fun.

4. Did Gran take Wong to the meet? Why or why not?

No, Gran did not take Wong to the swim

meet. (Answers will vary as to why or why

not.)

24 Unit 2

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Name _____

7.1

At the Reef

1. Where did Gran plan to meet Mike?

- at the reef
- on the swim deck
- in the Swiss Alps

2. What did Gran ride to get to the reef?

Gran rides a bike to get to the reef.

Directions: Have students reread the story and answer the questions.

Unit 2 27

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3. What did Mike do when Gran swam with the fish?

Mike went to hang glide when Gran swam with the fish.

4. Why did Mike have a bad time?

Mike had a bad time because he hit a hive of bees and got stung ten times.

Name _____

8.1

Print the words that are said on the lines.

not → note

1. rob → robe

2. hop → hope

3. dot → doze

4. mop → mope

5. slop → slope

Name _____

10.1

The Bug Glass

1. What was it that Jen broke?

Jen broke Josh's bug glass.

2. What can Josh do with his bug glass?

- He can fill it with bugs.
- He can see bugs up close.
- He can let bugs sip milk from it.

Directions: Have students reread the story and answer the questions.

3. Gran asks Jen to toss some grapes and chips on the rock so that . . .

The ants can have a snack as well.

4. What can Josh see on the stone with his bug glass?

Josh can see a bunch of ants on the stone with his bug glass.

Name _____

10.2

Dear Family Member,

So far in Unit 2, your child has been taught to read words with the separated digraphs 'a_e' as in *cake*, 'i_e' as in *time*, and 'o_e' as in *bone*. Ask your child to read the words in the word bank below, then circle the separated digraph in each word. Your child should then sort the words into the appropriate column, saying each word while writing it. The first one is done for you as an example.



wave	rose	wife
smoke	cones	life
size	close	game
shape	drive	take

'i_e' as in time 'a_e' as in cake 'o_e' as in bone

size	wave	smoke
drive	shape	rose
wife	game	cones
life	take	close

Unit 2 37

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Name _____

11.1

rob	robe
note	not
rode	rod
cod	code
mop	mope

/o/ as in hop

/o_e/ as in hope

rob	note
cod	rode
not	robe
mop	code
rod	mope

Directions: Have students write the words with the /o/ sound under the 'hop' header and the words with the /o_e/ sound under the 'hope' header.

Unit 2 39

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Name _____

11.2

The Tape

- What did Gran's gran do?
 - She made up jokes.
 - She sang in a band.
 - She kept tame snakes.
- What did Jen and Gran like in the jazz song?

Jen and Gran like the notes Gran's Gran sings at the end of the jazz song.

Directions: Have students read the story and answer the questions.

Unit 2 41

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Directions: Have students read the part of the story that is shown in the picture or have them or her copy the sentences from the story that go with the picture.



Gran and Jen dress up. They sing the song.

At the end they sing, "Pip, pip! Ting a ling a ling!"

Unit 2 42

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Name _____

12.1

Print the words that are said on the lines.

c u t → c u t e

1. c u b → c u b e

2. t u b → t u b e

3. u s → u s e

Unit 2 45

© 2013 Core Knowledge Foundation

Name _____

12.2

Fuzz and Mel

1. Which cat is a **brave** cat?

Mel is a brave cat.

2. Did Fuzz **like** it when Mel **made** the **plane** zip and dive?

No, Fuzz did not like it when Mel made the plane zip and dive.

Directions: Have students reread the story and answer the questions.

Unit 2 47

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Directions: Have students reread the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.



The plane went up, up, up. A duck came up next to the plane.

Unit 2 48

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Name _____

13.1

Print the words that are said on the lines.

1. c u t → c u t e

2. t a p → t a p e

3. m o p → m o p e

4. s h i n → s h i n e

5. t i n → t i n e

Unit 2 51

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Name _____

13.2

Gran at the Sweet Shop

1. What did Gran's dad have?

- a bike shop
- a sweet shop
- a truck stop

2. What did Gran get to make at the sweet shop?

Gran made milk shakes, cakes, and gum drops at
the sweet shop.

Directions: Have students read the story and answer the questions.

Unit 2 53

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3. What jobs did Gran have at the sweet shop?

Gran had to sweep and pick up. She had to
wipe off the cake case.

4. Why was the sweet shop not all fun and games?

The sweet shop was not all fun and games
because Gran had jobs to do, like sweeping.

Unit 2

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Name _____

13.3

Print the names of the things on the lines.

cub cube



cub

pin pine



pine

cap cape



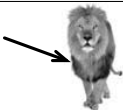
cap

can cane



can

man mane



mane

dim dime



dime

Unit 2

© 2013 Core Knowledge Foundation

Print the names of the things on the lines.

wed weed



weed

fin fine



fin

kit kite



kite

tap tape



tape

not note



note

hop hope



hop

Unit 2

© 2013 Core Knowledge Foundation

Name _____

13.4

Print the names of the things on the lines.

tree bee



tree

Kate gate



gate

bike pike



bike

dimes limes



limes

tone bone



bone

cute cube



cube

Unit 2 57

© 2013 Core Knowledge Foundation

Print the names of the things on the lines.

hope rope



rope

seeds weeds



seeds

pine pin



pin

feet fate



feet

cake rake



cake

rate rat



rat

58 Unit 2

© 2013 Core Knowledge Foundation

Name _____

13.5

Directions: For each word, have students circle and count the spellings, then write the number of sounds in the box and copy the word on the lines.

1. red

3 red

2. green

4 green

3. make

3 make

4. splash

5 splash

5. spend

5 spend

6. gate

3 gate

7. hide

3 hide

8. chin

3 chin

Unit 2 59

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9. ring

3 ring

10. shine

3 shine

11. snake

4 snake

12. ape

2 ape

13. rash

3 rash

14. ask

3 ask

15. reed

3 reed

16. ride

3 ride

60 Unit 2

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Name _____

13.6

Dear Family Member,

The words below are Tricky Words. These are words that are not pronounced as students may expect. For this reason, we say that Tricky Words do not play by the rules. Please ask your child read the Tricky Words in the box below, and then use the Tricky Words to complete the sentences (not all of the words will be used).



why	here	what
said	are	have
where	two	there

1. Where will you go?
2. "Hi pal!" said Jack.
3. We are all here.
4. Why are you sad?
5. What is your name?
6. I have two snacks.

Name _____

17.1

The Trip West

1. The kids and Gran get to the ranch in the West. . .
 - on skates.
 - by bike and sled.
 - by cab, plane, and van.
2. On his back Sam has . . .
 - a pack with camp stuff.
 - a bag with mule snacks.
 - rope and twine.

Directions: Have students reread the story and answer the questions.

3. Who do the kids meet at the ranch?

The kids meet Tex and Sam the mule at the ranch.

Answers will vary.

Directions: In the box, have students illustrate a part of the story and then write a caption below.

Name _____

17.2

Dear Family Member,

Your child has been continuing to learn about digraphs, or spelling teams: letters that work together to make one vowel sound. Please have your child read the words in the word box below and circle the letter teams. Next, ask your child to write the words in the appropriate column in the chart. You may have your child use each word in a sentence. The first one is done for you as an example.



home	tape	prunes
joke	tune	shape
bare	rope	choke
cane	mule	cube

'o_e' as in home 'a_e' as in tape 'u_e' as in flute

home	bare	tune
joke	cane	mule
rope	tape	prunes
choke	shape	cube

Name _____

18.1

1. bike bit **bite** bake

2. **rose** rise robe rope

3. cheek ship chin **seek**

4. rat rake **rate** ran

5. be **beet** bet best

6. cut cube cull **cute**

7. bet batch **beet** bat

8. luck **lake** lick lush

Unit 2 69

© 2013 Core Knowledge Foundation

9. **cube** cute cub can

10. lit lint **line** lend

11. rut **robe** rash rob

12. sheet **shine** shin slip

13. **sore** sort shore short

14. pit pan **pane** pale

15. **weed** feed wed want

Unit 2 70

© 2013 Core Knowledge Foundation

Name _____

18.2

Saved by the Bells

1. Josh, Jen, and Gran hike with:

- Sam the mule
- Fuzz and Mel
- Tex
- Mike

2. The camp site:

- has lots of trees
- is damp and wet
- is close to a cave
- has ropes

3. Gran, Josh, and Jen:

- take Sam the mule into the cave
- go to sleep in the tent
- hike deep in the cave
- set up the tent

Unit 2 71

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4. In the cave, they get:

- hot
- lost
- snacks
- bells

5. What helps Josh, Jen, and Gran get back to the camp site?

- Tex's smile
- Mike's mule
- Sam's bells
- Mel's plane

Score _____ /5

Unit 2 72

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Name _____

19.1

Jack snake kite queen snack

1.	Josh	bike	stone	cube	sweets
2.	tree	Gran	plane	Jane	bee
3.	cave	mule	home	state	rope
4.	Jake	wife	kid	stove	Rome
5.	grape	tape	Pete	shack	kid

Score _____ /10

Unit 2 73

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Name _____

PP6

Print the names of the things on the lines.

tree three

3

three

five six

5

five

note nose



nose

feet beet



feet

rake make



rake

teeth tent



teeth

Unit 2 85

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Print the names of the things on the lines.

rope plate



plate

wave weed



wave

pine nine

9

nine

sheep pig



sheep

cane cake



cane

bones stones



bones

86 Unit 2

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Name _____

PP7

Print the names of the things on the lines.

tree bee



tree

bike pike



bike

tones bones



bones

Kate gate



gate

dimes limes



limes

cute cube



cube

Unit 2 87

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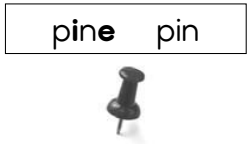
Print the names of the things on the lines.



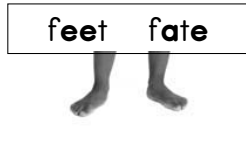
rope



seeds



pin



feet



cake



rate

Name _____

PP8

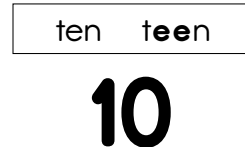
Print the names of the things on the lines.



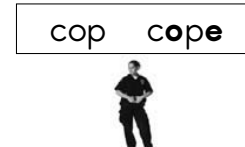
hat



globe



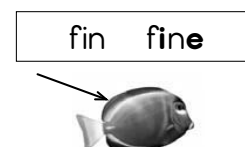
ten



cop



plane



fin

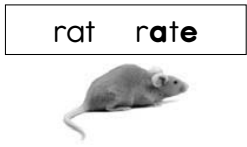
Print the names of the things on the lines.



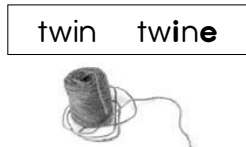
mop



beet



rat



twine



robe



stripes

Name _____

PP9

1. bike **bake** _____
bake

2. **cute** cube _____
cute

3. fit **feet** _____
feet

4. **rode** ride _____
rode

5. **like** lake _____
like

6. **rope** robe _____
rope

7. **queen** quite _____
queen

8. mute **mule** _____
mule

9. **pile** pale _____
pile

10. **mane** mine _____
mane

Directions: Have students circle the words that are said and then copy them on the lines.

Name _____

PP10

Fill in the gaps.

1. m _ a _ k _ e _
2. t _ a _ k _ e _
3. t _ a _ m _ e _
4. t _ i _ m _ e _
5. d _ i _ m _ e _
6. d _ o _ m _ e _
7. d _ o _ z _ e _
8. d _ a _ z _ e _

Unit 2 93

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Fill in the gaps.

1. c _ u _ b _ e _
2. c _ u _ t _ e _
3. m _ u _ t _ e _
4. m _ u _ l _ e _
5. m _ o _ l _ e _
6. p _ o _ l _ e _
7. p _ a _ l _ e _
8. p _ i _ l _ e _

Unit 2 94

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Name _____

PP11

Print the words that are said on the lines.

1. a t → a t e
2. g a m → g a m e
3. r a t → r a t e
4. m a n → m a n e
5. p l a n → p l a n e

Unit 2 95

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Name _____

PP12

Print the words that are said on the lines.

1. p i n → p i n e
2. f i n → f i n e
3. d i m → d i m e
4. s h i n → s h i n e
5. s t r i p → s t r i p e

Unit 2 97

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Name _____

PP13

Print the words that are said on the lines.

1. c o p → c o p e

2. m o p → m o p e

3. h o p → h o p e

4. n o t → n o t e

5. g l o b → g l o b e

Unit 2 99

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Name _____

PP14

Print the words that are said on the lines.

1. u s → u s e

2. c u t → c u t e

3. c u b → c u b e

Unit 2 101










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Name _____

PP15

In the box are the names of the things. Print the names on the lines.

stone	feet	tape
beets	cane	cone
plane	teeth	sheep








		
<u>stone</u>	<u>plane</u>	<u>tape</u>
		
<u>cone</u>	<u>beets</u>	<u>cane</u>
		
<u>feet</u>	<u>sheep</u>	<u>teeth</u>

Unit 2 103

© 2013 Core Knowledge Foundation

In the box are the names of the things. Print the names on the lines.

rope	nose	five
deer	flame	limes
bones	nine	queen

9		
<u>nine</u>	<u>nose</u>	<u>queen</u>
	5	
<u>rope</u>	<u>five</u>	<u>limes</u>
		
<u>bones</u>	<u>flame</u>	<u>deer</u>











104 Unit 2

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Name _____

PP16











Print the words on the lines.

- | | | |
|----------------|---|---|
| 1. cake |  |  |
| | _____ | _____ |
| | cake | |
| 2. bike |  |  |
| | _____ | _____ |
| | bike | |
| 3. bee |  |  |
| | _____ | _____ |
| | bee | |
| 4. cube |  |  |
| | _____ | _____ |
| | cube | |
| 5. pine |  |  |
| | _____ | _____ |
| | pine | |

Unit 2 105

© 2013 Core Knowledge Foundation

Print the words on the lines.

- | | | |
|-----------------|---|---|
| 6. seeds |  |  |
| | _____ | _____ |
| | seeds | |
| 7. cane |  |  |
| | _____ | _____ |
| | cane | |
| 8. mule |  |  |
| | _____ | _____ |
| | mule | |
| 9. globe |  |  |
| | _____ | _____ |
| | globe | |
| 10. feet |  |  |
| | _____ | _____ |
| | feet | |

Unit 2

© 2013 Core Knowledge Foundation

Name _____

PP17

- | | |
|---|-----------|
| 1. Is a pup <u>cute</u> ? | _____ |
| | yes |
| 2. Can <u>bees</u> sting? | _____ |
| | yes |
| 3. Do <u>you</u> like <u>grapes</u> ? | _____ |
| | yes or no |
| 4. Can <u>you</u> <u>bake</u> a <u>cake</u> ? | _____ |
| | yes or no |
| 5. Do <u>you</u> <u>have</u> a <u>bike</u> ? | _____ |
| | yes or no |
| 6. Do <u>dogs</u> like <u>bones</u> ? | _____ |
| | yes |
| 7. Can a chimp sing? | _____ |
| | no |
| 8. Is <u>fire</u> wet? | _____ |
| | no |

Directions: Have students answer the question by writing yes or no on the line.

Unit 2 107

© 2013 Core Knowledge Foundation

Name _____

PP18

- | | |
|--|-----------|
| 1. Do <u>kings</u> have <u>robes</u> ? | _____ |
| | yes |
| 2. <u>Are</u> <u>limes</u> <u>sweet</u> ? | _____ |
| | no |
| 3. Is <u>Wong</u> a <u>black snake</u> ? | _____ |
| | yes |
| 4. Do <u>you</u> like <u>milk</u> ? | _____ |
| | yes or no |
| 5. Do <u>moles</u> sleep in <u>trees</u> ? | _____ |
| | no |
| 6. Do <u>you</u> have a <u>nose</u> ? | _____ |
| | yes |
| 7. Can a dog quack like a duck? | _____ |
| | no |
| 8. Do <u>snakes</u> have <u>scales</u> ? | _____ |
| | yes |

Directions: Have students answer the question by writing yes or no on the line.

Unit 2 109

© 2013 Core Knowledge Foundation

Name _____

PP19

kit	fine
quit	fin
dime	strip
dim	kite
stripe	quite

/i/ as in bit

/i_e/ as in bite

kit

dime

quit

stripe

dim

fine

fin

kite

strip

quite

Directions: Have students write the words with the /i/ sound under the 'i' header and the words with the /i_e/ sound under the 'ite' header.

Unit 2 111

© 2013 Core Knowledge Foundation

Name _____

PP20

can	tap
cane	fate
pane	glad
glade	tape
pan	fat

/a/ as in mad

/a_e/ as in made

can

cane

pan

pane

tap

glade

glad

fate

fat

tape

Directions: Have students write the words with the /a/ sound under the 'ad' header and the words with the /a_e/ sound under the 'ade' header.

Unit 2 113

© 2013 Core Knowledge Foundation

Name _____

PP21

rob	cop
globe	hope
slop	slope
robe	cope
glob	hop

/o/ as in mop

/o_e/ as in mope

rob

globe

slop

robe

glob

hope

cop

slope

hop

cope

Directions: Have students write the words with the /o/ sound under the 'op' header and the words with the /o_e/ sound under the 'ope' header.

Unit 2 115

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Name _____

PP22

cub	cube
us	cut
fuss	mute
use	cute
fuse	mutt

/u/ as in cut

/u_e/ as in cute

cub

use

us

fuse

fuss

cube

cut

mute

mutt

cute

Directions: Have students write the words with the /u/ sound under the 'ut' header and the words with the /u_e/ sound under the 'ute' header.

Unit 2 117

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Name _____

PP23



deer graze



a cute pup



drive a truck



a pile of stones

Directions: Have students draw a line from each picture to its matching phrase.

Unit 2 119

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a bee hive



a mule with packs



a closed gate



two dimes

Directions: Have students draw a line from each picture to its matching phrase.

120 Unit 2

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Name _____

PP24



three cubes



a pine tree



smile at me



a bunch of grapes

Directions: Have students draw a line from each picture to its matching phrase.

Unit 2 121

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plate and cup



three cubes



mole in hole



a long stride

Directions: Have students draw a line from each picture to its matching phrase.

122 Unit 2

© 2013 Core Knowledge Foundation

Name _____

PP25

Fill in the lines with the words from the box.

feed	name	tire
robe	use	greet

- a bike _____ **tire** _____
- _____ **feed** _____ the pigs
- _____ **greet** _____ a pal
- print your _____ **name** _____
- a plush red _____ **robe** _____
- _____ **use** _____ it up

Unit 2 123
© 2013 Core Knowledge Foundation

Name _____

PP26

Fill in the lines with the words from the box.

gate	eels	maze
stones	prize	cute

- shut the _____ **gate** _____
- win a _____ **prize** _____ in math
- _____ **eels** _____ in a reef
- lost in a _____ **maze** _____
- skip _____ **stones** _____ on a lake
- pet a _____ **cute** _____ cat

Unit 2 125
© 2013 Core Knowledge Foundation

Name _____

PP27

Print the words that are said on the lines

- She has **green** _____ **skates** _____.
- Who likes _____ **beets** _____?
- I **rode** my _____ **bike** _____.
- Grab the _____ **rope** _____!
- Jane** skips _____ **stones** _____ on the **lake**.
- He **rides** a _____ **trike** _____.
- Mike** was stung by a _____ **bee** _____.
- Nate** can bring some _____ **grapes** _____.

Unit 2 127
© 2013 Core Knowledge Foundation

Name _____

PP28

Fill in the lines with the words from the box.

meet	skates	be
feels	vote	bride

- She _____ **feels** _____ fine.
- Let's _____ **vote** _____ on it!
- When did you _____ **meet** _____ him?
- Where are your _____ **skates** _____?
- _____ **Be** _____ quick!
- Kate will be a _____ **bride** _____ next week.

Unit 2 129
© 2013 Core Knowledge Foundation

Name _____

PP29

Fill in the lines with the words from the box.

use	home	seen
life	spade	froze

- We wish you a long life!
- To dig a hole they will need a spade.
- There is no one at home.
- Have you seen my bike?
- He froze in his tracks.
- Use your words!

Unit 2 131

© 2013 Core Knowledge Foundation

Name _____

PP34

Fill in the lines with the words from the box.

we	you	he
your	no	some

- Is this your home?
- He tells jokes all the time.
- There were no stripes on the flag.
- Did you make the fire?
- Can we plant some of the seeds?
- We will share my lunch.

Unit 2 141

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Name _____

PP37

Splash Dogs

- Why did they take Buck and Pup to the lake?

They went to the lake so they could see Buck
and Pup do tricks.

- What trick can Buck do?

Buck can run to the end of the dock, jump,
swim, and bring back the stick.

Directions: Have students read the story and answer the questions.

Unit 2 147

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- What did Pup bring back?

- the stick and a fish
- a fish
- the stick

Directions: In the box, have students illustrate a part of the story and write a caption below.

Answers will vary.

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Name _____

PP38

Tex and Rex

1. Tex is mad at Josh and Jen. yes no
2. Josh and Jen are twins. yes no
3. Rex and Tex are twins. yes no
4. Rex is the man with the black hat. yes no

5. Rex creek trip wave
6. pup rope shed Jill
7. snake Gran Rex cap

Directions: In line 5, have students mark the noun(s) that name a place. In line 6, have students mark the noun(s) that name a thing. In line 7, have students mark the proper noun(s) that name a person.

Unit 2 149

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Josh and Jen meet Rex. Rex is Tex's twin.

Directions: Have students reread the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.

150 Unit 2

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Name _____

PP39

Gran's Mud Run

1. What did Gran drive in the Mud Run?
 - a green truck.
 - a black truck.
 - a red truck.
2. There were five trucks in the Mud Run.
 - yes
 - no
3. Rex, Tex, Josh, and Jen were at the track.
 - yes
 - no
4. Gran did not win the Mud Run.
 - yes
 - no

Directions: Have students reread the story and answer the questions.

Unit 2 151

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3. Who got stuck in deep mud?

Gran got stuck in deep mud.

4. What prize did Gran get?

Gran wins a tire brush, a big box of rags, and some truck wax.

152 Unit 2

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Name _____

PP40

Gran's Trip Home

1. Who will **take** Josh and Jen back?

Tex will take Josh and Jen back in his truck.

2. What will Gran **use** to get to Three Mile Gulch?

Gran will ride her bike to get to Three Mile Gulch.

Directions: Have students read the story and answer the questions.

Unit 2 153

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3. What will Gran **use** to cross Three Mile Gulch?

Gran will use her rope to cross Three Mile Gulch.

4. Will Gran **ride** a **bike** from Grand Cliffs to Pine Hill?

No. Gran will hike from Grand Cliffs to Pine Hill.

5. **When** will Gran **see** Josh and Jen?

Gran will see Josh and Jen in six weeks.

154 Unit 2

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Name _____

PP41

Tex	kid
twin	Rex
Gran	man
cop	Josh



twin

Tex

cop

Gran

kid

Rex

man

Josh

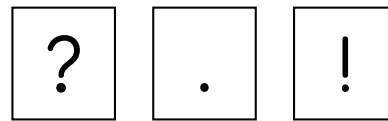
Directions: Have students write the proper nouns that name specific people under the picture of George Washington and the common nouns that name a person under the picture of the girl.

Unit 2 155

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Name _____

PP42



1. Can you lend me your bike

2. Take all five pens

3. I like to stroke my cat's back

4. Do you feel well

5. Do not jump in the creek

6. My name is Kate

Directions: Have students read the sentences and add a period, question mark, or exclamation point at the end of each sentence.

Unit 2 157

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Unit 2

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