

# 7

Grade 1

**Skills 7** | Teacher Guide

Grade 1

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# **Skills 7**

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**Teacher Guide**

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# Introduction

## UNIT 7 OVERVIEW

### Vowel Spellings

In this unit, you will continue to teach the advanced code, but you will now turn from spelling alternatives for consonant sounds to spelling alternatives for vowel sounds.

Vowel spellings are the trickiest part of the English spelling code. Most vowel sounds can be spelled several different ways. This means that vowel sounds are hard to spell. For example, to spell the sound /ae/, a student has to not only be able to hear the /ae/ sound but also select the correct spelling from several alternatives.

It is no wonder that many students struggle to decode vowel spellings when reading—and struggle even more mightily to spell vowel sounds when writing. The difficulty is embedded in the English writing system. However, the orderly and systematic way in which the vowel spellings are introduced in this unit and in later grades will help students cope with the complexity of English vowel spellings and lead to significantly stronger reading and spelling skills.

### Spelling Alternatives

In this unit, the focus is on two of the so-called “long” vowel sounds, /ae/ and /oe/. Students will review the basic code spelling for each sound and then learn common spelling alternatives:

- /ae/ spelled ‘a\_e’ (review), **‘ai’, ‘ay’ (new)**
- /oe/ spelled ‘o\_e’ (review), **‘oa’ (new)**

Only the most common alternatives are taught in Grade 1. Other spelling alternatives will be taught in Grade 2.

In the past, you may have taught students the well-known jingle, “When two vowels go walking, the first one does the talking.” You may be tempted to use that jingle here to explain why *way* and *wait* are pronounced with /ae/ and why *boat* is pronounced with /oe/. However, it is preferred that you avoid this saying. This rule is actually very unreliable. It is wrong almost as often as it is right. In addition, the rule treats vowels as letters, like ‘a’ and ‘o’, when, in fact, vowels are sounds. Finally, the walking-talking rule teaches students that they only need to pay attention to the first letter in a digraph spelling. That can cause students to misread words such as *now*, *head*, and *cookie*. For digraphs, one has to keep in mind that both letters work together to stand for the vowel sound.

## Syllable Breaks

In this unit, as in the last unit, the use of the syllable divider to separate two-syllable words into smaller, more manageable chunks is discontinued. Please refer to the appendix at the end of this Teacher Guide for further discussion of syllabification in English if students need ongoing scaffolding.

## Tricky Words

The following words are introduced as Tricky Words as they occur in the Reader: *Mexico* (Lesson 5), *talk* (Lesson 7), *Hidalgo* and *Britain* (Lesson 8), *gracias* (Lesson 9), *Carlos* (Lesson 10), and *Gomez* (Lesson 12).

## Decodable Reader

The Reader for this unit is called *Kay and Martez*. It focuses on a young girl, Kay, and her friendship with a Mexican-American boy named Martez. In the second half of the Reader, Kay, Martez, and Kay's family go on a trip to Mexico. The stories incorporate Grade 1 history and geography topics from the curriculum. Please note that there is not always a new story in each lesson.

Please read the stories before assigning them to students to determine any vocabulary that might be unknown to students. Words or phrases such as *zip line* are decodable, but may be challenging for some students.

Note that there is no Big Book for this unit. If you feel that you need to demonstrate the stories to students, you can use the images found on the program's digital components site for this Reader.

You should continue to observe student performance, monitoring as many individual students or reading groups as possible. Each story is accompanied by a set of discussion questions in the Teacher Guide. Please discuss these questions with students orally, and encourage them to answer in complete sentences. You will also find Story Questions activity pages that require a written response in the Unit 7 Activity Book.

## Grammar

The grammar lessons in this unit cover several topics: the use of conjunctions, commas, and noun-verb agreement in sentences. You will discuss the conjunctions *and*, *but*, and *or* and demonstrate how they are used in writing. You will also introduce commas as punctuation marks that separate items in a series.

## Spelling

Weekly spelling lists and assessments continue in this unit. The spelling lists continue to be made up of words with letter-sound correspondences that students have already been introduced to in reading.

Students will also create a Dictation Journal that focuses on spelling words in isolation as well as in sentences. Spelling assessments will incorporate a phrase or sentence that students must spell correctly.

- For the dictation journal, you can either have students use a journal they use for other writing activities or you may wish to create a small dictation journal for each student. Stapling five pieces of paper together is all you will need for each journal. (1)

## **Writing**

In this unit, you will introduce students to instructional writing. As in other units of Grade 1, students are taught a three-stage writing process. First students plan, then they draft, and then they edit. You will be asked to draw attention to these steps again as students work on these kinds of writing.

Students will also practice opinion writing in this unit. Students will learn that, when writing an opinion piece, they should state their opinion, give reasons for their opinion, and provide a conclusion for their thoughts. Students will also be encouraged to include evidence from the text to support their opinion.

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## **UNIT 7 ASSESSMENTS**

### **Formative Assessments and Additional Support**

In addition to the weekly spelling assessments, formative assessments are clearly marked for monitoring individual student performance and progress in key skills throughout this unit. Quick “Checks for Understanding” to evaluate classroom performance as a whole are also designated in various lessons.

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

### **Student Performance Assessment**

An End-of-Year Assessment for students using the program for Grade 1 is provided, starting in Lesson 19. You should administer this year-end assessment even if students have not fully completed all units of the Grade 1 program.

If time permits, it would be ideal to administer the entire assessment to all students in your class. Administer the Silent Reading Comprehension Assessment to all students. The story used in the Silent Reading Comprehension Assessment will be completely decodable for students who have completed Unit 6. The assessment allows you to gauge students’ independent reading proficiency and comprehension. It also allows you to do additional follow-up assessment for students who may be struggling. You will ask all students in the class to read a story called “Shark and Wee Fish” silently and to then answer a set of multiple-choice questions about the story.

The Fluency Assessment makes use of the same story, “Shark and Wee Fish,” for assessment of reading accuracy and fluency. As you listen to individual students read the story aloud, you will make a running record and take a measurement of fluency. This section should be administered to

all students who miss two or more of the seven questions on the Silent Reading Comprehension Assessment.

The Word Reading in Isolation Assessment is a word-reading assessment designed to test students' ability to read the specific spellings taught or reviewed in Grade 1. Ideally, you should administer this assessment to all students. However, if time is limited, you may choose to administer this assessment only to those students to whom you administered the Fluency Assessment, or to those students in your classroom who are most at risk.

You are strongly encouraged to share the results of this assessment with all students' Grade 2 teachers. A summary sheet (**Activity Page 19.3**) is provided that can be passed on to Grade 2 teachers with students' assessment information.

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### **SMALL GROUP WORK**

In this unit, explicit instructions are given on how to integrate small-group work. Generally, exercises for two groups are suggested, assuming that Group 1 consists of independent workers and Group 2 of students who need more support. Of course, you can subdivide your class further. Small-group work is typically suggested during story reading time. You will have the choice to (1) have both groups work on the same skill, with the independent group working on their own while the other group receives guidance from you or (2) reteach/reinforce a skill that you feel needs to be practiced more with Group 2. For reteaching/reinforcing skills, please use the Additional Support activities from relevant lessons and the Pausing Point for additional exercises and activity pages. Please keep in mind that you do not have to use the small-group configuration every time it is suggested and that you can adapt other lessons so they contain small-group work.

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### **PAUSING POINT**

An extensive listing of additional activities to teach and practice the Unit 7 skills can be found in the Pausing Point section included after the last lesson if you need to provide targeted remediation for individual or groups of students in any areas in which they performed poorly on the end-of-unit assessment.

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### **TEACHER RESOURCES**

In this section at the end of the Teacher's Guide, you will find forms and charts which may be useful, including the following:

- Anecdotal Reading Record
- Discussion Questions Observation Record
- Spelling Alternatives Observation Record

- Spelling Tree Templates
- End-of-Year Assessment Materials
- Additional Support Activity Pages
- Activity Book Answer Key

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## **ADDITIONAL MATERIALS FOR UNIT 7**

Some additional materials are needed for specific lessons of Unit 7. These materials are always listed in the Lesson at a Glance chart at the beginning of each lesson. For your convenience, a complete list of additional materials is included here. The number in parentheses indicates the first lesson in which the materials are used.

- yellow, green, and brown paper for the Spelling Trees (1)
- green markers, one per student (1)
- unruled, white index cards (1)
- red markers, one per student (3)
- chart paper (14)
- scissors and glue stick for each student (14)
- two large sticky notes of two different colors for each student (17)
- digital components: Throughout this unit and others, whenever the lesson suggests the teacher model the completion of an activity page or prepare a chart to display, you may use the digital version provided in the digital components for this unit. (2)





## SPELLING ALTERNATIVES

# Introduce /ae/ → 'ai' and 'ay'

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

Students will decode words with open syllables and words with /ae/ > 'ai' and 'ay'.

✦ **TEKS 1.2.B.iii**

**Language (Spelling)**

Students will spell words with closed syllables and consonant digraphs and will

✦ use sound-spelling patterns. **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

Students will read and write the Tricky Word *by* and words with /ae/ > 'a\_e',

✦ /n/ > 'kn', /ng/ > 'n', /ch/ > 'tch', /r/ > 'wr', and /a/ > 'a'. **TEKS 1.2.B.iii; TEKS 1.2.B.vi**

## FORMATIVE ASSESSMENT

Observation

**Spelling Alternatives** /ae/ > 'ai', 'ay'

✦ **TEKS 1.2.B.iii**

Activity Page 1.1

**Spelling Alternatives** /ae/ > 'ai', 'ay'

✦ **TEKS 1.2.B.iii**

✦ **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.C** Demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial consonant digraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list; **TEKS 1.2.B.vi** Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list.

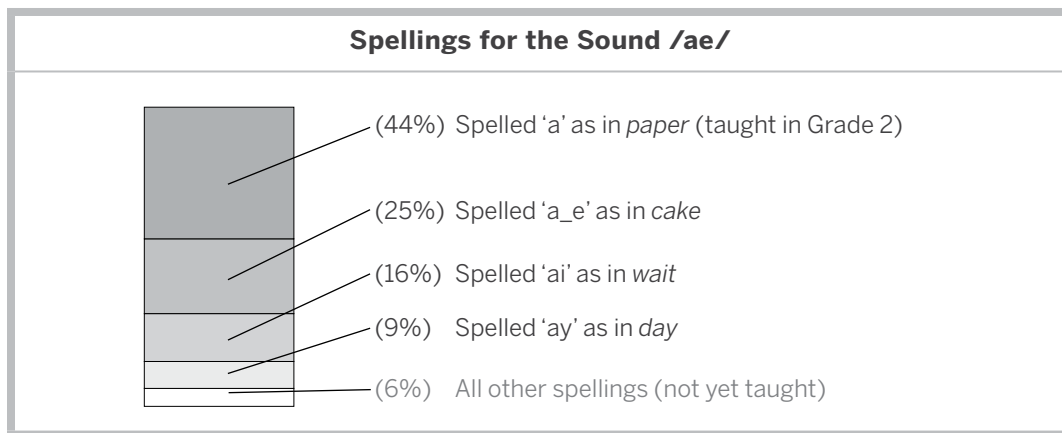
## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Spelling Alternatives for /ae/ (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Vowel Code Flip Book</li> <li><input type="checkbox"/> Spelling Cards for /ae/ &gt; 'ay' (<i>day</i>), /ae/ &gt; 'ai' (<i>wait</i>)</li> <li><input type="checkbox"/> Individual Code Charts</li> <li><input type="checkbox"/> green markers</li> </ul>
Spelling Tree for /ae/ (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Spelling Tree for /ae/</li> <li><input type="checkbox"/> prepared leaves for /ae/</li> <li><input type="checkbox"/> brown, green, and yellow paper</li> <li><input type="checkbox"/> leaves template</li> <li><input type="checkbox"/> odd duck template</li> <li><input type="checkbox"/> marker</li> <li><input type="checkbox"/> scissors</li> <li><input type="checkbox"/> tape</li> </ul>
Wiggle Cards (Word Recognition)	Whole Group	5 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> index cards</li> </ul>
Practice with Spellings for /ae/ (Phonics)	Independent	20 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity Page 1.1</li> </ul>
<b>Language (Spelling)</b>			
Introduce Spelling Words	Whole Group	15 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity Page 1.2</li> </ul>
<b>Take-Home Material</b>			
Spelling Words			<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity Page 1.2</li> </ul>

## ADVANCE PREPARATION

### Note to Teacher

Today you will introduce two spelling alternatives for the /ae/ sound. Students should already know the basic code spelling 'a\_e' as in *cake*. In today's lesson you will review this spelling and introduce the spelling alternatives 'ai' as in *wait* and 'ay' as in *day*. The following chart shows how common each spelling is.

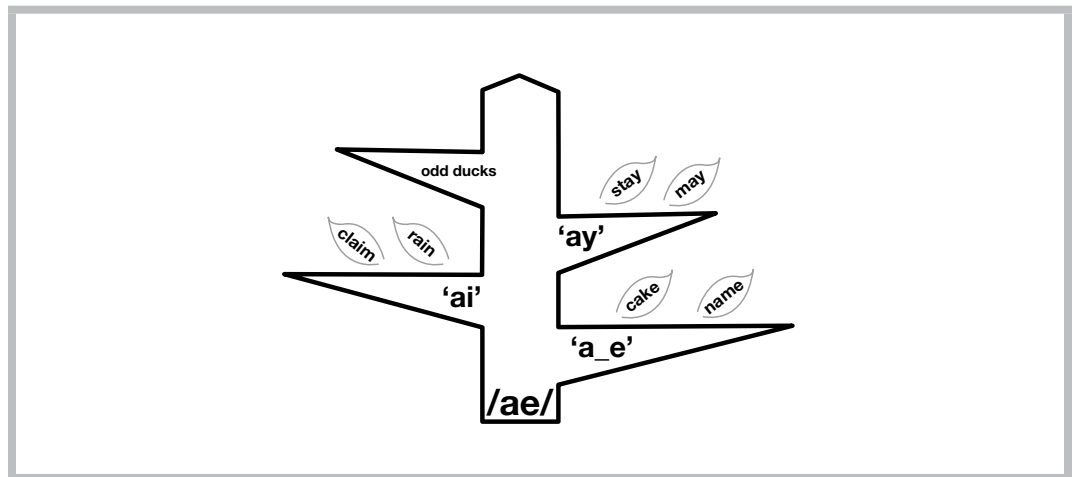


- Review the following spelling patterns:
  - **'ai'** is generally used in initial position (*aim, aid*) or medial position (*pail, paint*) and is almost always followed by a consonant spelling. It is rarely used in final position. Notice how odd the pseudowords *hai* and *pai* look when compared to the real words *aim, jail, raid, and sailor*.
  - **'ay'** is generally used in final position (*say, pay*) and rarely found in initial or medial positions. Notice how odd *mayl* and *fayl* look when compared to *may, spray, and player*.
  - 'ay' is the only spelling taught here that regularly falls at the end of a word.
  - The spellings 'ey' (*hey*), 'ea' (*great*), and 'eigh' (*eight*) are rare and will be taught in Grade 2.

### Foundational Skills

- Prepare to display the Vowel Code Flip Book within view of all students; also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.

- Create a Spelling Tree for the /ae/ vowel sound using the template provided in Teacher Resources. You should make the final tree at least 18" x 24", but even larger would be preferable. Make the branch at the bottom the longest and the branch at the top the smallest. Make two other branches, one slightly longer than the other, in between.
- Label the trunk /ae/. Label the bottom branch 'a\_e', the next branch 'ai', and the third branch 'ay'. Label the smallest branch at the top "odd ducks."
- On green paper, make multiple copies of the leaf template found in Teacher Resources. Write /ae/ words such as *cake, frame, game, pavement, take, brain, chain, nails, wait, aim, day, play, stay, subway, and portray* on the leaves.
- On yellow paper, make multiple copies of the odd duck template found in Teacher Resources. You do not need to write words in advance on the odd ducks; just have these available during the lesson in the event a student offers a word with the /ae/ sound that doesn't fall into one of the other spelling patterns.
- A completed Spelling Tree is shown here:



- Prepare the Spelling Alternatives Observation Record provided in Teacher Resources. Over the course of the unit, be sure to ask each student to decode words with 'a\_e', 'ai', and 'ay' for /ae/ (beginning in Lesson 1) and 'o\_e' and 'oa' for /oe/ (beginning in Lesson 11).
- Write the following on index cards or sentence strips to use for the Wiggle Cards activity:

- |                                       |                             |
|---------------------------------------|-----------------------------|
| 1. Do a rain dance.                   | 5. Tilt your face sideways. |
| 2. Bend at your waist.                | 6. Sit down.                |
| 3. Take one step to the left.         | 7. Stretch your arms.       |
| 4. Act like you are painting a fence. |                             |

### **Universal Access**

- Bring in a mirror for students to observe their articulation of sounds.
- Bring in pictures for words listed on the Spelling Tree. Give thought in advance to any words that can be demonstrated with actions.

## Lesson 1: Spelling Alternatives for /ae/

## Foundational Skills

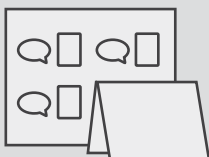


**Primary Focus:** Students will decode words with open syllables and words with

✦ /ae/ > 'ai' and 'ay'. **TEKS 1.2.B.iii**

✦ **SPELLING ALTERNATIVES FOR /AE/ (10 MIN.)** **TEKS 1.2.B.iii**

## Code Materials



ENGLISH  
LANGUAGE  
LEARNERS



## Foundational Skills

## Foundational Literacy Skills

Direct students to the shape of your mouth when you form the /ae/ sound.

Have students look at themselves in a mirror to see what their mouth looks like when they make the sound. Have them compare this to the shape their mouth makes when they make the /a/ sound. If mirrors are not available, have student pairs face each other, first making the /ae/ sound, then /a/.

**ELPS 1.B; ELPS 2.A;**

**ELPS 3.A**

## Vowel Code Flip Book Review

- Have students say the /ae/ sound several times, stretching it out.
- Turn to the **Vowel Code Flip Book page 6**.
- Point to the 'a\_e' spelling, read the sample word (*cake*), and discuss the power bar.
- Write 'a\_e' on the board/chart paper, along with the sample word. (*cake*)
- Have students turn to **Individual Code Chart page 2**.
- Have them locate and trace the green outline of the card and the code information for 'a\_e' > /ae/ with a finger.
- Tell students they will now learn two more spellings for the /ae/ sound.
- Show students the Spelling Card for /ae/ > 'ai' (*wait*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate place.
- Have students outline the 'ai' vowel spelling in green marker in their Individual Code Charts.
- Follow the same procedure for the spelling 'ay' (*day*).
- Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate place.
- The spellings can be found on the following pages in the Vowel Code Flip Book and in students' Individual Code Charts.

Vowel Code Flip Book	Individual Code Chart
1. 'a_e' > /ae/ ( <i>cake</i> ) <b>page 6</b>	1. 'a_e' > /ae/ ( <i>cake</i> ) <b>page 2</b>
2. 'ai' > /ae/ ( <i>wait</i> ) <b>page 6</b>	2. 'ai' > /ae/ ( <i>wait</i> ) <b>page 2</b>
3. 'ay' > /ae/ ( <i>day</i> ) <b>page 6</b>	3. 'ay' > /ae/ ( <i>day</i> ) <b>page 2</b>

✦ **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

- Tell students that whenever the spelling 'ai' or 'ay' appears on an activity page or in a story for the next few lessons, it will be printed in bold type to remind them that this is a spelling they learned recently.



### Check for Understanding

Write the words *way, swam, stay, may, tail, map, clay, main, rain, ran, pain* on the board/chart paper and read them aloud, pointing to the individual sounds as you segment the word. Ask students to raise their hand if the word has the /ae/ sound.

## **SPELLING TREE FOR /AE/ (10 MIN.)**

- Show students the Spelling Tree and explain that you are going to use it to help them keep track of the spellings for the /ae/ sound.
- Point to the trunk labeled /ae/.
- Point to the four branches: 'a\_e', 'ai', 'ay', and odd ducks. Explain that the 'a\_e' branch is the longest and on the bottom, the 'ai' branch is the second longest, and the 'ay' branch is the third longest. Remind students that the smallest branch (or the one with the least open space around it) is for odd ducks.
- Shuffle the leaves and then show each leaf.
- Ask a student to read the leaf and then place it on the correct branch of the Spelling Tree.



### Observation: Spelling Alternatives

Ask as many students as possible to read a word and place the leaf on the Spelling Tree. Make note of their individual ability to decode words with 'ai' and 'ay' for /ae/ in the Spelling Alternatives Observation Record.

## **WIGGLE CARDS (5 MIN.)**

- Using the cards you prepared in advance, show students a Wiggle Card, have them read it, and let them perform the action on the card.
- Continue with the remaining cards.

### Support

If the spelling alternatives continue to confuse students, draw two different-looking flowers (e.g., a tulip and a daisy) on the board/chart paper. Explain that, in the same way that we can draw different pictures of a flower, we can write different letters to represent the /ae/ sound.



## PRACTICE WITH SPELLINGS FOR /AE/ (20 MIN.)

**Note:** This should be a teacher-led exercise.

### Activity Page 1.1



- Have students turn to Activity Page 1.1.
- Tell students they are going to practice reading some words that have the /ae/ sound spelled 'ai' or 'ay'.
- Have students take turns reading the 'ai' words aloud.
- Briefly discuss the meaning of any words that students may not know, such as *exclaim* or *aid*.
- If students read the words haltingly, have them read them a second time.
- Repeat the same steps for the 'ay' words.
- Once students have read all of the words, have them look at the back of the activity page.
- Have students fill in the blanks in the sentences using the words in the box.



### Activity Page 1.1: Spelling Alternatives

Collect Activity Page 1.1 to review and monitor student progress decoding words with 'ai' and 'ay' > /ae/.

## Lesson 1: Spelling

# Language



**Primary Focus:** Students will spell words with closed syllables and consonant digraphs and will use sound-spelling patterns.

✦ **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

Students will read and write the Tricky Word *by* and words with /ae/ > 'a\_e', /n/ >

✦ 'kn', /ng/ > 'n', /ch/ > 'tch', /r/ > 'wr', and /a/ > 'a'. **TEKS 1.2.B.iii; TEKS 1.2.B.vi**

### Activity Page 1.2



## INTRODUCE SPELLING WORDS (15 MIN.)

**TEKS 1.2.C.i; TEKS 1.2.C.ii;**

**TEKS 1.2.C.iii**

- Have students turn to Activity Page 1.2.
- Tell students that the words they will practice and learn this week will use the spellings they learned in the previous unit.

✦ **TEKS 1.2.C** Demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial consonant digraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (vi) identifying and reading at least 100 high-frequency words from a research-based list.

- Read and write each spelling word, underlining and reviewing the alternative spelling in each word. Have students repeat each word after you. Remind students that the last word is a Tricky Word and must be memorized.
- Ask one or more students to use each word in a sentence, making sure to explain the meaning of any words they may not know.
- The words for the week are:

/ae/ > 'a_e'	/n/ > 'kn'	/ng/ > 'n'	/ch/ > 'tch'	/r/ > 'wr'	/a/ > 'a'	Tricky Word
fade	knocked	drinking	pitch	wrapper	hands	by
	knitting					

- Have students take out their Dictation Journals. Explain that you will say a sentence that uses one of this week's spelling words and students will write the entire sentence in their Dictation Journal.
- Say, "She was knitting by the fire."

End Lesson

# Take-Home Material

## SPELLING WORDS

- Have students take home Activity Page 1.2 and remind them to practice the spelling words throughout the week.

Activity Page 1.2



## Lesson 1: Foundational Skills Remediation

# Additional Support

## PHRASES AND SENTENCES

1. bad hair day
2. pay day
3. Save the day.
4. dog days of summer
5. at the end of the day
6. Dump it down the drain!
7. She had her day in the sun.
8. What did you say?
9. Wait for me!
10. Did we get mail today?

## MORE HELP WITH SPELLING ALTERNATIVES FOR /AE/

### Complete the Sentence

- Write the headings 'a\_e', 'ai', and 'ay' in a row on the **board/chart paper**.
- Tell students you will say some incomplete sentences, each of which is missing the last word.
- Explain that the missing words contain the /ae/ sound.
- As you read each sentence, pause to have students fill in the missing word.
- Once students have given the answer, write the word on the board/chart paper under the appropriate heading.

1. On my birthday, I eat birthday \_\_\_\_\_. (*cake—'a\_e'*)
2. Water that falls from the sky is called \_\_\_\_\_. (*rain—'ai'*)
3. If something is not ready for you, you may have to \_\_\_\_\_. (*wait—'ai'*)
4. Superman wears a long, flowing \_\_\_\_\_. (*cape—'a\_e'*)
5. The opposite of night is \_\_\_\_\_. (*day—'ay'*)
6. When we think, we use our \_\_\_\_\_. (*brains—'ai'*)
7. Triangles, squares, and circles are examples of \_\_\_\_\_. (*shapes—'a\_e'*)
8. Saturday is my favorite \_\_\_\_\_. (*day—'ay'*)

### Highlight the Spelling

- Write the words from the box on **index cards** or a piece of **paper**.
- Ask students to read the words and use a **highlighter** to highlight the letters of each new spelling.

- |          |         |          |
|----------|---------|----------|
| 1. day*  | 5. way* | 9. pay   |
| 2. may*  | 6. air  | 10. rain |
| 3. play* | 7. hair | 11. stay |
| 4. say*  | 8. main | 12. wait |

*\*Words with an asterisk are on the Dolch and/or Fry Word List.*

- To provide students with practice spelling entire sentences, dictate a sentence using one of the words from the box above. Have students write the entire sentence in their Dictation Journal.

### Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 630 and 783 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 642 and 798 of those words would be completely decodable.

## SPELLING ALTERNATIVES

# Practice

## /ae/ → 'ai' and 'ay'

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

Students will decode words with /ae/ > 'ai' and 'ay'.

✦ **TEKS 1.2.A.iv; TEKS 1.2.A.vi; TEKS 1.2.B.iii**

**Reading**

Students will read "Martez, Martez, Martez" with purpose and understanding and will answer oral literal and inferential questions about key details in the story.

✦ **TEKS 1.2.D; TEKS 1.6.A; TEKS 1.6.F; TEKS 1.7.C**

## FORMATIVE ASSESSMENT

**Observation**

**Spelling Alternatives** /ae/ > 'ai', 'ay'

✦ **TEKS 1.2.B.iii**

**Activity Page 2.1**

**Word Sort** /ae/ > 'ai', 'ay'

✦ **TEKS 1.2.B.iii**

**Observation**

**Discussion Questions** "Martez, Martez,

✦ Martez" **TEKS 1.7.C**

✦ **TEKS 1.2.A** Demonstrate phonological awareness by (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (vi) manipulating phonemes within base words; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.D** Demonstrate print awareness by identifying the information that different parts of a book provide; **TEKS 1.6.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.7.C** Use text evidence to support an appropriate response.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Warm-Up: Spelling Tree (Phonics)	Whole Group	10 min.	<input type="checkbox"/> /ae/ Spelling Tree <input type="checkbox"/> prepared leaves for /ae/ <input type="checkbox"/> green paper <input type="checkbox"/> leaves template <input type="checkbox"/> marker <input type="checkbox"/> scissors <input type="checkbox"/> tape
Teacher Chaining (Phonics)	Whole Group	10 min.	
Word Sort (Phonics)	Independent	20 min.	<input type="checkbox"/> Activity Page 2.1
<b>Reading</b>			
Introduce the Reader and Story	Whole Group	20 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Kay and Martez</i>
Read "Martez, Martez, Martez"			
<b>Take-Home Material</b>			
Match the Picture			<input type="checkbox"/> Activity Page 2.2

## ADVANCE PREPARATION

### Foundational Skills

- Prepare leaves for the following words for the Spelling Tree: *rain, sail, waist, tail, explain, bay, pay, say, may, gate, lake, safe, and tale.*

### Reading

- There is no Big Book for this Reader.
- At the start of each week, prepare the Discussion Questions Observation Record provided in Teacher Resources. Over the course of the week, be sure to ask each student to respond to at least one discussion question. Make notes regarding each student's ability to respond in complete sentences and answer literal, inferential, and evaluative questions.

### ➤ Digital Component 2.1

- Create the Preview Spellings chart (Digital Component 2.1) for Introduce the Story on the board/chart paper, or use the digital version.

### Universal Access

- Make copies of the Preview Spellings chart for Lesson 2 located in Teacher Resources.
- Bring in a mirror for students to observe their articulation of sounds.

## Lesson 2: Review and Practice

## Foundational Skills



**Primary Focus:** Students will decode words with /ae/ > 'ai' and 'ay'.



**TEKS 1.2.A.iv; TEKS 1.2.A.vi; TEKS 1.2.B.iii**

### WARM-UP (10 MIN.)

#### Spelling Tree

- Show students the /ae/ Spelling Tree and explain that you are going to add more leaves. Review the sound/spellings represented on each branch.
- Shuffle the leaves and show them one by one. Ask a student to read the leaf and then place it on the correct branch of the Spelling Tree.



#### Observation: Spelling Alternatives

Ask as many students as possible to read a word and place the leaf on the Spelling Tree. Make note of their individual ability to decode words with 'ai' and 'ay' for /ae/ in the Spelling Alternatives Record.

### TEACHER CHAINING (10 MIN.)

- Write *see* on the board.
- Ask a student to read the word.
- Remove the 'ee' and add 'ay' to create *say*.
- As you make this change, say to students, "If that is *see*, what is this?"
- Ask students what change you made to the word *see* to get the word *say*.
- Continue this process until all of the words in the first chain have been spelled.
- When you have come to the end of the first chain, erase the board and begin the next chain.



**TEKS 1.2.A** Demonstrate phonological awareness by (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (vi) manipulating phonemes within base words; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

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### Foundational Skills

#### Foundational Literacy Skills

Direct students to the shape of the mouth when you form the /ae/ sound.

Have students look at themselves in a mirror to see what their mouth looks like when they make the sound.

**ELPS 1.B; ELPS 2.A;**

**ELPS 3.A**

### Challenge

Ask students to provide the plural of some of the words in the chains. Ask them to pronounce both forms of the words (e.g., *day* and *days*) and discuss the difference in pronunciation.

1. see > say > hay > day > way > pay > pray > ray > tray > tree
2. grin > grain > gain > pain > main > chain > rain > train > drain > drains

## WORD SORT (20 MIN.)

- Tell students to turn to Activity Page 2.1.
- Ask students to first read aloud the words in the box, and then sort the words according to their spellings for the /ae/ sound.



### Activity Page 2.1: Word Sort

Collect Activity Page 2.1 to review and monitor student progress using the two new spelling alternatives for /ae/.

## Activity Page 2.1



## Lesson 2: “Martez, Martez, Martez”

# Reading



**Primary Focus:** Students will read “Martez, Martez, Martez” with purpose and understanding and will answer oral literal and inferential questions about key details in the story. **TEKS 1.2.D; TEKS 1.6.A; TEKS 1.6.F; TEKS 1.7.C**

## INTRODUCE THE READER AND STORY (5 MIN.)

- Introduce students to the new Reader, *Kay and Martez*. Explain that this Reader is about a girl named Kay and her friend, Martez, who is Mexican-American. Explain that Martez’s parents are from Mexico.
- Look at the table of contents together. Remind students that the titles of stories often give us a clue as to what each story is about. Allow students to share what they think some of the stories might be about.
- Ask students to locate the first story in the table of contents. Ask students to tell you the page number on which “Martez, Martez, Martez” starts. (*page 2*)

## Reader



## Page 2

**TEKS 1.2.D** Demonstrate print awareness by identifying the information that different parts of a book provide; **TEKS 1.6.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.7.C** Use text evidence to support an appropriate response.



## Support

Provide a copy of the Preview Spellings chart you prepared in advance to students who may struggle decoding words with spelling alternatives for /ae/.

### Preview Spellings

- Refer to the chart you prepared in advance to preview the sound/spellings before reading the story.

### ➤ Digital Component 2.1

/ae/ > 'ai'	/ae/> 'ay'	Two-Syllable Words
air	Kay	coleslaw
	paying	hopscotch
	play	invite
	crayons	
	playground	

### Preview Core Vocabulary

- Preview the following vocabulary before reading today's story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

**coleslaw—n.**, a salad made from chopped cabbage (2)

Example: We brought coleslaw to the barbecue.

**hopscotch—n.**, a game in which players hop on squares drawn on the ground (4)

Example: My friends play hopscotch on the playground at recess.

Vocabulary Chart for “Martez, Martez, Martez”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			coleslaw hopscotch
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

## Purpose for Reading

- Tell students they should read today's story to learn who Martez is.

## READ "MARTEZ, MARTEZ, MARTEZ" (15 MIN.)

### Whole Group

- Read the story as a group, allowing students to take turns reading a paragraph 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.

### Wrap-Up

- Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

#### Discussion Questions on "Martez, Martez, Martez"

1. **Literal.** What does Martez like to do?
  - » Martez likes to play hopscotch and draw pictures with crayons. (Help students distinguish the action word in the question and answer.)
2. **Inferential.** Is Kay faster than Martez?
  - » No, Kay is not faster than Martez because Martez is the fastest child on the playground.
3. **Inferential.** How does Kay know Martez?
  - » Martez is in Kay's class at school.
4. **Literal.** What does Kay think of Martez?
  - » Kay thinks Martez is the best. (You may want to point out that the phrase *I think* does not appear in the text. Ensure students understand that words such as *nice* and *best* indicate opinion.)
5. **Literal.** Where does Kay want to invite Martez?
  - » Kay wants to invite Martez for dinner at her house.

### Challenge

Ask students why they think Kay's dad says "Martez, Martez, Martez!" three times. What is he suggesting? You may wish to expand this into a discussion on use of repetition for emphasis in text and conversation.



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### Reading

#### Reading Closely

##### Beginning

Ask yes/no questions using simple phrases: "Does Martez like to play hopscotch?" "Does Martez like to eat coleslaw?"

##### Intermediate

Provide students with specific sentence frames: "Martez likes to \_\_\_\_." "Martez does not like \_\_\_\_."

##### Advanced/Advanced High

Ask students to listen to their peers' responses and explain whether or not they agree. Where relevant, ask them to provide additional information.

**ELPS 3.H; ELPS 4.G;**

**ELPS 4.J**



### Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, noting whether the question answered was literal, inferential, or evaluative, and whether the student answered in a complete sentence and/or cited evidence from the text.

End Lesson

## Take-Home Material

### MATCH THE PICTURE

- Have students take home Activity Page 2.2 and remind them to practice the spelling words throughout the week.

Activity Page 2.2



### Lesson 2: Foundational Skills Remediation

## Additional Support

### MORE HELP WITH SPELLING ALTERNATIVES FOR /AE/

#### Guess My Word

- Write the following vowel spellings on **index cards** and lay them on a table: 'a\_e', 'ai', and 'ay'.
- Write the following consonant spellings on **index cards** and lay them out on a table: 'n', 't', 'r', 'd', 's', 'p', 'b', 'l', and 'w'.
- Select one of the decodable words from the box, but do not tell the class your word:

- |              |              |
|--------------|--------------|
| 1. late (3)  | 7. lay (2)   |
| 2. date (3)  | 8. way (2)   |
| 3. pain (3)  | 9. bay (2)   |
| 4. paint (4) | 10. say (2)  |
| 5. bait (3)  | 11. wait (3) |
| 6. day (2)   | 12. pay (2)  |

- Tell students how many sounds are in your word.
- Invite students to guess the word by asking whether or not it contains specific sounds and/or spellings.
- If students identify a spelling that is in the word, move the cards on that table.
- Continue until the word has been spelled.
- Repeat with additional words as time allows.

## Spelling Tree

- If you have not already done so, create a **Spelling Tree** for the /ae/ vowel sound using the instructions in the Advance Preparation section of Lesson 1 and the template provided in Teacher Resources. Be sure to make the tree as large as possible, preferably at least 18" x 24".
- Make five copies of **Activity Page TR 2.1** on green paper, cut out the leaves, and write each word from the box onto a leaf.
- Make one copy of **Activity Page TR 2.2** on yellow paper. Cut out and reserve the odd ducks to use as needed.
- Shuffle the leaves and then give a leaf to each student. Ask the student to read the word and then place the leaf on the correct branch of the Spelling Tree.
- Repeat until all leaves are placed.

- |          |          |          |
|----------|----------|----------|
| 1. cake  | 6. chain | 11. day  |
| 2. frame | 7. nails | 12. play |
| 3. game  | 8. wait  | 13. stay |
| 4. take  | 9. aim   | 14. way  |
| 5. brain | 10. pave | 15. tray |

## TEACHER CHAINING

- Write *say* on the **board/chart paper**.
- Ask a student to read the word.
- Erase the 's' and add 'p' to create *pay*.
- As you make this change, say to students, "If that is *say*, what is this?"
- Ask students what change you made to the word *say* to get the word *pay*.
- Continue this process until all of the words in the first chain have been spelled.
- When you have come to the end of the first chain, erase the word and begin the next chain.

1. say > pay > day > lay > play > plate > plane > plain
2. clay > lay > ray > may > day > say > stay > stays
3. brain > rain > rail > sail > tail > mail > pail > pain > paint > faint

## GRAMMAR

# Plural Nouns and Noun-Verb Agreement

## PRIMARY FOCUS OF LESSON

### Language (Grammar)

Students will distinguish common from proper nouns in oral sentences.

✦ **TEKS 1.11.D.iii**

Students will form plural nouns by adding 's' > /s/, 's' > /z/, and 'es' > /ez/ to the end of singular nouns and will match plural nouns with verbs in sentences.

✦ **TEKS 1.2.B.v; TEKS 1.11.D.i**

### Reading

Students will read "Martez, Martez, Martez" with purpose and understanding and

✦ will answer written questions about key details in the story. **TEKS 1.4; TEKS 1.6.G**

## FORMATIVE ASSESSMENT

Exit Pass

**Noun and Verb Identification**

✦ **TEKS 1.2.B.v; TEKS 1.11.D.i**

Observation

**Anecdotal Reading Record** "Martez, Martez,

✦ Martez" **TEKS 1.4**

Activity Page 3.1

**Story Questions** "Martez, Martez, Martez"

✦ **TEKS 1.6.G**

✦ **TEKS 1.11.D.iii** Edit drafts using standard English conventions, including singular, plural, common, and proper nouns; **TEKS 1.2.B.v** Demonstrate and apply phonetic knowledge by decoding words with inflectional endings including -ed, -s, and -es; **TEKS 1.11.D.i** Edit drafts using standard English conventions, including complete sentences with subject-verb agreement; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance.

**LESSON AT A GLANCE**

	<b>Grouping</b>	<b>Time</b>	<b>Materials</b>
<b>Language (Grammar)</b>			
Warm Up: Nouns and Verbs	Whole Group	10 min.	
Plural Noun Review	Whole Group	20 min.	<input type="checkbox"/> Plural Noun Review (Digital Components)
<b>Reading</b>			
Reread “Martez, Martez, Martez”	Small Group/ Partner	30 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> green and red markers

---

## ADVANCE PREPARATION

### Language (Grammar)

#### ➤ Digital Component 3.1

- Create a blank version of the chart from Plural Noun Review (Digital Component 3.1) on the board/chart paper, or use the digital version.

### Reading

- At the start of each week, prepare the Anecdotal Reading Record provided in Teacher Resources. Over the course of the week, be sure to listen to each student read at least once and note student performance in the Anecdotal Reading Record.
- Give some thought as to how you will group and pair students for reading. Students who can work more independently should be paired with a partner to read (Group 2) while you read with students who need more support (Group 1).



## Lesson 3: Grammar

## Language



## Primary Focus

- ✦ Students will distinguish common from proper nouns in oral sentences. **TEKS 1.11.D.iii**

Students will form plural nouns by adding 's' > /s/, 's' > /z/, and 'es' > /ez/ to the end of singular nouns and will match plural nouns with verbs in sentences.

- ✦ **TEKS 1.2.B.v; TEKS 1.11.D.i**

## WARM UP (10 MIN.)

## Nouns and Verbs

## Nouns

- 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. (*man*)
- Ask students if the noun *man* names a person, place, or a thing. (*a person*)
- Remind students that there are also special kinds of nouns called proper nouns. They are called proper because they name someone or something specific.
- Tell students that you will say 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 their 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 a common noun and not a proper noun.
- Repeat this procedure with a boy’s name and the boys in the class.

- ✦ **TEKS 1.11.D.iii** Edit drafts using standard English conventions, including singular, plural, common, and proper nouns; **TEKS 1.2.B.v** Demonstrate and apply phonetic knowledge by decoding words with inflectional endings including -ed, -s, and -es; **TEKS 1.11.D.i** Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

- 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 they can be identified.)
- Read each of the following sentences aloud. Have students identify the noun in each item below, and then identify whether that noun is a proper noun or a common noun.



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## Language

### Using Nouns and Noun Phrases

#### Beginning

Ask simple yes/no questions: “Does *Caitlin* name a specific girl or any girl?” “Does the word *dog* refer to a specific dog or any dog?”

#### Intermediate

Provide sentence frames with multiple choices: “The word *friend* (is/ is not) a proper noun because it (does/does not) name a specific person.”

#### Advanced/Advanced High

Prompt students to give additional examples of proper and common nouns.

**ELPS 2.C**

1. Caitlin likes to skate. (*Caitlin*, proper)
2. My friend runs. (*friend*, common)
3. [The name of your principal] spoke. (*[principal's name]*, proper)
4. Children shout. (*children*, common)
5. Dogs bark. (*dogs*, common)



### Check for Understanding

After you read each sentence, ask students to give **Thumbs Up** if the noun is a proper noun or **Thumbs Down** if it is a common noun.

## Verbs

- Remind students that a word which names an action is a part of speech called a verb.
- Actions are things you can do, like run and jump and read.
- On the board/chart paper, write the sentence: *Spin the wheel.*
- Have students read the sentence, name the action, then pretend to perform the action.
- Tell students that *spin* is an action word. A word that names an action is a part of speech called a \_\_\_\_\_. (*verb*)
- Underline *spin* with a squiggly line and explain that you have underlined the action word.
- On the board/chart paper, write the sentence: *Wave your hand.*
- Have students read the sentence, name the action, then perform the action.

- Tell students that *wave* is an action word. A word that names an action is a part of speech called a \_\_\_\_\_. (*verb*)
- Underline the word *wave* with a squiggly line and explain that you have underlined the action word.
- Continue in the same manner with the following sentences, writing each on the board/chart paper and asking students to identify the verb.

1. Sway from side to side. (*sway*)
2. Raise your arm. (*raise*)
3. Point one finger. (*point*)
4. Clap your hands. (*clap*)
5. Jump up in the air once. (*jump*)



### Exit Pass: Noun and Verb Identification

Write the following word pairs on the board/chart paper. Ask students to use at least one word pair to create a sentence on a piece of paper. Have students circle the noun and underline the verb with a squiggly line. Collect papers to monitor student understanding.

1. horses—ride
2. runs—Martez
3. hands—clap
4. point—finger

### PLURAL NOUN REVIEW (20 MIN.)

- Remind students that *plural* means more than one. Plural words can end in 's' or 'es'.
- Using the chart you prepared in advance, point to the columns "cats," "dogs," and "foxes." Remind students that the sound of the 's' can either be /s/ or /z/, depending on the last consonant of the word.



## Language

### Using Nouns and Noun Phrases

#### Beginning

Ask simple yes/no questions: “Does *hats* sound like *cats*?” “Is more than one ant called *ants* or *antses*?”

#### Intermediate

Provide sentence frames for students to complete: “One box, two \_\_\_\_.”  
One mandrill, ten \_\_\_\_.”

#### Advanced/Advanced High

Encourage students to place the words in the appropriate column without prompting.

#### ELPS 2.C

- Tell students that you are going to ask them to turn singular nouns into plural nouns.
- Write *hat* on the board/chart paper and ask students to read the word.
- Explain that when you talk about two or more of these, you would say *hats*. Tell students that you will write the word *hats* in the column labeled *cats*, because the ‘s’ is pronounced /s/ at the end of *hats*, just like *cats*.
- Repeat with the remaining words in the box.

1. hat	4. wave	7. mandrill
2. plane	5. clock	8. rash
3. patch	6. box	9. ant

- Write the plural form of each word in the proper column, as shown:

### ➤ Digital Component 3.1

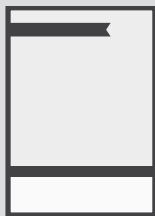
<b>cats</b> <b>‘s’ &gt; /s/</b>	<b>dogs</b> <b>‘s’ &gt; /z/</b>	<b>foxes</b> <b>‘es’ &gt; /ez/</b>
hats	planes	patches
clocks	waves	boxes
ants	mandrills	rashes

- Tell students that you will say the singular form of a noun, and that you want them to tell you the plural form of that noun.

1. one car ( <i>two cars</i> )	4. one crane ( <i>two cranes</i> )
2. one stitch ( <i>two stitches</i> )	5. one stick ( <i>two sticks</i> )
3. one groundhog ( <i>two groundhogs</i> )	



Reader



Page 2

ENGLISH  
LANGUAGE  
LEARNERS



Reading

Reading Closely

**Beginning**

Ask yes/no questions using simple phrases: "Does Martez like to play hopscotch?" "Is Kay's dad upset?"

**Intermediate**

Provide specific sentence starters "Kay's dad is upset because . . ." "Martez is . . ."

**Advanced/Advanced High**

Ask students to listen to their peers' responses and explain whether or not they agree. Where relevant, ask them to provide additional information.

**ELPS 4.G; ELPS 4.J**

Lesson 3: "Martez, Martez, Martez"

# Reading



**Primary Focus:** Students will read "Martez, Martez, Martez" with purpose and understanding and will answer written questions about key details in the story.

**TEKS 1.4; TEKS 1.6.G**

## REREAD "MARTEZ, MARTEZ, MARTEZ" (30 MIN.)

### Small Group

- Have students turn to Activity Page 3.1.
- As a class, write the date on the activity page, reminding students where to place commas. Tell students they will complete this activity page after rereading "Martez, Martez, Martez."

**Group 1:** Meet with students needing additional support and reread "Martez, Martez, Martez." Complete Activity Page 3.1 together.



### Observation: Anecdotal Reading Record

As you listen to students read "Martez, Martez, Martez," make notes regarding their individual reading ability in the Anecdotal Reading Record.

**Group 2:** Have students read "Martez, Martez, Martez" either with a partner or by themselves, and complete Activity Page 3.1.



### Activity Page 3.1: Story Questions

Collect Activity Page 3.1 to evaluate student progress answering questions about key details in the story, "Martez, Martez, Martez."

**TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance.

## Lesson 3: Foundational Skills Remediation

# Additional Support

## WIGGLE CARDS

- Write the sentences in the box on **index cards** or the **board/chart paper**. You may wish to add more: each sentence should describe a motion or activity that students can act out.
- Show students a Wiggle Card, have them read it, and let them perform the action repeating the verb in each sentence.

- |                    |                       |
|--------------------|-----------------------|
| 1. Rub your hair.  | 4. Play in the rain.  |
| 2. Ride the train. | 5. Look at the plane. |
| 3. Bake a cake.    | 6. Say your name.     |

## MORE HELP WITH SPELLING ALTERNATIVES FOR /AE/

### Fishing Pond

- Copy the template on **Activity Page TR 3.1** on **card stock or construction paper**.
- Write a word from the box on each fish.
- Attach a **paper clip** to the top of each fish.
- Make a fishing pole from a **pole or stick**, a **string**, and a **magnet**.
- Have students take turns fishing.
- When a student catches a fish, they should read the word written on the fish then copy it onto a piece of paper and add the plural ending.

- |           |             |
|-----------|-------------|
| 1. crayon | 5. airplane |
| 2. chain  | 6. train    |
| 3. day    | 7. tray     |
| 4. cake   | 8. pail     |

## 4

## GRAMMAR

# Conjunctions and Noun-Verb Agreement

## PRIMARY FOCUS OF LESSON

**Language (Grammar)**

Students will revise and expand oral sentences using the decodable conjunctions

✦ *and, but, so, and or.* **TEKS 1.11.C**

Students will distinguish between singular and plural nouns and will match the correct verb form with singular and plural nouns in oral sentences.

✦ **TEKS 1.2.B.v; TEKS 1.11.D.i**

**Reading**

Students will read “Dinner with Kay” with purpose and understanding and will answer written multiple-choice and short-answer questions about key details in

✦ the story. **TEKS 1.2.D; TEKS 1.4; TEKS 1.6.A; TEKS 1.6.I; TEKS 1.7.C**

## FORMATIVE ASSESSMENT

Exit Pass

**Noun-Verb Agreement**

✦ **TEKS 1.2.B.v; TEKS 1.11.D.i**

Observation

**Anecdotal Reading Record** “Dinner with Kay”

✦ **TEKS 1.4**

Activity Page 4.1

**Story Questions** “Dinner with Kay”

✦ **TEKS 1.7.C**

✦ **TEKS 1.11.C** Revise drafts by adding details in pictures or words; **TEKS 1.2.B.v** Demonstrate and apply phonetic knowledge by decoding words with inflectional endings including -ed, -s, and -es; **TEKS 1.11.D.i** Edit drafts using conventions of standard English, including complete sentences with subject-verb agreement; **TEKS 1.2.D** Demonstrate print awareness by identifying the information that different parts of a book provide; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS 1.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down; **TEKS 1.7.C** Use text evidence to support an appropriate response.

**LESSON AT A GLANCE**

	<b>Grouping</b>	<b>Time</b>	<b>Materials</b>
<b>Language (Grammar)</b>			
Warm-Up: Sentences with Conjunctions	Whole Group	15 min.	
Noun-Verb Agreement	Whole Group	20 min.	
<b>Reading</b>			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Kay and Martez</i>
Read "Dinner with Kay"	Small Group/ Partner	20 min.	<input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> red and green markers



## ADVANCE PREPARATION

### Note to Teacher

Today you will introduce students to noun-verb agreement. These are mainly oral lessons, getting students to hear the correct noun-verb agreement. More explicit instruction and practice for this topic will come in the later grades.

### Reading

- Give some thought in advance as to which students need the greatest support in reading and place them in Group 1 to work with you in a small group. Group 2 students will read with partners.

### ➤ Digital Component 4.1

- Create the Preview Spellings chart (Digital Component 4.1) for Introduce the Story on the board/chart paper, or use the digital version.

### Universal Access

- Make copies of the Preview Spellings chart for Lesson 4 located in Teacher Resources.

## Lesson 4: Grammar

## Language



ENGLISH  
LANGUAGE  
LEARNERS

## Language

## Connecting Ideas

## Beginning

Provide students with multiple choices and ask them to choose an appropriate conjunction: “Martez likes hopscotch, (*so/and/but*) he does not like coleslaw.”

## Intermediate

Offer students word pairs and ask them to use an appropriate conjunction to join them in a sentence: “*oranges—apples*” could become “You can have oranges *and* apples.” or “You can have oranges *or* apples.” or “You can have oranges *but* not apples.” Discuss the differences in sentence meanings because of the conjunctions.

## Advanced/Advanced High

Offer students a series of actions and ask them to use conjunctions to combine two or more of them: “I saw a dog. He looked friendly. I petted him. He wagged his tail.” could become “I saw a dog *and* he looked friendly.” or “The dog looked friendly *so* I petted him.” Encourage students to use variation.

**ELPS 3.C**

## Primary Focus

Students will revise and expand oral sentences using the decodable conjunctions *and, but, so, and or*. **TEKS 1.11.C**

Students will distinguish between singular and plural nouns and will match the correct verb form with singular and plural nouns in oral sentences.

**TEKS 1.2.B.v; TEKS 1.11.D.i**

## WARM-UP (15 MIN.)

## Sentences with Conjunctions

- Remind students that when they speak or write, they should strive to make what they say or write interesting. Tell students that one way that they can do this is by adding words called conjunctions to join phrases and sentences.
- Conjunctions are words that connect phrases and sentences together.
- Say, “My class went on a trip.” Point out that this is a sentence.
- Ask students how they might expand this sentence and make it longer.
- One way we can expand sentences and make them longer is to use conjunctions to connect one sentence to another. Common conjunctions are *and, but, or, and so*. Write *and, but, or, and so* on the board/chart paper.
- Demonstrate aloud how to expand sentences using these conjunctions: “My class went on a trip and it was fun. My class went on a trip, but it started to rain.”
- Ask students to provide other revised sentences aloud using the decodable conjunctions *and, but, or, and so*. Point out that *and* joins like phrases or sentences, *but* joins a phrase that changes the direction of the sentence, *or* offers choices, and *so* indicates cause.
- Work with students to expand sentences of their choosing.

**Note:** It is not critical that students be able to identify which words are conjunctions but that they are able to use them to expand sentences.

**TEKS 1.11.C** Revise drafts by adding details in pictures or words; **TEKS 1.2.B.v** Demonstrate and apply phonetic knowledge by decoding words with inflectional endings including -ed, -s, and -es; **TEKS 1.11.D.i** Edit drafts using conventions of standard English, including complete sentences with subject-verb agreement.



## Check for Understanding

Have students create an oral story using conjunctions to build on each other's ideas. Start the story with a statement. For example, if you say "I am going on a camping trip and . . .," the first student might say "I am packing my raincoat or . . ." The next student might say "I am bringing my umbrella but . . ." As students participate, observe their ability to use conjunctions properly.

## NOUN-VERB AGREEMENT (20 MIN.)

### Support

Pay attention to students' spoken language throughout the day. If students make errors in noun-verb agreement when speaking, gently repeat what they said, modeling correct noun-verb agreement. Do not require students to repeat what you say.

- Tell students they will now practice listening to the ways nouns and verbs work together in a sentence.
- On the board/chart paper, write the word *Kay* and ask students, "Is *Kay* a singular or plural noun?" (*singular*)
- Next to the word *Kay*, write both *jump* and *jumps*. Ask students, "Would we say *Kay jump* or *Kay jumps*?" Repeat the sentence choices aloud.
- Tell students that since *Kay* is a singular noun, we say "Kay jumps."
- Ask students to listen carefully. Tell them you will say two sentences, and they should pick the one that sounds correct. Say: "The boys eat sandwiches. The boys eats sandwiches."
- Tell students that since *boys* is a plural noun, we say "The boys eat sandwiches."
- Ask a student to say another plural noun. Ask another student to say a verb.
- Say the provided plural noun along with a correct and incorrect choice for the verb, and ask students which verb sounds correct. For example, ask students if you would say "The girl walk." or "The girl walks."
- Ask students for two more plural noun examples following the same procedure as before. Repeat for two singular noun examples.



## Exit Pass: Noun-Verb Agreement

Write the following word pairs on the board/chart paper. Ask students to use each word pair to create a sentence on a piece of paper. Point out that this time, students must also adapt the verb to match the noun. Have students circle the noun and underline the verb with a squiggly line. Collect papers to monitor student performance.

1. Martez—eat (*Martez eats corn on the cob.*)
2. Kay—play (*Kay plays hopscotch.*)
3. parents—smile (*My parents smile.*)
4. father—groan (*Her father groans.*)

### Lesson 4: “Dinner with Kay”

# Reading



**Primary Focus:** Students will read “Dinner with Kay” with purpose and understanding and will answer written multiple-choice and short-answer questions about key details in the story.

**TEKS 1.2.D; TEKS 1.4; TEKS 1.6.A; TEKS 1.6.I; TEKS 1.7.C**

## INTRODUCE THE STORY (5 MIN.)

- Ask students to turn to the table of contents and locate the story that comes after “Martez, Martez, Martez.” Ask students to tell you the page number on which “Dinner with Kay” starts. (*page 8*)

## Preview Spellings

- Refer to the chart you prepared in advance to preview the sound/spellings before reading the story.

**TEKS 1.2.D** Demonstrate print awareness by identifying the information that different parts of a book provide; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS 1.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down; **TEKS 1.7.C** Use text evidence to support an appropriate response.

Reader



Page 8

## Support

Provide a copy of the Preview Spellings chart you prepared in advance to students who may struggle decoding words with spelling alternatives for /ae/.

### ➤ Digital Component 4.1

/ae/ > 'ay'	Two-Syllable Words
day	shopper
Kay	dinner
play	outside
say	finished

### Preview Core Vocabulary

- Preview the following vocabulary word before reading today's story. Allow students to ask questions to clarify the meaning of this word as necessary.

**brags—v.**, speaks proudly (10)

Example: The art teacher brags about students' artwork.

### Vocabulary Chart for "Dinner with Kay"

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

### Purpose for Reading

- Tell students to read today's story to find out how the dinner goes.

### READ "DINNER WITH KAY" (20 MIN.)

#### Small Group

**Group 1:** Working with students needing additional support, read "Dinner with Kay" and complete Activity Page 4.1 up to the final question.

**Group 2:** Have students read "Dinner with Kay" either with a partner or by themselves, and complete Activity Page 4.1 up to the final question.

- After completing Activity Page 4.1, have students use a red marker to circle the nouns and a green marker to underline the verbs with a squiggly line. Double-check their noun-verb agreement.



### Observation: Anecdotal Reading Record

As you listen to students read “Dinner with Kay,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

### Evidence for Martez’s Character

- Point students to the final question on the activity page: “Write about one thing that Martez says because he is nice.”

#### Page 8

- Tell students to skim page 8 and raise their hand if they find something that Martez says or does that is an example of him being nice. (*Martez says, “I like this corn a lot! You are a good cook!”*)

#### Page 10

- Tell students to skim page 10 and raise their hand if they find something that Martez says or does that is another example of him being nice. (*Martez says, “This corn is so sweet. You are a good shopper.”*)

#### Page 12

- Have a student read the first paragraph on page 12 aloud. Then ask students if there is anything in this paragraph that might be an example of saying or doing something nice. (Prompt students to recognize that there is not anything in this paragraph that would be considered an example of being nice.)
- Read the second paragraph on page 12 aloud. Now tell students to skim the remainder of page 12 to find additional examples of Martez saying or doing something nice and raise their hands to share. (*Answers may vary, but could include that he ate all the food on his plate; he runs inside to thank Kay’s mom and dad for dinner; or he asks if Kay can have dinner at his house the next day.*)

### Support

You may want to explain that when you say they should skim the text, it means they do not need to reread every word, but that they should look for key points. If they want to find something Martez says, they could look for quotation marks in the text.

- Tell students that examples found in the text are called evidence. Ask students to complete the final question on their activity page. Encourage them to include evidence from the text to support the statement that Martez is a nice kid.



### Activity Page 4.1: Story Questions

Collect Activity Page 4.1 to assess students' progress in understanding the story "Dinner with Kay." Pay particular attention to student responses on the final question and note whether students use evidence in the text to support their answer.

End Lesson

## Lesson 4: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH SPELLING ALTERNATIVES FOR /AE/

#### Spelling Tree

- Make four copies of **Activity Page TR 2.1** on **green paper**, cut out the leaves, and write each word from the box onto a leaf.
- Make one copy of **Activity Page TR 2.2** on **yellow paper**. Cut out and reserve the odd ducks, to use as needed. Follow instructions for Spelling Tree in Lesson 2 using the words in the box.

- |          |            |          |
|----------|------------|----------|
| 1. rain  | 5. explain | 9. lake  |
| 2. sail  | 6. bay     | 10. safe |
| 3. waist | 7. pay     | 11. tale |
| 4. tail  | 8. say     | 12. may  |

### MORE HELP WITH NOUN-VERB AGREEMENT

#### Phrase Flip Book

- Cut out slips of **paper** and write the following decodable words on the slips of paper, one word per slip:

Verbs		Nouns	
1. jump	7. jumps	1. chair	1. chairs
2. eat	8. eats	2. train	2. trains
3. sleep	9. sleeps	3. vase	3. vases
4. run	10. runs	4. man	4. men
5. bark	11. barks	5. bike	5. bikes
6. sing	12. sings		

- Organize the words into two stacks: one for verbs, one for nouns.
- By turning over the slips of paper, students can make up and read decodable (and often silly) phrases using correct noun-verb agreement.

## MORE HELP READING AND WRITING SENTENCES

### Sentence Strips

- Make a copy of **Activity Page TR 4.1** and cut apart each sentence strip.
- Have students practice reading each sentence aloud.
- Have students rewrite one of the sentences on a separate **piece of paper** and use a **red marker** to circle the nouns and a **green marker** to underline the verbs with a squiggly line.



## 5

## REVIEW AND PRACTICE

Spelling  
Assessment

## PRIMARY FOCUS OF LESSON

**Language (Spelling)**

Students will spell the Tricky Word by and words with closed syllables and consonant digraphs and will use sound-spelling patterns /ae/ > 'a\_e', /n/ > 'kn',

✦ /ch/ > 'tch', /r/ > 'wr', and /a/ > 'a'. **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

**Foundational Skills**

Students will decode words with /ae/ > 'ai' and 'ay', and words with the r-controlled

✦ vowel sounds /er/, /ar/, and /or/. **TEKS 1.2.B.iii**

**Reading**

Students will read "The Red Dish" with purpose and understanding and will answer oral literal, inferential, and evaluative questions about key details in

✦ the story. **TEKS 1.2.B.iii; TEKS 1.4; TEKS 1.6.I; TEKS 1.7.C; TEKS 1.8.B; TEKS 1.11.C**

## FORMATIVE ASSESSMENT

Activity Page 5.1

**Spelling Test**

✦ **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii**

Activity Pages 5.2, 5.3

**Match the Pictures** /ae/ > 'ai', 'ay'

✦ **TEKS 1.2.B.iii**

Observation

**Anecdotal Reading Record** "The Red Dish"

✦ **TEKS 1.4**

Observation

**Discussion Questions** "The Red Dish"

✦ **TEKS 1.7.C**

✦ **TEKS 1.2.C** Demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial consonant digraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.11.C** Revise drafts by adding details in pictures or words.

**LESSON AT A GLANCE**

	<b>Grouping</b>	<b>Time</b>	<b>Materials</b>
<b>Language (Spelling)</b>			
Spelling Assessment	Whole Group	15 min.	<input type="checkbox"/> Activity Page 5.1
<b>Foundational Skills</b>			
Match the Pictures (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Activity Pages 5.2, 5.3
<b>Reading</b>			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read “The Red Dish”	Small Group/ Partner	25 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Sentences (Digital Components)
<b>Take-Home Material</b>			
“Martez, Martez, Martez”			<input type="checkbox"/> Activity Page 5.4

## ADVANCE PREPARATION

### Reading

- Give some thought as to how you will group and pair students for reading. Students who can work more independently should be paired with a partner (Group 2) while you work with students who need more support (Group 1).

#### ➤ Digital Component 5.1

- Create the Preview Spellings chart (Digital Component 5.1) for Introduce the Story on the board/chart paper, or use the digital version.

#### ➤ Digital Component 5.2

- Create the chart with Sentences (Digital Component 5.2) on the board/chart paper (or use the digital version) so Small Group 2 students can practice conjunctions if they finish reading early.
- You may also want to write the conjunctions *and*, *but*, *or*, and so on the board/chart paper.

### Universal Access

- Make copies of the Preview Spellings chart for Lesson 5 located in Teacher Resources for students who may struggle decoding words with spelling alternatives for /ae/.

## Lesson 5: Spelling Assessment

# Language



**Primary Focus:** Students will spell the Tricky Word *by* and words with closed syllables and consonant digraphs and will use sound-spelling patterns /ae/ > 'a\_e', /n/ > 'kn',

/ch/ > 'tch', /r/ > 'wr', and /a/ > 'a'. **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

### **SPELLING ASSESSMENT (15 MIN.)** **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii**

- Distribute Activity Page 5.1. As a class, write the date on the activity page under the name line.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write down the word.
- Repeat this procedure with each of the remaining words.
- At the end, go back through the list and read each spelling word one more time.

- |            |             |
|------------|-------------|
| 1. hands   | 5. knitting |
| 2. pitch   | 6. by       |
| 3. knocked | 7. fade     |
| 4. wrapper | 8. drinking |

- After all the words have been called out, tell students you will now dictate a sentence that uses a spelling word. They will write the entire sentence on the back of Activity Page 5.1. Say, "The horse is drinking by the lake."
- Tell students that you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board/chart paper, instructing students to correct their work by crossing out any incorrect spelling, and writing the correct spelling next to it.

### Activity Page 5.1



**TEKS 1.2.C** Demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r- controlled syllables; (ii) spelling words with initial consonant digraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list.



### Activity Page 5.1: Spelling Test

Collect Activity Page 5.1. At a later time today, use the template provided in Teacher Resources to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

## Lesson 5: Review and Practice

# Foundational Skills



**Primary Focus:** Students will decode words with /ae/ > 'ai' and 'ay', and words with the r-controlled vowel sounds /er/, /ar/, and /or/. **TEKS 1.2.B.iii**

### MATCH THE PICTURES (15 MIN.)

- Have students turn to Activity Pages 5.2 and 5.3.
- Tell students that they will practice the spelling alternatives they have learned for the /ae/ sound, as well as review the r-controlled vowel sounds /er/, /ar/, and /or/.
- On Activity Page 5.2, students should choose the sentence that describes the picture.
- On Activity Page 5.3, students should read the word and write it below its picture.

**Note:** Most r-controlled vowels in Spanish do not typically include the sounds associated with them; for example, 'er' in English. Ask students to read aloud the sentences and provide support as necessary.



### Activity Pages 5.2, 5.3: Match the Pictures

Collect Activity Pages 5.2 and 5.3, and review, paying particular attention to spellings that students consistently identify incorrectly.

**TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

Activity Pages  
5.2, 5.3



## Lesson 5: “The Red Dish”

# Reading



**Primary Focus:** Students will read “The Red Dish” with purpose and understanding and will answer oral literal, inferential, and evaluative questions about key details in the story. **TEKS 1.2.B.iii; TEKS 1.4; TEKS 1.6.I; TEKS 1.7.C; TEKS 1.8.B; TEKS 1.11.C**

### INTRODUCE THE STORY (5 MIN.)

- Ask students to turn to the table of contents and locate the story that comes after “Dinner with Kay.” Ask students to tell you the page number on which “The Red Dish” starts. (*page 14*)

### Preview Spellings

- Refer to the chart you prepared in advance to preview the sound/spellings before reading the story. You should also teach *Mexico* as a Tricky Word. Write the word on the board/chart paper and underline ‘o’. Tell students that the ‘o’ is tricky and is pronounced /oe/.

### ➤ Digital Component 5.1

/ae/ > ‘ai’	/ae/ > ‘ay’	Multisyllable Words	Tricky Words
pain	today	Mexican	Mexico
	saying	foolish	
		redder	

- Tell students that this story contains three-syllable words, *Mexican* and *Mexico*. They should use the same chunking strategy they have learned for two-syllable words in approaching this and other three-syllable words.

### Preview Core Vocabulary

- Preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of this word as necessary.

**stuff—n.**, a thing or things (14)

Example: We packed up all of our stuff for the trip.

➤ **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.11.C** Revise drafts by adding details in pictures or words.

### Reader



Page 14

### Support

Provide a copy of the Preview Spellings chart you prepared in advance to students who may struggle decoding words with spelling alternatives for /ae/.

**saying—n.**, a well-known phrase (16)

Example: “Practice makes perfect” is a saying my dad always says.

**brave—adj.**, not afraid (16)

Example: The firefighter was brave when he ran into the burning house.

**foolish—adj.**, not using good judgment (16)

Example: It was foolish to run down the stairs.

**stuffs—v.**, fills something up by quickly pushing things into it (18)

Example: She stuffs apples into the grocery bag.

**Vocabulary Chart for “The Red Dish”**

<b>Vocabulary Type</b>	<b>Tier 3 Domain-Specific Words</b>	<b>Tier 2 General Academic Words</b>	<b>Tier 1 Everyday Speech Words</b>
Core Vocabulary		foolish	brave
Multiple-Meaning Core Vocabulary Words		saying stuff stuffs	
Sayings and Phrases			

### **Purpose for Reading**

- Tell students to read today’s story to find out what is in the red dish.

## READ “THE RED DISH” (25 MIN.)

### Small Group

**Group 1:** Meet with students needing more direct support. Listen as students take turns reading “The Red Dish.”



### Observation: Anecdotal Reading Record

As you listen to students read “The Red Dish,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

**Group 2:** Tell students to take turns reading “The Red Dish.” If they finish early, they can combine two of the sentences on the board/chart paper with a conjunction (*and, or, but, so*) and illustrate their new sentence, or they may reread a previous story in the Reader.

### ➤ Digital Component 5.2

- |                    |                     |                              |
|--------------------|---------------------|------------------------------|
| 1. Run in place.   | 5. Pet the dog.     | 9. Martez hates coleslaw.    |
| 2. Stand and clap. | 6. Feed the fish.   | 10. Kay plays hopscotch.     |
| 3. Take a nap.     | 7. Catch the train. | 11. Martez likes pork chops. |
| 4. Eat your lunch. | 8. Ride a plane.    | 12. Kay draws with crayons.  |

### Evidence for Martez’s Character

- Reconvene the whole class, and remind students that in the previous lesson they looked at Martez’s character and found evidence that he has good manners.
- Ask students to list Martez’s actions and speech in this chapter. Select students to share their response and write it on the board/chart paper. In each case, ask whether or not this is what they would expect of someone with good manners.
- Ask students if they still think Martez has good manners, and provide evidence from the text, such as when Martez explains the dishes to Kay, notices she is in pain and brings her ice cubes, or compliments her on joining the club.



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### Reading

#### Evaluating Language Choices

##### Beginning

Read the sentence: “Kay stuffs some in her mouth and lets them melt.”

Explain that *them* refers to ice cubes. Tell students *stuffs* is an action word.

Read again, replacing *stuffs* with the word *put*.

Demonstrate what each verb implies by pretending to stuff, and then put, something in your mouth.

##### Intermediate

Read the sentence with different action words and ask students to demonstrate the difference between what each verb implies by pretending to stuff/put/place/pour something into their mouths.

##### Advanced/Advanced High

Ask students what the action word *stuffs* implies and why the writer may have chosen that specific word.

#### ELPS 4.F

### Support

As students read “The Red Dish,” point out that the word *stuff* is used both as a noun and as a verb in this story. On page 14, *stuff* is used as a noun (referring to the food in the dishes) and on page 18, *stuffs* is used as a verb (explaining how Kay shoves ice into her mouth quickly).



## Challenge

Point students to the phrase *Brave or perhaps foolish*. Ask students what the conjunction *or* means. Discuss why eating the red peppers might be brave or foolish. Ask students if they think it could be both, and if so why.



### Check for Understanding

Ask students for other adjectives they would use to describe Martez, and ask them to provide evidence from the text or illustrations. (Answers will vary but should point to the text and illustrations. For example, *cheerful* because he smiles a lot or *nice* because he helps Kay).

## Wrap-Up

### Discussion Questions on “The Red Dish”

1. **Literal.** Which peppers are hotter, those in the red dish or those in the green dish?
  - » The peppers in the red dish are hotter.
2. **Inferential.** Why might it be foolish to try some of the food in the red dish?
  - » The food in the red dish is hot, hot, hot, and might be unpleasant to eat.
3. **Literal.** How does Kay cool off her mouth?
  - » Kay cools off her mouth by letting ice cubes melt in her mouth.
4. **Literal.** What club does Martez tell Kay she is now a part of?
  - » Martez tells Kay she is in the “I-ate-from-Dad’s-red-dish-and-am-still-living-to-tell-the-tale club.”
5. **Evaluative.** Do you think Kay will eat more food from the red dish? Why or why not?
  - » Answers may vary, but should include evidence from the text or illustrations.



### Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, noting whether the question answered was literal, inferential, or evaluative, and whether the student answered in a complete sentence and/or cited evidence from the text.

# Take-Home Material

## “MARTEZ, MARTEZ, MARTEZ”

- Have students take home Activity Page 5.4 to read with a family member.

Activity Page 5.4



## Lesson 5: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH SPELLING ALTERNATIVES FOR /AE/

### Word Sort with Boxes

- Write the following words on **index cards**:

1. clay	4. paid	7. player
2. rain	5. may	8. wait
3. brain	6. pay	9. saying

- Label **two small boxes** with the sound/spellings ‘ay’ and ‘ai’.
- Have students read the words on the word cards and ask them which target spelling they contain.
- Have students place the cards in the appropriate boxes.

### Dictation with Words

- Provide each student with a **pencil** and a piece of **paper**.
- Write the spellings ‘ai’ and ‘ay’ on the **board/chart paper**.
- Explain that you are going to say a number of words. These words will contain the alternative spellings for /ae/ taught in this unit.
- Have students write each word that you say.
- For each word you say, hold up one finger for each sound.

### Support

Remind students that when they hear /ae/ at the end of a word, it is probably spelled with ‘ay’ and if they hear it in the middle, it is probably spelled with ‘ai’ or ‘a\_e’.

- Ask students to count the sounds and then draw a line on their paper for each sound that they hear. For example, for the word *may*, two lines would be drawn on the paper: \_\_\_\_ \_\_\_\_.
- Once students have drawn one line for each sound, remind them that the sound /ae/ in the word *may* is spelled with the letters 'ay'.
- Have students write the spellings on their respective lines: m ay.
- Finally, ask students to read the word back to you.
- Write the word on the board/chart paper and have students self-correct.
- Repeat with additional words.

- |            |             |              |
|------------|-------------|--------------|
| 1. may (2) | 5. play (3) | 9. makes (4) |
| 2. way (2) | 6. fake (3) | 10. stay (3) |
| 3. day (2) | 7. main (3) | 11. pay (2)  |
| 4. say (2) | 8. hair (3) | 12. rain (3) |

## GRAMMAR

# Noun-Verb Agreement

## PRIMARY FOCUS OF LESSON

**Language (Grammar)**

Students will distinguish between singular and plural nouns and will match the correct verb form with singular and plural nouns in oral sentences.

✦ **TEKS 1.11.D.i; TEKS 1.11.D.iii**

**Reading**

Students will read “The Red Dish” with purpose and understanding and will interact independently with the text by answering written multiple-choice and short-answer questions about key details in the story.

✦ **TEKS 1.4; TEKS 1.5; TEKS 1.7.B; TEKS 1.7.C**

**Language (Spelling)**

Students will correctly spell the Tricky Word *your* and words with /ae/ > ‘a\_e’,

✦ /ae/ > ‘ai’, and /ae/ > ‘ay’. **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

## FORMATIVE ASSESSMENT

Observation

**Anecdotal Reading Record** “The Red Dish”

✦ **TEKS 1.4**

Activity Page 6.1

**Story Questions** “The Red Dish”

✦ **TEKS 1.7.B; TEKS 1.7.C**

✦ **TEKS 1.11.D** Edit drafts using conventions of standard English, including: (i) complete sentences with subject-verb agreement; (ii) singular, plural, common, and proper nouns; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.5** Self-select text and interact independently with text for increasing periods of time; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.2.C** Demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial consonant digraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Grammar)</b>			
Noun-Verb Agreement	Whole Group	15 min.	
<b>Reading</b>			
Reread "The Red Dish"	Small Group/ Partner	20 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 6.1
Quick Write: Opinion	Independent	10 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 6.1
<b>Language (Spelling)</b>			
Introduce Spelling Words	Whole Group	15 min.	<input type="checkbox"/> Activity Page 6.2
<b>Take-Home Material</b>			
Spelling Words			<input type="checkbox"/> Activity Page 6.2

## ADVANCE PREPARATION

### Reading

- Plan to work with students who read “The Red Dish” with partners in the previous lesson (Group 2). Plan to pair students in Group 1 to partner read today.
- Read “The Red Dish” and note the following examples of noun-verb agreement for students.

- |  |  |
|--|--|
| 1. Martez points at his dad and says, “My dad likes hot peppers.” (16) | 6. Martez sees that Kay is in pain. (18)                 |
| 2. His dad smiles and nods. (16)                                       | 7. Kay stuffs some in her mouth and lets them melt. (18) |
| 3. Kay shrugs. (16)  | 8. Martez and his mom and dad all smile. (20)            |
| 4. She takes a bite of the peppers from the red dish. (18)             | 9. They like Kay. (20)                                   |
| 5. Martez looks at her. (18)   |  |

### Universal Access

- Bring in a mirror for students to use to observe their articulation of sounds.

## Lesson 6: Grammar

## Language



**Primary Focus:** Students will distinguish between singular and plural nouns and will match the correct verb form with singular and plural nouns in oral sentences.

**TEKS 1.11.D.i; TEKS 1.11.D.iii**

### NOUN-VERB AGREEMENT (15 MIN.)

#### Support

Pay attention to students' oral language throughout the day. If students make errors in noun-verb agreement when speaking, gently repeat what they said, modeling correct noun-verb agreement. Do not require students to repeat what you say.

- Remind students that they have practiced saying singular and plural nouns and matching verbs. Tell students that they will practice doing this again today.
- Ask a student to provide you with a singular noun. Ask another student to provide you with a verb.
- Say the noun and verb in a sentence, saying both the correct and incorrect form of the verb. Ask students which sounds correct. Repeat the noun-verb phrase with correct agreement.
- Repeat several times with both singular and plural nouns, such as the following:

1. Martez—visit (*Martez visit(s) Kay's house.*)
2. Kay—play (*Kay play(s) tag.*)
3. parents—look (*Her parents look(s) out the window.*)
4. ice cubes—melt (*The ice cubes melt(s) in the glass.*)
5. teacher—read (*My teacher read(s) a book.*)
6. students—write (*The student(s) write a story.*)
7. picture—show (*A picture show(s) the family.*)
8. friends—play (*Our friends play(s) outside.*)



#### Check for Understanding

As you say each sentence with both verb forms, have students give a **Thumbs-Up/Thumbs-Down** to indicate which form of the verb is the correct one.

**TEKS 1.11.D** Edit drafts using conventions of standard English, including: (i) complete sentences with subject-verb agreement; (iii) singular, plural, common, and proper nouns.

- Tell students that when they read today’s story, they should pay particular attention to nouns and verbs and how they work together.

## Lesson 6: “The Red Dish”

# Reading



**Primary Focus:** Students will read “The Red Dish” with purpose and understanding and will interact independently with the text by answering written multiple-choice and short-answer questions about key details in the story.

**TEKS 1.4; TEKS 1.5; TEKS 1.7.B; TEKS 1.7.C**

### REREAD “THE RED DISH” (20 MIN.)

#### Small Group

**Group 2:** Meet with students who read with partners in the previous lesson. Listen as students take turns reading aloud “The Red Dish.” As students read, pause to point out the examples of noun-verb agreement that you previously noted. Complete the first three questions of Activity Page 6.1 as a group.

**Group 1:** Tell students to take turns reading “The Red Dish.” Ask them to complete the first three questions of Activity Page 6.1 with a partner.



#### Observation: Anecdotal Reading Record

As you listen to students read “The Red Dish,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

### QUICK WRITE: OPINION (10 MIN.)

**TEKS 1.5**

- Ask students to complete the fourth question on Activity Page 6.1. Remind students that when they are writing an opinion piece they should state their opinion, give reasons for their opinion, and provide a conclusion for their thoughts.
- Remind students that they should use evidence from the text. Model this as necessary.

**TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.5** Self-select text and interact independently with text for increasing periods of time; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.7.C** Use text evidence to support an appropriate response.

## Activity Page 6.1



### Challenge

Encourage students to use either or both of the words *brave* and *foolish* in their opinion writing.



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### Writing

#### Supporting Opinions

##### Beginning

Ask yes/no questions to prompt student responses: “Is the food in the red dish spicy?” “Do you like spicy food?”

##### Intermediate

Provide sentence starters to help students share their opinions: “I think I (would/would not) take a bite because . . .”

##### Advanced/Advanced High

Ask questions about the text to prompt student response: “What does it say in the story about the food in the red dish?” and “How does that relate to what you think?”

**ELPS 4.J; ELPS 5.G**





## Activity Page 6.1: Story Questions

Collect and review Activity Page 6.1 to assess students' comprehension of "The Red Dish." Note whether each student successfully states their opinion, includes reasons, and offers a conclusion. Also note whether the student provides evidence from the text to support their opinion.

## Lesson 6: Spelling Language



**Primary Focus:** Students will correctly spell the Tricky Word *your* and words with /ae/ > 'a\_e', /ae/ > 'ai', and /ae/ > 'ay'.

✚ **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

### INTRODUCE SPELLING WORDS (15 MIN.)

- Have students turn to Activity Page 6.2
- Tell students that the words for this week will use the spellings that they have learned in the last few lessons.
- Read and write each spelling word, underlining and reviewing the alternative spelling in each word. Have students repeat each word after you. Remind students that the last word is a Tricky Word. Tricky Words do not follow the rules, so their spellings must be memorized.
- Ask one or more students to use each word in a sentence, being sure to explain the meaning of any words they may not know.
- The words for the week are:

/ae/ > 'a_e'	/ae/ > 'ai'	/ae/ > 'ay'	Tricky Words
escape	rain	stay	your
	hair	stray	
	explain	display	

✚ **TEKS 1.2.C** Demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial consonant digraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list.

### Activity Page 6.2



- Explain that you will say a sentence that uses one of this week’s spelling words and students will write the entire sentence in their Dictation Journal.
- Say, “I will take your rain jacket.”

End Lesson

# Take-Home Material

## SPELLING WORDS

- Have students practice the spelling words on Activity Page 6.2 with a family member.

Activity Page 6.2



## Lesson 6: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH SPELLING ALTERNATIVES FOR /AE/

### Bingo

- Make enough copies of the Bingo boards (**Activity Page TR 6.1**) for each student to have one board.
- Copy and cut apart the word cards (**Activity Page TR 6.2**) for your use.
- Any assortment of **tokens** can be used for students to cover spaces on their game boards (e.g., cubes, beans, tiles).
- Select and read a word card, then have students search for the word on their game board.
- Have students put a finger on the word when they find it, then read it aloud before covering the space. When students are correct ask, “How did you know that was \_\_\_\_\_?” If a student is incorrect, use the opportunity to address the confusion.
- The game may be played until one or all students get three spaces covered in a row, or until one or all students get “blackout” (covering the entire board).
- To provide students with practice spelling entire sentences, dictate a sentence using one of the words from the Bingo boards. Have students write the entire sentence in their Dictation Journal.

## 7

## GRAMMAR

## Commas in a Series

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

- Students will orally segment and blend two-syllable words into syllables and sounds and will provide the spelling for the segmented words. **TEKS 1.2.C.iii**

**Language (Grammar)**

- Students will use commas to separate single words in a series and will insert commas between words in printed sentences. **TEKS 1.11.D**

**Reading**

- Students will identify the information that different parts of a book provide. **TEKS 1.2.D**
- Students will read “In the Mail” with purpose and understanding and will answer oral literal, inferential, and evaluative questions about key details in the story. **TEKS 1.4; TEKS 1.6.F; TEKS 1.7.B**

## FORMATIVE ASSESSMENT

Activity Page 7.1

**Commas in a Series**

- TEKS 1.11.D**

Observation

**Anecdotal Reading Record** “In the Mail”

- TEKS 1.2.D; TEKS 1.4**

Activity Page 7.2

**Story Questions** “In the Mail”

- TEKS 1.6.F; TEKS 1.7.B**

Observation

**Discussion Questions** “In the Mail”

- TEKS 1.6.F**

- TEKS 1.2.C.iii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS 1.11.D** Edit drafts using conventions of standard English; **TEKS 1.2.D** Demonstrate print awareness by identifying the information that different parts of a book provide; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.7.B** Write brief comments on literary or informational texts.

**LESSON AT A GLANCE**

	<b>Grouping</b>	<b>Time</b>	<b>Materials</b>
<b>Foundational Skills</b>			
Segment and Blend Two-Syllable Words (Phonological Awareness)	Whole Group	15 min.	
<b>Language (Grammar)</b>			
Commas in a Series	Whole Group	20 min.	<input type="checkbox"/> Sentences (Digital Components) <input type="checkbox"/> Activity Page 7.1
<b>Reading</b>			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "In the Mail"	Partner	20 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 7.2

## ADVANCE PREPARATION

### Language

#### ➤ Digital Component 7.1

- Create the chart with Sentences (Digital Component 7.1) found in Commas in a Series on the board/chart paper or use the digital version.

### Reading

- Plan to assign student pairs for partner reading.

#### ➤ Digital Component 7.2

- Create the Preview Spellings chart (Digital Component 7.2) for Introduce the Story on the board/chart paper, or use the digital version.

### Universal Access

- Make copies of the Preview Spellings chart for Lesson 7 located in Teacher Resources.
- Write the final sentence of the text in the story “In the Mail” and underline the words *hugs*, *and shouts*, and *Martez is the best!*

## Lesson 7: Practice and Review

# Foundational Skills



**Primary Focus:** Students will orally segment and blend two-syllable words into syllables and sounds and will provide the spelling for the segmented words.

 **TEKS 1.2.C.iii**


## SEGMENT AND BLEND TWO-SYLLABLE WORDS (15 MIN.)

- Look at each word in the box below and notice where they are marked with a syllable divider.
- Say the first word (*display*).
- Repeat the word, pausing slightly between the syllables.
- Say the first syllable in a segmented fashion, marking each sound with a thumb-finger tap, beginning with a thumb-forefinger tap (/d/ /i/ /s/).
- Say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/p/ /l/ /ae/).
- Say the blended word while making a fist.
- Have students repeat after you.
- Continue this process with the remaining words.
- After you segment the last word, have students guide you in spelling the word.

1. dis·play (3+3) /d/ /i/ /s/ · /p/ /l/ /ae/
2. es·cape (2+3) /e/ /s/ · /k/ /ae/ /p/
3. ex·plain (2+4) /e/ /x/ · /p/ /l/ /ae/ /n/
4. summ·er (3+1) /s/ /u/ /m/ · /er/
5. por·tray (2+3) /p/ /or/ · /t/ /r/ /ae/

### Support

Point out that these words consist of two syllables by restarting with the thumb-forefinger tap for the first sound in the second syllable.

 **TEKS 1.2.C.iii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

Lesson 7: Grammar

# Language



**Primary Focus:** Students will use commas to separate single words in a series and will insert commas between words in printed sentences. **TEKS 1.11.D**

## COMMAS IN A SERIES (20 MIN.)

- Draw handwriting lines on the board/chart paper and write a comma on the line.
- Remind students that this punctuation mark is called a comma. They have been using commas to write the date. Commas let us know to take a pause when reading a sentence.
- Tell students that commas are also used to separate words in a sentence, especially when there are three or more words together in a list.
- Lists of words in a sentence are called a series of words.
- Model for students how to insert commas in a series of words. Point to the first sentence you prepared in advance: *Carl likes to jump run and hop.* Tell students that one clue they can use to find the series or list of words is to locate the word *and*, and then look at the words on either side of it.
- Demonstrate for students that when there are at least three words in a series, commas are inserted after each word in the list that appears before the word *and*. The sentence should be punctuated as follows: *Carl likes to jump, run, and hop.* Commas signal that we should pause and take a breath as we are reading.
- Repeat with the remaining sentences.

### Challenge

Ask students to create their own lists and read them to a peer. Their peer should identify where commas are needed.

**TEKS 1.11.D** Edit drafts using conventions of standard English.

## ➤ Digital Component 7.1

1. Carl likes to jump run and hop.
2. Track soccer and golf are sports.
3. I like cats and dogs.
4. Pants jackets and blouses are clothing.
5. Winter can be freezing dark and long.
6. In the port are ships tugboats and barges.
7. Cheese and chips are snacks.



### Check for Understanding

Write a simple decodable sentence on the board/chart paper (e.g., “I like to run.”). Tell students you will add details to the sentence and they should put their hand up when commas become necessary (e.g., *Bob and I like to run. Bob and I like to run a lot. Bob, Kate, and I like to run a lot.*).

- Have students turn to Activity Page 7.1.
- Explain to students that the activity page contains sentences that are missing commas.
- Read each sentence with students and have them add the missing commas. Be sure to model the first few sentences on the board/chart paper.



### Activity Page 7.1: Commas in a Series

Collect Activity Page 7.1 and review. Ensure that students have identified when there are only two items in the list, and have not placed commas. Also review for comma placement (including physical placement: for example, is the comma too close to the wrong word?).

## Activity Page 7.1



### Support

After you read the second sentence, stop to ask students if you paused to take a breath. If students still seem uncertain, ask them to count the number of items in the list. Repeat the same process after the seventh sentence.

### Support

Point out that the fourth sentence uses *or* instead of *and*. Ensure that students understand that this indicates a choice, however the same rule applies.



## Lesson 7: “In the Mail”

# Reading



**Primary Focus:** Students will identify the information that different parts of a book provide. **TEKS 1.2.D**

Students will read “In the Mail” with purpose and understanding and will answer oral literal, inferential, and evaluative questions about key details in the story.

**TEKS 1.4; TEKS 1.6.F; TEKS 1.7.B**

### INTRODUCE THE STORY (5 MIN.)

- Tell students that today’s story is called “In the Mail.” Discuss with students what the purpose of mail is and how it helps people communicate with one another.

### Preview Spellings

- Refer to the chart you prepared in advance to preview the sound/spellings before reading the story.
- Discuss the Tricky Word *talk* before reading the story. Write the word on the board/chart paper and underline the ‘al’. Tell students that the ‘al’ is tricky and pronounced /aw/ or /o/ depending on the region of the United States.

### ➤ Digital Component 7.2

/ae/ > ‘ai’	/ae/ > ‘ay’	Two-Syllable Words	Tricky Words
mail	play	summer	talk
wait	way	Spanish	
Spain	day		
	say		

### Preview Core Vocabulary

- Preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of this phrase, as necessary.

### Sayings and Phrases

**can’t make out**—unable to see or identify something (22)

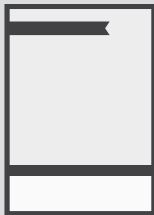
Example: I can’t make out the name on this painting.

**TEKS 1.2.D** Demonstrate print awareness by identifying the information that different parts of a book provide; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.7.B** Write brief comments on literary or informational texts.

### Support

Provide a copy of the Preview Spellings chart you prepared in advance to students who may struggle decoding words with spelling alternatives for /ae/.

### Reader



Page 22

### Vocabulary Chart for “In the Mail”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	can't make out		

### Purpose for Reading

- Tell students to read the story carefully with their partners to find out what Kay receives in the mail.

### READ “IN THE MAIL” (20 MIN.)

### Partner Reading

- Review with students the various parts of the book, calling attention to the cover, title, table of contents, and the glossary. Direct students to characteristics in the text, such as the first and last letters in a word, punctuation in a sentence, and dialogue.
- When they are finished reading, students should complete Activity Page 7.2 together. Encourage students to look back at the story to find the answers in the text.

### Activity Page 7.2



### Observation: Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. As you listen to each student read “In the Mail,” make notes regarding their individual reading ability in the Anecdotal Reading Record. Assess whether students know how to find the cover of the book, back of the book, the table of contents, title, where the story begins, page numbers, and glossary. In the text, have students identify the first and last letters in a word, punctuation in a sentence, and dialogue.



Reading

Reading Closely

Beginning

As students read, pause to help identify clues in the text about how Kay feels. Discuss Kay's actions, what she says, and how she says it.

Intermediate

Prompt students with simple questions: "What does Kay do?" "What does she say?" "How does she say it?" "What does the exclamation point at the end of the sentence tell us?"

Advanced/Advanced High

Ask students to contrast their answers to what their answers would be if certain words or details were changed (e.g., if Kay stomps on the card or if she whispers instead of shouts).

**ELPS 4.G**



Activity Page 7.2: Story Questions

Collect Activity Page 7.2 and review. Pay particular attention to the answer to the last question and whether students have accurately identified clues in the text of "In the Mail" for Kay's feelings.

Wrap-Up

Discussion Questions for "In the Mail"

1. **Literal.** What did Martez send to Kay in the mail?
  - » Martez sent a card to Kay in the mail.
2. **Inferential.** Why can't Kay read all of the words that are written on the card?
  - » Kay can't read all of the words because some of them are written in Spanish.
3. **Literal.** How does Kay figure out what the Spanish words on the card mean in English? What do they mean? You may refer to the text to find the answer.
  - » Kay's mom reads the Spanish words because she took a Spanish class. They mean, "You are my best pal. See you soon!"
4. **Inferential.** How does Kay feel when she receives the card from Martez? Give specific examples from the text.
  - » Kay is happy. She hugs the card and shouts, "Martez is the best!"
5. **Evaluative.** *Think-Pair-Share.* Ask your partner another *what* question about the story.
  - » Answers may vary, but should cite evidence from the text.



Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, noting whether the question answered was literal, inferential, or evaluative, and whether the student answered in a complete sentence and/or cited evidence from the text.

End Lesson

Lesson 7: Foundational Skills Remediation

# Additional Support

## MORE HELP SEGMENTING AND BLENDING TWO-SYLLABLE WORDS

- Use thumb-finger taps to segment the words in the box. Be sure to begin with a thumb-forefinger tap for the first sound in each syllable to emphasize that these words are two syllables.
- Say the first word (*weekday*).
- Repeat the word, pausing slightly between the syllables.
- Say the first syllable in a segmented fashion, marking each sound with a thumb-finger tap, beginning with a thumb-forefinger tap (/w/ /ee/ /k/).
- Say the second syllable in a segmented fashion, beginning with the thumb-forefinger tap for the first sound (/d/ /ae/).
- Say the blended word while making a fist.
- Have students repeat after you.
- Continue this process with the remaining words.
- After you segment the last word, have students guide you in spelling the word.

1. week·day (3+2) /w/ /ee/ /k/ · /d/ /ae/
2. hay·stack (2+4) /h/ /ae/ · /s/ /t/ /a/ /k/
3. rai·sins (2+4) /r/ /ae/ · /z/ /i/ /n/ /z/
4. writt·en (3+2) /r/ /i/ /t/ · /e/ /n/
5. rain·drop (3+4) /r/ /ae/ /n/ · /d/ /r/ /o/ /p/

## MORE HELP WITH ALTERNATIVE SPELLINGS FOR /AE/

### Cut-and-Place Word Sort

- Make a copy of **Activity Pages TR 7.1 and TR 7.2** for each student.
- Have students cut out the word cards on Activity Page TR 7.1, sort the word cards by spelling for /ae/, and place them in the boxes on Activity Page TR 7.2.
- Students may use the word cards as flash cards for continued practice.

## 8

## GRAMMAR

# Root Words with Inflectional Endings

## PRIMARY FOCUS OF LESSON

**Language**

Students will revise and expand oral sentences using the decodable conjunctions

✦ *and, but, or, and so.* **TEKS 1.11.D**

Students will add the inflectional endings *-ed* and *-ing* to root words and will

learn to double the final consonant in words with short vowel sounds when adding

✦ inflectional endings. **TEKS 1.2.B.v**

**Reading**

Students will read “The Holiday” with purpose and understanding, will answer oral literal and inferential questions about key details in the story and will work

✦ together in small groups to summarize the story. **TEKS 1.4; TEKS 1.6.G; TEKS 1.7.D**

## FORMATIVE ASSESSMENT

Activity Page 8.1

**Root Words and Endings *-ed* and *-ing***

✦ **TEKS 1.2.B.v**

Observation

**Anecdotal Reading Record “The Holiday”**

✦ **TEKS 1.4**

Activity Page 8.2

**Story Questions “The Holiday”**

✦ **TEKS 1.6.G**

✦ **TEKS 1.11.D** Edit drafts using conventions of standard English; **TEKS 1.2.B.v** Demonstrate and apply phonetic knowledge by decoding words with inflectional endings including *-ed*, *-s*, and *-es*; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Grammar)</b>			
Building Sentences with Conjunctions	Whole Group	15 min.	
Root Words and Endings <i>-ed, -ing</i>	Small Group	20 min.	<input type="checkbox"/> Root Word Flower (Digital Components) <input type="checkbox"/> Activity Page 8.1
<b>Reading</b>			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "The Holiday"	Small Group/ Partner	10 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 8.2
Retell the Story	Small Group	10 min.	<input type="checkbox"/> <i>Kay and Martez</i>
<b>Take-Home Material</b>			
"The Red Dish"			<input type="checkbox"/> Activity Page 8.3

## ADVANCE PREPARATION

### Language (Grammar)

#### ➤ Digital Component 8.1

- Create the Root Word Flower (Digital Component 8.1) found in Root Words and Endings *-ed*, *-ing*, or use the digital version. Label the root of the flower with a root word (e.g., *stop*) and the petals and leaves with derivations (e.g., *stopped*, *stopping*).

### Reading

#### ➤ Digital Component 8.2

- Create the Preview Spellings chart (Digital Component 8.2) for Introduce the Story on the board/chart paper, or use the digital version.

### Universal Access

- Make copies of the Preview Spellings chart for Lesson 8 located in Teacher Resources.
- Prepare a number of sentences using familiar language that can be expanded using simple conjunctions. You may want to use examples from the text.
- Prepare lists of actions for students to combine using conjunctions.

## Lesson 8: Grammar

## Language



## Primary Focus

Students will revise and expand oral sentences using the decodable conjunctions *and*, *but*, *or*, and *so*. **TEKS 1.11.D**

Students will add the inflectional endings *-ed* and *-ing* to root words and will learn to double the final consonant in words with short vowel sounds when adding inflectional endings. **TEKS 1.2.B.v**

**BUILDING SENTENCES WITH CONJUNCTIONS (15 MIN.)**

- Remind students that when they speak or write, they should strive to make their speaking or writing interesting. Remind students that one way they can do this is by adding words called conjunctions to join phrases and sentences.
- Conjunctions are tiny words that connect phrases and sentences together.
- Tell students that this is an example of a sentence: “My mom drinks coffee.”
- Ask students how they might expand this sentence and make it longer.
- Explain that one way to expand sentences and make them longer is to use conjunctions to connect one sentence to another. Common conjunctions are *and*, *but*, *so*, and *or*.
- Write *and*, *but*, *so*, and *or* on the board/chart paper.
- Demonstrate aloud how to expand sentences using each of the targeted conjunctions: “My mom drinks coffee and munches on a muffin. My mom drinks coffee, but not at night. My mom puts sugar in her coffee so it tastes sweeter. My mom drinks coffee or sips tea in the morning.”
- Ask students to create other revised sentences aloud using the conjunctions *and*, *but*, *so*, and *or*. Note to students that the conjunction *and* joins like phrases or sentences, the conjunction *but* joins a phrase that changes the direction of the sentence, *so* indicates cause, and *or* offers choices.
- Work with students to expand sentences of their choosing.

**TEKS 1.11.D** Edit drafts using conventions of standard English; **TEKS 1.2.B.v** Demonstrate and apply phonetic knowledge by decoding words with inflectional endings including *-ed*, *-s*, and *-es*.


**ENGLISH  
LANGUAGE  
LEARNERS**
**Language**
**Connecting Ideas**
**Beginning**

Provide students with two sentences: “Kay takes a bite from the red dish.” “The red peppers are too hot.” Help students determine whether the sentences combine like things, offer choices, indicate cause, or change direction to select an appropriate conjunction.

**Intermediate**

Provide students with multiple choices and ask them to choose the appropriate conjunction: “The peppers in the red dish are hot (and/but) the peppers in the green dish are not.”

**Advanced/Advanced High**

Prompt students to combine two sentences using appropriate conjunctions independently.

**ELPS 3.C; ELPS 5.F**





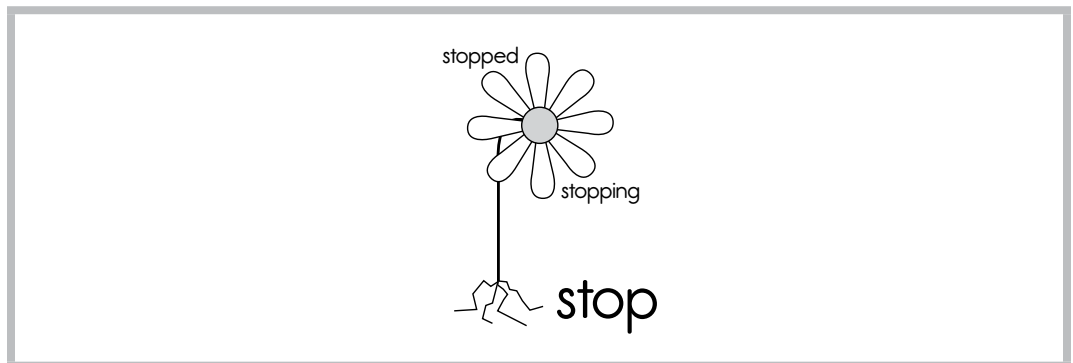
### Check for Understanding

Have students create an oral story using conjunctions to build on each other's ideas. Start the story with a statement. For example, if you say "I am going on a camping trip and . . ." the first student might say "I am packing my raincoat or . . ." The next student might say "I am bringing my umbrella but . . ." As students participate, observe their ability to use conjunctions properly.

## ROOT WORDS AND ENDINGS *-ED, -ING* (20 MIN.)

- Using the illustration of the flower you prepared in advance, review with students that the base of a word is called the root word.

### ➤ Digital Component 8.1



- Remind them that you can add a suffix to the end of a root word to make a different form of the word.
- Point out that sometimes, when you add a suffix to a one-syllable root word, you need to double the consonant before adding the suffix. Explain that this is the case with root words that have a short vowel sound and end in a single consonant.
- Write the word *stop* on the board/chart paper and underline it. Ask a student to use the word in a sentence.
- Ask students how many syllables are in the root word *stop*. You may clap to show it is one syllable. Next, ask students whether *stop* has a short vowel sound. Circle the 'o' and say the /o/ sound to show it is a short vowel sound. Ask if *stop* ends in a single consonant.



## Foundational Skills

### Foundational Literacy Skills

Help students to segment sounds and identify the root word by underlining the sounds in *stepp*, s, t, e, pp, and circling the suffixes *-ed* and *-ing* in each word. Have students complete this process for Activity Page 8.1

#### ELPS 4.A

## Activity Page 8.1



- Tell students that because *stop* is a one-syllable word with a short vowel sound and a single consonant ending, the final consonant is doubled when adding a suffix.
- Write the word *stopped* on the board/chart paper and underline *stop* in the word. Point out that the word *stopped* is in past tense. Ask a student to use *stopped* in a sentence.
- Explain that *stop* is the main part of the word (the root) and that the past tense marker *-ed* changed the tense of the verb.
- Write the word *stopping* on the board/chart paper, underlining *stop*. Follow the same procedure as above.
- Write the word *peep* on the board/chart paper. Using the same steps as you used with *stop*, tell students that because *peep* has a long vowel sound, the ending consonant is not doubled when adding a suffix.
- Write *peeping* on the board/chart paper to demonstrate that the consonant is not doubled.
- Repeat the process with the words *tag*, *tagged*, and *tagging*, writing the words below *stop*, *stopped*, and *stopping*. Ask students if they see a pattern.
- If students do not see the pattern, underline the doubled consonants and explain that the final consonant spelling in the root word was doubled when an ending was added.
- Have students turn to Activity Page 8.1 and complete it with a partner.



### Activity Page 8.1: Root Words and Endings *-ed* and *-ing*

Collect Activity Page 8.1 and review, paying particular attention to the use of double consonants. This is also a good opportunity to check noun-verb agreement.

## Lesson 8: “The Holiday”

# Reading



**Primary Focus:** Students will read “The Holiday” with purpose and understanding; will answer oral literal and inferential questions about key details in the story; and will work together in small groups to summarize the story.

✦ **TEKS 1.4; TEKS 1.6.G; TEKS 1.7.D**

### INTRODUCE THE STORY (5 MIN.)

- Ask students to turn to the table of contents and locate the story that comes after “In the Mail.” Ask students to tell you the page number on which “The Holiday” starts. (page 26)

### PREVIEW SPELLINGS

- Refer to the chart you prepared in advance to preview the sound/spellings before reading the story.
- Discuss the Tricky Words *Hidalgo* and *Britain* with students before reading the story. Write *Hidalgo* on the board/chart paper and underline the ‘o’. Explain that the final ‘o’ in *Hidalgo* is not pronounced /o/, as they might expect. It instead is pronounced /oe/. Write the word *Britain* on the board/chart paper and underline the ‘ai.’ Explain that the ‘ai’ in *Britain* is not pronounced /ae/, as students might expect. Instead, it is pronounced more like a very short /i/ sound, almost as if there is no vowel between the /t/ and the /n/ sounds at all.

### ➤ Digital Component 8.2

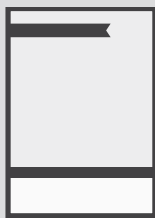
/ae/ > ‘ai’	/ae/ > ‘ay’	Multisyllable Words	Tricky Words
explains	holiday	tribute	Hidalgo
	pay	September	Britain
		government	
		famous	

### Preview Core Vocabulary

- Preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

✦ **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning.

Reader



Page 26

Support

Provide a copy of the Preview Spellings chart you prepared in advance to students who may struggle decoding words with spelling alternatives for /ae/.

**tribute—n.**, something done to show respect to someone (28)

Example: We had a party as a tribute to our teacher.

**Britain—n.**, an island in Europe made of the countries of England, Scotland, and Wales. (30)

Example: The colonists fought against the government of Britain.

### Sayings and Phrases

**in charge**—in control; responsible for (28)

Example: The principal is in charge at our school.

Vocabulary Chart for “The Holiday”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	Britain	tribute	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	in charge		

### Purpose for Reading

- Tell students to read today’s story to find out about an important holiday in Mexico.

### READ “THE HOLIDAY” (10 MIN.)

#### Small Group

**Group 2:** Have students read “The Holiday,” either with a partner or by themselves, and complete Activity Page 8.2.

**Group 1:** Meet with students needing additional support. Read “The Holiday” and complete Activity Page 8.2 together.

Activity Page 8.2



#### Observation: Anecdotal Reading Record

As you listen to students read “The Holiday,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

## RETELL THE STORY (10 MIN.)

### Summarizing

- Ask students to share responses to the final question on Activity Page 8.2 (“Who was Hidalgo?”).
- Now ask students to refer back to the text, as well as using the shared answers for the last question on Activity Page 8.2, to summarize this story, specifically identifying why there is a holiday on September 16th. Scaffold students’ responses by asking:
  - Before Hidalgo, who was in charge of Mexico?
  - Why did the Mexicans want to be free from the Spanish?
  - What did Hidalgo do first?
  - What happened next, even though it took a long time?
  - Why do Mexicans celebrate September 16th as a holiday?
- On the board/chart paper, write student points as key details. In each case, help students understand that you have picked key words and phrases, rather than copying the whole story:

1. The government of Spain was in charge of Mexico.
2. Tired of being told what to do
3. Made speech—Mexicans should have their own government
4. In the end Mexico set free
5. Holiday in tribute to him

- Tell students you have summarized the text—that is, provided the key details.
- Ask students to work with a partner and to take turns orally resummarizing the story, using the key details notes on the board/chart paper. One student might retell items 1 and 2, while other student retells items 3–5.
- Encourage students to use words like *before*, *after*, *first*, *next*, and *finally*, as appropriate in their retelling. Circulate among students, providing support as needed.

### Challenge

Encourage students to use conjunctions (*and*, *so*, *but*, *or*) to join shorter sentences as well as more complex conjunctions (*because*, *before*, *after*, *therefore*) to link events.

### Support

Work with students to turn one of your notes into complete sentences. Ensure that students understand why the notes are not complete sentences.



### Activity Page 8.2: Story Questions

Collect Activity Page 8.2 and review student responses for accuracy regarding key details.

# Take-Home Material

## “THE RED DISH”

- Have students take home Activity Page 8.3 to read with a family member.

Activity Page 8.3



### Lesson 8: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH ROOT WORDS AND ENDINGS **-ED AND -ING**

- Write the root words in the box on **index cards** and give a card to each student.

- |         |         |           |
|---------|---------|-----------|
| 1. fish | 5. dip  | 9. flip   |
| 2. step | 6. rub  | 10. flop  |
| 3. play | 7. rain | 11. hatch |
| 4. sway | 8. hail | 12. wait  |

- Have students read the word on the card and tell them that all of these words are called root words. Explain that when you add a suffix to the end of a root word, it makes a different form of the word.
- Ask students what suffixes they have learned about (*-ed*, *-ing*). Remind students if necessary.
- Ask students if they remember when to double the consonant at the end of a root word before adding the suffix. (Support students in identifying that when adding a suffix to a root word that is one syllable, has a short-vowel sound, and ends in a single consonant, you double the consonant at the end of the root word before adding the suffix.) Point out that a root word must meet all three of these criteria to get a double letter when you add a suffix: that is, the root word must be one syllable, it must have a short vowel sound, and it must end in a single consonant.
- Tell students that they are going to practice adding suffixes to root words to make a different form of the word.

- Have students take turns reading the words on their cards again. Write each word on the board/chart paper (e.g., *fish*).
- For each word, ask students how many syllables are in the root word. (*one*) You may clap to help show that it is one syllable.
- Next, ask students whether the root word has a short vowel sound. Circle the 'i' and say the /i/ sound to show it is a short vowel sound.
- Last, ask students if *fish* ends in a single consonant. Tell students that *fish* is a one-syllable word with a short vowel sound, but it does not have a single consonant ending. Circle the /sh/ at the end of the word. Therefore, you would not have a double letter consonant before adding a suffix.
- Add the suffix *-ed* to the word on the board/chart paper to make *fished* and underline *fish* in the word.
- Ask students to use the new word in a sentence.

### Phonics Flowers

- Make a copy of **Activity Page TR 8.1** for each student. Cut apart the two flower templates and give each student one half of an activity page.
- Next give each student an index card from the previous activity. (Select words with endings that the student needs to practice.)
- Remind students that each word is a root word. Have students write the root word on the line at the base of the flower on the activity page.
- On the lines near the petals, have students write the word with the inflectional endings *-ed* and *-ing*. (Remind students to double the end consonant when appropriate.)
- Repeat with another index card and the other flower template.

## MORE HELP READING AND WRITING SENTENCES

### Sentence Strips

- Make a copy of **Activity Page TR 8.2** and cut apart each sentence strip.
- Have students practice reading each sentence aloud.
- Have students rewrite one of the sentences on a separate **piece of paper** and use a **red marker** to circle the nouns and a **green marker** to underline the verbs with a squiggly line.

## REVIEW AND PRACTICE

# Tricky Words and Punctuation

## PRIMARY FOCUS OF LESSON

### Foundational Skills

Students will identify and read previously taught Tricky Words; will construct a story with sentences using the Tricky Words; and will identify instances where a

- ✦ Tricky Word has been misused and replace it with the correct word. **TEKS 1.2.B.vi**

### Language (Grammar)

Students will read sentences that are missing end punctuation; will determine the appropriate punctuation mark (period, question mark, or exclamation point); and

- ✦ will capitalize words at the beginning of sentences. **TEKS 1.11.D.viii; TEKS 1.11.D.ix**

Students will read sentences containing a series of words and will separate the

- ✦ words in the series with commas. **TEKS 1.11.D**

### Reading

Students will identify the information that different parts of a book provide.

- ✦ **TEKS 1.2.D**

Students will read “Better than the Best” with purpose and understanding; will answer oral literal questions about key details in the story; and will describe the character Kay’s feelings using evidence from the text.

- ✦ **TEKS 1.4; TEKS 1.7.C; TEKS 1.8.B**

## FORMATIVE ASSESSMENT

Observation

✦ **Anecdotal Reading Record** “Better than the Best” **TEKS 1.2.D; TEKS 1.4**

Observation

✦ **Discussion Questions** “Better than the Best” **TEKS 1.7.C**

- ✦ **TEKS 1.2.B.vi** Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.11.D** Edit drafts using conventions of standard English, including: (viii) capitalization for the beginning of sentences and the pronoun “I”; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; **TEKS 1.2.D** Demonstrate print awareness by identifying the information that different parts of a book provide; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions.



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Tricky Word Story (Word Recognition)	Whole Group	15 min.	☐ index cards
<b>Language (Grammar)</b>			
Punctuation Review	Whole Group	20 min.	☐ Punctuation Review Chart (Digital Components)
<b>Reading</b>			
Introduce the Story	Whole Group	5 min.	☐ Preview Spellings Chart (Digital Components)
Read "Better than the Best"	Partner	20 min.	☐ <i>Kay and Martez</i> ☐ Activity Page 9.1
<b>Take-Home Material</b>			
Comma Practice			☐ Activity Page 9.2

## ADVANCE PREPARATION

### Foundational Skills

- Prepare index cards with some or all of the Tricky Words taught so far.

1. a	11. were	21. says	31. he	41. would
2. I	12. have	22. was	32. we	42. should
3. no	13. one	23. when	33. be	43. down
4. so	14. once	24. where	34. me	44. today
5. of	15. to	25. why	35. they	45. yesterday
6. all	16. do	26. what	36. their	46. tomorrow
7. some	17. two	27. which	37. you	47. how
8. from	18. who	28. here	38. your	48. picture
9. word	19. the	29. there	39. because	49. describe
10. are	20. said	30. she	40. could	

### Language

#### ➤ Digital Component 9.1

- Write the sentences in the Punctuation Review chart (Digital Component 9.1) on the board/chart paper or on sentence strips, or use the digital version.

### Reading

#### ➤ Digital Component 9.2

- Create the Preview Spellings chart (Digital Component 9.2) for Introduce the Story on the board/chart paper, or use the digital version.

### Universal Access

- Make copies of the Preview Spellings chart for Lesson 9 located in Teacher Resources.
- Create a framework to provide extra support for students' Tricky Word Story. On the board/chart paper, write and review linking words (*first, next, then, last*) to use to prompt student response.
- Prepare sentence frames to help students use their Tricky Words (e.g., "The dragon said . . ."; "He got lost and . . .")

## Lesson 9: Warm-Up

## Foundational Skills



**Primary Focus:** Students will identify and read previously taught Tricky Words; will construct a story with sentences using the Tricky Words; and will identify instances where a Tricky Word has been misused and replace it with the correct word. **TEKS 1.2.B.vi**

**TRICKY WORD STORY (15 MIN.)****TEKS 1.2.B.vi**

- Show students the index cards you prepared in advance, one at a time, and have them read the Tricky Words aloud.
- Give at least one index card to each student.
- Tell students they are going to make up a silly story as a class. Each student will say one sentence that adds to the story, using the Tricky Word they receive.
- To get students started, choose one of the Tricky Words and make a starting sentence for the story (e.g., “Once there was a dragon.”).
- Choose a student to give the next sentence. Make sure the sentence includes their Tricky Word. Then choose another student to add the next sentence to the story, using their Tricky Word.
- Continue this process until all students have had a turn.
- If time allows, collect the index cards, shuffle them, and redistribute them to students to start a new story. You can also replace some of the cards with other cards you did not use for the first story.

**Support**

Give students Tricky Words that offer additional opportunities for pronunciation practice (e.g., words beginning with ‘w’ for students with Spanish as their first language).

**ENGLISH  
LANGUAGE  
LEARNERS**

**Foundational Skills****Foundational Literacy Skills****Beginning**

Ask students yes/no questions using linking words to prompt the next sentence: “Then, did the dragon get lost?”

**Intermediate**

Offer sentence frames and ask students to fill in the blanks, including the Tricky Word: “The dragon said . . .” “He got lost and then . . .”

**Advanced/Advanced High**

Prompt students to change the setting or add a character to help them develop the story more independently.

**ELPS 1.B; ELPS 3.C;****ELPS 4.C**

**TEKS 1.2.B.vi** Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list.

## Lesson 9: Grammar

# Language



### Primary Focus

Students will read sentences that are missing end punctuation; will determine the appropriate punctuation mark (period, question mark, or exclamation point); and will capitalize words at the beginning of sentences. **TEKS 1.11.D.viii; TEKS 1.11.D.ix**

Students will read sentences containing a series of words and will separate the words in the series with commas. **TEKS 1.11.D**

### PUNCTUATION REVIEW (20 MIN.)

- Remind students that they have learned several punctuation marks that are used at the end of sentences.
- Read the first sentence you prepared in advance, then ask students what is missing from this sentence. (*a period*)
- Write a period at the end of the sentence.
- Remind students that a period is used at the end of a sentence that makes a statement (or tells us something). When the students see a period at the end of a sentence, they need to pause and take a breath.
- Read the second sentence you prepared in advance, then ask students what is missing from this sentence. (*a question mark*)
- Write a question mark at the end of the sentence.
- Read the third sentence with an excited expression, then ask students what is missing from this sentence. (*an exclamation point*)
- Write an exclamation point at the end of the sentence.
- Remind students that an exclamation point is used at the end of a sentence that expresses excitement. When students see an exclamation point at the end of a sentence, they should read the sentence with excitement.
- Explain that if we did not have these punctuation marks, all the sentences would run together and we would probably not be able to read them correctly.

**TEKS 1.11.D** Edit drafts using conventions of standard English, including: (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

### Support

Reread the sentences using different end punctuation to emphasize the different inflection for each.

- Read the fourth sentence you prepared in advance and have students read it aloud.
- Ask students how many sentences these words represent. Then ask students what is wrong with the way the words are written. (*There is no capitalization or punctuation.*)
- Have students tell you what words to capitalize and where to add punctuation so the two sentences are written correctly. Make the changes on the board/chart paper.
- Have students read the two sentences, making sure that they pause at the period.
- Tell students that sometimes pauses are needed within sentences, not just at the end. This type of pause is indicated with another punctuation mark they have learned—a comma. Draw a comma on the board/chart paper.
- Read the next sentence and have students read it aloud.
- Ask students to read the series of items in that sentence. (*grapes, ham, and chips*)
- Remind students that commas are also used to separate three or more items in a series.
- Put commas in the correct places as you read the sentence again, pointing out that there is a comma directly after each item but that there is no comma after the word *and*.
- Repeat this process with the remaining sentences.

## ➤ Digital Component 9.1

1. I can sit and wait
2. Can you go on the trip
3. I am so glad to go to the zoo
4. gail had a bike where is it
5. carmen likes grapes ham and chips
6. david scraped his knee hand and chin when he fell.
7. Slush is gray wet and freezing.
8. The park has a slide and swings.
9. Mom made a cake a tart and ice pops for us.
10. I like to draw pictures with pencils crayons and paint.
11. Do not forget to bring your hat scarf and mittens!

- Call on students to write in the commas as the class reads each sentence aloud.



### Check for Understanding

As students add the commas, pause and ask the class to indicate with **Thumbs-Up/Thumbs-Down** whether they agree with the comma placement.

## Lesson 9: “Better than the Best”

# Reading

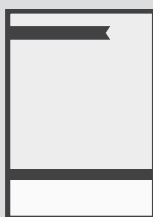


**Primary Focus:** Students will identify the information that different parts of a book provide. **TEKS 1.2.D**

Students will read “Better than the Best” with purpose and understanding; will answer oral literal questions about key details in the story; and will describe the character Kay’s feelings using evidence from the text.

**TEKS 1.4; TEKS 1.7.C; TEKS 1.8.B**

### Reader



Page 32

### Support

Provide a copy of the Preview Spellings chart you prepared in advance to students who may struggle decoding words with spelling alternatives for /ae/.

### INTRODUCE THE STORY (5 MIN.)

- Tell students that today’s story is called “Better than the Best.” Discuss with students what the phrase *better than the best* might mean. Is it possible for something to be better than the best?

### Preview Spellings

- Refer to the chart you prepared in advance to preview the sound/spellings before reading the story.
- Discuss the Tricky Word *gracias* with students before reading the story. Write the word on the board/chart paper and underline each vowel spelling. Tell students that both ‘a’ spellings are tricky and are pronounced /o/. Next, tell students that the ‘i’ spelling is tricky and is pronounced /ee/. Remind students that they learned the ‘c’ spelling for /s/ in the last unit.

### Digital Component 9.2

/ae/ > ‘ai’	/ae/ > ‘ay’	Tricky Words
explains	day	gracias
exclaims	Kay	
wait		

### Preview Core Vocabulary

- Preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary:

**gracias**—means *thank you* in Spanish (32)

Example: My friend can speak Spanish, so sometimes instead of “thank you” he says “gracias.”

**TEKS 1.2.D** Demonstrate print awareness by identifying the information that different parts of a book provide; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions.



**exclaims—v.**, cries out (32)

Example: “Yikes!” exclaims James. “I just saw a snake!”

**Sayings and Phrases**

**jaw drops**—a saying meaning to show surprise (34)

Example: Mom’s jaw drops when she hears the exciting news.

Vocabulary Chart for “Better than the Best”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		exclaims	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	gracias jaw drops		

**Purpose for Reading**

- Tell students to read the story carefully to find out what Kay thinks is better than the best.

**READ “BETTER THAN THE BEST” (20 MIN.)**

**Partner Reading**

- Review with students the various parts of the book, calling attention to the cover, title, table of contents, and the glossary. Direct students to characteristics in the text, such as the first and last letters in a word, punctuation in a sentence, and dialogue.
- When they are finished reading, have students complete Activity Page 9.1. Encourage them to look back at the story to find their answers.



**Observation: Anecdotal Reading Record**

Circulate to listen to as many partner pairs as possible. As you listen to each student read “Better than the Best,” make notes regarding their individual reading ability in the Anecdotal Reading Record. Assess whether students know how to find the cover of the book, back of the book, the table of contents, title, where the story begins, page numbers, and glossary. In the text, have students identify the first and last letters in a word, punctuation in a sentence, and dialogue.



**ENGLISH LANGUAGE LEARNERS**

**Reading**

**Evaluating Language Choices**

**Beginning**

Use yes/no questions to help students identify textual clues: “Did Kay frown?” “Does Kay hug the card?” “Did she say, ‘Yippee!’ and ‘I can’t wait!’?”

**Intermediate**

Prompt students with simple questions: “What does Kay do?” “What does she say?” “How does she say it?” “What does the exclamation point tell us?”

**Advanced/Advanced High**

Encourage students to build on their partners’ responses.

**ELPS 4.G; ELPS 4.J**





Reading

Reading Closely

Beginning

As you read the examples from the text as a class, pause to help students identify clues in the text about how Kay feels. Discuss Kay's actions, what she says, and how she says it.

Intermediate

Prompt students with simple questions:  
 "What does Kay do?"  
 "What does she say?"  
 "How does she say it?"  
 "How do you know?"

Advanced/Advanced High

Ask students to contrast their answers to what their answers would be if certain words or details were changed (e.g., if Kay sits down and pouts instead of jumps up and shouts).

**ELPS 4.G; ELPS 4.J**

Wrap-Up

- Write the following sentence from the story "In the Mail" on the board/chart paper:

Kay hugs the card and shouts, "Martez is the best!"

- Underline the words *hugs*, *shouts*, and the statement "Martez is the best!"
- Tell students each of these is a clue about Kay's feelings. Discuss each word/phrase (e.g., Why would you hug a card? What does that tell us about Kay's feelings?).
- Tell students that in this sentence, we are not told how Kay feels. It does not say, "Kay felt happy," but we are still given words and phrases (and punctuation) as clues that allow us to figure out how Kay feels.
- Now, ask students to refer back to the Reader. Read the fourth paragraph on page 34 aloud. Ask students to read along with you.

Kay's jaw drops. "If Martez in on the trip, that would be better than the best!" she says.

- Ask students to **Turn and Talk** and explain to their partner what we learn about Kay's feelings by what she does, what she says, and how she says it.
- Read the last paragraph on page 34 aloud. Ask students to read along with you.

Kay jumps up and shouts, "I can't wait to tell Martez!"

- Ask students to **Turn and Talk** and explain to their partner what we learn about Kay's feelings by what she does, what she says, and how she says it.



Observation: Discussion Questions

As students **Turn and Talk**, note student performance in the Discussion Questions Observation Record, paying particular attention to each student's ability to use textual clues to describe a character's feelings.

# Take-Home Material

## COMMA PRACTICE

- Have students take home Activity Page 9.2 to practice commas with a family member.

Activity Page 9.2



## Lesson 9: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH TRICKY WORDS

### Reconstructing Sentences

- Make a copy of **Activity Page TR 9.1** or write the sentences from the box onto a piece of **paper**.
- Cut the sentences into their individual words and place them into **envelopes** (one sentence per envelope).
- Have students reconstruct the sentences. Point out that some of the words can be rearranged in different configurations and still be correct.
- Have students copy the sentences on **paper**, including correct punctuation.
- Ask students to underline the tricky part of the tricky words.

1. Should we invite Martez to visit us for dinner?
2. Can Kay have dinner at our house tomorrow?
3. Martez takes a trip to Mexico with his mom and dad.
4. Martez sends Kay a card with a picture of Mexico on it.
5. Martez's mom and dad are from Mexico.
6. Today is a big holiday in Mexico.
7. Martez's mom and dad are from Mexico.

## 10

## REVIEW AND PRACTICE

Spelling  
Assessment

## PRIMARY FOCUS OF LESSON

## Language

Students will correctly spell the Tricky Word *your* and words with /ae/ > 'ay',

✦ /ae/ > 'a\_e', and /ae/ > 'ai'. **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

Students will fix sentences with missing punctuation by adding periods, exclamation points, question marks, and commas in the appropriate places.

✦ **TEKS 1.11.D.ix**

## Reading

Students will read "The Long Cab Ride" with purpose and understanding and will answer oral literal and inferential questions about key details in the story.

✦ **TEKS 1.2.D; TEKS 1.4; TEKS 1.7.C**

## FORMATIVE ASSESSMENT

Activity Page 10.1

**Spelling Test**

✦ **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iv**

Activity Page 10.2

**Punctuation Practice**

✦ **TEKS 1.11.D.ix**

Observation

**Anecdotal Reading Record** "The Long

✦ Cab Ride" **TEKS 1.4**

Observation

**Discussion Questions** "The Long Cab Ride"

✦ **TEKS 1.7.C**

✦ **TEKS 1.2.C** Demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial consonant digraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list; **TEKS 1.11.D.ix** Edit drafts using conventions of standard English, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences; **TEKS 1.2.D** Demonstrate print awareness by identifying the information that different parts of a book provide; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response.

**LESSON AT A GLANCE**

	<b>Grouping</b>	<b>Time</b>	<b>Materials</b>
<b>Language</b>			
Spelling Assessment	Independent	15 min.	☐ Activity Page 10.1
Punctuation Practice	Independent	20 min.	☐ Activity Page 10.2
<b>Reading</b>			
Introduce the Story	Whole Group	5 min.	☐ Preview Spellings Chart (Digital Components)
Read “The Long Cab Ride”	Small Group/ Partner	20 min.	☐ <i>Kay and Martez</i>

## ADVANCE PREPARATION

### Read

- Plan how you will group students for Reading. Students who need additional support should read with you in Group 1 today. You will work with the other group during the next lesson.

### ➤ Digital Component 10.1

- Create the Preview Spellings chart (Digital Component 10.1) for Introduce the Story on the board/chart paper, or use the digital version.
- Write the following sentences (without serial commas or end punctuation) on the board/chart paper. You may want to include the instructions: “Fix the sentences by adding ? . ! ,”

1. There are deserts rainforests and wetlands in Mexico
2. Kay sees a soccer game an Aztec shrine and a place for shopping

### Universal Access

- Make copies of the Preview Spellings chart for Lesson 10 located in Teacher Resources.
- Bring in postcards or images of plains, deserts, rainforests, and wetlands to help students identify the words during Reading.

## Lesson 10: Spelling Assessment and Grammar

## Language



## Primary Focus

Students will correctly spell the Tricky Word *your* and words with /ae/ > 'ay',

✦ /ae/ > 'a\_e', and /ae/ > 'ai'. **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

Students will fix sentences with missing punctuation by adding periods, exclamation points, question marks, and commas in the appropriate places.

✦ **TEKS 1.11.D.ix**

**SPELLING ASSESSMENT (15 MIN.)**

- Have students turn to Activity Page 10.1. As a class, write the date on the activity page under the name line.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write down the word.

- |           |            |
|-----------|------------|
| 1. stay   | 5. explain |
| 2. escape | 6. hair    |
| 3. your   | 7. stray   |
| 4. rain   | 8. display |

- Repeat this procedure with each of the remaining words.
- At the end, go back through the list and read each spelling word one more time.
- After all the words have been called out, tell students you will now dictate a sentence that uses a spelling word. They will write the entire sentence on the back of Activity Page 10.1. Say, "A stray dog is in your yard."
- Tell students that you will now show them the correct spelling for each word so that they can correct their own work.
- Say and write each word on the board/chart paper, instructing students to correct their work by crossing out any incorrect spelling, and writing the correct spelling next to it.

✦ **TEKS 1.2.C** Demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial consonant digraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list; **TEKS 1.11.D.ix** Edit drafts using conventions of standard English, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

## Activity Page 10.1



## Activity Page 10.2



ENGLISH  
LANGUAGE  
LEARNERS



Language

### Connecting Ideas

#### Beginning

Ask questions to help students identify the appropriate punctuation:

“Is there a list?”

“How many items are in that list?” “Does the sentence use question words *how*, *why*, *should*, *would*, or *what*?”

#### Intermediate

Reread sentences without inflection and ask students to say the sentence back as they believe it should sound. Help them identify pauses in the sentence.

#### Advanced/Advanced High

Encourage students to read each sentence aloud to themselves to complete the activity page independently.

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



## Activity Page 10.1: Spelling Test

At a later time today, use the template provided in Teacher Resources to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

### PUNCTUATION PRACTICE (20 MIN.)

- Quickly review what students have learned about periods, question marks, and exclamation points.
- Explain that periods, question marks, and exclamation points are end punctuations that help us to read and better understand a sentence.
- Remind students that a period is used at the end of a sentence that makes a statement (or tells us something). When students see a period at the end of a sentence, they should pause and take a breath.
- Remind students that a question mark is used at the end of a sentence that asks a question.
- Remind students that an exclamation point is used at the end of a sentence that expresses excitement. When students see an exclamation point at the end of a sentence, they should read the sentence with excitement.
- Tell students that sometimes pauses are needed within sentences. This type of pause is indicated with a comma. Draw a comma on the board/chart paper. Explain that commas are used to separate items in a series of three or more things.
- Explain to students that if we did not have these punctuation marks, all of the sentences in writing would run together and we would probably not say them correctly.
- Have students turn to Activity Page 10.2.
- Have students read the sentences and determine where to add punctuation so that the two sentences are written correctly.



## Activity Page 10.2: Punctuation Practice

Collect and review Activity Page 10.2, paying particular attention to whether students accurately place end punctuation and commas in a series.

### Lesson 10: "The Long Cab Ride"

# Reading



**Primary Focus:** Students will read "The Long Cab Ride" with purpose and understanding and will answer oral literal and inferential questions about key details in the story. **TEKS 1.2.D; TEKS 1.4; TEKS 1.7.C**

#### INTRODUCE THE STORY (5 MIN.)

- Ask students to turn to the table of contents and locate the story that comes after "Better than the Best." Ask students to tell you the page number on which "The Long Cab Ride" starts. (*page 36*)

#### Preview Spellings

- Refer to the chart you prepared in advance to preview the sound/spellings before reading the story.
- *Carlos* is a Spanish name, and is pronounced /k/ /ar/ /l/ /oe/ /s/. Write the word on the board/chart paper and underline the 'o'. Explain that the 'o' represents the /oe/ sound, not /o/.

#### ➤ Digital Component 10.1

/ae/ > 'ai'	/ae/ > 'ay'	Two-Syllable Words	Tricky Words
airport	staying	deserts	Carlos
plains	day	whispers	
rainforests	way	describes	
	pay	wetlands	
	Kay		

➤ **TEKS 1.2.D** Demonstrate print awareness by identifying the information that different parts of a book provide; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response.

#### Reader



Page 36

#### Support

Provide a copy of the Preview Spellings chart you prepared in advance to students who may struggle decoding words with spelling alternatives for /ae/.



### Preview Core Vocabulary

- Preview the following vocabulary before reading the story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

**cab—n.**, a car people ride in and pay someone to take them somewhere (36)

Example: We took a cab to the train station.

**inn—n.**, a hotel (38)

Example: The inn had twenty rooms.

**sites—n.**, places (38)

Example: We visited many sites on our vacation.

**shrine—n.**, a place where people go to worship someone or something special (42)

Example: The shrine was built a long time ago.

### Sayings and Phrases

**Greetings!**—an interjection used to say “Hello!” (38)

Example: “Greetings!” we said when our relatives arrived.

**Vocabulary Chart for “The Long Cab Ride”**

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		sites shrine	cab inn
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	Greetings!		

### Purpose for Reading

- Tell students to read today’s story to find out what happens on the long cab ride.

## READ “THE LONG CAB RIDE” (20 MIN.)

### Small Group

**Group 2:** Have students take turns reading “The Long Cab Ride” with a partner. Tell them if they finish early, they may copy and fix one of the sentences on the board/chart paper. If they have time, they may illustrate one of the items in the sentence.

**Group 1:** Meet with students needing additional support. Have students take turns reading small sections of “The Long Cab Ride” aloud. Support student understanding as needed.



### Observation: Anecdotal Reading Record

As you listen to each student read “The Long Cab Ride,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

### Wrap-Up

- Use the following questions to promote further discussion. Remember to encourage students to answer in complete sentences and to cite the part of the story that guided their response.



ENGLISH  
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### Foundational Skills

#### Foundational Literacy Skills

Before reading page 40, show students the postcards or images you gathered to help them identify the words for the various landscapes. As you show each picture, say the word and explain the land type. Have students repeat the word after you.

**ELPS 1.E; ELPS 4.D**



## Reading

### Reading Closely

#### Beginning

Use yes/no or simple questions to prompt students: “Are Kay and her family in Mexico?” “Does Kay’s dad want to see the sites or go to the inn?”

#### Intermediate

Use sentence frames to prompt student responses: “Kay’s dad wants the driver to take them to the \_\_\_\_\_.” “Carlos shows them a soccer \_\_\_\_\_ and an Aztec \_\_\_\_\_.”

#### Advanced/Advanced High

Encourage students to build on other student responses: “Where else does Carlos take them?”

**ELPS 4.G; ELPS 4.J**

### Discussion Questions on “The Long Cab Ride”

1. **Literal.** Where are Kay, Martez, and Kay’s mom and dad?
  - » Kay, Martez, and Kay’s mom and dad are in a cab in Mexico on the way to the inn from the airport.
2. **Literal.** Where does Kay’s dad want the cab driver to take them?
  - » Kay’s dad wants the cab driver to take them directly to the inn.
3. **Literal.** What are some things that Carlos points out?
  - » Carlos points out a soccer game, an Aztec shrine, a good place for shopping, and his mom’s house.
4. **Inferential.** Why is Kay’s dad upset when he hears the price of the cab ride?
  - » Answers may vary, but should cite specific examples from the text, such as “it was a long cab ride,” “he must pay a lot,” or they were “tired from the trip.”
5. **Evaluative. Think-Pair-Share.** Why do you think Carlos takes Kay, Martez, and Kay’s parents to see some sites on the way to the inn?
  - » Answers may vary, but should include evidence from the text or illustrations.



### Observation: Discussion Questions

Ask different students to respond to each question. Note student performance in the Discussion Questions Record, including whether the question is literal, inferential, or evaluative.

End Lesson

### Lesson 10: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH SPELLING ALTERNATIVES FOR /AE/

### Word Sort with Boxes

- Write the following words on **index cards**.

- |           |          |             |
|-----------|----------|-------------|
| 1. planes | 5. Dave  | 9. play     |
| 2. gray   | 6. pain  | 10. game    |
| 3. train  | 7. days  | 11. Gail    |
| 4. same   | 8. plain | 12. weekday |

- Label **two small boxes** with the spelling alternatives 'ay' and 'ai'. (You may reuse the boxes from Lesson 5.)
- Label another **small box** with the sound/spelling 'a\_e'.
- Have students read the words on the word cards and ask them which target spelling they contain.
- Have students place the cards in the appropriate boxes.

### Highlight the Spelling

- Write words from the box on **index cards** or a piece of **paper**.
- Ask students to read the words and use a **highlighter** to highlight the letters of each spelling for /ae/.

- |             |            |            |              |
|-------------|------------|------------|--------------|
| 1. wait     | 5. mailman | 9. aim     | 13. airplane |
| 2. stays    | 6. explain | 10. day    | 14. tail     |
| 3. brain    | 7. paints  | 11. player | 15. today    |
| 4. haystack | 8. aid     | 12. hair   | 16. bay      |

## 11

## SPELLING ALTERNATIVES

Introduce  
/oe/ → 'oa'

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

- Students will decode words with /oe/ > 'o\_e' and 'oa' and will sort different words based on their spelling features. **TEKS 1.2.B.iii**

**Reading**

- Students will read "The Long Cab Ride" with purpose and understanding; will answer written literal questions about key events in the story; and will write a short opinion citing evidence from the text. **TEKS 1.4; TEKS 1.7.C; TEKS 1.7.E**

- Students will self-select text and interact independently with text for increasing periods of time. **TEKS 1.5**

**Language (Spelling)**

- Students will read and write the Tricky Word *who* and words with /ae/ > 'a\_e', 'ai', **TEKS 1.2.B.iii; TEKS 1.2.B.vi; TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

## FORMATIVE ASSESSMENT

Observation

**Spelling Alternatives** /oe/ > 'o\_e', 'oa'

- TEKS 1.2.B.iii**

Observation

**Anecdotal Reading Record** "The Long Cab

- TEKS 1.4**

Exit Pass

**Quick Write** Opinion

- TEKS 1.7.E**

- TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 1.5** Self-select text and interact independently with text for increasing periods of time; **TEKS 1.2.B.vi** Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.C** Demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial consonant digraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high frequency words from a research-based list.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Spellings for /oe/ (Phonics)	Whole Group	10 min.	<input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> Spelling Card /oe/ > 'oa' ( <i>boat</i> ) <input type="checkbox"/> green markers
Spelling Tree for /oe/ (Phonics)	Whole Group	10 min.	<input type="checkbox"/> Spelling Tree for /oe/ <input type="checkbox"/> prepared leaves for /oe/ <input type="checkbox"/> brown, green, and yellow paper <input type="checkbox"/> leaves template <input type="checkbox"/> odd duck template <input type="checkbox"/> marker <input type="checkbox"/> scissors <input type="checkbox"/> tape
<b>Reading</b>			
Reread "The Long Cab Ride"	Small Group	15 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 11.1
Quick Write: Opinion	Independent	10 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> paper
<b>Language (Spelling)</b>			
Introduce Spelling Words	Whole Group	15 min.	<input type="checkbox"/> Activity Page 11.2
<b>Take-Home Material</b>			
Spelling Words			<input type="checkbox"/> Activity Page 11.2

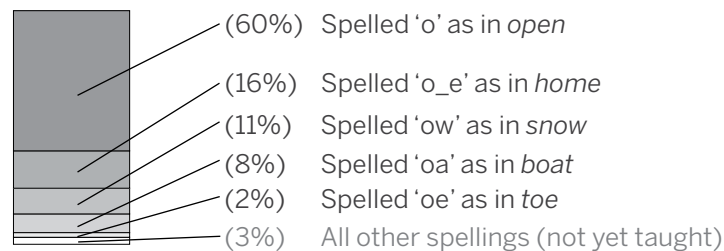
## ADVANCE PREPARATION

### Note to Teacher

Review the following spelling patterns:

- 'o' is rare in one-syllable words (some exceptions include *no*, *so*, *go*, and *most*)
- At the beginning of a word, 'o' and 'oa' are the most likely spellings (*old*, *obey*, *oak*, and *oat*); 'ow' is rarely used in that position (*own*).
- In the middle of a word, with consonant spellings on either side, 'o', 'oa', and 'o\_e' are all used (*fold*, *groan*, and *hope*); 'ow' is rare (*grown*); and 'oe' is rarely, if ever, used.
- At the end of a word, 'o', 'ow', and 'oe' are all used (*hippo*, *snow*, and *toe*); 'oa' is very rare (*cocoa*).
- Many 'o\_e' words change to 'o' when a suffix is added (e.g., *hope* > *hoping* and *joke* > *joking*, *joker*).

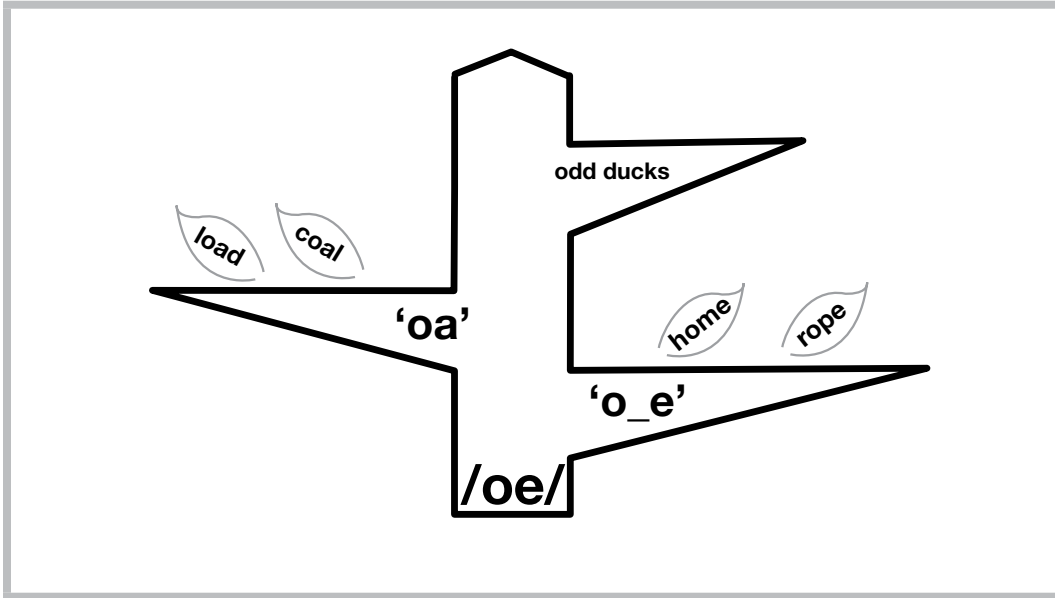
### Spellings for the Sound /oe/



### Foundational Skills

- Prepare to display the Vowel Code Flip Book within view of all students; also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.
- Create a Spelling Tree for the /oe/ sound using the template provided in Teacher Resources. You should make the tree at least 18" x 24", but even larger would be preferable. Make the branch at the bottom the longest and the branch at the top the smallest. Make one other branch in between.
- Label the trunk /oe/. Label the bottom branch 'o\_e', the middle branch 'oa', and the top branch 'odd ducks'.
- On green paper, make multiple copies of the leaf template found in Teacher Resources. Write /oe/ words such as *home*, *rope*, *note*, *quote*, *coat*, *float*, *coach*, *soap*, *boat*, and *toast* on the leaves.

- On yellow paper, make multiple copies of the odd duck template. You do not need to write words in advance on the odd ducks; just have these available during the lesson in the event a student offers a word with the /oe/ sound that doesn't fall into one of the other spelling patterns.
- A completed tree is shown here:



### Reading

- Plan to read with students who were in Group 2 during the previous lesson.

### Universal Access

- Bring in a mirror for students to observe their articulation of sounds.
- Gather pictures for depictable words listed on the Spelling Tree.  
Give prior thought to any words that can be demonstrated with actions.



## Lesson 11: Spelling Alternatives for /oe/

## Foundational Skills



**Primary Focus:** Students will decode words with /oe/ > 'o\_e' and 'oa' and will sort different words based on their spelling features. **TEKS 1.2.B.iii**

**SPELLING ALTERNATIVES FOR /OE/ (10 MIN.)**

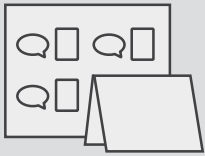
- Have students say the /oe/ sound several times, stretching it out.
- Turn to the **Vowel Code Flip Book page 9**.
- Point to the 'o\_e' spelling, read the sample word (*home*), and discuss the power bar.
- Write 'o\_e' on the board/chart paper, along with the sample word. (*home*)
- Have students turn to **Individual Code Chart page 3**.
- Have them locate and trace the green outline of the card and the code information for 'o\_e' > /oe/ with a finger.
- Tell students they will now learn another spelling for the /oe/ sound.
- Show students the Spelling Card for 'oa' (*boat*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate place.
- Have students outline the 'oa' vowel spelling in green marker in their Individual Code Charts.
- The spellings can be found on the following pages in the Vowel Code Flip Book and in the student Individual Code Chart.

Vowel Code Flip Book	Individual Code Chart
1. 'o_e' > /oe/ ( <i>home</i> ) <b>page 9</b>	1. 'o_e' > /oe/ ( <i>home</i> ) <b>page 3</b>
2. 'oa' > /oe/ ( <i>boat</i> ) <b>page 9</b>	2. 'oa' > /oe/ ( <i>boat</i> ) <b>page 3</b>

- Tell students that whenever the spelling 'oa' appears on an activity page or in a story for the next few lessons, it will be printed in bold type to remind them that this is a spelling they learned recently.

**TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

## Code Materials



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## Foundational Skills

## Foundational Literacy Skills

Direct students to the shape of your mouth when you form the /oe/ sound.

Have students look at themselves in a mirror to see what their mouth looks like when they make the sound. Have them compare this to the shape their mouth makes when they make the /o/ sound. If mirrors are not available, have student pairs face each other, first making the /oe/ sound, then /o/.

**ELPS 1.B; ELPS 2.A;**  
**ELPS 3.A**



### Check for Understanding

Write the words *toad*, *coast*, *hop*, *roast*, *home*, *road*, *cost* on the board/chart paper and read them aloud, pointing to the individual sounds as you segment the word. Ask students to raise their hand if the word has the /oe/ sound.

### SPELLING TREE FOR /OE/ (10 MIN.)

- Show students the Spelling Tree and explain that you are going to use it to help them keep track of the spellings for the /oe/ sound.
- Point to the trunk labeled /oe/.
- Point to the three branches: 'o\_e', 'oa', and odd ducks. Explain that the 'o\_e' branch is the longest and on the bottom and the 'oa' branch is in the middle. It is shorter because this sound/spelling is less frequent. Remind students that the smallest branch (or the one with the least open space around it) is for odd ducks.
- Shuffle the leaves and then show each leaf.
- Ask a student to read the leaf and then place it on the correct branch of the Spelling Tree.



### Observation: Spelling Alternatives

Ask as many students as possible to read a word and place the leaf on the Spelling Tree. Make note of their individual ability to decode words with 'o\_e' and 'oa' for /oe/ in the Spelling Alternatives Observation Record.

## Lesson 11: “The Long Cab Ride”

# Reading



### Primary Focus

Students will read “The Long Cab Ride” with purpose and understanding; will answer written literal questions about key events in the story; and will write a short opinion citing evidence from the text. **TEKS 1.4; TEKS 1.7.C; TEKS 1.7.E**

Students will self-select text and interact independently with text for increasing periods of time. **TEKS 1.5**

Reader



Page 36

### REREAD “THE LONG CAB RIDE” (15 MIN.)

#### Small Group

**Group 1:** Tell students to take turns reading “The Long Cab Ride.” Students should then complete Activity Page 11.1. Remind students to refer back to the story to help them answer the questions.

**Group 2:** Listen as students take turns reading “The Long Cab Ride” aloud. Work with students to complete Activity Page 11.1. Prompt students to refer back to the story to find answers to the questions.

Activity Page 11.1



### Observation: Anecdotal Reading Record

As you listen to each student read “The Long Cab Ride,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

### QUICK WRITE: OPINION (10 MIN.) **TEKS 1.5**

- Ask students to refer to the last question on Activity Page 11.1. If students have not completed this question, complete it now as a class.
- Have one student read the question and share their response. (*Answers may vary, but should cite specific examples from the text, such as “it was a long ride,” “he must pay a lot,” or they were “tired from the trip.”*)

**TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 1.5** Self-select text and interact independently with text for increasing periods of time.

- Give each student a piece of paper. Tell them they will be writing a short opinion piece.
- Explain that an opinion piece should state their opinion, give one or more reasons for their opinion, and provide a conclusion for their thoughts.
- Tell students they should write what they think is the main reason Kay's dad is upset at the end of the cab ride. They may refer to the text and their responses to Activity Page 11.1 as they write.
- Remind students that it is important to use details from the text to support their opinion. Encourage students to use at least one reference from the text in their response.



### Exit Pass: Quick Write

Collect and review written responses, paying particular attention to each student's ability to successfully state an opinion, give reasons, and provide a conclusion. Also note whether students include evidence from the text.



ENGLISH  
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### Writing

#### Supporting Opinions

##### Beginning

Ask yes/no questions to help guide student responses: "Did Kay's dad want to see the sites?" "Does Kay's dad think the cab ride was long?"

##### Intermediate

Provide sentence frames to prompt student responses: "It was a long \_\_\_\_." "Kay's dad must pay a lot of \_\_\_\_."

##### Advanced/Advanced High

Prompt students to include a quote or reference from the text to support their opinion: "Where does it say they are tired?" "Why does Kay's dad think it was a long ride?"

**ELPS 4.J; ELPS 5.B**

### Activity Page 11.2



## Lesson 11: Spelling

# Language



**Primary Focus:** Students will read and write the Tricky Word *who* and words with /ae/ > 'a\_e', 'ai', and 'ay'.

**TEKS 1.2.B.iii; TEKS 1.2.B.vi; TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

### INTRODUCE SPELLING WORDS (15 MIN.)

- Have students turn to Activity Page 11.2.
- Tell students that this week's spelling words use the spellings for /ae/ that they learned in previous lessons.
- Read and write each spelling word, underlining and reviewing the spelling for /ae/ in each word. Have students repeat each word after you. Remind students that the last word is a Tricky Word. Tricky Words do not follow the rules, so their spellings must be memorized.

**TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.C** Demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial consonant digraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high frequency words from a research-based list.

- Ask one or more students to use each word in a sentence, being sure to explain vocabulary for any words they may not know.
- The words for the week are:

/ae/ > 'a_e'	/ae/ > 'ai'	/ae/ > 'ay'	Tricky Words
classmate	gain	layer	who
	brainstorm		
airplane		playground	
	railway		

- Explain that you will say a sentence that uses one of this week's spelling words and students will write the entire sentence in their Dictation Journal.
- Say, "Who is your classmate?"

End Lesson

## Take-Home Material

### SPELLING WORDS

- Have students take home Activity Page 11.2 and remind them to practice the spelling words throughout the week.

Activity Page 11.2



### Lesson 11: Foundational Skills Remediation

## Additional Support

### MORE HELP WITH SPELLING ALTERNATIVES FOR /OE/

#### Bingo

- Make enough copies of the Bingo boards (**Activity Page TR 11.1**) for each student to have one board.
- Copy and cut apart the word cards (**Activity Page TR 11.2**) for your use.

- Any assortment of **tokens** can be used for students to cover spaces on their game boards (e.g., cubes, beans, tiles).
- Follow the instructions for Bingo in Lesson 6.

### Spelling Tree

- Make four copies of **Activity Page TR 2.1** on **green paper**, cut out the leaves, and write each word from the box onto a leaf.
- Make one copy of **Activity Page TR 2.2** on **yellow paper**. Cut out and reserve the odd ducks, to use as needed. Follow instructions for Spelling Tree in Lesson 2 using the words in the box.

1. home	5. note	9. coach
2. wrote	6. coat	10. soap
3. rope	7. float	11. throat
4. coast	8. boat	12. toast

- To provide students with practice spelling entire sentences, dictate a sentence using one of the words from the box above. Have students write the entire sentence in their Dictation Journal.

### Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 642 and 798 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 645 and 802 of those words would be completely decodable.

## 12

## REVIEW AND PRACTICE

# Conjunctions and Long Vowel Spellings

## PRIMARY FOCUS OF LESSON

**Language (Grammar)**

Students will revise and expand oral sentences using the decodable conjunctions

✦ *and, but, so, and or.* **TEKS 1.11.D**

**Foundational Skills**

Students will decode words with /ae/ > 'ai', /ae/ > 'ay', and /oe/ > 'oa' and use the

✦ words to complete sentences. **TEKS 1.2.B.iii**

**Reading**

Students will read "The Vote" with purpose and understanding; will answer written literal and inferential questions about key events in the story; will write a short opinion citing evidence from the text; and will compare and contrast the behavior

✦ of different characters in the text. **TEKS 1.7.C; TEKS 1.8.B**

Students will self-select text and interact independently with text for increasing

✦ periods of time. **TEKS 1.5**

## FORMATIVE ASSESSMENT

Activity Pages 12.1, 12.2

Word Box /ae/ and /oe/

✦ **TEKS 1.2.B.iii**

✦ **TEKS 1.11.D** Edit drafts using conventions of standard English; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.5** Self-select text and interact independently with text for increasing periods of time.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Grammar)</b>			
Use Conjunctions in Sentences	Whole Group	15 min.	
<b>Foundational Skills</b>			
Word Box (Phonics)	Independent	20 min.	☐ Activity Pages 12.1, 12.2
<b>Reading</b>			
Introduce the Story	Whole Group/ Independent	25 min.	<ul style="list-style-type: none"> <li>☐ Preview Spellings Chart (Digital Components)</li> <li>☐ <i>Kay and Martez</i></li> <li>☐ Activity Page 12.3</li> <li>☐ Wrap-Up (Digital Components)</li> </ul>
Read "The Vote"			



## ADVANCE PREPARATION

### Reading

#### ➤ Digital Component 12.1

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

#### ➤ Digital Component 12.2

- Create a blank version of the chart for Wrap-Up (Digital Component 12.2) on the board/chart paper, or use the digital version.

### Universal Access

- Prepare a number of word pairs (e.g., *pork chops—corn*, *wetlands—desert*, *Kay—Martez*) and simple sentences that use decodable conjunctions (e.g., “Martez likes corn.” “Martez likes pork chops.”; “Kay likes to play tag.” “Martez likes to play hopscotch.”)
- Make copies of the Preview Spellings chart for Lesson 12 located in Teacher Resources.

## Lesson 12: Grammar

## Language



**Primary Focus:** Students will revise and expand oral sentences using the decodable conjunctions *and*, *but*, *so*, and *or*. **TEKS 1.11.D**

### USE CONJUNCTIONS IN SENTENCES (15 MIN.)

- Remind students that when they speak or write, they should strive to make their speaking or writing interesting. Remind students that one way they can do this is by adding words called *conjunctions* to join phrases and sentences.
- Conjunctions are tiny words that connect phrases and sentences.
- Say, “Kay can take a cab.” Point out that *Kay can take a cab.* is a sentence.
- Ask students how they might expand this sentence and make it longer.
- One way we can expand sentences and make them longer is to use tiny words called conjunctions to connect one sentence to another. Common conjunctions are *and*, *but*, *so*, and *or*. Write *and*, *but*, *so*, and *or* on the board/chart paper.
- Demonstrate aloud how to expand sentences using each of the above conjunctions. For example, you could say, “Kay can take a cab and get to the airport in a flash. Kay can take a cab or wait for the bus. Kay takes a cab so she can get to the airport. Kay can take a cab, but there is a traffic jam.”
- Ask students to create other sentences aloud using the conjunctions *and*, *but*, *so*, and *or*. Note that *and* joins like phrases or sentences, *but* joins a phrase that changes the direction of the sentence, *so* indicates cause, and *or* offers choices.
- Work with students to expand sentences of their choosing.



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### Language

#### Connecting Ideas

#### Beginning

Provide students with multiple choice options and ask them to choose appropriate conjunctions: “Kay’s dad paid for the cab (so/and/but) he did not want to.”

#### Intermediate

Give students word pairs and ask them to join the words in sentences using a variety of conjunctions: “wetlands—desert” could become “You can visit wetlands or the desert.” “You can visit wetlands and the desert.” or “You can visit the wetlands but you can’t visit the desert.” Discuss the difference in meaning that each conjunction conveys.

#### Advanced/Advanced High

Offer students a list of actions and encourage them to combine them using a variety of conjunctions.

**ELPS 2.C**

**TEKS 1.11.D** Edit drafts using conventions of standard English.

Lesson 12: Phonics and Word Recognition

# Foundational Skills



**Primary Focus:** Students will decode words with /ae/ > 'ai', /ae/ > 'ay', and /oe/ > 'oa' and use the words to complete sentences. **TEKS 1.2.B.iii**

## WORD BOX (20 MIN.)

- Tell students to turn to Activity Pages 12.1 and 12.2.
- Explain that students should first read the words in the box, and then write the correct word in the blank underneath its picture.
- Review the Activity Pages as a class.



## Activity Pages 12.1, 12.2: Word Box

Collect Activity Pages 12.1 and 12.2 and review for appropriate choices of words. Review or reteach the spellings as necessary.

Lesson 12: "The Vote"

# Reading



**Primary Focus:** Students will read "The Vote" with purpose and understanding; will answer written literal and inferential questions about key events in the story; will write a short opinion citing evidence from the text; and will compare and contrast the behavior of different characters in the text.

**TEKS 1.7.C; TEKS 1.8.B**

Students will self-select text and interact independently with text for increasing periods of time. **TEKS 1.5**

## INTRODUCE THE STORY (5 MIN.)

- Tell students that today's story is called "The Vote." Discuss what a vote is, and if applicable, talk about a time when the class voted on something. What did students like about voting? What didn't they like about voting?

**TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.5** Self-select text and interact independently with text for increasing periods of time.

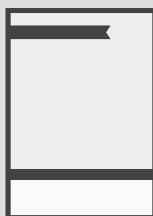
Activity Pages  
12.1, 12.2



### Challenge

After completing Activity Pages 12.1 and 12.2, ask students to circle nouns and put a squiggly line under verbs.

Reader



Page 44

## Preview Spellings

- Refer to the chart you prepared in advance to preview words with the new sound/spellings before reading the story.
- Write *Gomez* on the board/chart paper and explain that it is a Spanish last name. Underline the ‘o’ and tell students that this is the tricky part, and it is pronounced /oe/.

### ➤ Digital Component 12.1

/oe/ > ‘oa’	/ae/ > ‘ai’	/ae/ > ‘ay’	Multisyllable Words	Tricky Words
boasts	raises	yesterday	Mister	Gomez
groans		pay	ourselves	

## Preview Core Vocabulary

- Preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary:

**hire—v.**, to pay someone to do a job (46)

Example: We will have to hire a plumber to fix our sink.

**boasts—v.**, brags; speaks proudly (48)

Example: Our coach boasts about how well we played.

## Sayings and Phrases

**out of date—**old; not current or recent (48)

Example: That phone number is out of date.

## Support

Provide a copy of the Preview Spellings chart you prepared in advance to students who may struggle decoding words with spelling alternatives for /ae/ and /oe/.

Vocabulary Chart for “The Vote”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		boasts	hire
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	out of date		



### Purpose for Reading

- Tell students to read the story carefully to find out what Martez, Kay, and her parents vote about.

### READ “THE VOTE” (20 MIN.)

#### Whole Group

- Call on a different student to read one or two paragraphs at a time aloud.
- After students finish reading, they should complete Activity Page 12.3 independently. Encourage students to look back at the story to find their answers.
- Circulate to provide support to students who need help completing Activity Page 12.3.

#### Wrap-Up

- Ask students why they think the title of the story is “The Vote”? What did the characters in the story vote about? (*Whether to hire Mister Gomez to drive them around to see places in Mexico*)
- Refer to the chart you prepared in advance. Explain that this is a character chart and that you will use it to make notes about the characters’ views in the story. Tell students you will complete the chart as a group.
- Ask students to answer the literal question: How did each character vote? Model how to find the answer in the text on page 48.
- Ask students to answer the inferential question: Why did they each vote the way that they did? Model how to locate evidence in the text to support the answers. (See completed chart.)

## ➤ Digital Component 12.2



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### Reading

#### Reading Closely

##### Beginning

Ask yes/no questions: “Did Kay’s mom like the cab ride?” “Did Kay’s dad want a driver?”

##### Intermediate

Provide specific sentence frames: “Kay’s dad had a \_\_\_ that could show them the same \_\_\_.” “Kay’s mom says the book is . . .”

##### Advanced/Advanced High

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

**ELPS 4.G**

	Kay’s mom	Kay’s dad	Kay	Martez
<b>How did they vote?</b>	Yes (48)	No (48)	Yes (48)	No (48)
<b>Why?</b>	<p>She liked the cab ride and having someone tell them about the sites. (44)</p> <p>She wants someone who has a car and who will drive them to the best sites. (46)</p> <p>The book is out of date. (48)</p>	<p>It will cost a lot. (46)</p> <p>They can see the sites themselves. (46)</p> <p>He got a book that will tell them the same stuff. (46)</p>	<p>She liked the cab ride and having someone tell them about the sites. (44)</p>	<p>He liked the cab ride and having someone tell them about the sites. (46)</p>

- Explain that the terms *compare* and *contrast* mean to discuss how things are alike (compare) and how they are different (contrast). Prompt students to discuss which character’s views are alike (Kay, her mom, and Martez) and whose are different (Kay’s dad).

End Lesson

## Lesson 12: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH SPELLING ALTERNATIVES FOR /AE/ AND /OE/

#### Build the List

- Tell students that you will be reviewing the spellings for the sounds /ae/ and /oe/ that they learned/reviewed in this unit.
- Remind students that they have learned three spellings for the /ae/ sound.
- Ask students to name the three spellings. (‘a\_e’, ‘ai’, ‘ay’) Make a list like the one in the box on the **board/chart paper**.

- If students cannot remember a spelling pattern, write an example word containing that pattern on the board/chart paper. Have the student read it, then ask which letters stand for /ae/ in the word. Add the spelling to the list and write the example word on the list.
- Ask students to provide additional example words for each spelling (at least one per spelling).
- Repeat with the spellings for /oe/.

/ae/	/oe/
1. a_e: <i>fade, trade</i>	4. o_e: <i>hope, hole</i>
2. ai: <i>wait, rain</i>	5. oa: <i>soap, road</i>
3. ay: <i>lay, day</i>	

### Teacher Chaining

- Write *say* on the **board**.
- Ask a student to read the word.
- Remove 's' and add 'p' to create *pay*.
- As you make this change, ask students, "If that is *say*, what is this?"
- Ask students what change you made to the word *say* to get the word *pay*. Ask them whether you changed the first, middle, or last sound/spelling.
- Continue this process with the remaining words.
- When you come to the end of the first chain, erase the board and begin the next chain.

1. say > pay > day > lay > play > plate > plane > plain
2. coat > coast > roast > toast > boast > boat > moat > moan > loan > load > loaf
3. brain > rain > rail > sail > tail > mail > pail > pain > paint > faint
4. coal > foal > goal > goat > boat > coat > oat > oak > soak > soap

## WRITING

# Introduce Instructional Writing

**PRIMARY FOCUS OF LESSON****Language**

Students will spell words with vowel teams, VCe syllables, and r-controlled syllables. **TEKS 1.2.C.i**

**Reading**

Students will read “Mister Gomez” with purpose and understanding; will answer written questions about the story; and will answer oral literal and inferential questions about key events in the story. **TEKS 1.4; TEKS 1.7.C**

**Writing**

Students will be introduced to the elements of clear instructional writing by listening to example instructions for drawing two pictures and by identifying which examples are clear instructions. **TEKS 1.1.B**

**FORMATIVE ASSESSMENT**

Activity Page 13.1

Story Questions “Mister Gomez”

**TEKS 1.7.C**

**TEKS 1.2.C.i** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.1.B** Follow, restate, and give oral instructions that involve a short, related sequence of actions.



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language</b>			
Spelling Practice	Whole Group	15 min.	
<b>Reading</b>			
Introduce the Story	Whole Group/ Independent	20 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 13.1
Read "Mister Gomez"			
<b>Writing</b>			
Introduce Instructional Writing	Whole Group	25 min.	

## ADVANCE PREPARATION

### Reading

#### ➤ Digital Component 13.1

- Create the Preview Spellings chart (Digital Component 13.1) for Introduce the Story on the board/chart paper, or use the digital version.

### Universal Access

- Make copies of the Preview Spellings chart for Lesson 13 located in Teacher Resources.
- Gather Image Cards from Knowledge Strand 5, *Early American Civilizations* to review before reading "Mister Gomez."
- Bring in samples of written instructions, such as cookbook recipes, booklets that accompany furniture assembly, and/or directions on how to use a common appliance for the Instructional Writing activity.

## Lesson 13: “Mister Gomez”

## Language



**Primary Focus:** Students will spell words with vowel teams, VCe syllables, and r-controlled syllables. **TEKS 1.2.C.i**

### SPELLING PRACTICE (15 MIN.)

- Explain to students that they are going to practice spelling words with vowel teams, VCe syllables, and r-controlled syllables along with some of the words from this week’s spelling list.
- Say, “R-controlled vowel sounds are made by combining a vowel and the letter *r*. In this combination, the *r* changes the vowel so it makes the /er/ sound in combinations such as *ir*, *er*, and *ur*. In *bird*, the *ir* makes the /er/ sound. I also see the single consonant *b* and the single consonant *d*. Say this word with me: /b/ /er/ /d/.”
- Say, “Vowel digraphs are two vowels that make one vowel sound, such as the long *o* spelled ‘*oa*’ in *boat*. In *eat*, I see the vowel digraph ‘*ea*,’ which makes the /ee/ sound. I also see the single consonant *t*. Say this word with me: /ee/ /t/.”
- Say, “I see the pattern vowel-consonant-silent *e* in *lake*. This pattern creates a long vowel sound. Say this word with me: /l/ /ay/ /k/.”
- Read aloud the words from the box below. Have students use their Dictation Journal to spell the words

gain	beast	brainstorm
groan	playground	airplane
coach	germ	cake
float	layer	classmate
railway	first	side
beak	burn	stone

- Point out that their spelling words (not including the Tricky Word) are included in the list. After they write the words, have them circle vowel teams (*ai*, *oa*, *ay*, *ea*, *ou*), underline r-controlled vowels (*er*, *ur*, *or*, *ir*, *ar*), and draw a box around words with VCe syllables (*airplane*, *cake*, *classmate*, *side*, *stone*). Circulate to offer corrective feedback as needed. **Note:** You may need to point out that some words, such as *railway*, *layer*, *airplane*, *brainstorm*, and *playground* contain more than one pattern.

**TEKS 1.2.C.i** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

## Lesson 13: “Mister Gomez”

# Reading



**Primary Focus:** Students will read “Mister Gomez” with purpose and understanding; will answer written questions about the story; and will answer oral literal and inferential questions about key events in the story. **TEKS 1.4; TEKS 1.7.C**

### INTRODUCE THE STORY (5 MIN.)

- Tell students that today’s story is called “Mister Gomez.” Discuss with students the results of the vote from the previous story.
- Discuss the Tricky Word *soldiers* with students before reading the story. Write *soldiers* on the board/chart paper and underline the ‘o.’ Explain that the ‘o’ does not make the /o/ sound they might expect. Instead, it makes the /oe/ sound. Underline ‘dier’ and explain that the ‘d’ makes the /j/ sound in this word and the ‘ier’ makes the /er/ sound. Say the word together.

### Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

### ➤ Digital Component 13.1

/oe/ > ‘oa’	/ae/ > ‘ay’	Multisyllable Words	Tricky Word
goal	day	Mexico	soldiers
roads	away	empire	
	today	Aztec	
		Cortez	
		respect	

### Preview Core Vocabulary

- Preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

**Aztec—n.**, a group of people who ruled a large area of Mexico long ago; **adj.**, from or relating to the Aztec people (50)

Example: The ancient statue we saw is from the Aztec Empire.

➤ **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response.

Reader



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Support

Provide a copy of the Preview Spellings chart you prepared in advance to students who may struggle decoding words with spelling alternatives for /oe/.

**empire—n.**, a group of nations under one ruler (50)

Example: The Aztec Empire was large and powerful.

**Cortez—n.**, a Spanish explorer who came to Mexico long ago (52)

Example: We learned about Cortez when we studied explorers.

**clashed—v.**, fought or disagreed (52)

Example: The colonists clashed with the king over taxes.

**respect—v.**, to honor someone or something (54)

Example: We respect our grandparents.

**jabs—v.**, (56)

Example: My sister jabs my little brother's arm to ask him to stop talking in the movie.

**Vocabulary Chart for "Mister Gomez"**

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	Aztec Cortez	empire clashed	jabs respect
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

### Purpose for Reading

- Tell students that they should read today's story to hear what Mister Gomez tells Kay's family.

### READ "MISTER GOMEZ" (15 MIN.)

#### Whole Group

- Call on a different student to read one or two paragraphs at a time aloud.
- After students finish reading, they should complete Activity Page 13.1 independently. Encourage students to look back at the story to find their answers.
- Circulate to provide support to students who need help completing Activity Page 13.1.

#### Wrap-Up

- Use the following questions to guide discussion about the story. Remind students to answer in complete sentences and to refer the part of the story that guided their answer.

### Activity Page 13.1





Reading

Reading Closely

Beginning

Ask students yes/no questions, pointing them to relevant sections of the text and working closely on the inferences: “If it was an empire, what does that tell us about the Aztecs? Were they powerful?”

Intermediate

Provide students with sentence starters, pointing them to relevant sections of the text: “The Aztecs used the stones to . . .” “The Aztecs made shrines to . . .”

Advanced/Advanced High

Have students make inferences, prompting them with references to what the Aztecs and the Spanish men did.

**ELPS 4.G; ELPS 4.J**

Support

Show students the examples of written instructions that you collected in advance.

Discussion Questions on “Mister Gomez”

1. **Literal.** What is the first thing Mister Gomez shows Kay, Martez, and Kay’s mom and dad?
  - » a stone outside the inn
2. **Literal.** Who led the Spanish soldiers?
  - » a man named Cortez
3. **Literal.** Who won the war between the Spanish soldiers and the Aztecs? How do you know?
  - » The Spanish soldiers; the story says the Aztec troops were brave but they lost.
4. **Literal.** What did Cortez and his soldiers do with the stones from the Aztec shrines?
  - » Cortez and his soldiers used the stones to build roads and forts.
5. **Inferential.** Who was in Mexico first, the Aztecs or the Spanish?
  - » the Aztecs



Activity Page 13.1: Story Questions

Collect Activity Page 13.1 and review student responses for accuracy regarding key details.

Lesson 13: Instructional Writing  
**Writing**



**Primary Focus:** Students will be introduced to the elements of clear instructional writing by listening to example instructions for drawing two pictures, and by identifying which examples are clear instructions. **TEKS 1.1.B**

**INTRODUCE INSTRUCTIONAL WRITING (25 MIN.)**

**Example 1: Drawing a Picture**

- Tell students that in today’s lesson, and in the next several lessons, they will work on creating and writing instructions.
- Ask students what instructions are and what they might be used for. (*a set of steps that tell you how to do or make something*)

**TEKS 1.1.B** Follow, restate, and give oral instructions that involve a short, related sequence of actions.

- Explain that you will read a set of instructions that you will follow on the board/chart paper.
- Read aloud the instructions from the box, then complete each step of the instructions as you read them.

**Note:** This first set of instructions is deliberately confusing. You may want to exaggerate your confusion by interpreting each step literally to help illustrate the point.

### Example 1: Drawing a Picture

#### Instructions

- Go to the board.
- Pick up a marker.
- Draw two squares.
- Draw a triangle.
- Draw a rectangle.
- Draw a box around the squares and the rectangle.

- Ask students to guess what the picture is supposed to be. (It should not be recognizable as a house at this point.)

### Revised Instructions

- Explain that you will read new instructions for the same process and will follow these instructions on the board/chart paper.
- Read aloud the instructions from the next box. Complete each step of the instructions, or ask a student to do so, as you read them. Be sure to read the title “Drawing a House” aloud, as well as the number preceding each step.

### Example 1: Revised

#### Instructions: Drawing a House

1. Go to the board.
2. Pick up a marker.
3. Draw a large box on the board.
4. Draw a triangle-shaped roof on top of the box.
5. Draw a rectangle for a door inside the box.
6. Draw two squares for windows on each side of the door inside the box.

### Challenge

Ask a student to execute the instructions as you read them aloud.

- Ask students which set of instructions was more helpful for drawing a house and why. (*The steps in the revised instructions had a title, were complete and clear, and they were given in a logical order and numbered.*)
- Emphasize that a very important part in writing instructions is to make sure that the steps are complete, clear, and in logical order.
- Discuss what happens if the steps in a set of instructions are not complete or in a logical order.

### **Example 2: Drawing a Picture**

- Distribute blank paper and tell students to take out a pencil.
- Explain that you are going to read a set of instructions for a different process, and this time you want everyone to follow the instructions on a piece of paper.
- Read the instructions from the box. Have students complete each step of the instructions as you read.

**Note:** This first set of instructions is deliberately confusing. Do not read the title aloud. Also, do not introduce the steps with numbers.

#### **Example 2: Drawing a Picture**

##### **Instructions**

Pick up your pencil.

Make two dots on the paper.

Draw a curved line.

Draw a circle.

- After you have read the instructions, have students hold up their pictures and tell them to look around the room to see if the pictures look the same. (*They probably will not look the same at this point.*)
- Ask students to guess what the picture is supposed to be. (It may or may not be recognizable as a smiley face at this point.)
- Ask students why their pictures look different from one another. (*The instructions were not very clear or detailed.*)

## Revised Instructions

- Explain that you will read new instructions for the same process and that you want students to turn over their papers and follow the instructions.
- Read the instructions from the next box. Have students complete each step of the instructions as you are reading them. This time you should read the title “Drawing a Smiley Face” aloud, as well as the number preceding each step. (You may introduce the steps with numbers or with the words *first*, *second*, etc.)

### Example 2: Revised

#### Instructions: Drawing a Smiley Face

1. Pick up your pencil.
2. Draw a large circle.
3. Make two dots for eyes inside the circle.
4. Draw a smile below the eyes.

- After you have read the instructions, have students hold up their pictures and tell them to look around the room to see if the pictures look the same. (Now the pictures should look very similar.)
- Ask students why the pictures now look very similar. (*The instructions were clear and were given in logical order so that all students had a good idea of what they needed to draw.*)
- Ask students which set of instructions was more helpful for drawing a smiley face and why. (*The steps in the revised instructions had a title, were complete and clear, and they were given in a logical order and numbered.*)
- Discuss what happens if the steps in a set of instructions are not complete or in a logical order.
- Summarize by explaining that good instructions have several characteristics:
  1. The instructions have a title.
  2. The steps are numbered in a logical order.
  3. All steps are complete.

~~~~~  
End Lesson  
~~~~~

## Support

Ensure that students can map each characteristic to the instructions. Ask them to identify the title, what makes a given step complete, and why the steps are in logical order. You may want to explain that *logical* means to make sense. Pause after each set of instructions and ask: “Does that make more sense?”



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## Lesson 13: Foundational Skills Remediation

# Additional Support

### MORE HELP USING COMMAS IN A SERIES

#### Comma Practice

- Make one copy of **Activity Page TR 13.1** for each student.
- On the front of the activity page have students add commas to the sentences.
- On the back of the activity page, have students make a list of three related items (e.g., dogs, cats, pigs; red, green, blue).
- Confirm that students have listed three related items, then on a separate **piece of paper** have them write a sentence that includes the three items in a series, using commas to separate the items.

### MORE HELP READING AND WRITING

#### Reconstructing Sentences

- Make a copy of **Activity Page TR 13.2** or write the sentences from the box onto a **piece of paper**.

1. The oak tree has thick branches.
2. You use your brain when you think.
3. The sink would not drain yesterday.
4. The soap makes a lot of foam!
5. Explain the rules of the game to us.
6. Can we play today if there is no rain?

- Cut the sentences into their individual words and place them into **envelopes** (one sentence per envelope).
- Have students reconstruct the sentences. Point out that some of the words can be rearranged in different configurations and still be correct.
- Have students copy the sentences on **paper**, including correct end punctuation.
- Have students choose a sentence to copy and illustrate.

## INSTRUCTIONAL WRITING

## Sequencing Steps

## PRIMARY FOCUS OF LESSON

**Reading**

Students will read “A House in the Clouds” with purpose and understanding; will answer oral literal and inferential questions about key events in the story; and will compare and contrast the experiences of different sets of characters in the story.

✦ **TEKS 1.4; TEKS 1.6.C; TEKS 1.7.C; TEKS 1.8.B**

**Writing**

Students will be introduced to the principle of sequencing in instructional writing by examining examples of poor instructional sequencing and then revising the instructions, giving oral instructions that involve a short, related sequence of

✦ actions. **TEKS 1.1.B; TEKS 1.9.D.iii; TEKS 1.12.B**

## FORMATIVE ASSESSMENT

Observation

✦ **Anecdotal Reading Record** “A House in the Clouds” **TEKS 1.4**

Observation

✦ **Discussion Questions** “A House in the Clouds” **TEKS 1.7.C**

Activity Page 14.1

✦ **Instructional Writing** Sequencing Steps **TEKS 1.1.B; TEKS 1.9.D.iii; TEKS 1.12.B**

✦ **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.1.B** Follow, restate, and give oral instructions that involve a short, related sequence of actions; **TEKS 1.9.D.iii** Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Reading</b>			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "A House in the Clouds"	Small Group/ Partner	20 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Compare and Contrast Chart (Digital Components)
<b>Writing</b>			
Sequencing Steps	Independent	35 min.	<input type="checkbox"/> Activity Pages 14.1, 14.2 <input type="checkbox"/> Activity Pages 14.1, 14.2 (Digital Components) <input type="checkbox"/> scissors <input type="checkbox"/> glue
<b>Take-Home Material</b>			
"Better than the Best"			<input type="checkbox"/> Activity Page 14.3

## ADVANCE PREPARATION

### Reading

- Plan to divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while students in Group 2 will read in pairs.

#### ➤ Digital Component 14.1

- Create the Preview Spellings chart (Digital Component 14.1) for Introduce the Story on the board/chart paper, or use the digital version.

#### ➤ Digital Component 14.2

- Create a blank version of the chart for Compare and Contrast (Digital Component 14.2) on the board/chart paper, or use the digital version.

### Writing

#### ➤ Digital Components 14.3, 14.4

- Prepare to display Activity Pages 14.1 and 14.2 (Digital Components 14.3, 14.4) or you may want to write each step from Activity Page 14.2 on a separate sentence strip.

### Universal Access

- Make copies of the Preview Spellings chart for Lesson 14 located in Teacher Resources.

## Lesson 14: “A House in the Clouds”

## Reading



**Primary Focus:** Students will read “A House in the Clouds” with purpose and understanding; will answer oral literal and inferential questions about key events in the story; and will compare and contrast the experiences of different sets of characters in the story. **TEKS 1.4; TEKS 1.6.C; TEKS 1.7.C; TEKS 1.8.B**

**INTRODUCE THE STORY (5 MIN.)**

- Ask students to turn to the table of contents and locate the story that comes after “Mister Gomez.” Ask students to tell you the page number on which “A House in the Clouds” starts. (*page 58*) Ask students to make predictions about what this story may be about, based on the title.

**Preview Spellings**

- Refer to the chart you prepared in advance to preview the sound/spellings before reading the story.

**➤ Digital Component 14.1**

/ae/ > ‘ay’	Multisyllable Words
day	Gomez
way	Mexico
say	important
	offer

**Preview Core Vocabulary**

- Preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary:

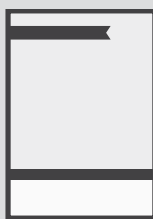
**vast—adj.**, huge (60)

Example: Look at the vast pile of stones.

**scrape—v.**, to rub (60)

Example: The building seemed to scrape the sky.

Reader



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Support

Provide a copy of the Preview Spellings chart you prepared in advance to students who may struggle decoding words with spelling alternatives for /ae/.

**TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions.

**tilt—v.**, to move up, down, or to a side (60)

Example: Kay had to tilt her head to see the top of the skyscraper.

**offer—v.**, to give (62)

Example: Joshua will offer help to his dad with groceries.

### Vocabulary Chart for “A House in the Clouds”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		vast tilt	
Multiple-Meaning Core Vocabulary Words		scrape offer	
Sayings and Phrases			

### Purpose for Reading

- Tell students to read today’s story to find out what Kay and Martez mean by saying they have a house in the clouds.

## READ “A HOUSE IN THE CLOUDS” (20 MIN.)

### Small Group

**Group 1:** Meet with students needing more direct support. Listen as students take turns reading “A House in the Clouds” aloud.



### Observation: Anecdotal Reading Record

As you listen to students read “A House in the Clouds,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

**Group 2:** Tell students to take turns reading “A House in the Clouds.”

Tell them that if they finish early, they can illustrate one of the words or phrases on the board/chart paper, or reread a previous story in the Reader.



Reading

Evaluating Language Choices

Beginning

Ask students yes/no or simple questions: “Are the piles of stone very high?” “Can they touch the clouds?” “Are Kay and Martez in a real house?”

Intermediate

Prompt students to evaluate phrases by asking questions: “What do you think it means to scrape the clouds?” “What is a house in the clouds?”

Advanced/Advanced High

Ask students to evaluate the phrases *scrape the clouds* and *house in the clouds*. Ask students why they think the author may have chosen those phrases. Encourage students to expand on other students’ responses.

**ELPS 1.H; ELPS 4.G**

Wrap-Up

- Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions on “A House in the Clouds”

1. **Literal.** What are the vast piles of stone Mister Gomez takes Martez, Kay, and Kay’s mom and dad to see?
  - » Aztec shrines
2. **Inferential.** What does it mean that the piles of stone seem to “scrape the clouds”?
  - » Answers may vary, but should cite evidence from the text.
3. **Inferential.** Why do Kay and Martez have to tilt their necks to see the tops of the piles of stone?
  - » They have to tilt their necks because the tops are so high up.
4. **Literal.** What do Kay and Martez want to do?
  - » Kay and Martez want to go to the top of one of the shrines.
5. **Evaluative.** What does Martez mean by “a house in the clouds”?
  - » Answers may vary, but should cite evidence from the text.



Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Record, noting whether the question answered was literal, inferential, or evaluative, and whether the student answered in a complete sentence and/or cited evidence from the text.

Compare and Contrast

- Refer to the chart you prepared in advance.
- Working with different students in turn, ask them to first answer the literal question (what they did) and then find evidence in the text for different experiences. You could also ask different small groups to do this on a piece of paper. If doing this on the board/chart paper, fill in as follows.

## ➤ Digital Component 14.2

	Kay's Mom and Dad	Kay and Martez
<b>What They Did</b>	Stayed below	Hiked to the top
<b>Their Experience</b>	Stayed on the ground [Couldn't see for miles and miles] [Didn't feel like they had a house in the clouds]	Could see for miles and miles Felt like they had a house in the clouds Thought Kay's parents looked like bugs



### Check for Understanding

Ask students to summarize aloud the differences between Kay and Martez's experience and Kay's mom and dad's experience.

## Lesson 14: Instructional Writing Writing



**Primary Focus:** Students will be introduced to the principle of sequencing in instructional writing by examining examples of poor instructional sequencing and then revising the instructions, giving oral instructions that involve a short, related sequence of actions. **TEKS 1.1.B; TEKS 1.9.D.iii; TEKS 1.12.B**

### SEQUENCING STEPS (35 MIN.)

**TEKS 1.1.B**

**Note:** The goal of today's lesson is for students to realize how important it is that instructional steps are in logical order.

#### Fix Sequence of Poor Instructions

- Remind students that in the previous lesson they learned about instructions. Ask students what instructions are and what they are used for. (*They are a set of steps that tell you how to do or make something.*)
- Tell students that a very important part in writing instructions is to make sure that the steps are complete, clear, and in logical order.

**TEKS 1.1.B** Follow, restate, and give oral instructions that involve a short, related sequence of actions; **TEKS 1.9.D.iii** Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.



- Ask students what happened in the previous lesson when the instructions for drawing a house and drawing a smiley face were not complete, clear, and in logical order. (*The instructions were difficult to follow and the results differed.*)
- Tell students that they will be working with instructions again today, focusing specifically on the importance of putting steps in a logical order.
- Read the instructions for Example 1 from the following box and let all or some students complete the steps as you are reading them.
- The focus of this activity is on the sequencing of the instructional steps. Read the title out loud but do not introduce the steps with numbers. Be sure to pause and give students time to complete each step.

**Example 1: Taking Shoes and Socks Off and Putting Them Back On**

Take your shoes off.

Take your socks off.

Put your shoes back on.

Put your socks back on.

- Discuss what the problem was with these instructions. (*The steps were out of order.*)
- Prompt students to correct the instructions. (Students need to correct the order of the last two steps so that they put their socks on before their shoes.)
- Ask students how their new instructions were different from the first set of instructions for putting on shoes. (*The steps were in logical order.*)

**Students Fix Sequence of Poor Instructions**

- Read the instructions for Example 2 from the following box and let all or some students complete the steps as you are reading them.
- The focus of this activity is on the sequencing of the instructional steps. Read the title out loud but do not introduce the steps with numbers. Be sure to pause and give students time to complete each step.

### Example 2: Reading with a Partner

Take out your Readers.

Take turns reading with your partner.

Turn to “A House in the Clouds” in your Readers.

Sit with a partner.

- Discuss with students what the problem was with these instructions. (*The steps were out of order.*)
- Prompt students to correct the instructions. Students need to correct the order of the last three steps so that they sit with a partner first, then find the story to read, and then take turns reading.
- Ask students how their new instructions were different from the first set of instructions for reading with a partner. (*The steps were in logical order.*)
- Summarize by saying that good instructions have complete and clear steps that are given in logical order.

### Class Creates Logical Sequence

- Distribute Activity Pages 14.1 and 14.2.

#### ➤ Digital Component 14.3

- Display the copy of Activity Page 14.1 which you prepared prior to this lesson.
- Tell students that in the first two activities they worked on putting instructional steps in logical order aloud. For this next activity they will cut out pictures and sentences and paste them in the proper order to create clear written instructions for planting seeds.
- Point to the display copy of Activity Page 14.1 and ask students to refer to their individual activity pages.
- Explain that, once complete, this activity page will give students an idea of what good written instructions look like.
- Remind students that they were asked to follow different sets of directions—good and bad—in the previous lesson and today’s lesson. Ask them to name the characteristics of good instructions. (*There is a title and steps are complete and numbered in a logical order.*)
- Begin by pointing to and reading aloud the title “Planting Seeds.” Tell students that this is the title and it tells what the instructions are about. Good instructions have a title.

Activity Pages  
14.1, 14.2



- Tell students good written instructions also usually include a starting sentence that summarizes what the instructions are about.
- Read the sentence, “The steps tell you how to plant seeds.” Explain that this sentence is an example of a good starting sentence.
- Next, point to the numbers one through five on the activity page and remind students that another characteristic of good instructions is that there are numbered steps in logical order. Explain that the written steps for planting seeds will go in these numbered spots on the activity page.

### ➤ Digital Component 14.4

- Now ask students to look at Activity Page 14.2. Explain that these pictures and sentences describe the steps needed to plant seeds, but right now the steps are not in the correct order. Read the sentences with students and explain that the picture next to each sentence illustrates what the sentence describes.
- Have students cut out the boxes on Activity Page 14.2.
- Tell students to put the boxes in the order they think is correct on Activity Page 14.1. As students complete this, have them paste the boxes to the paper.

### Challenge

Ask students to come up with their own simple instructions and present them out of order to another student. Ask the other student to offer the instructions back in a logical sequence. This could also be done as a game with a scoreboard.



### Activity Page 14.1: Instructional Writing

Collect Activity Page 14.1 and review for accuracy of sequencing steps.

End Lesson

# Take-Home Material

## **“BETTER THAN THE BEST”**

- Have students take home Activity Page 14.3 to read with a family member.

### Activity Page 14.3



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## Lesson 14: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH ALTERNATIVE SPELLINGS

#### Fishing Pond

- Copy the template on **Activity Page TR 3.1** on **card stock** or **construction paper**.
- Write a word from the box on each fish.
- Attach a **paper clip** to the top of each fish.
- Make a fishing pole from a **pole** or **stick**, a **string**, and a **magnet**.
- Follow the instructions for Fishing Pond in Lesson 3.

- |          |           |
|----------|-----------|
| 1. goal  | 7. goat   |
| 2. coat  | 8. soap   |
| 3. toast | 9. stove  |
| 4. oak   | 10. rode  |
| 5. boat  | 11. jokes |
| 6. toad  | 12. float |

#### Word Sort

- Make a copy of **Activity Page TR 14.1** for each student.
- Have students sort and write the words under the corresponding heading.

## 15

## REVIEW AND PRACTICE

Spelling  
Assessment

## PRIMARY FOCUS OF LESSON

**Language (Spelling)**

Students will correctly spell the Tricky Word *who* and words with /ae/ > 'ay', /ae/ > 'a\_e',

✦ /ae/ > 'ai', /er/ > 'er', and /or/ > 'or'. **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

**Reading**

Students will read "A House in the Clouds" with purpose and understanding; will answer written questions about key events in the story; and will write an opinion

✦ based on the events in the story. **TEKS 1.4; TEKS 1.6.G; TEKS 1.7.C**

**Writing**

Students will work together to give oral instructions for washing hands and drawing a flower and will review the steps of the writing process.

✦ **TEKS 1.1.B; TEKS 1.1.D**

## FORMATIVE ASSESSMENT

Activity Page 15.1

**Spelling Test**

✦ **TEKS 1.2.C.i; TEKS 1.2.C.iv**

Observation

**Anecdotal Reading Record** "A House in  
the Clouds" **TEKS 1.4**

Activity Page 15.2

**Opinion Writing** "A House in the Clouds"

✦ **TEKS 1.7.C**

✦ **TEKS 1.2.C** Demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r- controlled syllables; (ii) spelling words with initial consonant digraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.1.B** Follow, restate, and give oral instructions that involve a short, related sequence of actions; **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

**LESSON AT A GLANCE**

	<b>Grouping</b>	<b>Time</b>	<b>Materials</b>
<b>Language (Spelling)</b>			
Spelling Assessment	Whole Group	15 min.	<input type="checkbox"/> Activity Page 15.1
<b>Reading</b>			
Reread "A House in the Clouds"	Small Group/ Partner	20 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 15.2
Write Opinion	Independent	5 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 15.2
<b>Writing</b>			
Giving Good Spoken Instructions	Whole Group/ Partner	20 min.	<input type="checkbox"/> Writing Process Graphic (Digital Components) <input type="checkbox"/> simple pictures of objects to draw

## ADVANCE PREPARATION

### Reading

- Prepare to read with students who were in Group 2 in the previous lesson. Students in Group 1 should partner read.

### Writing

#### ➤ Digital Component 15.1

- Make a copy of The Writing Process graphic in Teacher Resources. You can either draw the icons or make enlarged copies of them and attach them to the chart paper. Alternatively, you may use the digital version (Digital Component 15.1).
- Find or draw simple pictures of objects that students can easily describe how to draw (a flower, the sun, etc.).

## Lesson 15: Spelling Assessment

## Language



**Primary Focus:** Students will correctly spell the Tricky Word *who* and words with /ae/ > 'ay', /ae/ > 'a\_e', /ae/ > 'ai', /er/ > 'er', and /or/ > 'or'.

**TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

### SPELLING ASSESSMENT (15 MIN.)

- Distribute Activity Page 15.1. As a class, write the date on the activity page under the name line.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write down the word.
- Repeat this procedure with each of the remaining words.
- At the end, go back through the list and read each spelling word one more time.

- |              |               |
|--------------|---------------|
| 1. gain      | 5. who        |
| 2. layer     | 6. railway    |
| 3. airplane  | 7. brainstorm |
| 4. classmate | 8. playground |

- After all the words have been called out, tell students you will now dictate a sentence that uses a spelling word. They will write the entire sentence on the back of Activity Page 15.1. Say, "Who is still on the playground?"
- Tell students that you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board/chart paper, instructing students to correct their work by crossing out any incorrect spelling, and writing the correct spelling next to it.



### Activity Page 15.1: Spelling Test

At a later time, use the template provided in Teacher Resources to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

**TEKS 1.2.C** Demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial consonant digraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list.

### Activity Page 15.1





## Lesson 15: “A House in the Clouds”

# Reading



**Primary Focus:** Students will read “A House in the Clouds” with purpose and understanding; will answer written questions about key events in the story; and will write an opinion based on the events in the story. **TEKS 1.4; TEKS 1.6.G; TEKS 1.7.C**

Reader



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Activity Page 15.2



Challenge

Encourage students to compare their opinion with Kay and Martez’s experiences and feelings. Students should explicitly reference the text in their comparison.

### REREAD “A HOUSE IN THE CLOUDS” (20 MIN.)

#### Small Group

**Group 1:** Tell students to take turns reading “A House in the Clouds.” Students should then complete Activity Page 15.2, questions 1–4 only, referring back to the story to help them answer the questions. Tell them if they finish early, they can reread a previous story in the Reader.

**Group 2:** Meet with students needing less support. Listen as students take turns reading aloud “A House in the Clouds.” Work with students to complete Activity Page 15.2, questions 1–4 only, referring back to the story to help them answer the questions.



#### Observation: Anecdotal Reading Record

As you listen to students read “A House in the Clouds,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

#### Wrap-Up

- Review questions 1–4 on Activity Page 15.2 with the whole class.

### WRITE OPINION (5 MIN.)

- Tell students that they should complete the final question on Activity Page 15.2 independently. Explain that this is an opinion question and that they have written opinion pieces several times in previous lessons and units.
- Remind students that, when writing an opinion, they should first state their opinion, then give reasons for their opinion, and finally provide a conclusion for their thoughts.
- Remind students that they should use details from the text to support their opinion.

**TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.C** Use text evidence to support an appropriate response.



## Activity Page 15.2: Opinion Writing

Collect Activity Page 15.2 and review student responses for the last question, paying particular attention to whether students successfully state their opinion, give reasons for their opinion, and offer a conclusion. Also note whether students include evidence from the text to support their opinion.



ENGLISH  
LANGUAGE  
LEARNERS

### Writing

#### Supporting Opinions

##### Beginning

Ask simple questions to support students in sharing their opinions: “Is the shrine high in the sky?” “Do you like to go to high places?” “Would you want to go to the top?”

##### Intermediate

Provide sentence frames to support students in sharing their opinions: “I (would/would not) like to go to the top of the shrine because . . .”

##### Advanced/Advanced High

Encourage students to build on their responses: “What do you like about going to high places?” “Would you like to visit Mexico?”

**ELPS 5.G**

## Lesson 15: Instructional Writing

# Writing



**Primary Focus:** Students will work together to give oral instructions for washing hands and drawing a flower and will review the steps of the writing process. **TEKS 1.1.B; TEKS 1.1.D**

### **GIVING GOOD SPOKEN INSTRUCTIONS (20 MIN.)** **TEKS 1.1.B**

#### Example 1: Students Give Instructions

- Tell students that so far you have been providing instructions.
- Today the whole class is going to work together to come up with instructions for something they do all the time—washing their hands.
- Remind students that good instructions include a title that tells what the instructions are about. Tell students the title of these instructions is “Washing Hands.”
- Remind students that good instructions also usually include a starting sentence that summarizes what the instructions are about.
- Tell them an example of a good starting sentence for these instructions: “These steps tell you how to wash your hands.”
- Ask one student to come to the front of the class and act out how to wash their hands. Tell the student just to pantomime, not to talk.
- Ask the student to act out one step at a time. As soon as the student finishes a single step or action, ask them to stop. Then say, “So the first step in hand washing is . . .” and describe what the student did.
- Ask the student to act out the next step.
- Now encourage the other students to describe or put into words the next

**TEKS 1.1.B** Follow, restate, and give oral instructions that involve a short, related sequence of actions; **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

step/set of actions the first student is pantomiming. Be sure to guide and restate students' verbalizations so they are clear and accurate, including words and phrases like "step 2 . . ." or "the second step . . ."

- Continue in this manner until the remaining hand-washing steps have been pantomimed and described.
- Remind students that good instructions also usually include a result sentence that states the outcome of the instructions if the steps are followed correctly.
- Ask students to think about why people wash their hands. Ask them, "What do we want to end up with when we finish?" (*clean hands*)
- Tell them a good example of a result sentence for these instructions: "If you do all the steps, you will have clean hands."
- Summarize by saying that they worked together to create good instructions for washing hands. The instructions had a title, a starting sentence, complete and clear steps that were given in the correct order, and a result sentence.

### **Example 2: Students Give Instructions**

- Choose two students and ask the second student to leave the room for a few minutes.
- While the student is outside, explain to the first student and the rest of the class that they will work on giving good spoken instructions.
- Show a simple picture (e.g., a flower) to the class. Explain that you want the first student to give the second student instructions for drawing the flower when the second student is back in the room.
- Quickly review the characteristics of good instructions: title, starting sentence, numbered steps in a logical order, and a result sentence.
- Give the picture of the flower to the first student. Remind them not to show this picture to the second student.
- Call the second student back into the room and explain that the first student is going to give instructions for how to draw something and that they should try to draw the picture on the board/chart paper.
- Have the first student give the instructions. As needed, prompt the student to begin with a title for the instructions and a starting sentence.
- If the first student gets off target in giving the steps, recap what has been done so far. Involve the class in helping the student give better instructions.
- Encourage the student to begin each step with a phrase like

### **Challenge**

Ask students who are ready to give oral instructions more independently to complete the activity with a partner rather than as a whole class.

“The first step is . . .” and end the instructions with a result sentence.

- As time allows, repeat this activity with other simple pictures.
- Remind students that good instructions consist of a title, a starting sentence, complete and clear steps that are numbered and given in a logical order, and a result sentence.
- Tell students that today they have been working on giving good instructions aloud. Next they will learn about a process that will help them when writing instructions.

### Review the Writing Process

#### ➤ Digital Component 15.1

- Display The Writing Process graphic that you prepared in advance. Keep this chart on display in the classroom for students to refer to anytime they are writing.
- Briefly review the three steps that good writers use when they want to write.
- Tell students that they will use this chart to practice writing good directions.
- Explain that in the next lesson they will work together as a class to plan and draft instructions for brushing teeth.

~~~~~  
End Lesson  
~~~~~

### Lesson 15: Foundational Skills Remediation

# Additional Support

#### MORE HELP WITH ALTERNATIVE SPELLINGS FOR /OE/

##### Word Sort

- Make a copy of **Activity Page TR 15.1** for each student.
- Have students sort and write the words under the corresponding heading.

##### Cut-and-Place Word Sort

- Make a copy of **Activity Page TR 15.2 and TR 15.3** for each student.
- Have students cut out the word cards on Activity Page TR 15.2, sort the word cards by spelling for /ae/, and place them in the boxes on Activity Page TR 15.3.
- Students may use the word cards as flash cards for continued practice.

## 16

## INSTRUCTIONAL WRITING

# Planning and Drafting

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

- Students will alphabetize a series of words to the second letter and use a dictionary to find words. **TEKS 1.2.E**

**Reading**

- Students will read “The Market” with purpose and understanding; will answer oral literal, inferential, and evaluative questions about key events in the story; and will write an opinion citing evidence from the story. **TEKS 1.4; TEKS 1.7.C**

**Writing**

- Students will dictate or compose informational texts, including procedural texts. **TEKS 1.12.B**
- Students will review the steps for writing instructions in logical order and will use a template to draft a set of instructions for brushing teeth. **TEKS 1.11.A; TEKS 1.11.B.i; TEKS 1.12.B**

## FORMATIVE ASSESSMENT

**Observation****Activity Page 16.1****Activity Pages 16.2, 16.3****Anecdotal Reading Record** “The Market”

**TEKS 1.4**

**Story Questions** “The Market”

**TEKS 1.7.C**

**Instructional Writing** Planning and Drafting

**TEKS 1.11.A; TEKS 1.11.B.i; TEKS 1.12.B**

- TEKS 1.2.E** Alphabetize a series of words to the first or second letter and use a dictionary to find words; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.11.A** Plan a first draft by generating ideas for writing such as by drawing and brainstorming; **TEKS 1.11.B.i** Develop drafts in oral, pictorial, or written form by organizing with structure; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Alphabetize Words and Use a Dictionary	Whole Group	10 min.	<input type="checkbox"/> Index Cards for Alphabetizing
<b>Reading</b>			
Introduce the Story	Whole Group	5 min.	
Read “The Market”	Partner	15 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 16.1
<b>Writing</b>			
Planning and Drafting	Whole Group/ Independent	30 min.	<input type="checkbox"/> Activity Pages 16.2, 16.3 <input type="checkbox"/> Activity Pages 16.2, 16.3 (Digital Components) <input type="checkbox"/> Instructional Writing Chart (Planning) (Digital Components) <input type="checkbox"/> Instructional Writing Chart (Drafting) (Digital Components)

## ADVANCE PREPARATION

### Foundational Skills

- Write the following words on index cards: *mask, cold, neck, tarp, dash, mark, mush, trash, child, dark* for alphabetizing.

### Reading

- Plan to assign student pairs for partner reading.

#### ➤ Digital Component 16.1

- Create the Preview Spellings chart (Digital Component 16.1) for Introduce the Story on the board/chart paper, or use the digital version.

### Writing

#### ➤ Digital Components 16.2, 16.3

- Create enlarged versions of Activity Pages 16.2 and 16.3 (Digital Components 16.2, 16.3) to display for Planning and Drafting, or use the digital versions. You will also need to display The Writing Process graphic from Lesson 15.

## ➤ Digital Components 16.4, 16.5

- Plan to write the decodable steps and sentences from the Instructional Writing charts for Planning and Drafting (Digital Components 16.4 and 16.5), or use the digital versions.

### Universal Access

- Make copies of the Preview Spellings chart for Lesson 16 located in Teacher Resources

Start Lesson

## Lesson 16: “The Market”

# Foundational Skills



**Primary Focus:** Students will alphabetize a series of words to the second letter and use a dictionary to find words. **TEKS 1.2.E**

### ALPHABETIZE WORDS AND USE A DICTIONARY (10 MIN.)

#### Alphabetizing Words

- Use the following strategies and routines to teach and reinforce how to alphabetize a series of words to the second letter.
- Write these words in a line on the board: *start, your, thank, year, wrap*. Say, “Let’s look at and say some words we have been learning and then list them in alphabetical order. Remember we start by looking at the first letter. The letter *s* comes before the letters *t, w,* and *y* in the alphabet, so I will write *start* first in our list. The letter *t* comes after *s* and before *w* and *y*, so the next word in our list is *thank*.” Ask students which word should come next in your list. (*wrap*) Say, “Yes. The letter *w* comes after *s* and *t* in the alphabet, and I will write *wrap* under *thank*.”
- Then ask students what letter the remaining two words begin with. (*y*) Tell students that to figure out the correct order of these words, they will have to look at the second letter of each word. Ask students which letter comes first: *o* or *e*. (*e*) Say, “Because *e* comes before *o*, we know that *year* comes before *your*.” Write *year* and *your* in order.
- Use the index cards prepared in advance with the words: *mask, cold, neck, tarp, dash, mark, mush, trash, child, dark*. Distribute them to ten students who then stand randomly at the front of the class. Have another volunteer name which word comes first in alphabetical order. The student with that word should move to the left to start a line of words in alphabetical order. Continue having students name words until all of the cards are in order.

**TEKS 1.2.E** Alphabetize a series of words to the first or second letter and use a dictionary to find words.

## Using a Dictionary

- Explain to students that sometimes we hear or read words that are unfamiliar. We can use certain strategies to clarify the meaning of these words. To clarify the meaning of words:
  - Identify the word.
  - Ask yourself: What other words surround this word? Where have you heard this word before?
  - Finally, identify which resource materials you can use to define the word, such as a simple dictionary or glossary.
- Choose a book from the classroom library that uses words that students may not know. Read a few pages aloud.
- Say, “I am not sure I know the word \_\_\_\_\_. Point to the word. I will think about the other words that are around this word. I will also think about where I have heard this word before. What words are around the word I have chosen? Let’s brainstorm where we may have heard this word before.”
- If the book has a glossary, say, “This book has a glossary. I can go to the back of the book and use the alphabetized list of words to find my word. When I find the word, I can confirm what it means.
- If the book does not have a glossary, say, “This book does not have a glossary, but I can use a simple dictionary, find the first letter of the word, and use the alphabetized list of words to find my word. When I find the word, I can confirm the meaning.”
- Display a Read-Aloud or other classroom text. Read the text for the class, and circle a word that students may be unfamiliar with. Have students use the strategy from the model to clarify the meaning of the word you circled.

---

## Lesson 16: “The Market” Reading



**Primary Focus:** Students will read “The Market” with purpose and understanding; will answer oral literal, inferential, and evaluative questions about key events in the story; and will write an opinion citing evidence from the story. **TEKS 1.4; TEKS 1.7.C**

### INTRODUCE THE STORY (5 MIN.)

- Tell students that today’s story is called “The Market.” Discuss with students what markets are, and what people might buy and sell at them.

**TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response.

Reader



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## Support

Provide a copy of the Preview Spellings chart you prepared in advance to students who may struggle decoding words with spelling alternatives for /ae/.

### Preview Spellings

- Refer to the chart you prepared in advance to preview the sound/spellings before reading the story.

### ➤ Digital Component 16.1

/ae/ > 'ai'	/ae/ > 'ay'	Two-Syllable Words
paintings	day	market
painted	pay	knickknacks
		patterns
		glitter
		limit

### Preview Core Vocabulary

- Preview the following vocabulary before reading today's story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary:

### Sayings and Phrases

**arts and crafts**—things made by hand (decorations, pottery, etc.) (66)

Example: We made arts and crafts at camp.

**knickknacks**—small objects used for decoration (66)

Example: All my grandmother's knickknacks in the attic are dusty.

**spending limit**—the most amount of money you can spend to buy something (68)

Example: We had a spending limit for the gift exchange.

### Vocabulary Chart for "The Market"

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	arts and crafts knickknacks spending limit		

## Purpose for Reading

- Tell students to read the story carefully to find out what Kay and her mom get at the market.

## READ “THE MARKET” (15 MIN.)

### Partner Reading

- When they are finished reading, students should complete Activity Page 16.1 together. Encourage students to look back at the story and answer the questions using text evidence.

Activity Page 16.1



### Observation: Anecdotal Reading Record

As you listen to students read “The Market,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

### Wrap-Up

- Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

#### Discussion Questions on “The Market”

1. **Literal.** Where did Kay, Martez, and Kay’s mom and dad go?
  - » They went to a market.
2. **Literal.** What does the mask that Kay’s mom likes look like?
  - » The mask is red with glitter.
3. **Literal.** Why did the man make the red mask with glitter?
  - » The man made the red mask with glitter to use for dancing on holidays.
4. **Inferential.** How does Kay’s mom feel about buying the mask? Give an example from the story that helps you know.
  - » Answers may vary, but should indicate Kay’s mom was feeling happy, excited, joyful, etc. Examples might include that Kay’s mom says, “that is fun”; she thinks the man worked hard to make the mask; she puts on her new mask.
5. **Evaluative Think-Pair-Share** Would you have bought the mask for the price the man was asking? Why or why not?
  - » Answers may vary.



## Activity Page 16.1: Story Questions

Collect Activity Page 16.1 to evaluate student progress answering questions about key details in the story “The Market.”

# Lesson 16: Instructional Writing Writing



## Primary Focus

Students will dictate or compose informational texts, including procedural texts.

### ✦ TEKS 1.12.B

Students will review the steps for writing instructions in logical order and will use a template to draft a set of instructions for brushing teeth.

### ✦ TEKS 1.11.A; TEKS 1.11.B.i; TEKS 1.12.B

## ✦ PLANNING AND DRAFTING (30 MIN.) TEKS 1.12.B

### Planning

#### ➤ Digital Component 16.2

- Display the blank planning template (Digital Component 16.2) that you prepared in advance.
- Referring to The Writing Process graphic, quickly review the three steps of the writing process—plan, draft, and edit.
- Point to the first step on The Writing Process graphic and explain that students are going to begin with the first step in the writing process. They are going to think about and plan instructions for how to brush teeth.
- Remind students that they have talked about a number of characteristics of good instructions. Encourage them to review any of the characteristics they remember.
- Emphasize how important clarity and order of the steps are in any set of instructions and ask students what happened in previous lessons when the instructions were poor. (*The instructions were difficult to follow.*)
- Remind students that complete steps in a logical order are important for instructions. During this planning part of the process for writing instructions, you will focus on planning complete and logical steps.

✦ **TEKS 1.11.A** Plan a first draft by generating ideas for writing such as by drawing and brainstorming; **TEKS 1.11.B.i** Develop drafts in oral, pictorial, or written form by organizing with structure; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.

Activity Pages  
16.2, 16.3



- Tell students the first thing you will do is complete the statement that begins: “The steps tell you how to: . . .”
- Prompt students to help you, then write the phrase: “brush your teeth” in the box.
- Explain that you are going to act out the steps for brushing teeth and that students should describe what it is that you do in each step. Tell students that you will use the template to jot down their ideas.
- Act out the first step, wetting your toothbrush, then pause and ask students to describe the step aloud: (e.g., “The first step is to get the toothbrush wet.”). Write the words *wet toothbrush* in the first box.
- Remind students that when we plan, it is OK to just write down words and phrases so we do not forget our ideas.
- Continue in this manner through the remaining steps. Be sure to pause after you act out each additional step and ask students to describe it.
- After you have acted out a step and the class has described it aloud, have students join you in acting out the entire series of steps.
- Tell students the last thing you will do is complete the result statement. Tell students that the result statement should say what happens when you follow all of these steps.
- Prompt students to help you, then write the phrases: *clean mouth* and *fresh smile*.
- When all the steps have been acted out and described, tell students that they just completed the first part of the writing process. They planned five instructional steps for brushing teeth. Good writers plan ahead to organize their ideas.

#### ➤ Digital Component 16.4

1. wet toothbrush
2. toothpaste on toothbrush
3. brush teeth
4. rinse mouth
5. rinse toothbrush

## Drafting

### ➤ Digital Component 16.3

- Display the blank drafting template (Digital Component 16.3) that you prepared in advance.
- Point to the second step on the writing process chart and explain that they will now work on drafting the instructions for brushing teeth.
- Point to the top line and explain that when writing instructions, students first have to write the title or the name of the instructions. The title is what the instructions are about.
- Remind students that these instructions are about brushing teeth. On the template, write the title “How to Brush Teeth.”
- Explain that the next thing they need to write is a starting sentence. The starting sentence for instructions summarizes what the instructions are about. It starts with “The steps tell you how to . . .”
- Refer to your planning template and ask a student to read the completed statement: “The steps tell you how to brush your teeth.” Complete the starting sentence on the draft template and have students read the sentence aloud.
- Point to the numbered lines on the draft and ask students what might go next to each number. (*each individual step*)
- Explain that the starting sentence is followed by the steps of the instructions.
- Remind students of the steps they came up with during the planning phase, acting out each step again if needed.
- Ask students to describe the individual steps as complete sentences and then write them on the template. Be sure to write all of your steps in decodable sentences or display the digital version.
- Have students read the sentences after you are finished.
- When all five steps have been written, explain that the last thing they need to write in a draft is the result sentence.
- Explain that a result sentence includes the words *if* and *then*. It starts with “If you do all of the steps, then . . .”
- Write the result sentence on the template and have students read it aloud. (e.g., “If you do all of the steps, then you will have clean teeth.”)
- Point out that the starting sentence, each step sentence, and the result sentence all start with a capital letter and end with correct punctuation.

## ➤ Digital Component 16.5

### How to Brush Teeth

The steps tell you how to brush your teeth.

1. Wet your toothbrush.
2. Place toothpaste on your toothbrush.
3. Brush your teeth.
4. Rinse your mouth.
5. Rinse your toothbrush.

If you follow all of the steps, then you will have clean teeth.

- Tell students they just completed the second step in the writing process.

### Review: Planning and Drafting

- With the draft of the instructions for brushing teeth still displayed, point to The Writing Process graphic and remind students of the first two steps that are involved in writing instructions (plan and draft).
- Explain that they can draft instructions using the draft template, which students can find on Activity Page 16.2.
- Explain that this time they did not do the last step in the writing process (edit). Tell students they will edit in later lessons.
- Summarize by saying that good instructions have a title, a starting sentence, complete and clear steps that are numbered and given in correct order, and a result sentence.
- Have students write a set of instructions on their own, using Activity Pages 16.2 and 16.3. Possible topics are “How to Draw the Sun” and “Feeding a Pet.” You may wish to list decodable topics on the board/chart paper or assign topics to students.



### Activity Pages 16.2, 16.3: Instructional Writing

Collect Activity Pages 16.2 and 16.3 and review student performance planning and drafting instructions.

End Lesson



ENGLISH  
LANGUAGE  
LEARNERS

### Writing

#### Writing

#### Beginning

Help students brainstorm familiar vocabulary for their topic (e.g., for “feeding a pet”: *bowl, water, food*) and jointly create sentences.

#### Intermediate

Provide specific sentence starters to help students with their topic: “Place . . .” “Give the pet . . .” “Fill . . .”

#### Advanced/Advanced High

Review students’ initial drafts and work with them to find alternative and more precise vocabulary for their instructions.

#### ELPS 5.B

### Support

Repeat the steps with the new instructions to help students identify the steps.

### Challenge

Give students more challenging topics such as “Feeding a Chimp.”

---

Lesson 16: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH SHORT AND LONG VOWEL SPELLINGS

### Sort and Color

- Make one copy of **Activity Pages TR 16.1 and TR 16.2** for each student.
- Provide each student with **two different-colored pencils or highlighters**.
- For Activity Page TR 16.1, have students read the words in the boxes and shade the boxes in one color if the letter 'a' is pronounced /a/ as in *hat* and in another color if it is pronounced /æ/ as in *cake*.
- For Activity Page TR 16.2, have students read the words in the boxes and shade the boxes in one color if the letter 'o' is pronounced /o/ as in *hot* and in another color if it is pronounced /oe/ as in *home*.

## INSTRUCTIONAL WRITING

# Editing and Publishing

## PRIMARY FOCUS OF LESSON

## Reading

- Students will decode multisyllable words with /ae/ > 'ai' and 'ay'. **TEKS 1.2.B.iii**

Students will read “A Rainforest Ride” with purpose and understanding and will answer oral literal questions about key events in the story.

- TEKS 1.4; TEKS 1.6.G; TEKS 1.7.C**

## Writing

Students will use an editing checklist to edit a partner’s planning and drafting templates from the previous lesson and will provide partner with suggestions for

- improving the draft. **TEKS 1.11.C; TEKS 1.11.D.i–x**

Students will write final copies of their instructional drafts from the previous

- lesson, incorporating peer edits. **TEKS 1.12.B**

- Students will publish and share their writing. **TEKS 1.11.E**

## FORMATIVE ASSESSMENT

### Observation

#### Anecdotal Reading Record “A Rainforest Ride”

- TEKS 1.4**

### Observation

#### Discussion Questions “A Rainforest Ride”

- TEKS 1.6.G; TEKS 1.7.C**

### Instructional Writing

#### Editing and Publishing Final Copies

- TEKS 1.11.D; TEKS 1.11.E**

- TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.11.C** Revise drafts by adding details in pictures or words; **TEKS 1.11.D** Edit drafts using conventions of standard English, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun “I”; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; **TEKS 1.12.B** dictate or compose informational texts, including procedural texts; **TEKS 1.11.E** Publish and share writing.



**LESSON AT A GLANCE**

	<b>Grouping</b>	<b>Time</b>	<b>Materials</b>
<b>Reading</b>			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Kay and Martez</i>
Read "A Rainforest Ride"	Small Group/ Partner	20 min.	
<b>Writing</b>			
Editing and Publishing	Whole Group/ Independent	35 min.	<input type="checkbox"/> Activity Page 17.1 <input type="checkbox"/> Activity Page 17.1 (Digital Components) <input type="checkbox"/> two sticky notes (two different colors) for each student

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## ADVANCE PREPARATION

### Reading

- Prepare to divide students into two groups. You will work with students who need more direct support and immediate feedback (Group 1), while students in Group 2 should partner read.

#### ➤ Digital Component 17.1

- Create the Preview Spellings chart (Digital Component 17.1) for Introduce the Story on the board/chart paper, or use the digital version.

### Writing

#### ➤ Digital Component 17.2

- Create an enlarged version of Activity Page 17.1 (Digital Component 17.2) to display for Editing, or use the digital version.

### Universal Access

- Make copies of the Preview Spellings chart for Lesson 17 located in Teacher Resources.
- Gather the Knowledge Strand 8 *Animals and Habitats* Flip Book and Image Cards to review before reading “A Rainforest Ride.”

## Lesson 17: “A Rainforest Ride”

## Reading



## Primary Focus

- Students will decode multisyllable words with /ae/ > ‘ai’ and ‘ay’. **TEKS 1.2.B.iii**

Students will read “A Rainforest Ride” with purpose and understanding and will answer oral literal questions about key events in the story.

- TEKS 1.4; TEKS 1.6.G; TEKS 1.7.C**

## Reader



Page 72

## Support

Provide a copy of the Preview Spellings chart you prepared in advance to students who may struggle decoding words with spelling alternatives for /ae/.

## INTRODUCE THE STORY (5 MIN.)

- Ask students to turn to the table of contents and locate the story that comes after “The Market.” Ask students to tell you the page number on which “A Rainforest Ride” starts. (page 72) Tell students that a rainforest is a forest that receives lots of rain.

## Preview Spellings

- Refer to the chart you prepared in advance to preview the sound/spellings before reading the story.

 Digital Component 17.1

/ae/ > ‘ai’	/ae/ > ‘ay’	Two-Syllable Words
rainforest	day	farewell
	say	harness
	layer	
	pay	

## Preview Core Vocabulary

- Preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

**farewell—n.**, goodbye (72)

Example: We said farewell as we moved away from home.

- TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.C** Use text evidence to support an appropriate response.

**zip line—n.**, a wire, usually high above the trees, that a person attaches to with a harness and can slide down from the top to the bottom (72)

Example: Martez quickly went from treetop to treetop on the zip line.

**harness—n.**, a set of straps that keep a person or animal attached (74)

Example: Julie made sure to secure the harness on the horse before she went for a ride.

Vocabulary Chart for “A Rainforest Ride”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	zip line	harness farewell	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

### Purpose for Reading

- Tell students to read today’s story to find out about the ride Kay and Martez take in the rainforest.

## READ “A RAINFOREST RIDE” (20 MIN.)

### Small Group

**Group 1:** Meet with students needing more direct support. Listen as students take turns reading aloud “A Rainforest Ride.”

**Group 2:** Tell students to take turns reading “A Rainforest Ride.” Tell them if they finish early, they can reread a previous story in the Reader.

### Challenge

Have students write about the rainforest using the Flip Book and Image Cards from Knowledge 8.



### Observation: Anecdotal Reading Record

As you listen to students read “A Rainforest Ride,” make notes regarding their individual reading ability in the Anecdotal Reading Record.



## Reading

### Reading Closely

#### Beginning

Ask yes/no questions using simple phrases: “Did Kay, Martez, and Kay’s parents go to the desert?” “Did Kay’s mom ride the zip line?” “Was the zip line safe to ride?”

#### Intermediate

After asking each question, provide students with a specific sentence frame:  
“They went to the . . .”  
“Kay’s mom did not . . .”  
“The zip line . . .”

#### Advanced/Advanced High

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

**ELPS 4.G**

## Wrap-Up

- Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

### Discussion Questions on “A Rainforest Ride”

1. **Literal.** Where do Kay, Martez, and Kay’s parents go?
  - » Kay, Martez, and Kay’s parents drive to see the rainforest.
2. **Literal.** What is a zip line?
  - » A zip line is a wire that a person attaches to with a harness to slide from top to bottom.
3. **Literal.** How do they make sure that riding the zip line is safe?
  - » The man says that children ride in a harness and there is a net to catch them, just in case.



### Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Record, noting whether the question answered was literal, inferential, or evaluative, and whether the student answered in a complete sentence and cited evidence from the text.

## Lesson 17: Instructional Writing

# Writing



### Primary Focus

Students will use an editing checklist to edit a partner's planning and drafting templates from the previous lesson and will provide partners with suggestions for improving the draft. **TEKS 1.11.C; TEKS 1.11.D.i-x**

Students will write final copies of their instructional draft from the previous lesson, incorporating peer edits. **TEKS 1.12.B**

Students will publish and share their writing. **TEKS 1.11.E**

### EDITING AND PUBLISHING (35 MIN.)

**TEKS 1.11.D.i-x; TEKS 1.11.E;**

**TEKS 1.12.B**

### Editing

#### ➤ Digital Component 17.2

- Display a copy of Check the Draft from Activity Page 17.1 (Digital Component 17.2). Explain that this is an editing checklist that has steps to help them edit their drafts. Remind students that editing helps make their writing better. Tell students to edit their drafts using the conventions of standard English, including subject-verb agreement, verb tenses, nouns, adjectives, adverbs that convey time, prepositions, pronouns, capitalization, end punctuation, and spelling.
- Distribute students' planning and drafting templates on Activity Pages 16.2 and 16.3. Tell them that they will work with peer partners to complete their edits. A peer is a classmate, and peer editing is when we use a checklist to edit someone else's work. Tell students they will use Activity Page 17.1 to check a peer's draft.
- Have students sit with a partner. Explain that they should first read over their partner's draft, then follow the editing checklist. Students should mark a partner's draft in another color and be careful to keep the draft neat so the partner can read their edits.
- Give each pair two sticky notes of different colors. On one color sticky note, have students write down something they like about the partner's draft. On the other color sticky note, have students write down something that could be improved in the draft.

✦ **TEKS 1.11.C** Revise drafts by adding details in pictures or words; **TEKS 1.11.D** Edit drafts using conventions of standard English, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; **TEKS 1.12.B** dictate or compose informational texts, including procedural texts; **TEKS 1.11.E** Publish and share writing.

### Activity Page 17.1



**ENGLISH  
LANGUAGE  
LEARNERS**

### Writing

#### Writing

#### Beginning

Prompt students' writing with simple questions:  
"What do you do first?"  
"What do you do next?"  
"What is the last thing you do?"

#### Intermediate

Provide students with sentence starters to prompt their writing:  
"The first step is . . ."  
"Next, you . . ."  
"The last thing you do is . . ."

#### Advanced/Advanced High

Encourage students to read their instructional writing piece to a peer and have the peer act out the instructions.

**ELPS 5.B; ELPS 5.D**



### Check for Understanding

As students check the drafts, circulate to review that each student's sticky notes include one positive note and one suggestion for improvement.

### **Publishing**

- Tell students that to make it easier for someone else to read their work, they need to write their instructions on clean sheets of paper. This is called *publishing*.
- Have students write final copies of their work, incorporating peer edits.
- Remind students to capitalize the first letter of every sentence and end each sentence with the correct punctuation.
- If digital resources are available, provide students with opportunities for using digital tools to publish their writing.

**Note:** You may have students create a colorful cover for their work, on which they illustrate their instructions.



### Instructional Writing: Editing and Publishing

Collect each student's edited draft and final copy, paying particular attention to the extent to which students incorporated suggestions from peers as well as the peer's effectiveness in checking the draft.

~End Lesson~

## **Lesson 17: Foundational Skills Remediation**

# Additional Support

### **PHRASES AND WIGGLE CARDS**

- Write the phrases in the box on cards, one phrase per card:

- |                       |                            |
|-----------------------|----------------------------|
| 1. Rub your hair.     | 5. Pat your nose.          |
| 2. Put on your coat.  | 6. Sway from side to side. |
| 3. Croak like a toad. | 7. Moan and groan.         |
| 4. Play in the rain.  | 8. Make some toast.        |

## MORE HELP WITH ALTERNATIVE SPELLINGS FOR /OE/

### Guess My Word

- Write the following vowel spellings on **index cards** and lay them out on a table: 'o\_e' and 'oa'.
- Write the following consonant spellings on **index cards** and lay them out on a table: 'n', 't' (2), 'd', 's', 'p', 'b', 'l', and 'w'.
- Choose a decodable word that you can build using the spellings shown, but do not tell the class your word. (See the following box for possible words.)
- Tell students how many sounds are in your word.
- Invite students to guess the word by asking whether or not it contains specific sounds and/or spellings.
- If students identify a spelling that is in the word, move the cards on that table.
- Continue until the word has been spelled.
- Repeat with one or two additional words.

- |             |               |
|-------------|---------------|
| 1. bone (3) | 6. boat (3)   |
| 2. tone (3) | 7. load (3)   |
| 3. note (3) | 8. toad (3)   |
| 4. pole (3) | 9. boast (4)  |
| 5. nope (3) | 10. toast (4) |



## 18

## GRAMMAR REVIEW

Conjunctions  
and Punctuation

## PRIMARY FOCUS OF LESSON

## Language

Students will revise and expand oral sentences using the decodable conjunctions

- ✦ *and, but, so, and or.* **TEKS 1.11.C**

Students will punctuate sentences, adding periods, exclamation points, question

- ✦ marks, and commas in the appropriate places. **TEKS 1.11.D.ix**

## Reading

- ✦ Students will decode multisyllable words with /ae/ > 'ai' and 'ay'. **TEKS 1.2.B.iii**

Students will read "A Rainforest Ride" with purpose and understanding and will answer oral literal questions about key events in the story.

- ✦ **TEKS 1.4; TEKS 1.7.B; TEKS 1.7.C**

## FORMATIVE ASSESSMENT

Activity Page 18.1

Punctuation Practice

- ✦ **TEKS 1.11.D.ix**

Observation

Anecdotal Reading Record "A Rainforest Ride"

- ✦ **TEKS 1.4**

Activity Page 18.2

Story Questions "A Rainforest Ride"

- ✦ **TEKS 1.7.B; TEKS 1.7.C**

- ✦ **TEKS 1.11.C** Revise drafts by adding details in pictures or words; **TEKS 1.11.D.ix** Edit drafts using conventions of standard English, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.7.C** Use text evidence to support an appropriate response.

**LESSON AT A GLANCE**

	<b>Grouping</b>	<b>Time</b>	<b>Materials</b>
<b>Language (Grammar)</b>			
Conjunctions in Sentences	Whole Group	15 min.	
Punctuation Practice	Independent	20 min.	<input type="checkbox"/> Activity Page 18.1
<b>Reading</b>			
Reread "A Rainforest Ride"	Small Group/ Partner	25 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 18.2
<b>Take-Home Material</b>			
"A House in the Clouds"			<input type="checkbox"/> Activity Page 18.3



Language

Connecting and  
Condensing Ideas

Beginning

Read a sentence you prepared in advance and ask students to identify the conjunction in the sentence: “Kay’s Mom likes a mask *but* she does not have a lot of cash.” “The red dish has hot peppers *so* Kay did not like it.”

Intermediate

Read a simple sentence you prepared in advance and provide students with an appropriate conjunction for them to expand/connect ideas: “Martez splashes in the pool and Kay . . .” “Carlos drives the cab *but* Kay’s dad . . .”

Advanced/Advanced High

Encourage students to expand and create more complex sentences using conjunctions.

ELPS 3.C

ADVANCE PREPARATION

Language (Grammar)

- Prepare several sentences that can be expanded upon using *and*, *but*, *so*, and *or*. Create sentences that reference the Reader content (e.g., “Martez splashes in the pool.” “The red dish has hot peppers.” “Kay’s mom likes a mask.” “Carlos drives the cab.”)

Reading

- Prepare to read with students who were in Group 2 in the previous lesson. Students in Group 1 should partner read.

Universal Access

- Gather the Knowledge Strand Domain 8 *Animals and Habitats* Flip Book and Image Cards to review before reading “A Rainforest Ride.”

Start Lesson

Lesson 18: Grammar

Language



Primary Focus

Students will revise and expand oral sentences using the decodable conjunctions *and*, *but*, *so*, and *or*. **TEKS 1.11.C**

Students will punctuate sentences, adding periods, exclamation points, question marks, and commas in the appropriate places. **TEKS 1.11.D.ix**

CONJUNCTIONS IN SENTENCES (15 MIN.)

- Remind students that when they speak or write, they should strive to make their speaking or writing interesting. Remind students that one way they can do this is by adding words called conjunctions to join phrases and sentences.
- Conjunctions are words that connect phrases and sentences together.
- Write the following on the board/chart paper: *Kay will visit the market.* Explain that this is a sentence. Ask students how they can tell it is a sentence. (*It begins with a capital letter and ends with a period.*)
- Point out that this is a simple sentence, that is, it only tells us one thing: that Kay will go to the market.
- Ask students how they might expand this sentence and make it longer.

TEKS 1.11.C Revise drafts by adding details in pictures or words; TEKS 1.11.D.ix Edit drafts using conventions of standard English, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

- One way we can expand sentences and make them longer is to use words called *conjunctions* to connect one sentence to another. Common conjunctions are *and*, *but*, *so*, and *or*. Write *and*, *but*, *so*, and *or* on the board/chart paper.
- Demonstrate aloud how to expand sentences using each of the above conjunctions: “Kay will visit the market and get a gift for Martez. Kay will visit the market, but cannot tell Martez. Kay will visit the market so she can buy a gift for Martez. Kay will visit the market or make a gift for Martez herself.”
- Ask students to create other sentences aloud using *and*, *but*, *so*, and *or*. Have students share their sentences with a partner. Explain that *and* joins like phrases or sentences, *but* joins a phrase that changes the direction of the sentence, *so* indicates cause, and *or* offers choices.
- Work with students to expand sentences of their choosing. Invite a few students to write their sentences on the board/chart paper and discuss the use of conjunctions with the class.

### PUNCTUATION PRACTICE (20 MIN.)

- Have students turn to Activity Page 18.1 to practice placing commas in a series. They should also include the correct punctuation at the end of each sentence.

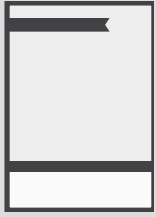


#### Activity Page 18.1: Punctuation Practice

Collect Activity Page 18.1 and review for correct comma placement within a series and correct end punctuation.

### Activity Page 18.1



**Reading Closely****Beginning**

Ask yes/no or simple questions: "What did Kay and Martez see in the rainforest?" "Did Kay's mom and dad think the zip line was safe?" "Do Kay and Martez have fun on the zip line?"

**Intermediate**

Provide students with a specific sentence frame: "Kay and Martez saw . . ." "Kay's mom and dad think . . ." "Kay and Martez have . . ."

**Advanced/Advanced High**

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

**Lesson 18: "A Rainforest Ride"****Reading****Primary Focus**

- Students will decode multisyllable words with /ae/ > 'ai' and 'ay'. **TEKS 1.2.B.iii**

Students will read "A Rainforest Ride" with purpose and understanding and will answer oral literal questions about key events in the story.

- TEKS 1.4; TEKS 1.7.B; TEKS 1.7.C**

**REREAD "A RAINFOREST RIDE" (25 MIN.)****Small Group**

**Group 2:** Meet with students who read with a partner during the previous lesson. Listen as students take turns reading aloud "A Rainforest Ride." Work with students to complete Activity Page 18.2, referring back to the story to help them answer the questions.

**Observation: Anecdotal Reading Record**

As you listen to students read "A Rainforest Ride," make notes regarding their individual reading ability in the Anecdotal Reading Record.

**Group 1:** Have students take turns reading "A Rainforest Ride." They should then complete Activity Page 18.2, referring back to the story to help them answer the questions. Tell them if they finish early, they can reread a previous story in the Reader.

**Activity Page 18.2: Story Questions**

Collect Activity Page 18.2 and review student responses for accuracy regarding key details.

- TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.7.C** Use text evidence to support an appropriate response.

# Take-Home Material

## “A HOUSE IN THE CLOUDS”

- Have students take home Activity Page 18.3 to read with a family member.

Activity Page 18.3



## Lesson 18: Foundational Skills Remediation

# Additional Support

## MORE HELP USING COMMAS IN A SERIES

### Reconstructing Sentences

- Make a copy of **Activity Page TR 18.1** or write the sentences from the box onto a **piece of paper**.
- Cut the sentences into their individual words and place them into **envelopes** (one sentence per envelope).
- Have students reconstruct the sentences. Point out that some of the words can be rearranged in different configurations and still be correct.
- Have students copy the sentences on **paper**, including correct punctuation.

1. You need a hat mittens and a coat in the winter
2. They took a train an airplane and a boat on their trip
3. I would like a cat a goat or a toad for a pet
4. I took my letter to the mailbox yesterday
5. Kay's dress is green blue and pink
6. I like toast with jam cheese and chips for lunch

## 19

## SILENT READING COMPREHENSION

End-of-Year  
Assessment

## PRIMARY FOCUS OF LESSON

**Reading**

Students will be assessed on their ability to read a text and comprehend

- ✦ what they are reading. **TEKS 1.6.F; TEKS 1.6.G**

Students will silently read the story “Shark and Wee Fish” and answer multiple-choice literal, inferential, and evaluative questions concerning

- ✦ key events in the story. **TEKS 1.6.F; TEKS 1.6.G**

Students will read “The Dive” with purpose and understanding; will answer written literal questions about key events in the story; and will write an opinion based on

- ✦ events in the story. **TEKS 1.7.B**

✦ **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.B** Write brief comments on literary or informational texts.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Reading</b>			
Silent Reading Comprehension Assessment	Whole Group	30 min.	<input type="checkbox"/> Activity Pages 19.1–19.3
Wiggle Cards	Whole Group	10 min.	<input type="checkbox"/> index cards
Read “The Dive”	Small Group	20 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 19.4



## ADVANCE PREPARATION

### Note to Teacher

The Silent Reading Comprehension Assessment should be given to the whole class in one sitting. Ask students to tear out Activity Pages 19.1 and 19.2. Allow students 30 minutes to silently read the story on Activity Page 19.1 and to answer the multiple-choice comprehension questions on Activity Page 19.2. Students should be allowed (and encouraged) to look back at the story as they answer the questions. Collect the activity pages after 30 minutes. (Ability to read the story and answer the questions in a fixed length of time is part of the assessment.)

You may find the use of file folder study carrels a useful tool for student assessment.

### Reading

- Write the following decodable sentences on cards or sentence strips large enough for students to be able to easily read them.

- |                          |                               |
|--------------------------|-------------------------------|
| 1. Rub your hair.        | 5. Soak in a tub.             |
| 2. Croak like a toad.    | 6. Bite your toast.           |
| 3. Moan and groan.       | 7. Wash your hands with soap. |
| 4. Dump it in the drain. | 8. Pat your throat.           |

## Lesson 19: End-of-Year Assessment

## Reading



## Primary Focus

Students will be assessed on their ability to read a text and comprehend what they are reading. **TEKS 1.6.F; TEKS 1.6.G**

Students will silently read the story “Shark and Wee Fish” and answer multiple-choice literal, inferential, and evaluative questions concerning key events in the story. **TEKS 1.6.F; TEKS 1.6.G**

Students will read “The Dive” with purpose and understanding; will answer written literal questions about key events in the story; and will write an opinion based on events in the story. **TEKS 1.7.B**

**SILENT READING COMPREHENSION ASSESSMENT (30 MIN.)**

- Have students turn to Activity Pages 19.1 and 19.2.
- Tell students to silently read the story on Activity Page 19.1 then answer the questions on Activity Page 19.2.
- Tell students they should look back to the story if they can't remember an answer.
- Tell students that if they feel tired, it's a good idea to take a short personal break. Explain that they need to respect others in the classroom and stay seated, while quietly looking up to the ceiling, stretching their shoulders, and taking a deep breath or two.
- Encourage students to do their best.
- Once students finish the assessment, encourage them to review their papers, rereading and looking over their answers carefully.
- Again, explain the necessity of respecting that not all classmates will finish at the same time. If they finish and have checked their papers, they should remain quiet for others to finish.

Activity Pages  
19.1, 19.2



**TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.B** Write brief comments on literary or informational texts.



Answer Key for “Shark and Wee Fish”			
1. B	3. B	5. B	7. C
2. B	4. B	6. A	

- Guidelines for analyzing student scores on the Silent Reading Comprehension Assessment are found on the next page.
- Record students’ scores on the End-of-Year Summary Sheet (Activity Page 19.3) for each student.
- Once you have scored and sorted student responses on the comprehension section, administer the Fluency Assessment to students who get more than two answers wrong on the Silent Reading Comprehension Assessment. While you are administering the individual assessments, other students should complete their reports and engage in other independent activities, which may include reading stories in Readers and completing Pausing Point activity pages.

### Silent Reading Comprehension Analysis

- The number of questions answered correctly indicates the following:
  - Students who score **4 or fewer questions correctly** appear to have poor preparation for Grade 2. Administer the Fluency Assessment and Word Reading in Isolation Assessment.
  - Students who score **5 out of 7 questions correctly** appear to have adequate preparation for Grade 2. Administer the Fluency Assessment and Word Reading in Isolation Assessment.
  - Students who score **6 or 7 out of 7 questions correctly** have good to outstanding preparation for Grade 2. They need no further testing.
- Also consider whether a student missed literal, inferential, and/or evaluative questions.
  - Literal questions assess students’ recall of key details from the story. These questions are text-dependent, requiring students to paraphrase and/or refer back to the portion of the story in which the specific answer to the question is provided. Literal questions: 1, 2, 4, 5, 6
  - Inferential questions ask students to infer information from the text and think critically. These questions are also text-dependent, but require students to paraphrase and/or refer back to the different portions of the text that provide information leading to and supporting the inference they are making. Inferential question: 3

- Evaluative questions ask students to build upon what they have learned from the text using analytical and application skills. These questions are also text-dependent, but require students to paraphrase and/or refer back to the portion(s) of the story that substantiate the argument they are making or the opinion they are offering. Evaluative question: 7

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### WIGGLE CARDS (10 MIN.)

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

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### READ “THE DIVE” (20 MIN.)

#### Small Group

**Group 1:** Work closely with students in this group to read “The Dive” and complete Activity Page 19.4, providing scaffolding and support as necessary.

**Group 2:** Have students in this group, who need less support, read “The Dive” independently and complete Activity Page 19.4. If students finish early, they can reread stories from the *Kay and Martez Reader*. Ask them to choose one story to summarize and retell to a partner.



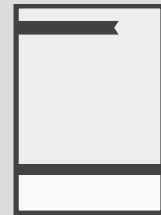
#### Check for Understanding

Monitor students' as they complete Activity Page 19.4.

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End Lesson

Reader



Page 76

Activity Page 19.4



## 20

## FLUENCY

End-of-Year  
Assessment

## PRIMARY FOCUS OF LESSON

## Reading

Students will read “Shark and Wee Fish” aloud with accuracy, appropriate rate, and expression and will answer literal, inferential, and evaluative questions about

✦ the story. **TEKS 1.4; TEKS 1.6.F; TEKS 1.6.G**

Students will read “At the Airport” with purpose and understanding and will answer multiple-choice and short-answer questions about key events in the story.

✦ **TEKS 1.6.G**

✦ **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Reading</b>			
Fluency Assessment	One-on-One	30 min.	<input type="checkbox"/> Activity Pages 20.1, 20.2
Wiggle Cards	Whole Group	10 min.	<input type="checkbox"/> prepared cards from Lesson 19
Read "At the Airport"	Small Group	20 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 20.3

## ADVANCE PREPARATION

### Note to Teacher

The Fluency Assessment provides a more focused, one-on-one assessment for students who **incorrectly answered two or more of the seven questions** in the Silent Reading Comprehension Assessment. To administer this section of the assessment, you will pull students aside individually and ask each to read “Shark and Wee Fish” aloud to you. You should keep a running record during this reading and calculate a Words Correct Per Minute (W.C.P.M.) score using the guidelines that follow. This will provide an indication of fluency. Record students’ scores (in both Oral Reading Comprehension and Fluency) on the End-of-Year Summary Sheet (Activity Page 19.3) for each student.

You may find the use of file folder study carrels a useful tool for student assessment.

### Reading

- While you are administering the one-on-one Fluency Assessment, the other students may be rereading stories from their Reader, writing instructional paragraphs, or completing activities and activity pages from the Pausing Point.

## Lesson 20: End-of-Year Assessment

## Reading



## Primary Focus

Students will read “Shark and Wee Fish” aloud with accuracy, appropriate rate, and expression, and will answer literal, inferential, and evaluative questions

✦ about the story. **TEKS 1.4; TEKS 1.6.F; TEKS 1.6.G**

Students will read “At the Airport” with purpose and understanding and will answer multiple-choice and short-answer questions about key events in the story.

✦ **TEKS 1.6.G**

### FLUENCY ASSESSMENT (30 MIN.)

- Have one student at a time come to a quiet assessment area to read “Shark and Wee Fish” with you.

### Instructions

- Place a copy of “Shark and Wee Fish” in front of the student. Ask the student to tear out Activity Page 20.1 (a clean copy of “Shark and Wee Fish”) and Activity Page 20.2, the W.C.P.M. Calculation Activity Page from the Activity Book. You will use Activity Page 20.1 to mark as a running record as you listen to the student read aloud.
- Tell the student that you are going to ask them to read the story aloud, including the title.
- Explain that you are going to use a watch to see how long it takes them to read the story. Tell the student that this is not a race; the student should read at their regular pace and not rush.
- Begin timing when the student reads the first word of the title. If you are using a watch, write the exact Start Time, in minutes and seconds, on your record page.
- If you are using a stopwatch, you do not need to write down the start time since the stopwatch will calculate Elapsed Time.

Activity Pages  
20.1, 20.2



✦ **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance.



- As the student reads the story, make a running record on the copy with the student's name using the following guidelines:

<b>Words Read Correctly</b>	No mark is required.
<b>Omissions</b>	Draw a long dash above the word omitted.
<b>Insertions</b>	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
<b>Words Read Incorrectly</b>	Write an 'X' above the word.
<b>Substitutions</b>	Write the substitution above the word.
<b>Self-Corrected Errors</b>	Replace original error mark with an 'SC.'
<b>Teacher-Supplied Words</b>	Write a 'T' above the word (counts as an error).

- When the student finishes reading the story, write the exact Finish Time in minutes and seconds on the record sheet.
- Alternatively, if you are using a stopwatch, simply write down the Elapsed Time in minutes and seconds.
- If the student reads very slowly, you may need to stop the reading before the student gets to the end of the story. (Five minutes should be enough time to get a measurement.) If the student does not read to the end, draw a vertical line on the record sheet to indicate how far the student read. Also write down either the Finish Time or the Elapsed Time.
- After the student finishes reading, ask the following comprehension questions to see how much of the story the student understood on the second reading.

### Comprehension Questions on “Shark and Wee Fish”

1. **Inferential.** Why did the fish swim into the cave?
  - » The fish swam into the cave because they were scared Shark would eat them.
2. **Literal.** Which fish came face to face with Shark?
  - » Wee Fish came face to face with Shark.
3. **Literal.** What did Wee Fish tell Shark to keep him from eating him?
  - » Wee Fish told Shark that he is king of the reef and that all of the fish are scared of him.
4. **Literal.** How do the other fish react when they see Wee Fish and Shark?
  - » The other fish are scared of Shark and swim away.
5. **Inferential.** Who does Shark think the fish are scared of? Who are they really scared of?
  - » Shark thinks the fish are scared of Wee Fish, but the fish are really scared of Shark.
6. **Evaluative.** Did Shark trick Wee Fish or did Wee Fish trick Shark?
  - » Wee Fish tricked Shark into thinking that Shark should be scared of Wee Fish

- Repeat this process for additional students.
- Scoring can be done later, provided you have kept running records and jotted down either the Elapsed Time or the Start Time and the Finish Time. Record students’ scores in the Oral Reading Comprehension Assessment section on the End-of-Year Summary Sheet (Activity Page 19.3) for each student.

### Scoring

- Students who answer **5 or 6 questions correctly** may have good to outstanding\* preparation for Grade 2.
- Students who answer **4 questions correctly** may have adequate\* preparation for Grade 2.
- Students who answer **3 or fewer questions correctly** may have poor\* preparation for Grade 2.

\*Reading comprehension accuracy must be considered in conjunction with fluency performance in evaluating overall preparation for Grade 2.

### Activity Page 19.3



## Guidelines for Calculating W.C.P.M. Scores

- If the reading was fairly accurate (< 10 uncorrected errors), you can get a rough (and easy) estimate of a student's W.C.P.M. score simply by noting the time and looking at the chart on the bottom of Activity Page 20.2.
- To calculate a student's exact W.C.P.M. score, use the information you wrote down on the record sheet and follow the steps described below. The steps are also shown in graphic form on the W.C.P.M. Calculation Activity Page. You will probably find it helpful to have a calculator available.
  - First, complete the Words section of the W.C.P.M. Calculation Activity Page.
  - Count Words Read. This is the total number of words the student read or attempted to read, up to the point where they stopped. It includes words the student read correctly as well as words the student read incorrectly or skipped over. If the student attempted to read the whole story, including the title, use 341 as your total. If the student did not finish the story, you will need to count the number of words the student actually attempted to read. Write the count for Words Read in the matching box on the W.C.P.M. Calculation Activity Page.
  - Count the Uncorrected Mistakes noted in your running record. This includes words read incorrectly, omissions, substitutions, and words you had to supply. Write the total in the box labeled Uncorrected Mistakes. (A mistake that is corrected by the student is not counted as a mistake; the student is penalized for the time he or she lost making the correction, but not for the initial mistake.)
  - Subtract Uncorrected Mistakes from Words Read to get Words Correct.
  - Next, complete the Time section of the activity page.
  - Calculate Elapsed Time in minutes and seconds. (If you used a stopwatch, this should already be done for you. Skip to the next step.)
  - If you used a watch and recorded start and stop times, you will need to subtract the Start Time from the Finish Time to calculate the Elapsed Time. Subtract seconds from seconds and then minutes from minutes.
  - Calculate Time in Seconds. Multiply the number of minutes by 60 to convert minutes to seconds, then add the number of seconds.
  - Next, complete the W.C.P.M. section of the activity page.
  - Divide Words Correct by Time in Seconds. Then multiply by 60 to get Words Correct Per Minute (W.C.P.M.).

- As you evaluate W.C.P.M. scores, here are some factors to consider:
  - It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal for students in Grade 1 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in subsequent grades. The national mean calculated by Hasbrouck and Tindal in 2006 for Spring of Grade 1 is 53 W.C.P.M.
  - A student's W.C.P.M. score can be compared with the score of other students in the classroom (or grade level) and also with the national fluency norms for Spring of Grade 1 obtained by Hasbrouck and Tindal. Students whose scores are below the 25th percentile (28 W.C.P.M.) are experiencing serious problems in reading fluently.
  - After you have entered all student scores into the W.C.P.M. Calculation Activity Page (Activity Page 20.2), record them on the End-of-Year Summary (Activity Page 19.3) in the Fluency Assessment section for each student.

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### WIGGLE CARDS (10 MIN.)

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

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### READ “AT THE AIRPORT” (20 MIN.)

#### Small Group

**Group 1:** Have students read “At the Airport.” They can complete Activity Page 20.3 when they have finished reading the story. If students finish early, they can reread stories from the *Kay and Martez* Reader. Ask them to choose one story to summarize and retell to a partner.

**Group 2:** Work with students to read “At the Airport.” They can complete Activity Page 20.3 when they have finished reading the story.

~~~~~  
End Lesson  
~~~~~

Reader



Page 80

## 21

## WORD READING IN ISOLATION

End-of-Year  
Assessment

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

Students will read individual words in isolation that feature closed syllables, magic 'e' syllables, vowel digraph syllables, and r-controlled syllables.

✦ **TEKS 1.2.B.i; TEKS 1.2.B.ii; TEKS 1.2.B.iii**

✦ **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter-sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Word Reading in Isolation Assessment	One-on-One	50 min.	☐ Activity Pages 21.1, 21.2
Wiggle Cards	Whole Group	10 min.	☐ prepared cards from Lesson 19

## ADVANCE PREPARATION

### Note to Teacher

The Word Reading in Isolation Assessment is designed to assess a student's ability to read words containing the spellings that were taught and reviewed in Grade 1. The emphasis in this assessment is solely on decoding accuracy.

It would be ideal to give all students the Word Reading in Isolation Assessment, but if there is a time restriction, assess those students who scored less than 50 W.C.P.M. on the Fluency Assessment.

The assessment sheet with words for students to read is at the end of this lesson and reprinted on Activity Page 21.1. Ask students to tear out Activity Page 21.2 for you to use as a running record and scoring sheet.

Keep in mind that a single word will target multiple letter-sound correspondences. For example, the word *write* assesses the 'wr' spelling for /r/ and the 'i\_e' spelling for /ie/.

You may find the use of file folder study carrels a useful tool for student assessment.

### Foundational Skills

- While you are administering the one-on-one assessment, students may be rereading stories from their Readers, writing instructional paragraphs (or other types of writing genres they have learned this year), or completing activities and activity pages from the Pausing Point. If they have been keeping a writing portfolio, they can read their work from the year and select their favorite pieces.

## Lesson 21: End-of-Year Assessment

# Foundational Skills



**Primary Focus:** Students will read individual words in isolation that feature closed syllables, magic 'e' syllables, vowel digraph syllables, and r-controlled syllables.

✦ **TEKS 1.2.B.i; TEKS 1.2.B.ii; TEKS 1.2.B.iii**

## WORD READING IN ISOLATION ASSESSMENT (50 MIN.)

- Have one student at a time come to a quiet assessment area to read the Word Reading in Isolation Assessment with you. Have that student bring Activity Pages 21.1 and 21.2 with them.

### Instructions

- Find a quiet place to sit with the student. Place the Word Reading in Isolation Assessment (Activity Page 21.1) in front of the student and ask them to read the words on the sheet aloud.
- If a student misreads a word, circle the part of the word that the student gets wrong or fails to read on Activity Page 21.2. Do not coach or correct the student. If the student is unable to read a word in five seconds, ask the student to move to the next word. If the student says a different word, write down the word they say. If the student self-corrects, do not mark the word wrong.
- Guidelines for analyzing student scores on the Word Reading in Isolation Assessment are included here.
- After you have tallied all students' scores from the Word Reading in Isolation Assessment Scoring Sheet (Activity Page 21.2), record them on the End-of-Year Summary (Activity Page 19.3) for each student.

### Word Reading in Isolation Analysis

- The more words a student is able to read and the farther the student is able to progress in the assessment, the stronger their preparation is for Grade 2.
- The number of words read correctly indicates the following:
  - Students who score **40 or fewer words out of 60 correctly** have poor preparation for Grade 2.
  - Students who score **41–49 out of 60 words correctly** have adequate preparation for Grade 2.
  - Students who score **50 out of 60 words correctly** have good to outstanding preparation for Grade 2.

✦ **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter-sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.



- After scoring the assessment, you might find it helpful to determine which phonemes students missed that caused them to score below the benchmark for word reading.

Score required to meet benchmark of 80%	
Phonemes	
Consonants /b/ /j/ /p/ /w/ /sh/ /d/ /f/ /k/ /l/ /r/ /s/ /x/ /y/ /th/ /th/ /g/ /h/ /m/ /n/ /t/ /v/ /z/ /ch/ /ng/ /qu/	148/185
Vowels /a/ /e/ /i/ /o/ /u/ /ae/ /ee/ /ie/ /oe/ /ue/ /oo/ /oo/ /ou/ /oi/ /aw/ /er/ /or/ /ar/	72/90

- See the Word Reading in Isolation Remediation Guide provided in Teacher Resources for use in directing remediation. Make a copy of each page.
- Write the names of students who missed particular sounds under the appropriate header(s) on the Word Reading in Isolation Remediation Guide. This will help you determine what kind of remediation is needed.

### WIGGLE CARDS (10 MIN.)

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

# Pausing Point

This is the end of Unit 7. You should pause here and spend additional time reviewing the material taught in Unit 7. Students may do any combination of the exercises listed below, in any order. The exercises are listed by unit objectives. 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.

## PAUSING POINT TOPIC GUIDE

### Recognize and/or Write Spellings Taught in Unit 7

Consonant Blends	Page 201
Line Race	Page 201
Build the List	Page 201; Additional Support Lesson 12
Spelling Alternatives Board Game	Page 202
Word Sort	Page 202; Additional Support Lessons 14, 15
Complete the Sentence	Page 203; Additional Support Lesson 1
Sound Dictation	Page 203
Highlight the Spelling	Page 204; Additional Support Lessons 1, 10
Spelling Bingo	Page 204
Word Sort	Page 205
Word Sort with Boxes	Page 205; Additional Support Lessons 5, 10
Word Sort with Students	Page 205
Cut-and-Place Word Sort	Page 206; Additional Support Lessons 7, 15
Word Sort Activity Pages	Page 206
Sort and Color	Page 206; Additional Support Lesson 16

## **Read, Write, or Spell Words with Spelling Alternatives**

Teacher Chaining	Page 206; Additional Support Lessons 2, 12
Eraser Man	Page 207
Guess My Word	Page 207; Additional Support Lessons 2, 17
Fishing Pond	Page 208; Additional Support Lessons 3, 14
Choose the Right Word	Page 209
Word Recognition	Page 210
Yes or No?	Page 210
Word Box	Page 210
Label the Picture	Page 210
Dictation with Words	Page 210; Additional Support Lesson 5

## **Read and/or Write Phrases**

Wiggle Cards	Page 211; Additional Support Lessons 3, 17
Phrase Flip Book	Page 211; Additional Support Lesson 4
Dictation with Phrases	Page 212

## **Read and/or Write Sentences**

Sentence Strips	Page 212; Additional Support Lessons 4, 8
Reconstructing Sentences	Page 213; Additional Support Lessons 9, 13, 18
Sentence Pasting	Page 213
Dictation with Sentences	Page 213

## **Use Commas**

Adding Commas	Page 214; Additional Support Lesson 18
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## RECOGNIZE AND/OR WRITE THE SPELLINGS TAUGHT IN UNIT 7

### Consonant Blends

- Use this routine when teaching one-syllable spoken words.
- Say, “You are going to practice blending and segmenting words with consonant blends.”
- Say the word *explain*. Follow the routine above to blend and segment the word. Point out that two sounds in the middle of the word, /p/ and /l/, blend together to make ‘pl’. Have students say ‘pl’ and notice how it feels on their tongues.
- Say the following words: *plane, planet, split, apply*. Have students identify the blends and whether they are at the beginning or middle of the words. Then have them blend and segment the phonemes using motions from the program. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

### Line Race

- Divide the class into two groups and line them up in front of the board/chart paper.
- Tell students that you will call out a sound and that you want the two students at the front of the lines to write a spelling for that sound.
- The student who writes a correct answer goes to the end of their line. The other student sits down and watches for the rest of the game.
- If both students write the same correct answer, the one who wrote it faster continues the game and goes to the back of the line.
- If both students write a correct answer but they are not the same (because of spelling alternatives), the student who wrote it down faster goes to the end of the line.
- Continue until only one student is left standing in line.
- **Modification:** If you have a helper in your classroom, play this game in smaller groups.

### Build the List

- Tell students that you want to review the spellings for the sounds /ae/ and /oe/ that they learned/reviewed in Unit 7.
- Tell students that they now know three spellings for the /ae/ sound.
- Ask students to name those spellings. Then ask students for example words.
- Work with students to complete a list like the one shown below, in which each spelling is listed with at least one example word.

**TEKS 1.2.A** Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends.

- If students cannot remember a spelling pattern, write a word containing that pattern on the board/chart paper. Have the students read it. Then ask which letters stand for /ae/ in the word. Add the spelling and the example word to the list.
- Repeat with the spellings for /oe/.

/ae/	/oe/
1. 'a_e': fade, trade 2. 'ai': wait, rain 3. 'ay': lay, day	1. 'o_e': hope, hole 2. 'oa': soap, road

### Spelling Alternatives Board Game

**Note:** This game can be played for all sounds that have spelling alternatives.

- Create a game board with twenty-five to forty spaces and several crossing paths so students can move in several different directions.
- Write a decodable /ae/ word on each square, making sure to include several examples of each of the spelling patterns taught.
- Give each student a scorecard that lists the spellings for /ae/ they have learned ('a\_e', 'ai', 'ay') with spaces to collect a word exemplifying each spelling.
- Teach students to play the game by rolling a die (or spinning a spinner) and moving their game piece the correct number of spaces.
- When students land on a space, they should read the word and copy it onto their spelling scorecard according to the spelling used for the /ae/ sound. For example, the word *chain* would be copied into the space for 'ai' words.
- The first student to get one example of each spelling pattern wins.

### Word Sort

- Distribute **Activity Pages PP.1** (for /ae/) or **PP.2** (for /oe/).
- Explain that the chart printed at the top of the activity page includes a number of words that contain the /ae/ sound (or /oe/ sound).
- Have students read the chart, mark the words that contain the /ae/ sound (or /oe/ sound), and sort those words according to which spelling is used to stand for the /ae/ sound (or /oe/ sound).



## Complete the Sentence

- Remind students that they recently learned some spelling alternatives for the /ae/ sound.
- Ask students if they can remember the spellings they have learned.
- Write the headings 'a\_e', 'ai', and 'ay' on the board/chart paper in a row.
- Tell students that you are going to say some incomplete sentences, each of which is missing its last word.
- Explain that the missing words will contain the /ae/ sound.
- Read the first sentence.
- Have students raise their hands and wait to be called on if they think they know the missing word.
- Once students have guessed the answer, write *cake* on the board/chart paper under the 'a\_e' heading.
- Repeat this process with the remaining sentences, writing each word under its respective heading.

1. On my birthday, I eat birthday \_\_\_\_\_. (*cake*—'a\_e')
2. Drops of water that fall from the sky are called \_\_\_\_\_. (*raindrops*—'ai')
3. If something is not ready for you, you may have to \_\_\_\_\_. (*wait*—'ai')
4. Superman wears a long, flowing \_\_\_\_\_. (*cape*—'a\_e')
5. The opposite of night is \_\_\_\_\_. (*day*—'ay')
6. When we think, we use our \_\_\_\_\_. (*brains*—'ai')
7. Triangles, squares, and circles are examples of \_\_\_\_\_. (*shapes*—'a')
8. The Fourth of July is a \_\_\_\_\_. (*holiday*—'ay')

## Sound Dictation

**Note:** This exercise can be done for any of the sound/spellings taught so far.

- Distribute whiteboards and dry-erase markers (or clipboards, paper, and pencils) to students.
- Tell students that they will practice writing the spellings for vowel sounds they studied in Unit 7.

- Say the sounds listed below and have students write the spellings for each sound on their whiteboards. Tell students how many spellings to write for each sound.
- Periodically, have students show you what they have written on their whiteboards.

### Spellings Taught/Reviewed in Unit 7

1. /ae/: 'a\_e', 'ai', 'ay'
2. /oe/: 'o\_e', 'oa'

### Highlight the Spelling

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

- Write a number of decodable words that contain the vowel spellings taught in this unit on a sheet of paper.
- Ask students to read the words and highlight the letters of each new spelling.

### Possible Words

- |            |              |              |               |
|------------|--------------|--------------|---------------|
| 1. Monday  | 7. rode      | 13. weekday  | 19. floating  |
| 2. player  | 8. trains    | 14. jokes    | 20. cape      |
| 3. weekday | 9. player    | 15. stovetop | 21. raindrops |
| 4. staying | 10. haystack | 16. raisins  | 22. waiting   |
| 5. nails   | 11. explode  | 17. day      | 23. cake      |
| 6. smoke   | 12. road     | 18. toads    |               |

### Spelling Bingo

- Make Bingo cards with the spellings taught or reviewed in Unit 7 and the other spellings that have been taught so far.
- 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 are covered on a student's card, the student should say, "Bingo!"

### Word Sort

- Write the following words containing the new spellings for /ae/ on index cards: *rain, wait, brain, paid, may, pay, saying, played*.
- Write headers on the board/chart paper for both of the new spellings the students have learned for /ae/—'ai' and 'ay'.
- Ask students to sort the words by taping them under the proper headers.

'ai'	'ay'
rain	may
wait	pay
brain	saying
paid	played

### Word Sort with Boxes

**Note:** This exercise can be done for any of the sound/spellings taught or reviewed in this unit.

- Write a number of decodable words that contain either of two target spellings (e.g., 'ai' and 'ay') on cards.
- Label two boxes with the target spellings (e.g., 'ai' and 'ay').
- Have students read the words on the word cards and ask them which target spelling they contain.
- Have students place the cards in the appropriate boxes.

### Word Sort with Students

**Note:** This exercise can be done for any of the sounds/spellings taught or reviewed in this unit.

- Write a number of decodable words with the three spellings for /ae/ on word cards, one word per card. You can also use whiteboards.
- Pass the cards/whiteboards out to students.





- Explain that you want students to form groups: one group for words with /ae/ spelled 'a\_e', one for /ae/ spelled 'ai', and one for /ae/ spelled 'ay'.
- Once students have formed their groups, ask them to check each other's words.

### Cut-and-Place Word Sort

- Distribute Activity Pages PP.3 and PP.4.
- Have students read the words on Activity Page PP.3 and cut them out.
- Have students sort the words by their spellings for /ae/ and place them in the table on Activity Page PP.4 under the right heading.
- **Extension:** Have students use highlighters to mark the spelling 'ai' or 'ay' in each word pasted on their page.
- Activity Pages PP.5 and PP.6 are for the spellings of the sound /oe/.

### Word Sort Activity Pages

- Have students complete Activity Page PP.7 for 'ai' and 'ay' > /ae/.
- Have students complete Activity Page PP.8 for 'o\_e' and 'oa' > /oe/.

### Sort and Color

- Distribute Activity Pages PP.9 and PP.10.
- Provide each student with two different-colored pencils or highlighters.
- For Activity Page PP.9, have students read the words in the boxes and shade the boxes in one color if the letter 'a' is pronounced /a/ as in *hat* and in another color if it is pronounced /ae/ as in *cake*.
- For Activity Page PP.10, have students read the words in the boxes and shade the boxes in one color if the letter 'o' is pronounced /o/ as in *hot* and in another color if it is pronounced /oe/ as in *home*.

## READ, WRITE, OR SPELL WORDS WITH SPELLING ALTERNATIVES

### Teacher Chaining

- Write *say* on the board.
- Ask a student to read the word.
- Remove 's' and add 'p' to create *pay*.

- As you make this change, say to students, “If that is *say*, what is this?”
- Ask students what change you made to the word *say* to get the word *pay*. Ask them whether you changed the first, middle, or last sound/spelling.
- Continue this process with the remaining words.
- When you come to the end of the first chain, erase the board and begin the next chain.

1. say > pay > day > lay > play > plate > plane > plain
2. ran > rain > pain > paid > pad > lad > tad > toad > load > road > raid
3. brain > rain > rail > sail > tail > mail > pail > pain > paint > faint
4. clay > lay > ray > may > day > say > stay > stays

### Eraser Man

- Draw a stick figure on the board.
- Tell the class that you are thinking of a word.
- Write one box on the board for each spelling in the word. The height of each box should approximate the height and width of the spelling it represents (i.e., high-rising boxes for spellings that have ascenders, low-dipping boxes for spellings that have descenders, and wide boxes for digraph spellings).
- Ask a student to guess a sound.
- If the student guesses a sound that is in the word, ask for the spelling.
- If the student guesses a sound or spelling that is not in the word, erase one of the stick figure’s body parts.
- Repeat until the stick figure has been completely erased (you win) or until the boxes are filled in (students win), whichever comes first.
- Repeat with a second word, if there is time.

### Guess My Word

- Write the following vowel spellings on index cards and lay them out on a table: ‘a\_e’, ‘ai’, ‘ay’, ‘o\_e’, ‘oa’.
- Write the following consonant spellings on index cards and lay them out on a table: ‘n’, ‘t’ (2), ‘d’, ‘s’, ‘p’, ‘b’, ‘l’, ‘w’.
- Think of a decodable word that you can build using the spellings shown, but do not tell the class your word. (See the following box for possible words.)

- Tell students how many sounds are in your word.
- Invite students to guess the word by asking whether or not it contains specific sounds and/or spellings.
- If students identify a spelling that is in the word, move the cards on that table.
- Continue until the word has been spelled.
- Repeat with one or two additional words.

1. late	10. pay	19. pole
2. wade	11. lay	20. nope
3. date	12. day	21. boat
4. pane	13. way	22. load
5. sane	14. bay	23. toad
6. pain	15. say	24. boast
7. paint	16. bone	25. toast
8. bait	17. tone	
9. wait	18. note	

## Fishing Pond

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

- Copy the template provided on **Activity Page TR 3.1** on cardstock or construction paper.
- Write a decodable word on each fish. (See the following box for possible words.)
- Attach a paper clip to the top of each fish.
- Make a fishing pole from a pole or stick, a string, and a magnet.
- Have students take turns fishing.
- When a student catches a fish, they should read the word written on the fish and then copy it onto a piece of paper.
- **Variation:** Stock a fish pond with decodable words containing /ae/ (or /oe/). Have students catch several fish and sort the words by the spellings for /ae/ (or /oe/).

- |         |          |
|---------|----------|
| 1. boat | 6. road  |
| 2. way  | 7. day   |
| 3. make | 8. rain  |
| 4. take | 9. same  |
| 5. main | 10. rope |

### Choose the Right Word

- Write the words *rain*, *raisins*, and *rope* on the board/chart paper and have students read them.
- Tell students that you are going to ask them some questions. They can find the answers on the board/chart paper.
- Ask students, “Which word names something that falls from the sky?”
- Have students find the answer (*rain*) on the board/chart paper and then copy it onto a sheet of paper or whiteboard.
- Continue this process with the remaining sets of questions.

- |  |  |
|--|--|
| 1a. Which word names something that falls from the sky? ( <i>rain</i> )          |  |
| 1b. Which word names something that is like a very thick string? ( <i>rope</i> ) |  |
| 1c. Which word names something that is a snack you can eat? ( <i>raisins</i> )   |  |
| -----  |  |
| 2a. Which word names something you can walk on? ( <i>path</i> )                  |  |
| 2b. Which word names the opposite of night? ( <i>day</i> )                       |  |
| 2c. Which word names an animal that looks a lot like a frog? ( <i>toad</i> )     |  |
| -----  |  |
| 3a. Which word is something you wear on a very cold day? ( <i>coat</i> )         |  |
| 3b. Which word describes something that you can fly in? ( <i>airplane</i> )      |  |
| 3c. Which word is something the mailman/mailwoman brings to you? ( <i>mail</i> ) |  |
| -----  |  |
| 4a. Which word names a sweet treat? ( <i>cake</i> )                              |  |
| 4b. Which word describes how you move to music? ( <i>dance</i> )                 |  |
| 4c. Which word is a type of tree? ( <i>oak</i> )                                 |  |



### Word Recognition

- Distribute Activity Page PP.11.
- 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 activity page: your word and another word.
- Tell students to circle each word that you say.
- Extension: Have students copy the circled words on the lines.

1. goat	4. toned	7. boat
2. chain	5. pair	8. rain
3. plain	6. play	9. stay

### Yes or No?

- Have students complete Activity Page PP.12.

### Word Box

- Have students complete Activity Page PP.13.

### Label the Picture

- Have students complete Activity Page PP.14.

### 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 will contain the alternative spellings for /ae/ and /oe/ taught in this unit.
- Write the spellings 'ai', 'ay', 'o\_e', and 'oa' on the board/chart paper.
- Tell students to write each word that you say.
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds and then draw a line on their paper for each sound that they hear. For example, for the word *may*, two lines would be drawn on the paper:       .
- Once students have drawn one line for each sound, remind them that the sound /ae/ in the word *may* is spelled with the letters 'ay'.
- Have students write the spellings on their respective lines: m ay .

- Finally, ask students to read the word back to you.
- Write the word on the board/chart paper and have students self-correct.
- Repeat with additional words.

- |            |               |              |
|------------|---------------|--------------|
| 1. may (2) | 6. change (4) | 11. stay (3) |
| 2. way (2) | 7. play (3)   | 12. road (3) |
| 3. day (2) | 8. places (6) | 13. pay (2)  |
| 4. air (2) | 9. main (3)   | 14. rain (3) |
| 5. say (2) | 10. hair (3)  |              |

## READ AND/OR WRITE PHRASES

### Wiggle Cards

- Make a set of cards with decodable sentences written on them. Each word or phrase should describe a motion or activity that students can act out.
- Show students a Wiggle Card, have them read it, and let them perform the action.
- Use the Wiggle Cards between activities and to fill odd moments in the day.

- |                       |                            |
|-----------------------|----------------------------|
| 1. Rub your hair.     | 4. Pinch your nose.        |
| 2. Get your coat.     | 5. Sway from side to side. |
| 3. Croak like a toad. | 6. Moan and groan.         |

### Phrase Flip Book

**Note:** This activity is best done in small groups or in centers.

- Cut out slips of paper.
- Write the following decodable adjectives on six of the slips of paper, one adjective per slip: *gray, faded, hot, large, black*.
- Write the following decodable nouns on slips of paper, one noun per slip: *chair, train, vases, toaster*.
- Stack the adjective slips of paper and staple their top edge to a sheet of card stock.

- 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 up and read decodable (and often silly) phrases.

### 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. They contain words with the spellings students have learned for /ae/ and /oe/.
- Remind students of the spellings and write 'a\_e', 'ai', 'ay', 'o\_e', and 'oa' on the board/chart paper.
- 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 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 phrase on the board/chart paper and have students self-correct.
- Repeat with additional phrases.

- |                  |                |
|------------------|----------------|
| 1. sweet raisins | 9. clay pot    |
| 2. red train     | 10. black coal |
| 3. large chair   | 11. red face   |
| 4. black mole    | 12. bike lane  |
| 5. white crayon  | 13. deep hole  |
| 6. nice day      | 14. long road  |
| 7. gray rod      | 15. white coat |
| 8. fast runner   | 16. fast boat  |

## READ AND/OR WRITE SENTENCES

### Sentence Strips

**Note:** This activity is best done in small groups or in centers.

- Choose sentences from the *Kay and Martez* Reader that can be illustrated and copy them onto long slips of paper. Display the slips of paper for students to see.
- Have students choose a sentence to copy and illustrate.

### **Reconstructing Sentences**

- Copy sentences that contain commas from the Reader *Kay and Martez* on paper.
- Cut the sentences into their individual words and place them in envelopes. Keep the commas with the words that they follow.
- Have students reconstruct the sentences.
- Have students copy the sentences on paper.
- **Extension:** Ask students to identify the adjectives and to connect them with arrows to the nouns they define.

### **Sentence Pasting**

**Note:** This activity is best done in small groups or in centers.

- Write a number of decodable statements, questions, and exclamations on paper and cut them into individual words. Keep the period, question mark, or exclamation mark on the same slip with the final word in each sentence. Keep commas on the same slip with the words that they follow. Keep quotation marks with the word that they precede/follow.
- Have students form sentences and paste them 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, leaving 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 sentence on the board/chart paper and have students self-correct.
- Repeat with additional sentences.

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| 1. An oak tree has thick branches.   | 6. Can you explain the book to me?   |
| 2. You think with your brain.        | 7. The river runs past our house.    |
| 3. Seeds turn into seedlings.        | 8. This soap makes a lot of foam!    |
| 4. Our sink did not drain yesterday. | 9. Is today a gray day?              |
| 5. The roads are packed with cars.   | 10. The dog is playing with the cat. |

## USE COMMAS

### Adding Commas

- Distribute Activity Page PP.15.
- On the front of the activity page have students add commas to the sentences.
- On the back of the activity page have students write two sentences that contain a series of items, using commas to separate the items.

Activity Page PP.15



# Teacher Resources

Grade 1	Skills 7
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**Teacher Guide**

# Teacher Resources

Anecdotal Reading Record—Unit 7

Discussion Questions Observation Record—Unit 7

Spelling Alternatives Observation Record—Unit 7

Template: Spelling Tree

Template: Spelling Tree Leaves

Template: Spelling Tree Odd Ducks

The Writing Process

Lesson 5: Spelling Analysis Directions

Lesson 5: Analysis of Student Errors

Lesson 10: Spelling Analysis Directions

Lesson 10: Analysis of Student Errors

Lesson 15: Spelling Analysis Directions

Lesson 15: Analysis of Student Errors

Lesson 20: End-of-Year Fluency Assessment: “Shark and Wee Fish”

Lesson 21: Word Reading in Isolation Assessment

Lesson 21: Word Reading in Isolation Scoring Sheet

Lesson 21: Word Reading in Isolation Remediation Guide

Preview Spellings Charts

Additional Support Activity Pages

Activity Book Answer Key

Appendix: Using Chunking to Decode Multisyllable Words

Texas Essential Knowledge and Skills Correlation Chart

English Language Proficiency Standards Correlation Chart

**ANECDOTAL READING RECORD—UNIT 7**

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Lesson:

Lesson:

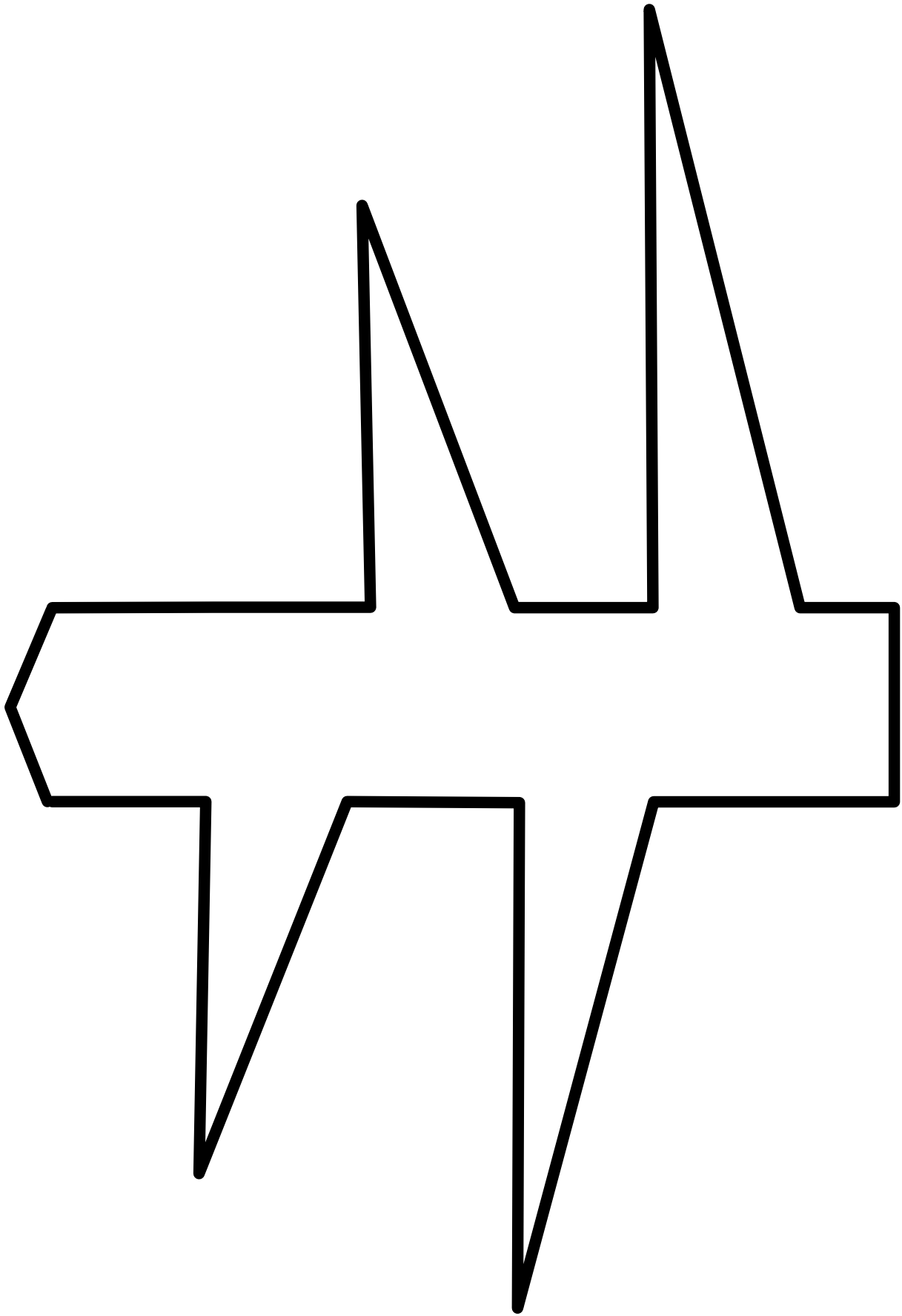
Lesson:

Lesson:

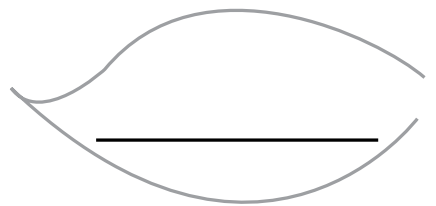
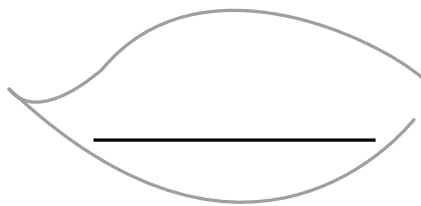
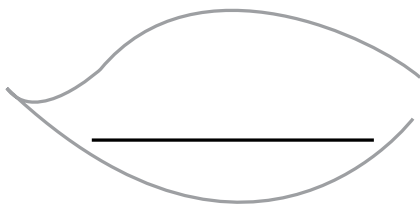
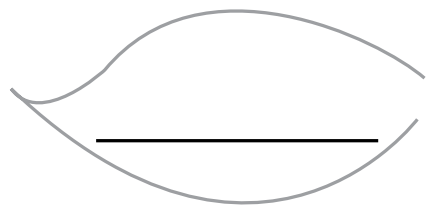
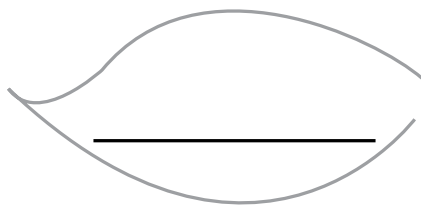
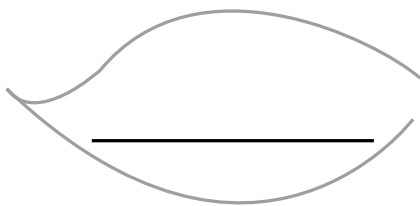
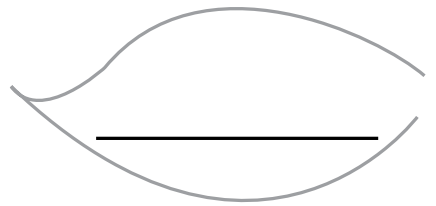
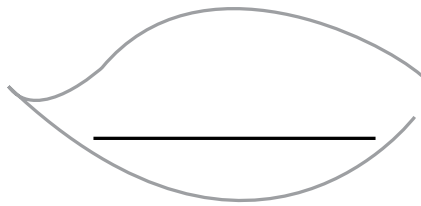
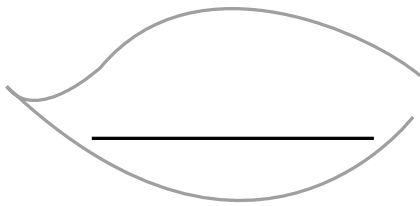
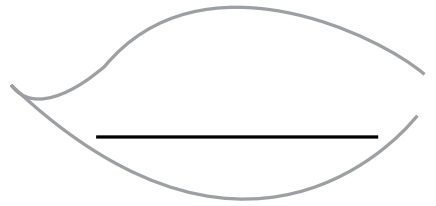
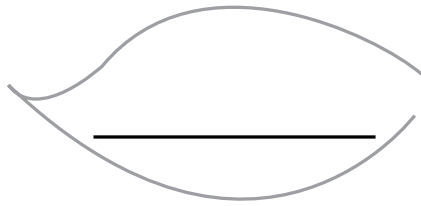
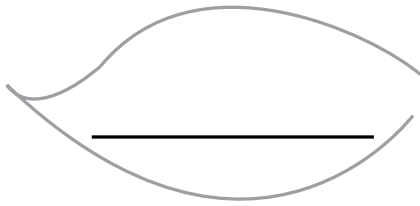




TEMPLATE: SPELLING TREE

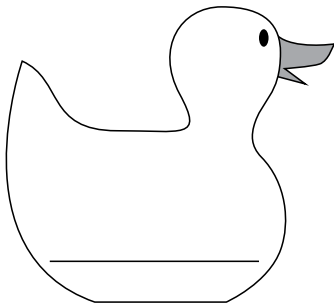
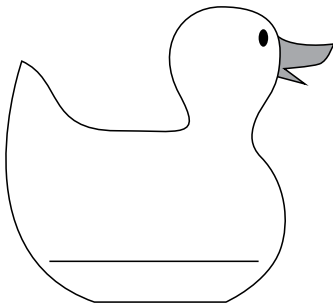
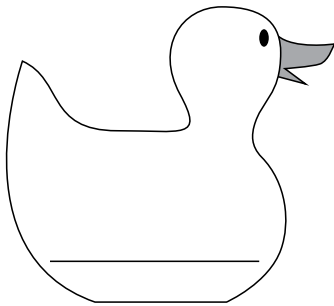
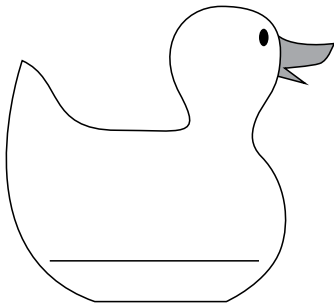
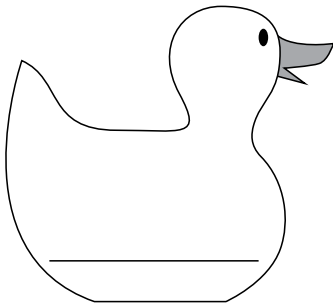
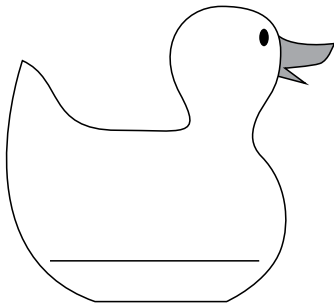
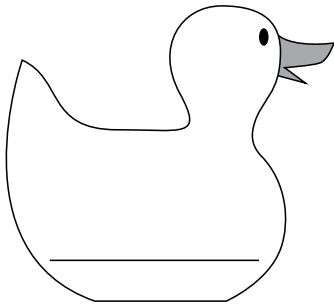
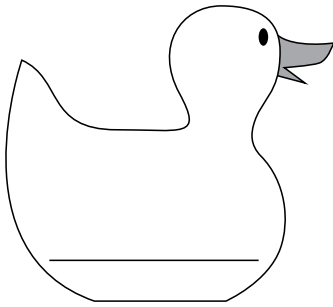
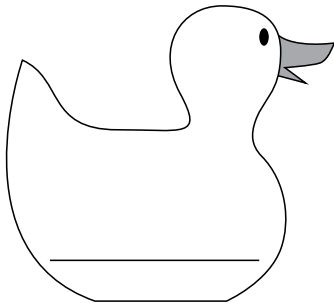
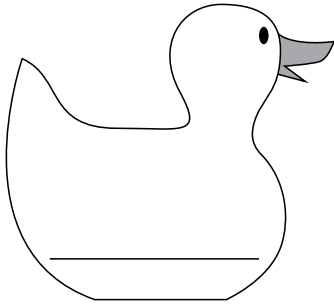
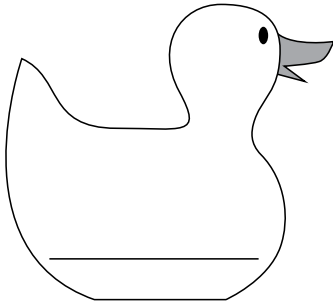
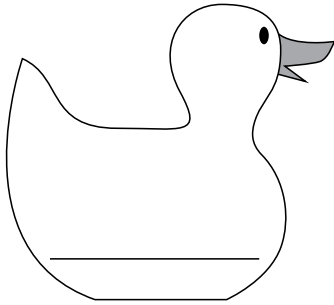


**TEMPLATE: SPELLING TREE LEAVES**





**TEMPLATE: SPELLING TREE ODD DUCKS**



## THE WRITING PROCESS



**PLAN**



**DRAFT**



**EDIT**

## LESSON 5: SPELLING ANALYSIS DIRECTIONS

Write students' names in the column provided. The words on today's spelling assessment are grouped according to spelling patterns on the Analysis of Student Errors chart. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today's spelling words.

The words on this week's spelling assessment can be analyzed in many different ways. The following are analyses that focus on errors in encoding consonant doublings in these words. Some of these words are also two-syllable words, and you should take note of any difficulty students have in encoding both syllables of two-syllable words. Please refer to the Unit 4 Appendix, "Using Chunking to Decode Multisyllable Words," for more information on assisting students who have difficulty with multisyllable words.

### Column 1

What an error in this column means: The spelling 'a' for the /a/ sound is the basic code spelling. The influx of new spellings might have caused some confusion with basic code spellings.

What you should do: Please refer to the Pausing Point for additional activities. Students may need more practice regarding segmenting and blending in order to isolate vowel sounds.

### Column 2

What an error in this column means: The spelling 'tch' for the /ch/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

### Column 3

What an error in this column means: The spelling 'kn' for the /n/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point for additional activities. Word sorts and exposure to words with spelling alternatives will increase students' comfort levels with choosing the correct spelling for each sound.

#### **Column 4**

What an error in this column means: The spelling 'wr' for the /r/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point for additional activities. Word sorts and exposure to words with spelling alternatives will increase students' comfort levels with choosing the correct spelling for each sound.

#### **Column 5**

What an error in this column means: The spelling 'a\_e' for the /ae/ sound is the basic code spelling. The influx of new spellings might have caused some confusion with basic code spellings.

What you should do: Please refer to the Pausing Point for additional activities. Students may need more practice regarding segmenting and blending in order to isolate vowel sounds.

#### **Column 6**

What an error in this column means: The spelling 'n' for the /ng/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point for additional activities. Word sorts and exposure to words with spelling alternatives will increase students' comfort levels with choosing the correct spelling for each sound.

#### **Column 7**

What an error in this column means: The word *by* is a Tricky Word. Tricky Words do not follow the rules for encoding that students have learned thus far.

What you should do: For now, students should memorize how to spell Tricky Words. Additional practice reading and writing Tricky Words can be found in the Pausing Points.

#### **Column 8**

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty with certain encoding vowel sounds. Please also consider the influence of students' home language on encoding. Analyze any patterns and provide targeted remediation using the Pausing Point.



## LESSON 10: SPELLING ANALYSIS DIRECTIONS

### Analysis of Student Errors

#### Directions

Write students' names in the column provided. The words on today's spelling assessment are grouped according to spelling patterns on the Analysis of Student Errors chart. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today's spelling words.

The words on this week's spelling assessment can be analyzed in many different ways. The following are analyses that focus on errors in encoding consonant doublings in these words. Some of these words are also two-syllable words, and you should take note of any difficulty students have in encoding both syllables of two-syllable words. Please refer to the Unit 4 Appendix, "Using Chunking to Decode Multisyllable Words," for more information on assisting students who have difficulty with multisyllable words.

#### Column 1

What an error in this column means: The spelling 'a\_e' for the /ae/ sound is the basic code spelling. The influx of new spellings might have caused some confusion with basic code spellings.

What you should do: Please refer to the Pausing Point for additional activities. Students may need more practice regarding segmenting and blending in order to isolate vowel sounds.

#### Column 2

What an error in this column means: The spelling 'ai' for the /ae/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point for additional activities. Word sorts and exposure to words with spelling alternatives will increase students' comfort levels with choosing the correct spelling for each sound.

### Column 3

What an error in this column means: The spelling 'ay' for the /ae/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point for additional activities. Word sorts and exposure to words with spelling alternatives will increase students' comfort levels with choosing the correct spelling for each sound.

### Column 4

What an error in this column means: The word *your* is a Tricky Word. Tricky Words do not follow the rules for encoding that students have learned thus far.

What you should do: For now, students should memorize how to spell Tricky Words. Additional practice reading and writing Tricky Words can be found in the Pausing Points.

### Column 5

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty with certain encoding vowel sounds. Please also consider the influence of students' home language on encoding. Analyze any patterns and provide targeted remediation using the Pausing Point.





## LESSON 15: SPELLING ANALYSIS DIRECTIONS

### Analysis of Student Errors

#### Directions

Write students' names in the column provided. The words on today's spelling assessment are grouped according to spelling patterns on the Analysis of Student Errors chart. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today's spelling words.

The words on this week's spelling assessment can be analyzed in many different ways. The following are analyses that focus on errors in encoding spelling alternatives in these words. Some of these words are also two-syllable words, and you should take note of any difficulty students have in encoding both syllables of two-syllable words. Please refer to the Unit 4 Appendix, "Using Chunking to Decode Multisyllable Words," for more information on assisting students who have difficulty with multisyllable words.

#### Column 1

What an error in this column means: The spelling 'a\_e' for the /ae/ sound is the basic code spelling. The influx of new spellings might have caused some confusion with basic code spellings.

What you should do: Please refer to the Pausing Point for additional activities. Students may need more practice regarding segmenting and blending in order to isolate vowel sounds.

#### Column 2

What an error in this column means: The spelling 'ai' for the /ae/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point for additional activities. Word sorts and exposure to words with spelling alternatives will increase students' comfort levels with choosing the correct spelling for each sound.

### **Column 3**

What an error in this column means: The spelling 'ay' for the /ae/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point for additional activities. Word sorts and exposure to words with spelling alternatives will increase students' comfort levels with choosing the correct spelling for each sound.

### **Column 4**

What an error in this column means: The word *who* is a Tricky Word. Tricky Words do not follow the rules for encoding that students have learned thus far.

What you should do: For now, students should memorize how to spell Tricky Words. Additional practice reading and writing Tricky Words can be found in the Pausing Points.



## Shark and Wee Fish

Shark swam by the reef. Sharp teeth glittered in his mouth. He shouted to the fish, “I will have a hundred of you for my lunch!”

The fish were scared. They went and hid in a cave.

“Shark will not get us in here!” one of the fish said. “He is too big to swim in.”

After a while, one of the fish went out to check and see if Shark had left. His name was Wee Fish.

Wee Fish swam out of the cave. He soon found himself face to face with Shark.

Shark snarled, “Here’s a nice fish for my lunch!”

Wee Fish had to think fast.

“Stop!” he shouted in his loudest voice. “I am the king of this reef! All of the fish here are scared of me, and you should be, too!”

Shark smiled. Wee Fish was just three inches long. Shark was ten feet long. He had teeth in his mouth that were bigger than Wee Fish.

“Is this some sort of joke?” Shark said. “Why would fish be scared of you?”

“Swim next to me and you will see,” Wee Fish said.

Shark swam with Wee Fish. They came upon some spotted fish. When the spotted fish saw Shark, they got scared and swam off.

Shark and Wee Fish swam up to some striped fish. When the striped fish saw Shark, they got scared and swam off.

“Well, well,” said Shark to himself. “It’s odd, but it looks like the fish are scared of Wee Fish, just as he said.” (Shark did not see that the fish were scared of him.)

Shark and Wee Fish swam up to some silver fish. When the silver fish saw Shark, they got scared and swam off.

Then Shark started to think. “All of the fish are scared of Wee Fish,” he said to himself. “Perhaps I should be scared of him, too.”

All of a sudden, Shark felt scared. He swam off. And from then on, he never went back to that reef.

**LESSON 21: WORD READING IN ISOLATION ASSESSMENT**

Word Reading in Isolation Assessment					
	a	b	c	d	e
1	throne	weekday	large	rinse	blanket
2	mermaid	brushed	etch	frigid	spark
3	fanned	bouncing	ginger	sleeve	write
4	oak	topsoil	absence	coached	fence
5	choice	knotted	wheel	smooth	tribute
6	landscape	whisper	squawk	cancel	arch
7	honk	object	involve	trace	ordered
8	excuse	zone	bedside	woolen	pitchfork
9	saying	gather	knock	shimmer	waist
10	wrist	horse	gained	loaded	iceberg
11	suspense	air	concept	yawn	shrank
12	short	outlook	sprout	transform	challenge

**LESSON 21: WORD READING IN ISOLATION SCORING SHEET**

	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>
<b>1</b>	throne	weekday	large	rinse	blanket
	/θ/ /r/ /o/ /n/	/w/ /ee/ k/ • /d/ /ae/	/l/ /ar/ /j/	/r/ /i/ /n/ /s/	/b/ /l/ /a/ /ng/ • /k/ /e/ /t/
<b>2</b>	mermaid	brushed	etch	frigid	spark
	/m/ /er/ • /m/ /ae/ /d/	/b/ /r/ /u/ /sh/ /t/	/e/ /ch/	/f/ /r/ /i/ /j/ • /i/ /d/	/s/ /p/ /ar/ /k/
<b>3</b>	fanned	bouncing	ginger	sleeve	write
	/f/ /a/ /n/ /d/	/b/ /ou/ /n/ /s/ • /i/ /ng/	/j/ /i/ /n/ • /j/ /er/	/s/ /l/ /ee/ /v/	/r/ /ie/ /t/
<b>4</b>	oak	topsoil	absence	coached	fence
	/oe/ /k/	/t/ /o/ /p/ • /s/ /oi/ /l/	/a/ /b/ • /s/ /e/ /n/ /s/	/k/ /oe/ /ch/ /t/	/f/ /e/ /n/ /s/
<b>5</b>	choice	knotted	wheel	smooth	tribute
	/ch/ /oi/ /s/	/n/ /o/ /t/ • /e/ /d/	/w/ /ee/ /l/	/s/ /m/ /oo/ /th/	/t/ /r/ /i/ /b/ • /ue/ /t/
<b>6</b>	landscape	whisper	squawk	cancel	arch
	/l/ /a/ /n/ /d/ • /s/ /k/ /ae/ /p/	/w/ /i/ /s/ • /p/ /er/	/s/ /qu/ /aw/ /k/	/k/ /a/ /n/ • /s/ /e/ /l/	/ar/ /ch/
<b>7</b>	honk	object	involve	trace	ordered
	/h/ /o/ /ng/ /k/	/o/ /b/ • /j/ /e/ /k/ /t/	/i/ /n/ • /v/ /o/ /l/ /v/	/t/ /r/ /ae/ /s/	/or/ • /d/ /er/ /d/
<b>8</b>	excuse	zone	bedside	woolen	pitchfork
	/e/ /x/ • /k/ /ue/ /s/	/z/ /oe/ /n/	/b/ /e/ /d/ • /s/ /ie/ /d/	/w/ /oo/ /l/ • /e/ /n/	/p/ /i/ /ch/ • /f/ /or/ /k/
<b>9</b>	saying	gather	knock	shimmer	waist
	/s/ /ae/ • /i/ /ng/	/g/ /a/ /th/ • /er/	/n/ /o/ /k/	/sh/ /i/ /m/ • /er/	/w/ /ae/ /s/ /t/
<b>10</b>	wrist	horse	gained	loaded	iceberg
	/r/ /i/ /s/ /t/	/h/ /or/ /s/	/g/ /ae/ /n/ /d/	/l/ /oe/ /d/ • /e/ /d/	/ie/ /s/ • /b/ /er/ /g/
<b>11</b>	suspense	air	concept	yawn	shrank
	/s/ /u/ /s/ • /p/ /e/ /n/ /s/	/ae/ /r/	/k/ /o/ /n/ • /s/ /e/ /p/ /t/	/y/ /aw/ /n/	/sh/ /r/ /a/ /ng/ /k/
<b>12</b>	short	outlook	sprout	transform	challenge
	/sh/ /or/ /t/	/ou/ /t/ • /l/ /oo/ /k/	/s/ /p/ /r/ /ou/ /t/	/t/ /r/ /a/ /n/ /s/ • /f/ /or/ /m/	/ch/ /a/ /l/ • /e/ /n/ /j/

## LESSON 21: WORD READING IN ISOLATION REMEDIATION GUIDE

Phonemes—Consonants		
<b>/b/ (1e, 2b, 3b, 4c, 5e, 7b, 8c, 10e)</b>	<b>/d/ (1b, 2a, 2d, 3a, 5b, 6a, 7e, 8c, 10c, 10d)</b>	<b>/f/ (2d, 3a, 4e, 8e, 12d)</b>
<b>/g/ (9b, 10c, 10e)</b>	<b>/h/ (7a, 10b)</b>	<b>/j/ (1c, 2d, 3c, 7b, 12e)</b>
<b>/k/ (1b, 1e, 2e, 4a, 4d, 6a, 6c, 6d, 7a, 7b, 8a, 8e, 9c, 11c, 11e, 12b)</b>	<b>/l/ (1c, 1e, 3d, 4b, 5c, 6a, 6d, 7c, 8d, 10d, 12b, 12e)</b>	<b>/m/ (2a, 5d, 9d, 12d)</b>
<b>/n/ (1a, 1d, 3a, 3b, 3c, 4c, 4e, 5b, 6a, 6d, 7c, 8b, 8d, 9c, 10c, 11a, 11c, 11d, 12d, 12e)</b>	<b>/p/ (2e, 4b, 6a, 6b, 8e, 11a, 11c, 12c)</b>	<b>/r/ (1a, 1d, 2b, 2d, 3e, 5e, 7d, 10a, 11b, 11e, 12c, 12d)</b>
<b>/s/ (1d, 2e, 3b, 3d, 4b, 4c, 4e, 5a, 5d, 6a, 6b, 6c, 6d, 7d, 8a, 8c, 9a, 9e, 10a, 10b, 10e, 11a, 11c, 12c, 12d)</b>	<b>/t/ (1e, 2b, 3e, 4b, 5b, 5e, 7b, 7d, 9e, 10a, 11c, 12a, 12b, 12c, 12d)</b>	<b>/v/ (3d, 7c)</b>
<b>/w/ (1b, 5c, 6b, 8d, 9e)</b>	<b>/x/ (8a)</b>	<b>/y/ (11d)</b>



<b>/z/ (8b)</b>	<b>/ch/ (2c, 4d, 5a, 6e, 8e, 12e)</b>	<b>/th/ (5d, 9b)</b>
<b>/th/ (1a)</b>	<b>/sh/ (2b, 9d, 11e, 12a)</b>	<b>/ng/ (1e, 3b, 7a, 9a, 11e)</b>
	<b>/qu/ (6c)</b>	

<b>Phonemes—Vowels</b>		
<b>/a/ (1e, 3a, 4c, 6a, 6d, 9b, 11e, 12d, 12e)</b>	<b>/e/ (1e, 2c, 4c, 4e, 5b, 6d, 7b, 8a, 8c, 8d, 10d, 11a, 11c, 12e)</b>	<b>/i/ (1d, 2d, 3b, 3c, 5e, 6b, 7c, 8e, 9a, 9d, 10a)</b>
<b>/o/ (4b, 5b, 7a, 7b, 7c, 9c, 11c)</b>	<b>/u/ (2b, 11a)</b>	<b>/ae/ (1b, 2a, 6a, 7d, 9a, 9e, 10c, 11b)</b>
<b>/ee/ (1b, 3d, 5c)</b>	<b>/ie/ (3e, 8c, 10e)</b>	<b>/oe/ (1a, 4a, 4d, 8b, 10d)</b>

<b>/ue/ (5e, 8a)</b>	<b>/oo/ (5d)</b>	<b>/oo/ (8d, 12b)</b>
<b>/ou/ (3b, 12b, 12c)</b>	<b>/oi/ (4b, 5a)</b>	<b>/aw/ (6c, 11d)</b>
<b>/er/ (2a, 3c, 6b, 7e, 9b, 9d, 10e)</b>	<b>/or/ (7e, 8e, 10b, 12a, 12d)</b>	<b>/ar/ (1c, 2e, 6e)</b>

<b>Past-Tense Marker</b>		
<b>'ed' &gt; /t/ (2b, 4d)</b>	<b>'ed' &gt; /d/ (3a, 7e, 10c)</b>	<b>'ed' &gt; /ed/ (5b, 10d)</b>

## PREVIEW SPELLINGS CHARTS

### Lesson 2 “Martez, Martez, Martez”

/ae/ > ‘ai’	/ae/ > ‘ay’
air	Kay
	paying
	play
	crayons
	playground

### Lesson 4 “Dinner with Kay”

/ae/ > ‘ay’
day
Kay
play
say

### Lesson 5 “The Red Dish”

/ae/ > ‘ai’	/ae/ > ‘ay’
pain	today
	saying

### Lesson 7 “In the Mail”

/ae/ > ‘ai’	/ae/ > ‘ay’
mail	play
wait	way
Spain	day
	say

### Lesson 8 “The Holiday”

/ae/ > ‘ai’	/ae/ > ‘ay’
explains	holiday
	pay

### Lesson 9 “Better than the Best”

/ae/ > ‘ai’	/ae/ > ‘ay’
explains	day
exclaims	Kay
wait	

### Lesson 10 “The Long Cab Ride”

/ae/ > ‘ai’	/ae/ > ‘ay’
airport	staying
plains	day
rainforests	way
	pay
	Kay

### Lesson 12 “The Vote”

/oe/ > ‘oa’	/ae/ > ‘ay’
boasts	yesterday
groans	pay

### Lesson 13 “Mister Gomez”

<i>/oe/ &gt; 'oa'</i>	<i>/ae/ &gt; 'ay'</i>
goal	day
	away
roads	today

### Lesson 14 “A House in the Clouds”

<i>/ae/ &gt; 'ay'</i>
day
way
say

### Lesson 16 “The Market”

<i>/ae/ &gt; 'ai'</i>	<i>/ae/ &gt; 'ay'</i>
paintings	day
painter	pay

### Lesson 17 “A Rainforest Ride”

<i>/ae/ &gt; 'ai'</i>	<i>/ae/ &gt; 'ay'</i>
rainforest	day
	say
	layer
	pay

# Additional Support Activity Pages

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Grade 1	Skills 7
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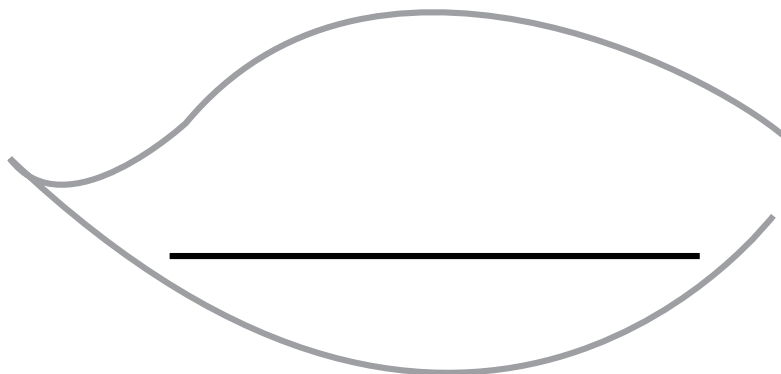
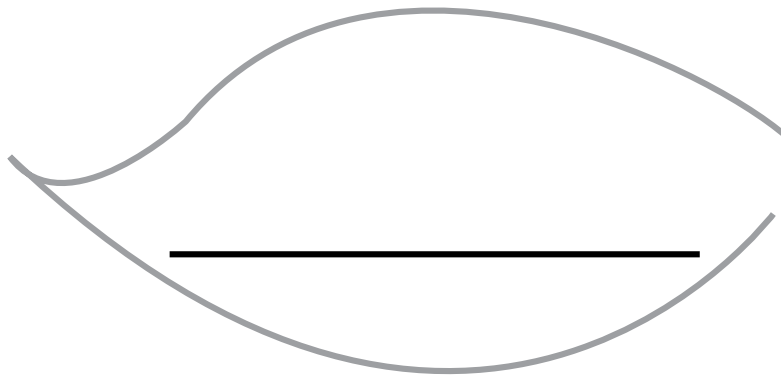
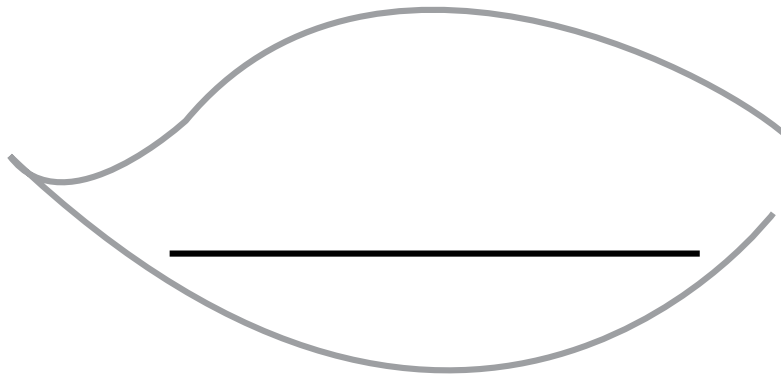
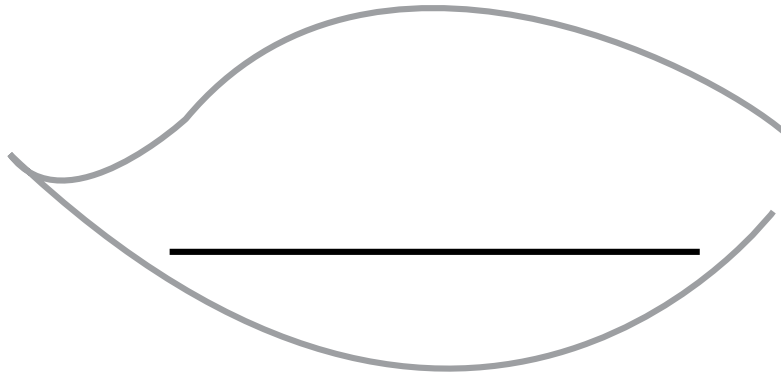
**Teacher Guide**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 2.1

## Template for Spelling Tree (Leaves)

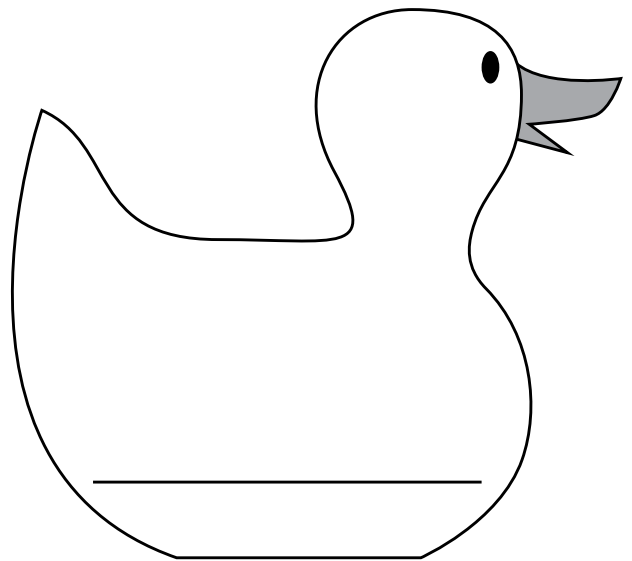
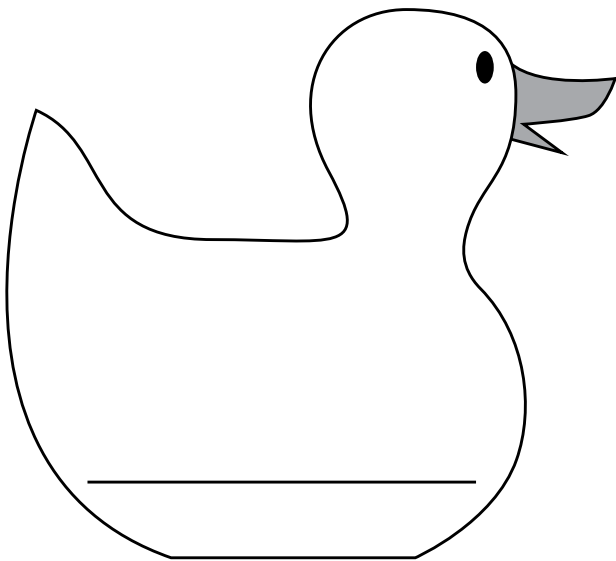
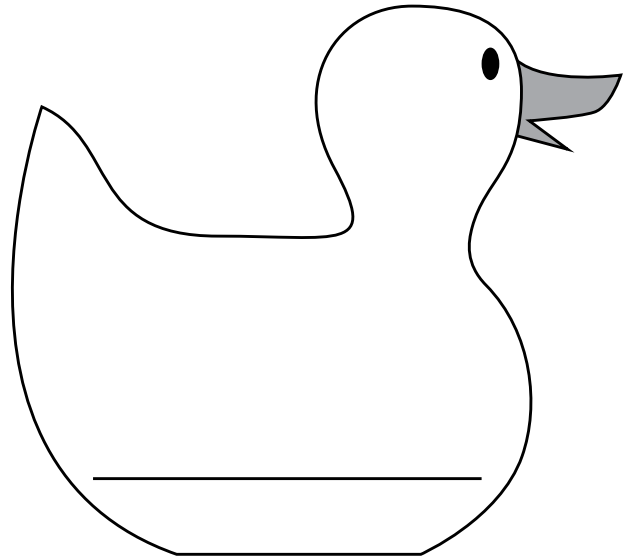
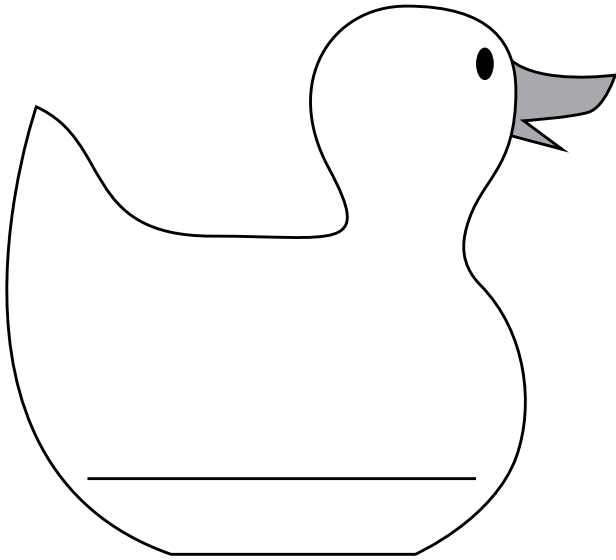


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 2.2

## Template for Spelling Tree (Odd Ducks)



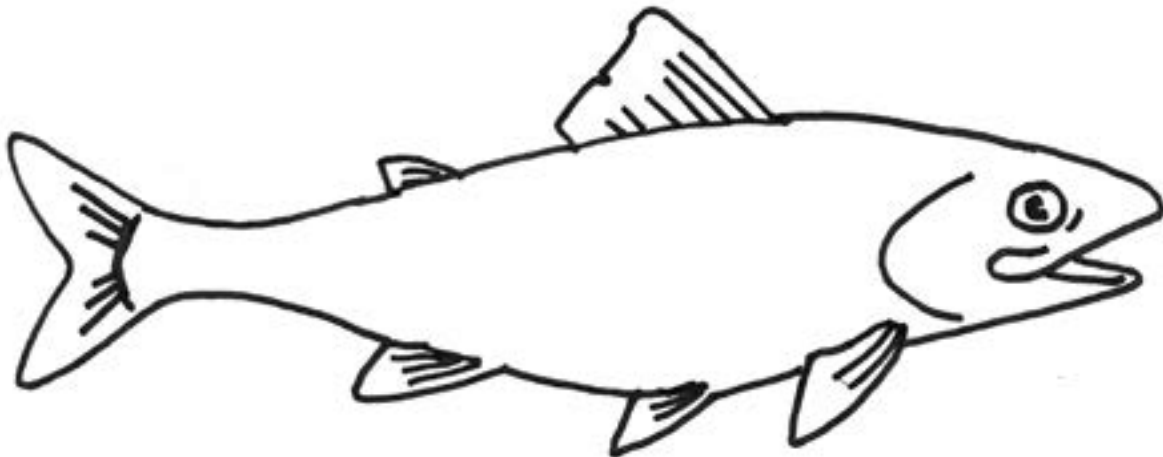
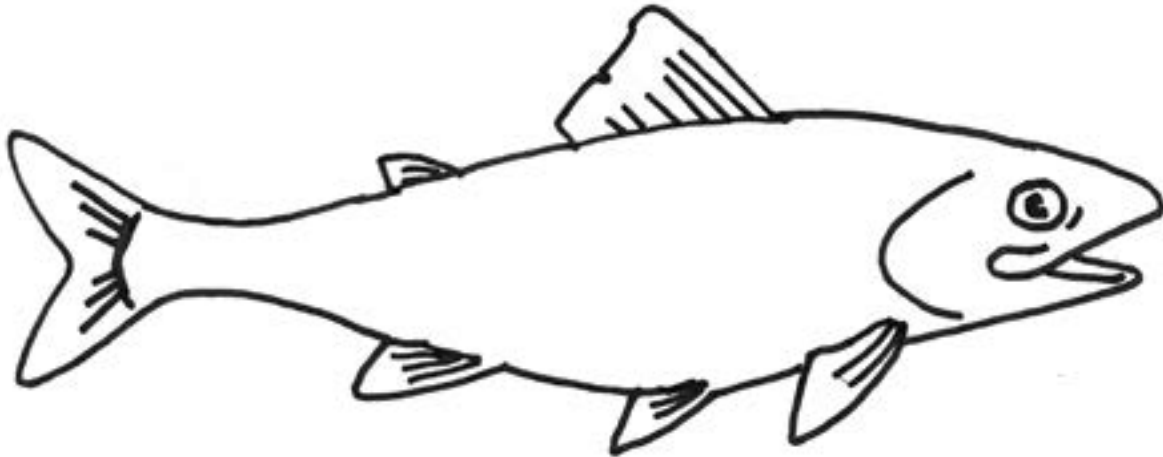
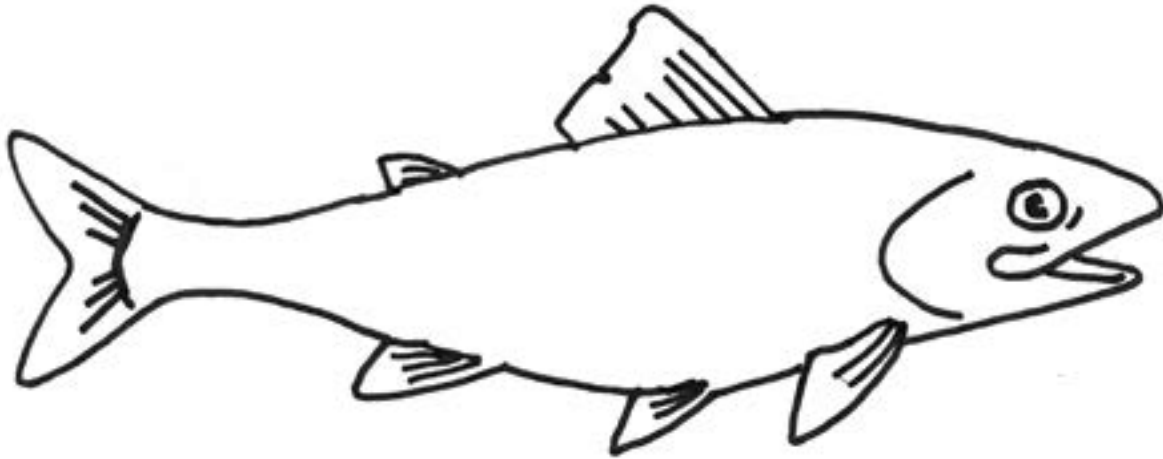


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 3.1

## Template for Fishing Pond Exercise



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 4.1

## Sentence Strips



1. Martez likes to **play** hopscotch and draw pictures with **crayons**.
2. “So should we invite Martez to visit us for dinner?”
3. “Yes!” says **Kay** with a shout. “Can we invite him tomorrow?”
4. “Still,” Martez says, “today you joined the club.”

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 6.1

Directions: Make a copy and cut apart Bingo boards for student use.

hair	say	ray	pay
nail	stay	plain	air
way	main	snail	mail
day	sway	may	play

pay	way	air	day
mail	main	rain	play
wait	hair	snail	say
may	hay	stay	ray

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 6.1

CONTINUED

ray	sway	main	way
say	play	mail	nail
plain	wait	hair	stay
snail	air	pay	may

main	rain	wait	air
ray	nail	tray	plain
say	day	hair	sway
hay	mail	pay	way

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 6.2

Directions: Make a copy and cut apart the word cards for your use in calling out words for Bingo.



day

may

play

say

hay

way

tray

air

hair

main

pay

rain

ray

stay

mail

sway

wait

snail

plain

nail

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 7.1

Cut out the word cards and place them on Page TR 7.2.

Monday

weekday 

pails

raisins

wait

raining

haystack

nails

trains

daytime

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 7.2

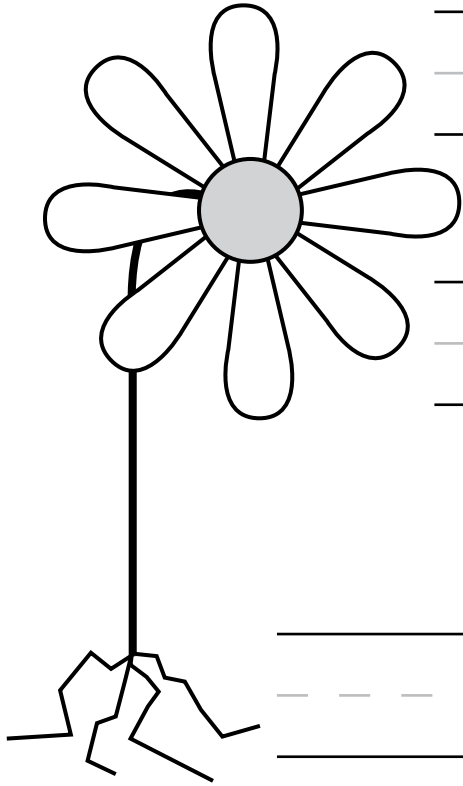
Sort the word cards from Page TR 7.1 by their spellings for /ae/ and place them in the boxes.

/ae/ → 'ai'	/ae/ → 'ay'

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 8.1



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

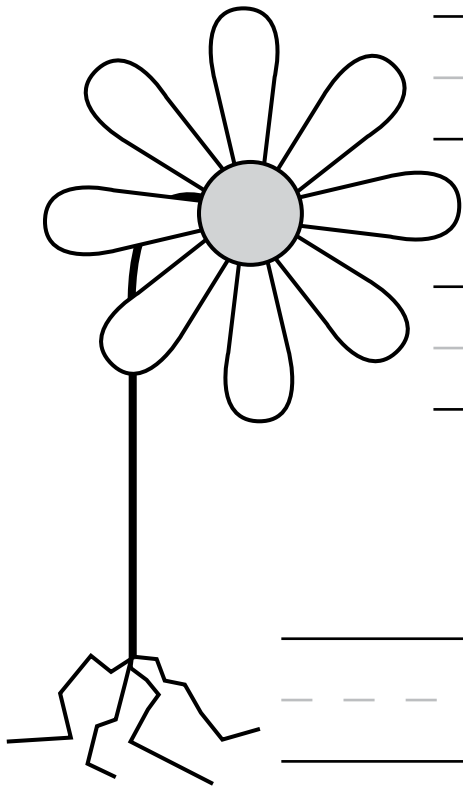
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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 8.2

## Sentence Strips



1. Martez's mom and dad are from Mexicoo.
2. In the summer, Martez takes a trip to Mexicoo with his mom and dad.
3. Martez sends Kay a card with a pictureu of a place in Mexicoo on it.
4. Way back in the past, men from Spainu came to Mexicoo.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 9.1

## Reconstructing Sentences

Directions: Make a copy and cut apart the word cards for Reconstructing Sentences.

Should	we	invite
Martez	to	visit
us	for	dinner
Can	Kay	have
dinner	at	our
house	tomorrow	




NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 9.1

CONTINUED




Martez	takes	a
trip	to	Mexico <u>o</u>
with	his	mom
and	dad	

Martez	sends	Kay
a	card	with
a	picture <u>u</u>	of
Mexico <u>o</u>	on	it

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Today	is	a 
big	holiday	in
Mexico <u>o</u>		

Martez's	mom	and
dad	are	from
Mexico <u>o</u>		



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 11.1

Directions: Make a copy and cut apart the Bingo boards for student use.

coast	boat	toast	toad
float	loan	goal	road
boast	groan	roast	charcoal
throat	foam	load	oak

toad	toast	load	oak
road	throat	coast	boast
roast	foam	goat	goal
charcoal	soap	loan	float

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 11.1  
CONTINUED

toad	foam	groan	goat
boast	goal	road	soak
loan	throat	boat	soap
float	charcoal	load	oak

toast	coast	foam	goat
loan	boast	cloak	soap
float	oak	goal	charcoal
roast	toad	boat	soak

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 11.2

Directions: Make a copy and cut apart the word cards for your use in calling out words for Bingo.

boast	boat	charcoal	cloak
coast	float	foam	goal
goat	groan	load	loan
oak	road	roast	soak
soap	throat	toad	toast





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 13.1

Directions: Have students read the sentences and insert the missing commas.

1. The Mexican dish has peppers corn and rice all mixed up.
2. The Mexican flag has green white and red stripes.
3. There are deserts rainforests and wetlands in Mexico.
4. Mister Gomez takes Martez Kay and Kay's mom and dad on a trip.
5. The Spanish men used the stones to make roads streets and forts.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 13.2

## Reconstructing Sentences

Directions: Make a copy and cut apart the word cards for Reconstructing Sentences.

The	oak	tree
has	thick	branches.
You	use	your
brain	when	you
think.		



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 13.2

CONTINUED



The

sink

would

not

drain

yesterday.

The

soap

makes

a

lot

of

foam!

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 13.2

CONTINUED

Explain	the	rules
of	the	game
to	us.	



Can	we	play
today	if	there
is	no	rain?

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 14.1

Sort the words by their spellings for /ae/.

tray	drained	paying	spray
play	chair	mail	grains

/ae/ → 'ai'

/ae/ → 'ay'

\_\_\_\_\_

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\_\_\_\_\_

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 15.2

Cut out the word cards and place them on Page TR 15.3.

road

explode

smoke

rode

toad

stove

bathrobe

jokes

oak

wrote

float

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 15.3

Sort the word cards from Page TR 15.2 by their spellings for /oe/ and place them in the boxes.

/oe/ → 'o_e'	/oe/ → 'oa'



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 16.1

Directions: Have students color the boxes that contain words with the /a/ sound as in hat in one color and the boxes that contain words with the /ae/ sound as in cake in another color.

rate	match	dancer
glance	late	backpack
pace	Shane	lame
make	camped	banks

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 16.2

*Directions: Have students color the boxes that contain words with the /o/ sound as in hot in one color and the boxes that contain words with the /oe/ sound as in home in another color.*

throne	comic	frosting
knock	poked	doghouse
holes	close	spoke
wrote	pocket	contest

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 16.3

Match the words to the pictures and write them on the lines.

bath

goat

stairs

chair

home

hay

coat

goal

hair



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 16.3

CONTINUED

Match the words to the pictures and write them on the lines.

bath	goat	stairs
chair	home	hay
coat	goal	hair



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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 18.1

## Reconstructing Sentences



You

need

a

hat

mittens

and

a

coat

in

the

winter

They

took

a

train

an

airplane

and

a

boat

on


their

trip

Directions: Make a copy and cut apart the word cards for Reconstructing Sentences.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

I	would	like	
a	cat	a	
goat	or	a	
toad	for	a	
pet			

I	took	my	
letter	to	the	
mailbox	yesterday		

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 18.1

CONTINUED



Kay's

dress

is

blue

green

and

pink

I

like

toast

with

jam

cheese

and

chips

for

lunch

# ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **1.1** Activity Page

Words with the /ae/ sound spelled 'ai':

main	rain	train
brain	braid	aid
tail	mail	nail
explain	exclaim	airplane

Directions: Have students read the words and use some of them in sentences.

Words with the /ae/ sound spelled 'ay':

hay	way	day
say	stay	spray
play	playing	player
Sunday	weekday	someday

Skills 7 1

Match the words to the sentences and write them on the lines.

rainstorm	days
tails	play

- Dogs and cats have tails.
- We need three more children to play the game.
- Yesterday we had a bad rainstorm.
- There are seven days in a week.

Skills 7 2

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **2.1** Activity Page

Sort the words by their spellings for /ae/.

wait	haystack	explain	play
say	aim	paint	hair
brain	day		

/ae/ → 'ai'

wait      say

brain      haystack

aim      day

explain      play

paint



hair

Skills 7 5



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **2.2** Take-Home

Match the words to the pictures and write them on the lines.

airplane	pay
mailbox	driveway

airplane      mailbox

pay      driveway

Skills 7 7



Match the words to the pictures and write them on the lines.

crayon  
paint

tray  
railing



tray

paint



crayon

railing

8

Skills 7

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

3.1

Activity Page

### Martez, Martez, Martez

1. What is something that Kay's dad says a lot? Why?

"Food is not free" is  
something Kay's dad says a  
lot. He hates paying for food  
that ends up in the trash.

Page 2

2. Who is Martez?

Martez is Kay's pal. He is  
in Kay's class.

Page 4, 6

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

Skills 7

9

3. Write about what Martez likes to play.

Martez likes to play  
hopscotch and draw  
pictures with crayons.

Page 4

4. Do you think Kay likes Martez? How can you tell?

I think Kay likes Martez.  
She says he is the best!

Page 6

10

Skills 7

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

4.1

Activity Page

### Dinner with Kay

1. Kay's mom serves . . .

- corn on the cob.
- cake.
- chips.

Page 8

2. Where do Kay and Martez play?

- Kay and Martez play in the pool.
- Kay and Martez play in the basement.
- Kay and Martez play in the attic.

Page 12

3. Mark the sentence that tells why Kay's mom likes Martez.

- Martez is smart.
- Martez is a good swimmer.
- Martez is nice.

Page 12

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

Skills 7

11

4. Write one thing that Martez says because he is nice.

Answers may vary, but  
could include:  
Martez says that Kay's mom  
is a good cook. (page 8)  
Martez says that he likes  
the corn that Kay's mom  
made. (page 8) Martez tells  
Kay's dad that he is a good  
shopper. (page 10)  
Page 8, 10

12

Skills 7

NAME: \_\_\_\_\_ 5.1 Assessment  
DATE: \_\_\_\_\_

### Spelling Test






- hands
- pitch
- knocked
- wrapper
- knitting
- by
- fade
- drinking

Skills 7

13






NAME: \_\_\_\_\_ 5.2 Activity Page  
DATE: \_\_\_\_\_

Mark the sentences that match the pictures.

- 
  - She is on ice skates.
  - She is sledding.
- 
  - The dog is in the yard.
  - The dog is in the pool.
- 
  - This is an airplane.
  - This is an airport.
- 
  - This is a barge.
  - This is a car.
- 
  - This is a rain jacket.
  - This is for swimming.

Skills 7

15

- 
  - This is a thunderstorm.
  - This is a stork.
- 
  - She is brushing her hair.
  - She is standing on a chair.
- 
  - Jim made a clay pot.
  - Jim made a silver chain.
- 
  - Dave plays in the rain.
  - Dave plays with a train.
- 
  - This is a handshake.
  - This is called clapping hands.

16

Skills 7

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 5.3 Activity Page

Match the words to the pictures and write them on the lines.

1. rain



rain

2. hair



hair

3. fern



fern

4. mailbox



mailbox

5. crayon



crayon

Skills 7

17

6. jar



jar

7. forest



forest

8. airplane



airplane

9. barn



barn

10. snail



snail

18

Skills 7

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 6.1 Activity Page

### The Red Dish

1. Which dish has the hot peppers?

- The red dish has the hot peppers.
- The green dish has the hot peppers.
- The gray dish has the hot peppers.

Page 14

2. What has Kay never had?

- She has never had hot peppers.
- She has never had sweet corn.
- She has never had cooked rice.

Page 16

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

Skills 7

21

3. What happens after Kay takes a bite of the food in the red dish?

After Kay takes a bite of the food, her face starts to get red. She stuffs ice cubes in her mouth to help cool it down.

Page 18

4. Would you take a bite of the food in the red dish? Why or why not?

Answers may vary, but should reference key details from the story.

Page \_\_\_\_\_

22

Skills 7

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 7.1 Activity Page

Directions: Have students read the sentences and add the missing commas, where needed.

1. The nose, lips, and cheeks are parts of the face.
2. My best pal is smart and fun.
3. It rained, hailed, and stormed yesterday!
4. We can sit on a bench, a chair, or a stool.
5. Eggs, grits, and milk are good in the morning.
6. Dave, Jim, and Martez are in my class.
7. It's fun to skate, glide, and play on ice in winter.
8. Ben and Bob are waiting for me.

Skills 7

25

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 7.2 Activity Page

### In the Mail

1. What is in the mail for Kay?

A card from Martez with a picture of Mexico on it is in the mail for Kay.

Page 22

2. Do you think Martez misses Kay? How can you tell?

Yes, I think Martez misses Kay. He says he can't wait to get back and play.

Page 22

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

Skills 7

27

3. Is Kay happy when she gets the card in the mail? How can you tell?

Kay is happy when she gets the card in the mail. She hugs the card and shouts, "Martez is the best!"

Page 24

28

Skills 7

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 8.1 Activity Page

Can you see the spelling pattern? Fill in the chart.

	Root Word	-ed	-ing
1.	step	stepped	stepping
2.	fish	fished	fishing
3.	dip	dipped	dipping
4.	hatch	hatched	hatching
5.	flip	flipped	flipping
6.	hunt	hunted	hunting

Choose two -ed words from the chart and write a sentence.

1. Answers may vary, but should include an -ed word from the chart.
2. Answers may vary, but should include an -ed word from the chart.

Skills 7

29

Choose two *-ing* words from the chart and write a sentence.

1. Answers may vary, but should include  
an *-ing* word from the chart.

2. Answers may vary, but should include  
an *-ing* word from the chart.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

8.2 Activity Page

### The Holiday

1. The Mexican flag is . . .

- black and white.
- white and pink.
- green, red, and white.

Page 26

2. Which day is a big holiday for Mexicans?

- September 16 is a big holiday for Mexicans.
- December 16 is a big holiday for Mexicans.
- March 16 is a big holiday for Mexicans.

Page 26

3. Who broke free from the Spanish?

- Spain broke free from the Spanish.
- Mexico broke free from the Spanish.
- The U.S. broke free from the Spanish.

Page 30

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

4. Who was Hidalgo?

Answers may vary, but  
should include that Hidalgo  
was the man who helped  
set Mexico free.

Page 28

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

9.1 Activity Page

### Better than the Best

1. What Spanish word can Kay say?

Kay can say "gracias".

It means thank you in  
Spanish.

Page 32

2. Where will Kay take a trip with her mom and dad?

Kay will take a trip to  
Mexico with her mom  
and dad.

Page 32

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

3. Who will Kay invite to go with her on the trip?

Kay will invite Martez to  
go with her on the trip.

Page 34

36

Skills 7

NAME: \_\_\_\_\_ 9.2 **Take-Home**

DATE: \_\_\_\_\_

Fix the sentences by adding ? . ! ,

1. The flag's stripes are green,white,and red.
2. Kay has coleslaw,pork chops,corn,and greens on her plate.
3. Do you like to play,draw,or run?
4. The Mexican dish has peppers,corn,and rice all mixed up.
5. Are the red and green dishes the same?
6. The food in the red dish is hot,hot,hot!

Skills 7

37

NAME: \_\_\_\_\_ 10.1 **Assessment**

DATE: \_\_\_\_\_

### Spelling Test

1. stay
2. escape
3. your
4. rain
5. explain
6. hair
7. stray
8. display

Skills 7

39

NAME: \_\_\_\_\_ 10.2 **Activity Page**

DATE: \_\_\_\_\_

Fix the sentences by adding ? . ! ,

1. Martez likes to run **play** hopscotch,swim,and draw **pictures**.
2. Kay had coleslaw,pork chops,and corn for dinner.
3. Would you like one or two scoops?
4. I like winter,spring,and summer best.
5. It's hot,hot,hot!
6. Could you **explain how** to get to the **playground**?
7. Mark,Ben,and Jim saw a black and white skunk.
8. Would you like to dance with me ?

Skills 7

41

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 11.1 Activity Page

### The Long Cab Ride

1. What are Kay, Martez, and Kay's mom and dad looking for at the airport?

They are looking for a cab that will take them to the place where they are staying.

Page 36

2. What is the name of the man who drives the cab?

The man who drives the cab is named Carlos.

Page 38

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

Skills 7

43

3. What takes so long to get to the inn where they are staying?

Answers may vary, but should include that Carlos shows them some sites on the way to the inn (e.g., wetlands, a soccer game, an Aztec shrine, a place for shopping).

4. Why is Kay's dad upset at the end of the cab ride?

Kay's dad is upset that it was a long cab ride, and he must pay a lot.

Page 42

44

Skills 7

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 12.1 Activity Page

Match the words to the sentences and write them on the lines.

goal	mail	stairs
coat	nails	toast

1. I sent my pal a letter in the mail.

2. To make a chair, we need wood, a hammer, and nails.

3. We went up the stairs as fast as we could.

4. Pam wore a coat outside.

5. I ate toast this morning.

6. Dave played well and made a goal!

Skills 7

47

Match the words to the sentences and write them on the lines.

crayon	bait	boat
oak	chair	gray

1. You can use a crayon to draw the sun.

2. When you mix black and white paint, you get gray.

3. You need bait to catch fish.

4. We took a boat out on the lake.

5. There are oak trees outside.

6. We need to fix the chair because one of its legs broke.

48

Skills 7

NAME: \_\_\_\_\_ 12.2 Activity Page  
DATE: \_\_\_\_\_

Match the words to the pictures and write them on the lines.

chair	moon	hay
nail	goal	goat



goal                      nail



chair                      goat



hay                      moon

Skills 7

49

Match the words to the pictures and write them on the lines.

coat	hook	train
playground	soap	spoon



spoon                      train



hook                      playground



soap                      coat

50

Skills 7

NAME: \_\_\_\_\_ 12.3 Activity Page  
DATE: \_\_\_\_\_

### The Vote

1. Why is **Kay**'s dad upset the next morning?

Kay's dad is still upset  
that the cab ride cost so  
much.

Page 44

2. How do **Kay**'s mom, **Kay**, and Martez like the  
cab ride from the airport?

They liked the cab  
ride. They like having  
someone who could tell  
them what's what.

Page 44

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

Skills 7

51

3. What do they vote on?

They vote to see if they should  
hire Mister Gomez to drive them  
to see the best sites in Mexico.

Page 46, 48

4. Which would you like better, the book or Mister  
Gomez? Why?

Answers may vary, but  
should reference key  
details from the story.

Page \_\_\_\_\_

52

Skills 7



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 13.1 Activity Page

### Mister Gomez

1. What did the Aztecs do with the stones?

The Aztecs cut stones  
and stacked them to  
make shrines.

Page 50

2. What was Cortez's goal?

Cortez's goal was to take  
Mexico away from the  
Aztecs.

Page 52

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

Skills 7

53

3. What did Cortez and his soldiers do to the Aztec shrines?

Cortez and his soldiers knocked down the Aztec  
shrines to make roads and streets and forts.

Page 54

4. Draw a picture of the story and write about it.



Answers may vary, but should  
reference details from the story.

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

Skills 7






54

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 14.1 Activity Page

Cut out the boxes on Page 14.2 and paste them on this page in the proper order.

### Planting Seeds

The steps tell you how to plant seeds.

1.		Place soil in a pot.
2.		Make holes in the soil.
3.		Place the seeds in the holes, one seed per hole.
4.		Close holes and wet the soil.
5.		Keep the soil moist.

Result: If you do all of the steps, you will soon have seedlings and then plants.

Skills 7

55

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 15.1 Assessment

### Spelling Test

- gain
- layer
- airplane
- classmate
- who
- railway
- brainstorm
- playground

Skills 7

61

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 15.2 Activity Page

### A House in the Clouds

1. What do **Kay** and Martez see?

- They see a shrine.
- They see a snake.
- They see a star.

Page 62

2. Mister Gomez tells **Kay** and Martez that they must grab onto . . .

- a chain.
- a rope.
- Mister Gomez.

Page 64

3. What do **Kay's** mom and dad look like from the top?

- They look like bugs.
- They look like goats.
- They look like flakes.

Page 65

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

Skills 7

63

4. How did the Aztecs use their shrines?

No one can say how  
the shrines were used  
by the Aztecs.

Page 62

5. Would you like to go up to the top of the shrine?  
Why or why not?

Answers may vary, but  
should reference key  
details from the story.

64

Skills 7

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 16.1 Activity Page

### The Market

1. What are some things that are on sale at the market?

Answers may vary, but should  
include examples from the story  
(e.g., food, arts and crafts, paintings,  
knickknacks, cloth, and masks).

Page 66, 68

2. **Kay's** mom spots something that she likes at the market. What is it?

- Kay's** mom spots a basket.
- Kay's** mom spots a green hat.
- Kay's** mom spots a red mask with glitter.

Page 68

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

Skills 7

65

3. Why does **Kay's** mom pay the full price for the mask?

Answers may vary, but should  
include that Kay's mom thinks  
the man worked hard to  
make the mask.

Page 70

4. Why does **Kay's** dad feel sad when **Kay's** mom pays the man?

Answers may vary, but should  
include that Kay's dad thinks  
the price is a lot and they have  
spent so much on the trip.

Page 70

66

Skills 7

NAME: \_\_\_\_\_ 18.1 Activity Page  
DATE: \_\_\_\_\_

Fix the sentences by adding ? , ! ,

1. The rainforest is hot,wet,and has a thick layer of trees.
2. Martez yells,makes noises,and slides down the zip line!
3. Can Kay's dad rent the masks,fins,and tanks?
4. Kay sees fish,crabs,and a starfish on her dive.
5. Are there trinkets,knickknacks,and baskets at the market?

Skills 7

73

NAME: \_\_\_\_\_ 18.2 Activity Page  
DATE: \_\_\_\_\_

### A Rainforest Ride

1. What is the rainforest like?

The rainforest is hot and wet. A thick layer of trees blocks out the sun.

Page 72

2. Where is the zip line?

The zip line is in the rainforest. It runs from the tree house down to the ground.

Page 74

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

Skills 7

75

3. What things make Kay's mom think the zip line looks safe?

Kay's mom thinks the zip line looks safe because the children ride in a harness.

And there is a net to catch them if they fall.

Page 74

4. Do Kay and Martez like the zip line? How can you tell?

Yes. Martez and Kay like the zip line.

Martez shouts as he slides down. He

yells, "It's the best!"

Page 75

Skills 7

76

NAME: \_\_\_\_\_ 19.2 Assessment  
DATE: \_\_\_\_\_

1. Why did the fish hide in a cave?

- A. They were scared of Wee Fish.
- B. They were scared of Shark.
- C. There was fish food in the cave.

2. What did Wee Fish tell Shark?

- A. He said that it was not nice for Shark to munch on fish.
- B. He said that all of the fish were scared of him and Shark should be, too.
- C. He said that Shark was nice.

3. Who is bigger, Wee Fish or Shark?

- A. Wee Fish is bigger.
- B. Shark is bigger.
- C. They are the same size.

Skills 7

81

4. What did the spotted fish do when they saw Wee Fish and Shark?

- A. They smiled at them.
- B. They got scared and swam off.
- C. They shouted at Wee Fish.

5. What were the striped fish scared of?

- A. They were scared of Wee Fish.
- B. They were scared of Shark.
- C. They were scared of the spotted fish.

6. Why did Shark swim off at the end?

- A. He was scared of Wee Fish.
- B. He was tired of hunting for fish.
- C. There were no fish left for him to catch.

7. Which statement best tells what happened?

- A. Shark tricked Wee Fish.
- B. Shark ate Wee Fish.
- C. Wee Fish tricked Shark.

82

Skills 7

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 19.4 Activity Page

### The Dive

1. Where do Kay, Martez, and Kay's mom and dad drive?

They drive to the coast of the  
Gulf of Mexico.

Page 76

2. Name some things that Kay and Martez do at the Gulf of Mexico.

Answers may vary, but could include  
that they soak up the sun and swim in  
the pool. They rent masks, fins, and tanks  
of air to dive in the Gulf of Mexico.

Page 76

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

Skills 7

85

3. What do they see when they dive and look at the reef?

Answers may vary, but could include:

They see fish and crabs. Martez spots a  
starfish. They see a Spanish ship that sank.

Page 76

4. Would you like to swim in the Gulf of Mexico? Why or why not?

Answers may vary, but should  
reference key details from the  
story.

Page \_\_\_\_\_

86

Skills 7

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 20.3 Activity Page

### At the Airport

1. Do you think Kay's dad has much cash left at the end of the trip? How can you tell?

No, Kay's dad spent a lot  
of cash.

Page 82

2. Name one way Kay's dad takes charge at the airport.

Kay's dad barks out  
orders at the airport.

Page 82

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

Skills 7

91

3. Kay's dad finds his passport in . . .

- his pants pocket.
- a bag.
- his jacket pocket.

Page \_\_\_\_\_

4. Write about what Kay tells her dad at the end.

Kay tells her dad that he  
should sit back and let  
Mom take charge for a  
while.

Page 84

NAME: \_\_\_\_\_ PP.1 Activity Page

DATE: \_\_\_\_\_

Directions: Have students sort the words according to the spellings that stand for the /ae/ sound.

Dave	Gail	planes	plain	saying
wait	same	game	play	gray
	pain	days	train	

/ae/ → 'a_e'	/ae/ → 'ai'	/ae/ → 'ay'
Dave	wait	days
same	Gail	play
planes	pain	saying
game	plain	gray
	train	

NAME: \_\_\_\_\_ PP.2 Activity Page

DATE: \_\_\_\_\_

road	toad	home
stone	bone	coat
boat	tone	

/oe/ → 'o\_e'

/oe/ → 'oa'

stone road

bone boat

tone toad

home coat

Directions: Have students sort the words according to the spellings for the /oe/ sound.

NAME: \_\_\_\_\_ PP.4 Activity Page

DATE: \_\_\_\_\_

Sort the word cards from Page PP.3 by their spellings for /ae/ and paste them in the boxes.

/ae/ → 'ai'	/ae/ → 'ay'
pails	Monday
wait	haystack
trains	weekday
raisins	daytime
raining	
nails	

NAME: \_\_\_\_\_ PP.6 Activity Page  
 DATE: \_\_\_\_\_

Sort the word cards from Page PP.5 by their spellings for /oe/ and paste them in the boxes.

/oe/ → 'o_e'	/oe/ → 'oa'
smoke	road
bathrobe	toad
explore	oak
rode	float
stove	
jokes	
wrote	

Skills 7

107

NAME: \_\_\_\_\_ PP.7 Activity Page  
 DATE: \_\_\_\_\_

Sort the words by their spellings for /ae/.

airplane	tray	drained	paying	spray
driveway	playground	armchair	mailbox	grains

/ae/ → 'ai'

/ae/ → 'ay'

airplane	driveway
drained	tray
armchair	playground
mailbox	paying
grains	spray

Skills 7

109

NAME: \_\_\_\_\_ PP.8 Activity Page  
 DATE: \_\_\_\_\_

Sort the words by their spellings for /oe/.

roads	charcoal	poke
soaked	joke	float

/oe/ → 'o\_e'

/oe/ → 'oa'

joke	charcoal
poke	roads
	soaked
	float

Skills 7

111

Sort the words by their spellings for /oe/.

throat	home	toast
groaning	dome	throne

/oe/ → 'o\_e'

/oe/ → 'oa'

home	throat
dome	groaning
throne	toast

112

Skills 7



NAME: \_\_\_\_\_ PP.12 Activity Page  
 DATE: \_\_\_\_\_

Write *yes* or *no* on the lines.

1. Do plants have **brains**? no
2. Can you doze in a **chair**? yes
3. Can you think with your nose? no
4. Can a stone **float**? no
5. Is the word *Jane* a name? yes
6. Can you **stay** at a home? yes
7. Can **toads** play soccer? no

Skills 7

119

8. Is **toast** green? no
9. Can you **sail** in a **boat**? yes
10. Do whales have **nails**? no
11. Is summer hotter than winter? yes
12. Is the word *cat* a noun? yes
13. Are **coals** hot? yes
14. Can you make an **airplane**? yes

120

Skills 7

NAME: \_\_\_\_\_ PP.13 Activity Page  
 DATE: \_\_\_\_\_

Match the words to the **pictures** and write them on the lines.

chair	goat	stairs
coat	goal	hay

	
<u>goal</u>	<u>coat</u>
	
<u>hay</u>	<u>goat</u>
	
<u>chair</u>	<u>stairs</u>

Skills 7

121

Match the words to the **pictures** and write them on the lines.

rain	rope	airplane
playground	soap	toad

	
<u>rope</u>	<u>rain</u>
	
<u>toad</u>	<u>soap</u>
	
<u>playground</u>	<u>airplane</u>

122

Skills 7



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.14

Activity Page

Match the words to the pictures and write them on the lines.

1. goat



\_\_\_\_\_

goat

2. mailbox



\_\_\_\_\_

mailbox

3. toaster



\_\_\_\_\_

toaster

Skills 7

123

4. snail



\_\_\_\_\_

snail

5. coat



\_\_\_\_\_

coat

6. train



\_\_\_\_\_

train

Skills 7

124

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.15

Activity Page

1. Dave, **Kay**, and **Gail** are my pals.
2. In the winter you need a hat, mittens, and a thick **coat**.
3. Panthers, snakes, and moles can be all black.
4. I'd like to have a cat, a **goat**, or a **toad** for a pet.
5. I had to write, stamp, and **mail** a letter yesterday.
6. Shirts can be green, red, or pink.
7. I like **toast** with jam, cheese, and chips for a snack.

Directions: Have the student read the sentences and insert the missing commas.

Skills 7

125

# Appendix: Using Chunking to Decode Multisyllable Words

Mastering the various letter-sound correspondences taught will enable students to read one-syllable words with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multisyllable words. To this end, most students will benefit from additional instruction in learning to recognize, chunk, and read parts of words—syllables—as a way to decode longer words.

When students first encounter two-syllable words in Grade 1 materials, a small dot is used as a visual prompt or cue between the syllables (e.g., *sun·set*). This is done in both the Activity Books and Readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, this program introduces the decoding of two-syllable words by having students work first with two-syllable compound words (e.g., *cat·fish*, *cup·cake*, *pea·nut*, *drive·way*). For compound words, the dot is placed between the two component words. These are among the easiest two-syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one-syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity.

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., *yawn·ing*, *hunt·er*, *bust·ed*). The dot is typically placed immediately before the suffix. However, for words that contain double-letter spellings for consonants, in this program, the divider is typically placed after the double-letter spelling rather than between the two consonants (e.g., *batt·ed*, *bigg·er*, *bunn·y*). Teachers familiar with other ways to chunk or divide syllables may initially find this odd. This is done, however, because the double-letter spellings have been taught as single-spelling units since

Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.). This program strives to be consistent in representing these spellings in the way that the students have been taught to process them (e.g., as whole entities for a sound). (Ultimately, as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as *batt·ed* or *bat·ted*.) Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multisyllable words. To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify six different syllable types:

**Note:** Syllables exemplifying each type are underlined.

- **Closed Syllables (CVC, VC, CCVCC, etc.)—always associated with a “short” vowel sound (e.g., /a/, /e/, /i/, /o/, /u/):** *let, pad, rod, tin, fun, pic·nic, un·til*
- **Magic ‘E’ Syllables (V-C-E)—always associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/):** *cake, home, like, mule, Pete, mis·take, stom·pede*
- **Vowel Digraph Syllables:** *joint, speak, proud, play, dis·may, be·low, coun·sel*
- **R-Controlled Syllables:** *art, curb, girl, fort, clerk, tur·nip, ar·tist, fe·ver*
- **Open Syllables (V or CV)—always associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/):** *go, me, hi, a·pron, fi·nal, com·pre·hend*
- **Consonant–LE Syllables (C–LE):** *sim·ple, puz·zle, raf·fle, ca·ble, ri·fle*

In addition, it is also helpful to designate one additional syllable type:

- **Schwa Syllables:** *ben·e·fit, ap·pe·tite, a·bout, hos·pit·al, e·mo·tion*

**Note:** The Consonant–LE Syllable is also a schwa syllable, but it is distinguished separately because of the way this spelling is chunked when dividing words into syllables.

**To be clear, in order to decode words, students do not need to identify syllables by these names. The names of the syllable types are provided here only to establish a common vocabulary for teachers as they use the materials.** What is necessary, however, for students to become fluent readers of longer words in increasingly complex text is that they be able to visually parse certain spelling patterns as syllable chunks so they can quickly and easily decode each syllable.

The first type of two-syllable word pattern to which students are introduced is the closed syllable pattern in two-syllable words. These two-syllable words are also relatively easy for students to chunk and recognize as an example of the familiar CVC, VC, CCVCC, etc., spelling pattern they encountered in one-syllable words in Kindergarten.

Two closed syllables in a word are divided as follows:

- When two different consonants stand between two vowels, the syllables are divided between the consonants, creating one or more closed syllables.

*ad · mit*

*nap · kin*

*trum · pet*

- For words that contain double-letter spellings for consonants, the divider is typically placed after the double-letter spelling rather than between the consonants. As noted earlier, this is done because the double-letter spellings have been taught as single spelling units since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.).

*traff · ic*

*muff · in*

*happ · en*

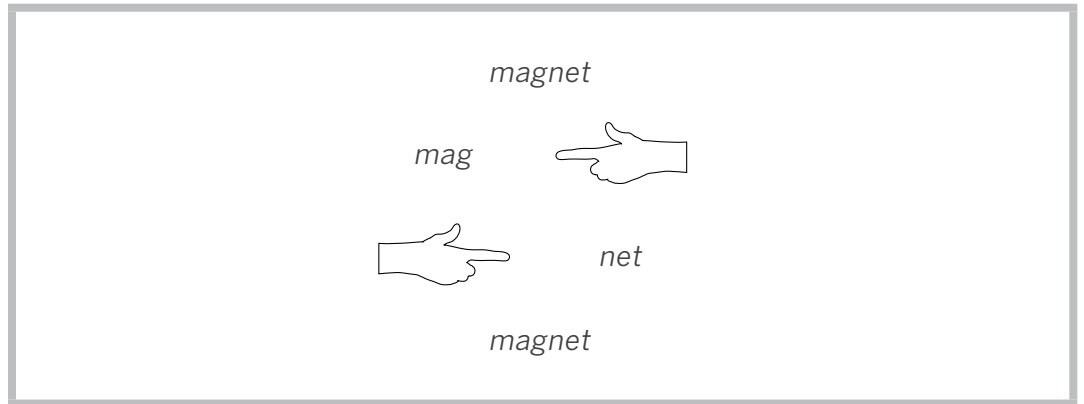
- When there are three consonants between two vowels, in general, the word is divided so the first consonant goes with the first vowel and the other two consonants with the second vowel.

*mon · ster*

*con · tract*

*pil · grim*

When students have difficulty reading a two-syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:



In Grade 1, students will encounter other two-syllable words with various combinations of the magic 'E' syllable, the vowel digraph syllable, the r-controlled vowel syllable, and the closed syllable.

- Chunking these syllable types follows the same patterns for division as noted above for closed syllables:

*tar · get*      *for · get*      *es · cape*      *ig · loo*      *scoun · drel*      *char · coal*

In Grade 2, students are introduced to more challenging multisyllable words.

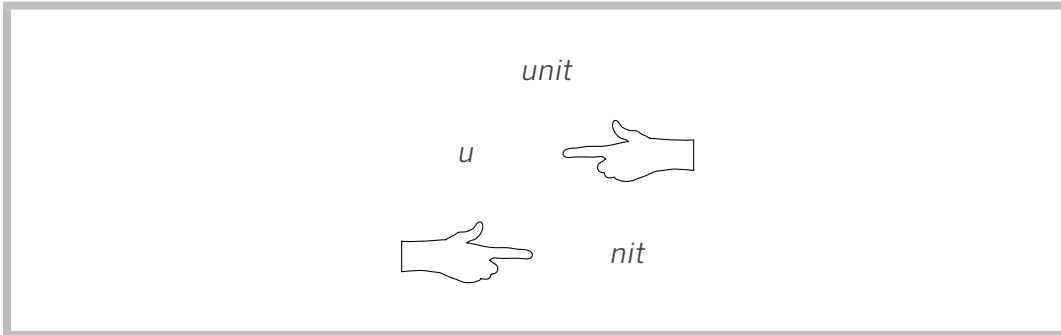
Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

- When only one consonant stands between two vowels, first divide the word in front of the consonant and sound it out as an open syllable:

*pu · pil*

*vi · rus*

*mo · ment*



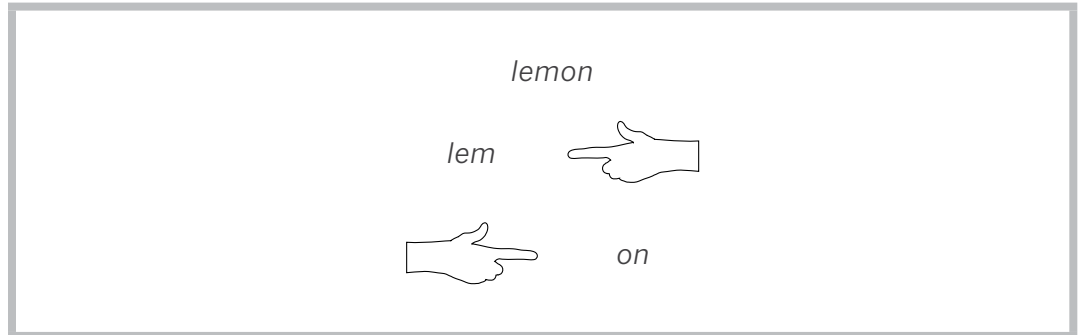
However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether they recognize a familiar word as they sound out each possibility. In order to recognize whether a word is familiar when sounded either way, the word must be one that the student has heard before (i.e., the word must be in the student’s oral vocabulary). Obviously, this will represent an additional challenge for students who have a limited vocabulary and/or for whom English is a second language.

- If the word divides after the consonant, a closed syllable is created:

*cam · el*

*mel · on*

*pun · ish*



In Grade 2, students are also introduced to Consonant–LE Syllables. Chunking these words into syllables is fairly straightforward.

- When a word ends in Consonant–LE, the word is divided in front of the consonant, creating a first syllable that may be an open, closed or even r-controlled syllable, depending on the other spellings in the words

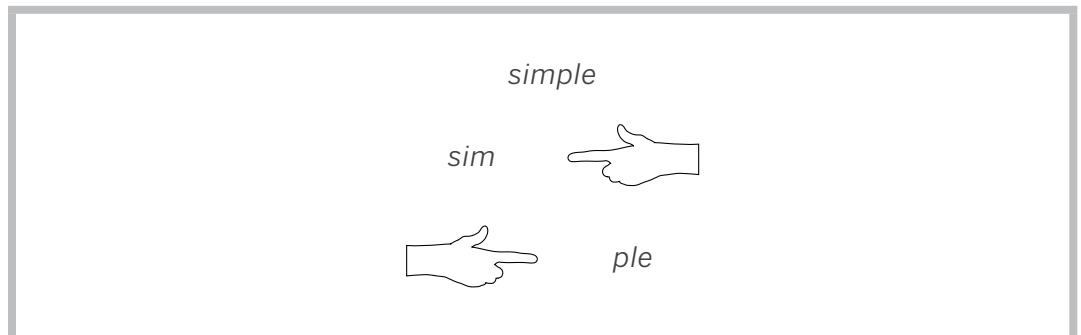
*ban · gle*

*twin · kle*

*sta · ble*

*cra · dle*

*tur · tle*



In the later part of Grade 2, students are introduced to syllables in which various spellings represent the schwa sound. English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound that linguists call a schwa. This happens in many English words. Spellings for the schwa sound include 'a', 'e', 'al', 'il', 'el', and 'tion'. Chunking and decoding words that include the schwa sound can be quite challenging for many students.

- Syllables with a schwa sound are divided in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

*a · bout      de · pos · it      med · al      e · vil      nick · el      lo · tion*

As noted earlier, the Consonant–LE Syllable is actually a schwa syllable, but it is identified separately because of the way this spelling is chunked when dividing words into syllables.

- Finally, while students encountered some simple root words and affixes in Grade 1, they study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly throughout the entire year of Grade 3 instruction.

*pre · tend      non · sense      tri · cycle      re · peat      self · ish      sad · ness      help · less*

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten—Grade 3, with the ability to chunk multisyllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.



## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

### Skills 7

### Correlation—Teacher’s Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
TEKS 1.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	
TEKS 1.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions	U7: p. 125, U7: p. 130, U7: p. 135, U7: p. 141, U7: p. 146, U7: p. 151
TEKS 1.1.C	share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	
TEKS 1.1.D	Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	U7: p. 146, U7: p. 151
TEKS 1.1.E	develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings	
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
(A) demonstrate phonological awareness by:		
TEKS 1.2.A.i	producing a series of rhyming words	
TEKS 1.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	
TEKS 1.2.A.iii	distinguishing between long and short vowel sounds in one-syllable words	
TEKS 1.2.A.iv	recognizing the change in spoken word when a specified phoneme is added, changed, or removed	U7: p. 17, U7: p. 20
TEKS 1.2.A.v	blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends	U7: p. 201
TEKS 1.2.A.vi	manipulating phonemes within base words	U7: p. 17, U7: p. 20
TEKS 1.2.A.vii	segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	U7: p. 201
(B) demonstrate and apply phonetic knowledge by:		
TEKS 1.2.B.i	decoding words in isolation and in context by applying common letter-sound correspondences	U7: p. 194, U7: p. 197
TEKS 1.2.B.ii	decoding words with initial and final consonant blends, digraphs, and trigraphs	U7: p. 194, U7: p. 197
TEKS 1.2.B.iii	decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	U7: p. 7, U7: p. 12, U7: p. 14, U7: p. 17, U7: p. 20, U7: p. 46, U7: p. 50, U7: p. 51, U7: p. 106, U7: p. 110, U7: p. 113, U7: p. 116, U7: p. 120, U7: p. 165, U7: p. 168, U7: p. 174, U7: p. 178, U7: p. 194, U7: p. 197
TEKS 1.2.B.iv	using knowledge of base words to decode common compound words and contractions	
TEKS 1.2.B.v	decoding words with inflectional endings including -ed, -s, and -es	U7: p. 27, U7: p. 30, U7: p. 36, U7: p. 39, U7: p. 74, U7: p. 77
TEKS 1.2.B.vi	identifying and reading at least 100 high-frequency words from a research-based list	U7: p. 7, U7: p. 14, U7: p. 85, U7: p. 88, U7: p. 106, U7: p. 113

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

## Skills 7

## Correlation—Teacher’s Guide

(C) demonstrate and apply spelling knowledge by:		
TEKS 1.2.C.i	spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r- controlled syllables	U7: p. 7, U7: p. 14, U7: p. 46, U7: p. 49, U7: p. 57, U7: p. 62, U7: p. 96, U7: p. 99, U7: p. 106, U7: p. 113, U7: p. 125, U7: p. 127, U7: p. 146, U7: p. 149
TEKS 1.2.C.ii	spelling words with initial consonant digraphs	U7: p. 7, U7: p. 14, U7: p. 46, U7: p. 49, U7: p. 57, U7: p. 62, U7: p. 96, U7: p. 99, U7: p. 106, U7: p. 113, U7: p. 146, U7: p. 149
TEKS 1.2.C.iii	spelling words using sound-spelling patterns	U7: p. 7, U7: p. 14, U7: p. 46, U7: p. 49, U7: p. 57, U7: p. 62, U7: p. 64, U7: p. 67, U7: p. 96, U7: p. 99, U7: p. 106, U7: p. 113, U7: p. 146, U7: p. 149
TEKS 1.2.C.iv	spelling high-frequency words from a research-based list	U7: p. 7, U7: p. 14, U7: p. 46, U7: p. 49, U7: p. 57, U7: p. 62, U7: p. 96, U7: p. 99, U7: p. 106, U7: p. 113, U7: p. 146, U7: p. 149
TEKS 1.2.D	demonstrate print awareness by identifying the information that different parts of a book provide	U7: p. 7, U7: p. 14, U7: p. 17, U7: p. 21, U7: p. 36, U7: p. 41, U7: p. 64, U7: p. 70, U7: p. 85, U7: p. 92, U7: p. 96, U7: p. 101
TEKS 1.2.E	alphabetize a series of words to the first or second letter and use a dictionary to find words	U7: p. 154, U7: p. 156
TEKS 1.2.F	develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 1.3.A	use a resource such as a picture dictionary or digital resource to find words	
TEKS 1.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings.	
TEKS 1.3.C	identify the meaning of words with the affixes <i>-s</i> , <i>-ed</i> , and <i>-ing</i>	
TEKS 1.3.D	identify and use words that name actions, directions, positions, sequences, categories, and locations	
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 1.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	U7: p. 27, U7: p. 34, U7: p. 36, U7: p. 41, U7: p. 46, U7: p. 51, U7: p. 57, U7: p. 61, U7: p. 64, U7: p. 70, U7: p. 74, U7: p. 80, U7: p. 85, U7: p. 92, U7: p. 96, U7: p. 101, U7: p. 106, U7: p. 112, U7: p. 125, U7: p. 128, U7: p. 135, U7: p. 138, U7: p. 146, U7: p. 150, U7: p. 154, U7: p. 157, U7: p. 165, U7: p. 168, U7: p. 174, U7: p. 178, U7: p. 186, U7: p. 189
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.		
TEKS 1.5	self-select text and interact independently with text for increasing periods of time.	U7: p. 57, U7: p. 61, U7: p. 106, U7: p. 112, U7: p. 116, U7: p. 120
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS 1.6.A	establish purpose for reading assigned and self-selected texts with adult assistance	U7: p. 17, U7: p. 21, U7: p. 36, U7: p. 41

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

<b>Skills 7</b>		<b>Correlation—Teacher’s Guide</b>
TEKS 1.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	
TEKS 1.6.C	make [and] correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	U7: p. 135, U7: p. 138
TEKS 1.6.D	create mental images to deepen understanding with adult assistance	
TEKS 1.6.E	make connections to personal experiences, ideas in other texts, and society with adult assistance;	
TEKS 1.6.F	make inferences and use evidence to support understanding with adult assistance	U7: p. 17, U7: p. 21, U7: p. 64, U7: p. 70, U7: p. 180, U7: p. 183, U7: p. 186, U7: p. 189
TEKS 1.6.G	evaluate details to determine what is most important with adult assistance	U7: p. 27, U7: p. 34, U7: p. 74, U7: p. 80, U7: p. 146, U7: p. 160, U7: p. 165, U7: p. 168, U7: p. 180, U7: p. 183, U7: p. 186, U7: p. 189
TEKS 1.6.H	synthesize information to create new understanding with adult assistance	
TEKS 1.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	U7: p. 36, U7: p. 41, U7: p. 46, U7: p. 51
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS 1.7.A	describe personal connections to a variety of sources	
TEKS 1.7.B	write brief comments on literary or informational texts	U7: p. 57, U7: p. 61, U7: p. 64, U7: p. 70, U7: p. 174, U7: p. 178, U7: p. 180, U7: p. 183
TEKS 1.7.C	use text evidence to support an appropriate response	U7: p. 17, U7: p. 21, U7: p. 36, U7: p. 41, U7: p. 46, U7: p. 51, U7: p. 57, U7: p. 61, U7: p. 85, U7: p. 92, U7: p. 96, U7: p. 101, U7: p. 106, U7: p. 112, U7: p. 116, U7: p. 120, U7: p. 125, U7: p. 128, U7: p. 135, U7: p. 138, U7: p. 146, U7: p. 150, U7: p. 154, U7: p. 157, U7: p. 165, U7: p. 168, U7: p. 174, U7: p. 178, U7: p. 189
TEKS 1.7.D	retell texts in ways that maintain meaning	U7: p. 74, U7: p. 80
TEKS 1.7.E	interact with sources in meaningful ways such as illustrating or writing	U7: p. 106, U7: p. 112
TEKS 1.7.F	respond using newly acquired vocabulary as appropriate	
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS 1.8.A	discuss topics and determine theme using text evidence with adult assistance	
TEKS 1.8.B	describe the main character(s) and the reason(s) for their actions	U7: p. 46, U7: p. 51, U7: p. 85, U7: p. 92, U7: p. 116, U7: p. 120, U7: p. 135, U7: p. 138
TEKS 1.8.C	describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently	
TEKS 1.8.D	describe the setting	
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

<b>Skills 7</b>		<b>Correlation—Teacher’s Guide</b>
TEKS 1.9.A	demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes;	
TEKS 1.9.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	
TEKS 1.9.C	discuss elements of drama such as characters and setting	
<b>(D) recognize characteristics and structures of informational text, including:</b>		
TEKS 1.9.D.i	the central idea and supporting evidence with adult assistance	
TEKS 1.9.D.ii	features and simple graphics to locate or gain information	
TEKS 1.9.D.iii	organizational patterns such as chronological order and description with adult assistance	U7: p. 135, U7: p. 141
TEKS 1.9.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	
TEKS 1.9.F	recognize characteristics of multimodal and digital texts	
<b>(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</b>		
TEKS 1.10.A	discuss the author’s purpose for writing text	
TEKS 1.10.B	discuss how the use of text structure contributes to the author’s purpose	
TEKS 1.10.C	discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes	
TEKS 1.10.D	listen to and experience first- and third- person texts	
TEKS 1.10.E	listen to and experience first- and third-person texts	
<b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>		
TEKS 1.11.A	plan a first draft by generating ideas for writing such as by drawing and brainstorming	U7: p. 154, U7: p. 160
<b>(B) develop drafts in oral, pictorial, or written form by:</b>		
TEKS 1.11.B.i	organizing with structure	U7: p. 154, U7: p. 160
TEKS 1.11.B.ii	developing an idea with specific and relevant details	
TEKS 1.11.C	Revise drafts by adding details in pictures or words.	U7: p. 36, U7: p. 39, U7: p. 46, U7: p. 51, U7: p. 165, U7: p. 171, U7: p. 174, U7: p. 176
<b>(D) edit drafts using standard English conventions, including:</b>		
TEKS 1.11.D	edit drafts using standard English conventions	U7: p. 64, U7: p. 68, U7: p. 74, U7: p. 77, U7: p. 85, U7: p. 89, U7: p. 116, U7: p. 119
TEKS 1.11.D.i	complete sentences with subject-verb agreement	U7: p. 27, U7: p. 30, U7: p. 36, U7: p. 39, U7: p. 57, U7: p. 60, U7: p. 165, U7: p. 171
TEKS 1.11.D.ii	past and present verb tense	U7: p. 165, U7: p. 171
TEKS 1.11.D.iii	singular, plural, common, and proper nouns	U7: p. 27, U7: p. 30, U7: p. 57, U7: p. 60, U7: p. 165, U7: p. 171
TEKS 1.11.D.iv	adjectives, including articles	U7: p. 165, U7: p. 171

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

### Skills 7

### Correlation—Teacher’s Guide

TEKS 1.11.D.v	adverbs that convey time	U7: p. 165, U7: p. 171
TEKS 1.11.D.vi	prepositions	U7: p. 165, U7: p. 171
TEKS 1.11.D.vii	pronouns, including subjective, objective, and possessive cases	U7: p. 165, U7: p. 171
TEKS 1.11.D.viii	capitalization for the beginning of sentences and the pronoun "I"	U7: p. 85, U7: p. 89, U7: p. 165, U7: p. 171
TEKS 1.11.D.ix	punctuation marks at the end of declarative, exclamatory, and interrogative sentences	U7: p. 85, U7: p. 89, U7: p. 96, U7: p. 99, U7: p. 165, U7: p. 171, U7: p. 174, U7: p. 176
TEKS 1.11.D.x	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	U7: p. 165, U7: p. 171
TEKS 1.11.E	publish and share writing	U7: p. 165, U7: p. 171
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 1.12.A	dictate or compose literary texts, including personal narratives and poetry	
TEKS 1.12.B	dictate or compose informational texts, including procedural texts	U7: p. 135, U7: p. 141, U7: p. 154, U7: p. 160, U7: p. 165, U7: p. 171
TEKS 1.12.C	dictate or compose correspondence such as thank you notes or letters	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 1.13.A	generate questions for formal and informal inquiry with adult assistance	
TEKS 1.13.B	develop and follow a research plan with adult assistance	
TEKS 1.13.C	identify and gather relevant sources and information to answer the questions with adult assistance	
TEKS 1.13.D	demonstrate understanding of information gathered with adult assistance	
TEKS 1.13.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

### Skills 7

### Correlation—Teacher’s Guide

<p>(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
ELPS 1.A	use prior knowledge and experiences to understand meanings in English	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	U7: p. 12, U7: p. 20, U7: p. 88, U7: p. 110
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	U7: p. 103
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	U7: p. 140
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	U7: p. 12, U7: p. 20, U7: p. 100, U7: p. 110
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	U7: p. 31, U7: p. 33, U7: p. 77, U7: p. 100, U7: p. 119
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Skills 7		Correlation—Teacher's Guide
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main point, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	U7: p. 12, U7: p. 20, U7: p. 110
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	U7: p. 39, U7: p. 77, U7: p. 88, U7: p. 176
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
ELPS 3.E	share information in cooperative learning interactions	
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	U7: p. 23

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Skills 7		Correlation—Teacher’s Guide
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	U7: p. 79
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	U7: p. 88
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	U7: p. 103
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	U7: p. 53
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	U7: p. 23, U7: p. 34, U7: p. 72, U7: p. 93, U7: p. 94, U7: p. 104, U7: p. 123, U7: p. 130, U7: p. 140, U7: p. 170, U7: p. 178
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	



## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Skills 7		Correlation—Teacher’s Guide
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	U7: p. 23, U7: p. 34, U7: p. 61, U7: p. 93, U7: p. 94, U7: p. 104, U7: p. 113, U7: p. 130
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	U7: p. 113, U7: p. 163, U7: p. 171
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	U7: p. 171
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	U7: p. 77
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	U7: p. 61, U7: p. 151

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