

10

Kindergarten

Skills 10 | Teacher Guide

Kindergarten

Skills 10

Teacher Guide

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Introduction

In this unit you will introduce five additional vowel sounds and the most common spelling for each sound:

1. /ee/ spelled 'ee' as in *tree*
2. /ae/ spelled 'a_e' as in *plane*
3. /ie/ spelled 'i_e' as in *limes*
4. /oe/ spelled 'o_e' as in *cone*
5. /ue/ spelled 'u_e' as in *cube*

You will also teach eleven additional Tricky Words, most of which contain one of the sounds taught in this unit. However, these words have the sound written with a different spelling.

WARM-UPS

The Warm-Up exercises for this unit are once again divided into two parts. In the first part, students will orally segment two-syllable words or they will review Tricky Words. In the second part, students will review letter-sound correspondences taught in previous lessons.

The oral segmenting exercises will help students develop several important skills. First, they will help students develop fluent segmenting ability, which is crucial for spelling. In addition, they will help increase students' auditory attention span because longer words are included in this unit. Finally, they will allow students to continue the oral work with two-syllable words they began in Unit 9 and give them practice hearing two segments in two-syllable words. This oral practice with two-syllable words will set the stage for the introduction of written two-syllable words in Grade 1.

It is up to you to determine how much to emphasize syllables. However, it is not advisable at this stage of instruction to spend significant class time teaching about syllable types or syllable identification (syllabification). Please note syllable identification (or syllabification) is not an explicit objective for this unit. At this point, it is important to give students practice hearing syllables. It is not important, and probably not advisable, to attempt to introduce the complicated taxonomy of "syllable types."

The finger exercises in the Warm-Up are designed to help students segment words into syllables. For the two-syllable words included in this unit, a particular pattern of finger tapping is recommended. Begin by tapping your forefinger (or pointer finger) against your thumb as you say the first sound. As you say the other sounds in the first syllable, proceed to tap the thumb against the middle finger, the third finger, and the pinkie. For the first sound in the second syllable, return to the thumb-forefinger tap. This return to the forefinger represents and makes visible the start of the second syllable.

In each word to be segmented, the syllable breaks are marked to help you know when to return to the forefinger. Breaking points are marked with a small divider between the syllables (e.g., *cup·cake*).

SYLLABLE DIVISIONS

You will notice the syllable divisions used in this program are not always the same as the divisions used in dictionaries. This is deliberate. There are some cases in which clear phonics instruction calls for a slightly different division than is typically found in dictionaries written for accomplished readers. The following bullets explain the placement of the syllable dividers:

- For compound words, the divider is placed between the two component words. Examples: *week·end, foot·ball*.
- For words ending with grammatical suffixes (e.g., *-ing, -est, -es*), the divider is generally placed before the suffix. Examples: *cheap·est, box·es, runn·ing*.
- For words ending with word-formation suffixes (e.g., *-ness, -ish, -less, -en*), the divider is generally placed before the suffix. Examples: *ill·ness, self·ish, care·less, wood·en*.
- For words that do not have an obvious grammatical or word-formation suffix, the words are divided according to the dictionary divisions and/or according to pronunciation. Examples: *blis·ter, lan·tern, pa·stry, rai·sins*.
- For words containing double-letter spellings for consonants, the divider is placed after the double-letter spelling rather than in the middle. Most dictionaries would print *bat·ter, big·ger, and traf·fic*; this program prints *batt·er, bigg·er, and traff·ic*. This is done because the double-letter spellings have been taught as single spelling units and it is best not to separate units that students have been encouraged to view as whole entities.

“LONG” VOWELS AND SEPARATED DIGRAPHS

The five vowel sounds taught in this unit have traditionally been called the “long” vowels.

The five sounds in this unit are also the only sounds in the language that are also letter names: /ae/ = ‘a’, /ee/ = ‘e’, /ie/ = ‘i’, /oe/ = ‘o’, /ue/ = ‘u’. Each sound can be spelled with the matching letter name, as in *range*, *Egypt*, *item*, *go*, and *union*. However, you will note these single-letter spellings are not taught as the basic code spellings for these sounds.

This program deliberately delays introducing the single-letter spellings ‘a’, ‘e’, ‘i’, ‘o’, and ‘u’ as spellings for the “long” vowel sounds until after students have had sufficient practice with the basic code spellings for “short” vowel sounds (e.g., ‘a’ pronounced /a/; ‘o’ pronounced /o/). Later in this program, students will learn these letters can stand for more than one sound; they can be pronounced “short” or “long.”

The ‘ee’ spelling for /ee/ is a vowel digraph analogous to the consonant digraphs students have already learned (e.g., ‘ch’, ‘sh’, ‘ng’). The spellings for the sounds /ae/, /ie/, /oe/, and /ue/ are also digraphs, but they are digraphs of a different sort. They are separated digraphs. The two letters work together to stand for a single sound, but the letters no longer sit next to each other. Instead, they are separated from each other by another spelling. This intervening spelling will always be a consonant spelling and it will usually be a single-letter spelling. For example, in words like *tame*, *tide*, *tone*, and *cute*, a single letter stands between the two letters of the vowel digraph. There are a few words in English where a consonant digraph stands between the two letters of a separated vowel digraph; *ache* is one example. This program does not introduce the latter type of separated digraph in Kindergarten.

It is important for students to understand that two letters can work together to represent a single sound—even if the letters are separated. This is likely to be difficult for some students to grasp; even those who grasp the idea quickly may need time to automatize the procedure during reading. It involves a significant departure from the left-to-right decoding they have been doing up to this point. Students have been taught to read from left to right, but in order to read words with separated digraphs they need to begin scanning to the right and then glancing back again to the left.

The complexity of the mental operations involved in reading is increasing as the sequence of instruction progresses. Consider what is involved in reading the following three words: *ham*, *sham*, *shame*. To read *ham*, the reader needs to inspect each letter, remember which sound each letter stands for, and then blend the three sounds together. To read *sham*, the reader must do all of these things but, additionally, must also recognize that ‘s’ and ‘h’ are a letter-team. The reader may need to discard a first impression that the word begins with two consonant sounds, /s/ followed by /h/. To read *shame*, the reader must perform all of the above-mentioned tasks while additionally scanning ahead, spotting the letter ‘e’, connecting the letter ‘e’ to the letter ‘a’, and remembering these letters stand for the /ae/ sound. When you combine these tasks, you have a rather complicated procedure, one that takes lots of practice to automatize.

MARKING AND POINTING TECHNIQUES

One of the goals of this unit is to help students learn to see and process separated digraphs as single spelling units. Here are a few ideas to facilitate learning.

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



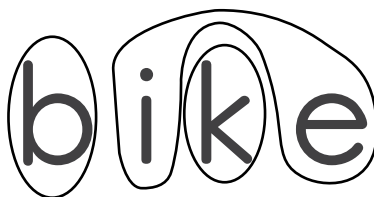
bike

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



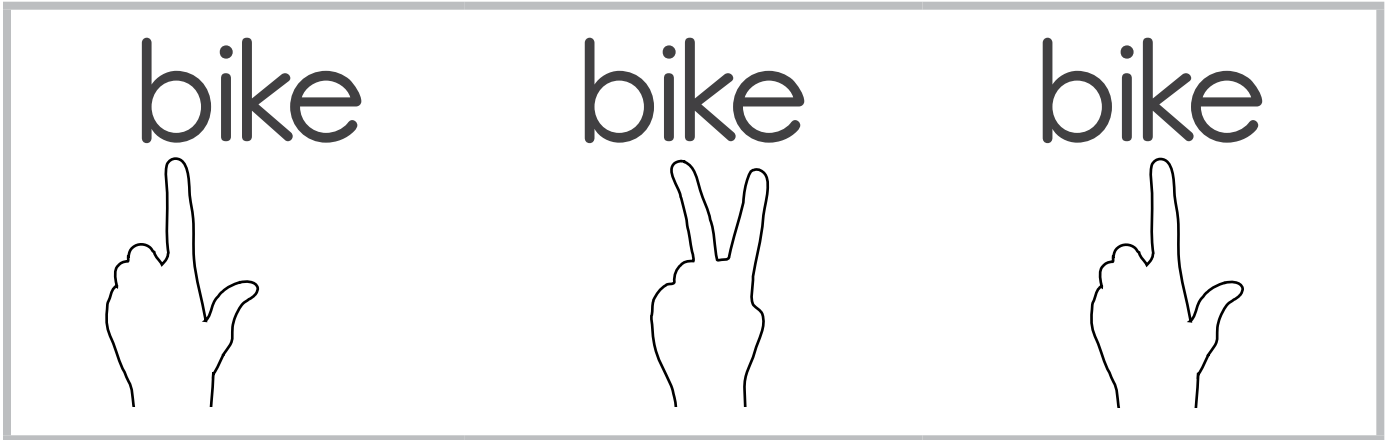
bike

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



b i k e

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



The split-finger “V” point looks very much like the caret used in the Teacher Guide. This is one reason it is preferred.

SILENT ‘E’ AND MAGIC ‘E’

In this program, spellings such as ‘a_e’ and ‘i_e’ are referred to as separated digraphs. You may also use the term *split digraph* if you prefer.

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

READING PRACTICE AND STORY QUESTIONS ACTIVITY PAGES

Students will continue their reading practice with *Scott*, the Reader for this unit. You should continue to observe student performance, making notes on the Anecdotal Reading Record found in the Teacher Resources section at the back of this Teacher Guide.

Students will also continue to complete story questions activity pages on the stories they have read. Some students may answer the questions using single words or phrases. You should encourage them to answer in complete sentences. This will allow them to practice writing sentences, print capital letters, and use punctuation marks.

At this point in the sequence of instruction, students have not yet learned spellings for all of the sounds in English. They know at least one way to write all of the consonant sounds except for the very rare /zh/ as in *treasure*, but they have very incomplete knowledge of the vowel sounds. During the course of this unit they will learn one way to write /ee/ (*street*), /ae/ (*bake*), /ie/ (*bike*), /oe/ (*home*), and /ue/ (*cute*), but they still will not have learned to write the vowel sounds /oo/ (*soon*), /oo/ (*look*), /ou/ (*shout*), /oi/ (*oil*), /aw/ (*paw*), /er/ (*her*), /ar/ (*car*), and /or/ (*for*). This means students may want to write words using sounds for which they have not yet learned a spelling. Please help students with any word they do not know how to spell. For example, if a student wants to use the word *book* in a response, please provide the correct spelling, perhaps pointing out that he has not yet learned the spelling 'oo' for the /oo/ sound.

When assessing student performance on these activity pages, you are encouraged to accept all phonetically plausible spellings without correction. You should, for the time being, accept *funnee* for *funny*, *wate* for *wait*, *nite* for *night*, and *bote* for *boat*, and so on.

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

SELF-SELECTING TEXT

Throughout the unit, encourage students to choose texts that appeal to them from the classroom library. Use the guidance in the Pausing Point to help students self-select a text.

For detailed information on Independent Reading and to further support students to read grade- and language proficiency-appropriate texts with independence, see the component Independent Reading Guide available on the program's digital components site. **TEKS K.4**

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

TRICKY AND HIGH-FREQUENCY WORDS

In this unit, you will introduce eleven more Tricky Words. All of these words are high-frequency words having sounds that cannot be blended using the letter-sound correspondences students have been taught. The Tricky Words introduced in this unit are: *he, she, we, be, me, they, their, my, by, you, and your.*

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

When students encountered Tricky Words in the Kindergarten units prior to Unit 8, very controlled opportunities for practice are intentionally provided, using only the *Picture Reader* and related activity pages and relying heavily on the use of pictures, with a limited number of words presented in very predictable, repetitive language. This controlled approach for introducing Tricky Words early in students' Kindergarten reading experience reduces the level of cognitive demand so that students can focus solely on remembering the Tricky Word(s) without also being called upon to make use of the code knowledge they have learned to decode other words in the text.

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

Teachers should be aware that both the increased number of Tricky Words being introduced in this unit, as well as their incorporation in the unit Reader, represents an increase in cognitive demand that some students may initially find challenging, in that they must instantaneously recognize whether a word can be decoded or whether it is a Tricky Word that does not “play by the rules.”

For that reason, additional support is provided to aid students in making this distinction. In both the Reader and the Activity Book the tricky parts of the Tricky Words are underlined in gray. The tricky parts of a word continue to be underlined until it has appeared twenty times in the Reader. In the Unit 10 Reader, you will notice some Tricky Words from the previous unit are still underlined. These words did not occur twenty times in the previous Reader.

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

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

Included below for your reference are the words from the Dolch Sight Word List and Fry's Instant Words List that students should be able to read at the beginning and end of Unit 10.

As of the beginning of this unit, students should be able to read **90 words** from the **Dolch Sight Word List** (Preprimer–Grade 2) and **95 words** from **Fry's Instant Words List** (first 300 words), as follows:

At the beginning of Unit 10:

	Dolch Words	Fry Words
Tricky Words	a, all, are, blue, down, from, funny, here, I, little, look, no, of, once, one, out, said, so, the, there, three, to, two, was, were, what, when, where, which, why, yellow	a, all, are, down, from, funny, here, I, little, look, no, of, once, one, out, said, so, the, there, three, to, two, was, were, what, when, where, which, why, word
Decodable Words	am, an, and, as, ask, at, best, big, black, bring, but, can, cut, did, fast, get, had, has, help, him, his, hot, if, in, is, it, its, jump, just, let, long, much, must, not, off, on, pick, ran, red, run, sing, sit, six, small, stop, tell, ten, that, them, then, this, up, us, well, went, will, wish, with, yes	add, an, and, as, ask, at, back, big, but, can, cut, did, end, get, got, had, hand, has, help, him, his, if, in, is, it, its, just, land, last, left, let, list, long, man, men, miss, much, must, nest, not, off, on, plant, run, set, sit, small, song, spell, still, stop, such, tell, than, that, them, then, thing, this, up, us, well, went, will, with

By the end of this unit, students should be able to read the following new words from each of these respective lists, representing a **total 116 Dolch Words** and **129 Fry Words**.

By the end of Unit 10:

	New Dolch Words	New Fry Words
Tricky Words	be, by, he, me, my, she, their, they, we, you, your	be, by, he, me, my, she, their, they, we, you, your
Decodable Words	ate, came, five, gave, green, keep, like, made, make, ride, see, sleep, take, those, use	came, close, feet, home, keep, like, life, line, made, make, mile, name, need, same, see, seem, side, state, take, those, time, trees, use

It is highly recommended that you assess each student’s recognition of these words at both the beginning and end of the unit on one of these lists. Assessment materials are included in Teacher Resources. You may also choose to copy and send home the Family Letter and Flash Cards included in Teacher Resources.

ORAL BLENDING

Using a routine to help students learn to substitute syllables will reinforce their oral syllable awareness. Add the following routine during Syllable Blending activities as noted in Lessons 5 and 11.

- Tell students that you will practice substituting syllables in spoken compound words.
- Say, “Let’s practice substituting a syllable using the word *sail•boat*. *Substituting* means to replace a piece of the word with another word part.”
- Clap the syllables while saying *sail•boat*, and then have students repeat after you.
- Say, “I hear two syllables. Let’s substitute the first syllable, *sail*, with the word *tug*. Now we have the word *tug•boat*.”
- Repeat the activity with *play•ground/un•der•ground*.
- Point out that students can also change parts of syllables to make new words. For example, *paint•er* becomes *paint•ed* by changing the ending syllable. **TEKS K.2.A.1x**

FORMATIVE ASSESSMENTS AND ADDITIONAL SUPPORT

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

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

Observation records for recording student performance of these skills are included in Teacher Resources.

Teachers may want to have two separate clipboards—one with the Oral Segmenting Observation Record, Letter Name and Letter Sound Observation Record, and Discussion Questions Observation Record. A second clipboard may hold the Anecdotal Reading Records, one for each student in the

TEKS K.2.A.1x Demonstrate phonological awareness by manipulating syllables within a multisyllabic word.

class, arranged in alphabetical order. Careful organization of these materials will mean that they are readily accessible when needed, so they can be used most efficiently.

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

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

END-OF-YEAR STUDENT PERFORMANCE ASSESSMENT

During the last few lessons of this unit, directions are provided for a year-end Student Performance Assessment. You should administer this assessment to all students. A class summary recording sheet is provided for each assessment as well as an overview summary sheet for individual students' results. This individual summary sheet provides data on the acquisition of skills, so you may want to send this important information to the teacher who will be working with the student for the upcoming school year.

TEACHER RESOURCES

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

- Dolch Flash Card Family Letter and Flashcards
- Fry Flash Card Family Letter and Flashcards
- Dolch Word Assessment: Beginning and End of Unit 10
- Dolch Sight Word Assessment List
- Fry Word Assessment: Beginning and End of Unit 10
- Fry's Instant Words List
- Oral Segmenting Observation Record—Unit 10
- Letter Name and Letter Sound Observation Record—Unit 10
- Discussion Questions Observation Record—Unit 10
- Anecdotal Reading Record—Unit 10
- Record Sheets for Unit 10 Assessments
- Additional Support Activity Pages
- Activity Book Answer Key

BASIC CODE

Introduce /ee/ > 'ee'

PRIMARY FOCUS OF LESSON

Foundational Skills

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

✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will name lowercase letters of the alphabet and provide the

✦ corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will identify spoken words with the medial /ee/ sound and will write the digraph spelling 'ee' to represent this sound.

✦ **TEKS K.2.A.x; TEKS K.2.B.i**

Reading

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

✦ **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.9.E**

Students will use illustrations and texts to learn or clarify word meanings.

✦ **TEKS K.3.B**

Students will establish a purpose for reading.

✦ **TEKS K.4; TEKS K.5.A**

FORMATIVE ASSESSMENT

Observation

Oral Segmenting Observation Record

✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Observation

Letter Name and Letter Sound
Observation Record

✦ **TEKS K.2.B.i; TEKS K.2.D.v**

Observation

"Scott and Lee" Anecdotal Reading Record
(Group 1)

✦ **TEKS K.2.B.ii**

Observation

Discussion Questions Observation Record

✦ **TEKS K.5.G**

✦ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent;

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Segmenting - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	10 min.	<input type="checkbox"/> Large Letter Cards for twenty spellings taught so far
Introduce the Sound /ee/ (Phonological Awareness)	Whole Group	5 min.	
Introduce the Spelling /ee/ > 'ee' (Phonics)	Whole Group	10 min.	
Meet the Spelling Activity Page (Phonics and Word Recognition)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Activity Page 1.1 (Digital Components)
Reading			
Introduce the Reader	Whole Group	5 min.	<input type="checkbox"/> Scott Reader <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Introduce the Story	Whole Group	5 min.	
Read "Scott and Lee"	Small Group/ Partner	10 min.	<input type="checkbox"/> Scott Reader <input type="checkbox"/> Activity Page 1.2 (optional)



TEKS K.2.D.v Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.A.x** Demonstrate phonological awareness by: segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.9.E** Listen to and experience first- and third-person texts; **TEKS K.3.B** use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance.

ADVANCE PREPARATION

Note to Teacher

In Warm-Up: Oral Segmenting, students will either practice segmenting the sounds in two-syllable words or review Tricky Words. (In this lesson, they will practice segmenting.) In Warm-Up: Sound/Spelling Review, you will review letter-sound correspondences taught in previous lessons.

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

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

Foundational Skills

- Gather the Large Letter Cards for twenty spellings already taught. Choose cards students need to practice.

➤ Digital Component 1.1

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

Reading

➤ Digital Component 1.2

- Create the Preview Spellings chart (Digital Component 1.2) for Introduce the Story on the board/chart paper, or use the digital version.
- Plan how you will group and pair students today for reading. Students who can work more independently (Group 2) should be paired to read with partners today. You will work with students who need more support (Group 1) as a small group.

Universal Access

- Bring in a picture of a blackbird to use in Oral Segmenting.

Lesson 1: /ee/ > 'ee'

Foundational Skills

**Primary Focus**

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

✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will name lowercase letters of the alphabet and provide the

✦ corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will identify spoken words with the medial /ee/ sound and will write the

✦ digraph spelling 'ee' to represent this sound. **TEKS K.2.A.x; TEKS K.2.B.i**

WARM-UP (10 MIN.)

✦ **Oral Segmenting** **TEKS K.2.A.iv; TEKS K.2.A.vi**

Note: In this unit, students will be asked to blend two-syllable words. Explain the concept with the analogy of a sandwich. Slicing a sandwich in half makes it easier to hold and eat. It's the same way with words; some words have too many sounds to say in one try, so we have to break the words up into big chunks called syllables. Starting in this unit, students will break words up into different chunks: syllables (like the halves of a sandwich); and sounds (the bread, meat, etc., that make up those smaller halves).

When segmenting, continue using the thumb-finger taps to represent sounds. However, there is a slight modification to this strategy. Draw attention to the fact that the words consist of two syllables by returning to the forefinger-thumb tap for the first sound in the second syllable instead of repeatedly tapping the thumb and pinkie together or returning to the forefinger on the fifth sound.

- Look at each word in the box and notice where they are marked with a syllable divider.
- Say the first word (*classroom*).
- Repeat the word, pausing slightly between the syllables.

✦ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.A.x** Demonstrate phonological awareness by: segmenting spoken one-syllable words into individual phonemes.

- Say the first syllable in a segmented fashion, marking each sound with a thumb-finger tap, beginning with a thumb-forefinger tap (/k/ /l/ /a/ /s/). Say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/r/ /oo/ /m/).
- Say the blended word.
- Repeat and have students segment the sounds in the word while doing the thumb-finger taps.
- Continue this process with the remaining words.
- You may discontinue the teacher demonstration for the words if students no longer need this support.



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Foundational Skills

Foundational Literacy Skills

Prior to blending the second word, show students a picture of a blackbird. Point to the picture of the blackbird and ask a student what color the animal is. Segment the word *black*. Ask another student what the name of the animal is. Segment the word *bird*. Tell students the name of this particular bird is *blackbird* and model segmenting the full word, asking students to repeat. Proceed with blending the words.

ELPS 2.A; ELPS 2.E

1. class•room (4+3) /k/ /l/ /a/ /s/ • /r/ /oo/ /m/
2. black•bird (4+3) /b/ /l/ /a/ /k/ • /b/ /er/ /d/
3. drag•on (4+2) /d/ /r/ /a/ /g/ • /u/ /n/
4. oat•meal (2+3) /oe/ /t/ • /m/ /ee/ /l/
5. card•board (3+3) /k/ /ar/ /d/ • /b/ /or/ /d/
6. paint•ing (4+2) /p/ /ae/ /n/ /t/ • /i/ /ng/
7. pan•cake (3+3) /p/ /a/ /n/ • /k/ /ae/ /k/
8. back•pack (3+3) /b/ /a/ /k/ • /p/ /a/ /k/
9. home•town (3+3) /h/ /oe/ /m/ • /t/ /ou/ /n/
10. bea•vers (2+3) /b/ /ee/ • /v/ /er/ /z/



Observation: Oral Segmenting Observation Record

Call on different students to segment each word. Note students' performance in the Oral Segmenting Observation Record.

Sound/Spelling Review

- Hold up the first Large Letter Card.
- Have students say the sound represented on the card, and then name the letter as well.

Large Letter Cards



- Repeat this process with the remaining cards.



Observation: Letter Name and Letter Sound Observation Record

Call on different students to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

INTRODUCE THE SOUND /EE/ (5 MIN.)

Hear Medial Sounds

- Tell students today's sound is /ee/.
- Have students say the /ee/ sound several times, stretching it out.
- Ask students to repeat a number of words having the /ee/ sound at the beginning: *eat, each, ear, and easy.*
- Ask students to repeat a number of words having the /ee/ sound in the middle: *sheep, bead, dear, and meal.*
- Ask students if they can tell whether /ee/ is a vowel sound or a consonant sound. (*It is a vowel sound, made with an open mouth.*)
- Tell students you are going to say a number of words. Some of the words will have /ee/ as the middle sound and some will not.

- | | |
|---------|---------|
| 1. seed | 5. bed |
| 2. shop | 6. team |
| 3. feet | 7. ship |
| 4. meat | 8. seat |



Check for Understanding

Have students close their eyes and listen carefully. Tell students to raise their hands when they hear a word containing the /ee/ sound.

INTRODUCE THE SPELLING /EE/ → 'EE' (10 MIN.)

Teacher Modeling

- Tell students you are going to show them how to write the /ee/ sound.
- Write a large lowercase 'ee' on the board/chart paper and describe what you are doing using the phrases in the diagram. Explain that the two letters work together as a team to stand for the /ee/ sound. Model drawing the digraph several more times, using the phrases or counting off the strokes as you create the spelling.
- Tell students you are going to use your entire arm to write a very large spelling in the air. Model this with your back to students, encouraging them to copy the motions and repeat the phrases with you.
- Write 'f' and 'ff' on the board/chart paper, and explain that 'f' and 'ff' are pronounced the same way.
- Explain that vowel spellings work differently.
- Write 'e' and 'ee' on the board/chart paper.
- Point to the 'e' spelling and explain, when they see one 'e', they should say the /e/ sound as in *bed*.
- Point to the 'ee' spelling and explain, when they see the double-letter spelling 'ee', they should say the /ee/ sound as in *sheep*.
- Tell students whenever the spelling 'ee' appears on a activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them the two letters stand for a single sound.



Start between the dotted and the bottom line.

1. line across
2. most of a circle to the left

Start between the dotted and the bottom line.

1. line across
2. most of a circle to the left

MEET THE SPELLING ACTIVITY PAGE (15 MIN.)

➤ Digital Component 1.1

- Distribute and display Activity Page 1.1. Tell students they will practice writing the /ee/ sound together.
- Work as a group, guiding students to complete each item in the rows of spellings as you model the handwriting process. Trace the gray dotted spellings first; then write the spellings, using just the black dots as starting points. Say the sound as you finish each spelling.
- Show students how to read the word *see*; have students trace and write the word using the black dots to start each letter. Repeat with the word *feet*.

Activity Page 1.1



- Turn to the back of the activity page. Ask students to read each word, identify the matching picture, and then write the word on the corresponding line. Model each step so students can follow along.

Lesson 1: “Scott and Lee” Reading



Primary Focus

Students will read “Scott and Lee” with purpose and understanding; and will answer oral literal and inferential questions about key details of the story.

✦ **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.9.E**

Students will use illustrations and texts to learn or clarify word meanings.

✦ **TEKS K.3.B**

✦ Students will establish a purpose for reading. **TEKS K.4; TEKS K.5.A**

✦ **INTRODUCE THE READER (5 MIN.)** **TEKS K.9.E**

- Give each student a Scott Reader.
- Point out the title of the book, printed on the cover. Remind students a book’s title tells about the book. Ask students to read the title of the book. Explain the book is about a boy named Scott and is told by a person who is not a character in the story. Tell students that when someone who is not in the story tells it, they are called a narrator.
- Review the parts of the book (front cover, title page, back cover, page numbers) if necessary. Encourage students to take turns distinguishing letters from words within the sentences.

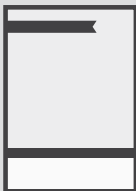
INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the ‘ee’ spelling in each word. Read the words aloud as a class.

✦ **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.9.E** Listen to and experience first- and third-person texts; **TEKS K.3.B** use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance.

Reader



Page 2

➤ Digital Component 1.2

/ee/ > 'ee'	
Green	Lee
keeps	feeds
three	sweet
sheep	

🔗 Preview Core Vocabulary **TEKS K.3.B**

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

pen—*n.*, a small, fenced-in area for animals (2)

Example: We saw the pigs in their pen, eating and running around.

sweet—*adj.*, a kind and gentle disposition, temperament, or mood (2)

Example: My sweet Aunt always bakes me cookies.

Vocabulary Chart for "Scott and Lee"			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			
Multiple-Meaning Core Vocabulary Words			pen sweet
Sayings and Phrases			

Note: You may want to point out that the word *pen* can have other meanings. Students may be more familiar with the word *pen* referring to a writing tool. In today's story, which takes place on a farm, it has the meaning previously noted.

You may also want to point out that the word *sweet* can have other meanings. Students may be more familiar with the word *sweet* referring to a sugary flavor. In today's story, it has the meaning previously noted.

🔗 **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

- Review the use of the apostrophe as an indication of ownership (i.e., possessive).
- As in previous units, optional vocabulary activity pages are provided for use at your discretion.

Purpose for Reading

- Tell students they will read a story about some animals owned by Scott's family. Tell students to pay special attention to the story so that, at the end, they can tell you which is Scott's pet.



READ "SCOTT AND LEE" (10 MIN.)

TEKS K.4; TEKS K.5.A; TEKS K.9.E

Small Group

- Both this lesson and the following lesson have time designated to read "Scott and Lee" in small groups. Remind students that the story is told by someone who is not a character. Read with Group 1 students during this lesson (while Group 2 students partner read) and Group 2 students during the following lesson (while Group 1 students partner read). Be sure to record anecdotal notes regarding students' reading progress.

Group 2: (students able to work independently) Have students take out their Readers, sit with their partners, and take turns reading "Scott and Lee" aloud. Students who finish early should reread stories from previous Readers (encourage them to establish a purpose for reading, such as enjoyment) or choose a sentence from this story to copy and illustrate. You may also wish to assign any of the optional vocabulary activity pages. Students should not read ahead.

Group 1: (students who need support) Have students follow along in their Readers as you use a *Scott* Reader to read aloud the story "Scott and Lee" without interruption. Read the story a second time, having students take turns reading sentences. Alternatively, you may use a different remediation exercise addressing students' specific needs.



Observation: "Scott and Lee" Anecdotal Reading Record (Group 1)

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



TEKS K.4 Self-select text and interact independently with text for increasing periods of time; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.9.E** Listen to and experience first- and third-person texts.

Wrap-Up

- Discuss the following questions as a class.

Discussion Questions for “Scott and Lee”

1. **Literal.** Which animal is Scott’s pet?
 - » Scott’s pet is Lee the Sheep.
2. **Literal.** Who keeps a pig?
 - » Scott’s dad keeps a pig.
3. **Literal.** What does Scott’s mom keep?
 - » Scott’s mom keeps three hens.
4. **Inferential.** Describe Lee.
 - » Accept reasonable answers based on the text and illustrations.
5. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “Scott and Lee.”
6. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

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

End Lesson



ENGLISH
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Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does Scott’s dad keep a pig in a pen?” “Is Lee the Sheep Scott’s pet?”

Intermediate

When asking each question, provide students with a specific sentence frame: “Scott’s mom keeps . . .” “Scott keeps a . . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G

Lesson 1: Foundational Skills Remediation

Additional Support

MORE HELP ORALLY SEGMENTING TWO-SYLLABLE WORDS

Push and Say

- Make one copy of **Activity Page TR 1.1** for each student.
- Provide students with a handful of **small objects** (blocks, pennies, beans, etc.)
- Tell students you will say words for them to break into their smallest sounds.
- The boxes and objects will represent individual sounds before they are blended into words.
- Use the following words to give students segmenting practice:

1. chap•ter (3 + 2) /ch/ /a/ /p/ • /t/ /er/
2. sand•wich (4 + 3) /s/ /a/ /n/ /d/ • /w/ /i/ /ch/
3. thun•der (3 + 2) /th/ /u/ /n/ • /d/ /er/
4. home•stead (3 + 4) /h/ /oe/ /m/ • /s/ /t/ /e/ /d/
5. swimm•ing (4 + 2) /s/ /w/ /i/ /m/ • /i/ ng/
6. pan•cake (3 + 3) /p/ /a/ /n/ • /k/ /ae/ /k/

MORE HELP WITH ORAL READING

Play Parts

- Provide each student with a copy of **Activity Page TR 1.2**.
- Pair students and have one student read the narrator describing Scott and his family, and the other read the narrator describing Lee the sheep.

Note: Using a highlighter to mark the parts students will read is suggested.

MORE HELP WITH LOWERCASE LETTERS AND SOUNDS

Letters on the Back

- Pair students to work together for this activity.

- Have students sit on the floor one behind the other.
- Provide each pair of students with **an index card on which you have written selected lowercase letters.**
- Have the first student “write” a lowercase letter on the back of their partner, but remind him/her not to say the name or letter sound aloud.
- The second student identifies the letter by name, says it aloud, then provides the corresponding sound by saying it aloud.
- Continue play until both partners have identified and provided the sound for each lowercase letter.

MORE HELP WITH READING AND SPELLING

/ee/ in the Middle

- Group students in a circle.
- Tell students you are going to read a list of words to each of them, some words with the medial /ee/ and some with /e/.
- Read the first word in the box to the first student. The student should spell the word orally. If the word contains the medial /ee/ the student should move to the middle of the circle. If the word contains the /e/ the student stays in their place.
- After each /ee/ word is spelled correctly, write it on the board/chart paper for all to see, so that by the end of the game students will have a complete list.
- Read the next word to the second student and have them repeat the procedure. If the second student receives an /ee/ word, he or she moves to the middle, taking the place of the first student.
- When all /ee/ words have been spelled and written on the board/chart paper, provide students with pencil and paper.
- Have students write the list of /ee/ words.

1. pens	5. cheek	9. stem	13. reef
2. sweet	6. meet	10. week	14. sled
3. feel	7. bed	11. red	15. seed
4. fell	8. seem	12. seem	16. reef

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 491 of those words would be completely decodable.

After today's lesson: If students attempted to read 1,000 words in a trade book, on average 502 of those words would be completely decodable.

Students have now been taught at least one way to write 31 of the 44 sounds in the English language.

The sound /ee/ is the 12th most common sound in English.

The sound /ee/ is found in approximately 23 percent of English words.

The sound /ee/ is spelled 'ee' approximately 9 percent of the time.

The spelling alternatives 'e' as in *me*, 'ea' as in *bead*, 'e_e' as in *eve*, 'ey' as in *key*, 'ie' as in *Annie*, 'i' as in *Maria*, 'y' as in *happy*, and 'ei' as in *receive* are taught in later grades.

BASIC CODE

Review /ee/ > 'ee'

PRIMARY FOCUS OF LESSON

Foundational Skills

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

- Students will read single-syllable words with the 'ee' spelling and will choose the correct word to "fill in the blank" in a series of sentences. **TEKS K.2.B.i**

Reading

- Students will read "Scott and Lee" with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story. **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.B; TEKS K.6.E**

- Students will interact independently with text for increasing periods of time. **TEKS K.4**

FORMATIVE ASSESSMENT

Observation

"Scott and Lee" Anecdotal Reading Record (Group 2)

- TEKS K.2.B.ii**

Activity Page 2.2

"Scott and Lee" Story Questions

- TEKS K.5.G**

- TEKS K.2.B** Demonstrate and apply phonetic knowledge by (iv) identifying and reading at least 25 high-frequency words from a research-based list; (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Tricky Word Review (Phonics and Word Recognition)	Whole Group	10 min.	☐ Tricky Word Wall (Digital Components)
Complete the Sentences (Phonics)	Independent	15 min.	☐ Activity Page 2.1 ☐ Activity Page 2.1 (Digital Components)
Reading			
Reread "Scott and Lee"	Small Group/ Partner	20 min.	☐ Scott Reader
Review "Scott and Lee"	Independent	15 min.	☐ Activity Page 2.2 ☐ Activity Page 2.2 (Digital Components)

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 2.1

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

➤ Digital Component 2.2

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

Reading

➤ Digital Component 2.3

- Create an enlarged version of Activity Page 2.2 (Digital Component 2.3) to display for Story Questions Activity Page, or use the digital version.
- Plan how to pair the Group 1 students for Partner Reading today.

Lesson 2: /ee/ > 'ee'

Foundational Skills



Primary Focus

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

Students will read single-syllable words with the 'ee' spelling and will choose the

- correct word to "fill in the blank" in a series of sentences. **TEKS K.2.B.i**

WARM-UP (10 MIN.)

Tricky Word Review

- Remind students that most words in English "play by the rules" and are pronounced exactly the way you would expect, but some do not. Words that do not "play by the rules" are called Tricky Words.
- Remind students, even in a Tricky Word, some parts are pronounced just as you would expect. Usually, only one or two letters are tricky.
- Review previously taught Tricky Words using the Word Wall or the digital version, following established procedures. Review at least fifteen of the Tricky Words taught in Units 8 and 9: *all, from, funny, was, here, no, once, said, so, there, to, were, what, when, where, which, why, word*.
- Be sure to point out that the tricky parts of each word are underlined.

Digital Component 2.1

- | | | | |
|------------------|-------------------|------------------|------------------|
| 1. <u>one</u> | 9. <u>l</u> | 17. <u>when</u> | 25. <u>which</u> |
| 2. <u>two</u> | 10. <u>are</u> | 18. <u>word</u> | 26. <u>once</u> |
| 3. <u>three</u> | 11. <u>little</u> | 19. <u>why</u> | 27. <u>said</u> |
| 4. <u>the</u> | 12. <u>down</u> | 20. <u>to</u> | 28. <u>says</u> |
| 5. <u>a</u> | 13. <u>out</u> | 21. <u>where</u> | 29. <u>were</u> |
| 6. <u>blue</u> | 14. <u>from</u> | 22. <u>no</u> | 30. <u>here</u> |
| 7. <u>yellow</u> | 15. <u>all</u> | 23. <u>what</u> | 31. <u>there</u> |
| 8. <u>look</u> | 16. <u>was</u> | 24. <u>so</u> | |

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

COMPLETE THE SENTENCES (15 MIN.)

- Remind students they learned a new sound and spelling in the previous lesson.
- Ask students for the sound they learned in the previous lesson. Once the /ee/ sound has been identified, have the class repeat it.
- Have a student come to the board/chart paper and write the spelling for the /ee/ sound. Then have students write the spelling in the air using their pointer fingers.

➤ Digital Component 2.2

- Distribute and display Activity Page 2.1.
- Explain that three words are printed at the top of the activity page. Each of these words completes one of the sentences printed below.
- Ask students to read each word in the box.
- Demonstrate reading the first sentence three times: once with the word *feet*, once with the word *seems*, and once with the word *needs*.
- Ask students which word completes the sentence.
- Have students print the word *seems* on the line provided, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently. Don't forget the back of the activity page.

Activity Page 2.1



Lesson 2: “Scott and Lee”

Reading



Primary Focus

Students will read “Scott and Lee” with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

✦ **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.B; TEKS K.6.E**

Students will interact independently with text for increasing periods of time.

✦ **TEKS K.4**

✦ **REREREAD “SCOTT AND LEE” (20 MIN.)** **TEKS K.4**

Small Group

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

Group 1: Have students take out their Readers, sit with their partners, and take turns rereading “Scott and Lee.” Students who finish early should choose a sentence from this story to copy and illustrate. You may also wish to assign any of the optional vocabulary activity pages. Students should not read ahead.

Group 2: Have students follow along in their Readers as you use a *Scott* Reader to read aloud the story, “Scott and Lee,” without interruption. Read the story a second time, having students read.

Reader



Page 2



Observation: “Scott and Lee” Anecdotal Reading Record

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

✦ **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CCVC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time.

REVIEW “SCOTT AND LEE” (15 MIN.)

Story Questions Activity Page

➤ Digital Component 2.3

- Reconvene the whole class and distribute and display Activity Page 2.2.
- Ask students to read the first question.
- Ask students to identify the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Complete the second and third questions in the same fashion.
- Ask students to read the fourth question.
- Ask students to provide the answer to the fourth question.
- Have students write the following decodable answer on the line provided, following your example: *Scott’s pet is a sheep.*
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.

Activity Page 2.2



Activity Page 2.2: “Scott and Lee” Story Questions

Collect Activity Page 2.2 from students. Note any errors students make in answering story questions.

End Lesson

Lesson 2: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Silly Voices

- Make a copy of the Silly Voices Cards, **Activity Page TR 2.1**, and cut the cards apart.
- Provide students with the *Scott Reader*, and help them find the story, “Scott and Lee.”

Support

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

- Have students choose or draw a Silly Voices Card to determine the voice they will use for reading aloud.
- Students read aloud independently, with a partner, or to you.
- Partner reading options may include:
 - Take turns reading the entire story.
 - Have one student be the leader, reading a line at a time for the partner to echo.

MORE HELP READING TRICKY WORDS

Bingo

- Make a copy of the Bingo Word Cards (**Activity Page TR 2.2**) for your use, and cut the cards apart.
- Make a copy of the Bingo Boards (**Activity Page TR 2.3**), one board for each student.
- Provide each student with nine **tokens** to use as place markers.
- As word cards are selected and read, students search for the word on their game board. Ask students to put their finger on the word if they find it and read it aloud to confirm they are correct before covering the space.
- When students are incorrect, use the opportunity to address the confusion.
- When students are correct ask, “How did you know that was _____?” (This verbalization of knowledge or strategies used is powerful for reinforcing learning.)
- The game may be played until one or all students get three spaces covered in a row, or until one or all students get “blackout” (covering the entire board).

MORE HELP WITH READING AND SPELLING

Complete the Sentences

- Make one copy of **Activity Page TR 2.4** for each student.
- Have students read the words at the top of the page, and the sentences below.
- Have students choose and write the words that complete the sentences.

TRICKY WORDS

Introduce He, She, and We

PRIMARY FOCUS OF LESSON

Foundational Skills

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

✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will name lowercase letters of the alphabet and provide the

✦ corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will read and spell single-syllable, similarly spelled words with the /e/

✦ and /ee/ sounds and spellings. **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii**

Students will read the following Tricky Words: *he, she, we*; students will recognize

✦ pronoun cases. **TEKS K.2.B.iv; TEKS K.10.D.vi**

Reading

Students will read “Red Ants” with purpose and understanding and will answer oral, literal, inferential, and evaluative questions about key details of the story.

✦ **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G**

FORMATIVE ASSESSMENT

Observation

Oral Segmenting Observation Record

✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Observation

Letter Name and Letter Sound
Observation Record

✦ **TEKS K.2.B.i**

Observation

“Red Ants” Anecdotal Reading Record (Group 1)

✦ **TEKS K.2.B.ii**

Observation


Discussion Questions Observation Record

✦ **TEKS K.5.G**

✦ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent;

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Segmenting - Sound/Spelling Review (Phonological Awareness, Print Concepts, Phonics)	Whole Group	10 min.	<input type="checkbox"/> Large Letter Cards for 'ee' and nineteen other spellings <input type="checkbox"/> Sound Poster for /ee/ <input type="checkbox"/> Sound Card 47 (<i>tree</i>)
Pop-Out Chaining (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Large Letter Cards for 'm', 'n', 't', 'd', 'f', 's', 'p', 'b', 'l', 'r', 'e', 'ee'
Introduce Tricky Words: <i>He, She, We</i> (Word Recognition)	Whole Group	10 min.	<input type="checkbox"/> three yellow index cards <input type="checkbox"/> Tricky Word Wall (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Scott Reader <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "Red Ants"	Small Group/ Partner	15 min.	
Take-Home Material			
Label the Picture			<input type="checkbox"/> Activity Page 3.1

 **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.10.D.vi** Edit drafts with adult assistance using standard English conventions, including: pronouns, including subjective, objective, and possessive cases; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards for 'ee' and nineteen other spellings already taught. Choose cards students need to practice for Sound/Spelling Review.
- Gather the Sound Poster for /ee/ and Sound Card 47 (*tree*). Post the Sound Poster for Sound/Spelling Review.

➤ Digital Component 3.1

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

Reading

➤ Digital Component 3.2

- Create the Preview Spellings chart (Digital Component 3.2) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Bring in a calendar and pictures of a mailman, lifeguard, lipstick, and a greenhouse

Lesson 3: Tricky Words: *He, She, We*

Foundational Skills



Primary Focus

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

✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will name lowercase letters of the alphabet and provide the

✦ corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will read and spell single-syllable, similarly spelled words with the /e/

✦ and /ee/ sounds and spellings. **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii**

Students will read the following Tricky Words: *he, she, we*; students will recognize

✦ pronoun cases. **TEKS K.2.B.iv; TEKS K.10.D.vi**



ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Prior to blending the first word, show the students a calendar. Run your finger across the top week in the calendar and say *week*, segmenting the word and asking students to repeat.

Point to an individual day of the week (Monday through Friday) on the calendar and say *day*, asking students to repeat.

Tell students one name for the days of the week from Monday through Friday is *weekday* and model segmenting the word, asking students to repeat.

Continue the process with the pictures for *mailman*, *lifeguard*, *lipstick*, and *greenhouse*. Proceed with blending the words.

ELPS 2.A; ELPS 2.E

WARM-UP (10 MIN.)

Oral Segmenting

- Follow the instructions in Lesson 1.

1. week•day (3 + 2) /w/ /ee/ /k/ • /d/ /ae/
2. back•yard (3 + 3) /b/ /a/ /k/ • /y/ /ar/ /d/
3. four•teen (2 + 3) /f/ /or/ • /t/ /ee/ /n/
4. land•fill (4 + 3) /l/ /a/ /n/ /d/ • /f/ /i/ /l/
5. mail•man (3 + 3) /m/ /ae/ /l/ • /m/ /a/ /n/
6. life•guard (3 + 3) /l/ /ie/ /f/ • /g/ /ar/ /d/
7. lip•stick (3 + 4) /l/ /i/ /p/ • /s/ /t/ /i/ /k/
8. green•house(4 + 3) /g/ /r/ /ee/ /n/ • /h/ /ou/ /s/

- ✦ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.10.D.vi** Edit drafts with adult assistance using standard English conventions, including: pronouns, including subjective, objective, and possessive cases.



Observation: Oral Segmenting Observation Record

Call on different students to segment each word. Note students' performance in the Oral Segmenting Observation Record.

Sound/Spelling Review

- Hold up the first Large Letter Card.
- Have students say the sound represented on the card, as well as the letter name.
- Repeat this process with the remaining cards.
- Show students Sound Card 47 (*tree*) and add it to the /ee/ Sound Poster.



Observation: Letter Name and Letter Sound Observation Record

Call on different students to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

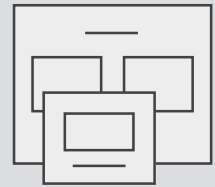
POP-OUT CHAINING (20 MIN.)

- Remind students they recently learned the sound /ee/ as in sheep.
- Have students say the /ee/ sound several times.
- Ask students to repeat a number of words with the /ee/ sound: *queen, eel, read, week, eagle, leaf, seed*.
- Write the spelling 'ee' on the board/chart paper, and have students write the spelling in the air using their pointer fingers.
- Distribute and review the following Large Letter Cards: 'm', 'n', 't', 'd', 'f', 's', 'p', 'b', 'l', 'r', 'e', and 'ee'.
- Tell students if they are holding a card with a sound in *step*, they should go to the front of the room and stand in the order spelling *step*.
- Tell students you are a magician. When you say, "Alakazam!" the student with the 'ee' card is to replace the student with the 'e' card to change the word's vowel sound and make a new word.

Large Letter Cards



Sound Poster and Card



- Say “Alakazam!” and have the student with the ‘ee’ card replace the student with the ‘e’ card, changing *step* to *steep*.
- Have the class read the new word.
- Repeat this process with the remaining word pairs.

- | | |
|---------------|---------------|
| 1. step—steep | 6. bet—beet |
| 2. ten—teen | 7. bled—bleed |
| 3. met—meet | 8. bred—breed |
| 4. fed—feed | 9. sped—speed |
| 5. red—reed | |

INTRODUCE TRICKY WORDS: HE, SHE, WE (10 MIN.)

Tricky Word Review

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

➤ Digital Component 3.1

- | | | | |
|-----------------|------------------|-------------------|-------------------|
| 1. <u>once</u> | 9. <u>one</u> | 17. <u>said</u> | 25. <u>so</u> |
| 2. <u>from</u> | 10. <u>down</u> | 18. <u>look</u> | 26. <u>were</u> |
| 3. <u>are</u> | 11. <u>there</u> | 19. <u>says</u> | 27. <u>the</u> |
| 4. <u>why</u> | 12. <u>all</u> | 20. <u>word</u> | 28. <u>where</u> |
| 5. <u>when</u> | 13. <u>I</u> | 21. <u>yellow</u> | 29. <u>little</u> |
| 6. <u>a</u> | 14. <u>what</u> | 22. <u>to</u> | 30. <u>two</u> |
| 7. <u>which</u> | 15. <u>blue</u> | 23. <u>out</u> | 31. <u>was</u> |
| 8. <u>no</u> | 16. <u>here</u> | 24. <u>three</u> | |

Tricky Word: *He*

- Write the Tricky Word *he* on the board/chart paper and ask students how they would pronounce it by blending. (They may say /h/ /e/.)
- Tell students we actually pronounce this word /h/ /ee/ as in, “He is a big boy.”
- Circle the letter ‘h’ and explain it is pronounced just as one would expect, as /h/.
- Underline the letter ‘e’ and explain this letter makes up the tricky part of the word. Students would probably expect this letter to be pronounced as /e/, but this letter stands for the /ee/ sound.
- Tell students that when reading *he*, they have to remember to pronounce the letter ‘e’ as /ee/.
- Tell students that when writing *he*, they have to remember to spell the /ee/ sound with the letter ‘e’.
- Point to the word *he* as you say the following sentence, “I bet he is very strong!” Ask students to **Turn and Talk**, using the word *he* in an oral sentence.
- Write the Tricky Word *he* on a yellow card and add it to the Tricky Word Wall.

Tricky Words: *She* and *We*

- Repeat this process with the words *she* and *we*. Like the word *he*, the words *she* and *we* are exceptions to the pattern students learned earlier when ‘e’ is sounded /e/. Point out that all of these words rhyme.

Subjective Pronouns

- Explain to students that the Tricky Words *he*, *she*, and *we* are subjective pronouns. These words can take the place of a noun and can perform an action in a sentence. For example: *He went to the store*. Provide a list of subjective pronouns (*he*, *I*, *it*, *she*, *they*, *we*, and *you*).
- Write each of the sentences on the board:
I was proud of _____ team. (*I*, *me*, *my*)
_____ play soccer on the weekends. (*I*, *me*, *my*)
Carlos passed _____ the ball. (*I*, *me*, *my*)
- Model asking questions about each sentence to choose the correct pronouns: “How is the pronoun used in the sentence? Is it the subject? Is it the object? Or does it show possession?”
- When students talk and write about the story “Red Ants” later in this lesson and in Lesson 4, encourage them to use subjective pronouns in their writing.



Check for Understanding

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

Lesson 3: "Red Ants" Reading



Primary Focus: Students will read "Red Ants" with purpose and understanding and will answer oral, literal, inferential, and evaluative questions about key details of the story. **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the 'ee' spelling in each word. Read the words aloud as a class.

➤ Digital Component 3.2

/ee/ > 'ee'	
Lee	sweet
sheep	feel
week	free
feet	weeds
sweep	

Preview Core Vocabulary

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

sweep—v., to brush off (4)

Example: Mike uses a broom to sweep the dirt.

➤ **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

Reader



Page 4

Vocabulary Chart for “Red Ants”

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

Purpose for Reading

- Tell students they will read a story about red ants. Tell students to pay special attention to the story so they can tell you what happens with the red ants.

READ “RED ANTS” (15 MIN.)

Small Group

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

Group 2: Have students take out their Readers, sit with their partners, and take turns reading “Red Ants.” Students who finish early should reread the story “Scott and Lee” or choose a sentence from the Reader to copy and illustrate. You may also wish to assign any of the optional vocabulary activity pages. Students should not read ahead.

Group 1: Have students follow along in their Readers as you use a *Scott* Reader to read aloud the story “Red Ants” without interruption. Read the story a second time, having students read. If you have time, reread “Scott and Lee” in the same fashion. Alternatively, you may use a different remediation exercise addressing students’ specific needs.



Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Did Lee the Sheep have a bad week?” “Was Scott happy with the ants?”

Intermediate

When asking each question, provide students with a specific sentence frame: “Scott tells the ants Lee is . . .” “Scott has to sweep the ants . . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G



Observation: “Red Ants” Anecdotal Reading Record (Group 1)

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

Wrap-Up

- Discuss the following questions as a class.

Discussion Questions for “Red Ants”

1. **Literal.** What do the red ants do?
 - » The ants bite Lee.
2. **Inferential.** Which parts of Lee’s body do the red ants bite?
 - » The ants bite Lee on his legs and feet.
3. **Evaluative.** What are some possible reasons why the ants bit Lee?
 - » Accept reasonable answers based on the text and illustrations.
4. **Literal.** How does Scott get the ants off of Lee?
 - » Scott sweeps the ants off with his hand.
5. **Literal.** What does Scott suggest the ants eat instead of Lee?
 - » Scott tells the ants to munch on plants and weeds.
6. **Evaluative.** *Think Pair Share.* Ask your partner a question about “Red Ants.”
7. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

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

Take-Home Material

LABEL THE PICTURE

- Have students give Activity Page 3.1 to a family member.

Activity Page 3.1



Lesson 3: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORALLY SEGMENTING TWO-SYLLABLE WORDS

✦ Push & Say **TEKS K.2.A.iv; TEKS K.2.A.vi**

- Make one copy of the sound boxes, **Activity Page TR 1.1**, for each student.
- Provide students with a handful of **small objects** (blocks, pennies, beans, etc.)
- Follow the procedure in Lesson 1 using the words in the box.

1. Tues•day (3+2) /t/ /oo/ /s/ • /d/ae/
2. thir•teen (2 + 3) /th/ /er/ • /t/ /ee/ /n/
3. book•case (3 + 3) /b/ /oo/ /k/ • /k/ /ae/ /s/
4. key•board (2 + 3) /k/ /ee/ • /b/ /or/ /d/
5. jump•ing (4 + 2) /j/ /u/ /m/ /p/ • /i/ ng/
6. flap•jack (4 + 3) /f/ /l/ /a/ /p/ • /j/ /a/ /k/

MORE HELP WITH ORAL READING

Play Parts

- Provide each student with a copy of **Activity Page TR 3.1**.
- Pair students and have one student read the part of the narrator, and the other read the part of Scott.

Note: Using a highlighter to mark the parts students will read is suggested.

✦ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables.

MORE HELP WITH TRICKY WORDS

Tricky Word Tic-Tac-Toe

- Make one copy of **Activity Page TR 3.2** for each pair of students
- Direct one student to use an X and the other to use an O to mark out the Tricky Words in the grid at the top of the page.
- Tell students the object of the game is to mark all three Tricky Words, *he*, *she* and *we* in a straight line on the grid.
- Have the first student read aloud and mark one of the Tricky Words on the grid.
- Have the second student read aloud and mark another word.
- When the game is over, have students take turns writing all three words on the lines below the grid.

MORE HELP WITH READING AND SPELLING

/ee/ in the Middle

- Follow the directions in Lesson 1 for /ee/ in the Middle.
- Use the words in the box.

1. dent	5. cheek	9. men	13. reef
2. creek	6. week	10. leek	14. bent
3. peel	7. led	11. Ned	15. steed
4. tell	8. peek	12. seem	16. reed

MORE HELP WITH LOWERCASE LETTERS AND SOUNDS

Letters in the Sand

- Provide students with shallow trays of sand.
- Have students go through the alphabet, say the letter and the sound for each letter aloud, and then write the lowercase letters in the sand with a finger.

Code Knowledge

Before today's lesson: If students attempted to read 1000 words in a trade book, on average 502 of those words would be completely decodable.

After today's lesson: If students attempted to read 1000 words in a trade book, on average 518 of those words would be completely decodable.

He is the 13th most common word in English.

She is the 34th most common word in English.

We is the 41st most common word in English.

4

REVIEW

Basic Code and Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

- ✦ Students will read previously taught Tricky Words. **TEKS K.2.B.iv**
- Students will spell single-syllable, similarly spelled words with the /e/ and /ee/ sounds and spellings. **TEKS K.2.B.i; TEKS K.2.C.ii**

Reading

- Students will read “Red Ants” with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story. **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.E**

FORMATIVE ASSESSMENT

Observation

“Red Ants” Anecdotal Reading Record
(Group 2)

✦ **TEKS K.2.B.ii**

Activity Page 4.1

“Red Ants” Story Questions

✦ **TEKS K.5.G**

- ✦ **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (iv) identifying and reading at least 25 high-frequency words from a research-based list; (i) identifying and matching the common sounds that letters represent; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Tricky Word Review (Word Recognition)	Whole Group	5 min.	<input type="checkbox"/> Tricky Word Wall (Digital Components)
Dictation with Words (Phonics and Word Recognition)	Whole Group	20 min.	<input type="checkbox"/> paper and pencils
Reading			
Reread "Red Ants"	Small Group/ Partner	20 min.	<input type="checkbox"/> Scott Reader
Review "Red Ants"	Whole Group	15 min.	<input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> Activity Page 4.1 (Digital Components)

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 4.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 4.1) on the board/chart paper or display the digital version.

Reading

➤ Digital Component 4.2

- Create an enlarged version of Activity Page 4.1 (Digital Component 4.2) to display for Editing, or use the digital version.

Lesson 4: Tricky Words and /ee/ > 'ee'

Foundational Skills



Primary Focus

- ✦ Students will read previously taught Tricky Words. **TEKS K.2.B.iv**
- ✦ Students will spell single-syllable, similarly spelled words with the /e/ and /ee/ sounds and spellings. **TEKS K.2.B.i; TEKS K.2.C.ii**

WARM-UP (5 MIN.)

Tricky Word Review

- Remind students that most words in English “play by the rules” and are pronounced exactly the way you would expect, but some do not. Words that do not “play by the rules” are called Tricky Words.
- Remind students, even in a Tricky Word, some parts are pronounced just as you would expect. Usually, only one or two letters are tricky.
- Review previously taught Tricky Words using the Word Wall or the digital version, following established procedures. Review at least fifteen of the Tricky Words taught in Units 8 and 9: *all, from, funny, was, here, no, once, said, so, there, to, were, what, when, where, which, why, word, he, she, we.*
- Be sure to point out that the tricky parts of each word are underlined.

 Digital Component 4.1

1. <u>one</u>	10. <u>no</u>	19. <u>says</u>	28. <u>which</u>
2. <u>down</u>	11. <u>blue</u>	20. <u>said</u>	29. <u>are</u>
3. <u>he</u>	12. <u>to</u>	21. <u>look</u>	30. <u>from</u>
4. <u>were</u>	13. <u>the</u>	22. <u>yellow</u>	31. <u>out</u>
5. <u>two</u>	14. <u>little</u>	23. <u>there</u>	32. <u>once</u>
6. <u>what</u>	15. <u>I</u>	24. <u>was</u>	33. <u>she</u>
7. <u>word</u>	16. <u>three</u>	25. <u>when</u>	34. <u>so</u>
8. <u>why</u>	17. <u>a</u>	26. <u>we</u>	
9. <u>where</u>	18. <u>here</u>	27. <u>all</u>	

- ✦ **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (iv) identifying and reading at least 25 high-frequency words from a research-based list; (i) identifying and matching the common sounds that letters represent; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

DICTIONATION WITH WORD (20 MIN.)

Dictation with Words

- Ask students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of words for them to write. Some words will contain the /e/ sound spelled with the letter 'e' and some will contain the /ee/ sound spelled with the digraph 'ee'.
- Say the word *seed*. Then segment the word, raising one finger for each sound: /s/ (raise thumb) . . . /ee/ (raise pointer finger) . . . /d/ (raise middle finger).
- Ask students how many sounds are in the word *seed*.
- Draw three lines on the board/chart paper—one for each sound in *seed*. Have students do the same on their paper.
- Ask students for the first sound in *seed*. Fill in the first line on the board/chart paper with the letter 's'. Have students do the same on their paper.
- Repeat for the remaining two sounds and spellings in *seed*.
- Model reading the word as a strategy for double-checking its spelling.
- Demonstrate this process with at least one or two additional words before having students write the words independently.
- Remind students to refer to the Sound Posters to remember how to write the spellings.

- | | |
|----------|-----------|
| 1. seed | 6. shelf |
| 2. shed | 7. queen |
| 3. feet | 8. meet |
| 4. then | 9. met |
| 5. cheek | 10. sheep |

Lesson 4: "Red Ants"

Reading



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

TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.E

REREAD "RED ANTS" (20 MIN.)

Small Group

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

Group 1: Have students take out their Readers, sit with their partners, and take turns rereading "Red Ants." Students who finish early should reread the story "Scott and Lee," or choose a sentence from the Reader to copy and illustrate. You may also wish to assign any of the optional vocabulary activity pages. Students should not read ahead.

Group 2: Have students follow along in their Readers as you use a *Scott* Reader to read aloud the story "Red Ants" without interruption. Read the story a second time, having students read. If you have time, read "Scott and Lee" in the same fashion. Alternatively, you may use a different exercise addressing students' specific needs.

Reader



Page 4



Observation: "Red Ants" Anecdotal Reading Record (Group 2)

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

TEKS K.2.B.ii Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

REVIEW “RED ANTS” (15 MIN.)

Story Questions Activity Page

➤ Digital Component 4.2

Activity Page 4.1



- Reconvene the whole class and distribute and display Activity Page 4.1.
- Have students read the first question.
- Ask students to identify the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Complete the second and third questions in the same fashion.
- Have students read the fourth question.
- Ask students to provide the answer to the fourth question.
- Have students write the following decodable answer on the line provided, following your example: *One thing the ant said was, “We feel bad.”*
- Continue demonstrating (providing guided practice) until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.



Activity Page 4.1: “Red Ants” Story Questions

Collect Activity Page 4.1 from students. Note any errors students make in answering story questions.

End Lesson

Lesson 4: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Silly Voices

- Make a copy of the Silly Voices Cards, **Activity Page TR 2.1**, and cut the cards apart.

- Provide each student with a copy of **Activity Page TR 3.1**.
- Follow the directions in Lesson 2 for Silly Voices.

MORE HELP WITH TRICKY WORDS

Tricky Word Beanbag Toss

- Provide a set of all **previously taught Tricky Word cards** to a student or pair of students.
- Spread the cards faceup on the floor.
- Have students toss a **beanbag** and then read aloud and collect the word closest to where the bag lands.
- Continue play until all words have been read and collected.

MORE HELP WITH SPELLING

Letter Spelling

- Provide students with the following **Small Letter Cards: e (2), b, d, n, t (2), l (2), g, r, m, s, w, ch, k, qu.**
- Tell students you will be calling out a list of words, some words with the /e/ and some with the /ee/.
- Say the first word in the box and have students echo the word.
- Have students spell the word using the Small Letter Cards.
- Work through the remaining words in the box.

- | | | |
|----------|-----------|-----------|
| 1. bed | 5. meet | 9. wed |
| 2. teen | 6. street | 10. cheek |
| 3. tell | 7. greet | 11. queen |
| 4. green | 8. bled | 12. met |

5

TRICKY WORDS

Introduce
Be and Me

PRIMARY FOCUS OF LESSON

Foundational Skills

- ✦ Students will orally segment two-syllable words with up to seven phonemes, and substitute syllables in multisyllabic words. **TEKS K.2.A.iv; TEKS K.2.A.vi; TEKS K.2.A.ix**
- ✦ Students will name lowercase letters of the alphabet and provide the corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**
- ✦ Students will read the following Tricky Words: *be*, *me*. **TEKS K.2.B.iv**

Reading

- ✦ Students will read “The Bees” with purpose and understanding; will answer oral and written literal, inferential, and evaluative questions about key details of the story; and will draw an illustration with a caption, depicting part of the story. **TEKS K.5.B; TEKS K.5.G; TEKS K.6.E**

FORMATIVE ASSESSMENT

Observation

Oral Segmenting Observation Record

- ✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Observation

Letter Name and Letter Sound
Observation Record

- ✦ **TEKS K.2.B.i**

Observation

Discussion Questions Observation Record

- ✦ **TEKS K.5.G**

Activity Page 5.2

“The Bees” Story Questions

- ✦ **TEKS K.5.G**

- ✦ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; (ix) manipulating syllables within a multisyllabic word; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Segmenting - Sound/Spelling Review (Phonological Awareness, Print Concepts, Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> ❑ Large Letter Cards for 'ee' and 19 other spellings
Introduce Tricky Words: <i>Be, Me</i> (Word Recognition)		10 min.	<ul style="list-style-type: none"> ❑ two yellow index cards ❑ Tricky Word Wall (Digital Components)
Reading			
Introduce the Story	Whole Group	20 min.	<ul style="list-style-type: none"> ❑ Scott Reader ❑ Activity Page 5.1 (optional) ❑ Preview Spellings Chart (Digital Components)
Read "The Bees"			
Review "The Bees"	Whole Group	20 min.	<ul style="list-style-type: none"> ❑ Activity Page 5.2 ❑ Activity Page 5.2 (Digital Components)
Take-Home Material			
Take Home Story: "Scott and Lee"			<ul style="list-style-type: none"> ❑ Activity Page 5.3

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards for 'ee' and nineteen other spellings taught. Choose cards students need to practice.

➤ Digital Component 5.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 5.1) on the board/chart paper or display the digital version.

Reading

➤ Digital Component 5.2

- Create the Preview Spellings chart (Digital Component 5.2) for Introduce the Story on the board/chart paper, or use the digital version.

➤ Digital Component 5.3

- Create an enlarged version of Activity Page 5.1 (Digital Component 5.3) to display for Story Questions Activity Page, or use the digital version.

Universal Access

- Find a cardboard box and pictures of carpet, a building, a freezer, and children to use in Oral Segmenting.

Lesson 5: Tricky Words: *Be* and *Me*

Foundational Skills



Primary Focus

Students will orally segment two-syllable words with up to seven phonemes, and

substitute syllables in multisyllabic words. **TEKS K.2.A.iv; TEKS K.2.A.vi; TEKS K.2.A.ix**

Students will name lowercase letters of the alphabet and provide the

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

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

WARM-UP (10 MIN.)

Oral Segmenting

- Follow the instructions in Lesson 1.

- an•swer (2+2) /a/ /n/ • /s/ /er/
- car•pet (2+3) /k/ /ar/ • /p/ /e/ /t/
- card•board (3+3) /k/ /ar/ /d/ • /b/ /or/ /d/
- feel•ing (3+2) /f/ /ee/ /l/ • /i/ /ng/
- build•ing (4+2) /b/ /i/ /l/ /d/ • /i/ /ng/
- frees•er (4+1) /f/ /r/ /ee/ /z/ • /er/
- bare•foot (3+3) /b/ /ae/ /r/ • /f/ /oo/ /t/
- greet•ing (4+2) /g/ /t/ /ee/ /t/ • /i/ /ng/
- child•ren (4+3) /ch/ /i/ /l/ /d/ • /r/ /e/ /n/
- work•sheet (3+3) /w/ /er/ /k/ • /sh/ /ee/ /t/

- Model for students how to substitute a syllable with the words *cardboard/keyboard* using the routine described in the Introduction. Repeat with *barefoot/barely*, *greeting/greeted* (*card•board/key•board*; *bare•foot/bare•ly*; *greet•ing/greet•ed*).

TEKS K.2.A Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; (ix) manipulating syllables within a multisyllabic word; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.



**ENGLISH
LANGUAGE
LEARNERS**

Foundational Skills

Foundational Literacy Skills

Prior to blending the third word, talk to students about the word *cardboard*. Hold up the cardboard box and tell students that the box is made of *cardboard*. Segment the word *card*, asking students to repeat, then segment the word *board*, asking students to repeat. Follow by segmenting the full word *cardboard*, asking students to repeat. Repeat the process with the pictures for *carpet*, *building*, *freezer*, and *children*. Proceed with blending the words.

ELPS 2.A; ELPS 2.E

Large Letter Cards



Observation: Oral Segmenting Observation Record

Call on different students to segment each word. Note students' performance in the Oral Segmenting Observation Record.

Sound/Spelling Review

- Hold up the first Large Letter Card.
- Have students say the sound represented on the card, as well as the letter name.
- Repeat this process with the remaining cards.



Observation: Letter Name and Letter Sound Observation Record

Call on different students to provide the letter name and letter sound for each Large Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

INTRODUCE TRICKY WORDS: BE, ME (10 MIN.)

Tricky Word Review

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

➤ Digital Component 5.1

1. <u>y</u> ellow	10. <u>o</u> ut	19. <u>o</u> nce	28. <u>a</u> re
2. <u>w</u> here	11. <u>w</u> hy	20. <u>s</u> ays	29. <u>s</u> aid
3. <u>n</u> o	12. <u>l</u>	21. <u>s</u> he	30. <u>w</u> e
4. <u>l</u> ittle	13. <u>a</u>	22. <u>d</u> own	31. <u>th</u> ere
5. <u>s</u> o	14. <u>b</u> lue	23. <u>w</u> as	32. <u>l</u> ook
6. <u>t</u> o	15. <u>th</u> e	24. <u>f</u> rom	33. <u>th</u> ree
7. <u>a</u> ll	16. <u>w</u> hich	25. <u>w</u> hat	34. <u>w</u> hen
8. <u>h</u> e	17. <u>t</u> wo	26. <u>w</u> ord	
9. <u>o</u> ne	18. <u>h</u> ere	27. <u>w</u> ere	

Tricky Word: **Be**

- Write the Tricky Word *be* on the board/chart paper and ask students how they would pronounce it by blending. (They may say /b/ /e/.)
- Tell students we actually pronounce this word /b/ /ee/ as in, “I will be there soon.”
- Circle the letter ‘b’ and explain it is pronounced just as one would expect, as /b/.
- Underline the letter ‘e’ and explain this letter makes up the tricky part of the word. Students would probably expect this letter to be pronounced as /e/, but this letter stands for the /ee/ sound.
- Tell students that when reading *be*, they have to remember to pronounce the letters ‘e’ as /ee/.
- Tell students that when writing *be*, they have to remember to spell the /ee/ sound with the letters ‘e’.
- Point to the word *be* as you say the following sentence, “The team can be good if we practice!” Ask students to **Turn and Talk**, using the word *be* in an oral sentence.
- Write the Tricky Word *be* on a yellow card and add it to the Tricky Word Wall.

Tricky Word: **Me**

- Repeat this process with the word *me*. Like the word *be*, the word *me* is an exception to the pattern students learned earlier, and ‘e’ is sounded /ee/.



Check for Understanding

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

Lesson 5: "The Bees" Reading



Primary Focus: Students will read "The Bees" with purpose and understanding; will answer oral and written literal, inferential, and evaluative questions about key details of the story; and will draw an illustration with a caption depicting part of the story. **TEKS K.5.B; TEKS K.5.G; TEKS K.6.E**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the 'ee' spelling in each word. Read the words aloud as a class.

➤ Digital Component 5.2

/ee/ > 'ee'	
Lee	feet
bees	sheep
cheek	sweet

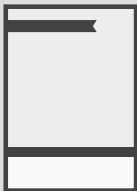
Preview Core Vocabulary

chat—n., a short, friendly talk (8)

Example: I had a nice chat with the bus driver about sports.

➤ **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

Reader



Page 8

Vocabulary Chart for “The Bees”

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

Purpose for Reading

- Tell students they will read a story about bees. Ask students to pay special attention to the story so they can tell you what happens with the bees.

READ “THE BEES” (15 MIN.)

Whole Group

- Read the story, “The Bees,” having students take turns reading aloud.
- If you finish early, read the stories “Red Ants” and “Scott and Lee” in the same fashion.

Wrap-Up

- Discuss the following questions as a class.



Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does Scott have a chat with the bees?” “Does Scott get mad?”

Intermediate

When asking each question, provide students with a specific sentence frame: “The bees stung Lee on . . .” “One bee says . . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G

Activity Page 5.2



Discussion Questions for “The Bees”

1. **Literal.** What do the bees do?
 - » The bees sting Lee.
2. **Literal.** Where do the bees sting Lee?
 - » The bees sting Lee on his cheek and feet.
3. **Literal.** What other animals does Scott suggest that the bees sting?
 - » Scott suggests the bees sting the pig, the hens, the cat, or the dog.
4. **Evaluative.** Is this story real? Could it really happen? How do you know?
 - » The story is not real. Bees can sting, but bees cannot speak.
5. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “The Bees.”
6. Are there any questions you have to help you clarify your understanding of the story?



Observation: Discussion Questions Observation Record

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

REVIEW “THE BEES” (20 MIN.)

Story Questions Activity Page

➤ Digital Component 5.3

- Distribute and display Activity Page 5.2.
- Have students read the first question.
- Ask students to provide the answer to the first question.
- Have students write the following decodable answer on the line provided, following your example: *The bees stung Lee on his cheek and feet.*
- Continue demonstrating (providing guided practice) until students are ready to work independently.

- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.



Activity Page 5.2: “The Bees” Story Questions

Collect Activity Page 5.2 from students. Note any errors students make in answering story questions.

End Lesson

Take-Home Material

TAKE-HOME STORY: “SCOTT AND LEE”

- Have students give Activity Page 5.3 to a family member.

Activity Page 5.3



Lesson 5: Foundational Skills Remediation

Additional Support

MORE HELP ORALLY SEGMENTING TWO-SYLLABLE WORDS

Push & Say

- Make one copy of **Activity Page TR 1.1** for each student.
- Provide students with a handful of **small objects** (blocks, pennies, beans, etc.).
- Follow the procedure in Lesson 1 using the words in the box.

1. pa•ges (2 + 3) /p /ae/ /j/ • /e/ /z/
2. fly•ing (3 + 2) /f/ /l/ /ie/ • /i/ /ng/
3. meet•ing (3 + 2) /m/ /ee/ /t/ • /i/ /ng/
4. plant•ed (5 + 2) /p/ /l/ /a/ /n/ /t/ • /e/ /d/
5. gard•en (3 + 2) /g/ /ar/ /d/ • /e/ /n/
6. flag•pole (4 + 3) /f/ /l/ /a/ /g/ • /p/ /oe/ /l/

MORE HELP WITH ORAL READING

Play Parts

- Make one copy of **Activity Page TR 5.1** for each student.
- Pair students and have one student read the parts of the narrator and Scott. Have other readers read the part of the bees.
- **Note:** Using a highlighter to mark the parts students will read is suggested.

MORE HELP WITH TRICKY WORDS

Color the Tricky Word

- Make one copy of **Activity Page TR 5.2** for each student.
- Have students review and write the Tricky Words *be* and *me*, and complete each sentence with the best word choice.

MORE HELP WITH LOWERCASE LETTERS AND SOUNDS

Letters on the Back

- Pair students and have them sit on the floor, one behind the other.
- Follow the procedure in Lesson 1 using the words in the box.

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 518 of those words would be completely decodable.

After today's lesson: If students attempted to read 1,000 words in a trade book, on average 525 of those words would be completely decodable.

Be is the 19th most common word in English.

Me is the 125th most common word in English.

REVIEW

Basic Code and Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read simple yes/no questions of single-syllable words with /ee/ > 'ee' and will answer the questions correctly. **TEKS K.2.B.ii**

Students will read and write the Tricky Words *he, she, we, be, me, here, there*. **TEKS K.2.B.iv**

Students will complete fill-in-the-blank sentences with the following Tricky Words: *me, he, we, she, be, which*. **TEKS K.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 6.1

Yes/No Questions

TEKS K.2.B.ii

Activity Page 6.3

Complete the Sentences (Group 2)

TEKS K.2.B.iv

TEKS K.2.B Demonstrate and apply phonetic knowledge by (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iv) Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Yes/No Questions (Phonics and Word Recognition, Fluency)	Independent	15 min.	<input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> Activity Page 6.1 (Digital Components)
Wiggle Cards (Phonics)	Whole Group	10 min.	<input type="checkbox"/> eight index cards
Tricky Word Practice (Word Recognition)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 6.2
Differentiated Instruction (Word Recognition)	Small Group	20 min.	<input type="checkbox"/> Activity Page 6.3 <input type="checkbox"/> Decodable Sentences (Digital Components)

ADVANCE PREPARATION

Foundational Skills

- Write the following phrases on cards, one phrase per card for Wiggle Cards: *pinch cheek, seem sad, stomp feet, be still, seem mad, grin at me, add three plus three, feel neck*

➤ Digital Component 6.1

- Create an enlarged version of Activity Page 6.1 (Digital Component 6.1) to display for Yes/No Questions, or use the digital version.

➤ Digital Component 6.2

- Create the chart with decodable sentences (Digital Component 6.2) on the board/chart paper for Small Group 2 students who finish early, or use the digital version.

Lesson 6: Practice

Foundational Skills



Primary Focus

Students will read simple yes/no questions of single-syllable words with /ee/ > 'ee' and will answer the questions correctly. **TEKS K.2.B.ii**



Students will read and write the Tricky Words *he, she, we, be, me, here, there*.



TEKS K.2.B.iv

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



me, he, we, she, be, which. **TEKS K.2.B.iv**

YES/NO QUESTIONS (15 MIN.)

➤ Digital Component 6.1

- Distribute and display Activity Page 6.1.
- Ask students to read the first question.
- Ask students if the answer to the question is *yes* or *no*.
- Have students write *no* on the line provided, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

Activity Page 6.1



Activity Page 6.1: Yes/No Questions

Collect Activity Page 6.1 from students. Note any errors students make answering Yes/No Questions.



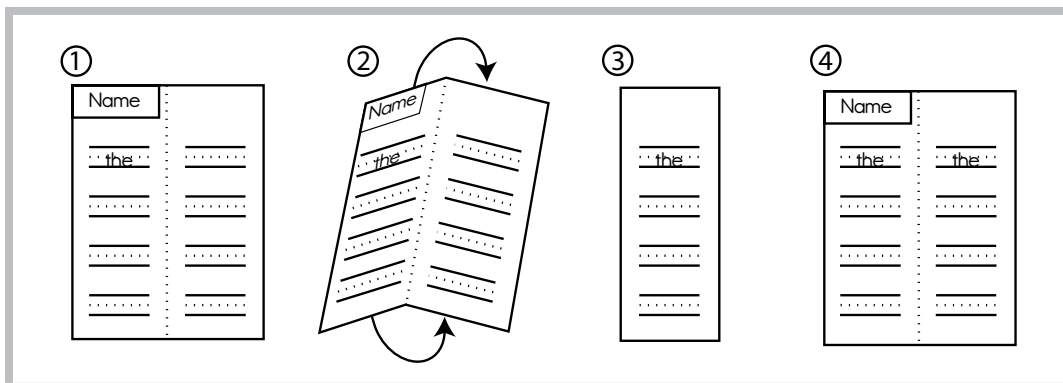
TEKS K.2.B Demonstrate and apply phonetic knowledge by (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iv) Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.

WIGGLE CARDS (10 MIN.)

- Tell students you are going to show them some cards describing actions; you would like them to read each card and perform the action listed.
- Using the cards you prepared in advance, show students a card, have them read it, and let them perform the action.
- If you have time, repeat some or all of the cards.

TRICKY WORD PRACTICE (15 MIN.)

- Distribute Activity Page 6.2.
- Tell students they will practice writing Tricky Words.
- Write *he* on the board/chart paper and have students read it.
- Have students copy *he* onto the first handwriting guide on the activity page (see Illustration 1). They should say the name of each letter as they copy the word.



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

Activity Page 6.2



- Have students correct the word if they misspelled it. Direct students to use a different color pen or pencil for corrections.
- Repeat these steps with the remaining Tricky Words.

- | | |
|--------|----------|
| 1. he | 5. me |
| 2. she | 6. here |
| 3. we | 7. there |
| 4. be | |

DIFFERENTIATED INSTRUCTION (20 MIN.)

Small Group 2

- Distribute Activity Page 6.3.
- Have students complete each sentence using the appropriate Tricky Word.
- Point to the decodable sentences on the board/chart paper. If students finish early, have them read, copy, and illustrate some of the sentences.

➤ Digital Component 6.2

- | | |
|----------------------------------|---------------------------------|
| 1. He has red socks on his feet. | 3. The grass is long and green. |
| 2. She sweeps the deck. | 4. The bed has black sheets. |

Small Group 1

- Distribute Activity Page 6.3.
- Tell students three Tricky Words are printed at the top of the activity page. Each of these Tricky Words completes one of the sentences printed below.
- Ask students to read the first Tricky Word.
- Complete the remaining two Tricky Words in the same fashion.
- Demonstrate reading the first sentence three times: once with the Tricky Word *me*, once with the Tricky Word *he*, and once with the Tricky Word *we*.
- Ask students which Tricky Word completes the sentence.

Activity Page 6.3



- Have students print the Tricky Word *he* on the line provided, following your example.
- Complete the remaining sentences in the same fashion.



Activity Page 6.3: Complete the Sentences (Group 2)

Collect Activity Page 6.3 from students. Note any errors students make in using Tricky Words.

End Lesson

Lesson 6: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

Match Maker

- Make one copy of **Activity Page TR 6.1** for each student.

Note: Copy the word cards on card stock so students cannot see the words through the cards.

- Have students cut the word cards apart and spread them face-down on a desk or table.
- Have students turn over one word card and then another attempting to find a word that rhymes with the word on the first card.
- As students turn over cards, have them read the words aloud.
- Have students play until a match has been found for every word card.
- If students are not ready for rhyming, make two copies of the activity pages for each student and have them find an exact match for each word they turn over.

MORE HELP WITH TRICKY WORDS

Green Light, Yellow Light

- Make one copy of **Activity Page TR 6.2** for each student on **yellow card stock**, and cut the word cards apart.

- Make one copy of **Activity Page TR 6.3** for each student on **green card stock**, and cut the word cards apart.
- Explain that the words printed on green paper are regular and can be read by blending. Green means go!
- Explain that the words printed on yellow paper are Tricky Words. Yellow means proceed with caution.
- Shuffle the cards and have students read them one at a time.
 - When students select a green card they may say “Green, go!” before reading the word.
 - When students select a yellow card they may say, “Yellow, careful!” before reading the word.

Note: Laminate the word cards for use in future lessons.

Complete the Sentences

- Make one copy of **Activity Page TR 6.4** for each student.
- Have students read the Tricky Words at the top of the page and the sentences below.
- Have students complete the sentences by writing the Tricky Word(s) that completes each sentence.

BASIC CODE

Introduce /ae/ > 'a_e'

PRIMARY FOCUS OF LESSON

Foundational Skills

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

Students will identify spoken words with the medial /ae/ sound and will write the digraph spelling 'a_e' to represent this sound. **TEKS K.2.A.x; TEKS K.2.C.ii**

Reading

Students will read "Cake and Grapes" with purpose and understanding and will answer oral literal, inferential, and evaluative questions about key details of the story. **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.6.C**

Students will read independently for increased periods of time. **TEKS K.4**

FORMATIVE ASSESSMENT

Observation

Letter Name and Letter Sound

Observation Record

TEKS K.2.B.i

Observation

"Cake and Grapes" Anecdotal Reading Record (Group 1)

TEKS K.2.B.ii

Observation

Discussion Questions Observation Record

TEKS K.6.C

TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	5 min.	<input type="checkbox"/> Large Letter Cards for 'ee' and nineteen other spellings
Introduce the Sound /ae/ (Phonological Awareness)	Whole Group	10 min.	
Introduce the Spelling /ae/ > 'a_e' (Phonics)	Whole Group	10 min.	
Meet the Spelling Activity Page (Phonics and Word Recognition)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> Activity Page 7.1 (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Scott Reader <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "Cake and Grapes"	Small Group/ Partner	15 min.	
Take-Home Material			
Take Home Story: "Red Ants"			<input type="checkbox"/> Activity Page 7.2

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance chart.

➤ Digital Component 7.1

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

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.

Lesson 7: Introduce /ae/ > 'a_e'

Foundational Skills



Primary Focus

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

Students will identify spoken words with the medial /ae/ sound and will write the digraph spelling 'a_e' to represent this sound.

TEKS K.2.A.x; TEKS K.2.C.ii

WARM-UP (5 MIN.)

Sound/Spelling Review

- Gather the Large Letter Cards for 'ee' and nineteen other spellings that have been taught. Choose cards students need to practice.
- Hold up the first Large Letter Card.
- Have students say the sound represented on the card. If the card shows a letter team, have students name the letters as well.
- Repeat this process with the remaining cards.

Large Letter Cards



Observation: Letter Name and Letter Sound Observation Record

Call on different students to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

INTRODUCE THE SOUND /AE/ (10 MIN.)

Hear Medial Sounds

- Tell students today's sound is /ae/.
- Have students say the /ae/ sound several times, stretching it out.

TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.A.x** Demonstrate phonological awareness by: segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

- Ask students to repeat a number of words having the /ae/ sound at the beginning: *ate, ache, ape, able, and age.*
- Ask students to repeat a number of words having the /ae/ sound in the middle: *cake, cave, made, nail, and lake.*
- Ask students if they can tell whether /ae/ is a vowel sound or a consonant sound. (*It is a vowel sound, made with an open mouth.*)
- Tell students you are going to say a number of words. Some of the words will have /ae/ as the middle sound and some will not.

1. lake	5. cake	9. right
2. tape	6. bait	10. chain
3. song	7. bet	11. net
4. chat	8. game	12. rake



Check for Understanding

Have students close their eyes and listen carefully. Tell students to raise their hands when they hear a word containing the /ae/ sound.

INTRODUCE THE SPELLING /AE/ → 'A_E' (10 MIN.)

TEKS K.2.C.ii

Teacher Modeling

- Tell students you are going to show them how to write the /ae/ sound.
- Tell students this spelling is a little different from the spellings they have studied up until now.
- Draw a large lowercase 'a_e' on the board/chart paper, being sure to indicate the space between the letters with a short line (as shown). Explain that both letters work together, as a team, to stand for the sound /ae/.
- Point out the space you left between the letter 'a' and the letter 'e'. Explain when you write an actual word, you fill in the space between the 'a' and the 'e' with a letter for the sound that comes after the /ae/ sound.



Start between the dotted and the bottom line.

1. circle to the left
2. short line down (leave a space)

Start between the dotted and the bottom line.

1. line across
2. most of a circle to the left

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



game

Point at the 'g' from underneath with your pointer finger. Then move your pointing finger under the 'a' and, at the same time, move your middle finger so you have a 'v' with your pointer finger pointing at the 'a' and your middle finger pointing at the 'e'. For 'm,' return to single-finger pointing.

- Add 'g' and 'm' to make *game*. (You may wish to use three different colors: the color that you used for the 'a_e' spelling, a second color for 'g', and a third color for 'm'.)
- Explain that at first, students might think this is /g/ /a/ /m/ /e/ (gamm-eh), but the letters 'a' and 'e' work together (as a letter team) to stand for one sound, the /ae/ sound, even though there is a letter between them. Thus, the word is *game*.
- Illustrate this relationship by drawing a V-shaped mark connecting the 'a' and the 'e' (see illustration).
- Point out even though the word *game* contains four letters ('g', 'a', 'm', and 'e'), it is made up of only three sounds (/g/, /ae/, and /m/).
- Have students trace the word in the air with a pointed finger while saying the sounds.
- Write *grape* on the board/chart paper. Explain this is another example of the 'a'-space-'e' spelling for the /ae/ sound.
- Draw a V-shaped mark under *grape* as you did with *game*.
- Tell students you would like them to help you spell another word with the 'a_e' spelling.
- Have students identify the first sound in *made*. Write an 'm' on the board/chart paper.
- Have students identify the second sound in *made*. Write an 'a' on the board/chart paper next to the 'm'. Explain the letter 'a' is the first part of the spelling for /ae/. Tell students you will write the second part after you write the spelling for the sound that comes after the /ae/ sound.
- Have students identify the last sound in *made*. Write a 'd' on the board/chart paper next to the 'a'. Explain that if you left the word like this, it would be pronounced *mad*. To spell *made*, you need to finish writing the /ae/ sound.
- Ask students what letter must be written beside the 'd' in order to finish writing the /ae/ sound. Once the letter 'e' has been identified, write an 'e' on the board/chart paper.
- Remind students 'a' and 'e' work together to stand for the /ae/ sound.
- Tell students whenever the spelling 'a_e' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them the two letters stand for one sound.

MEET THE SPELLING ACTIVITY PAGE (15 MIN.)

TEKS K.2.C.ii

Digital Component 7.1

- Distribute and display Activity Page 7.1.
- Show students how to read the word *make*; then have students trace and write the word using the black dots to start each letter. Repeat with the word *same*.
- Turn to the back of the activity page. Ask students to read each word, identify the matching picture and circle it, and then write the word on the corresponding line. Model each step so students can follow along.
- If you wish, you may suggest students circle the separated digraph using a horseshoe shape, as described in the Introduction.

Activity Page 7.1



Lesson 7: “Cake and Grapes” Reading



Primary Focus

Students will read “Cake and Grapes” with purpose and understanding and will answer oral, literal, inferential, and evaluative questions about key details of

the story. **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.6.C**

Students will read independently for increased periods of time. **TEKS K.4**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the ‘a_e’ spelling in each word. Read the words aloud as a class.

Digital Component 7.2

/ae/ > ‘a_e’	
cake	grapes
share	gave
Jade	ate

Reader



Page 12

TEKS K.2.B.ii Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time.

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

Purpose for Reading

- Tell students they will read a story about Scott and his friend Jade. Ask students to pay special attention to the story so they can tell you what Scott shares with Jade.



READ “CAKE AND GRAPES” (15 MIN.)

TEKS K.4

Small Group

Group 2: Have students take out their Readers, sit with their partners, and take turns reading “Cake and Grapes.” Students who finish early should reread the stories “The Bees” and “Red Ants” or choose a sentence from the Reader to copy and illustrate. You may also wish to assign any of the optional vocabulary activity pages. Students should not read ahead.

Group 1: Have students follow along in their Readers as one student at a time reads from “Cake and Grapes.” Read the story a second time, having students take turns reading sentences. If you have time, read “The Bees” and “Red Ants” in the same fashion. Alternatively, you may use a different remediation exercise addressing students’ specific needs.



Observation: “Cake and Grapes” Anecdotal Reading Record (Group 1)

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

Wrap-Up

- Discuss the following questions as a class. Encourage students to use the text.



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



Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does Scott give Jade grapes?” “Does Jade eat all of Scott’s cake?”

Intermediate

When asking each question, provide students with a specific sentence frame: “Jade shares . . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G

Discussion Questions for “Cake and Grapes”

1. **Literal.** What does Scott share with Jade?
 - » Scott shares cake with Jade.
2. **Literal.** What does Jade share with Scott?
 - » Jade shares grapes with Scott.
3. **Literal.** How do you know Jade and Scott enjoyed their food? Give an example from the story or illustrations that helps you know.
 - » Jade and Scott ate all of their food. Jade and Scott are smiling.
4. **Inferential.** Look at Jade’s and Scott’s clothes and shoes. What type of weather do you think they have? Give an example from the story or illustrations that helps you know.
 - » Accept reasonable answers.
5. **Evaluative.** How are grapes and cake alike? How are they different?
 - » Accept reasonable answers.
6. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “Cake and Grapes.”
7. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

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

End Lesson

Take-Home Material

TAKE-HOME STORY: “RED ANTS”

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

Activity Page 7.2



Lesson 7: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Silly Voices

- Make a copy of the Silly Voices Picture Cards, **Activity Page TR 2.1**, and cut the cards apart.
- Provide students with the *Scott Reader*, and help them find the story, “Cake and Grapes.”
- Follow the procedure in Lesson 2.

MORE HELP WITH SPELLING

Complete the Spelling

- Make one copy of **Activity Page TR 7.1** for each student.
- Tell students you will read a list of words with the ‘a _e’ spelling pattern.
- Ask students to listen carefully to each word and write the letters that complete the spelling of each word on the sheet.
- Use the words in the box.

- | | |
|---------|----------|
| 1. cake | 4. shake |
| 2. tape | 5. grape |
| 3. rake | 6. game |

MORE HELP WITH LOWERCASE LETTERS AND SOUNDS

Letters in the Snow

- Put a dollop of shaving cream on student desks and have students smooth it out to create a writing surface.
- Have students say each letter of the alphabet and provide the corresponding sound, then write the letter in the shaving cream with a finger.

PROGRESS MONITORING (OPTIONAL)

- Copy the Word Cards for Progress Monitoring 1 (**Activity Page TR 7.2**) and cut out the words. You may want to use one set of words to assess each student, or make each student a set to use for flash card practice.
- Make one copy of **Activity Page TR 7.3** (Record Sheet for Progress Monitoring 1) for each student.
- Model with the sample item.
- Show the cards to the student one at a time. Use the Record Sheet to record each word as the student reads.
- Place a check next to each word read correctly.
- For misread words, write exactly what students say as the word is sounded out. If students misread a word, prompt them to try to read the word again, letting them know their first attempt was incorrect.
- Students may benefit from the supports utilized during instruction such as blending motions and representing sounds with objects (e.g., Push & Say). Demonstrate and encourage their use during modeling with the sample item if needed. The goal is for students to eventually be capable of completing the tasks without physical supports or, at least, utilizing the supports independently (without your prompt).
- Scoring is based on one point assigned for every sound-spelling in a word which is read correctly. Interpret scores as follows:
 - 9 or 10 points—excellent
 - 7 or 8 points—good
 - 5 or 6 points—fair
 - Less than 5 points—poor
- **Goal:** Achieve scores of good or excellent (7 points or higher).
- Scores of 6 or less indicate additional reteaching and reinforcement is required from Additional Support and the Unit 10 Pausing Point.

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 525 of those words would be completely decodable.

After today's lesson: If students attempted to read 1,000 words in a trade book, on average 539 of those words would be completely decodable.

Students have now been taught at least one way to write 32 of the 44 sounds in English.

The sound /ae/ is the 25th most common sound in English.

The sound /ae/ is found in approximately 12 percent of English words.

The sound /ae/ is spelled 'a_e' approximately 25 percent of the time.

The spelling alternatives 'a' as in *acre*, 'ai' as in *rain*, 'ay' as in *say*, 'ey' as in *hey*, 'ea' as in *great*, 'eigh' as in *eight*, and 'ei' as in *vein* are taught in later grades.

TRICKY WORDS

Introduce They and Their

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell single-syllable, similarly spelled words with the /a/ and /ae/ sounds and spellings. **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii**

Students will read the Tricky Words *they, their*; students will recognize pronoun cases. **TEKS K.2.B.iv; TEKS K.10.D.vi**

Reading

Students will read “Cake and Grapes” with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration with a caption, depicting part of the story. **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.B**

FORMATIVE ASSESSMENT

Observation

“Cake and Grapes” Anecdotal Reading Record (Group 2)

TEKS K.2.B.ii

Activity Page 8.1

“Cake and Grapes” Story Questions

TEKS K.5.G

- TEKS K.2.B** Demonstrate and apply phonetic knowledge by (i) identifying and matching the common sounds that letters represent; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.10.D.vi** Edit drafts with adult assistance using standard English conventions, including: pronouns, including subjective, objective, and possessive cases; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Pop-Out Chaining (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Large Letter Cards for 'm', 'n', 't', 'd', 'c', 'f', 's', 'p', 'l', 'r', 'a', 'e'
Introduce Tricky Words: <i>They, Their</i> (Word Recognition)	Whole Group	10 min.	<input type="checkbox"/> two yellow index cards <input type="checkbox"/> Tricky Word Wall (Digital Components)
Reading			
Reread "Cake and Grapes"	Small Group/ Partner	20 min.	<input type="checkbox"/> Scott Reader
Review "Cake and Grapes"	Whole Group	15 min.	<input type="checkbox"/> Activity Page 8.1 <input type="checkbox"/> Activity Page 8.1 (Digital Components)
Take-Home Material			
Word Box			<input type="checkbox"/> Activity Page 8.2

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance chart.

➤ Digital Component 8.1

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

Reading

➤ Digital Component 8.2

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

Start Lesson

Lesson 8: Tricky Words: *They* and *Their* Foundational Skills



Primary Focus

Students will read and spell single-syllable, similarly spelled words with the /a/ and /ae/ sounds and spellings. **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii**

Students will read the Tricky Words *they*, *their*; students will recognize pronoun cases. **TEKS K.2.B.iv; TEKS K.10.D.vi**

POP-OUT CHAINING (15 MIN.)

- Remind students they learned a new sound and spelling in the previous lesson.
- Ask students to provide the sound they learned in the previous lesson. Once the /ae/ sound has been identified, have students repeat it.
- Have a student come to the board/chart paper and write the spelling for the /ae/ sound. Have students write the spelling in the air using their pointer fingers.

Large Letter Cards



➤ **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (i) identifying and matching the common sounds that letters represent; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.10.D.vi** Edit drafts with adult assistance using standard English conventions, including: pronouns, including subjective, objective, and possessive cases.

- Distribute the following Large Letter Cards, reviewing each card's sound: 'm', 'n', 't', 'd', 'c', 'f', 's', 'p', 'l', 'r', 'a', and 'e'.
- Tell the student with the 'e' card that they are holding the magic letter 'e'.
- Tell students that if they are holding a card with a picture of a sound in *fat*, they should go to the front of the room and stand in the order spelling *fat*.
- Tell students you are a magician. When you say, "Alakazam!" the student with the 'e' card should add it to the end of *fat* to change the word's vowel sound and make a new word.
- Say "Alakazam!" and have the student with the 'e' card add it to the end of *fat*, changing *fat* to *fate*.
- Have students read the new word.
- Repeat this process with the remaining word pairs, giving several students a chance to present the magic 'e' card.

- | | |
|-------------|-----------------|
| 1. fat—fate | 6. at—ate |
| 2. tap—tape | 7. pan—pane |
| 3. cap—cape | 8. plan—plane |
| 4. mad—made | 9. scrap—scrape |
| 5. man—mane | 10. rat—rate |

INTRODUCE TRICKY WORDS: THEY, THEIR (10 MIN.)

Tricky Word Review

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

➤ Digital Component 8.1

1. <u>s</u> ays	10. <u>th</u> ree	19. fr <u>o</u> m	28. b <u>e</u>
2. h <u>e</u>	11. <u>a</u>	20. <u>w</u> here	29. <u>w</u> hy
3. <u>l</u> ook	12. w <u>a</u> s	21. <u>l</u>	30. <u>w</u> hich
4. m <u>e</u>	13. <u>t</u> wo	22. <u>o</u> nce	31. <u>w</u> hat
5. <u>a</u> ll	14. t <u>o</u>	23. w <u>o</u> rd	32. h <u>e</u> re
6. d <u>o</u> wn	15. sh <u>e</u>	24. bl <u>u</u> e	33. litt <u>l</u> e
7. th <u>e</u> re	16. s <u>o</u>	25. <u>w</u> hen	34. s <u>a</u> id
8. n <u>o</u>	17. w <u>e</u> re	26. <u>o</u> t	35. w <u>e</u>
9. <u>a</u> re	18. th <u>e</u>	27. yell <u>o</u> w	36. <u>o</u> ne

Tricky Word: *They*

- Write the Tricky Word *they* on the board/chart paper and ask students how they would pronounce it by blending. (They may say /th/ /e/ /y/.)
- Tell students we actually pronounce this word /th/ /ae/ as in, “When will they get here?”
- Circle the letters ‘th’ and explain it is pronounced just as one would expect, as /th/.
- Underline the letters ‘ey’ and explain that these letters make up the tricky part of the word. Students would probably expect these letters to be pronounced separately as /e/ and /y/, but these letters stand for the /ae/ sound.
- Tell students that when reading *they*, they have to remember to pronounce the letters ‘ey’ as /ae/.
- Tell students that when writing *they*, they have to remember to spell the /ae/ sound with the letters ‘ey’.
- Point to the word *they* as you say the following sentence, “I think they will be hungry after school.” Ask students to **Turn and Talk**, using the word *they* in an oral sentence.
- Write the Tricky Word *they* on a yellow card and add it to the Tricky Word Wall

Tricky Word: *Their*

- Write the Tricky Word *their* on the board/chart paper and ask students how they would pronounce it by blending. (They may say /th/ /e/ /i/ /r/.)
- Tell students we actually pronounce this word /th/ /ae/ /r/ as in, “Their car is smaller than ours.”
- Circle the letters ‘th’ and explain that they are pronounced just as one would expect, as /th/.
- Circle the letter ‘r’ and explain it is pronounced just as one would expect, as /r/.
- Underline the letters ‘ei’ and explain that these letters make up the tricky part of the word. Students would probably expect these letters to be pronounced separately as /e/ and /i/, but these letters stand for the /ae/ sound.
- Tell students that when reading *their*, they have to remember to pronounce the letters ‘ei’ as /ae/.
- Tell students that when writing *their*, they have to remember to spell the /ae/ sound with the letters ‘ei’.
- Point to the word *their* as you say the following sentence, “Kids get their presents on their birthdays.” Ask students to **Turn and Talk**, using the word *their* in an oral sentence.
- Write the Tricky Word *their* on a yellow card and add it to the Tricky Word Wall.

Possessive Pronouns

- Explain to students that the Tricky Word *they* is a subjective pronoun and *their* is a possessive pronoun. Tell students that a possessive pronoun shows ownership. For example: *Their mother is here*. Provide a list of possessive pronouns (*my, mine, your, yours, our, ours, her, hers, his, their, theirs, its*).
- Write the following sentences on the board and read them aloud: *Clara and Ken couldn’t wait to go visit their grandmother. They spent all day packing their suitcases.*
- Have a volunteer underline the possessive pronouns. Have another volunteer circle the subjective pronoun.
- When students talk and write about the story “Cake and Grapes” later in this lesson, encourage them to correctly use possessive pronouns in their writing and speaking.



Check for Understanding

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

Lesson 8: "Cake and Grapes"

Reading



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

TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.B

REREAD "CAKE AND GRAPES" (20 MIN.)

Small Group

Group 1: Have students take out their Readers, sit with their partners, and take turns rereading "Cake and Grapes." Students who finish early should reread the stories "The Bees" and "Red Ants." They should not read ahead.

Group 2: Have students follow along in their Readers as one student at a time reads "Cake and Grapes." Read the story a second and third time, having students read. If you have time, read "The Bees" and "Red Ants" in the same fashion. Alternatively, you may use a different exercise addressing the specific needs of students.

Reader



Page 12



Observation: "Cake and Grapes" Anecdotal Reading Record (Group 2)

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

TEKS K.2.B.ii Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

REVIEW “CAKE AND GRAPES” (15 MIN.)

Story Questions Activity Page

➤ Digital Component 8.2

Activity Page 8.1



- Reconvene the whole class and distribute and display Activity Page 8.1.
- Ask students to read the first question.
- Ask students to provide the answer to the first question.
- Have students write the following decodable answer on the line provided, following your example: *Scott shared a cake with Jade.*
- Continue demonstrating until students are ready to work independently.
- Once students have completed the questions, have them illustrate an important detail in the story in the box provided and write a caption on the line provided.



Activity Page 8.1: “Cake and Grapes” Story Questions

Collect Activity Page 8.1 from students. Note any errors students make in answering story questions.

End Lesson

Take-Home Material

WORD BOX

Activity Page 8.2



- Have students give Activity Page 8.2 to a family member.

Lesson 8: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Color the Tricky Word

- Make one copy of **Activity Page TR 8.1** for each student.
- Provide students with **green** and **red crayons**.
- Have students color the words matching learned sound spellings green, and the letters pronounced differently than expected, red. Then use the Tricky Words to fill in the blanks in the sentences.

MORE HELP WITH READING AND SPELLING

Word Tiles

- Gather sets of **board game word tiles**, or write **letters on small tiles**.
- Provide each student with the following letters: **'a', 'c', 'd', 'e', 'g', 'l', 'm', 'n', 'p', 'r', 's', 'u', 'v'**.
- Call out the words in the box, one at a time, and have students spell the words using the tiles.

- | | | |
|----------|----------|-----------|
| 1. nap | 5. plan | 9. lap |
| 2. nape | 6. plane | 10. male |
| 3. pace | 7. save | 11. gap |
| 4. space | 8. male | 12. glade |

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 539 of those words would be completely decodable.

After today's lesson: If students attempted to read 1,000 words in a trade book, on average 549 of those words would be completely decodable.

They is the 17th most common word in English.

Their is the 37th most common word in English.

9

BASIC CODE

Review /ae/ > 'a_e'

PRIMARY FOCUS OF LESSON

Foundational Skills

- ✦ Students will read previously taught Tricky Words. **TEKS K.2.B.iv**
- Students will read single-syllable words with the 'a' and 'a_e' spellings and will
- ✦ choose the word that correctly matches a picture. **TEKS K.2.B.ii**

Reading

Students will read "Fun in the Sand" with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

- ✦ **TEKS K.5.B; TEKS K.5.G; TEKS K.6.B**

FORMATIVE ASSESSMENT

Activity Page 9.1

Match the Picture

- ✦ **TEKS K.2.B.ii**

Observation

Discussion Questions Observation Record

- ✦ **TEKS K.5.G**

Activity Page 9.2

"Fun in the Sand" Story Questions

- ✦ **TEKS K.5.G**

- ✦ **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (iv) identifying and reading at least 25 high-frequency words from a research-based list; (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Tricky Word Review (Word Recognition)	Whole Group	10 min.	<input type="checkbox"/> Tricky Word Wall (Digital Components)
Match the Picture (Phonics)	Independent	15 min.	<input type="checkbox"/> Activity Page 9.1 <input type="checkbox"/> Activity Page 9.1 (Digital Components)
Reading			
Introduce the Story	Whole Group	20 min.	<input type="checkbox"/> <i>Scott Reader</i> <input type="checkbox"/> Activity Page 9.3 (optional) <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "Fun in the Sand"			
Review "Fun in the Sand"	Whole Group	15 min.	<input type="checkbox"/> Activity Page 9.2 <input type="checkbox"/> Activity Page 9.2 (Digital Components)
Take-Home Material			
Take-Home Story: "The Bees"			<input type="checkbox"/> Activity Page 9.4

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 9.1

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

➤ Digital Component 9.2

- Create an enlarged version of Activity Page 9.1 (Digital Component 9.2) to display for Match the Picture, or use the digital version.

Reading

➤ Digital Component 9.3

- Create the Preview Spellings chart (Digital Component 9.3) for Introduce the Story on the board/chart paper, or use the digital version.

➤ Digital Component 9.4

- Create an enlarged version of Activity Page 9.2 (Digital Component 9.4) to display for Story Questions Activity Page, or use the digital version.

Lesson 9: /ae/ > 'a_e'

Foundational Skills



Primary Focus

- ✦ Students will read previously taught Tricky Words. **TEKS K.2.B.iv**
- Students will read single-syllable words with the 'a' and 'a_e' spellings; and will
- ✦ choose the word that correctly matches a picture. **TEKS K.2.B.ii**

WARM-UP (10 MIN.)

Tricky Word Review

- Remind students that most words in English “play by the rules” and are pronounced exactly the way you would expect, but some do not. Words that do not “play by the rules” are called Tricky Words.
- Remind students, even in a Tricky Word, some parts are pronounced just as you would expect. Usually, only one or two letters are tricky.
- Review previously taught Tricky Words using the Word Wall or the digital version, following established procedures. Review at least fifteen of the Tricky Words taught in Units 8 and 9: *all, from, funny, was, here, no, once, said, so, there, to, were, what, when, where, which, why, word, he, she, we, be, me, they, their*.
- Be sure to point out that the tricky parts of each word are underlined.

 Digital Component 9.1

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

- ✦ **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (iv) identifying and reading at least 25 high-frequency words from a research-based list; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

MATCH THE PICTURE (15 MIN.)

- Remind students they recently learned the sound /ae/ as in *cake*.
- Have students say the /ae/ sound several times.
- Ask students to repeat a number of words having the /ae/ sound: *pain, say, ape, lace, shake, hay, ache*.
- Write the spelling 'a_e' on the board/chart paper, and have students write the spelling in the air using their pointer fingers.

➤ Digital Component 9.2

- Distribute and display Activity Page 9.1.
- Point out the two words below each picture.
- Read the two words below the first picture together as a class.
- Have students identify the word matching the picture.
- Ask students to circle the word in the box matching the picture.
- Continue demonstrating until students are ready to work independently.

Activity Page 9.1



Activity Page 9.1: Match the Picture

Collect Activity Page 9.1 from students. Note any errors students made matching words to pictures.

Lesson 9: "Fun in the Sand"

Reading



Primary Focus: Students will read "Fun in the Sand" with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story and will draw an illustration with a caption, depicting part of the story. **TEKS K.5.B; TEKS K.5.G; TEKS K.6.B**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart, underlining each instance of the 'a_e' spelling. Read the words aloud as a class.

➤ Digital Component 9.3

/ae/ > 'a_e'	
Jade	make
Dave	wave
shape	save

Preview Core Vocabulary

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

wave—n., water that moves in an ocean or lake (14)

Example: Surfers want to ride the biggest wave they can find.

slump—v., to sink or fall suddenly (14)

Example: Timmy began to slump in his chair when he fell asleep.

sag—v., to sink, droop, or settle (14)

Example: The bottom of the hammock will sag if you sit in it for a long time.

Reader



Page 14

➤ **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

Vocabulary Chart for “Fun in the Sand”

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

Note: You may also wish to point out that the word *wave* has multiple meanings, such as to wave good-bye. In today’s story, which takes place at a beach, it has the meaning previously noted.

- Review the use of the apostrophe for the contraction *can’t*.

Purpose for Reading

- Tell students they are going to read a story about Scott and his friends. Ask students to pay special attention to the story so they can tell you what Scott and his friends do to have fun.

READ “FUN IN THE SAND” (15 MIN.)

Whole Group

- Read the story “Fun in the Sand,” having students take turns reading.
- If you finish early, read the stories “Cake and Grapes” and “The Bees” in the same fashion.

Wrap-Up

Discussion Questions for “Fun in the Sand”

1. **Inferential.** Where are Scott, Jade, and Dave?
 - » Scott, Jade, and Dave are at the beach, ocean, shore.
2. **Literal.** What do the kids make out of sand?
 - » They make a sand man.
3. **Literal.** What happens to their sand man?
 - » A big wave hits the sand man.
4. **Literal.** How does the sand man look after it’s hit by the wave?
 - » The sand man gets wet. He slumps. He sags. He drips. The sand man is a mess.
5. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “Fun in the Sand.”
6. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

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

REVIEW “FUN IN THE SAND” (15 MIN.)

Story Questions Activity Page

➤ Digital Component 9.4

- Distribute and display Activity Page 9.2.
- Ask students to read the first question.
- Ask students to provide the answer to the first question.
- Have students write the following decodable answer on the line provided, following your example: *The kids make a sand man.*
- When you get to the second question, model shading the circle next to the correct answer.



ENGLISH
LANGUAGE
LEARNERS

Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does a big wave hit? Can the kids save their sand man?”

Intermediate

When asking each question, provide students with a specific sentence frame: “The kids shape the sand . . .” “The sand man gets wet . . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G

Activity Page 9.2



- Prompt students to answer the third question on their own.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.



Activity Page 9.2: “Fun in the Sand” Story Questions

Collect Activity Page 9.2 from students. Note any errors students make in answering story questions.

End Lesson

Take-Home Material

TAKE-HOME STORY: “THE BEES”

- Have students give Activity Page 9.4 to a family member.

Activity Page 9.4



Lesson 9: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Silly Voices

- Make a copy of the Silly Voices Picture Cards, **Activity Page TR 2.1**, and cut the cards apart.
- Make one copy of **Activity Page TR 9.1**, “Fun in the Sand” for each student.
- Follow the procedure in Lesson 2.

MORE HELP WITH TRICKY WORDS

Green Light, Yellow Light

- Gather the set of word cards you used in Lesson 6, and make two additional Tricky Word cards (*they* and *their*) on **yellow** paper for each student.
- Follow the directions in Lesson 6 for Green Light, Yellow Light

MORE HELP WITH READING

Race to the Top

- Make one copy of **Activity Page TR 9.2** (Race to the Top Game Board) and **TR 9.3** (word/picture cards) for each pair of students.
- Cut out the word/picture cards, fold along the middle line, and tape together to make two-sided cards.
- Place the word/picture cards into a **container** from which students will draw.
- Provide students with a ladder and a **game piece**.
- As cards are drawn, the word side of the card is shown to the opposing player to be read. The picture side allows for confirmation/correction.

10

REVIEW

Basic Code and Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will name lowercase letters of the alphabet and provide the corresponding sounds. **TEKS K.2.B.i; TEKS K.2.D.v**
- Students will identify which written single-syllable word with previously taught sound spellings or previously taught Tricky Word matches a spoken word. **TEKS K.2.B.i; TEKS K.2.B.iv; TEKS K.2.D.v**

Reading

- Students will read “Skates” with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story. **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.6.B**

FORMATIVE ASSESSMENT

Observation

Letter Name and Letter Sound

Observation Record

- TEKS K.2.B.i**

Observation

“Skates” Anecdotal Reading Record

- TEKS K.2.B.ii**

Observation

Discussion Questions Observation Record

- TEKS K.5.G**

Activity Page 10.2

“Skates” Story Questions

- TEKS K.5.G**

- TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	10 min.	<input type="checkbox"/> Large Letter Cards for 'ee', 'a', 'e', and sixteen other spellings <input type="checkbox"/> Sound Poster for /ae/ <input type="checkbox"/> Sound Card 48 (<i>plane</i>)
Word Recognition	Whole Group	15 min.	<input type="checkbox"/> Activity Page 10.1 <input type="checkbox"/> Activity Page 10.1 (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Scott</i> Reader <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "Skates"	Partner	15 min.	
Review "Skates"	Whole Group	15 min.	<input type="checkbox"/> Activity Page 10.2 <input type="checkbox"/> Activity Page 10.2 (Digital Components)
Take-Home Material			
Take-Home Story: "Cake and Grapes"			<input type="checkbox"/> Activity Page 10.3

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance chart and sixteen other spellings taught. Choose cards students need to practice.
- Gather the Sound Poster for /ae/ and Sound Card 48 (*plane*). Display the Sound Poster for Sound/Spelling Review.

➤ Digital Component 10.1

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

Reading

➤ Digital Component 10.2

- Create the Preview Spellings chart (Digital Component 10.2) for Introduce the Story on the board/chart paper, or use the digital version.
- Give some thought prior to the lesson as to how you will pair all students for partner reading in this lesson.

➤ Digital Component 10.3

- Create an enlarged version of Activity Page 10.2 (Digital Component 10.3) to display for Story Questions Activity Page, or use the digital version.

Lesson 10: Dictation

Foundational Skills



Primary Focus

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

Students will identify which written single-syllable word with previously taught sound spellings or previously taught Tricky Word matches a spoken word.

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

WARM-UP (10 MIN.)

Sound/Spelling Review

- Review letter sounds and names using established procedures.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards.
- Show students Sound Card 48 (*plane*) and add it to the /ae/ Sound Poster.



Observation: Letter Name and Letter Sound Observation Record

Call on different students to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

WORD RECOGNITION (15 MIN.)

Digital Component 10.1

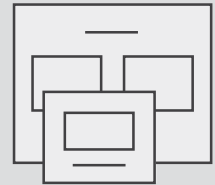
- Distribute and display Activity Page 10.1.
- Point to the first row of words, and tell students that you are going to say one of the two words.
- Say the word *cake*.
- Ask students which of the two words spells *cake*.

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

Large Letter Cards



Sound Poster and Card



Activity Page 10.1



- Once students have answered correctly, have them circle *cake*, following your example.
- You may wish to have students circle the separated digraph ‘a_e’ using the horseshoe-like shape mentioned in the introduction.
- Have students copy the word *cake* on the line.
- Continue naming the words below for students to circle.
- Have students copy the circled words on the lines.

- | | | |
|----------|---------|-----------|
| 1. cake | 5. mane | 9. stale |
| 2. we | 6. lake | 10. he |
| 3. dot | 7. rate | 11. trade |
| 4. their | 8. be | 12. pale |

Lesson 10: “Skates” Reading



Primary Focus: Students will read “Skates” with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.6.B

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the targeted spelling in each word. Read the words aloud as a class.

Reader



Page 16

TEKS K.2.B.ii Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

➤ Digital Component 10.2

/ee/ > 'ee'	/ae/ > 'a_e'
week	Jade
tree	skates
see	scared
	safe
	scrape
	snake

Purpose for Reading

- Tell students they are going to read a story about Scott and Jade. Ask students to pay special attention to the story so they can you whether Scott and Jade like to skate.

READ "SKATES" (15 MIN.)

Partner Reading

- Ask students to sit with their partners and take turns reading "Skates."
- Encourage students who finish early to reread the stories "Fun in the Sand" and "Cake and Grapes." They should not read ahead.



Observation: "Skates" Anecdotal Reading Record

Circulate around the room, listening to pairs of students read. As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.



Reading

Exchanging Information and
Ideas

Beginning

Ask yes/no questions using simple phrases: “Is Scott scared to get up on skates?” “Does Scott slip once?”

Intermediate

When asking each question, provide students with a specific sentence frame: “Jade got skates when she was . . .” “Scott got skates. . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G

Activity Page 10.2



Wrap-Up

Discussion Questions for “Skates”

1. **Inferential.** Who got skates first, Scott or Jade?
 - » Jade got her skates first.
2. **Literal.** What does Scott worry about?
 - » Scott worries about tripping, getting a scrape, hitting a tree, and seeing a snake.
3. **Literal.** How many times does Scott slip?
 - » Scott slips once.
4. **Inferential.** Did Jade and Scott like to skate?
 - » Yes. Scott liked to skate once he learned how.
5. **Evaluative.** In what ways was Jade helpful to Scott?
 - » Accept reasonable answers based on the text and illustrations.
6. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “Skates.”
7. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

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

REVIEW “SKATES” (15 MIN.)

Story Questions Activity Page

➤ Digital Component 10.3

- Distribute and display Activity Page 10.2.
- Ask students to read the first question.
- Ask students to provide the answer to the first question.

- Have students write the following decodable answer on the line provided, following your example: *Jade got skates when she was six.*
- Continue demonstrating until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.



Activity Page 10.2: “Skates” Story Questions

Collect Activity Page 10.2 from students. Note any errors students make in answering story questions.

End Lesson

Take-Home Material

TAKE-HOME STORY: “CAKE AND GRAPES”

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

Activity Page 10.3



Lesson 10: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Play Parts

- Provide each student with a copy of **Activity Page TR 10.1**.
- Pair students and have one student read the part of Scott, and the other read the parts of Jade and the narrator.

Note: Using a highlighter to mark the parts students will read is suggested.

MORE HELP WITH READING

Stand or Clap

- Tell students you will write words some with /a/ and some with /ae/ on the board/chart paper one at a time.

- Tell students you would like for them to read the word silently to themselves after you have written it.
- Ask students to stand if a word contains /a/ and to clap their hands once if a word contains /ae/.
- Tell students that you will write a practice word and write the word *cat* on the board/chart paper. Tell students they should stand.
- Continue with each of the words in the box.

1. mat	4. swag	7. trap	10. drag
2. plate	5. mate	8. smack	11. rate
3. skate	6. crate	9. late	12. flake

PROGRESS MONITORING (OPTIONAL)

- Copy the Word Cards for Progress Monitoring 2 (**Activity Page TR 10.2**) and cut out the words. You may want to use one set of words to assess each student, or make each student a set to use for flash card practice.
- Make one copy of **Activity Page TR 10.3** (Record Sheet for Progress Monitoring 2) for each student.
- Follow the procedure in Lesson 7.
- Scoring is based on one point assigned for every sound-spelling in a word which is read correctly. Interpret scores as follows:
 - 9 or 10 points—excellent
 - 7 or 8 points—good
 - 5 or 6 points—fair
 - Less than 5 points—poor
- Goal: Achieve scores of good or excellent (7 points or higher).
- Scores of 6 or less indicate additional reteaching and reinforcement is required from Additional Support and the Unit 10 Pausing Point.

BASIC CODE

Introduce /ie/ › ‘i_e’

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally segment two-syllable words with up to eight phonemes, and substitute syllables in multisyllabic words. **TEKS K.2.A.iv; TEKS K.2.A.vi; TEKS K.2.A.ix**

Students will identify spoken words with the medial /ie/ sound and will write the digraph spelling ‘i_e’ to represent this sound. **TEKS K.2.A.x; TEKS K.2.C.ii**

Reading

Students will read “A Fine Hike” with purpose and understanding and will answer oral literal, inferential, and evaluative questions about key details of the story.

TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G

FORMATIVE ASSESSMENT

Observation

Oral Segmenting Observation Record

TEKS K.2.A.iv; TEKS K.2.A.vi

Observation

“A Fine Hike” Anecdotal Reading Record
(Group 1)

TEKS K.2.B.ii

Observation

Discussion Questions Observation Record

TEKS K.5.G

TEKS K.2.A Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; (ix) manipulating syllables within a multisyllabic word; (x) segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.C.ii** demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Oral Segmenting (Phonological Awareness)	Whole Group	5 min.	
Introduce the Sound /ie/ (Phonological Awareness)	Whole Group	10 min.	
Introduce the Spelling /ie/ > 'i_e' (Phonics)	Whole Group	10 min.	
Meet the Spelling Activity Page (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 11.1 <input type="checkbox"/> Activity Page 11.1 (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Scott Reader <input type="checkbox"/> Activity Page 11.2 (optional)
Read "A Fine Hike"	Small Group/ Partner	15 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Take-Home Material			
Take-Home Story: "Fun in the Sand"			<input type="checkbox"/> Activity Page 11.3

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 11.1

- Create an enlarged version of Activity Page 11.1 (Digital Component 11.1) to display for Meet the Spelling Activity Page, or use the digital version.

Reading

➤ Digital Component 11.2

- Create the Preview Spellings chart (Digital Component 11.2) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Bring in a cupcake or a picture of a cupcake and pictures of a seagull, grapefruit, a sunburn, and a wedding to use in Oral Segmenting.

Note: Be sure to follow your school's policy regarding food distribution and allergies.

Lesson 11: /ie/ > 'i_e'

Foundational Skills



Primary Focus

- Students will orally segment two-syllable words with up to eight phonemes, and substitute syllables in multisyllabic words. **TEKS K.2.A.iv; TEKS K.2.A.vi; TEKS K.2.A.ix**

- Students will identify spoken words with the medial /ie/ sound and will write the digraph spelling 'i_e' to represent this sound. **TEKS K.2.A.x; TEKS K.2.C.ii**



WARM-UP (5 MIN.)

Oral Segmenting

- The expectation is you will demonstrate the tapping and segmenting. You may discontinue the teacher demonstration when students no longer need this support.
- Follow the instructions in Lesson 1. Model for students how to substitute a syllable to the word *daydream/daytime* using the routine described in the Introduction. (*day•dream/day•time*)

- cup•cake (3+3) /k/ /u/ /p/ • /k/ /ae/ /k/
- sea•gull (2+3) /s/ /ee/ • /g/ /u/ /l/
- day•dream (2+4) /d/ /ae/ • /d/ /r/ /ee/ /m/
- shoe•lace (2+3) /sh/ /oo/ • /l/ /ae/ /s/
- grape•fruit (4+4) /g/ /r/ /ae/ /p/ • /f/ /r/ /oo/ /t/
- nick•name (3+3) /n/ /i/ /k/ • /n/ /ae/ /m/
- sun•burn (3+3) /s/ /u/ /n/ • /b/ /er/ /n/
- home•work (3+3) /h/ /oe/ /m/ • /w/ /er/ /k/
- wedd•ing (3+2) /w/ /e/ /d/ • /i/ /ng/

- Guide students in adding a syllable using the routine in the Introduction for *seagull/seashell, homework/classwork* (*sea•gull/sea•shell; home•work/class•work*).

- TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; (ix) manipulating syllables within a multisyllabic word; (x) segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.C.ii** demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

ENGLISH
LANGUAGE
LEARNERS

Foundational Skills

Foundational Literacy Skills

Prior to blending the third word, talk to students about the word *cupcake*. Hold up either a cupcake or a picture of a cupcake and ask a student to provide the word *cupcake*.

Segment the word *cup*, asking students to repeat, then segment the word *cake*, asking students to repeat. Follow by segmenting the full word *cupcake*, asking students to repeat. Repeat the process with the pictures for *grapefruit*, *sunburn*, and *wedding*. Proceed with blending the words.

ELPS 2.A; ELPS 2.E



Observation: Oral Segmenting Observation Record

Call on different students to segment each word. Note students' performance in the Oral Segmenting Observation Record.

INTRODUCE THE SOUND /IE/ (10 MIN.)

Tongue Twister

- Tell students the sound is /ie/.
- Have students say the /ie/ sound several times, stretching it out.
- Ask students to repeat a number of words having the /ie/ sound at the beginning: *item, idea, ivy, ice, island*.
- Ask students to repeat a number of words having the /ie/ sound in the middle: *hide, mine, light, fine, bite*.
- Ask students if they can tell whether /ie/ is a vowel sound or a consonant sound. (*It is a vowel sound, made with an open mouth.*)
- Have students close their eyes and listen as you read the following tongue twister: **I'd like ninety-five slices of lime pie.**



Check for Understanding

Read the tongue twister a second time, having students raise their hands whenever they hear the /ie/ sound. Break the tongue twister into segments and read it again, having students repeat each segment back to you: **I'd like** (pause) **ninety-five** (pause) **slices of** (pause) **lime pie.**

INTRODUCE THE SPELLING /IE/ → 'I_E' (10 MIN.)



Start on the dotted line.

1. short line down (lift)
2. dot (leave a space)

Start between the dotted and the bottom line.

1. line across
2. most of a circle to the left



Point at the 't' from underneath with your pointer finger. Then move your pointer finger under the 'i' and, at the same time, move your middle finger so you have a 'V' with your pointer finger pointing at the 'i' and your middle finger pointing at the 'e'. For 'm', return to single-finger pointing.

Teacher Modeling

- Tell students you are going to show them how to write the /ie/ sound.
- Tell students this spelling is similar to the spelling they learned for the /ae/ sound.
- Write a large lowercase 'i_e' on the board/chart paper, being sure to indicate a space between the letters with a short line (as shown). Tell students both letters work together to stand for the sound /ie/.
- Point out the space you left between the letter 'i' and the letter 'e'. Explain that when you write an actual word, you will fill in the space between the 'i' and the 'e' with a letter for the sound that comes after the /ie/ sound.
- Add 't' and 'm' to make *time*. (You may wish to use three different colors: the color that you used for the 'i_e' spelling, a second color for 't', and a third color for 'm'.)
- Explain that, at first, students might think this is /t/ /i/ /m/ /e/ (timm-eh), but the letters 'i' and 'e' work together (as a letter team) to stand for one sound, the /ie/ sound, even though there is a letter between them. Thus, the word is *time*.
- Illustrate this relationship by drawing a V-shaped mark connecting the 'i' and the 'e' (see illustration).
- Point out that even though the word *time* contains four letters ('t', 'i', 'm', and 'e'), it is made up of only three sounds (/t/, /ie/, and /m/).
- Have students write the word in the air with a pointed finger while saying the sounds.
- Write *fine* on the board/chart paper. Explain this is another example of the 'i'-space-'e' spelling for the /ie/ sound.
- Draw a V-shaped mark under *fine* as you did with *time*.
- Tell students you would like them to help you spell another word with the 'i_e' spelling.
- Have students identify the first sound in *bite*. Write a 'b' on the board/chart paper.

- Have students identify the second sound in *bite*. Write an 'i' on the board/chart paper next to the 'b'. Explain the letter 'i' is the first part of the spelling for /ie/. Tell students you will write the second part after you write the letter of the sound that comes after the /ie/ sound.
- Have students identify the last sound in *bite*. Write a 't' on the board/chart paper next to the 'i'. Explain that if you left the word like this, it would be pronounced *bit*. To spell *bite*, you need to finish the spelling for the /ie/ sound.
- Ask students what letter must be written beside the 't' in order to complete the /ie/ sound. Once the letter 'e' has been identified, write an 'e' on the board/chart paper.
- Remind students 'i' and 'e' work together to stand for the /ie/ sound.
- Tell students that whenever the spelling 'i_e' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them the two letters stand for one sound.

MEET THE SPELLING ACTIVITY PAGE (15 MIN.)

➤ Digital Component 11.1

- Distribute and display Activity Page 11.1.
- Show students how to read the word *time*; then have students trace and write the word using the black dots to start each letter. Repeat with the word *shine*.
- Turn to the back of the activity page. Ask students to read each word, identify the matching picture, and write the word on the corresponding line. Model each step so students can follow along.
- If you wish, you may suggest students circle the separated digraph using a horseshoe shape, as described in the Introduction.

Activity Page 11.1



Lesson 11: "A Fine Hike"

Reading



Primary Focus: Students will read "A Fine Hike" with purpose and understanding; and will answer oral literal, inferential, and evaluative questions about key details of the story. **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the targeted spelling in each word. Read the words aloud as a class.

➤ Digital Component 11.2

/ee/ > 'ee'	/ae/ > 'a_e'	/ie/ > 'i_e'
sleep	lake	hike
three	makes	Clive
		miles
		five
		fire
		nine
		tired
		smile

Preview Core Vocabulary

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

hike—n., a long walk (18)

Example: The Miller family took a long hike through the woods on Saturday.

mile—n., a measurement of distance; 5,280 feet (18)

Example: Emily only needed six minutes to run a mile.

➤ **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

Reader



Page 18

Vocabulary Chart for “A Fine Hike”

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

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

Purpose for Reading

- Tell students they will read a story about a camping trip. Tell students to pay special attention to the story so they can tell you where Scott, Clive, and Clive’s dad set up their tent.

READ “A FINE HIKE” (15 MIN.)

Small Group

Group 2: Have students take out their Readers, sit with their partners, and take turns reading “A Fine Hike.” Students who finish early should reread the stories “Skates” and “Fun in the Sand.” You may also wish to assign any of the optional vocabulary activity pages. They should not read ahead.

Group 1: Have students follow along in their Readers as one student at a time reads from “A Fine Hike.” Read the story a second time, having other students read. If you have time, read “Skates” and “Fun in the Sand” in the same fashion. Alternatively, you may use a different remediation exercise addressing students’ specific needs.



Observation: “A Fine Hike” Anecdotal Reading Record (Group 1)

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

Wrap-Up

Discussion Questions for “A Fine Hike”

1. **Literal.** Where do Scott, Clive, and Clive’s dad set up their tent?
 - » They set up the tent at the top of the hill.
2. **Literal.** How many fish do Scott and Clive catch?
 - » Scott and Clive catch five fish.
3. **Inferential.** How do you think Dad cooked the hot dogs?
 - » Accept reasonable answers.
4. **Inferential.** What do Scott, Clive, and Clive’s dad do at nine?
 - » Accept reasonable answers based on the text and illustrations.
5. **Inferential.** Why do you think that Scott, Clive, and Clive’s dad were tired?
 - » Accept reasonable answers.
6. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “A Fine Hike.”
7. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

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

End Lesson

Take-Home Material

TAKE-HOME STORY: “FUN IN THE SAND”

- Have students give Activity Page 11.3 to a family member.

Activity Page 11.3



Lesson 11: Foundational Skills Remediation

Additional Support

MORE HELP ORALLY SEGMENTING TWO-SYLLABLE WORDS

Push & Say

- Make one copy of the sound boxes, **Activity Page TR 1.1** for each student.
- Provide students with a handful of **small objects** (blocks, pennies, beans, etc.).
- Follow the procedure in Lesson 1 using the words in the box.

1. sun•shine (3 + 2) /s /u/ /n/ • /sh/ /ie/ /n/
2. fly•ing (3 + 2) /f/ /l/ /ie/ • /i/ /ng/
3. meet•ing (3 + 2) /m/ /ee/ /t/ • /i/ /ng/
4. plant•ed (5 + 2) /p/ /l/ /a/ /n/ /t/ • /e/ /d/
5. gard•en (3 + 2) /g/ /ar/ /d/ • /e/ /n/
6. flag•pole (4 + 3) /f/ /l/ /a/ /g/ • /p/ /oe/ /l/

MORE HELP WITH ORAL READING

Silly Voices

- Make a copy of the Silly Voices Cards, **Activity Page TR 2.1**, and cut the cards apart.
- Make one copy of the story “A Fine Hike,” (**Activity Page TR 11.1**) for each student.
- Follow the procedure in Lesson 2.

MORE HELP SPELLING WORDS WITH MEDIAL /IE/

Complete the Spelling

- Make one copy of **Activity Page TR 11.2** for each student.
- Tell students you will read a list of words with the 'i_e' spelling pattern.
- Ask students to listen carefully to each word and write the letters that complete the spelling of each word on the sheet.
- Use the words in the box.

1. five	4. rise	7. time
2. fine	5. drive	8. smile
3. quite	6. wide	9. fire

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 549 of those words would be completely decodable.

After today's lesson: If students attempted to read 1,000 words in a trade book, on average 566 of those words would be completely decodable.

Students have now been taught at least one way to write 33 of the 44 sounds in English.

The sound /ie/ is the 27th most common sound in English.

The sound /ie/ is found in approximately 9 percent of English words.

The sound /ie/ is spelled 'i_e' approximately 34 percent of the time.

The spelling alternatives 'i' as in *behind*, 'igh' as in *sigh*, 'ie' as in *pie*, 'y' as in *shy*, 'y_e' as in *style*, and 'ye' as in *bye* are taught in later grades.

BASIC CODE

Review /ie/ > 'i_e'

PRIMARY FOCUS OF LESSON

Foundational Skills

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

Students will read single-syllable words with the 'ee', 'a_e', and 'i_e' spellings and will choose the correct word to "fill in the blank" in a series of sentences.

- TEKS K.2.B.ii**

Reading

Students will read "A Fine Hike" with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration

- with a caption, depicting part of the story. **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.E**

FORMATIVE ASSESSMENT

Activity Page 12.1

Complete the Sentences

- TEKS K.2.B.ii**

Observation

"A Fine Hike" Anecdotal Reading Record

- TEKS K.2.B.ii**

Activity Page 12.2

"A Fine Hike" Story Questions

- TEKS K.5.G; TEKS K.6.E**

- TEKS K.2.B** Demonstrate and apply phonetic knowledge by (iv) identifying and reading at least 25 high-frequency words from a research-based list; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Tricky Word Review (Word Recognition)	Whole Group	10 min.	☐ Tricky Word Wall (Digital Components)
Complete the Sentences (Phonics)	Independent	15 min.	☐ Activity Page 12.1 ☐ Activity Page 12.1 (Digital Components)
Reading			
Reread “A Fine Hike”	Small Group/ Partner	20 min.	☐ Scott Reader
Review “A Fine Hike”	Whole Group	15 min.	☐ Activity Page 12.2 ☐ Activity Page 12.2 (Digital Components)

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 12.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 12.1) on the board/chart paper or display the digital version.

➤ Digital Component 12.2

- Create an enlarged version of Activity Page 12.1 (Digital Component 12.2) to display for Complete the Sentences, or use the digital version.

Reading

➤ Digital Component 12.3

- Create an enlarged version of Activity Page 12.2 (Digital Component 12.3) to display for Story Questions Activity Page, or use the digital version.

Lesson 12: /ie/ > 'i_e'

Foundational Skills

**Primary Focus**

Students will read previously taught Tricky Words.

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

Students will read single-syllable words with the 'ee', 'a_e', and 'i_e' spellings and will choose the correct word to “fill in the blank” in a series of sentences.

 **TEKS K.2.B.ii**
WARM-UP (10 MIN.)**Tricky Word Review**

- Remind students that most words in English “play by the rules” and are pronounced exactly the way you would expect, but some do not. Words that do not “play by the rules” are called Tricky Words.
- Remind students that even in a Tricky Word, some parts are pronounced just as you would expect. Usually, only one or two letters are tricky.
- Review previously taught Tricky Words using the Word Wall or the digital version, following established procedures. Review at least fifteen of the Tricky Words taught in Units 8 and 9: *all, from, funny, was, here, no, once, said, so, there, to, were, what, when, where, which, why, word, he, she, we, be, me, they, their*.
- Be sure to point out that the tricky parts of each word are underlined.

 **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (iv) identifying and reading at least 25 high-frequency words from a research-based list; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

➤ Digital Component 12.1

1. <u>all</u>	11. <u>word</u>	21. <u>what</u>	31. <u>the</u>
2. <u>I</u>	12. <u>they</u>	22. <u>their</u>	32. <u>he</u>
3. <u>one</u>	13. <u>once</u>	23. <u>said</u>	33. <u>are</u>
4. <u>out</u>	14. <u>little</u>	24. <u>two</u>	34. <u>no</u>
5. <u>look</u>	15. <u>from</u>	25. <u>why</u>	35. <u>which</u>
6. <u>down</u>	16. <u>was</u>	26. <u>a</u>	36. <u>says</u>
7. <u>me</u>	17. <u>blue</u>	27. <u>when</u>	37. <u>here</u>
8. <u>were</u>	18. <u>we</u>	28. <u>yellow</u>	38. <u>she</u>
9. <u>be</u>	19. <u>there</u>	29. <u>where</u>	
10. <u>so</u>	20. <u>three</u>	30. <u>to</u>	

COMPLETE THE SENTENCES (15 MIN.)

- Remind students that they learned a new sound and spelling in the previous lesson.
- Ask students to provide the sound they learned in the previous lesson. Once the /ie/ sound has been identified, have the class repeat it.
- Have a student come to the board/chart paper and write the spelling for the /ie/ sound. Ask students to write the spelling in the air using their pointer fingers.

➤ Digital Component 12.2

- Distribute and display Activity Page 12.1.
- Point out the three words printed at the top of the activity page. Each of these words completes one of the sentences printed below.
- Ask students to read all three words.
- Demonstrate reading the first sentence three times: once with the word *bike*, once with the word *likes*, and once with the word *cake*.
- Ask students which word completes the sentence.
- Have students print the word *likes* on the line provided, following your example.
- Continue demonstrating until students are ready to work independently.

Activity Page 12.1





Activity Page 12.1: Complete the Sentences

Collect Activity Page 12.1 from students. Note any errors students make in completing the sentences.

Lesson 12: "A Fine Hike" Reading



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

TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.E

REREAD "A FINE HIKE" (20 MIN.)

Small Group

Group 1: Have students take out their Readers, sit with their partners, and take turns rereading "A Fine Hike." Students who finish early should reread the stories "Skates" and "Fun in the Sand." You may also wish to assign any of the optional vocabulary activity pages. Students should not read ahead.

Group 2: Have students follow along in their Readers as one student at a time reads aloud from the story, "A Fine Hike." Complete the story a second time, having students read. If you have time, read "Skates" and "Fun in the Sand" in the same fashion. Alternatively, you may use a different exercise addressing students' specific needs.

Reader



Page 18



Observation: "A Fine Hike" Anecdotal Reading Record

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

TEKS K.2.B.ii Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

REVIEW “A FINE HIKE” (15 MIN.)

Story Questions Activity Page

- Reconvene the whole class.

➤ Digital Component 12.3

- Distribute and display Activity Page 12.2.
- Have students read the first question.
- Ask students to provide the answer to the first question.
- Have students write the following decodable answer on the line provided, following your example: *Clive’s dad set up the tent on top of the hill.*
- Ask students to read the second question.
- Ask students to identify the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Direct students to complete the last question independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.

Activity Page 12.2



Activity Page 12.2: “A Fine Hike” Story Questions

Collect Activity Page 12.2 from students. Note any errors students make in answering story questions.

End Lesson

Lesson 12: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Tricky Word Beanbag Toss

- Provide your set of **previously taught Tricky Word cards** to a student or pair of students.
- Spread the cards faceup on the floor.
- Have students toss a beanbag, read aloud and collect the word closest to where the bag lands.
- Continue play until all words have been read and collected.

MORE HELP WITH READING

Word Sort

- Make one copy of **Activity Page TR 12.1**, and have them cut the spelling pattern header and word cards apart. Remind students to leave the header in one complete strip.
- Have students place the header at the top and spread the words cards below it.
- Have students read and sort the word cards under the corresponding headers.

TRICKY WORD

Introduce My

PRIMARY FOCUS OF LESSON

Foundational Skills

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

Students will read and spell single-syllable, similarly spelled words with the /a/—/ae/ and /i/—/ie/ sounds and spellings.

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

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

Reading

Students will read “The Bike Ride” with purpose and understanding and will answer oral literal, inferential, and evaluative questions about key details of the story. **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G**

FORMATIVE ASSESSMENT

Observation

Letter Name and Letter Sound

Observation Record

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

Observation

“The Bike Ride” Anecdotal Reading Record (Group 1)

TEKS K.2.B.ii;

Observation

Discussion Questions Observation Record

TEKS K.5.G

TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Large letter cards for 'ee', 'a', 'i', 'e', and fourteen other spellings that have been taught <input type="checkbox"/> Sound Poster for /ie/ <input type="checkbox"/> Sound Card 49 (<i>limes</i>)
Pop-Out Chaining (Phonics)	Whole Group	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Large Letter Cards for 'm', 'n', 't', 'd', 'k', 's', 'p', 'c', 'b', 'l', 'r', 'w', 'i', 'a', 'e'
Introduce Tricky Word: <i>My</i> (Word Recognition)	Whole Group	5 min.	<ul style="list-style-type: none"> <input type="checkbox"/> yellow index card <input type="checkbox"/> Tricky Word Wall (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Scott Reader</i> <input type="checkbox"/> Activity Page 13.1 (optional)
Read "The Bike Ride"	Small Group/ Partner	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Take-Home Material			
Label the Picture			<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 13.2

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards for 'ee', 'a', 'i', 'e', and fourteen other spellings that have been taught for Sound/Spelling Review. Choose cards students need to practice.
- Gather the Sound Poster for /ie/ and Sound Card 49 (*limes*). Display the Sound Poster for Sound/Spelling Review.
- Gather the Large Letter Cards listed in the Lesson at a Glance chart for Pop-Out Chaining.

➤ Digital Component 13.1

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

Reading

➤ Digital Component 13.2

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

Lesson 13: Tricky Word: My

Foundational Skills



Primary Focus

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



Students will read and spell single-syllable, similarly spelled words with the /a/—/ae/ and /i/—/ie/ sounds and spellings.



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



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

WARM-UP (10 MIN.)

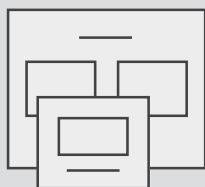
Sound/Spelling Review

- Review the letter sounds and names using established procedures.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards. Do the same with the 'i' card and the 'e' card to review the 'i_e' spelling.
- Show students Sound Card 49 (*limes*) and add it to the /ie/ Sound Poster.

Large Letter Cards



Sound Posters and Cards



Observation: Letter Name and Letter Sound Observation Record

Call on different students to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.



TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.

POP-OUT CHAINING (20 MIN.)

- Remind students that they recently learned the sound /ie/ as in *mine*.
- Have students say the /ie/ sound several times.
- Ask students to repeat a number of words having the /ie/ sound: *ice, pie, time, cry, sign, hi, I'm*.
- Write the spelling 'i_e' on the board/chart paper, and have students write the spelling in the air using their pointer fingers.
- Distribute the following Large Letter Cards to students, reviewing each card's sound: 'm', 'n', 't', 'd', 'k', 's', 'p', 'c', 'b', 'l', 'r', 'w', 'i', 'a', and 'e'.
- Tell the student with the 'e' card that they are holding the magic letter 'e'.
- Tell students that if they are holding a card with a sound that is in *bit*, they should go to the front of the room and stand in the order that spells *bit*.
- Tell students you are a magician. When you say, "Alakazam!" the student with the 'e' card should add it to the end of *bit* to change the word's vowel sound and make a new word.
- Say "Alakazam!" and have the student with the 'e' card add it to the end of *bit*, changing *bit* to *bite*.
- Have the class read the new word.
- Repeat this process with the remaining word pairs, giving several students a chance to present the magic 'e' card.

- | | |
|---------------|---------------|
| 1. bit—bite | 6. man—mane |
| 2. kit—kite | 7. win—wine |
| 3. mad—made | 8. twin—twine |
| 4. slid—slide | 9. cap—cape |
| 5. rat—rate | 10. rip—ripe |

Large Letter Cards



INTRODUCE TRICKY WORD: MY (5 MIN.)

Tricky Word Review

- Review previously taught Tricky Words using the Word Wall or the digital version, following established procedures. Be sure to point out that the tricky parts of each word are underlined.

➤ Digital Component 13.1

1. <u>all</u>	11. <u>once</u>	21. <u>their</u>	31. <u>were</u>
2. <u>l</u>	12. <u>what</u>	22. <u>be</u>	32. <u>look</u>
3. <u>here</u>	13. <u>out</u>	23. <u>down</u>	33. <u>when</u>
4. <u>three</u>	14. <u>no</u>	24. <u>so</u>	34. <u>was</u>
5. <u>says</u>	15. <u>yellow</u>	25. <u>where</u>	35. <u>word</u>
6. <u>why</u>	16. <u>the</u>	26. <u>one</u>	36. <u>from</u>
7. <u>to</u>	17. <u>little</u>	27. <u>he</u>	37. <u>she</u>
8. <u>a</u>	18. <u>which</u>	28. <u>are</u>	38. <u>said</u>
9. <u>two</u>	19. <u>they</u>	29. <u>blue</u>	
10. <u>we</u>	20. <u>me</u>	30. <u>there</u>	

Tricky Word: My

- Write the Tricky Word *my* on the board/chart paper and ask students how they would pronounce it by blending. (They may say /m/ /y/.)
- Tell students we actually pronounce this word /m/ /ie/ as in, "That is my hat."
- Circle the letter 'm' and explain it is pronounced just as one would expect, as /m/.
- Underline the letter 'y' and explain that this letter makes up the tricky part of the word. Students would probably expect this letter to be pronounced as /y/, but this letter stands for the /ie/ sound.
- Tell students that when reading *my*, they have to remember to pronounce the letter 'y' as /ie/.
- Tell students that when writing *my*, they have to remember to spell the /ie/ sound with the letters 'y'.

- Point to the word *my* as you say the following sentence, “I eat my lunch outside when it’s sunny.” Ask students to **Turn and Talk**, using the word *my* in an oral sentence.
- Write the Tricky Word *my* on a yellow card and add it to the Tricky Word Wall.



Check for Understanding

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

Lesson 13: “The Bike Ride” Reading



Primary Focus: Students will read “The Bike Ride” with purpose and understanding and will answer oral literal, inferential, and evaluative questions about key details of the story. **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart, underlining the targeted spellings in each word. Read the words aloud as a class.

➤ Digital Component 13.2

/ae/ > ‘a_e’	/ie/ > ‘i_e’
brave	likes
made	ride
	bike
	tire
	smile
	pride

Reader



Page 22

TEKS K.2.B.ii Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

Preview Core Vocabulary

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

pride—*n.*, a feeling of self-worth (22)

Example: Jamal felt a lot of pride when he saw his report card.

Vocabulary Chart for “The Bike Ride”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		pride	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

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

Purpose for Reading

- Tell students they will read a story about Scott and his sister, Meg. Tell students to pay special attention to the story so they can tell you what Scott and Meg are doing in the story.

READ “THE BIKE RIDE” (20 MIN.)

Small Group

Group 2: Have students take out their Readers, sit with their partners, and take turns reading “The Bike Ride.” Students who finish early should reread the stories “A Fine Hike” and “Skates.” You may also wish to assign any of the optional vocabulary activity pages. Students should not read ahead.

Group 1: Have students follow along in their Readers as students read one at a time from “The Bike Ride.” Read the story a second time, having students read. If you have time, read “A Fine Hike” and “Skates” in the same fashion. Alternatively, you may use a different remediation exercise that addresses students’ specific needs.



Observation: “The Bike Ride” Anecdotal Reading Record (Group 1)

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

Wrap-Up

Discussion Questions for “The Bike Ride”

1. **Literal.** What are Scott and his sister Meg doing in the story?
 - » Meg and Scott are on a bike ride.
2. **Literal.** What happens to Meg?
 - » Meg fell off the bike.
3. **Inferential.** Do you think Meg was upset about her fall? Was she afraid to ride again?
 - » No, she got back on her bike and said “Let’s ride.”
4. **Evaluative.** Scott told Meg she was brave. Why would that make her smile?
 - » Accept reasonable answers.
5. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “The Bike Ride.”
6. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

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



ENGLISH
LANGUAGE
LEARNERS

Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does Meg’s tire hit a rock?” “Does Meg sob when she falls off the bike?”

Intermediate

When asking each question, provide students with a specific sentence frame: “Meg was not upset when she fell because . . .” “Meg smiles with pride . . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G

Take-Home Material

LABEL THE PICTURE

Activity Page 13.2



- Have students give Activity Page 13.2 to a family member.

Lesson 13: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Play Parts

- Make one copy of **Activity Page TR 13.1** for each student.
- Pair students and have one student read the parts of Scott and Meg, and the other read the part of the narrator.

Note: Using a highlighter to mark the parts students will read is suggested.

MORE HELP WITH TRICKY WORD MY

Write and Draw

- Provide students with **paper and colored pencils**.
- Write the Tricky Word *my* and the following 'i_e' and 'a_e' words on the board/chart paper.

- | | | |
|----------|----------|---------|
| 1. smile | 3. snake | 5. vase |
| 2. bike | 4. cape | 6. dime |

- Tell students you would like for them to read the words on the board/chart paper and create picture phrases for each of them on a piece of paper.
- Have students write the word *my* as the beginning of each phrase.
- Have students complete the phrases by drawing a simple picture to represent each of the words on the board/chart paper (i.e., *my smile*, *my dime*, etc.).

MORE HELP WITH READING AND SPELLING

Word Tiles

- Provide pairs of students with a **set of letter tiles**.
- Write the following words on the board/chart paper.

1. mile	3. gripe	5. slate	7. hide
2. lane	4. grade	6. drape	8. bride

- Have the first student read the words to the second student, one at a time.
- Have the second student spell the words with the letter tiles.
- Have students switch roles and repeat the procedure.

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 566 of those words would be completely decodable.

After today's lesson: If students attempted to read 1,000 words in a trade book, on average 568 of those words would be completely decodable.

My is one of the 100 most common words in English.

14

BASIC CODE

Review Long-Vowel Patterns

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally segment two-syllable words with up to eight phonemes.

✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will read single-syllable words with the 'i' and 'i_e' spellings and will

✦ choose the word that correctly matches a picture. **TEKS K.2.B.ii**

Reading

Students will read "The Bike Ride" with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with

✦ a caption, depicting part of the story. **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.E**

FORMATIVE ASSESSMENT

Observation

Oral Segmenting Observation Record

✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Activity Page 14.1

Match the Picture

✦ **TEKS K.2.B.ii**

Observation

"The Bike Ride" Anecdotal Reading Record (Group 2)

✦ **TEKS K.2.B**

Activity Page 14.2

"The Bike Ride" Story Questions

✦ **TEKS K.5.G**

✦ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Oral Segmenting (Phonological Awareness)	Whole Group	10 min.	
Match the Picture (Phonics)	Independent	15 min.	<input type="checkbox"/> Activity Page 14.1 <input type="checkbox"/> Activity Page 14.1 (Digital Components)
Reading			
Reread "The Bike Ride"	Small Group/ Partner	20 min.	<input type="checkbox"/> Scott Reader
Review "The Bike Ride"	Whole Group	15 min.	<input type="checkbox"/> Activity Page 14.2 <input type="checkbox"/> Activity Page 14.2 (Digital Components)
Take-Home Material			
Take-Home Story: "Skates"			<input type="checkbox"/> Activity Page 14.3

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 14.1

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

Reading

➤ Digital Component 14.2

- Create an enlarged version of Activity Page 14.2 (Digital Component 14.2) to display for Story Questions Activity Page, or use the digital version.

Universal Access

- Bring in a picture of a bathroom, sunshine, moonlight, goldfish, and seashells to use in Oral Segmenting.

Lesson 14: Long-Vowel Patterns

Foundational Skills



Primary Focus

Students will orally segment two-syllable words with up to eight phonemes.

✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will read single-syllable words with the 'i' and 'i_e' spellings and will

✦ choose the word that correctly matches a picture. **TEKS K.2.B.ii**

WARM-UP (10 MIN.)

Oral Segmenting

- Follow the instructions in Lesson 1.

1. bath•room (3+3) /b/ /a/ /th/ • /r/ /oo/ /m/
2. nine•teen (3+3) /n/ /ie/ /n/ • /t/ /ee/ /n/
3. ant•hill (3+3) /a/ /n/ /t/ • /h/ /i/ /l/
4. sun•shine (3+3) /s/ /u/ /n/ • /sh/ /ie/ /n/
5. gold•fish (4+3) /g/ /oe/ /l/ /d/ • /f/ /i/ /sh/
6. dark•ness (3+3) /d/ /ar/ /k/ • /n/ /e/ /s/
7. moon•light (3+3) /m/ /oo/ /n/ • /l/ /ie/ /t/
8. neigh•bors (2+3) /n/ /ae/ • /b/ /er/ /z/
9. bed•time (3+3) /b/ /e/ /d/ • /t/ /ie/ /m/
10. sea•shells (2+4) /s/ /ee/ • /sh/ /e/ /l/ /z/



**ENGLISH
LANGUAGE
LEARNERS**

Foundational Skills

Foundational Literacy Skills

Prior to blending the first word, talk to students about the word *bathroom*. Hold up a picture of a bathroom and ask a student to provide the word *bathroom*. Segment the word *bath*, asking students to repeat, then segment the word *room*, asking students to repeat. Follow by segmenting the full word *bathroom*, asking students to repeat. Repeat the process with the pictures for *sunshine*, *moonlight*, *goldfish*, and *seashells*. Proceed with blending the words.

ELPS 2.A; ELPS 2.E



Observation: Oral Segmenting Observation Record

Call on different students to segment each word. Note students' performance in the Oral Segmenting Observation Record.

✦ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.



MATCH THE PICTURE (15 MIN.)

➤ Digital Component 14.1

- Distribute and display Activity Page 14.1.
- Point out the two words below each picture.
- Read the two words below the first picture together as a class.
- Have students identify the word matching the picture.
- Ask students to circle the word in the box matching the picture.
- Identify and discuss images on the activity page.
- Continue demonstrating until students are ready to work independently.



Activity Page 14.1: Match the Picture

Collect Activity Page 14.1 from students. Note any errors students make matching words to pictures.

Lesson 14: “The Bike Ride”

Reading



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

✚ **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.E**

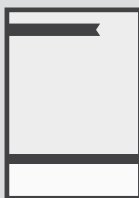
REREAD “THE BIKE RIDE” (20 MIN.)

Small Group

Group 1: Have students take out their Readers, sit with their partners, and take turns rereading “The Bike Ride.” Students who finish early should reread the stories “A Fine Hike” and “Skates.” You may also wish to assign any of the optional vocabulary activity pages. They should not read ahead.

✚ **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

Reader



Page 22

Group 2: Have students follow along in their Readers as one student at a time reads aloud from “The Bike Ride.” Read the story a second time, having students take turns reading sentences. If you have time, read “A Fine Hike” and “Skates” in the same fashion. Alternatively, you may use a different exercise addressing students’ specific needs.



Observation: “The Bike Ride” Anecdotal Reading Record (Group 2)

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

REVIEW “THE BIKE RIDE” (15 MIN.)

Story Questions Activity Page

➤ Digital Component 14.2

- Distribute and display Activity Page 14.2.
- Have students read the first question.
- Ask students to identify the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Have students read the second question.
- Ask students to provide the answer to the second question.
- Have students write the following decodable answer on the line provided, following your example: *Meg fell. Then Meg got back on the bike and said, “Let’s ride!”*
- Direct students to complete the remainder of the activity page.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.

Activity Page 14.2





Activity Page 14.2: “The Bike Ride” Story Questions

Collect Activity Page 14.2 from students. Note any errors students make in answering story questions.

End Lesson

Take-Home Material

TAKE-HOME STORY: “SKATES”

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

Activity Page 14.3



Lesson 14: Foundational Skills Remediation

Additional Support

MORE HELP ORALLY SEGMENTING TWO-SYLLABLE WORDS

Push & Say

- Make one copy of **Activity Page TR 1.1** for each student.
- Provide students with a handful of **small objects** (blocks, pennies, beans, etc.).
- Follow the procedure in Lesson 1 using the words in the box.

1. sun•shine (3) /s/ /u/ /n/ • /sh/ /ie/ /n/
2. fif•teen (3 + 3) /f/ /i/ /f/ • /t/ /ee/ /n/
3. neigh•bors (2 + 3) /n/ /ae/ • /b/ /er/ /z/
4. bed•time (3 + 3) /b/ /e/ /d/ • /t/ /ie/ /m/
5. bath•tub (3 + 3) /b/ /a/ /th/ • /t/ /u/ /b/
6. day•light (2 + 3) /d/ /ae/ • /l/ /ie/ /t/
7. man•made (3 + 3) /m/ /a/ /n/ • /m/ /ae/ /d/
8. sea•shells (2 + 4) /s/ /ee/ • /sh/ /e/ /l/ /z/

MORE HELP WITH ORAL READING

Silly Voices

- Make a copy of the Silly Voices Cards, **Activity Page TR 2.1**, and cut the cards apart.
- Make one copy of the story “The Bike Ride” (**Activity Page TR 13.1**) for each student.
- Follow the procedure in Lesson 2.

MORE HELP WITH READING AND SPELLING

Word Tiles

- Gather sets of **letter tiles**, or write letters on small tiles.
- Provide pairs of students with the following letters: **‘i’, ‘b’, ‘d’, ‘e’, ‘f’, ‘l’, ‘m’, ‘n’, ‘p’, ‘q’, ‘r’, ‘t’, ‘u’**.
- Write the following words on the board/chart paper.

1. quit	5. fin	9. din
2. quite	6. fine	10. dine
3. prim	7. bit	11. pin
4. prime	8. bite	12. pine

- Ask students to work together to spell the words with the letter tiles.

PROGRESS MONITORING (OPTIONAL)

- Copy the Word Cards for Progress Monitoring 3 (**Activity Page TR 14.1**) and cut out the words. You may want to use one set of words to assess each student, or make each student a set to use for flash card practice.
- Make one copy of **Activity Page TR 14.2** (Record Sheet for Progress Monitoring 3) for each student.
- Follow the procedure in Lesson 7.

- Scoring is based on one point assigned for every sound-spelling in a word which is read correctly. Interpret scores as follows:
 - 9 or 10 points—excellent
 - 7 or 8 points—good
 - 5 or 6 points—fair
 - Less than 5 points—poor
- **Goal:** Achieve scores of good or excellent (7 points or higher).
- Scores of 6 or less indicate additional reteaching and reinforcement is required from Additional Support and the Unit 10 Pausing Point.

TRICKY WORD

Introduce By

PRIMARY FOCUS OF LESSON

Foundational Skills

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

✦ **TEKS K.2.B.iv**

Reading

Students will read “The Plane Ride” with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

✦ **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.6.E**

FORMATIVE ASSESSMENT

Observation

“The Plane Ride” Anecdotal Reading Record

✦ **TEKS K.2.B.ii**

Observation

Discussion Questions Observation Record

✦ **TEKS K.5.G**

Activity Page 15.1

“The Plane Ride” Story Questions

✦ **TEKS K.5.G**

✦ **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Tricky Word Review (Word Recognition)	Whole Group	10 min.	<input type="checkbox"/> Tricky Word Wall (Digital Components)
Introduce Tricky Word: <i>By</i> (Word Recognition)	Whole Group	5 min.	<input type="checkbox"/> yellow index card
Wiggle Cards (Phonics)	Whole Group	10 min.	<input type="checkbox"/> twelve index cards
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Scott Reader <input type="checkbox"/> Activity Page 15.2 (optional)
Read “The Plane Ride”	Partner	15 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Review “The Plane Ride”	Whole Group	15 min.	<input type="checkbox"/> Activity Page 15.1 <input type="checkbox"/> Activity Page 15.1 (Digital Components)
Take-Home Material			
Practice Pack			<input type="checkbox"/> Activity Page 15.3

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 15.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 15.1) on the board/chart paper or display the digital version.
- Prior to teaching this lesson, prepare the following Wiggle Cards: *act like a snake, add five plus one, act scared, smile at me, shake my hand, stand in a line, glare at me, act like a dog, stand by a pal, stare at me, act tired, wave at me.*

Reading

➤ Digital Component 15.2

- Create the Preview Spellings chart (Digital Component 15.2) for Introduce the Story on the board/chart paper, or use the digital version.
- Plan how you will pair students for partner reading during today's lesson.

➤ Digital Component 15.3

- Create an enlarged version of Activity Page 15.1 (Digital Component 15.3) to display for Story Questions Activity Page, or use the digital version.

Lesson 15: Tricky Word: *By*

Foundational Skills



Primary Focus: Students will read previously taught Tricky Words and the new Tricky Word *by*. **TEKS K.2.B.iv**

WARM-UP (10 MIN.)
Tricky Word Review

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

➤ Digital Component 15.1

- | | | | |
|-----------------|------------------|-------------------|-------------------|
| 1. <u>me</u> | 11. <u>there</u> | 21. <u>what</u> | 31. <u>she</u> |
| 2. <u>from</u> | 12. <u>a</u> | 22. <u>look</u> | 32. <u>here</u> |
| 3. <u>said</u> | 13. <u>he</u> | 23. <u>are</u> | 33. <u>we</u> |
| 4. <u>all</u> | 14. <u>they</u> | 24. <u>out</u> | 34. <u>says</u> |
| 5. <u>two</u> | 15. <u>was</u> | 25. <u>once</u> | 35. <u>when</u> |
| 6. <u>down</u> | 16. <u>no</u> | 26. <u>so</u> | 36. <u>I</u> |
| 7. <u>my</u> | 17. <u>be</u> | 27. <u>to</u> | 37. <u>their</u> |
| 8. <u>three</u> | 18. <u>why</u> | 28. <u>blue</u> | 38. <u>where</u> |
| 9. <u>the</u> | 19. <u>which</u> | 29. <u>word</u> | 39. <u>yellow</u> |
| 10. <u>were</u> | 20. <u>one</u> | 30. <u>little</u> | |

TEKS K.2.B.iv Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.

INTRODUCE TRICKY WORD: BY (5 MIN.)

- Write the Tricky Word *by* on the board/chart paper and ask students how they would pronounce it by blending. (They may say /b/ /y/.)
- Tell students we actually pronounce this word /b/ /ie/ as in, “The soap is by the sink.”
- Circle the letter ‘b’ and explain it is pronounced just as one would expect, as /b/.
- Underline the letter ‘y’ and explain that this letter makes up the tricky part of the word. Students would probably expect this letter to be pronounced as /y/, but this letter stands for the /ie/ sound.
- Tell students that when reading *by*, they have to remember to pronounce the letter ‘y’ as /ie/.
- Tell students that when writing *by*, they have to remember to spell the /ie/ sound with the letter ‘y’.
- Point to the word *by* as you say the following sentence, “A deer ran by us on our hike.” Ask students to **Turn and Talk**, using the word *by* in an oral sentence.
- Write the Tricky Word *by* on a yellow card and add it to the Tricky Word Wall



Check for Understanding

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

WIGGLE CARDS (10 MIN.)

- Use the cards you prepared in advance.
- Tell students you are going to show them some cards describing actions; you would like them to read each card and perform the action listed.
- Show students a card, have them read it, and let them perform the action.
- If you have time, repeat some or all of the cards.

Lesson 15: “The Plane Ride”

Reading



Primary Focus: Students will read “The Plane Ride” with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story. **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.6.E**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the targeted spelling in each word. Read the words aloud as a class.

➤ Digital Component 15.2

/ee/ > 'ee'	/ae/ > 'a_e'	/ie/ > 'i_e'
speed	plane	like
see	takes	ride
seems	lake	smile
		time
		size

Preview Core Vocabulary

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

rent—v., to pay to use something for a certain length of time (24)

Example: We are going to rent a car when we go on vacation.

strip—n., a runway (i.e., paved area) used for driving a plane before and after flying (24)

Example: We waited behind two other planes on the strip before taking off.

✦ **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

Reader



Page 24

Vocabulary Chart for “The Plane Ride”

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

Note: You may also wish to point out that the word *strip* has multiple meanings, such as a strip of paper. In today’s story, which is about an airplane, it has the meaning previously noted.

Review the use of the apostrophe as an indication of ownership (i.e., possessive). Students will also encounter an apostrophe used for the contractions *that’s*, *it’s*, and *what’s*.

Purpose for Reading

- Tell students they will read a story about a plane ride. Ask students to pay special attention to the story so they can tell you who rents a plane.

READ “THE PLANE RIDE” (15 MIN.)

Partner Reading

- Ask students to sit with their partners and take turns reading “The Plane Ride.”
- Encourage students who finish early to reread the stories “The Bike Ride” and “A Fine Hike,” but discourage them from reading ahead. You may also wish to assign any of the optional vocabulary activity pages.



Observation: “The Plane Ride” Anecdotal Reading Record

Circulate around the room and listen to pairs of students read. As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.



Reading

Exchanging Information
and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does Scott’s dad ask Scott and Meg to ride a plane?” “Can the kids see lots of things from the plane?”

Intermediate

When asking each question, provide students with a specific sentence frame: “When Scott looks out of the plane, he sees . . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G

Activity Page 15.1



Wrap-Up

Discussion Questions for “The Plane Ride”

1. **Literal.** Who rents a plane?
 - » Scott’s dad rents a plane.
2. **Literal.** What do Meg and Scott see from the plane?
 - » They see a lake and a truck.
3. **Literal.** What does Scott think Big Lake looks like?
 - » He says the lake looks like a frog pond.
4. **Inferential.** Why does the lake seem so small?
 - » Accept reasonable answers.
5. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “The Plane Ride.”
6. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

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

REVIEW “THE PLANE RIDE” (15 MIN.)

Story Questions Activity Page

➤ Digital Component 15.3

- Distribute and display Activity Page 15.1.
- Ask students to read the first question.
- Ask students for the answer to the first question.
- Have students write the following decodable answer on the line provided, following your example: *Scott and Meg ride in a plane.*
- Direct students to complete the remainder of the activity page independently.

- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.



Activity Page 15.1: “The Plane Ride” Story Questions

Collect Activity Page 15.1 from students. Note any errors students make in answering story questions.

End Lesson

Take-Home Material

PRACTICE PACK

- Have students give Activity Page 15.3 to a family member.

Activity Page 15.3



Lesson 15: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- | | | |
|-----------------|----------------------|------------------|
| 1. chase pals | 4. shake hands | 7. be a plane |
| 2. ride a bike | 5. hiss like a snake | 8. smile |
| 3. make a shape | 6. hike a hill | 9. stand in line |

MORE HELP WITH ORAL READING

Play Parts

- Provide each student with a copy of **Activity Page TR 15.1**.
- Pair students and have one student read the parts of Scott and Meg, and the other read the part of the narrator.

Note: Using a highlighter to mark the parts students will read is suggested.

MORE HELP WITH TRICKY WORDS

Color the Tricky Word

- Make one copy of **Activity Page TR 15.2** for each student.
- Have students complete the sentences by inserting the words *by* and/or *my*.

Code Knowledge

Before today's lesson: If students attempted to read 1000 words in a trade book, on average 568 of those words would be completely decodable.

After today's lesson: If students attempted to read 1000 words in a trade book, on average 572 of those words would be completely decodable.

By is the 30th most common word in English.

REVIEW

Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

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

Students will read simple yes/no questions of single-syllable words with /ee/ > 'ee', /ae/ > 'a_e', and /ie/ > 'i_e' and will answer the questions correctly.

TEKS K.2.B.ii

Students will read and write the Tricky Words *they, their, my, by, be, me, we, he*.

TEKS K.2.B.iv

FORMATIVE ASSESSMENT

Observation

Letter Name and Letter Sound

Observation Record

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

Activity Page 16.1

Yes/No Questions

TEKS K.2.B.ii

TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iv) identifying and reading at least 25 high-frequency words from a research-based list.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	10 min.	<input type="checkbox"/> Large Letter Cards for 'ee', 'a', 'i', 'e', and fourteen other spellings
Yes/No Questions (Phonics, Fluency)	Independent	15 min.	<input type="checkbox"/> Activity Page 16.1 <input type="checkbox"/> Activity Page 16.1 (Digital Components)
Tricky Word Practice (Word Recognition)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 16.2
Differentiated Instruction (Word Recognition)	Small Group	20 min.	<input type="checkbox"/> Activity Page 16.3 <input type="checkbox"/> Decodable Sentences (Digital Components)
Take-Home Material			
Take-Home Story: "A Fine Hike"			<input type="checkbox"/> Activity Page 16.4

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards for 'ee', 'a', 'i', 'e', and fourteen other spellings already taught. Choose cards students need to practice.

➤ Digital Component 16.1

- Create an enlarged version of Activity Page 16.1 (Digital Component 16.1) to display for Yes/No Questions, or use the digital version.

➤ Digital Component 16.2

- Create the chart with sentences (Digital Component 16.2) on the board/chart paper (or use the digital version) for Small Group 2 students to illustrate if they finish reading early.

Lesson 16: Review: Tricky Words

Foundational Skills



Primary Focus

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

Students will read simple yes/no questions of single-syllable words with /ee/ > 'ee', /ae/ > 'a_e', and /ie/ > 'i_e' and will answer the questions correctly. **TEKS K.2.B.ii**

Students will read and write the Tricky Words *they, their, my, by, be, me, we, he*. **TEKS K.2.B.iv**

WARM-UP (10 MIN.)

Sound/Spelling Review

- Review letter sounds and names using established procedures.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards. Do the same with the 'i' card and the 'e' card to review the 'i_e' spelling.



Observation: Letter Name and Letter Sound Observation Record

Call on different students to provide the letter name and letter sound for each Large Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

YES/NO QUESTIONS (15 MIN.)

▶ Digital Component 16.1

- Distribute and display Activity Page 16.1.
- Ask students to read the first question.
- Ask students if the answer to the question is *yes* or *no*.
- Have students write *no* on the line provided, following your example.

TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iv) identifying and reading at least 25 high-frequency words from a research-based list.



- Continue demonstrating until students are ready to work independently.



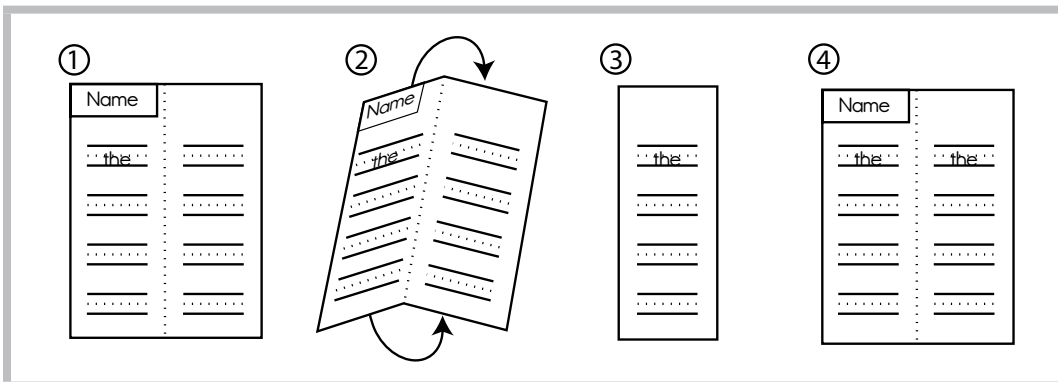
Activity Page 16.1: Yes/No Questions

Collect Activity Page 16.1 from students. Note any errors students make in answering Yes/No Questions.

TRICKY WORD PRACTICE (15 MIN.)

- Distribute Activity Page 16.2.
- Tell students *they* will practice writing Tricky Words.
- Write *they* on the board/chart paper and have students read it.
- Have students copy *they* onto the first handwriting guide on the activity page (see Illustration 1). They should say the name of each letter as they copy the word.

Activity Page 16.2



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



- Repeat these steps with the remaining Tricky Words.

- | | |
|----------|-------|
| 1. they | 5. be |
| 2. their | 6. me |
| 3. my | 7. we |
| 4. by | |

DIFFERENTIATED INSTRUCTION (20 MIN.)

Small Group 2

- Distribute Activity Page 16.3.
- Have students complete each sentence using the appropriate Tricky Word.
- If students finish early, have them read, copy, and illustrate one of the sentences you prepared in advance.

➤ Digital Component 16.2

- | | |
|---------------------------|------------------------|
| 1. The bee stung the man. | 3. He has three dimes. |
| 2. She came up the steps | 4. Here are nine bugs |

Small Group 1

- Distribute Activity Page 16.3.
- Explain that three Tricky Words are printed at the top of the Activity Page. Each of these Tricky Words completes one of the sentences printed below.
- Ask students to read the first Tricky Word.
- Complete the remaining two Tricky Words in the same fashion.
- Demonstrate reading the first sentence three times: once with the Tricky Word *they*, once with the Tricky Word *by*, and once with the Tricky Word *my*.
- Ask students which Tricky Word completes the sentence.
- Have students print the Tricky Word *my* on the line provided, following your example.
- Ask students to read the next sentence.
- Complete the page with the appropriate level of support.

Take-Home Material

TAKE-HOME STORY: “A FINE HIKE”

- Have students give Activity Page 16.4 to a family member.

Activity Page 16.4



Lesson 16: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Bingo

- Make one copy of the Bingo Word Cards (**Activity Page TR 16.1**) and cut the cards apart.
- Make enough copies of the Bingo boards (**Activity Page TR 16.2**) for each student to have a Bingo board.
- Follow the directions in Lesson 2 for Bingo.

MORE HELP WITH READING

Stand or Clap

- Tell students you will write some words with the ‘a_e’ spelling and some with the ‘i_e’ spelling on the board/chart paper one at a time.
- Tell students you would like for them to read the word silently to themselves after you have written it.
- Ask students to stand if a word contains ‘a_e’ and to clap their hands once if a word contains ‘i_e’.
- Tell students that you will write a practice word and write the word *game* on the board/chart paper. Tell students they should stand.

- Continue with the words in the box.

1. fade

2. smile

3. male

4. shade

5. Mike

6. spike

7. drape

8. slide

9. shake

BASIC CODE

Introduce /oe/ > 'o_e'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally segment two-syllable words with up to eight phonemes.

✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will identify spoken words with the medial /oe/ sound and will write the digraph spelling 'o_e' to represent this sound.

✦ **TEKS K.2.B.i; TEKS K.2.C.ii**

Reading

Students will read "The Gift" with purpose and understanding; and will answer oral literal and evaluative questions about key details of the story.

✦ **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G**

FORMATIVE ASSESSMENT

Observation

Oral Segmenting Observation Record

✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Observation

"The Gift" Anecdotal Reading Record
(Group 1)

✦ **TEKS K.2.B.ii**

Observation

Discussion Questions Observation Record

✦ **TEKS K.5.G**

✦ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Oral Segmenting (Phonological Awareness)	Whole Group	5 min.	
Introduce the Sound /oe/ (Phonological Awareness)	Whole Group	10 min.	
Introduce the Spelling /oe/ > 'o_e' (Phonics)	Whole Group	10 min.	
Meet the Spelling Activity Page (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 17.1 <input type="checkbox"/> Activity Page 17.1 (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Scott Reader <input type="checkbox"/> Activity Page 17.2 (optional)
Read "The Gift"	Small Group/ Partner	15 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Take-Home Material			
Take-Home Story: "The Bike Ride"			<input type="checkbox"/> Activity Page 17.3

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 17.1

- Create an enlarged version of Activity Page 17.1 (Digital Component 17.1) to display for Meet the Spelling Activity Page, or use the digital version.

Reading

➤ Digital Component 17.2

- Create the Preview Spellings chart (Digital Component 17.2) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Bring in pictures of a spotlight shining on a surface, spiders, tigers, and a toothpick to use in Oral Segmenting.

Lesson 17: /oe/ > 'o_e'

Foundational Skills



Primary Focus

Students will orally segment two-syllable words with up to eight phonemes.

✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will identify spoken words with the medial /oe/ sound and will write the

✦ digraph spelling 'o_e' to represent this sound. **TEKS K.2.B.i; TEKS K.2.C.ii**

WARM-UP (5 MIN.)

Oral Segmenting

- Follow the instructions in Lesson 1.

- | | | | |
|-----|------------|-------|--------------------------------|
| 1. | thirst•y | (4+1) | /th/ /er/ /s/ /t/ • /ee/ |
| 2. | day•light | (2+3) | /d/ /ae/ • /l/ /ie/ /t/ |
| 3. | spi•ders | (3+3) | /s/ /p/ /ie/ • /d/ /er/ /z/ |
| 4. | sen•tence | (3+4) | /s/ /e/ /n/ • /t/ /e/ /n/ /s/ |
| 5. | ti•gers | (2+3) | /t/ /ie/ • /g/ /er/ /z/ |
| 6. | spot•light | (4+3) | /s/ /p/ /o/ /t/ • /l/ /ie/ /t/ |
| 7. | week•end | (3+3) | /w/ /ee/ /k/ • /e/ /n/ /d/ |
| 8. | wri•ters | (2+3) | /r/ /ie/ • /t/ /er/ /z/ |
| 9. | tooth•pick | (3+3) | /t/ /oo/ /th/ • /p/ /i/ /k/ |
| 10. | se•cret | (2+4) | /s/ /ee/ • /k/ /r/ /e/ /t/ |

ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Prior to blending the sixth word, talk to students about the word *spotlight*.

Hold up a picture of a spotlight shining on a surface and tell students the name for this is *spotlight*. Segment the word *spot*, asking students to repeat, then segment the word *light*, asking students to repeat.

Follow by segmenting the full word *spotlight*, asking students to repeat. Repeat the process with the pictures for *spiders*, *tigers*, and *toothpick*. Proceed with blending the words.

ELPS 2.A; ELPS 2.E



Observation: Oral Segmenting Observation Record

Call on different students to segment each word. Note students' performance in the Oral Segmenting Observation Record.

✦ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

INTRODUCE THE SOUND /OE/ (10 MIN.)

Hear Medial Sounds

- Tell students today's sound is /oe/. This is the sound we make when we are surprised or when we have just remembered something: "Oh!"
- Have students say the /oe/ sound several times, stretching it out.
- Ask students to repeat a number of words having the /oe/ sound at the beginning: *open, oak, only, own, ocean.*
- Ask students to repeat a number of words having the /oe/ sound in the middle: *bone, road, boat, goat, tone.*
- Ask students if /oe/ is a vowel sound or a consonant sound. (*It is a vowel sound, made with an open mouth.*)
- Tell students you are going to say a number of words. Some of the words will have /oe/ as the middle sound and some will not.

- | | | |
|---------|---------|-----------|
| 1. rose | 5. note | 9. foot |
| 2. take | 6. home | 10. phone |
| 3. soap | 7. lock | 11. block |
| 4. boot | 8. goat | 12. show |



Check for Understanding

Have students close their eyes and listen carefully. Tell students to raise their hands when they hear a word containing the /oe/ sound.



Start between the dotted and the bottom line.

1. circle to the left (leave a space)

Start between the dotted and the bottom line.

1. line across
2. most of a circle to the left

INTRODUCE THE SPELLING /OE/ → 'O_E' (10 MIN.)

Teacher Modeling

- Tell students you are going to show them how to write the /oe/ sound.
- Tell students this spelling is similar to the spellings they learned for the /ae/ sound and the /ie/ sound.



Using your right hand, point at the 'r' from underneath with your pointer finger. Then move your pointer finger under the 'o' and, at the same time, move your middle finger so you have a 'v' with your pointer finger pointing at the 'o' and your middle finger pointing at the 'e'. For 'd', return to single-finger pointing.

- Write a large lowercase 'o_e' on the board/chart paper, being sure to indicate the space between the letters with a short line (as shown). Tell students both letters work together to stand for the sound /oe/.
- Point out you left a space between the letter 'o' and the letter 'e'. Explain when you write an actual word, you will fill in the space between the 'o' and the 'e' with a letter for the sound that comes after the /oe/ sound.
- Add 'r' and 'd' to make *rode*. (You may wish to use three different colors of chalk: the color you used for the 'o_e' spelling, a second color for 'r', and a third color for 'd'.)
- Tell students they might think this is /r/ /o/ /d/ /e/ (rodd-eh), but the letters 'o' and 'e' work together (as a letter team) to stand for one sound, the /oe/ sound, even though there is a letter between them. Thus, the word is *rode*.
- Illustrate this relationship by drawing a V-shaped mark connecting the 'o' and the 'e' (see illustration).
- Point out that even though the word *rode* contains four letters ('r', 'o', 'd', and 'e'), it is made up of only three sounds (/r/, /oe/, and /d/).
- Have students write the word in the air with a pointed finger while saying the sounds.
- Write *note* on the board/chart paper. This is another example of the 'o'-space-'e' spelling for the /oe/ sound.
- Draw a V-shaped mark under *note* as you did with *rode*.
- Tell students you would like them to help you spell another word with the 'o_e' spelling.
- Have students identify the first sound in *hope*. Write an 'h' on the board/chart paper.
- Have students identify the second sound in *hope*. Write an 'o' on the board/chart paper next to the 'h'. Explain the letter 'o' is the first part of the spelling for /oe/. Tell students you will write the second part after you write the letter for the sound coming after the /oe/ sound.
- Have students identify the last sound in *hope*. Write a 'p' on the board/chart paper next to the 'o'. Explain if you left the word like this, it would be pronounced *hop*. To spell *hope*, you need to finish writing the /oe/ sound.
- Ask students what letter must be written beside the 'p' in order to complete writing the /oe/ sound. Once the letter 'e' has been identified, write an 'e' on the board/chart paper.

- Remind students 'o' and 'e' work together to stand for the /oe/ sound.
- Tell students whenever the spelling 'o_e' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them the two letters stand for one sound.

MEET THE SPELLING ACTIVITY PAGE (15 MIN.)

➤ Digital Component 17.1

- Distribute and display Activity Page 17.1.
- Show students how to read the word *home*; then have students trace and write the word using the black dots to start each letter. Repeat with the word *stone*.
- Turn to the back of the activity page. Ask students to read each word, identify the matching picture, and write the word on the corresponding line. Model each step so students can follow along.
- If you wish, you may suggest students circle the separated digraph using a horseshoe-like shape, as described in the Introduction.

Activity Page 17.1



Lesson 17: "The Gift" Reading



Primary Focus: Students will read "The Gift" with purpose and understanding; and will answer oral literal and evaluative questions about key details of the story.

✚ **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the targeted spelling in each word. Read the words aloud as a class.

✚ **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

Reader



Page 28

➤ Digital Component 17.2

/ee/ > 'ee'	/ae/ > 'a_e'	/ie/ > 'i_e'	/ie/ > 'o_e'
need	sale	size	Hope
green	made	likes	holes
	take		home

Preview Core Vocabulary

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

cash—*n.*, money (30)

Example: I got cash from the bank.

Sayings and Phrases

on sale—a way of saying that the price to buy something has gone down (28)

Example: When the games went on sale, Jimmy bought six of them.

Vocabulary Chart for "The Gift"			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			cash
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	on sale		

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

Purpose for Reading

- Tell students they will read a story about Scott and Meg’s mom, Liz, buying a gift. Ask students to pay special attention to what Liz buys for Meg.

READ “THE GIFT” (15 MIN.)

Small Group

Group 2: Have students take out their Readers, sit with their partners, and take turns reading “The Gift.” Students who finish early should reread the stories “The Plane Ride” and “The Bike Ride.” They should not read ahead. You may wish to assign optional vocabulary activity pages.

Group 1: Have students follow along in their Readers as one student at a time reads from “The Gift.” Read the story a second time, having students read aloud. If you have time, read “The Plane Ride” and “The Bike Ride.” Alternatively, a different remediation exercise addressing students’ specific needs.



Observation: “The Gift” Anecdotal Reading Record (Group 1)

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



Reading

Exchanging Information
and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does Meg’s doll need a new dress?” “Are Liz and Hope glad?”

Intermediate

When asking each question, provide students with a specific sentence frame: “Liz buys a doll dress at . . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G

Activity Page 17.3



Wrap-Up

Discussion Questions for “The Gift”

1. **Literal.** What does Liz buy for Meg?
 - » Liz buys a new doll’s dress.
2. **Literal.** Where does she buy it?
 - » She buys it at Hope’s Dress Shop.
3. **Literal.** What color is the dress?
 - » The dress is green.
4. **Evaluative.** Hope says that the dress is on sale. What does that mean?
 - » Accept reasonable answers.
5. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “The Gift”
6. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

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

End Lesson

Take-Home Material

TAKE-HOME STORY: “THE BIKE RIDE”

- Have students give Activity Page 17.3 to a family member.

Lesson 17: Foundational Skills Remediation

Additional Support

MORE HELP ORALLY SEGMENTING TWO-SYLLABLE WORDS

Push and Say

- Make one copy of the sound boxes, **Activity Page TR 1.1**, for each student.
- Provide students with a handful of **small objects** (blocks, pennies, beans, etc.)
- Follow the procedure in Lesson 1 using the words in the box.

1. wri•ting (2 + 3) /r /ie/ • /t/ /i/ /ng/
2. li•ons (2 + 3) /l/ /ie/ • /u/ /n/ /z/
3. hun•gry (3 + 3) /h/ /u/ /n/ • /g/ /r/ /ee/
4. light•ing (3 + 2) /l/ /ie/ /t/ • /i/ /ng/
5. star•fish (3 + 3) /s/ /t/ /ar/ • /f/ /i/ /sh/
6. tooth•brush (3 + 4) /t/ /oo/ /th/ • /b/ /r/ /u/ /sh/

MORE HELP WITH ORAL READING

Play Parts

- Provide each student with a copy of **Activity Page TR 17.1**.
- Pair students and have one student read the parts of Hope and the narrator, and the other read the part of Liz.

Note: Using a highlighter to mark the parts students will read is suggested.

MORE HELP WITH SPELLING

Complete the Spelling

- Make one copy of **Activity Page TR 17.2** for each student.
- Tell students you will read a list of words with the 'o_e' spelling pattern.
- Ask students to listen carefully to each word and write the letters that complete the spelling of each word on the sheet.

- Use the words in the box.

1. hope

3. nose

5. stone

2. poke

4. smoke

6. vote

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 572 of those words would be completely decodable.

After today's lesson: If students attempted to read 1,000 words in a trade book, on average 577 of those words would be completely decodable.

Students have now been taught at least one way to write 34 of the 44 sounds in English.

The sound /oe/ is the 28th most common sound in English.

The sound /oe/ is found in approximately 9 percent of English words.

The sound /oe/ is spelled 'o_e' approximately 16 percent of the time.

The spelling alternatives 'oe' as in *toe*, 'ow' as in *know*, 'oa' as in *oat*, 'o' as in *no*, 'ough' as in *dough*, and 'ou' as in *shoulder* are taught in later grades.

BASIC CODE

Review /oe/ > 'o_e'

PRIMARY FOCUS OF LESSON

Foundational Skills

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

Students will read single-syllable words with the 'ee', 'a_e', 'i_e', and 'o_e' spellings and will choose the correct word to "fill in the blank" in a series of sentences.

- TEKS K.2.B.ii**

Reading

Students will read "The Gift" with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration with a

- caption depicting part of the story. **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.B**

FORMATIVE ASSESSMENT

Activity Page 18.1

Complete the Sentences

- TEKS K.2.B.ii**

Observation

"The Gift" Anecdotal Reading Record (Group 2)

- TEKS K.2.B.ii**

Activity Page 18.2

"The Gift" Story Questions

- TEKS K.5.G**

- TEKS K.2.B** Demonstrate and apply phonetic knowledge by (iv) identifying and reading at least 25 high-frequency words from a research-based list; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Tricky Word Review (Word Recognition)	Whole Group	10 min.	<input type="checkbox"/> Tricky Word Wall (Digital Components)
Complete the Sentences (Phonics and Word Recognition)	Independent	15 min.	<input type="checkbox"/> Activity Page 18.1 <input type="checkbox"/> Activity Page 18.1 (Digital Components)
Reading			
Reread "The Gift"	Small Group/ Partner	20 min.	<input type="checkbox"/> Scott Reader
Review "The Gift"	Whole Group	15 min.	<input type="checkbox"/> Activity Page 18.2 <input type="checkbox"/> Activity Page 18.2 (Digital Components)

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 18.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 18.1) on the board/chart paper or display the digital version.

➤ Digital Component 18.2

- Create an enlarged version of Activity Page 18.1 (Digital Component 18.2) to display for Complete the Sentences, or use the digital version.

Reading

➤ Digital Component 18.3

- Create an enlarged version of Activity Page 18.2 (Digital Component 18.3) to display for Story Questions Activity Page, or use the digital version.

Lesson 18: /oe/ > 'o_e'

Foundational Skills



Primary Focus

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

Students will read single-syllable words with the 'ee', 'a_e', 'i_e', and 'o_e' spellings and will choose the correct word to “fill in the blank” in a series of sentences.

- TEKS K.2.B.ii**

WARM-UP (10 MIN.)

Tricky Word Review

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

Digital Component 18.1

- | | | | |
|----------------|-------------------|-------------------|------------------|
| 1. <u>all</u> | 11. <u>once</u> | 21. <u>we</u> | 30. <u>one</u> |
| 2. <u>l</u> | 12. <u>word</u> | 22. <u>blue</u> | 31. <u>where</u> |
| 3. <u>no</u> | 13. <u>down</u> | 23. <u>their</u> | 32. <u>to</u> |
| 4. <u>look</u> | 14. <u>are</u> | 24. <u>out</u> | 33. <u>said</u> |
| 5. <u>says</u> | 15. <u>when</u> | 25. <u>which</u> | 34. <u>from</u> |
| 6. <u>she</u> | 16. <u>three</u> | 26. <u>they</u> | 35. <u>be</u> |
| 7. <u>was</u> | 17. <u>little</u> | 27. <u>yellow</u> | 36. <u>what</u> |
| 8. <u>here</u> | 18. <u>there</u> | 28. <u>why</u> | 37. <u>me</u> |
| 9. <u>a</u> | 19. <u>were</u> | 29. <u>two</u> | 38. <u>he</u> |
| 10. <u>so</u> | 20. <u>the</u> | | |

- TEKS K.2.B** Demonstrate and apply phonetic knowledge by (iv) identifying and reading at least 25 high-frequency words from a research-based list; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

COMPLETE THE SENTENCES (15 MIN.)

- Remind students they learned a new sound and a spelling for the sound in the previous lesson.
- Identify the /oe/ sound by referring to the Sound Poster.
- Write the spelling students learned for the /oe/ sound. Have students write the spelling in the air using their pointer fingers.

➤ Digital Component 18.2

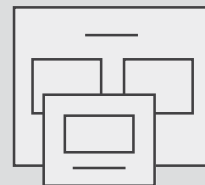
- Distribute and display Activity Page 18.1.
- Show students the three words printed at the top of the activity page. Each of these words completes one of the sentences printed below.
- Ask students to read the first word.
- Read the remaining two words together.
- Demonstrate reading the first sentence three times: once with the word *hope*, once with the word *made*, and once with the word *time*.
- Ask students which word completes the sentence.
- Have students print the word *time* on the line provided, following your example.
- Continue demonstrating until students are ready to work independently.



Activity Page 18.1: Complete the Sentences

Collect Activity Page 18.1 from students. Note any errors students make in completing sentences with Tricky Words.

Sound Posters and Cards



Activity Page 18.1



Lesson 18: “The Gift”

Reading



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

TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.B

REREAD “THE GIFT” (20 MIN.)

Small Group

Group 1: Have students take out their Readers, sit with their partners, and take turns rereading “The Gift.” Students who finish early should reread the stories “The Plane Ride” and “The Bike Ride.” They should not read ahead. You may also wish to assign any of the optional vocabulary activity pages.

Group 2: Have students follow along in their Readers as one student at a time reads from “The Gift” without interruption. Read the story a second time, having other students read aloud. If you have time, read “The Plane Ride” and “The Bike Ride” aloud.

Reader



Page 28



Observation: “The Gift” Anecdotal Reading Record (Group 2)

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

REVIEW “THE GIFT” (15 MIN.)

Story Questions Activity Page

- Reconvene the whole class.

➤ Digital Component 18.3

- Distribute and display Activity Page 18.2.
- Ask students to read the first question.

Activity Page 18.2



TEKS K.2.B.ii Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

- Ask students to identify the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Ask students to read the second question.
- Ask students for the answer to the second question.
- Have students write the following decodable answer on the line provided, following your example: *Liz got Meg a doll's dress.*
- Direct students to complete the remainder of the activity page independently.
- Once students have answered the questions, they may illustrate a part of the story in the box provided and write a caption on the line provided.



Activity Page 18.2: “The Gift” Story Questions

Collect Activity Page 18.2 from students. Note any errors students make in answering story questions.

End Lesson

Lesson 18: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Silly Voices

- Make one copy of the Silly Voices Picture Cards, **Activity Page TR 2.1**, and cut the cards apart.
- Make one copy of the story “The Gift” (**Activity Page TR 17.1**) for each student or use the *Scott Reader*.
- Follow the procedure in Lesson 2.

MORE HELP WITH SPELLING

Spelling Cards

- Make one copy of **Activity Page TR 18.1** for each student and have students cut the cards apart.
- Have students spread the cards faceup on a desk or table.
- Call out the words in the box to students one a time.

1. ripe	4. flake	7. slope
2. smoke	5. seen	8. pane
3. creek	6. spike	9. cone

- Have students listen carefully to each word and hold up the card that corresponds with the spelling pattern.

MORE HELP WITH TRICKY WORDS

Tricky Word Beanbag Toss

- Follow the directions in Lesson 4 for Tricky Word Beanbag Toss.

BASIC CODE

Review

PRIMARY FOCUS OF LESSON

Foundational Skills

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

Reading

Students will read “The Sled Ride” with purpose and understanding; will answer oral (literal) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.6.B

FORMATIVE ASSESSMENT

Observation

Letter Name and Letter Sound

Observation Record

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

Observation

“The Sled Ride” Anecdotal Reading Record

TEKS K.2.B.ii

Observation

Discussion Questions Observation Record

TEKS K.5.G

Activity Page 19.1

“The Sled Ride” Story Questions

TEKS K.5.G

TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	10 min.	<input type="checkbox"/> Large Letter Cards for 'ee,' 'a,' 'i,' 'o,' 'e,' and twelve other spellings already taught <input type="checkbox"/> Sound Poster for /oe/ <input type="checkbox"/> Sound Card 50 (<i>cone</i>)
Review the Sound /oe/ (Phonological Awareness)	Whole Group	15 min.	
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Scott Reader</i> <input type="checkbox"/> Activity Page 19.2 (optional)
Read "The Sled Ride"	Partner	15 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Review "The Sled Ride"	Whole Group	15 min.	<input type="checkbox"/> Activity Page 19.1 <input type="checkbox"/> Activity Page 19.1 (Digital Components)
Take-Home Material			
Take-Home Story: "The Plane Ride"			<input type="checkbox"/> Activity Page 19.3

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards for 'ee', 'a', 'i', 'o', 'e', and twelve other spellings already taught. Choose cards students need to practice.
- Gather the Sound Poster for /ch/ and Sound Card 27 (*chips*). Display the Sound Poster for Sound/Spelling Review.

Reading

➤ Digital Component 19.1

- Create the Preview Spellings chart (Digital Component 19.1) for Introduce the Story on the board/chart paper, or use the digital version.

➤ Digital Component 19.2

- Create an enlarged version of Activity Page 19.1 (Digital Component 19.2) to display for Story Questions Activity Page, or use the digital version.

Lesson 19: Review Long-Vowel Patterns

Foundational Skills

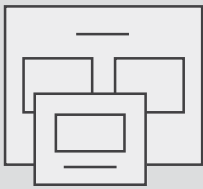


Primary Focus: Students will name lowercase letters of the alphabet and provide the corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**

Large Letter Cards



Sound Posters and Cards



WARM-UP (10 MIN.)

Sound/Spelling Review

- Review the letter sounds and names, using established procedures.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards. Do the same with the 'i' card and the 'e' card to review the 'i_e' spelling and the 'o' card and the 'e' card to review the 'o_e' spelling.
- Show students Sound Card 50 (*cones*) and add it to the /oe/ Sound Poster.



Observation: Letter Name and Letter Sound Observation Record

Call on different students to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

REVIEW THE SOUND /OE/ (15 MIN.)

Complete the Sentence

- Remind students they recently learned the sound /oe/ as in *home*.
- Have students say the /oe/ sound several times.
- Ask students to repeat a number of words having the /oe/ sound: *phone, coat, show, grow, nose, wrote, bow*.
- Write the spelling 'o_e' on the board/chart paper, and have students write the spelling in the air using their pointer fingers.

TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters.

- Tell students you are going to say some incomplete sentences, each of which is missing its last word. This exercise is oral; do not display sentences and answer choices.
- Explain the missing words contain the /oe/ sound.
- Read the first sentence.
- If needed, you may give additional clues to students.
- Complete the remaining sentences.

1. Dogs like to chew on _____. (bones)
2. When I want to talk to my friends, I call them using my _____. (phone)
3. Another word for house is _____. (home)
4. When I wash dishes, I clean them with _____. (soap)
5. When it is chilly outside, I wear a _____. (coat)
6. I can smell things by sniffing them with my _____. (nose)
7. On each of my feet, I have five _____. (toes)
8. I like to eat my ice cream on a sugar _____. (cone)

Lesson 19: “The Sled Ride”

Reading



Primary Focus: Students will read “The Sled Ride” with purpose and understanding; will answer oral (literal) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.6.B

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the targeted spelling in each word. Read the words aloud as a class.

TEKS K.2.B.ii Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance. **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

Reader



Page 32

➤ Digital Component 19.1

/ee/ > 'ee'	/ae/ > 'a_e'	/ie/ > 'i_e'	/oe/ > 'o_e'
steer	Jade	drive	stone
feel	Dave	like	broke
			bones
			home
			froze
			nose

Preview Core Vocabulary

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

steer—v., to control where something moves (32)

Example: You use the wheel to steer the car.

drag—v., to pull along a surface (34)

Example: Thomas had to drag the desk across the room.

Vocabulary Chart for "The Sled Ride"			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			steer drag
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

- Review the use of the apostrophe for the contractions *I'll* and *there's*.

Purpose for Reading

- Tell students they will read a story about a sled ride. Ask students to pay special attention to what happens to the sled.

READ “THE SLED RIDE” (15 MIN.)

Partner Reading

- Tell students to sit with their partners and take turns reading “The Sled Ride.”
- Encourage students who finish early to reread the stories “The Gift” and “The Plane Ride,” but discourage them from reading ahead. You may wish to assign optional vocabulary activity pages.



Observation: “The Sled Ride” Anecdotal Reading Record

Circulate around the room, listening to pairs of students read. As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

Discussion Questions for “The Sled Ride”

1. **Literal.** Who gets on the sled?
 - » Scott, Meg, Dave, and Jade got on the sled.
2. **Literal.** Describe what happens on the sled ride.
 - » Accept reasonable answers.
3. **Literal.** How will Scott and Meg get Dave and Jade home?
 - » Accept reasonable answers.
4. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “The Sled Ride.”
5. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

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



ENGLISH
LANGUAGE
LEARNERS

Reading

Exchanging Information
and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does the Sled smack into a big stone?” “Do Scott and Meg drag the sled home?”

Intermediate

When asking each question, provide students with a specific sentence frame: “Jade says she feels like . . .” “Dave froze his nose . . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G

REVIEW “THE SLED RIDE” (15 MIN.)

Story Questions Activity Page

➤ Digital Component 19.2

Activity Page 19.1



- Distribute and display Activity Page 19.1.
- Ask students to read the first question.
- Ask students for the answer to the first question.
- Have students write the following decodable answer on the line provided, following your example: *Dave got on the sled last. He sat in the back.*
- Direct students to complete the remainder of the activity page independently.
- Continue demonstrating until students are ready to work independently.
- Once students have completed the questions, they may illustrate a part of the story in the box provided and write a caption on the line provided.



Activity Page 19.1: “The Sled Ride” Story Questions

Collect Activity Page 19.1 from students. Note any errors students make in answering story questions.

End Lesson

Take-Home Material

TAKE-HOME STORY: “THE PLANE RIDE”

Activity Page 19.3



- Have students give Activity Page 19.3 to a family member.

Lesson 19: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Play Parts

- Provide each student with a copy of **Activity Page TR 19.1**.
- Pair students and have one student read the parts of Scott and the narrator, and the other read the parts of Dave, Jade, and Meg.

Note: Using a highlighter to mark the parts students will read is suggested.

MORE HELP WITH READING

Pop-Out Chaining

- Distribute the following **Large Letter Cards**, reviewing each card's sound as you do so: **'a', 'i', 'o', 'd', 'n', 'r', 'c', 't', 'p', 'k',** and **'f'**.
- Tell the student with the 'e' card they are holding the magic letter 'e'.
- Tell students if they are holding a card with a sound in *rip*, they should go to the front of the room and stand in the order spelling *rip*.
- Tell students you are a magician. When you say, "Alakazam!" the student with the 'e' card should add it to the end of *rip* to change the word's vowel sound and make a new word.
- Say "Alakazam!" and have the student with the 'e' card add it to the end of *rip* changing *rip* to *ripe*.
- Have the class read the new word.
- Repeat this process with the remaining word pairs.

- | | |
|-------------|--------------|
| 1. din–dine | 6. cap–cape |
| 2. rod–rode | 7. kit–kite |
| 3. con–cone | 8. not–note |
| 4. tap–tape | 9. fin–fine |
| 5. pan–pane | 10. pin–pine |

MORE HELP WITH LOWERCASE LETTERS AND SOUNDS

Letters in the Snow

- Put a dollop of shaving cream on each student's desk, and have students smooth it out to create a writing surface.
- Have students say each letter of the alphabet and say the corresponding sound, then write the letter in the shaving cream with a finger.

BASIC CODE

Review

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally segment two-syllable words with up to eight phonemes.

✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will read single-syllable words with the 'o' and 'o_e' or 'a' and 'a_e'

✦ spellings and will choose the word that correctly matches a picture. **TEKS K.2.B.ii**

Students will identify which written single-syllable word with previously taught

✦ long vowel sound-spellings matches a spoken word. **TEKS K.2.B.i**

Reading

Students will read "Scott's Snack Stand" with purpose and understanding; and will answer oral literal questions about the key details of the story.

✦ **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G**

FORMATIVE ASSESSMENT

Observation

Oral Segmenting Observation Record

✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Activity Page 20.1

Match the Picture

✦ **TEKS K.2.B.ii**

Activity Page 20.2

Word Recognition

✦ **TEKS K.2.B.i**

Observation

"Scott's Snack Stand" Anecdotal Reading Record (Group 1)

✦ **TEKS K.2.B.ii**

Observation

Discussion Questions Observation Record

✦ **TEKS K.5.G**

✦ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (i) identifying and matching the common sounds that letters represent; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Oral Segmenting (Phonological Awareness)	Whole Group	10 min.	
Match the Picture (Phonics and Word Recognition)	Independent	15 min.	<input type="checkbox"/> Activity Page 20.1 <input type="checkbox"/> Activity Page 20.1 (Digital Components)
Word Recognition	Whole Group	15 min.	<input type="checkbox"/> Activity Page 20.2 <input type="checkbox"/> Activity Page 20.2 (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Scott Reader <input type="checkbox"/> Activity Page 20.3 (optional)
Read "Scott's Snack Stand"	Small Group/ Partner	15 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Take-Home Material			
Phrasemaker			<input type="checkbox"/> Activity Page 20.4

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 20.1

- Create an enlarged version of Activity Page 20.1 (Digital Component 20.1) to display for Match the Picture, or use the digital version.

➤ Digital Component 20.2

- Create an enlarged version of Activity Page 20.2 (Digital Component 20.2) to display for Word Recognition, or use the digital version.

Reading

➤ Digital Component 20.3

- Create the Preview Spellings chart (Digital Component 20.3) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Bring in pictures of babies, a worm, turkeys, a treasure chest, a toaster and a bookcase (or point to a bookcase in the room) to use in Oral Segmenting.

Lesson 20: Practice

Foundational Skills



Primary Focus

Students will orally segment two-syllable words with up to eight phonemes.

✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will read single-syllable words with the 'o' and 'o_e' or 'a' and 'a_e'

✦ spellings and will choose the word that correctly matches a picture. **TEKS K.2.B.ii**

Students will identify which written single-syllable word with previously taught

✦ long vowel sound-spellings matches a spoken word. **TEKS K.2.B.i**



WARM-UP (10 MIN.)

Oral Segmenting

- Follow the instructions in Lesson 1.

1. book•case (3+3) /b/ /oo/ /k/ • /k/ /ae/ /s/
2. yo•gurt (2+3) /y/ /oe/ • /g/ /er/ /t/
3. ba•bies (2+3) /b/ /ae/ • /b/ /ee/ /z/
4. work•place (3+4) /w/ /er/ /k/ • /p/ /l/ /ae/ /s/
5. earth•worm (2+3) /er/ /th/ • /w/ /er/ /m/
6. tur•keys (2+3) /t/ /er/ • /k/ /ee/ /z/
7. trea•sure (3+2) /t/ /r/ /e/ • /zh/ /er/
8. ma•king (2+3) /m/ /ae/ • /k/ /i/ /ng/
9. toas•ter (3+2) /t/ /oe/ /s/ • /t/ /er/
10. mis•take (3+3) /m/ /i/ /s/ • /t/ /ae/ /k/

ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Prior to blending the first word, talk to students about the word *bookcase*.

Hold up a picture of a bookcase or point to a bookcase in the room and tell students the name for this object is *bookcase*.

Segment the word *book*, asking students to repeat, then segment the word *case*, asking students to repeat. Follow by segmenting the full word *bookcase*, asking students to repeat. Repeat the process with the pictures for *babies*, *earthworm*, *turkeys*, *treasure*, and *toaster*. Proceed with blending the words.

ELPS 2.A; ELPS 2.E

✦ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (i) identifying and matching the common sounds that letters represent.



Observation: Oral Segmenting Observation Record

Call on different students to segment each word. Note students' performance in the Oral Segmenting Observation Record.

MATCH THE PICTURE (15 MIN.)

➤ Digital Component 20.1

- Distribute and display Activity Page 20.1.
- Point out the two words below each picture.
- Read the two words below the first picture together as a class.
- Have students identify the word matching the picture.
- Ask students to circle the word in the box matching the picture.
- Describe and discuss images, as some may be unfamiliar.
- Continue demonstrating until students are ready to work independently.



Activity Page 20.1: Match the Picture

Collect Activity Page 20.1 from students. Note any errors students make in matching words to pictures.

WORD RECOGNITION (15 MIN.)

➤ Digital Component 20.2

- Distribute and display Activity Page 20.2.
- Point to the first row of words, and tell students you are going to say one of the two words.
- Say the word *bike*.
- Ask students which of the two words spells *bike*.

Activity Page 20.1



Activity Page 20.2



- Once the class has answered correctly, have students circle *bike*, and write it on the line, following your example.
- Continue demonstrating until students are ready to work independently.
- Have students copy the circled words on the lines.

1. bike	5. hole	9. grove
2. cheek	6. beet	10. keep
3. note	7. dime	11. mile
4. fine	8. game	12. rate



Activity Page 20.2: Word Recognition

Collect Activity Page 20.2 from students. Note any errors students make in circling and/or copying words.

Lesson 20: “Scott’s Snack Stand” Reading



Primary Focus: Students will read “Scott’s Snack Stand” with purpose and understanding; and will answer oral literal questions about the key details of the story. **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the targeted spelling in each word. Read the words aloud as a class.

Reader



Page 36

TEKS K.2.B.ii Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

➤ Digital Component 20.3

/ee/ > 'ee'	/ae/ > 'a_e'	/ie/ > 'i_e'	/oe/ > 'o_e'
week	make	bike	rode
three	came	wife	tote
		spice	home
		five	stove

Preview Core Vocabulary

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

tote bag—n., a large bag that is open at the top (36)

Example: Mike uses a tote bag for his gym clothes.

Vocabulary Chart for "Scott's Snack Stand"			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		tote bag	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

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

Purpose for Reading

- Tell students they will read a story about Scott selling something. Tell students to pay special attention to what Scott sells at his snack stand.

READ "SCOTT'S SNACK STAND" (15 MIN.)

Small Group

Group 2: Have students take out their Readers, sit with their partners, and take turns reading "Scott's Snack Stand." Students who finish early should reread the stories "The Sled Ride" and "The Gift." They should not read ahead. You may also assign any of the optional vocabulary activity pages.

Group 1: Have students follow along in their Readers as one student reads a paragraph at a time from “Scott’s Snack Stand” without interruption. Read the story a second time, having other students read aloud. If you have time, read “The Sled Ride” and “The Gift” in the same fashion. Alternatively, you may complete a different remediation exercise addressing students’ specific needs.



**Observation: “Scott’s Snack Stand”
Anecdotal Reading Record (Group 1)**

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

**ENGLISH
LANGUAGE
LEARNERS**



Reading

**Exchanging Information
and Ideas**

Beginning

Ask yes/no questions using simple phrases: “Does Scott buy three big bags of nuts?” “Does Scott make back the five he spent on nuts?”

Intermediate

When asking each question, provide students with a specific sentence frame: “Scott gets his mom to . . .” “Scott sets up a stand and sells. . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G

Wrap-Up

Discussion Questions for “Scott’s Snack Stand”

1. **Literal.** What does Scott sell at his snack stand?
» *(Scott sells hot spice nuts.)*
2. **Literal.** What does Scott do to the nuts before he sells them?
» *(Scott gets his mom to help him make hot spice nuts.)*
3. **Literal.** How much money does Scott make?
» *(Scott got back the five he spent, plus ten in cash.)*
4. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “Scott’s Snack Stand.”
5. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

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

Take-Home Material

PHRASEMAKER

- Have students give Activity Page 20.4 to a family member.

Activity Page 20.4



Lesson 20: Foundational Skills Remediation

Additional Support

MORE HELP ORALLY SEGMENTING TWO-SYLLABLE WORDS

Push and Say

- Make one copy of the sound boxes, **Activity Page TR 1.1**, for each student.
- Provide students with a handful of **small objects** (blocks, pennies, beans, etc.).
- Follow the procedure in Lesson 1 using the words in the box.

1. work • day (3 + 2) /w /er/ /k/ • /d/ /ae/
2. key • boards (2 + 4) /k/ /ee/ • /b/ /or/ /d/ /z/
3. pleas • ing (4 + 2) /p/ /l/ /ee/ /z/ • /i/ /ng/
4. toast • ed (3 + 3) /t/ /oe/ /s/ /t/ • /e/ /d/
5. star • light (3 + 3) /s/ /t/ /ar/ • /l/ /ie/ /t/
6. chick • ens (3 + 4) /ch/ /i/ /k/ • /e/ /n/ /z/

MORE HELP WITH ORAL READING

Play Parts

- Make one copy of **Activity Page TR 20.1** for each student.
- Pair students and have one student read the part of Scott, and the other read the part of the narrator.

Note: Using a highlighter to mark the parts students will read is suggested.

MORE HELP WITH SPELLING

Letter Spelling

- Provide students with the following **Small Letter Cards: e, b, d, n, t, l, g, s, m, sh, ch, v, p, o, c.**
- Tell students you will be calling out a list of words, some words with the /o/ sound and some with the /oe/ sound.
- Say the first word in the box and have students echo the word.
- Have students spell the word using the Small Letter Cards.
- Work through the remaining words in the box.

1. lob	5. dot	9. shop
2. cone	6. stone	10. chop
3. tone	7. hot	11. cope
4. got	8. mope	12. vote

PROGRESS MONITORING (OPTIONAL)

- Copy the Word Cards for Progress Monitoring 3 (**Activity Page TR 20.2**) and cut out the words. You may want to use one set of words to assess each student, or make each student a set to use for flash card practice.
- Make one copy of **Activity Page TR 20.3** (Record Sheet for Progress Monitoring 3) for each student.
- Follow the procedure in Lesson 7.
- Scoring is based on one point assigned for every sound-spelling in a word which is read correctly. Interpret scores as follows:
 - 9 or 10 points—excellent
 - 7 or 8 points—good
 - 5 or 6 points—fair
 - Less than 5 points—poor
- Goal: Achieve scores of good or excellent (7 points or higher).
- Scores of 6 or less indicate additional reteaching and reinforcement is required from Additional Support and the Unit 10 Pausing Point.

BASIC CODE

Review

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell single-syllable, similarly-spelled words with the /a/—/ae/, /i/—/ie/, and /o/—/oe/ spellings.

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

Reading

Students will read “Scott’s Snack Stand” with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

✦ **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.E**

FORMATIVE ASSESSMENT

Observation

“Scott’s Snack Stand” Anecdotal Reading Record (Group 2)

✦ **TEKS K.2.B.ii**

Activity Page 21.1

“Scott’s Snack Stand” Story Questions

✦ **TEKS K.5.G**

✦ **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (i) identifying and matching the common sounds that letters represent; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Pop-Out Chaining (Phonics)	Whole Group	20 min.	<ul style="list-style-type: none"> ❑ Large Letter Cards for 'h', 'p', 'n', 't', 'r', 'c', 'd', 'f', 'o', 'a', 'i', 'e'
Reading			
Reread "Scott's Snack Stand"	Small Group/ Partner	20 min.	<ul style="list-style-type: none"> ❑ Scott Reader
Review "Scott's Snack Stand"	Whole Group	20 min.	<ul style="list-style-type: none"> ❑ Activity Page 21.1 ❑ Activity Page 21.1 (Digital Components)
Take-Home Material			
Take-Home Story: "The Gift"			<ul style="list-style-type: none"> ❑ Activity Page 21.2

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance.

Reading

➤ Digital Component 21.1

- Create an enlarged version of Activity Page 21.1 (Digital Component 21.1) to display for Story Questions Activity Page, or use the digital version.

Lesson 21: Chaining

Foundational Skills



Primary Focus: Students will read and spell single-syllable, similarly spelled words with the /a/—/ae/, /i/—/ie/, and /o/—/oe/ spellings.

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

POP-OUT CHAINING (20 MIN.)

Large Letter Cards



- Distribute the following Large Letter Cards, reviewing each card's sound as you do so: 'h', 'p', 'n', 't', 'r', 'c', 'd', 'f', 'o', 'a', 'i', and 'e'.
- Tell the student with the 'e' card they are holding the magic letter 'e'.
- Tell students if they are holding a card with a sound in *hop*, they should go to the front of the room and stand in the order spelling *hop*.
- Tell students you are a magician. When you say, "Alakazam!" the student with the 'e' card should add it to the end of *hop* to change the word's vowel sound and make a new word.
- Say "Alakazam!" and have the student with the 'e' card add it to the end of *hop*, changing *hop* to *hope*.
- Have the class read the new word.
- Repeat this process with the remaining word pairs.

- | | |
|-------------|--------------|
| 1. hop—hope | 6. rod—rode |
| 2. not—note | 7. fin—fine |
| 3. rip—ripe | 8. con—cone |
| 4. cod—code | 9. tap—tape |
| 5. tot—tote | 10. cop—cope |

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

Lesson 21: “Scott’s Snack Stand”

Reading



Primary Focus: Students will read “Scott’s Snack Stand” with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.E

REREAD “SCOTT’S SNACK STAND” (20 MIN.)

Small Group

Group 1: Have students take out their Readers, sit with their partners, and take turns rereading “Scott’s Snack Stand.” Students who finish early should reread the stories “The Sled Ride” and “The Gift.” They should not read ahead. You may wish to assign optional vocabulary activity pages.

Group 2: Have students follow along in their Readers as one student at a time reads aloud from “Scott’s Snack Stand.” Read the story a second time, having students read aloud. If you have time, read “The Sled Ride” and “The Gift” in the same fashion. Alternatively, you may complete a different exercise addressing students’ specific needs.

Reader



Page 36



Observation: “Scott’s Snack Stand” Anecdotal Reading Record (Group 2)

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

REVIEW “SCOTT’S SNACK STAND” (20 MIN.)

Story Questions Activity Page

➤ Digital Component 21.1

- Distribute and display Activity Page 21.1.
- Ask students to read the first question.
- Ask students for the correct answer.

Activity Page 21.1



TEKS K.2.B.ii Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

- Have students shade the circle next to the correct answer, following your example.
- Ask students to read the second question.
- Ask students for the answer to the second question.
- Have students write the following decodable answer on the line provided, following your example: *The nuts cost Scott a lot of cash.*
- Direct students to complete the remainder of the activity page independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.



Activity Page 21.1: “Scott’s Snack Stand” Story Questions

Collect Activity Page 21.1 from students. Note any errors students make in answering story questions.

End Lesson

Take-Home Material

TAKE-HOME STORY: “THE GIFT”

- Have students give Activity Page 21.2 to a family member.

Activity Page 21.2



Lesson 21: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Silly Voices

- Make one copy of the Silly Voices Picture Cards, **Activity Page TR 2.1**, and cut the cards apart.
- Make one copy of the story “Scott’s Snack Stand” (**Activity Page TR 20.1**) for each student.
- Follow the procedure in Lesson 2.

MORE HELP WITH READING AND SPELLING

Word Tiles

- Gather sets of **letter tiles**, or write letters on small tiles.
- Provide each student with the following letters: **‘b’, ‘d’, ‘e’, ‘h’, ‘l’, ‘m’, ‘n’, ‘o’, ‘p’, ‘r’, ‘t’**.
- Call out the words in the box, one at a time, and have students spell the words using the tiles.

- | | | |
|---------|---------|----------|
| 1. hop | 5. not | 9. robe |
| 2. hope | 6. note | 10. robe |
| 3. lob | 7. mop | 11. dot |
| 4. lobe | 8. mope | 12. dote |

22

BASIC CODE

Introduce
/ue/ > 'u_e'

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will name lowercase letters of the alphabet and provide the
- ✦ corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**
- Students will identify spoken words with the medial /ue/ sound and will write the
- ✦ digraph spelling 'u_e' to represent this sound. **TEKS K.2.A.x; TEKS K.2.C.ii**

Reading

- Students will read "In the Pet Shop" with purpose and understanding and will answer oral literal questions about key details of the story.
- ✦ **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G**

FORMATIVE ASSESSMENT

Observation	Letter Name and Letter Sound Observation Record ✦ TEKS K.2.B.i; TEKS K.2.D.v
Observation	"In the Pet Shop" Anecdotal Reading Record (Group 1) ✦ TEKS K.2.B.ii
Observation	Discussion Questions Observation Record ✦ TEKS K.5.G

- ✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.A.x** Demonstrate phonological awareness by: segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	5 min.	<input type="checkbox"/> Large Letter Cards for 'ee', 'a', 'i', 'o', 'e', and twelve other spellings
Introduce the Sound /ue/ (Phonological Awareness)	Whole Group	10 min.	
Introduce the Spelling /ue/ > 'u_e' (Phonological Awareness, Phonics)	Whole Group	10 min.	
Meet the Spelling Activity Page (Phonics and Word Recognition)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 22.1 <input type="checkbox"/> Activity Page 22.1 (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Scott Reader</i> <input type="checkbox"/> Activity Page 22.2 (optional)
Read "In the Pet Shop"	Small Group/ Partner	15 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Take-Home Material			
Take Home Story: "The Sled Ride"			<input type="checkbox"/> Activity Page 22.3

ADVANCE PREPARATION

Note to Teacher

In this lesson, you will introduce the sound /ue/ as in *cute*. Note that /ue/ needs to be pronounced as /ue/, not /oo/: compare *feud* and *food*, *use* and *ooze*. Note also /ue/ is actually a sound combination consisting of two sounds, /y/ and /oo/. It is taught here as if it were one sound because it is often written using single-letter spellings like 'u' as in *user* and spelling units like 'u_e' as in *cube*. There is no need to explain this to the class, but if a student notices /ue/ consists of two sounds, you can confirm this.

Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance and twelve other spellings taught. Choose cards students need to practice.

➤ Digital Component 22.1

- Create an enlarged version of Activity Page 22.1 (Digital Component 22.1) to display for Meet the Spelling Activity Page, or use the digital version.

Reading

➤ Digital Component 22.2

- Create the Preview Spellings Chart (Digital Component 22.2) to Introduce the Story on the board/chart paper, or use the digital version.

Lesson 22: /ue/ > 'u_e'

Foundational Skills



Primary Focus

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

Students will identify spoken words with the medial /ue/ sound and will write the digraph spelling 'u_e' to represent this sound. **TEKS K.2.A.x; TEKS K.2.C.ii**

WARM-UP (5 MIN.)

Sound/Spelling Review

- Review the letter sounds and names using established procedures.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards. Do the same with the 'i' card and the 'e' card to review the 'i_e' spelling and the 'o' card and the 'e' card to review the 'o_e' spelling.

Large Letter Cards



Observation: Letter Name and Letter Sound Observation Record

Call on different students to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

INTRODUCE THE SOUND /UE/ (10 MIN.)

Hearing Medial Sounds

- Tell students today's sound is /ue/.
- Have students say the /ue/ sound several times, stretching it out.
- Ask students to repeat a number of words having the /ue/ sound at the beginning: *you, use, unit, Utah*.

TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.A.x** Demonstrate phonological awareness by: segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

- Ask students to repeat a number of words having the /ue/ sound in the middle: *cube, cute, fuse, fuel, huge, mule*.
- Ask students whether they can tell if /ue/ is a vowel sound or a consonant sound. (*It is a vowel sound, made with an open mouth.*)
- Tell students you are going to say a number of words. Some of the words will have /ue/ as the middle sound and some will not.

- | | |
|----------------|----------------|
| 1. tame | 6. cube (/ue/) |
| 2. cute (/ue/) | 7. room |
| 3. mule (/ue/) | 8. huge (/ue/) |
| 4. run | 9. cone |
| 5. feud (/ue/) | 10. soon |



Check for Understanding

Have students close their eyes and listen carefully. Ask students to raise their hands when they hear a word containing the /ue/ sound. Students should raise their hands for any word with the /ue/ sound. Remember that this is an oral exercise for students, so the different spellings are of no importance.



Start at the dotted line.

1. cup
2. short line down (leave a space)

Start between the dotted and the bottom line.

1. line across
2. most of a circle to the left

INTRODUCE THE SPELLING /UE/ › 'U_E' (10 MIN.)

Teacher Modeling

- Tell students you are going to show them how to write the /ue/ sound.
- Explain that this spelling is similar to the spellings they learned for the /ae/ sound, the /ie/ sound, and the /oe/ sound.
- Write a large lowercase 'u_e' on the board/chart paper, being sure to leave a space between the letters. Explain that both letters work together to stand for the sound /ue/.
- Point out you left a space between the letter 'u' and the letter 'e'. Tell students when you write an actual word, you will fill in the space between the 'u' and the 'e' with a letter for the sound that comes after the /ue/ sound.

- Add 'c' and 't' to make *cute*. (You may wish to use three different colors: the color that you used for the 'u_e' spelling, a second color for 'c', and a third color for 't'.)
- Tell students they might think this is /k/ /u/ /t/ /e/ (cut-eh), but the letters 'u' and 'e' work together (as a letter team) to stand for one sound, the /ue/ sound, even though there is a letter between them. Thus, the word is *cute*.
- Illustrate this relationship by drawing a V-shaped mark connecting the 'u' and the 'e' (see illustration).
- Point out even though the word *cute* contains four letters ('c', 'u', 't', and 'e'), it is made up of only three sounds (/k/, /ue/, and /t/).
- Have students write the word in the air with a pointed finger while saying the sounds.
- Write *mule* on the board/chart paper. Explain this is another example of the 'u'-space-'e' spelling for the /ue/ sound.
- Draw a V-shaped mark under *mule* as you did with *cute*.
- Tell students you would like them to help you spell another word with the 'u_e' spelling.
- Have students identify the first sound in *cube*. Write a 'c' on the board/chart paper.
- Have students identify the second sound in *cube*. Write a 'u' on the board/chart paper next to the 'c'. Explain the letter 'u' is the first part of the spelling for /ue/. Tell students you will write the second part after you write the sound that comes after the /ue/ sound.
- Have students identify the last sound in *cube*. Write a 'b' on the board/chart paper next to the 'u'. Explain if you left the word like this, it would be pronounced *cutb*. To spell *cube*, you need to finish writing the /ue/ sound.
- Ask students what letter must be written beside the 'b' in order to complete the /ue/ sound. Once the letter 'e' has been identified, write an 'e' on the board/chart paper.
- Remind students 'u' and 'e' work together to stand for the /ue/ sound.
- Tell students whenever the spelling 'u_e' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them the two letters stand for one sound.



Using your right hand, point at the 'c' from underneath with your pointer finger. Then move your pointer finger under the 'u' and, at the same time, move your middle finger so you have a 'V' with your pointer finger pointing at the 'u' and your middle finger pointing at the 'e'. For 't', return to single-finger pointing.

MEET THE SPELLING ACTIVITY PAGE (15 MIN.)

➤ Digital Component 22.1

- Distribute and display Activity Page 22.1.
- Show students how to read the word *cute*; then have students trace and write the word using the black dots to start each letter. Repeat with the word *use*.
- Turn to the back of the Activity Page. Ask students to read each word, identify the matching picture, and then write the word on the corresponding line. Model each step so students may follow along.
- If you wish, you may suggest students circle the separated digraph using a horseshoe-like shape, as described in the Introduction.

Activity Page 22.1



Lesson 22: “In the Pet Shop”

Reading



Primary Focus: Students will read “In the Pet Shop” with purpose and understanding and will answer oral literal questions about key details of the story.

✚ **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings Chart you prepared in advance, underlining the targeted spelling in each word. Read the words aloud as a class.

➤ Digital Component 22.2

/ee/ > ‘ee’	/ae/ > ‘a_e’	/ie/ > ‘i_e’	/oe/ > ‘o_e’	/ue/ > ‘u_e’
seems	waved	likes	home	cube
free	take		hope	cute
see	stares		zone	tune

Reader



Page 40

✚ **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

Preview Core Vocabulary

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

spots—v., sees (40)

Example: Janine spots a giraffe at the zoo.

chimp—n., a type of ape (40)

Example: It is easy for a chimp to climb a tree.

zone—n., an area of space (42)

Example: That zone is used for parking cars.

Sayings and Phrases

chimp-free zone—a way of saying that no chimps are allowed (42)

Note: Explain that students may substitute chimp with any noun to indicate that something is not allowed (e.g., dog-free zone; peanut-free zone).

Vocabulary Chart for “In the Pet Shop”

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

Note: You may also wish to point out that the word *spots* has multiple meanings, such as places/location or small dots or splotches. In today’s story, which takes place at a pet shop, it has the meaning previously noted.

- Review the use of the apostrophe used for the contraction *can’t*.

Purpose for Reading

- Tell students they will read a story about a pet shop. Tell students to pay special attention to the story so they can tell you what Scott spots in a pen at the pet shop.

READ “IN THE PET SHOP” (15 MIN.)

Small Group

Group 2: Have students take out their Readers, sit with their partners, and take turns reading “In the Pet Shop.” Students who finish early should reread the stories “Scott’s Snack Stand” and “The Sled Ride.” They should not read ahead. You may wish to assign optional vocabulary activity pages.

Group 1: Have students follow along in their Readers as one student at a time reads aloud from “In the Pet Shop.” Read the story a second time, having students read aloud. If you have time, read “Scott’s Snack Stand” and “The Sled Ride” in the same fashion. Alternatively, you may complete a different remediation exercise addressing students’ specific needs.

ENGLISH
LANGUAGE
LEARNERS



Reading

Exchanging Information
and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does Scott sing a tune to the chimp?” “Does Scott’s mom say the chimp can come home?”

Intermediate

When asking each question, provide students with a specific sentence frame: “When Scott waves at the chimp, the chimp . . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G



Observation: “In the Pet Shop” Anecdotal Reading Record (Group 1)

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

Wrap-Up

Discussion Questions for “In the Pet Shop”

- Literal.** What does Scott spot in a pen at the pet shop?
 - » Scott spots a chimp.
- Literal.** What does the chimp do when Scott waves at him?
 - » The chimp waves back.
- Literal.** Why can’t Scott take the chimp home?
 - » Mom says she has a chimp-free zone at home.
- Literal.** What pet does Scott get in the end?
 - » Scott gets a fish.
- Evaluative.** *Think-Pair-Share.* Ask your partner a question about “In the Pet Shop.”
- Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

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

End Lesson

Take-Home Material

TAKE-HOME STORY: "THE SLED RIDE"

- Have students give Activity Page 22.3 to a family member.

Activity Page 22.3



Lesson 22: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Play Parts

- Provide each student with a copy of **Activity Page TR 22.1**.
- Pair students and have one student read the part of Scott and the other read the parts of the narrator and Scott's mom.

Note: Using a highlighter to mark the parts students will read is suggested.

MORE HELP WITH SPELLING

Fill in the Consonants

- Distribute the following **Large Letter Cards**: 'u', 'e', 'd', 'n', 'c', 't', 'm', 'l', 'b', 's', 'h', 'g', and 'f'.
- Have the two students with the 'u' and 'e' cards come to the front of the room, stand far enough apart so that another student can fit between them, and hold their cards up for all to see.
- Call out the following words to students, one a time.

- | | | |
|---------|----------|----------|
| 1. dune | 4. tube | 7. fuse |
| 2. cute | 5. tunes | 8. fumes |
| 3. mule | 6. huge | 9. flute |

- Ask the students with the consonants that are used to spell each word come to the front and position themselves so that the word is spelled correctly.
- Choose two new students to come to the front and hold the 'u' and 'e' cards for each new word.

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 577 of those words would be completely decodable.

After today's lesson: If students attempted to read 1,000 words in a trade book, on average 584 of those words would be completely decodable.

The students have now been taught at least one way to write 35 of the 44 sounds in English.

The sound /ue/ is the 36th most common sound in English.

The sound /ue/ is found in approximately 2 percent of English words.

The sound /ue/ is spelled 'u_e' approximately 19 percent of the time.

The spelling alternatives 'u' as in *pupil*, 'ue' as in *cue*, and 'ew' as in *few* are taught in later grades.

TRICKY WORDS

Introduce You and Your

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell single-syllable, similarly spelled words with the /a/—/ae/, /i/—/ie/, /o/—/oe/, and /u/—/ue/ sounds and spellings.

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

Students will read the Tricky Words *you* and *your*; students will recognize pronoun cases. **TEKS K.2.B.iv; TEKS K.10.D.vi**

Reading

Students will read “In the Pet Shop” with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story. **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.B**

FORMATIVE ASSESSMENT

Observation

“In the Pet Shop” Anecdotal Reading Record
(Group 2)

✦ **TEKS K.2.B.ii**

Activity Page 23.1

“In the Pet Shop” Story Questions

✦ **TEKS K.5.G**

✦ **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (i) identifying and matching the common sounds that letters represent; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.10.D.vi** Edit drafts with adult assistance using standard English conventions, including: pronouns, including subjective, objective, and possessive cases; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Large Card Chaining (Phonics and Word Recognition)	Whole Group	15 min.	<input type="checkbox"/> Large Letter Cards for 'm', 'n', 't', 'c', 'k', 's', 'p', 'b', 'l', 'h', 'i', 'e', 'a', 'u', 'o'
Introduce Tricky Words: <i>You, Your</i> (Recognition)	Whole Group	10 min.	<input type="checkbox"/> two yellow index cards <input type="checkbox"/> Tricky Word Wall (Digital Components)
Reading			
Reread "In the Pet Shop"	Small Group	20 min.	<input type="checkbox"/> Scott Reader
Review "In the Pet Shop"	Whole Group	15 min.	<input type="checkbox"/> Activity Page 23.1 <input type="checkbox"/> Activity Page 23.1 (Digital Components)
Take-Home Material			
Word Box			<input type="checkbox"/> Activity Page 23.2

ADVANCE PREPARATION

Foundational Skills

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

➤ Digital Component 23.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Review Tricky Words (Digital Component 23.1) on the board/chart paper or display the digital version.

Reading

➤ Digital Component 23.2

- Create an enlarged version of Activity Page 23.1 (Digital Component 23.2) to display for Story Questions Activity Page, or use the digital version.

Lesson 23: Tricky Words: *You* and *Your*

Foundational Skills



Primary Focus

Student will read and spell single-syllable, similarly spelled words with the /a/—/ae/, /i/—/ie/, /o/—/oe/, and /u/—/ue/ sounds and spellings.

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

Students will read the Tricky Words *you* and *your*; students will recognize pronoun cases. ✦ **TEKS K.2.B.iv; TEKS K.10.D.vi**

LARGE CARD CHAINING (15 MIN.)

Large Letter Cards



- Remind students they learned a new sound and a spelling for the sound in the previous lesson. The new sound is /ue/.
- Write the spelling for the /ue/ sound. Have students write the spelling in the air using their pointer fingers.
- Write an example word containing the spelling 'u_e' on the board/chart paper (e.g., *cute*).
- Remind students they also recently learned to write the vowel sounds /ae/, /ie/, and /oe/ using the spellings 'a_e', 'i_e', and 'o_e'.
- Write an example word containing each spelling on the board/chart paper (e.g., *cake*, *bike*, and *hope*).
- Distribute and review the following Large Letter Cards: 'm', 'n', 't', 'c', 'k', 's', 'p', 'b', 'l', 'h', 'i', 'e', 'a', 'u', and 'o'.
- Tell students if they are holding a card with a sound in *cut*, they should go to the front of the room and stand in the order spelling *cut*.
- If necessary, help students to stand in the correct order.
- Once the word has been spelled correctly, say, "If this is *cut*, show me *cute*."
- Students should rearrange themselves to make the new word.
- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards.
- Complete the remaining chains.

1. cut > cute > mute > mule > mile > mole > pole > pile > pale > pane
2. bike > bake > lake > late > mate > male > mole > hole > holes > homes
3. cub > cube > cute > mute > mule > mile > mite > bite > kite > kate > fate > late

✦ **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (i) identifying and matching the common sounds that letters represent; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.10.D.vi** Edit drafts with adult assistance using standard English conventions, including: pronouns, including subjective, objective, and possessive cases.

INTRODUCE TRICKY WORDS: YOU, YOUR (10 MIN.)

Tricky Word Review

- Review previously taught Tricky Words using the Word Wall or the digital version, following established procedures. Be sure to point out that the tricky parts of each word are underlined.

➤ Digital Component 23.1

1. <u>when</u>	11. <u>what</u>	21. <u>two</u>	31. <u>my</u>
2. <u>says</u>	12. <u>me</u>	22. <u>once</u>	32. <u>their</u>
3. <u>down</u>	13. <u>where</u>	23. <u>from</u>	33. <u>all</u>
4. <u>why</u>	14. <u>out</u>	24. <u>three</u>	34. <u>the</u>
5. <u>be</u>	15. <u>look</u>	25. <u>which</u>	35. <u>a</u>
6. <u>they</u>	16. <u>I</u>	26. <u>she</u>	36. <u>by</u>
7. <u>he</u>	17. <u>so</u>	27. <u>said</u>	37. <u>were</u>
8. <u>one</u>	18. <u>there</u>	28. <u>we</u>	38. <u>was</u>
9. <u>no</u>	19. <u>yellow</u>	29. <u>here</u>	39. <u>little</u>
10. <u>are</u>	20. <u>to</u>	30. <u>word</u>	40. <u>blue</u>

Tricky Word: *You*

- Write the Tricky Word *you* on the board/chart paper and ask students how they would pronounce it by blending. (They may try to say /y/ /o/ /u/, which is hard to pronounce.)
- Tell students that we actually pronounce this word /ue/ as in, “You are nice.”
- Circle the letter ‘y’ and explain it is pronounced just as one would expect, as /y/.
- Underline the letters ‘o’ and ‘u’ and explain these letters make up the tricky part of the word. Students would probably expect these letters to be pronounced separately as /o/ /u/, but these two letters work together to stand for the /oo/ sound.
- Tell students that when reading *you*, they have to remember to pronounce the letters ‘o’ ‘u’ as /oo/.
- Tell students that when writing *you*, they have to remember to spell the /oo/ sound with the letters ‘o’ ‘u’.
- Point to the word *you* as you say the following sentence, “If you help me, I’ll help you.” Ask students to **Turn and Talk**, using the word *you* in an oral sentence.

- Write the Tricky Word *you* on a yellow card and add it to the Tricky Word Wall.

Tricky Word: *Your*

- Write the Tricky Word *your* on the board/chart paper and ask students how they would pronounce it by blending. (They may try to say /y/ /o/ /u/ /r/, which is hard to pronounce.)
- Explain that we actually pronounce this word /y/ /or/ as in, “This is your piece of pie.”
- Circle the letter ‘y’ and explain it is pronounced just as one would expect, as /y/.
- Underline the letters ‘o’, ‘u’, and ‘r’ and explain these letters make up the tricky part of the word. Students would probably expect these letters to be pronounced separately as /o/ /u/ /r/, but these three letters work together to stand for the /or/ sound.
- Tell students that when reading *your*, they have to remember to pronounce the letters ‘o’ ‘u’ ‘r’ as /or/.
- Tell students that when writing *your*, they have to remember to spell the /or/ sound with the letters ‘o’ ‘u’ ‘r’.
- Point to the word *your* as you say the following sentence, “Is that your dog?” Ask students to **Turn and Talk**, using the word *your* in an oral sentence.
- Write the Tricky Word *your* on a yellow card and add it to the Tricky Word Wall.

Possessive Pronouns

- Explain to students that the Tricky Word *you* is a subjective pronoun and *your* is a possessive pronoun. Tell students that a possessive pronoun shows ownership. For example: *Your cat is black*. Provide a list of possessive pronouns (*my, mine, your, yours, our, ours, her, hers, his, their, theirs, its*).
- Write the following sentences on the board and read them aloud: *You have a big dog. Is that bird also yours?*
- Have a volunteer underline the possessive pronoun. Have another volunteer circle the subjective pronoun.
- When students talk and write about the story “In the Pet Shop” later in this lesson, encourage them to correctly use possessive pronouns in their writing and speaking.



Check for Understanding

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

Lesson 23: “In the Pet Shop”

Reading



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

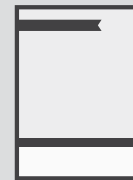
TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.B

REREAD “IN THE PET SHOP” (20 MIN.)

Small Group

- **Group 1:** Have students take out their Readers, sit with their partners, and take turns rereading “In the Pet Shop.” Students who finish early should reread the stories “Scott’s Snack Stand” and “The Sled Ride.” They should not read ahead. You may wish to assign an optional vocabulary activity page.
- **Group 2:** Have students follow along in their Readers as one student at a time reads from “In the Pet Shop.” Read the story a second time, having students read aloud. If you have time, read “Scott’s Snack Stand” and “The Sled Ride” in the same fashion.

Reader



Page 40

Observation: “In the Pet Shop” Anecdotal Reading Record (Group 2)



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

REVIEW “IN THE PET SHOP” (15 MIN.)

Story Questions Activity Page

➤ Digital Component 23.2

- Reconvene the whole class and distribute and display Activity Page 23.1.
- Ask students to read the first question.
- Ask students for the answer to the first question.

Activity Page 23.1



TEKS K.2.B.ii Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

- Have students write the decodable answer on the line provided, following your example: *A cube is in the pen with the chimp.*
- When you get to the third question, model shading the circle next to the correct answer.
- Continue demonstrating until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.



Activity Page 23.1: “In the Pet Shop” Story Questions

Collect Activity Page 23.1 from students. Note any errors students make in answering story questions.

End Lesson

Take-Home Material

WORD BOX

- Have students give Activity Page 23.2 to a family member.

Activity Page 23.2



Lesson 23: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Silly Voices

- Make one copy of the Silly Voices Picture Cards, **Activity Page TR 2.1**, and cut the cards apart.
- Make one copy of the story “In the Pet Shop” (**Activity Page TR 22.1**) for each student.
- Follow the procedure in Lesson 2.

MORE HELP WITH TRICKY WORDS

Color the Tricky Word

- Make one copy of **Activity Page TR 23.1** for each student.
- Have students read the Tricky Words at the top of the page and each of the sentences below.
- Ask students to choose the word(s) that best completes each sentence and write the word(s) on the line.

MORE HELP WITH SPELLING

Letter Spelling

- Provide students with the following **Small Letter Cards: ‘u’, ‘e’, ‘m’, ‘d’, ‘c’, ‘b’, ‘s’, ‘n’, ‘t’, ‘sh’, ‘f’, ‘l’, ‘r’**.
- Tell students that you will be calling out a list of words, some words with the /u/ and some with /ue/.
- Say the first word and have students echo the word.
- Have students spell the word using the Small Letter Cards.
- Work through the remaining words.

- | | | |
|---------|---------|----------|
| 1. mud | 5. use | 9. club |
| 2. cube | 6. shut | 10. mule |
| 3. sun | 7. cub | 11. drum |
| 4. mute | 8. fume | 12. muse |

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 584 of those words would be completely decodable.

After today's lesson: If students attempted to read 1,000 words in a trade book, on average 596 of those words would be completely decodable.

You is the 12th most common word in English.

Your is one of the 60 most common words in English.

24

BASIC CODE

Review

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will name lowercase letters of the alphabet and provide the

- ✦ corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will read and spell single-syllable, similarly spelled words with the /a/—/ae/, /i/—/ie/, /o/—/oe/, and /u/—/ue/ sounds and spellings.

- ✦ **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii**

Reading

Students will read “Scott Bakes a Cake” with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

- ✦ **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.6.E**

FORMATIVE ASSESSMENT

Observation

Letter Name and Letter Sound

Observation Record

- ✦ **TEKS K.2.B.i; TEKS K.2.D.v**

Observation

“Scott Bakes a Cake” Anecdotal

Reading Record

- ✦ **TEKS K.2.B.ii**

Activity Page 24.1

“Scott Bakes a Cake” Story Questions

- ✦ **TEKS K.5.G**

- ✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	5 min.	<ul style="list-style-type: none"> ❑ Large Letter Cards for 'ee', 'a', 'i', 'o', 'u', 'e', and ten other spellings ❑ Sound Poster for /ue/ ❑ Sound Card 51 (<i>cube</i>)
Large Card Chaining (Phonics and Word Recognition)	Whole Group	20 min.	<ul style="list-style-type: none"> ❑ Large Letter Cards for 'm', 'n', 't', 'd', 'c', 'k', 'p', 'b', 'l', 'r', 'h', 'sh', 'i', 'e', 'a', 'u', 'o'
Reading			
Introduce the Story	Whole Group	20 min.	<ul style="list-style-type: none"> ❑ <i>Scott Reader</i> ❑ Activity Page 24.2 (optional) ❑ Preview Spellings Chart (Digital Components)
Read "Scott Bakes a Cake"			
Review "Scott Bakes a Cake"	Whole Group	15 min.	<ul style="list-style-type: none"> ❑ Activity Page 24.1 ❑ Activity Page 24.1 (Digital Components)
Take-Home Material			
Take-Home Story: "Scott's Snack Stand"			<ul style="list-style-type: none"> ❑ Activity Page 24.3

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance and ten other spellings already taught for Sound/Spelling Review. Choose cards students need to practice.
- Gather the Sound Poster for /ue/ and Sound Card 51 (*cube*). Display the Sound Poster for Sound/Spelling Review.
- Gather the Large Letter Cards listed in the Lesson at a Glance to use for Large Card Chaining.
- Write the following Tricky Words on large cards: *you*, *your*. Add the cards to the set of previously taught Tricky Word cards.

Reading

➤ Digital Component 24.1

- Create the Preview Spellings chart (Digital Component 24.1) for Introduce the Story on the board/chart paper, or use the digital version.

➤ Digital Component 24.2

- Create an enlarged version of Activity Page 24.1 (Digital Component 24.2) to display for Story Questions Activity Page, or use the digital version.

Lesson 24: Review

Foundational Skills



Primary Focus

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

Students will read and spell single-syllable, similarly spelled words with the /a/—/ae/, /i/—/ie/, /o/—/oe/, and /u/—/ue/ sounds and spellings.

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

WARM-UP (5 MIN.)

Sound/Spelling Review

- Review sound/spellings using established procedures.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards. Do the same with the 'i' card and the 'e' card to review the 'i_e' spelling, the 'o' card and the 'e' card to review the 'o_e' spelling, and the 'u' card and the 'e' card to review the 'u_e' spelling.
- Show students Sound Card 51 (*cube*) and add it to the /ue/ Sound Poster.



Observation: Letter Name and Letter Sound Observation Record

Call on different students to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

LARGE CARD CHAINING (20 MIN.)

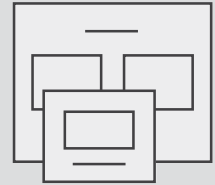
- Distribute and review the following Large Letter Cards: 'm', 'n', 't', 'd', 'c', 'k', 'p', 'b', 'l', 'r', 'h', 'sh', 'i', 'e', 'a', 'u', and 'o'.
- Tell students if they are holding a card with a sound in *lime*, they should go to the front of the room and stand in the order spelling *lime*.
- If necessary, help students establish correct order.

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

Large Letter Cards



Sound Posters and Cards



- Once the word has been spelled correctly, say, “If this is *lime*, show me *time*.”
- Students should rearrange themselves to make the new word.
- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards.
- Complete the remaining chains.

1. lime > time > tame > name > nape > nope > rope > ripe > ride > hide
2. made > shade > shake > shape > tape > cape > cope > hope > home > hole
3. cub > cube > cute > mute > mule > mile > mole > male > mane > mine

Lesson 24: “Scott Bakes a Cake”

Reading



Primary Focus: Students will read “Scott Bakes a Cake” with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story. **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.6.E**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the targeted spelling in each word. Read the words aloud as a class.

➤ Digital Component 24.1

/ee/ > ‘ee’	/ae/ > ‘a_e’	/ie/ > ‘i_e’	/ue/ > ‘u_e’
three	bakes	like	use
see	cakes	smile	

➤ **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

Reader



Page 44

Preview Core Vocabulary

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

frost—v., to put icing on a cake (46)

Example: Marie likes to frost cake with green icing.

Vocabulary Chart for “Scott Bakes a Cake”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			
Multiple-Meaning Core Vocabulary Words			frost
Sayings and Phrases			

Note: You may also wish to point out that the word *frost* has multiple meanings, such as when it is cold outside and ice crystals form when water vapor freezes. In today's story it has the meaning previously noted.

- Review the use of the apostrophe as an indication of ownership

Purpose for Reading

- Tell students today they will read a story about Scott helping Mom and Meg make something. Tell students to pay special attention to what Scott makes with Mom and Meg.

READ “SCOTT BAKES A CAKE” (15 MIN.)

Whole Group

- Read the story “Scott Bakes a Cake” as a class, having students read aloud.
- If you finish early, reread “In the Pet Shop” and “Scott's Snack Stand.”



Observation: “Scott Bakes a Cake” Anecdotal Reading Record

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



Reading

Exchanging Information
and Ideas

Beginning

Ask yes/no questions using simple phrases: "Is Scott's Mom baking a cake with Meg?" "Do Scott's Mom and Meg smile?"

Intermediate

When asking each question, provide students with a specific sentence frame: "Scott's job is to . . ."

Advanced/Advanced High

Encourage students to expand and/or build from student responses.

ELPS 2.G; ELPS 4.G

Activity Page 24.1



Wrap-Up

Discussion Questions for "Scott Bakes a Cake"

1. **Literal.** What does Scott make with Mom and Meg?
 - » Scott bakes a cake with Mom and Meg.
2. **Literal.** What is Scott's job?
 - » Scott mixes the eggs.
3. **Inferential.** Scott wants to help frost the cake. What does that mean?
 - » Scott wants to help put icing on the cake.
4. **Inferential.** Do you think Scott enjoys making the cake. Why or why not?
 - » Accept reasonable answers.
5. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about "Scott Bakes a Cake."
6. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

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

REVIEW "SCOTT BAKES A CAKE" (15 MIN.)

Story Questions Activity Page

➤ Digital Component 24.2

- Distribute and display Activity Page 24.1.
- Ask students to read the first question.
- Ask students for the answer to the first question.
- Have students write the decodable answer on the line provided, following your example: *Scott helps make a cake.*
- Continue demonstrating until students are ready to work independently.

- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.



Activity Page 24.1: “Scott Bakes a Cake” Story Questions

Collect Activity Page 24.1 from students. Note any errors students make in answering story questions.

End Lesson

Take-Home Material

TAKE-HOME STORY: “SCOTT’S SNACK STAND”

- Have students give Activity Page 24.3 to a family member.

Activity Page 24.3



Lesson 24: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Play Parts

- Provide each student with a copy of **Activity Page TR 24.1**.
- Pair students and have one student read the parts of Scott and Scott’s mom, and the other read the parts of the narrator and Meg.

Note: Using a highlighter to mark the parts students will read is suggested.

MORE HELP WITH READING AND SPELLING

Word Tiles

- Gather sets of board game **letter tiles**, or write letters on small tiles.
- Provide each student with the following letters: **‘a’, ‘b’, ‘c’, ‘e’, ‘g’, ‘h’, ‘i’, ‘l’, ‘n’, ‘o’, ‘p’, ‘r’, ‘s’, ‘t’, ‘u’**.
- Call out the words in the box, one at a time, and have students spell the words using the tiles.

1. cub	5. can	9. cut
2. cube	6. cane	10. cute
3. slop	7. grip	11. shin
4. slope	8. gripe	12. shine

PROGRESS MONITORING (OPTIONAL)

- Copy the Word Cards for Progress Monitoring 4 (**Activity Page TR 24.2**) and cut out the words. You may want to use one set of words to assess each student, or make each student a set to use for flash card practice.
- Make one copy of **Activity Page TR 24.3** (Record Sheet for Progress Monitoring 4) for each student.
- Follow the procedure in Lesson 7.
- Scoring is based on one point assigned for every sound-spelling in a word which is read correctly. Interpret scores as follows:
 - 9 or 10 points—excellent
 - 7 or 8 points—good
 - 5 or 6 points—fair
 - Less than 5 points—poor
- **Goal:** Achieve scores of good or excellent (7 points or higher).
- Scores of 6 or less indicate additional reteaching and reinforcement is required from Additional Support and the Unit 10 Pausing Point.

BASIC CODE

Review

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally segment two-syllable words with up to eight phonemes.

✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will read simple yes-no questions of single-syllable words with /ee/ > 'ee', /ae/ > 'a_e', /ie/ > 'i_e', /oe/ > 'o_e', and /ue/ > 'u_e' and will answer

✦ the questions correctly. **TEKS K.2.B.ii; TEKS K.5.E**

Students will read and write the Tricky Words *they, their, you, your, my, by, she*.

✦ **TEKS K.2.B.iv**

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

✦ *so, no, your, you, my, by.* **TEKS K.2.B.iv**

FORMATIVE ASSESSMENT

Observation

Oral Segmenting Observation Record

✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Activity Page 25.1

Yes/No Questions

✦ **TEKS K.2.B.ii**

Activity Page 25.3

Complete the Sentences

✦ **TEKS K.2.B.iv**

✦ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.E** Make connections to personal experiences, to ideas in other texts, and society with adult assistance; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Oral Segmenting (Phonological Awareness)	Whole Group	10 min.	
Wiggle Cards (Phonics, Fluency)	Whole Group	5 min.	☐ seven index cards
Yes/No Questions (Phonics, Fluency)	Independent	15 min.	☐ Activity Page 25.1 ☐ Activity Page 25.1 (Digital Components)
Tricky Word Practice (Word Recognition)	Whole Group	15 min.	☐ Activity Page 25.2
Differentiated Instruction (Phonics and Word Recognition, Fluency)	Small Group	15 min.	☐ Activity Page 25.3 ☐ Decodable Sentences (Digital Components)

ADVANCE PREPARATION

Foundational Skills

- Write the following phrases on cards, one phrase per card for use as Wiggle Cards: *tap your nose, clap if you like cake, stomp your feet, smile if you like snakes, shake your bones, act like you smell smoke, wave your hands.*

➤ Digital Component 25.1

- Create an enlarged version of Activity Page 25.1 (Digital Component 25.1) to display for Yes/No Questions Activity Page, or use the digital version.

➤ Digital Component 25.2

- Create the chart with sentences (Digital Component 25.2) on the board/ chart paper for Small Group 2 students who finish early to read, copy, and illustrate, or use the digital version.

Universal Access

- Bring in a raincoat (or a picture of someone wearing a raincoat) and pictures of babies, someone getting a haircut, a jacket, and makeup to use in Oral Segmenting.

Lesson 25: Basic Code

Foundational Skills



Primary Focus

Students will orally segment two-syllable words with up to eight phonemes.

✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will read simple yes-no questions of single-syllable words with /ee/ > 'ee', /ae/ > 'a_e', /ie/ > 'i_e', /oe/ > 'o_e', and /ue/ > 'u_e' and will answer

✦ the questions correctly. **TEKS K.2.B.ii; TEKS K.5.E**

Students will read and write the Tricky Words *they, their, you, your, my, by, she*.

✦ **TEKS K.2.B.iv**

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

✦ *so, no, your, you, my, by.* **TEKS K.2.B.iv**



WARM-UP (10 MIN.)

Oral Segmenting

- Follow the instructions from Lesson 1.

- | | | | |
|-----|-------------|-------|------------------------------------|
| 1. | rain•coat | (3+3) | /r/ /ae/ /n/ • /k/ /oe/ /t/ |
| 2. | base•ment | (3+4) | /b/ /ae/ /s/ • /m/ /e/ /n/ /t/ |
| 3. | hair•cut | (3+3) | /h/ /ae/ /r/ • /k/ /u/ /t/ |
| 4. | ba•bies | (2+3) | /b/ /ae/ • /b/ /ee/ /z/ |
| 5. | jack•et | (3+2) | /j/ /a/ /k/ • /e/ /t/ |
| 6. | day•light | (2+3) | /d/ /ae/ • /l/ /ie/ /t/ |
| 7. | nine•teen | (3+3) | /n/ /ie/ /n/ • /t/ /ee/ /n/ |
| 8. | day•dream | (2+4) | /d/ /ae/ • /d/ /t/ /ee/ /m/ |
| 9. | make•up | (3+2) | /m/ /ae/ /k/ • /u/ /p/ |
| 10. | class•mates | (4+4) | /k/ /l/ /a/ /s/ • /m/ /ae/ /t/ /s/ |

- ✦ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.E** Make connections to personal experiences, to ideas in other texts, and society with adult assistance; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.

ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Prior to blending the first word, talk to students about the word *raincoat*.

Hold up the raincoat or picture of a person wearing a raincoat. Tell students that the name for this object is *raincoat*.

Segment the word *rain*, asking students to repeat, then segment the word *coat*, asking students to repeat. Follow by segmenting the full word *raincoat*, asking students to repeat. Repeat the steps with the pictures for *babies*, *haircut*, *jacket*, and *makeup*. Proceed with blending the words.

ELPS 2.A; ELPS 2.E



Observation: Oral Segmenting Observation Record

Call on different students to segment each word. Note students' performance in the Oral Segmenting Observation Record.

WIGGLE CARDS (5 MIN.)

- Tell students you are going to show them some cards describing actions; you would like them to read each card and perform the action listed.
- Show students a card, have them read it, and let them perform the action.

YES/NO QUESTIONS (15 MIN.)

> Digital Component 25.1

- Distribute and display Activity Page 25.1.
- Ask students to read the first question.
- Ask students if the answer to the question is yes or no.
- Have students write *no* on the line provided, following your example.
- Continue demonstrating until students are ready to work independently.



Activity Page 25.1: Yes/No Questions

Collect Activity Page 25.1 from students. Note any errors students make in answering Yes/No Questions.

TRICKY WORD PRACTICE (15 MIN.)

- Distribute Activity Page 25.2.
- Tell students they will practice writing Tricky Words.
- Write *you* on the board/chart paper and have students read it.

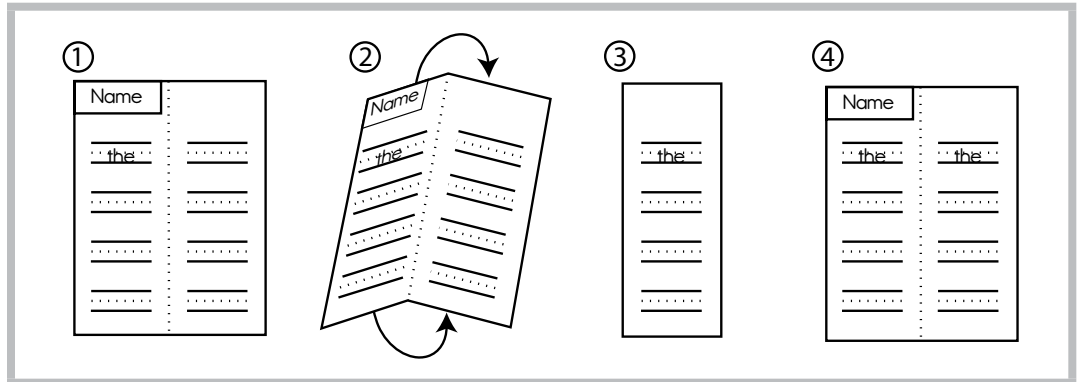
Activity Page 25.1



Activity Page 25.2



- Have students copy *you* onto the first handwriting guide on the activity page (see Illustration 1). They should say the name of each letter as they copy the word.



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

- | | |
|----------|--------|
| 1. you | 5. my |
| 2. your | 6. by |
| 3. they | 7. she |
| 4. their | |

DIFFERENTIATED INSTRUCTION (15 MIN.)

Small Group 2

- Distribute Activity Page 25.3.
- Have students complete each sentence using the appropriate Tricky Word.
- Display the sentences referenced in Advance Preparation. If students finish early, have them read, copy, and illustrate some of the sentences.

➤ Digital Component 25.2

- | | |
|----------------------------|-----------------------------|
| 1. He can ride a mule. | 3. She seems mad. |
| 2. The kids like the game. | 4. The dog's nose is black. |

Small Group 1

- Distribute Activity Page 25.3.
- Explain that three Tricky Words are printed at the top of the activity page. Each of these Tricky Words completes one of the sentences printed below.
- Ask students to read the first Tricky Word.
- Read the remaining two Tricky Words.
- Demonstrate reading the first sentence three times: once with the Tricky Word *so*, once with the Tricky Word *no*, and once with the Tricky Word *your*.
- Ask students which Tricky Word completes the sentence.
- Have the students print the Tricky Word *no* on the line provided, following your example.
- Complete the remaining sentences in the same fashion.

Activity Page 25.3



Activity Page 25.3: Complete the Sentences

Collect Activity Page 25.3 from students. Note any errors students make in completing sentences with Tricky Words.

~ End Lesson ~

Lesson 25: Foundational Skills Remediation

Additional Support

MORE HELP ORALLY SEGMENTING TWO-SYLLABLE WORDS.

Push & Say

- Make one copy of the sound boxes, **Activity Page TR 1.1** for each student.
- Provide students with a handful of **small objects** (blocks, pennies, beans, etc.).
- Follow the procedure in Lesson 1 using the words in the box.

1. kitch•en (3 + 2) /k /i/ /ch/ • /e/ /n/
2. six•teen (2 + 4) /s/ /i/ /x/ • /t/ /ee/ /n/
3. plea•sure (3 + 2) /p/ /l/ /e/ • /zh/ /er/
4. bak•ing (3 + 2) /b/ /ae/ /k/ • /i/ /ng/
5. home•work (3 + 3) /h/ /oe/ /m/ • /w/ /er/ /k/
6. foot•balls (3 + 4) /f/ /oo/ /t/ • /b/ /o/ /l/ /z/

MORE HELP WITH READING WORDS

Race to the Top

- Make one copy of the Race to the Top Ladder (**Activity Page TR 9.2**) and the words and picture cards (**Activity Page TR 25.1**) for each student.
- Follow the directions in Lesson 9 for Race to the Top.

STUDENT PERFORMANCE ASSESSMENT

Word Reading

PRIMARY FOCUS OF LESSON

Reading

Students will read “The Cave” with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

✦ **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.6.E**

FORMATIVE ASSESSMENT

Observation

“The Cave” Anecdotal Reading Record

✦ **TEKS K.2.B.ii**

Observation

Discussion Questions Observation Record

✦ **TEKS K.5.G**

Activity Page 26.4

“The Cave” Story Questions

✦ **TEKS K.5.G**

SUMMATIVE ASSESSMENT

Activity Pages 26.1, 26.2

Parts 1A and 1B: Word Reading Assessment

✦ **TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.B.iv**

✦ **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Student Performance Assessment			
Parts 1A and 1B: Word Reading Assessment	Whole Group	25 min.	☐ Activity Pages 26.1–26.3
Reading			
Introduce the Story	Whole Group	5 min.	☐ Scott Reader ☐ Activity Pages 26.5, 26.6 (optional)
Read “The Cave”	Partner	15 min.	☐ Preview Spellings Chart (Digital Components)
Review “The Cave”	Whole Group	15 min.	☐ Activity Page 26.4 ☐ Activity Page 26.4 (Digital Components)
Take-Home Material			
Take Home Story: “In the Pet Shop”			☐ Activity Page 26.7

ADVANCE PREPARATION

Note to Teacher

The End-of-Year Student Performance Assessment is provided in Lessons 26–28.

Parts 1A and 1B: Word Reading Assessment: Part 1A is an assessment of students' ability to read decodable words. **Part 1B** assesses students' ability to read Tricky Words. Part 1 should be administered to the entire class simultaneously.

Part 2: Sound Writing Assessment assesses knowledge of spelling-sound correspondences. Given a sound, students must write the corresponding spelling. This section should also be administered to the entire class simultaneously in Lesson 27.

Part 3: Letter Sounds Assessment also assesses knowledge of letter-sound correspondences. Given a spelling, students must provide the corresponding sound. This section should be administered to students who miss 6 or more of the 20 (total) items on Parts 1A and 1B and/or 4 or more of the 15 items on Part 2. This section should be administered on an individual basis as time permits and/or during the Pausing Point.

Optional Assessments

Part 4: Writing Lowercase Letters Assessment: In Unit 8, students were asked to recognize and circle each lowercase letter as it was pronounced. Part 4 now assesses students' ability to write each letter of the alphabet in lowercase form as the letter names are pronounced. This section should be administered to the entire class simultaneously if used. This optional assessment should be considered a progress-monitoring tool (Lesson 28).

Part 5: Uppercase Letter Names Assessment is also an optional assessment for which students are asked to recognize and circle each uppercase letter as it is pronounced. If given, this section should be administered to the entire class simultaneously (Lesson 28).

Record the results of this End-of-Year Student Performance Assessment on the Kindergarten End-of-Year Summary (Activity Page 26.3). This can be given to Grade 1 teachers along with each student's assessment information from Unit 8.

Reading

➤ Digital Component 26.1

- Create the Preview Spellings chart (Digital Component 26.1) for Introduce the Story on the board/chart paper, or use the digital version.
- Plan to pair students for partner reading in today's lesson.

➤ Digital Component 26.2

- Create an enlarged version of Activity Page 26.4 (Digital Component 26.2) to display for Story Questions Activity Page, or use the digital version.

Lesson 26: Foundational Skills

Student Performance Assessment



PARTS 1A AND 1B: WORD READING ASSESSMENT (25 MIN.)

Administration

Note: This section of the assessment is to be administered to all students simultaneously. It should take approximately 15 minutes.

- Distribute Activity Pages 26.1 and 26.2.
- Tell students you are going to say a number of words.
- Explain that for each word you say, there are four words printed on the activity page; students should circle the word you say.
- Read the words listed here one at a time, pausing between words so students are able to circle the target word. You may repeat each word one time. Do not elongate or segment the words.

Activity Pages
26.1–26.3



Part 1A	Part 1B
1. shop	1. was
2. smash	2. where
3. quench	3. what
4. thing	4. are
5. thump	5. their
6. tree	6. your
7. joke	7. he
8. wade	8. once
9. five	9. of
10. cute	10. said

Scoring

Score the assessment prior to Lesson 27. Record results on the Word Reading Assessment Summary Sheets in Teacher Resources and on Activity Page 26.3. Words in Part 1A, rows 1–10, assess students' knowledge of the sound/spellings taught in Kindergarten. Words in Part 1B, rows 1–10, assess students' knowledge of Tricky Words.

Lesson 26: "The Cave" Reading



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

✦ **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.6.E**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the targeted spelling in each word. Read the words aloud as a class.

➤ Digital Component 26.1

/ee/ > 'ee'	/ae/ > 'a_e'	/ie/ > 'i_e'	/oe/ > 'o_e'	/ue/ > 'u_e'
peeks	Jade	hike	hope	cute
sleep	cave	like		
eek	wake	glides		
	stares	smiles		
		hide		

Preview Core Vocabulary

- Before reading today's story, you may wish to preview the following vocabulary with students.

✦ **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

Reader



Page 48

peek—v., to take a quick look at something (48)

Example: Justin tried to peek in his parents' room to see his birthday present.

glide—v., to move smoothly and without making noise (50)

Example: The eagles glide across the sky.

dip—v., to drop and then rise again (50)

Example: The boat will dip and rise in the pond.

Vocabulary Chart for "The Cave"			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		glide	peek
Multiple-Meaning Core Vocabulary Words			dip
Sayings and Phrases			

Note: You may also wish to point out that the word *dip* has multiple meanings, such as a creamy mixture eaten with chips and vegetables. In today's story it has the meaning previously noted.

- Review the use of an apostrophe for the contraction *can't*.

Purpose for Reading

- Tell students today they will read a story about a cave. Tell students to pay special attention to what Jade and Scott find in the cave.

READ "THE CAVE" (15 MIN.)

Partner Reading

- Tell students to sit with their partners and take turns reading "The Cave" aloud to one another.
- Encourage students who finish early to reread the stories "In the Pet Shop" and "Scott Bakes a Cake," but discourage them from reading ahead. You may wish to assign an optional vocabulary activity page.



Reading

Exchanging Information
and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does Jade like bats?” “Is there a bat in the cave?”

Intermediate

When asking each question, provide students with a specific sentence frame: “Jade and Scott stop at . . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G



Observation: “The Cave” Anecdotal Reading Record

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

Wrap-Up

Discussion Questions for “The Cave”

1. **Literal.** Where do Jade and Scott stop on their hike?
 - » Jade and Scott stop at a cave.
2. **Literal.** Does Scott want to see bats?
 - » No, Scott does not want to see bats.
3. **Literal.** How does Jade feel about bats?
 - » Jade likes bats.
4. **Literal.** Do Scott and Jade see a bat?
 - » Yes, they see a bat glide by.

How about Scott?

 - » He is scared and wants to hide.
5. **Inferential.** How do you think Jade feels when she sees the bat?
 - » She is happy and smiles.
6. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “The Cave.”
7. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

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

REVIEW “THE CAVE” (15 MIN.)

Story Questions Activity Page

➤ Digital Component 26.2

- Reconvene the whole class and distribute and display Activity Page 26.4.
- Have students read the first question.
- Ask students to identify the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Have students read the second question.
- Ask students for the answer to the second question.
- Have students write the decodable answer on the line provided, following your example: *Jade likes bats.*
- Continue demonstrating until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.

Activity Page 26.4



Activity Page 26.4: “The Cave” Story Questions

Collect Activity Page 26.4 from students. Note any errors students make in answering story questions.

~ End Lesson ~

Take-Home Material

TAKE-HOME STORY: “IN THE PET SHOP”

- Have students give Activity Page 26.7 to a family member.

Activity Page 26.7



Lesson 26: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Play Parts

- Provide each student with a copy of **Activity Page TR 26.1**.
- Pair students and have one student read the parts of Scott and Jade, and the other read the part of the narrator.

Note: Using a highlighter to mark the parts students will read is suggested.

STUDENT PERFORMANCE ASSESSMENT

Sound Writing

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally segment two-syllable words with up to eight phonemes.

✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will name lowercase letters of the alphabet and provide the

✦ corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**

Reading

Students will read “The Skiff Ride” with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

✦ **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.6.B**

FORMATIVE ASSESSMENT

Observation

“The Skiff Ride” Anecdotal Reading Record

✦ **TEKS K.2.B.ii**

Observation

Discussion Questions Observation Record

✦ **TEKS K.5.G**

Activity Page 27.2

“The Skiff Ride” Story Questions

✦ **TEKS K.5.G**

SUMMATIVE ASSESSMENT

Activity Page 27.1

Part 2: Sound Writing Assessment

✦ **TEKS K.2.B.i**

✦ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Segmenting - Sound/Spelling Review (Phonological Awareness, Print Concepts, Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'ee', 'a', 'i', 'o', 'u', 'e', and ten other spellings
Student Performance Assessment			
Part 2: Sound Writing Assessment	Whole Group	15 min.	❑ Activity Page 27.1
Reading			
Introduce the Story	Whole Group	20 min.	❑ Scott Reader ❑ Activity Page 27.3 (optional) ❑ Preview Spellings Chart (Digital Components)
Read "The Skiff Ride"			
Review "The Skiff Ride"	Whole Group	15 min.	❑ Activity Page 27.2 ❑ Activity Page 27.2 (Digital Components)
Student Performance Assessment			
Part 3: Letter Sounds Assessment	One-on-One		❑ Activity Page 27.4
Take-Home Material			
Take-Home Story: "Scott Bakes a Cake"			❑ Activity Page 27.5

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance and ten other spellings already taught. Choose cards students need to practice.

Reading

➤ Digital Component 27.1

- Create the Preview Spellings chart (Digital Component 27.1) for Introduce the Story on the board/chart paper, or use the digital version.

➤ Digital Component 27.2

- Create an enlarged version of Activity Page 27.2 (Digital Component 27.2) to display for Story Questions Activity Page, or use the digital version.

Universal Access

- Prepare to demonstrate a handshake or bring in a picture of people shaking hands, and bring in pictures of raisins, a toothpick, and a baseball to use in Oral Segmenting.

Lesson 27: Review

Foundational Skills



Primary Focus

Students will orally segment two-syllable words with up to eight phonemes.

✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will name lowercase letters of the alphabet and provide the

✦ corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**



WARM-UP (10 MIN.)

Oral Segmenting

- Follow the instructions in Lesson 1.

- | | | | |
|-----|------------|-------|---------------------------------|
| 1. | rai•sins | (2+4) | /r/ /ae/ • /z/ /i/ /n/ /z/ |
| 2. | day•time | (2+3) | /d/ /ae/ • /t/ /ie/ /m/ |
| 3. | hand•shake | (4+3) | /h/ /a/ /n/ /d/ • /sh/ /ae/ /k/ |
| 4. | laugh•ter | (3+2) | /l/ /a/ /f/ • /t/ /er/ |
| 5. | tooth•pick | (3+3) | /t/ /oo/ /th/ • /p/ /i/ /k/ |
| 6. | spi•ders | (3+3) | /s/ /p/ /ie/ • /d/ /er/ /z/ |
| 7. | sun•shine | (3+3) | /s/ /u/ /n/ • /sh/ /ie/ /n/ |
| 8. | sun•burn | (3+3) | /s/ /u/ /n/ • /b/ /er/ /n/ |
| 9. | lunch•time | (4+3) | /l/ /u/ /n/ /ch/ • /t/ /ie/ /m/ |
| 10. | base•ball | (3+3) | /b/ /ae/ /s/ • /b/ /o/ /l/ |

Sound/Spelling Review

- Review the sound/spellings using established procedures.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards. Do the same with the 'i' card and the 'e' card to review the 'i_e' spelling, the 'o' card and the 'e' card to review the 'o_e' spelling, and the 'u' card and the 'e' card to review the 'u_e' spelling.

✦ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters.

ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Prior to blending the first word, talk to students about the word *raisins*. Hold up the picture of the raisins tell students that the name for this type of food is *raisins*. Segment the syllable *rai-*, asking students to repeat, then segment the syllable *-sins*, asking students to repeat.

Follow by segmenting the full word *raisins*, asking students to repeat. Repeat the steps with the pictures for *toothpick*, *handshake* (you may opt to demonstrate this by having students shake hands with you/each other) and *baseball*. Proceed with blending the words.

ELPS 2.A; ELPS 2.E

Lesson 27: Foundational Skills

Student Performance Assessment



PART 2: SOUND WRITING ASSESSMENT (15 MIN.)

Administration

Note: This section of the assessment is to be administered to all students simultaneously. It should take approximately 10 minutes.

- Distribute Activity Page 27.1.
- Tell students you are going to say a number of sounds; they should write the spelling for each sound you say.
- Say the sounds, not the words, listed here one at a time, pausing between sounds so students have enough time to write each spelling. Repeat each sound only once. Do not elongate the sound.

Activity Page 27.1



- | | | |
|------------------------------|------------------------------|-------------------------------|
| 1. /ch/ (as in <i>chin</i>) | 6. /w/ (as in <i>wag</i>) | 11. /o/ (as in <i>hop</i>) |
| 2. /e/ (as in <i>pet</i>) | 7. /a/ (as in <i>hat</i>) | 12. /ng/ (as in <i>sing</i>) |
| 3. /h/ (as in <i>hat</i>) | 8. /v/ (as in <i>vet</i>) | 13. /j/ (as in <i>jump</i>) |
| 4. /sh/ (as in <i>shop</i>) | 9. /qu/ (as in <i>quit</i>) | 14. /r/ (as in <i>red</i>) |
| 5. /th/ (as in <i>thin</i>) | 10. /i/ (as in <i>it</i>) | 15. /u/ (as in <i>but</i>) |

Scoring

Score the Part 2 assessment prior to Student Performance Assessment, Part 3. Record results on the Sound Writing Assessment Summary Sheet located in Teacher Resources. Also record results on Activity Page 26.3 for each student.

Lesson 27: "The Skiff Ride"

Reading



Primary Focus: Students will read "The Skiff Ride" with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story. **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.6.B**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the targeted spelling in each word. Read the words aloud as a class.

➤ Digital Component 27.1

/ee/ > 'ee'	/ae/ > 'a_e'	/ie/ > 'i_e'
steers	take	ride
see	safe	like
tree	lake	life
	crane	side
		glides

Preview Core Vocabulary

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

skiff—n., a small boat (52)

Example: The skiff we rode around the lake could only hold two people.

crane—n., a long-legged bird that likes water (54)

Example: The crane looks for fish in the lake.

TEKS K.2.B.ii Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** provide an oral, pictorial, or written response to a text.

Reader



Page 52

Vocabulary Chart for “The Skiff Ride”

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

Note: You may also wish to point out that the word *crane* has multiple meanings, such as a piece of heavy equipment used to move objects. In today’s story it has the meaning previously noted.

- Review the use of an apostrophe for the contractions *let’s*, *what’s*, and *there’s*.

Purpose for Reading

- Tell students today they will read a story about Scott and Ling. Tell students to pay special attention to what Scott and Ling do in the story.

READ “THE SKIFF RIDE” (15 MIN.)

Whole Group

- Read “The Skiff Ride” as a class, having students read aloud.
- If you finish early, reread “The Cave” and “Scott Bakes a Cake.”



Observation: “The Skiff Ride” Anecdotal Reading Record

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



Reading

Exchanging Information
and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does Ling know what a skiff is?” “Does Scott steer the skiff?”

Intermediate

When asking each question, provide students with a specific sentence frame: “The kids slip on life vests because . . .” “Ling spots lots of fun things . . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G

Activity Page 27.2



Wrap-Up

Discussion Questions for “The Skiff Ride”

1. **Literal.** What do Ling and Scott do in the story?
 - » Scott and Ling ride in the skiff.
2. **Literal.** What is a skiff?
 - » A skiff is a small boat.
3. **Inferential.** Why is it important to wear a life vest when boating?
 - » Accept reasonable answers.
4. **Literal.** What animals does Ling see on her skiff ride?
 - » Ling sees ducks, fish, and a crane.
5. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “The Skiff Ride.”
6. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

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

REVIEW “THE SKIFF RIDE” (15 MIN.)

Story Questions Activity Page

➤ Digital Component 27.2

- Distribute and display Activity Page 27.2.
- Ask students to read the first question.
- Ask students for the answer to the first question.
- Have students write the following decodable answer on the line provided, following your example: *A skiff is like a ship but not as big.*
- Continue demonstrating until students are ready to work independently.
- Once the students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.



Activity Page 27.2 “The Skiff Ride” Story Questions

Collect Activity Page 27.2 from students. Note any errors students make in answering story questions.

Lesson 27: Foundational Skills

Student Performance Assessment

PART 3: LETTER SOUNDS ASSESSMENT

Administration

Note: Time has not been specifically allocated during this lesson to administer this assessment. It can be administered either at times during the day when other students are working independently or during the Pausing Point.

This section of the assessment should be administered to individual students who miss 6 or more of the 20 (total) items on Parts 1A and 1B of the Word Reading Assessment and/or 4 or more of the 15 items on the Sound Writing Assessment. You will need to administer this portion of the assessment over the course of the remaining Unit 10 lessons.

- The Part 3: Letter Sounds Assessment student testing sheet is located in Teacher Resources. Place the sheet in front of the student.
- Tell the student you are going to show them some spellings; he or she should say the sound each spelling represents.
- Point to the spellings one at a time, pausing between spellings to give the student a chance to respond. Use Activity Page 27.4 to record the student’s responses. For each spelling the student pronounces incorrectly, write an ‘x’ on the corresponding line.

Scoring

Record each student’s score on the Letter Sounds Assessment Summary Sheet located in Teacher Resources and on Activity Page 26.3.

Activity Page 27.4



Take-Home Material

TAKE-HOME STORY: “SCOTT BAKES A CAKE”

- Have students give Activity Page 27.5 to a family member.

Activity Page 27.5



Lesson 27: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Play Parts

- Provide each student with a copy of **Activity Page TR 27.1**.
- Pair students and have one student read the parts of Scott and Jade, and the other read the part of the narrator.

Note: Using a highlighter to mark the parts students will read is suggested:

MORE HELP WITH READING

Find My Word

- Write the words in the box on the board/chart paper and tell students to read them silently.

- | | |
|----------|----------|
| 1. grape | 5. green |
| 2. ripe | 6. mule |
| 3. rope | 7. smile |
| 4. skate | 8. cone |

- Tell students you will read clues about the words on the board/chart paper, one at a time, and they should raise their hands when they find the answer on the board/chart paper.
- Call on a student to read the word aloud. If the student is incorrect, read the clue again and give that student another chance.
- For extra practice have students write the words on paper as they are found.
- Clues:

- | | |
|--|---|
| 1. This animal lives on a farm. (<i>mule</i>) | 5. Fruit is best when it is — (<i>ripe</i>) |
| 2. This is one flavor of jelly. (<i>grape</i>) | 6. When you are happy you may do this. (<i>smile</i>) |
| 3. You can tie things with this. (<i>rope</i>) | 7. Sometimes ice cream is served on one of these. (<i>cone</i>) |
| 4. Spring grass is this color. (<i>green</i>) | 8. Shoes with wheels help you do this. (<i>skate</i>) |

28

STUDENT PERFORMANCE ASSESSMENT

Letter Names

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell single-syllable, similarly spelled words with the /a/—/ae/, /i/—/ie/, /o/—/oe/, and /u/—/ue/ sounds and spellings.

✦ **TEKS K.2.B.i; TEKS K.2.C.ii**

Students will read single-syllable words with the 'ee,' 'o_e,' 'a_e,' 'i_e,' or 'u_e' spellings and will choose a word that correctly matches a picture. **TEKS K.2.B.ii**

Reading

Students will read “Lunch Trades” with purpose and understanding and will answer oral literal, and inferential questions about key details of the story.

✦ **TEKS K.2.B.ii; TEKS K.4; TEKS K.5.B; TEKS K.5.G**

FORMATIVE ASSESSMENT

Observation

“Lunch Trades” Anecdotal Reading Record (Group 1)

✦ **TEKS K.2.B.ii**

Observation

Discussion Questions Observation Record

✦ **TEKS K.5.G**

SUMMATIVE ASSESSMENT

Activity Page 28.1

Part 4: Writing Lowercase Letters

✦ **TEKS K.2.E**

Activity Page 28.2

Part 5: Uppercase Letter Names Assessment

✦ **TEKS K.2.D.v**

✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.2.D.v** Demonstrate and apply print awareness by identifying all uppercase and lowercase letters.

LESSON AT A GLANCE

	Grouping	Time	Materials
Student Performance Assessment			
Part 4: Writing Lowercase Letters Assessment (Optional)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 28.1
Part 5: Uppercase Letter Names Assessment (Optional)	Whole Group		<input type="checkbox"/> Activity Page 28.2
Foundational Skills			
Guess My Word (Phonics)	Whole Group	10 min.	<input type="checkbox"/> pocket chart <input type="checkbox"/> cards for 'i', 'e', 'a', 'u', 'o', 'm', 'n', 't', 'c', 's', 'l'
Circle the Word (Word Recognition)	Independent	15 min.	<input type="checkbox"/> Activity Page 28.3 <input type="checkbox"/> Activity Page 28.3 (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Scott Reader <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "Lunch Trades"	Small Group/ Partner	15 min.	
Take-Home Material			
Take-Home Story: "The Cave"			<input type="checkbox"/> Activity Page 28.4

ADVANCE PREPARATION

Pocket Chart



Foundational Skills

- Arrange the pocket chart as shown.

➤ Digital Component 28.1

- Create an enlarged version of Activity Page 28.3 (Digital Component 28.1) to display for Circle the Word, or use the digital version.

Reading

➤ Digital Component 28.2

- Create the Preview Spellings chart (Digital Component 28.2) for Introduce the Story on the board/chart paper, or use the digital version.

Lesson 28: Foundational Skills

Student Performance Assessment



PART 4: WRITING LOWERCASE LETTERS ASSESSMENT

Administration

Note: Part 4: Writing Lowercase Letters Assessment, is an optional progress monitoring tool. You may want to cover or remove the Sound Posters so students are not able to refer to them during this assessment.

- Have students remove both pages of Activity Page 28.1 from their Activity Books and write their names on the top of each page.
- Tell students you will ask them to point to a numbered row and listen as you say the name of a letter. Tell students they are to write the lowercase form of the letter you name on the line.
- Ask students to point to row number 1. Say the letter name for 'e' (eeee). Repeat two times, giving students time to write the letter.
- Continue in the same manner with each of the letters in the box below.

Activity Page 28.1



1. e	10. g	19. i
2. y	11. a	20. p
3. o	12. n	21. s
4. h	13. d	22. r
5. k	14. l	23. q
6. b	15. c	24. f
7. x	16. z	25. v
8. m	17. t	26. w
9. u	18. j	

Scoring

Record students' names, scores, and any letters missed on the Writing Lowercase Letters Assessment Summary Sheet located in Teacher Resources and on Activity Page 26.3.

PART 5: UPPERCASE LETTER NAMES ASSESSMENT

Administration

Note: This is an optional assessment for uppercase letter recognition.

- Have students remove Activity Page 28.2 from their Activity Books and write their names on the top of the page.
- Tell students you will ask them to point to a row and listen as you say the name of a letter. Tell students they are to circle the letter you name.
- Ask students to point to row number 1. Say the letter name for 'e' (eeee), Repeat two times, giving students time to circle a letter.
- Continue in the same manner with each of the letters in the box below.

1. E	10. L	19. J
2. Y	11. W	20. O
3. P	12. T	21. N
4. G	13. D	22. Q
5. K	14. R	23. Z
6. S	15. M	24. A
7. B	16. V	25. U
8. H	17. I	26. X
9. C	18. F	

Scoring and Analysis

Record students' names, scores, and any letters missed on the Uppercase Letter Names Assessment Summary Sheet located in Teacher Resources. Refer to the Analysis and Interpretation of the End-of-Year Assessment sheet in Teacher Resources.

Activity Page 28.2



Lesson 28: Practice

Foundational Skills



Primary Focus

Students will read and spell single-syllable, similarly spelled words with the /a/—/ae/, /i/—/ie/, /o/—/oe/, and /u/—/ue/ sounds and spellings.

✦ **TEKS K.2.B.i; TEKS K.2.C.ii**

Students will read single-syllable words with the 'ee,' 'o_e,' 'a_e,' 'i_e,' or 'u_e'

✦ spellings and will choose a word that correctly matches a picture. **TEKS K.2.B.ii**

GUESS MY WORD (10 MIN.)

- Set up the pocket chart.
- Arrange cards for the following vowel spellings along the top of the pocket chart: 'i,' 'e,' 'a,' 'u,' 'o'.
- Arrange cards for the following consonant spellings along the bottom of the pocket chart: 'm,' 'n,' 't,' 'c,' 's,' 'l'.
- Tell students you are thinking of a decodable word with a separated digraph you can build with these spellings. (See box below for possible words.)
- Tell students how many sounds are in your word.
- Have students guess your word by asking whether or not it contains specific sounds and/or spellings.
- If students identify a spelling in the word, move the spelling to the middle of the pocket chart.
- Continue until the word has been spelled in the center of the pocket chart.
- Repeat with additional words.

Pocket Chart



- | | |
|---------|----------|
| 1. mine | 6. same |
| 2. lime | 7. mute |
| 3. mile | 8. cute |
| 4. mane | 9. cone |
| 5. male | 10. sole |

✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.



CIRCLE THE WORD (15 MIN.)

➤ Digital Component 28.1

- Distribute and display Activity Page 28.3.
- Point to the first picture and identify it as a rose.
- Ask students to read the first word; repeat for the second and the third word.
- Ask if the first word, the second word, or the third word matches the picture of the rose.
- Have students circle the word *rose*, following your example.
- Continue demonstrating until students are ready to work independently.

Lesson 28: “Lunch Trades”
Reading



Primary Focus: Students will read “Lunch Trades” with purpose and understanding and will answer oral literal, and inferential questions about key details of the story. **TEKS K.2.B.ii; TEKS K.4; TEKS K.5.B; TEKS K.5.G**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

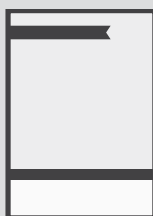
- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the targeted spelling in each word. Read the words aloud as a class.

➤ Digital Component 28.2

/ae/ > ‘a_e’	/ie/ > ‘i_e’	/oe/ > ‘o_e’	/ue/ > ‘u_e’
Dave	like	bone	fumes
trade			
ate			
gave			
grapes			

TEKS K.2.B.ii Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

Reader



Page 56

- Review the use of an apostrophe for the contractions *I'll*, *it's*, and *what's*.

Preview Core Vocabulary

fumes—v., to be angry or annoyed (56)

Example: Patty fumes when she can't go to the park.

trade—v., to give something in exchange for something else (56)

Example: I will trade you the blue marker for the red marker.

Vocabulary Chart for “Lunch Trades”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			
Multiple-Meaning Core Vocabulary Words			fumes trade
Sayings and Phrases			

Note: You may also want to point out that the word *fumes* can have other meanings. Students may be more familiar with the word *fumes* referring to smoke or the smell given off by paint. In today's story, which takes place on a farm, it has the meaning previously noted.

Purpose for Reading

- Tell students that today they will read a story about trading lunches. Ask students to pay special attention to who wants to trade lunches and who does not.

READ “LUNCH TRADES” (15 MIN.)

Small Group

Group 2: Have students take out their Readers, sit with their partners, and take turns reading “Lunch Trades” aloud to one another. Students who finish early should reread the stories “The Skiff Ride” and “The Cave” or choose a sentence from the Reader to copy and illustrate. They should not read ahead. You may wish to assign an optional vocabulary activity page.

Group 1: Have students follow along in their Readers as one student at a time reads aloud from “Lunch Trades” without interruption. Read the story a second time, having students read aloud. If you have time, reread “The Skiff Ride” and “The Cave” in the same fashion. Alternatively, you may complete a different remediation exercise addressing students’ specific needs.



Observation: “Lunch Trades” Anecdotal Reading Record

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

ENGLISH
LANGUAGE
LEARNERS



Reading

Exchanging Information
and Ideas

Beginning

Ask yes/no questions using simple phrases: “Will Ling trade her hot dog?” “Will Ling trade her chips?”

Intermediate

When asking each question, provide students with a specific sentence frame: “For lunch Ling has. . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G

Wrap-Up

Discussion Questions for “Lunch Trades”

1. **Literal.** Who is tired of eating ham?
 - » Dave is tired of eating ham.
2. **Literal.** What is in Ling’s lunch?
 - » Ling has a hot dog and chips.
3. **Literal.** What does Scott claim is in his lunch?
 - » He claims he has a fish bone, a lump of fat, and a wet sock.
4. **Inferential.** Does Scott really have a bone, fat, and sock in his lunch? Why does he say this?
 - » No, he did not want to trade lunch with anyone.
5. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “Lunch Trades.”
6. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

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

Take-Home Material

TAKE-HOME STORY: “THE CAVE”

- Have students give Activity Page 28.4 to a family member.

Activity Page 28.4



Lesson 28: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Play Parts

- Provide each student with a copy of **Activity Page TR 28.1**.
- Pair students and have one student read the parts of Scott and the narrator, and the other read the parts of the Dave and Ling.

Note: Using a highlighter to mark the parts students will read is suggested.

MORE HELP WITH SPELLING

Letter Spelling

- Provide students with the following **Small Letter Cards: ‘a’, ‘e’, ‘i’, ‘o’, ‘u’, ‘p’, ‘s’, ‘n’, ‘m’, ‘t’, ‘sh’, ‘f’, ‘l’, ‘k’, ‘h’**.
- Tell students that you will be calling out a list of words, some words with short-vowel sounds and some with long-vowel sounds.
- Say the first word and have students echo the word.
- Have students spell the word using the Small Letter Cards.
- Work through the remaining words.

- | | | |
|---------|---------|----------|
| 1. use | 5. lap | 9. fine |
| 2. tape | 6. shut | 10. ship |
| 3. shop | 7. poke | 11. fuse |
| 4. home | 8. pit | 12. lake |

29

REVIEW

Long-Vowel Patterns

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally segment two-syllable words with up to eight phonemes.

✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will read and spell single-syllable, similarly spelled words with /a/—/ae/, /i/—/ie/, /o/—/oe/, and /u/—/ue/ sounds and spellings.

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

Reading

Students will read “Lunch Trades” with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with a

✦ caption, depicting part of the story. **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.E**

FORMATIVE ASSESSMENT

Observation

“Lunch Trades” Anecdotal Reading Record
(Group 2)

✦ **TEKS K.2.B.ii**

Activity Page 29.1

“Lunch Trades” Story Questions

✦ **TEKS K.5.G**

✦ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (i) identifying and matching the common sounds that letters represent; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Oral Segmenting (Phonological Awareness)	Whole Group	5 min.	
Pop-Out Chaining (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Large Letter Cards for 'm', 'n', 't', 'c', 's', 'p', 'b', 'l', 'h', 'w', 'qu', 'i', 'e', 'a', 'u', 'o'
Reading			
Reread "Lunch Trades"	Small Group/ Partner	20 min.	<input type="checkbox"/> Scott Reader
Review "Lunch Trades"	Whole Group	15 min.	<input type="checkbox"/> Activity Page 29.1 <input type="checkbox"/> Activity Page 29.1 (Digital Components)
Take-Home Material			
Take-Home Story: "The Skiff Ride"			<input type="checkbox"/> Activity Page 29.2

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards listed in Lesson at a Glance for Pop-Out Chaining.

Reading

➤ Digital Component 29.1

- Create an enlarged version of Activity Page 29.1 (Digital Component 29.1) to display for Story Questions Activity Page, or use the digital version.

Universal Access

- Bring in a picture of a dentist, a rainbow, and a scarecrow to use in Oral Segmenting.

Lesson 29: Review

Foundational Skills



Primary Focus

Students will orally segment two-syllable words with up to eight phonemes.

✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will read and spell single-syllable, similarly spelled words with /a/—/ae/, /i/—/ie/, /o/—/oe/, and /u/—/ue/ sounds and spellings.

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

WARM-UP (5 MIN.)

Oral Segmenting

- Follow the instructions in Lesson 1.

- | | | |
|----------------|-------|---------------------------------|
| 1. den•tist | (3+4) | /d/ /e/ /n/ • /t/ /i/ /s/ /t/ |
| 2. rain•bow | (3+2) | /r/ /ae/ /n/ • /b/ /oe/ |
| 3. birth•day | (3+2) | /b/ /er/ /th/ • /d/ /ae/ |
| 4. cup•cake | (3+3) | /k/ /u/ /p/ • /k/ /ae/ /k/ |
| 5. shoe•lace | (2+3) | /sh/ /oo/ • /l/ /ae/ /s/ |
| 6. bed•time | (3+3) | /b/ /e/ /d/ • /t/ /ie/ /m/ |
| 7. some•times | (3+4) | /s/ /u/ /m/ • /t/ /ie/ /m/ /z/ |
| 8. book•case | (3+3) | /b/ /oo/ /k/ • /k/ /ae/ /s/ |
| 9. hop•scotch | (3+4) | /h/ /o/ /p/ • /s/ /k/ /o/ /ch/ |
| 10. scare•crow | (4+3) | /s/ /k/ /ae/ /r/ • /k/ /r/ /oe/ |

POP-OUT CHAINING (20 MIN.)

- Distribute and review the following Large Letter Cards: 'm', 'n', 't', 'c', 's', 'p', 'b', 'l', 'h', 'w', 'qu', 'i', 'e', 'a', 'u', and 'o'.
- Tell student with the 'e' card that they are holding the magic letter 'e'.
- Tell students if they are holding a card with a sound in *cut*, they should go to the front of the room and stand in the order spelling *cut*.

✦ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (i) identifying and matching the common sounds that letters represent; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.



**ENGLISH
LANGUAGE
LEARNERS**

Foundational Skills

Foundational Literacy Skills

Prior to blending the first word, talk to students about the word *dentist*. Hold up a picture of a dentist and tell students that the name for this person is *dentist*. Segment the first syllable, *den-*, asking students to repeat, then segment the second syllable, *-tist*, asking students to repeat. Follow by segmenting the full word *dentist*, asking students to repeat. Repeat the process with the pictures for *rainbow* and *scarecrow*. Proceed with blending the words.

ELPS 2.A; ELPS 2.E

- Tell students you are a magician. When you say, “Alakazam!” the student with the ‘e’ card should add it to the end of cut to change the word’s vowel sound and make a new word.
- Say “Alakazam!” and have the student with the ‘e’ card add it to the end of *cut*, changing *cut* to *cute*.
- Have the class read the new word.
- Repeat this process with the remaining word pairs.

- | | |
|---------------|----------------|
| 1. cut—cute | 6. tot—tote |
| 2. cub—cube | 7. bit—bite |
| 3. hop—hope | 8. pal—pale |
| 4. not—note | 9. pan—pane |
| 5. quit—quite | 10. slim—slime |

Lesson 29: “Lunch Trades”

Reading



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

TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.E

REREAD “LUNCH TRADES” (20 MIN.)

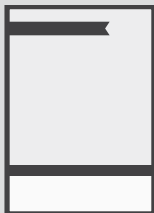
Small Group

Group 1: Have students take out their Readers, sit with their partners, and take turns reading “Lunch Trades” aloud to one another. Students who finish early should reread the stories “The Skiff Ride” and “The Cave.” They should not read ahead. You may wish to assign an optional vocabulary activity page.

Group 2: Have students follow along in their Readers as one student at a time reads aloud a paragraph from “Lunch Trades.” Read the story a second time, having students read aloud. If you have time, reread “The Skiff Ride” and “The Cave” in the same fashion.

TEKS K.2.B.ii Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

Reader



Page 56



Observation: “Lunch Trades” Anecdotal Reading Record (Group 2)

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

REVIEW “LUNCH TRADES” (15 MIN.)

Story Questions Activity Page

➤ Digital Component 29.1

- Reconvene the whole class and distribute and display Activity Page 29.1.
- Ask students to read the first question.
- Ask students for the answer to the first question.
- Have students write the decodable answer on the line provided, following your example: *Ham is in Dave’s lunch bag.*
- Ask students to read the second question.
- Ask students to identify the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Direct students to complete the last question independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.

Activity Page 29.1



Activity Page 29.1: “Lunch Trades” Story Questions

Collect Activity Page 29.1 from students. Note any errors students make in answering story questions.

Take-Home Material

TAKE-HOME STORY: "THE SKIFF RIDE"

- Have students give Activity Page 29.2 to a family member.

Activity Page 29.2



Lesson 29: Foundational Skills Remediation

Additional Support

MORE HELP ORALLY SEGMENTING TWO-SYLLABLE WORDS.

Push and Say

- Make one copy of the sound boxes, **Activity Page TR 1.1**, for each student.
- Provide students with a handful of **small objects** (blocks, pennies, beans, etc.)
- Follow the procedure in Lesson 1 using the words in the box.

1. Thurs•day (3 + 2) /th /er/ /z/ • /d/ /ae/
2. hang•ers (3 + 2) /h/ /ae/ /ng/ • /er/ /z/
3. play•ground (3 + 5) /p/ /l/ /ae/ • /g/ /r/ /ou/ /n/ /d/
4. bed•room (3 + 2) /b/ /e/ /d/ • /r/ /oo/ /m/
5. back•pack (3 + 3) /b/ /a/ /k/ • /p/ /a/ /k/
6. clip•board (4 + 3) /k/ /l/ /i/ /p/ • /b/ /or/ /d/

MORE HELP WITH ORAL READING

Silly Voices

- Make one copy of the Silly Voices Picture Cards, **Activity Page TR 2.1**, and cut the cards apart.
- Make one copy of the story “Lunch Trades” (**Activity Page TR 28.1**) for each student.
- Follow the procedure in Lesson 2.

MORE HELP WITH READING AND SPELLING

Word Tiles

- Gather sets of board game **letter tiles**, or write letters on small tiles.
- Provide each student with the following letters: **‘a’, ‘c’, ‘d’, ‘e’, ‘f’, ‘h’, ‘i’, ‘k’, ‘l’, ‘m’, ‘n’, ‘o’, ‘p’, ‘r’, ‘s’, ‘t’, ‘u’.**
- Call out the words in the box, one at a time, and have students spell the words using the tiles.

- | | | |
|----------|----------|----------|
| 1. hut | 5. fan | 9. plot |
| 2. tip | 6. dine | 10. cute |
| 3. shone | 7. mule | 11. use |
| 4. shake | 8. swipe | 12. rope |

Pausing Point

This is the end of both Unit 10 and the program for Kindergarten. A Pausing Point has been included here to accommodate teachers who have a need for supplemental exercises.

PAUSING POINT TOPIC GUIDE

More Help Orally Segmenting Two-Syllable Words

Push & Say	Additional Support Lessons 1, 3, 5, 11, 14, 17, 20, 25, 29
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Recognize and Isolate the Sounds Taught in Unit 10

Stand or Clap	Additional Support Lessons 10, 16
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Sound Off	Page 297
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Complete the Sentences	Additional Support Lesson 2
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/ee/ in the Middle	Additional Support Lessons 1, 3
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Sound Riddles	Page 298
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Recognize the Spellings Taught in Unit 10

How Many Sounds?	Page 299
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Highlight Digraphs	Page 300
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Complete the Spelling	Additional Support Lessons 7, 11, 17
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More Help Reading Digraphs

Teacher Chaining	Page 300
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Wiggle Cards	Additional Support Lesson 15; Page 300
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Word Collections	Page 301
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Mark the Sentence	Page 301
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Connect It	Page 301
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Word Recognition with Phrases	Page 301
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Vowel Switch	Page 302
Word Sort	Additional Support Lesson 12

More Help with Tricky Words

Green Light, Yellow Light	Additional Support Lessons 6, 9
Tricky Word Tic-Tac-Toe	Additional Support Lesson 3
Colored Flashcards	Page 302
Match Maker	Additional Support Lesson 6; Page 303
Tricky Word Beanbag Toss	Additional Support Lesson 4, 12, 18; Page 303
Tricky Word Clues	Page 303
Tricky Word Bingo	Additional Support Lessons 2, 16
Color the Tricky Word	Additional Support Lessons 5, 8, 15, 23
Complete the Sentences	Additional Support Lesson 6
Write and Draw	Additional Support Lesson 13
Handwriting Activity Pages with Tricky Words	Page 303

Independent Reading

Self-Select Text	Page 304
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Read Decodable Stories

Practice Reading	Page 304
Take-Home Stories	Page 306
Silly Voices	Additional Support Lessons 2, 4, 7, 9, 11, 14, 18, 21, 23, 29

Play Parts	Additional Support Lessons 1, 3, 5, 10, 13, 15, 17, 19, 20, 22, 24, 26, 27, 28
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Answer Story Questions in Writing

Story Questions Activity Pages	Page 306
Illustrate Stories	Page 306
Sequence the Story	Page 306

More Help Reading and Spelling Words with Digraphs

Large Card Chaining	Page 306
Word Tiles	Additional Support Lessons 8, 13, 14, 21, 24, 29
Letter Spelling	Additional Support Lessons 4, 20, 23, 28
Race to the Top	Additional Support Lessons 9, 25
Fill in the Consonants	Additional Support Lesson 22
Letter Spelling	Additional Support Lessons 4, 20, 23, 28
Complete the Spelling	Additional Support Lesson 17
Fill in the Consonant	Additional Support Lesson 22
Pop-Out Chaining	Additional Support Lesson 19

Write Words Containing the Digraphs Taught in Unit 10

Word Recognition	Page 307
Chaining Dictation	Page 307
Dictation with Words	Page 307
Word Sort	Page 309
Label the Picture	Page 309
A or B?	Page 309
Word Box	Page 309

Write Phrases or Sentences

Making Phrases	Page 309
Dictation with Sentences	Page 309
Sentence Strips	Page 310
Making Questions, Exclamations, and Statements	Page 310

More Help with Lowercase Letter Names and Sounds

Letters on the Back	Additional Support Lessons 1, 5
Letters in the Sand	Additional Support Lesson 3
Letters in the Snow	Additional Support Lesson 5, 7, 19

RECOGNIZE AND ISOLATE THE SOUNDS TAUGHT IN UNIT 10

Sound Off

- Tell students you are going to read a story containing a number of examples of the /ee/ sound. The /ee/ sound can be at the beginning, in the middle, or at the end of a word.
- Ask students to touch their knees whenever they hear the /ee/ sound.
- Read the story sentence by sentence, making an effort to emphasize the /ee/ sound whenever it occurs

Once there was an **evil queen**. She was **very, very mean**. The **mean queen** had a **sweet** son named **Dean**. **He** was only **thirteen**. The **mean queen** made **Dean eat** so many **peas** that his **teeth** turned an ugly shade of **green**!

- Follow the same procedure for the /oe/ sound.

Hope wrote a **note** to her pal **Moe**. The **note** said, "**Moe, won't** you come **home** with me for a meal of sloppy **joes**?" **Moe wrote** a **note** back. It said, "No, **Hope**, I **won't**. Sloppy **joes** are **so** yummy! But I have to **go home** to shovel **snow**."

Sound Riddles

- Tell students you are going to say some riddles, each of which has an answer containing the target sound.

/ie/

1. I'm thinking of something very cold and very sweet that melts when you take it out of the freezer. (*ice cream*)
2. I'm thinking of something having two wheels and two pedals. A lot of kids like to ride this. (*bike*)
3. I'm thinking of a round dessert that has crust and can be made with cherries, pumpkin, or blueberries. (*pie*)
4. I'm thinking of the number that comes after four. (*five*)
5. I'm thinking of the opposite of day. (*night*)
6. I'm thinking of something that brightens up a room when you turn it on. (*light*)
7. I'm thinking of the opposite of left. (*right*)
8. I'm thinking of something you might do when you are very sad. (*cry*)
9. I'm thinking of the woman who wears a white dress at a wedding. (*bride*)
10. I'm thinking of what birds do with wings. (*fly*)

/ae/

1. I'm thinking of a sweet dessert that usually has frosting. You might eat this on your birthday. (*cake*)
2. I'm thinking of something a lot like a pond, only bigger. (*lake*)
3. I'm thinking of a letter that stands for the /j/ sound. ('j')
4. I'm thinking of water that falls from clouds. (*rain*)
5. I'm thinking of something that you play at recess. (*game*)
6. I'm thinking of the part of the body that has eyes, nose, and mouth. (*face*)
7. I'm thinking of a long animal that slithers. This animal has no legs. (*snake*)
8. I'm thinking of a letter that stands for the /k/ sound. ('k')
9. I'm thinking of the opposite of early. (*late*)
10. I'm thinking of the opposite of love. (*hate*)

/ue/

1. I'm thinking of a letter that stands for the /u/ sound. ('u')
2. I'm thinking of a shape having six square sides. (*cube*)
3. I'm thinking of a make-believe animal that looks like a horse with one horn. (*unicorn*)
4. I'm thinking of a word that means the opposite of me. (*you*)
5. I'm thinking of a word that often describes puppies and kittens. This word means almost the same thing as adorable. (*cute*)
6. I'm thinking of an animal that is a mix between a horse and a donkey. (*mule*)

/ee/

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

RECOGNIZE THE SPELLINGS TAUGHT IN UNIT 10

How Many Sounds?

- Distribute and display Activity Page PP.1.
- Remind students that some spellings are digraphs (letter teams), which means they are made up of more than one letter.
- Ask students to tell you the first sound in the first word.
- Complete the remaining sounds in the same fashion.
- Ask students how many sounds are in the word *smile*.
- Have students write the number 4 in the box, following your example.

Activity Page PP.1



- Have students copy *smile* on the handwriting guidelines, following your example.
- Complete the remaining words in the same fashion.

Highlight Digraphs

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

MORE HELP READING DIGRAPHS

Teacher Chaining

- Write *nine* on the board/chart paper.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove the first 'n' and add 'l' to create *line*.
- As you make this change, say, "If that is *nine*, what is this?"
- Continue this process to complete the chains.

1. nine > line > lime > time > tame > name > nape > nap > tap > tape
2. cute > cube > cub > cab > cat > fat > fate > date > late > lane
3. line > shine > shin > sheen > teen > ten > men > man > mane > mine
4. pipe > ripe > rip > sip > sick > tick > tim > time > dime > dome
5. base > chase > case > cape > cope > hope > rope > role > hole > pole

Wiggle Cards

- Follow the procedure in Lesson 6.

- | | |
|------------------|-----------------------|
| 1. munch cake | 8. run a mile |
| 2. chase pals | 9. smell a rose |
| 3. ride a bike | 10. hiss like a snake |
| 4. doze off | 11. shake hands |
| 5. slap five | 12. smile |
| 6. stare at pal | 13. be a plane |
| 7. stand in line | 14. rub your nose |

Word Collections

- Write decodable words containing the sound pairs /e/ and /ee/, /a/ and /ae/, /i/ and /ie/, /o/ and /oe/, or /u/ and /ue/ on cards, one word per card. The difference in their spellings should only be the added 'e'. For example, for the /a/—/ae/ pair, make cards with words such as *rat* and *rate*, *pan* and *pane*, and *mat* and *mate*.
- Label two boxes or paper bags with the spellings 'a' and 'a_e'.
- Ask students to read the words on the cards and say if the words contain the /a/ sound or the /ae/ sound.
- Have students place the word cards in the appropriate containers.

Mark the Sentence

- Distribute and display Activity Page PP.2.
- Ask students to read the first sentence.
- Ask students to read the second sentence.
- Ask the class which of the first two sentences matches the first picture.
- Have students shade the circle next to the matching sentence, following your example.
- Continue demonstrating until students are ready to work independently.

Connect It

- Have students complete Activity Page PP.3.

Word Recognition with Phrases

- Distribute and display Activity Page PP.4.
- Point to the first row of phrases, and tell the class you are going to say one of the two phrases.
- Say the phrase *a red flame*.
- Ask the class which of the two phrases spells *a red flame*.
- Once the class has answered correctly, have the students circle the phrase *a red flame*, following your example.
- Continue demonstrating until students are ready to work independently.





- | | | |
|------------------|-------------------|--------------------|
| 1. a red flame | 5. bees in a hive | 9. a lot of feed |
| 2. she runs in | 6. you and Mom | 10. the green lime |
| 3. pass the cone | 7. wake him up | 11. shade of red |
| 4. the bikes | 8. they are cute | 12. on this side |

Vowel Switch

- Distribute and display Activity Page PP.5.
- Ask students to read the first word.
- Ask students to read the second word.
- Ask students which of the first two words matches the first picture.
- Have students circle the matching word, following your example.
- Continue demonstrating until students are ready to work independently.

MORE HELP WITH TRICKY WORDS

Colored Flashcards

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

Tricky Words:

- | | |
|----------------|-----------------|
| 1. <u>he</u> | 7. <u>their</u> |
| 2. <u>she</u> | 8. <u>my</u> |
| 3. <u>we</u> | 9. <u>by</u> |
| 4. <u>be</u> | 10. <u>you</u> |
| 5. <u>me</u> | 11. <u>your</u> |
| 6. <u>they</u> | 12. <u>once</u> |

Possible Decodable Words:

- | | |
|----------|-----------|
| 1. see | 12. made |
| 2. take | 13. came |
| 3. like | 14. keep |
| 4. three | 15. gave |
| 5. make | 16. ate |
| 6. home | 17. green |
| 7. name | 18. sleep |
| 8. tree | 19. close |
| 9. seem | 20. fine |
| 10. use | 21. hope |
| 11. five | 22. ride |

Match Maker

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

Tricky Word Beanbag Toss

- Write the Tricky Words taught in this unit on cards. Place them faceup on the floor.
- Hand a beanbag to a student and explain he or she should toss the beanbag towards the cards.
- Have the student read the Tricky Word card the beanbag hits or lands near.

Tricky Word Clues

- On the board/chart paper, write three to six Tricky Words taught in this program.
- Choose one word and then give students clues about the word.
- Clues could include the number of letters in the word, the first and/or last letter in the word, and what part of the word is tricky.
- Once students have found the right word, ask them to use it in a sentence.

Handwriting Activity Pages with Tricky Words

- Distribute Activity Pages PP.23, PP.24, and PP.25.
- Have students trace and copy the Tricky Words.
- Have students underline the tricky part of each Tricky Word.

Activity Pages
PP.23 – PP.25



- On the back of each activity page are the same words as on the front. The back is more difficult because only starting dots are provided.

INDEPENDENT READING

Self-Select Text

Materials: Classroom Library

- Explain that sometimes students read assigned books in groups, but sometimes they have the opportunity to choose reading materials to read on their own. Tell students that they can make good choices about books by thinking carefully about what they are interested in.
- Gather three or four books of different levels and genres from the classroom library. Display the titles, and call students' attention to the pictures on the cover. Say, "Some of these books look more interesting to me than others. These two are about _____ and _____. They both sound interesting! I'll look at the words and pictures in both books before I choose one."
- ✦ • Have students self-select a book and tell why they chose it. **TEKS K.4**

READ DECODABLE STORIES

Practicing Reading

- Ask students to sit with their partners, take out their Readers, and take turns reading the following stories aloud to one another: "Mike's Tale," "Green Grove Glade," "The Boss," and "The King of Kites."
- Encourage students who finish early to reread stories from previous lessons.
- Students should answer questions using complete sentences.

Discussion Questions for "Mike's Tale"

1. **Inferential.** Where are the kids?
 - » They are in a forest or woods.
2. **Literal.** What is Mike's tale about?
 - » a Grump
3. **Literal.** What makes a snapping noise?
 - » Meg
4. **Literal.** Who gets scared?
 - » Dave

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

Discussion Questions for “Green Grove Glade”

1. **Literal.** Where does Dave take Scott?
 - » Green Grove Glade
2. **Literal.** Name some things that you can do at Green Grove Glade.
 - » swing, slide, ride
3. **Literal.** What does Scott tell his mom about Green Grove Glade?
 - » It was fun.

Discussion Questions for “The Boss”

1. **Inferential.** What is a glare?
 - » Accept reasonable answers.
2. **Inferential.** Why do Meg and Scott glare at each other?
 - » Accept reasonable answers.
3. **Literal.** Who gets to be the boss?
 - » Jen

Discussion Questions for “The King of Kites”:

1. **Literal.** What did Scott make?
 - » a kite
2. **Literal.** Describe what Scott’s kite looks like.
 - » Accept reasonable answers.
3. **Inferential.** What parts does a kite need to have?
 - » Accept reasonable answers.
4. **Literal.** Where do Scott and Dave go to fly the kite?
 - » to the lake

Activity Pages
PP.6 – PP.10



Activity Pages
PP.11–PP.16



Large Letter Cards



Take-Home Stories

- Distribute Activity Pages PP.6–PP.10.
- Have students take the activity pages home and give them to a family member.

ANSWER STORY QUESTIONS IN WRITING

Story Questions Activity Pages

- Have students complete Activity Pages PP.11–PP.14.

Illustrate Stories

- Have students draw pictures representing their favorite aspects of the stories they have read.
- Ask students questions about their drawings and the stories.

Sequence the Story

- Distribute Activity Pages PP.15 and PP.16.
- Have students reread the story “Scott Bakes a Cake.”
- Ask students to read the four sentences on Activity Page PP.15 and then copy or paste the sentences onto Activity Page PP.16 in the correct sequence.
- Have students illustrate each sentence.

MORE HELP READING AND SPELLING WORDS WITH DIGRAPHS

Large Card Chaining

- Distribute the following Large Letter Cards, reviewing each card’s sound as you pass it out: ‘m’, ‘n’, ‘t’, ‘d’, ‘c’, ‘k’, ‘f’, ‘s’, ‘b’, ‘l’, ‘r’, ‘w’, ‘sh’, ‘i’, ‘e’, ‘a’, ‘u’, ‘o’, and ‘ee’.
- Tell students if they are holding a card with a picture of a sound in *life*, they should go to the front of the room and stand in the order spelling *life*.
- If necessary, help students establish the correct order.
- Once the word has been spelled correctly, say, “If that is *life*, show me *like*.”
- Students should rearrange themselves to make the new word.
- Continue this process until all of the words in the first chain have been spelled.
- Proceed to the next chain.

1. life > like > bike > bake > make > made > wade > wide > tide > side
2. did > dad > deed > feed > seed > seem > seek > peek > leek > meek
3. hat > fat > fate > rate > date > late > mate > mute > cute > cube
4. rode > ride > side > tide > time > tame > lame > lime > life > line
5. broke > brake > rake > lake > shake > shame > shade > fade > made

WRITE WORDS CONTAINING THE DIGRAPHS TAUGHT IN UNIT 10

Word Recognition

- Follow the procedure in Lesson 10, using the words in the box.

- | | | |
|---------|---------|----------|
| 1. bike | 5. has | 9. twin |
| 2. dime | 6. my | 10. ripe |
| 3. fin | 7. site | 11. win |
| 4. like | 8. they | 12. she |

Chaining Dictation

- Distribute and display Activity Page PP.17.
- Direct students' attention to the first word, and ask students if any of them know what letters need to be written on the lines to make *cute*.
- Have students write a 'u' on the first line and an 'e' on the second line, following your example.
- Continue demonstrating until students are ready to work independently.

Activity Page PP.17



- | | |
|---------|-----------|
| 1. cute | 6. bike |
| 2. cut | 7. bake |
| 3. but | 8. wake |
| 4. bit | 9. woke |
| 5. bite | 10. choke |

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 for them to write.

- Say the word *cube*. Then segment the word, raising one finger for each sound: /k/ (raise thumb) . . . /ue/ (raise pointer finger) . . . /b/ (raise middle finger).
- Ask students how many sounds are in the word *cube*.
- Draw three lines on the board/chart paper—one for each sound in *cube*. Have students do the same on their paper.
- Remind students the /ue/ sound is spelled with two letters, so a fourth line is needed. Draw a fourth line on the board/chart paper, and have students do the same on their paper.
- Ask students for the first sound in *cube*. Fill in the first line on the board/chart paper with the letter 'c', and have students do the same on their paper.
- Ask students for the second sound in *cube*. Fill in the second line on the board/chart paper with the letter 'u', and have students do the same on their paper. Remind students that the letter 'u' is the first part of the spelling for /ue/. Tell the class you will write the second part after you write the letters for the sound coming after the /ue/ sound.
- Ask students for the third sound in *cube*. Fill in the third line on the board/chart paper with the letter 'b', and have students do the same on their paper. Explain if you left the word like this, it would be pronounced *cub*. To spell *cube*, you need to finish writing the /ue/ sound.
- Ask students what letter must be written on the fourth line in order to complete the picture of the /ue/ sound. Once the letter 'e' has been identified, fill in the fourth line on the board/chart paper with the letter 'e', and have students do the same on their paper.
- Model reading the word as a strategy for double-checking its spelling.
- Demonstrate this process with at least one or two additional words before having students write the words independently.
- Remind students to refer to the Sound Posters to aid in remembering how to write the spellings.

1. cube	10. screen	19. tale	28. peer
2. gripe	11. probe	20. fume	29. throne
3. tone	12. creep	21. frame	30. slope
4. nine	13. mute	22. free	31. wave
5. jokes	14. blaze	23. shape	32. zone
6. speed	15. speech	24. drive	33. heel
7. trade	16. drapes	25. some	34. mule
8. cheer	17. quake	26. time	35. prize
9. smile	18. cute	27. wife	36. use

Word Sort

- Have students complete Activity Page PP.18.

Label the Picture

- Have students complete Activity Page PP.19.

A or B?

- Have the students complete Activity Page PP.20.

Word Box

- Have students complete Activity Page PP.21 and/or Activity Page PP.22.

WRITE PHRASES OR SENTENCES

Making Phrases

- Write decodable nouns, decodable adjectives, and the Tricky Words *he, she, we, be, me, they, their, my, by, you, and your* on cards, one word per card.
- Have students create phrases with these cards.
- Then have students copy the phrases on paper.

Dictation with Sentences

- Provide students with a pencil and 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. (Select sentences from the list below.)
- Tell students to write each sentence you say.



- For each sentence you say, hold up one finger for each word.
- Ask students to count the words and then draw a line on their paper for each word they hear with a finger space between the lines.
- Once students have drawn the lines, ask them to write each word, sound by sound. Finally, ask students to read the sentence back to you.
- Remind students to refer to the Sound Posters to aid in remembering how to write the spellings.

- | | |
|-----------------------------------|-----------------------------|
| 1. What a cute dog! | 11. Time to wake up! |
| 2. The drapes are green. | 12. Is this your plate? |
| 3. Get them some rope! | 13. What a shame! |
| 4. She sits by Mike. | 14. Where are my sheep? |
| 5. Am I late? | 15. My mom made me a cake. |
| 6. I will take nine limes. | 16. Jake needs his things. |
| 7. We rode the bus home. | 17. Did she smash the dish? |
| 8. That's a fine fish! | 18. The fumes smell bad! |
| 9. He likes their bikes. | 19. The mole dug a hole. |
| 10. When will we plant the seeds? | 20. What time is it? |

Sentence Strips

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

Making Questions, Exclamations, and Statements

- Write decodable nouns, decodable adjectives, and decodable verbs on cards, one word per card. Make sure some of these words contain separated digraphs. Write the Tricky Words *he, she, we, be, me, they, their, my, by, you, and your* on cards, one word per card. Also, make cards with question marks, exclamation points, and periods.
- Have students create questions, exclamations, and statements with these cards.
- You may have students copy the sentences on paper.

Teacher Resources

Kindergarten	Skills 10
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Teacher Guide

Teacher Resources

Dolch Flash Card Family Letter

Fry Flash Card Family Letter

Dolch Word Assessment Record: Beginning and End of Unit 10

Dolch Sight Word Assessment List

Fry Word Assessment Record: Beginning and End of Unit 10

Fry's Instant Words Assessment List

Oral Segmenting Observation Record—Unit 10

Letter Name and Letter Sound Observation Record—Unit 10

Discussion Questions Observation Record—Unit 10

Anecdotal Reading Record—Unit 10

Record Sheets for Unit 10 Assessments

Analysis and Interpretation of the End-of-Year Assessment

Additional Support Activity Pages

Activity Book Answer Key

Texas Essential Knowledge and Skills Correlation Chart

English Language Proficiency Standards Correlation Chart

DOLCH FLASH CARD FAMILY LETTER

Name _____

Dear Family Member,

In this unit, your student will continue to learn new words from the Dolch Sight Word List.

Your student will be taught to read the following new words as Tricky Words: *he, she, we* (Lesson 3), *be, me* (Lesson 5), *they, their* (Lesson 8), *my* (Lesson 13), *by* (Lesson 15), *you*, and *your* (Lesson 23.) You are being provided with flash cards that include the new words learned in this unit. Your student should already be able to read all of the other words on the flash cards successfully at the beginning of this unit.

Please have your student cut out the flash cards. In order to build increasingly rapid, automatic recognition of these words, show the cards to your student in random order and have them read them to you as quickly as possible several times each week.

by

were

down

why

their

with

us

take

a

came

one

was

in

am

red

thes

help

what

an

best

jump

wish

not

but

will

no

tell

that

pick

long

went

to

little

them

cut

best

use

sit

ride

yes

she

sing

yellow

blue

ran

see

make

where

at

of

has

much

once

you

its

sleep

so

out

made

big

can

here

off

black

get

two

he

did

fast

bring

as

your

his

it

all

there

keep

wee

ten

him

which

said

is

are

if

six

when

look

five

up

then

ate

hot

ask

three

must

run

funny

gave

well

green

they

just

small

on

like

had

my

from

and

stop

let

this

I

those

mee

FRY FLASH CARD FAMILY LETTER

Name _____

Dear Family Member,

In this unit, your student will continue to learn new words from Fry's Instant Words List.

Your student will be taught to read the following new words as Tricky Words: *he, she, we* (Lesson 3), *be, me* (Lesson 5), *they, their* (Lesson 8), *my* (Lesson 13), *by* (Lesson 15), *you, and your* (Lesson 23.) You are being provided with flash cards that include the new words learned in this unit. Your student should already be able to read all of the other words on the flash cards successfully at the beginning of this unit.

Please have your student cut out the flash cards. In order to build increasingly rapid, automatic recognition of these words, show the cards to your student in random order and have them read them to you as quickly as possible several times each week.

he

his

she

seem

ran

here

yes

your

was

get

made

what

like

so

six

by

close

time

tell

just

best

went

such

look

but

song

much

male

see

little

are

with

one

same

small

their

state

said

when

spell

not

word

two

trees

and

my

miss

once

thing

hot

to

help

it

I

feet

they

if

sit

ten

its

on

run

make

am

us

back

must

a

did

yellow

is

came

keep

there

will

let

home

three

at

than

we

line

in

need

long

be

where

them

can

red

off

cut

that

side

blue

big

you

stop

all

use

then

has

of

had

add

an

funny

down

this

which

as

mee

from

ask

well

were

the

ot

jump

those

why

fast

him

up

no

name

take

life

still

DOLCH WORD ASSESSMENT RECORD: BEGINNING AND END OF UNIT 10

Student Name: _____

Instructions: This is an optional assessment of words from the Dolch Sight Word List. At the beginning of Unit 10, show the student the Dolch Word List which follows this record. Ask them to read each word from the list, proceeding in order from top to bottom. (Alternatively, you may use information from the end of Unit 9 Dolch word assessment.)

Provide the student with either a blank sheet of paper or card stock to place on the word list page directly under the row they are reading. As he or she completes a row, they should slide the paper down just enough to read the next row.

Record the student's performance on each word in the chart below, using + to indicate that the word was read correctly and – to indicate the word was read incorrectly; if the student misreads a completely different word in its place, record the word read by the student. Mark as incorrect any word that the student does not read within 3–5 seconds.

Repeat this assessment at the end of Unit 10.

Dolch Word	Beginning Unit 10 Assessment: Date _____	End of Unit 10 Assessment: Date _____
1. by		
2. were		
3. down		
4. why		
5. their		
6. with		
7. us		
8. take		
9. a		
10. came		
11. one		
12. was		
13. in		
14. am		
15. red		
16. the		

Dolch Word	Beginning Unit 10 Assessment: Date _____	End of Unit 10 Assessment: Date _____
17. help		
18. what		
19. an		
20. best		
21. jump		
22. wish		
23. not		
24. but		
25. will		
26. no		
27. tell		
28. that		
29. pick		
30. long		
31. went		
32. to		
33. little		
34. them		
35. cut		
36. best		
37. use		
38. sit		
39. ride		
40. yes		
41. she		
42. sing		
43. yellow		
44. blue		
45. ran		
46. see		
47. make		

Dolch Word	Beginning Unit 10 Assessment: Date _____	End of Unit 10 Assessment: Date _____
48. where		
49. at		
50. of		
51. has		
52. much		
53. once		
54. you		
55. its		
56. sleep		
57. so		
58. out		
59. made		
60. big		
61. can		
62. here		
63. off		
64. black		
65. get		
66. two		
67. he		
68. did		
69. fast		
70. bring		
71. as		
72. your		
73. his		
74. it		
75. all		
76. there		
77. keep		
78. we		

Dolch Word	Beginning Unit 10 Assessment: Date _____	End of Unit 10 Assessment: Date _____
79. ten		
80. him		
81. which		
82. said		
83. is		
84. are		
85. if		
86. six		
87. when		
88. look		
89. five		
90. up		
91. then		
92. ate		
93. hot		
94. ask		
95. three		
96. must		
97. run		
98. funny		
99. gave		
100. well		
101. green		
102. they		
103. just		
104. small		
105. on		
106. like		
107. had		
108. my		
109. from		

Dolch Word	Beginning Unit 10 Assessment: Date _____	End of Unit 10 Assessment: Date _____
110. and		
111. stop		
112. let		
113. this		
114. I		
115. those		
116. me		
Subtotal	_____ /116	_____ /116

UNIT 10 DOLCH SIGHT WORD ASSESSMENT LIST

- | | | |
|----------------|-----------------|-----------------|
| 1. <u>by</u> | 2. <u>were</u> | 3. <u>down</u> |
| 4. <u>why</u> | 5. <u>their</u> | 6. with |
| 7. us | 8. take | 9. <u>a</u> |
| 10. came | 11. <u>one</u> | 12. <u>was</u> |
| 13. in | 14. am | 15. red |
| 16. <u>the</u> | 17. help | 18. <u>what</u> |
| 19. an | 20. best | 21. jump |
| 22. wish | 23. not | 24. but |
| 25. will | 26. <u>no</u> | 27. tell |

28. that 29. pick 30. long
31. went 32. to 33. little
34. them 35. cut 36. best
37. use 38. sit 39. ride
40. yes 41. she 42. sing
43. yellow 44. blue 45. ran
46. see 47. make 48. where
49. at 50. of 51. has
52. much 53. once 54. you

55. its
56. sleep
57. so
58. out
59. made
60. big
61. can
62. here
63. off
64. black
65. get
66. two
67. he
68. did
69. fast
70. bring
71. as
72. your
73. his
74. it
75. all
76. there
77. keep
78. we
79. ten
80. him
81. which

82. said

83. is

84. are

85. if

86. six

87. when

88. look

89. five

90. up

91. then

92. ate

93. hot

94. ask

95. three

96. must

97. run

98. funny

99. gave

100. well

101. green

102. they

103. just

104. small

105. on

106. like

107. had

108. my

109. from

110. and

111. stop

112. let

113. this

114. I

115. those

116. me

FRY WORD ASSESSMENT INDIVIDUAL RECORD: BEGINNING AND END OF UNIT 10

Student Name: _____

Instructions: This is an optional assessment of words from the Fry's Instant Words List. At the beginning of Unit 10, show the student the Fry Word List which follows this record. Ask them to read each word from the list, proceeding in order from top to bottom. (Alternatively, you may use information from the end of Unit 9 Fry Word Assessment.)

Provide the student with either a blank sheet of paper or card stock to place on the word list page directly under the row they are reading. As he or she completes a row, they should slide the paper down just enough to read the next row.

Record the student's performance on each word in the chart below, using + to indicate that the word was read correctly and – to indicate the word was read incorrectly. If the student misreads a completely different word in its place, record the word read by the student. Mark as incorrect any word that the student does not read within 3–5 seconds.

Repeat this assessment at the end of Unit 10.

Fry Word	Beginning Unit 10 Assessment: Date _____	End of Unit 10 Assessment: Date _____
1. he		
2. his		
3. she		
4. seem		
5. ran		
6. here		
7. yes		
8. your		
9. was		
10. get		
11. made		
12. what		
13. like		
14. so		
15. six		

Fry Word	Beginning Unit 10 Assessment: Date _____	End of Unit 10 Assessment: Date _____
16. by		
17. close		
18. time		
19. tell		
20. just		
21. best		
22. went		
23. such		
24. look		
25. but		
26. song		
27. much		
28. male		
29. see		
30. little		
31. are		
32. with		
33. one		
34. same		
35. small		
36. their		
37. state		
38. said		
39. when		
40. spell		
41. not		
42. word		
43. two		
44. trees		
45. and		

Fry Word	Beginning Unit 10 Assessment: Date _____	End of Unit 10 Assessment: Date _____
46. my		
47. miss		
48. once		
49. thing		
50. hot		
51. to		
52. help		
53. it		
54. I		
55. feet		
56. they		
57. if		
58. sit		
59. ten		
60. its		
61. on		
62. run		
63. make		
64. am		
65. us		
66. back		
67. must		
68. a		
69. did		
70. yellow		
71. is		
72. came		
73. keep		
74. there		
75. will		

Fry Word	Beginning Unit 10 Assessment: Date _____	End of Unit 10 Assessment: Date _____
76. let		
77. home		
78. three		
79. at		
80. than		
81. we		
82. line		
83. in		
84. need		
85. long		
86. be		
87. where		
88. them		
89. can		
90. red		
91. off		
92. cut		
93. that		
94. side		
95. blue		
96. big		
97. you		
98. stop		
99. all		
100. use		
101. then		
102. has		
103. of		
104. had		
105. add		

Fry Word	Beginning Unit 10 Assessment: Date _____	End of Unit 10 Assessment: Date _____
106. an		
107. funny		
108. down		
109. this		
110. which		
111. as		
112. me		
113. from		
114. ask		
115. well		
116. were		
117. the		
118. out		
119. jump		
120. those		
121. why		
122. fast		
123. him		
124. up		
125. no		
126. name		
127. take		
128. life		
129. still		
Subtotal	_____ /129	_____ /129

UNIT 10 FRY'S INSTANT WORDS ASSESSMENT LIST

1. he

2. his

3. she

4. seem

5. ran

6. here

7. yes

8. your

9. was

10. get

11. made

12. what

13. like

14. so

15. six

16. by

17. close

18. time

19. tell

20. just

21. best

22. went

23. such

24. look

25. but

26. song

27. much

28. male

29. see

30. little

31. are

32. with

33. one

34. same

35. small

36. their

37. state

38. said

39. when

40. spell

41. not

42. word

43. two

44. trees

45. and

46. my

47. miss

48. once

49. thing

50. hot

51. to

52. help

53. it

54. I

55. feet

56. they

57. if

58. sit

59. ten

60. its

61. on

62. run

63. make

64. am

65. us

66. back

67. must

68. a

69. did

70. yellow

71. is

72. came

73. keep

74. there

75. will

76. let

77. home

78. three

79. at

80. than

81. we

82. line

83. in

84. need

85. long

86. be

87. where

88. them

89. can

90. red

91. off

92. cut

93. that

94. side

95. blue

96. big

97. you

98. stop

99. all

100. use

101. then

102. has

103. of

104. had

105. add

106. an

107. funny

108. down

109. this

110. which

111. as

112. me

113. from

114. ask

115. well

116. were

117. the

118. out

119. jump

120. those

121. why

122. fast

123. him

124. up

125. no

126. name

127. take

128. life

129. still

ORAL SEGMENTING OBSERVATION RECORD—UNIT 10

- ✓ - Correctly Segmented (write the word segmented)
- ✗ - Incorrectly Segmented (write the word given/the sounds segmented)

Subtotal = number of correct responses/total responses per student

Student	Lesson								Subtotal
	1	2	3	4	5	6	7	8	
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/

LETTER NAME AND LETTER SOUND OBSERVATION RECORD — UNIT 10

LN ✓ Gave the correct letter name LN ✗ Gave an incorrect letter name
 LS ✓ Gave the correct letter sound LS ✗ Gave an incorrect letter sound
 Subtotal: number of correct responses/total responses

		Lesson								
Student	1	2	3	4	5	6	7	8	Subtotal	
									/	
									/	
									/	
									/	
									/	
									/	
									/	
									/	
									/	
									/	
									/	
									/	
									/	

DISCUSSION QUESTIONS OBSERVATION RECORD — UNIT 10

CS✓ - Answered in a complete sentence
L✓ - Answered a literal question correctly
I✓ - Answered an inferential question correctly
E✓ - Answered an evaluative question correctly

CS✗ - Did not answer in a complete sentence
L✗ - Answered a literal question incorrectly
I✗ - Answered an inferential question incorrectly
E✗ - Answered an evaluative question incorrectly

Student	Lesson	Lesson	Lesson	Lesson	Lesson	Lesson	Lesson	Subtotal

ANECDOTAL READING RECORD—UNIT 10

Name:

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

PART 1A: WORD READING ASSESSMENT SUMMARY SHEET

Directions: Mark an X in the box of any word the student marked incorrectly and record the number of incorrect responses. Use the student's scores on Parts 1A and 1B to determine if he or she needs to complete Part 3 of the assessment: Letter Sounds. Any student who misses 6 or more items out of the Part 1A, 1B total of 20 must complete Part 3 of the End-of-Year Student Performance Assessment.

Student Name	shop	smash	quench	thing	thump	tree	joke	wade	five	cute	Total Score /10

PART 2: SOUND WRITING ASSESSMENT SUMMARY SHEET

Directions: Mark an X in the box of any sound the student wrote incorrectly. Any student who misses 4 or more items must complete Part 3 of the End-of-the-Year Student Performance Task Assessment.

Student Name	/ch/	/e/	/h/	/sh/	/th/	/w/	/a/	/v/	/qu/	/i/	/o/	/ng/	/j/	/r/	/u/	Total ____ / 35

PART 3 LETTER SOUNDS ASSESSMENT

m	a	t	d	o
c	g	i	n	h
s	f	v	z	p
e	b	l	r	u
w	j	y	x	k
ch	sh	th	qu	ng
ss	ck	ll	ff	ee

PART 4: WRITING LOWERCASE LETTERS ASSESSMENT SUMMARY SHEET

Directions: Mark an X in the box of any letter not identified and written by the student. Record the number of incorrect responses.

Student Name	e	y	o	h	k	b	x	m	u	g	a	n	d	l	c	z	t	j	i	p	s	r	q	f	v	w	Total ___/26	

PART 5: UPPERCASE LETTER NAMES ASSESSMENT SUMMARY SHEET

Directions: Mark an X in the box of any letter circled incorrectly by the student. Record the number of incorrect responses.

Student Name	E	Y	P	G	K	S	B	H	C	L	W	T	D	R	M	V	I	F	J	O	N	Q	Z	A	U	X	Total ___/26		

ANALYSIS AND INTERPRETATION OF THE END-OF-YEAR ASSESSMENT

The Unit 10 End-of-Year Student Performance Assessment is a multipart assessment of skills students have learned in the program. More specifically, the End-of-Year Student Performance Assessment requires that students identify decodable words as the teacher reads them aloud, identify Tricky Words as the teacher reads them aloud, and write spellings corresponding to sounds the teacher pronounces aloud. It is imperative that you clearly identify and document individual students' weaknesses to assist students' Grade 1 teachers in their planning for the following school year. To be successful in Grade 1, students must have mastered the basic code for the short vowel and consonant sounds and be able to apply this knowledge to blend and read words of three to five sounds. Students should also be able to recognize and read the Tricky Words taught in Kindergarten.

This set of assessment results, combined with those from Unit 8, provide a student record that will be invaluable to each student's Grade 1 teacher.

It is important that teachers be cognizant of the possible losses and gains in skills that may result over the summer hiatus. For example, some students may experience a "summer learning loss" in skills, whereas other students may experience gains in their skills due to extracurricular summer experiences (e.g., private tutoring, summer camps, and other programs provided by the community). Although the student record provides valuable information that Grade 1 teachers may use for planning purposes, it will nonetheless be crucial that Grade 1 teachers complete a comprehensive placement assessment with each entering Grade 1 student.

Interpreting Assessment Scores	
Word Recognition	
If student scores...	Recommendation
18–20 correct Word Reading	This student has OUTSTANDING preparation for Grade 1 Skills instruction.
16 or 17 correct on Word Reading	This student has STRONG preparation for Grade 1 Skills instruction.
14 or 15 correct on Word Reading	This student has ADEQUATE preparation for Grade 1 Skills instruction.
13 or less on Word Reading	This student has QUESTIONABLE preparation for Grade 1 Skills instruction.
Sound Writing	
If student scores...	Recommendation
14 or 15 correct on Sound Writing	This student has OUTSTANDING preparation for Grade 1 Skills instruction.
12 or 13 correct on Sound Writing	This student has STRONG preparation for Grade 1 Skills instruction.
11 correct on Sound Writing	This student has ADEQUATE preparation for Grade 1 Skills instruction.
10 or less on Sound Writing	This student has QUESTIONABLE preparation for Grade 1 Skills instruction. Bring this student's performance to the attention of the teacher for the next school year.

Generally you will find the following applies to most students. If a student scores:

- in the OUTSTANDING or STRONG range on Word Reading and/or Sound Writing, the student is ready for instruction using Grade 1 materials.
- in the ADEQUATE or QUESTIONABLE range on Word Reading and/or Sound Writing, the student may not be ready for instruction using Grade 1 materials without rigorous intervention.
- If a student's scores indicate the need for the administration of the Letter Sound assessment, this is another indicator the student may not be ready for instruction using Grade 1 materials.

Word Recognition +	Sound Writing =	Grade 1 Readiness
Outstanding	Outstanding	Outstanding
Outstanding	Strong	Strong
Outstanding	Adequate	Adequate
Outstanding	Questionable	Adequate
Strong	Outstanding	Strong
Strong	Strong	Strong
Strong	Adequate	Adequate
Strong	Questionable	Adequate
Adequate	Outstanding	Adequate
Adequate	Strong	Adequate
Adequate	Adequate	Adequate
Adequate	Questionable	Questionable
Questionable	Outstanding	Questionable
Questionable	Strong	Questionable
Questionable	Adequate	Questionable
Questionable	Questionable	Questionable

Additional Support Activity Pages

Kindergarten	Skills 10
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Teacher Guide

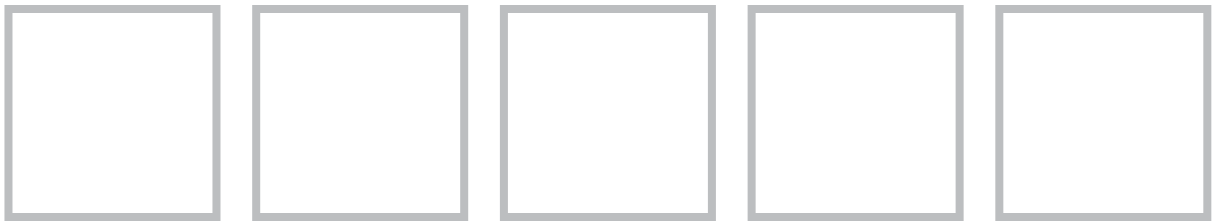
NAME: _____

DATE: _____

TR 1.1

Push & Say Sound Boxes

Directions: Use this page for Push & Say. Students represent sounds with letter cards.

A horizontal row of five empty square boxes, each with a thin gray border, intended for students to write letter cards representing sounds.

NAME: _____

DATE: _____

TR 1.2

Scott and Lee

This is Scott Green.
Scott is ten.

Scott's dad **keeps**
a pig in a pen. Scott's
mom **keeps** three hens.
Scott **keeps** a sheep.

Lee the Sheep is
Scott's pet. Scott **feeds**
Lee and rubs him on
the back. **Lee** is a
sweet sheep.



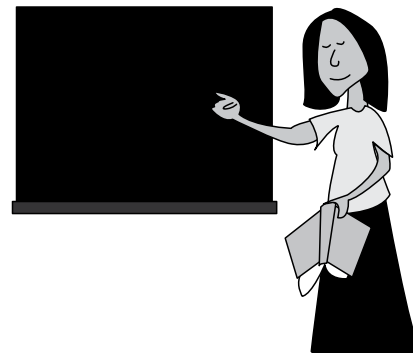
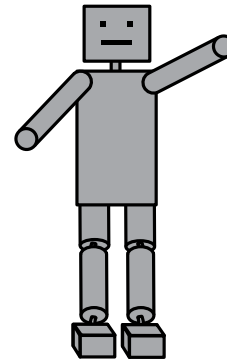
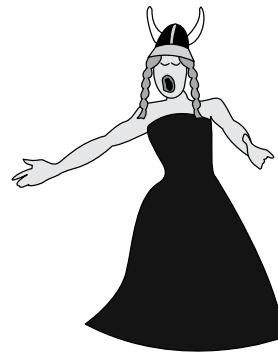
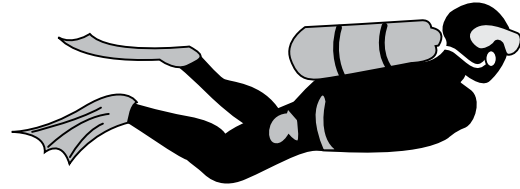
NAME: _____

DATE: _____

TR 2.1

Fluency: Silly Voices Cards

Directions: Print and cut out the character cards to pull out of a bag when rereading stories with silly voices.



NAME: _____


DATE: _____

TR 2.2

Bingo Word Cards

Directions: Copy and cut out Tricky Word cards for use with Sorts, Race to the Top, and Match Maker. (Card stock is recommended to allow for reuse.) For Match Maker darker colored card stock is recommended to prevent seeing through. Note: Word Cards 1–3 for Tricky Words are not for use with Bingo.

<u>a</u>	<u>all</u>	<u>are</u>
<u>do</u>	<u>from</u>	<u>have</u>
<u>here</u>	<u>I</u>	<u>is</u>
<u>no</u>	<u>of</u>	<u>once</u>
<u>one</u>	<u>said</u>	<u>says</u>



NAME: _____

DATE: _____

TR 2.3

Tricky Word Bingo Boards 1

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

<u>do</u>	<u>no</u>	<u>of</u>
<u>said</u>	<u>from</u>	<u>is</u>
<u>says</u>	<u>one</u>	<u>are</u>
<u>have</u>	<u>once</u>	<u>here</u>
<u>all</u>	<u>a</u>	<u>I</u>

NAME: _____

DATE: _____

TR 2.3

CONTINUED

Tricky Word Bingo Boards 2

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

<u>s</u> aid	<u>o</u> ne	<u>o</u> f
<u>a</u> re	<u>f</u> rom	<u>n</u> o
<u>I</u>	<u>a</u> ll	is
<u>d</u> o	<u>a</u>	<u>s</u> ays
<u>h</u> ere	<u>h</u> ave	<u>o</u> n <u>ce</u>

NAME: _____

DATE: _____

TR 2.3

CONTINUED

Tricky Word Bingo Boards 3

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

no	is	one
from	are	I
said	here	have
of	do	a
says	all	once

NAME: _____

DATE: _____

TR 2.3

CONTINUED

Tricky Word Bingo Boards 4

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

<u>all</u>	<u>one</u>	<u>says</u>
<u>of</u>	<u>once</u>	<u>I</u>
<u>a</u>	<u>here</u>	<u>do</u>
<u>are</u>	<u>said</u>	<u>have</u>
<u>is</u>	<u>no</u>	<u>from</u>

NAME: _____

DATE: _____

TR 2.4

Complete the Sentences

sleep	wet	teeth
met	green	week
speeds	yet	cheek

1. I _____ in the big, soft bed.

2. The jet _____ across the sky.

Directions: Have students read the words at the top of the page and each sentence below. Have students choose the word(s) that completes each sentence and write it on the line.

NAME: _____

DATE: _____

TR 2.4

CONTINUED

Complete the Sentences

sleep

wet

teeth

met

green

week

speeds

yet

cheek

3. Kim lost two _____

last _____.

4. I cut my _____ on a twig.

5. The tree is tall and _____.

NAME: _____

DATE: _____

TR 3.1

Red Ants

Lee the Sheep had a bad **week** last **week**. Red ants bit him on his legs and **feet**.

Scott had to **sweep** the ants with his hand to get rid of them.

Scott was mad at the ants.

“Ants,” he said, “**Lee** is a **sweet** sheep. **Feel** free to munch on plants and **weeds**, but not on **Lee**!”

One of the ants said, “We **feel** bad. We will not munch on **Lee**. We will munch on plants and **weeds**.”



NAME: _____

DATE: _____

TR 3.2

Tricky Word Tic-Tac-Toe

Directions: Have students take turns reading and marking the words at the top of the page in the traditional game of Tic Tac Toe. On the lines below, students can write the Tricky Words for practice.

he	we	she
she	he	we
we	she	he

_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

NAME: _____

DATE: _____

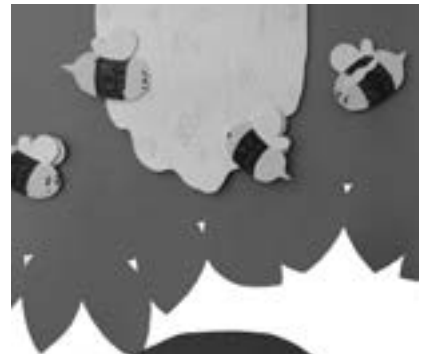
TR 5.1

The Bees

The red ants left. But then the bees got **Lee**! The bees stung **Lee** on his cheek and on his feet.



Scott ran up to help **Lee**. Then he went and had a chat with the bees.



“Bees,” said Scott, “why sting **Lee** the Sheep? He is a sweet sheep.”

One **bee** said, “Bees will be bees.”



One **bee** said, “I must be me.”

Then Scott got mad. He said, “Sting the pig. Sting the hens! Sting the cat. Sting the dog. But let **Lee** be!” And the bees let **Lee** be.

NAME: _____

DATE: _____

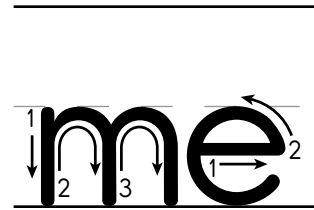
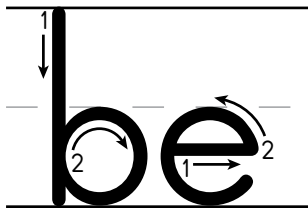
TR 5.2

Tricky Words (*she* and *me*)

Directions: Students color the Tricky Word letters using green for letters matching learned sound spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

be

me



1. She will _____ here this week.

2. The kids did not swim with _____.

3. _____ a pal to him.

4. What can it _____ ?

NAME: _____

DATE: _____

TR 6.1

Match Maker

Directions: Make copies of the word cards, and have students cut the cards apart. Have students use the word cards to practice reading words with /e/ and /ee/ by playing games such as Match Maker.

read

bed

bells

swell

smell

pens

tend

spend

reed



NAME: _____

DATE: _____

TR 6.1
CONTINUED

sleep

sheets

sweeps

deep

creep

peek

seed

deeds

freed



NAME: _____

DATE: _____

TR 6.1
CONTINUED

bled

sled

keep



greet

Jed

beep

greed

fed

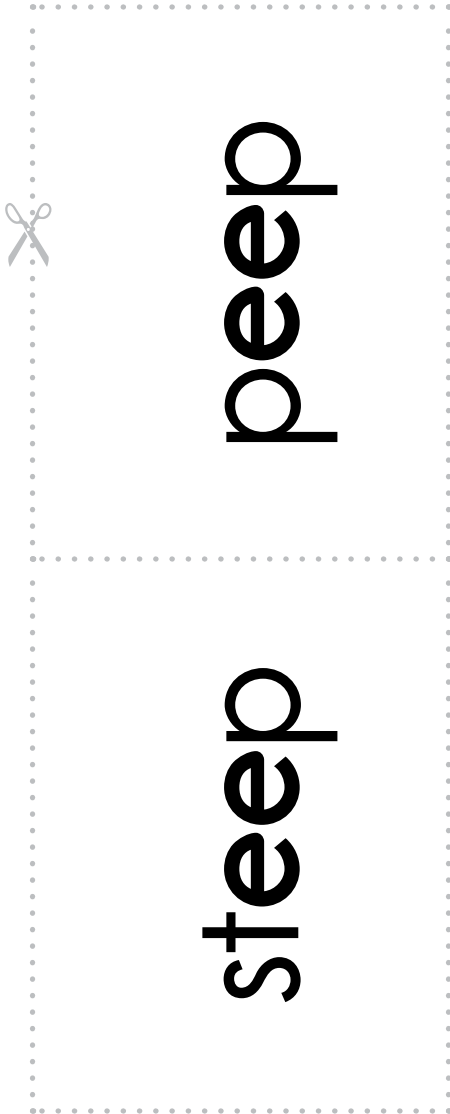
bend

NAME: _____

DATE: _____

TR 6.1

CONTINUED



peep

steep

NAME: _____

DATE: _____

TR 6.2

Green Light, Yellow Light: Yellow Cards

he

all

are



be

we

have

here

me

here

she

of

once

there

said

says

Directions: Copy and cut out Tricky Word cards for use with Green Light, Yellow Light. (Card stock is recommended to allow for reuse.) For Match Maker darker colored card stock is recommended to prevent seeing through.


NAME: _____

DATE: _____

TR 6.3

Green Light, Yellow Light: Green Cards

Directions: Copy and cut out Tricky Word cards for use with Green Light, Yellow Light. (Card stock is recommended to allow for reuse.) For Match Maker darker colored card stock is recommended to prevent seeing through.

greet	green	weep 
help	led	fled
deep	held	belt
peek	melt	lend
keep	pelt	blend

NAME: _____

DATE: _____

TR 6.4

Complete the Sentences

he

she

we

be

me

here

there

which

1.

_____ blue rod is for

_____?

2.

My sister will fish, and _____

will act funny.

3.

I will _____ glad when Reed

gets _____.

Directions: Have students read the words at the top of the page and each sentence below. Have students choose the word(s) that completes each sentence and write it on the line.

NAME: _____

DATE: _____

TR 6.4

CONTINUED

Complete the Sentences

he

she

we

be

me

here

there

which

4. _____ can get fish with his rod
and reel.

5. _____ can all grill fresh fish at
once.

6. _____ will be fish for mom
and dad, too.

NAME: _____

DATE: _____

TR 7.1

Complete the Spelling 'a_e'

Directions: Have students listen carefully to the list of words you call out and complete the spelling for each

1. _____ a _____ e

2. _____ a _____ e

3. _____ a _____ e

4. _____ a _____ e

5. _____ a _____ e

6. _____ a _____ e

NAME: _____

DATE: _____

TR 7.2

Word Cards for Progress Monitoring 1

peek	week	green
deep	greed	cheek
feed	peep	sleep
creep	bleed	

NAME: _____

DATE: _____

TR 7.3

Record Sheet for Progress Monitoring 1

Word	Student Pronunciation				
Sample: same					
1. week	/w/	/ee/	/k/	-	____ /1
2. green	/g/	/r/	/ee/	/n/	____ /1
3. deep	/d/	/ee/	/p/	-	____ /1
4. greed	/g/	/r/	/ee/	/d/	____ /1
5. cheek	/ch/	/ee/	/k/	-	____ /1
6. feed	/f/	/ee/	/d/		____ /1
7. peep	/p/	/ee/	/p/	-	____ /1
8. sleep	/s/	/l/	/ee/	/p/	____ /1
9. creep	/k/	/r/	/ee/	/p/	____ /1
10. bleed	/b/	/l/	/ee/	/d/	____ /1
Total Correct					____ /10

Note: Student performance with all phonemes should be noted for evaluation; however, only vowel digraphs are scored for this assessment.

'ee' > /ee/ (1-10) ____ /10

NAME: _____

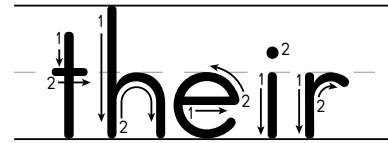
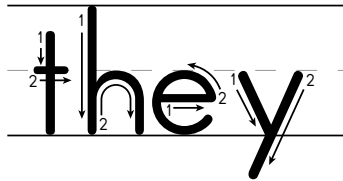
DATE: _____

TR 8.1

Tricky Words (*they* and *their*)

Students color the Tricky Word letters using green for letters matching learned sound/spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

they
their

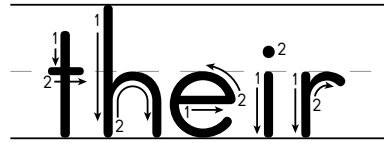


1. _____ take Gran to the
swim meet.

2. The kids pack _____ bags.

NAME: _____

DATE: _____



3. _____ will see

_____ mom when she gets
home.

4. _____ dogs do not do

tricks," _____ said.

NAME: _____

DATE: _____

TR 9.1

Fun in the Sand

Scott is with **Jade** and **Dave**. The kids dig in the sand. They **shape** the sand. They **make** a sand man.

A big **wave** hits. The kids can't **save** their sand man from the **wave**. The sand man gets wet. He slumps. He sags. He drips.

The sand man is a mess. But the kids are not sad. They run and splash in the **waves**.



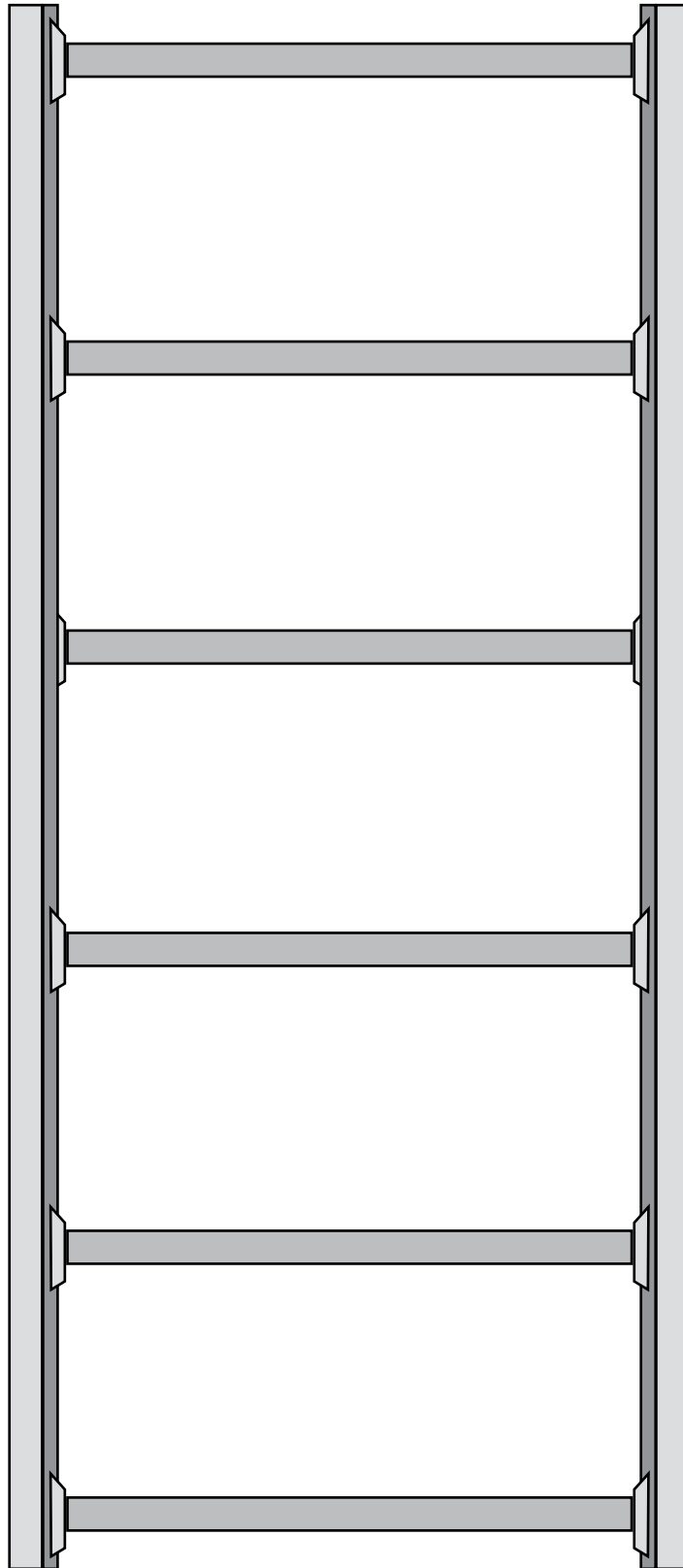
NAME: _____

DATE: _____

TR 9.2

Race to the Top Game Board

Directions: Copy this page for the game Race to the Top.




NAME: _____

TR 9.3

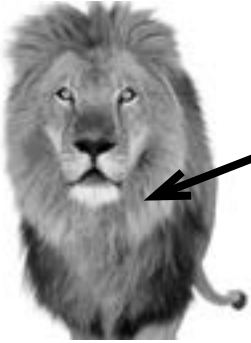
DATE: _____

Sound/Spellings: Word/Picture Cards

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut out, separating word and picture cards.



man



mane



pan



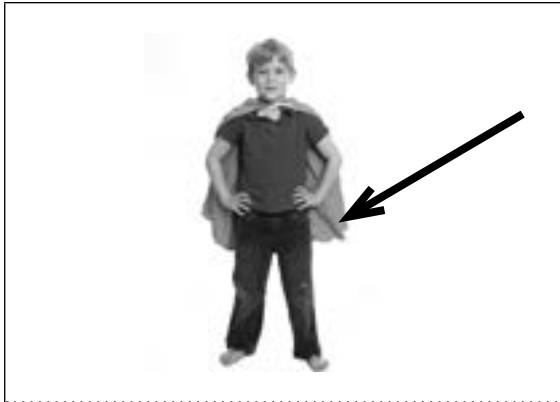
plane

NAME: _____

DATE: _____

TR 9.3

CONTINUED



cape



cap



cane



case

NAME: _____

DATE: _____

TR 9.3
CONTINUED



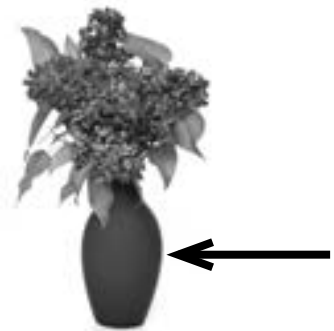
can



pane



tape



vase

NAME: _____

DATE: _____

TR 10.1

Skates

Jade got skates when she was six. Scott just got his last week. He is scared to get up on his skates.

“Is this **safe**?” Scott asks.
“What if I trip and get a **scrape**? What if I hit a **tree**?
What if I **see** a snake?”

“It is **safe**!” says Jade.
“Just **skate**.”

Jade helps Scott **skate**.
Scott slips once. Then he gets the hang of it.

“**Jade**,” he yells, “it’s fun to **skate**!”



NAME: _____

DATE: _____

TR 10.2

Word Cards for Progress Monitoring 2

same	drape	lake
plane	crate	mane
blame	flake	rake
grape	came	

NAME: _____

DATE: _____

TR 10.3

Record Sheet for Progress Monitoring 2

Word	Student Pronunciation				
Sample: same					
1. drape	/d/	/r/	/ae/	/p/	____ /1
2. lake	/l/	/ae/	/k/	-	____ /1
3. plane	/p/	/l/	/ae/	/r/	____ /1
4. crate	/k/	/r/	/ae/	/t/	____ /1
5. mane	/m/	/ae/	/n/	-	____ /1
6. blame	/b/	/l/	/ae/	/m/	____ /1
7. flake	/f/	/l/	/ae/	/k/	____ /1
8. rake	/r/	/ae/	/k/	-	____ /1
9. grape	/g/	/r/	/ae/	/p/	____ /1
10. came	/k/	/ae/	/m/	-	____ /1
Total Correct					____ /10

Note: Student performance with all phonemes should be noted for evaluation; however, only vowel digraphs are scored for this assessment.

'a_e' > /ae/ (1-10) ____ /10

NAME: _____

DATE: _____

TR 11.1

A Fine Hike

Scott is on a hike with Clive and Clive's dad. They hike three miles up a big hill.

At the top of the hill, Clive's dad says, "This is where we will camp." He drops his pack on the grass. Scott and Clive help him set up the tent.



NAME: _____

DATE: _____

TR 11.1
CONTINUED

At **five**, Scott and Clive **hike** to the **lake** to fish. They get **five** fish!

At dusk, the kids **hike** back to camp. Clive's dad **makes** a **fire**. The kids munch on hot dogs.

At **nine**, they get in their tent. They are **all tired**. They **smile** as they **sleep**.



NAME: _____

DATE: _____

TR 11.2

Complete the Spelling 'i_e'

Directions: Have students listen carefully to the list of words you call out and complete the spelling for each.

1. _____ i _____ e
2. _____ i _____ e
3. _____ i _____ e
4. _____ i _____ e
5. _____ i _____ e
6. _____ i _____ e
7. _____ i _____ e
8. _____ i _____ e
9. _____ i _____ e

NAME: _____

DATE: _____

TR 12.1

'ee'

'a_e'

'i_e'

bike

hive

gripe

ride

hide

hike 

pale

shale

wave

lake

snake

flake

reek

week

teen

creep

green

weed

Directions: Have students cut the spelling patterns header and word cards apart, then sort the word cards under the corresponding headers.

NAME: _____

DATE: _____

TR 13.1

The Bike Ride

Scott's sis, Meg, likes to ride a bike. Once Meg went on a bike ride with Scott. Meg's tire hit a rock and she fell off the bike.

Meg was brave. She did not yell. She did not sob. She got back on the bike. Then she said, "Let's ride!"

"Meg," Scott said, "I am glad my sis is so brave!"

That made Meg smile with pride!



NAME: _____

DATE: _____

TR 14.1

Word Cards for Progress Monitoring 3

kite	bite	lime 
hive	slime	pine
grime	dive	time
side	vine	

NAME: _____

DATE: _____

TR 14.2

Record Sheet for Progress Monitoring 3

Word	Student Pronunciation				
Sample: kite					
1. bite	/b/	/ie/	/t/	-	____ /1
2. lime	/l/	/ie/	/m/	-	____ /1
3. hive	/h/	/ie/	/v/	-	____ /1
4. slime	/s/	/l/	/ie/	/m/	____ /1
5. pine	/p/	/ie/	/n/	-	____ /1
6. grime	/g/	/r/	/ie/	/m/	____ /1
7. dive	/d/	/ie/	/v/	-	____ /1
8. time	/t/	/ie/	/m/	-	____ /1
9. side	/s/	/ie/	/d/	-	____ /1
10. vine	/v/	/ie/	/n/	-	____ /1
Total Correct					____ /10

Note: Student performance with all phonemes should be noted for evaluation; however, only vowel digraphs are scored for this assessment.

'i_e' > /ie/ (1-10) ____ /10

NAME: _____

DATE: _____

TR 15.1

The Plane Ride

Scott's dad rents a **plane**. He asks Scott and Meg to **ride** with him in the **plane**. The kids **smile** and nod.

The kids get in the **plane**. They click on their belts. Then their dad **takes** off. The **plane** picks up **speed**. By the **time** it gets to the end of the strip, it lifts up.



NAME: _____

DATE: _____

The kids can **see** lots of things from the plane.

“That’s Big **Lake!**” says Scott. “But it’s not so big from up here, is it? It **seems** like it’s just a frog pond!”

“What’s that?” Meg asks.

“That’s a truck,” says Scott.

“A truck?” says Meg. “But it’s the **size** of a dot!”

Scott and Meg **smile**. It’s fun to **ride** in a **plane**.



NAME: _____

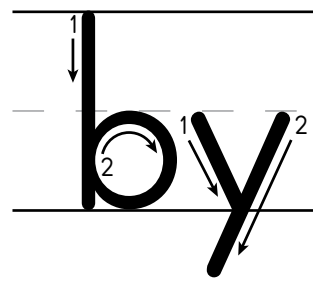
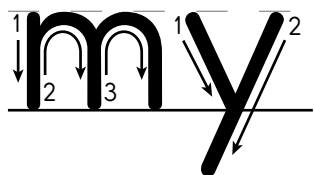
TR 15.2

DATE: _____

Tricky Words: Review the Sound/Spelling (*my* and *by*)

my

by



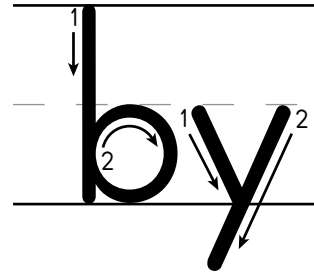
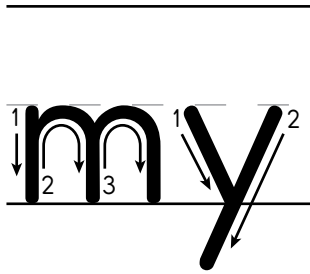
1. What is _____ prize?

2. She led him _____ the
hand.

Directions: Students color the Tricky Word letters using green for letters matching learned sound/spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

NAME: _____

DATE: _____



3. I will ride _____ bike

_____ the fish shop.

4. _____ this time,

_____ dad was all wet.


NAME: _____

DATE: _____

TR 16.1

Bingo Word Cards

Directions: Copy and cut out cards for use with Bingo. (Card stock is recommended to allow for reuse.)

be	by	he	
me	my	she	
their	they	we	

NAME: _____

DATE: _____

TR 16.2

Bingo Boards 1

Directions: Copy and cut cards for use with Bingo. (Card stock is recommended to allow for reuse.)

my	she	they
by	we	be
me	he	their

we	they	me
by	be	my
she	he	their

NAME: _____

DATE: _____

TR 16.2

CONTINUED
Bingo Boards 2

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

my	she	be
their	they	me
he	by	we

she	they	me
be	we	their
he	my	by

NAME: _____

DATE: _____

TR 17.1

The Gift

Scott and Meg's mom is named Liz. She stops off at Hope's Dress Shop.

"Hope," Liz says, "I need a doll's dress. The dress on Meg's doll has a bunch of holes in it."

"Well," says Hope, "here's a dress. It's a doll's size, and it's on sale."



NAME: _____

DATE: _____

TR 17.1
CONTINUED

“This is just what I **need!**” says Liz. “It will fit Meg’s doll, and Meg **likes green!**”

Hope drops the dress in a bag. Liz hands **Hope** cash. **Hope** hands the bag to Liz.

Hope is glad. She has **made a sale**. Liz is glad, as well. She has a gift to **take home** to Meg.



NAME: _____

DATE: _____

TR 17.2

Complete the Spelling

Directions: Have students listen carefully to the list of words you call out and complete the spelling for each.

1. _____ o _____ e
2. _____ o _____ e
3. _____ o _____ e
4. _____ o _____ e
5. _____ o _____ e
6. _____ o _____ e

NAME: _____


DATE: _____

TR 18.1

Spelling Cards

Directions: Copy and cut out these letter cards for use with Spelling Cards

ee	a_e
i_e	o_e



NAME: _____

DATE: _____

TR 19.1

The Sled Ride

“I’ll **drive!**” said Scott, as he sat on the sled. **Jade** and Meg got on next. **Dave** was the last one on the sled. He sat in back.

The sled slid off. It went fast.

“Scott,” **Jade** said, “**steer** to the left! There’s a big **stone** there by the—”

Smack! The sled hit the **stone**. The kids fell off.



NAME: _____

DATE: _____

TR 19.1
CONTINUED

Scott went to check
on **Jade**.

“Ug!” **Jade** said. “I feel
like I broke all the bones
in my leg!”

“Hop on the sled,”
Scott said. “I will drag it
home.”

Meg went to check on
Dave.

Dave said, “I **froze** my
nose!”

“Hop on the sled with
Jade,” said Meg. “Scott
and I will drag it **home**.”



NAME: _____

DATE: _____

TR 20.1

Scott's Snack Stand

Scott has a snack stand. Last **w**eek, he **r**ode his **b**ike to a shop to get nuts to sell at his stand. He got **th**ree big bags of nuts. The nuts cost him a lot of cash.

Scott slid the bags in his **t**ote bag. Then he **r**ode **h**ome.

When he got **h**ome, he got his mom to help him **m**ake hot **s**pice nuts on the **s**tove top.



NAME: _____

DATE: _____

TR 20.1
CONTINUED

Then Scott set up his stand.

“Hot spice nuts!” he said. “Get a bag of hot spice nuts! Just one buck!”

A kid came by and got a bag of nuts. Then a man got a bag. Then the man’s wife got a bag. He made back the five he had spent on nuts, plus ten in cash!



NAME: _____

DATE: _____

TR 20.2

Word Cards for Progress Monitoring 3

sole	vote	pole
drone	stone	hone
spoke	mole	lone
stoke	tone	

NAME: _____

DATE: _____

TR 20.3

Record Sheet for Progress Monitoring 3

Word	Student Pronunciation				
Sample: sole					
1. vote	/v/	/oe/	/t/	-	____ /1
2. pole	/p/	/oe/	/l/	-	____ /1
3. drone	/d/	/r/	/oe/	/n/	____ /1
4. stone	/s/	/t/	/oe/	/n/	____ /1
5. hone	/h/	/oe/	/n/	-	____ /1
6. spoke	/s/	/p/	/oe/	/k/	____ /1
7. mole	/m/	/oe/	/l/	-	____ /1
8. lone	/l/	/oe/	/n/	-	____ /1
9. stoke	/s/	/t/	/oe/	/k/	____ /1
10. tone	/t/	/oe/	/n/	-	____ /1
Total Correct					____ /10

Note: Student performance with all phonemes should be noted for evaluation; however, only vowel digraphs are scored for this assessment.

'o_e' > /oe/ (1-10) ____ /10

NAME: _____

DATE: _____

TR 22.1

In the Pet Shop

Scott is in a pet shop.
He spots a chimp in a pen.
The chimp hangs from a
branch. Then he jumps
up on a big red cube and
grins at Scott.

Scott sings a tune to the
chimp. The chimp waves
back. Scott likes the chimp,
and the chimp seems to
like him!



NAME: _____

DATE: _____

TR 22.1

CONTINUED

“Mom,” Scott says, “this chimp is so **cute**. He got up on his **cube** and **waved** at me! Can I **take** him **home**?”

“No,” says his mom. “My **home** is a chimp-free **zone**.”

Scott **stares** at the chimp. His mom can **see** that he is sad, so she tells him he can get a fish.

Scott is so sad he can't **take** the chimp **home**, but he is glad he gets to **take** a fish **home**.



NAME: _____

DATE: _____

TR 23.1

Tricky Words (you, your)

Directions: Students color the Tricky Word letters using green for letters matching learned sound/spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

you

your

you

your

1. Did _____ have a dog?

2. _____ mom's truck is green.

NAME: _____

DATE: _____

you

your

3. Can _____ still make

sweet gum drops?

4. _____ pal will meet

at the pond.

NAME: _____

DATE: _____

TR 24.1

Scott Bakes a Cake

Scott's mom bakes cakes with Meg.

“Scott,” she says, “you can help us with this cake, if you like.”

Scott shrugs. “Well,” he says, “if you can use my help, I will help.”

“It will be fun,” says his mom. “You can crack the eggs.”



NAME: _____

DATE: _____

TR 24.1
CONTINUED

Scott cracks **three** eggs and drops them in the dish.

Scott asks if he can mix up the eggs. Then he asks if he can add in the **cake** mix.

“Well,” his mom says, “if you add the **cake** mix, then Meg gets to frost the **cake**.”

“Can I help Meg frost it?” Scott asks.

Mom and Meg **smile**.

Meg says, “**See**, Scott. It’s fun to **bake** a **cake**!”



NAME: _____

DATE: _____

TR 24.2

Word Cards for Progress Monitoring 4

muse	cute	use
mule	fume	huge
cue	cube	mute
hue	tune	

NAME: _____

DATE: _____

TR 24.3

Record Sheet for Progress Monitoring 4

Word	Student Pronunciation				
Sample: tune					
1. muse	/m/	/ue/	/t/	-	____ /1
2. cute	/k/	/ue/	/t/	-	____ /1
3. use	/ue/	/s/	/s/	-	____ /1
4. mule	/m/	/ue/	/l/	-	____ /1
5. fume	/f/	/ue/	/m/	-	____ /1
6. huge	/h/	/ue/	/j/	-	____ /1
7. cue	/k/	/ue/	-	-	____ /1
8. cube	/k/	/ue/	/b/	-	____ /1
9. mute	/m/	/ue/	/t/	-	____ /1
10. hue	/h/	/ue/	-	-	____ /1
Total Correct					____ /10

Note: Student performance with all phonemes should be noted for evaluation; however, only vowel digraphs are scored for this assessment.

'u_e' > /ue/ (1-10) ____ /10


NAME: _____

DATE: _____


TR 25.1

Sound/Spellings: Word/Picture Cards

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut out, separating word and picture cards.



dime



dive

5

five




kite


NAME: _____

DATE: _____

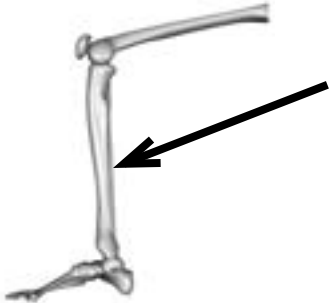
TR 25.1
CONTINUED




line



pine



bone



hole

NAME: _____

DATE: _____

TR 25.1
CONTINUED



pole



robe



rope



rose

NAME: _____

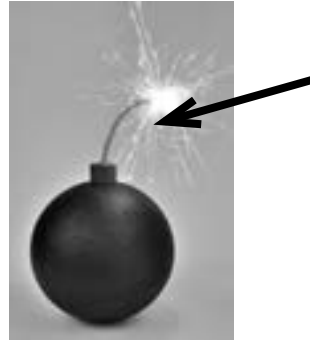
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TR 25.1

CONTINUED



cube



fuse



mule

NAME: _____

DATE: _____

TR 26.1

The Cave

Scott and Jade are on a hike. Jade spots a cave and peeks in.

“Are there bats in there?” Scott asks.

“I can’t tell,” Jade says, “but I hope so! I like bats!”

“Ick!” says Scott.
“Bats are not cute.”



NAME: _____

DATE: _____

TR 26.1
CONTINUED

Scott and **Jade** step
in the **cave**.

Jade yells, “Bats,
where are you? Wake
up!”

Scott says, “Let the
bats **sleep**.”

Just then a bat glides
up. It flaps its wings. It
dips and spins.

Jade **stares** at the
bat and **smiles**.

Scott ducks and yells,
“**Hide!** A bat!”



NAME: _____

DATE: _____

TR 27.1

The Skiff Ride

“Let’s **take** a ride in my skiff,” says Scott.

“What’s a skiff?” asks Ling.

“Um, it’s **like** a ship,” says Scott, “but not so big.”

The kids run to the dock. They can swim well, but, to be **safe**, they slip on **life** vests. Scott and Ling get in the skiff.



NAME: _____

DATE: _____

TR 27.1
CONTINUED

Scott **steers** the skiff.
He **steers** it to the west
side of the **lake**. The
skiff **glides** in the wind.

Ling spots lots of fun
things.

“I **see** ducks **by** that
pine tree!” she **yells**.

“Is that a fish?” Scott
asks.

“There’s a **crane!**”
Ling adds.

She **says**, “Scott, this
is **so** much fun!”



NAME: _____

DATE: _____

TR 28.1

Lunch Trades

Dave checks his lunch bag. “No!” he fumes. “It’s ham. I ate ham all week! Will you trade, Ling?”

“I’ll trade my hot dog,” Ling says, “but not my chips. Will you trade your lunch, Scott?”

“I will trade,” Scott says, “but you will not like what Mom gave me.”



NAME: _____

DATE: _____

TR 28.1
CONTINUED

“Why?” asks Ling. “What’s in your bag?”

“A fish bone, a lump of fat, and a wet sock,” says Scott.

“No to all of those!” says Ling.

“Ug!” says Dave. “No trade!”

As Ling and Dave trade, Scott keeps his bag. He does not tell Ling and Dave what he has in his bag. He has chips, ham, a bun, and a bunch of red grapes. Scott likes all of the things in his bag. He will not trade them.



ACTIVITY BOOK ANSWER KEY

NAME: _____ DATE: _____ 1.1 Activity Page

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



ee ee ee ee

see see see



feet feet feet

Skills 10 1

sheep weeds
feet queen

weeds queen

feet sheep

Skills 10 2

NAME: _____ DATE: _____ 2.1 Activity Page

feet seems needs

1. That kid seems mad.

2. Dad has socks on his feet.

3. Ann needs ten in cash.

Directions: Have students write each word on the line where it fits best.

Skills 10 5

keep feed bee

4. Mom was stung by a bee.

5. What did Zack feed his dog?

6. I will keep my sheep in a pen.

Skills 10 6

NAME: _____
DATE: _____

2.2 Activity Page

Scott and Lee

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

1. Scott's dad keeps . . .
 - a pig.
 - three hens.
 - a sheep.
2. The pig is kept in a . . .
 - shed.
 - pen.
 - box.

Skills 10

7

3. Scott's mom keeps . . .

- a pig.
- three hens.
- a sheep.

4. What is Scott's pet?

Lee the sheep
is Scott's pet.

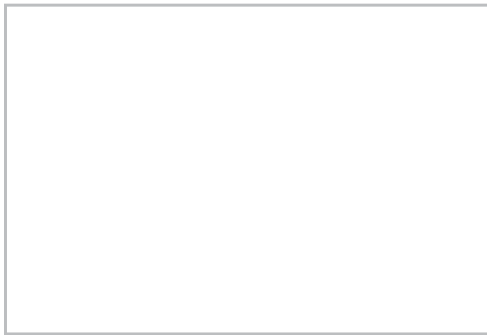
8

Skills 10

NAME: _____
DATE: _____

2.2 Activity Page
CONTINUED

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



Answers may vary.

Skills 10

9

NAME: _____
DATE: _____

4.1 Activity Page

Red Ants

1. Why was Lee's week bad?
 - A dog bit Lee.
 - A rat bit Lee.
 - Red ants bit Lee.
2. Scott swept the ants from Lee with . . .
 - a brush.
 - his hand.
 - a tree branch.

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

Skills 10

13

3. Scott said . . .

- "Munch on Lee."
- "Munch on sweets."
- "Munch on plants and weeds."

4. What is one thing the ant said?

We will not
munch on
Lee.

14

Skills 10

NAME: _____
DATE: _____

4.1 Activity Page
CONTINUED

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



Answers may vary.

Skills 10

15

NAME: _____
DATE: _____

5.2 Activity Page

The Bees

1. What stung Lee on his cheek
and feet?

The bees stung
Lee on his
cheek and feet.

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

Skills 10

19

2. When did Scott get mad?

Scott got mad
when the bee
said, "I must
be me."

20

Skills 10

NAME: _____ DATE: _____

5.2
CONTINUED

Activity Page

3. What did Scott tell the bees to sting?

Scott said to sting
the pigs, hens, cat,
and dog.

Skills 10

21

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



Answers may vary.

22

Skills 10

NAME: _____ DATE: _____

6.1

Activity Page

1. Can a tree sing a song? No
2. Is there a kid in this class with six feet? No
3. Are plants from seeds? Yes
4. Are the things in a shop free? No
5. Is there a kid in this class with three hands? No
6. Can a bee buzz? Yes

Directions: Have students answer the questions by writing yes or no.

Skills 10

25

7. Is a sheep a bug? No
8. Are plums sweet? Yes
9. Is grass green? Yes
10. Can we munch on rocks? No
11. Can plants see? No
12. Can a cat sleep? Yes

26

Skills 10

NAME: _____ 6.2 Activity Page
DATE: _____

Directions: Have students copy and then write from memory each Ticky Word.

- me
- he
- we
- she
- be
- which

Skills 10 27

NAME: _____ 6.3 Activity Page
DATE: _____

Directions: Have students write each word on the line where it fits best. Remind students that the first word in a sentence is always capitalized.

me he We

- Seth has a hat that he got from his dad.
- We are best pals.
- Dad helps me sweep the deck.

Skills 10 29

she Which be

- If I get in the pond, I will be wet.
- Which cup is his?
- Mom has a dress that she got from a shop.

Skills 10 30

NAME: _____ 7.1 Activity Page
DATE: _____

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

a_e as in make

make make

make make

same same

same same

Skills 10 31

Print the word where it fits best.

1. tape



tape

2. plane



plane

3. skate



skate

32

Skills 10

NAME: _____ 8.1 Activity Page
DATE: _____

Cake and Grapes

1. What did Scott share with Jade?

Scott shared _____
a cake with _____
Jade.

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

Skills 10

35

2. What did Jade share with Scott?

Jade shared _____
grapes with _____
Scott.

3. Which kid ate the grapes?

Scott ate all of _____
Jade's grapes.

36

Skills 10

NAME: _____ 8.1 Activity Page
DATE: _____ CONTINUED

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



Answers may vary.

Skills 10

37

NAME: _____
DATE: _____

9.1 Activity Page

Directions: Ask students to circle the word matching the picture.



cap cape



man mane



tap tape



plan plane



rat rate



fat fate

Skills 10

41



pan pane



mad made



scrap scrape



at ate



cap cape



man mane

42

Skills 10

NAME: _____
DATE: _____

9.2 Activity Page

Fun in the Sand

1. What did the kids make with the sand?

The kids make
a sand man.

2. What hit the sand man?

- a truck
- a ship
- a wave

Skills 10

43

3. Did the kids feel sad?

The kids are
not sad. They
run and splash
in the waves.

44

Skills 10

NAME: _____ 9.2 Activity Page
DATE: _____ CONTINUED

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



Answers may vary.

Skills 10

45

NAME: _____ 10.1 Activity Page
DATE: _____

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

1. cake cane cake

2. we weep we

3. date dot dot

4. they their their

5. man mane mane

6. lake lack lake

Skills 10

51

7. rate rake rate

8. be bees be

9. sale stale stale

10. he heel he

11. trade track trade

12. plate pale pale

52

Skills 10

NAME: _____ 10.2 Activity Page
DATE: _____

Skates

1. When did Jade get skates?

Jade got skates

when she was

six.

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

Skills 10

53

2. What is one thing Scott asks Jade?

Scott asks
Jade, "Is this
safe?"

54

Skills 10

NAME: _____

DATE: _____

10.2
CONTINUED

Take-Home

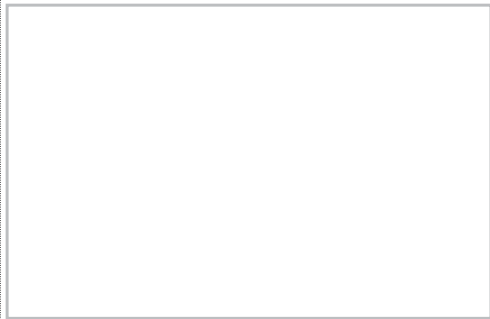
3. Which kid slips once?

Scott slips once.

Skills 10

55

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



Answers may vary.

56

Skills 10

NAME: _____

DATE: _____

11.1

Activity Page

i_e as in time

time time

time time

shine shine

shine shine

Skills 10

59

In the box are the names of the 4 things. Print the names on the lines.

bike slide
bride smile



bride smile



slide bike

60

Skills 10

NAME: _____ 12.1 Activity Page
DATE: _____

bike likes cake

1. She likes hide and seek and the slide.

2. Dan rides his bike to Sam's.

3. Yum! That is a sweet cake!

Directions: Have students write each word on the line where it fits best.

Skills 10

65

time tree trades

4. He likes grapes, and she trades.

5. A swing hangs from the tree.

6. Can she tell me what time it is?

66

Skills 10

NAME: _____ 12.2 Activity Page
DATE: _____

A Fine Hike

1. Where did Clive's dad set up the tent?

Clive's dad set up the tent on top of the hill.

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

Skills 10

67

2. When did Scott and Clive hike to the lake to fish?

- at five
- at nine
- at six

3. What did Clive's dad make?

Clive's dad
makes a fire.

68

Skills 10

NAME: _____

DATE: _____

12.2
CONTINUED

Activity Page

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



Answers may vary.

Skills 10

69

NAME: _____

DATE: _____

14.1

Activity Page



rid ride



kit kite



slid slide



rip ripe



twin twine

Directions: Ask students to circle the word matching the picture.

Skills 10

75



fin fine



sit site



dim dime



rip ripe



spin spine



shin shine

76

Skills 10

NAME: _____ 14.2 Activity Page
DATE: _____

The Bike Ride

1. Meg's tire hit . . .

a branch.

a bump.

a rock.

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

Skills 10

77

2. Which kid fell? Tell what that kid did when they fell.

Meg fell. Then
Meg got back
on the bike
and said, "Let's
ride."

78

Skills 10

NAME: _____ 14.2 Activity Page
DATE: _____
CONTINUED

3. What made Meg smile with pride?

Scott said, "I
am glad my sis
is so brave!"

Skills 10

79

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

Answers may vary.

80

Skills 10

NAME: _____ 15.1 Activity Page
 DATE: _____

The Plane Ride

1. What did Scott and Meg ride in?

Scott and Meg
 ride in a plane.

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

83

2. Which kid said that Big Lake did not seem so big?

Scott said that
 Big Lake did not
 seem so big.

3. Meg said the truck was the size of
 a . . .

plane.

van.

dot.

84

NAME: _____ 15.1 Activity Page
 DATE: _____ CONTINUED

Answers may vary.

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

85

NAME: _____ 16.1 Activity Page
 DATE: _____

1. Can a rake run? No

2. Is it time to get in bed? No

3. Is a smile the same as a grin? Yes

4. Is a square a shape? Yes

5. Can a grape sing? No

6. Is theft a crime? Yes

Directions: Have students answer the questions by writing yes or no.

91

7. Is a lime green?

Yes

8. Is cake sweet?

Yes

9. Can a vase jump?

No

10. Can a snake ride a bike?

No

11. Can a dog skate?

No

12. Can an ox ride a hen?

No

92

Skills 10

NAME: _____ 16.2 Activity Page
DATE: _____

1. they

2. their

3. my

4. by

5. be

6. me

7. we

Directions: Have students copy and then write from memory each Tricky Word.

Skills 10

93

NAME: _____ 16.3 Activity Page
DATE: _____

they my by

1. I like my name a lot.

2. The bike is by the shed.

3. The kids are sad they
can't skate.

Directions: Have students write each word on the line where it fits best.

Skills 10

95

their he me

4. If I chase the cat, it will be scared of

me.

5. The men got their hats at
that shop.

6. James is glad that he
can swim.

96

Skills 10

NAME: _____ 17.1 Activity Page
DATE: _____

o_e as in home

home home

home home



stone stone

stone stone



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

Skills 10 99



Print the word where it fits best.

1. home  

home

2. nose  

nose

3. rose  

rose

Skills 10 100

NAME: _____ 18.1 Activity Page
DATE: _____

hope made time

1. It is time to get in bed.

2. We made a sweet cake.

3. I hope Dad will let me get a dog.

Directions: Have students write each word on the line where it fits best.

Skills 10 105

bone see broke

4. The glass fell and broke.

5. Stan gave the dog a bone.

6. When will we see him next?

Skills 10 106

NAME: _____ 18.2 Activity Page
DATE: _____

The Gift

1. What is the name of the shop that Liz went to?

- Hope's Doll Shop
- Hope's Hat Shop
- Hope's Dress Shop

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

Skills 10

107

2. What did Liz get Meg?

Liz got Meg a
doll's dress.

108

Skills 10

NAME: _____ 18.2 Activity Page
DATE: _____ CONTINUED

3. Why was Hope glad?

She has made
a sale.

Skills 10

109

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

Answers may vary.

110

Skills 10

NAME: _____ DATE: _____ 19.1 Activity Page

The Sled Ride

1. Which kid got on the sled last?
Where did that kid sit?

Dave got on
the sled last. He
sat in the back.

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

Skills 20

111

2. What did the sled hit?

The sled hit the
stone.

112

Skills 20

NAME: _____ DATE: _____ 19.1 Activity Page
CONTINUED

3. Which bones did Jade feel like she broke?

- leg bones
 hand bones
 back bones

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

Answers may vary.

Skills 20

113

NAME: _____ DATE: _____ 20.1 Activity Page



hop hope



rob robe



mop mope



cod code



tot tote









rat rate

Directions: Ask students to circle the word matching the picture.

Skills 20

119

 not note	 tap tape
 can cane	 con cone
 glob globe	 dot dote

120 Skills 10

NAME: _____ 20.2 Activity Page
DATE: _____

1. **bake** **bike** bike

2. **cheek** chick cheek

3. nose **note** note

4. **fine** fin fine

5. **hole** pole hole

6. bee **beet** beet

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

121 Skills 10

7. **dime** dome dime

8. gate **game** game

9. **grove** grave grove

10. **keep** kept keep

11. male **mile** mile

12. **rate** rat rate

122 Skills 10

NAME: _____ 21.1 Activity Page
DATE: _____

Scott's Snack Stand

1. What did Scott get from the shop?

a bike

nuts

plums

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

127 Skills 10

2. What did the nuts cost Scott?

The nuts cost
Scott a lot of
cash.

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

128

Skills 10

NAME: _____ 21.1 Activity Page
DATE: _____ CONTINUED

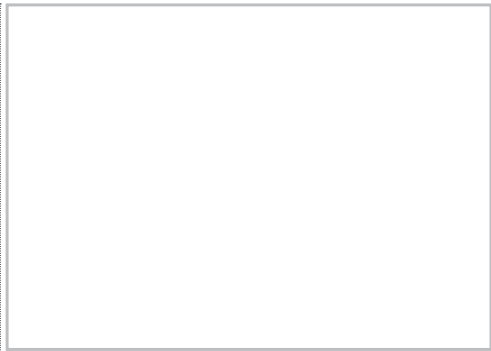
3. Tell what Scott did with the nuts.

Scott got his
mom to help
him make hot
spice nuts on
the stove top.

Skills 10

129

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



Answers may vary.

130

Skills 10

NAME: _____ 22.1 Activity Page
DATE: _____

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

u_e as in cute

cute cute

cute cute

use use use

use use use

Skills 10

133

Print the word where it fits best.

1. mule



mule

2. fuse



fuse

3. cube



cube

134

Skills 10

NAME: _____ 23.1 Activity Page
DATE: _____

In the Pet Shop

1. What is in the pen with the chimp?

A cube is in
the pen with
the chimp.

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

Skills 10

139

2. Why can't Scott take the chimp home?

Scott's mom
says, "My home
is a chimp-free
zone."

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

140

Skills 10

NAME: _____ 23.1 Activity Page
DATE: _____ CONTINUED

3. What pet can Scott take home?

- a chimp
- a dog
- a fish

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



Answers may vary.

Skills 10

141

NAME: _____ 24.1 Activity Page
DATE: _____

Scott Bakes a Cake

1. What did Scott help make?

Scott helps
make a cake.

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

Skills 10

145

2. What did Scott crack and mix?

Scott cracks
three eggs.

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

Skills 10

146

NAME: _____ 24.1 Activity Page
DATE: _____ CONTINUED

3. What did Scott's mom say when Scott said that he'd like to add the cake mix?

Scott's mom said,
"If you add the
cake mix, Meg
gets to frost the
cake."

Skills 10

147

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

Answers may vary.

Skills 10

148

NAME: _____ 25.1 Activity Page
DATE: _____

1. Are you at home? No
2. Can a cat use a pen? No
3. Is a frog as big as a mule? No
4. Is a rose a plant? Yes
5. Is a stone as soft as a bed? No
6. Is your home in a tree? No

Directions: Have students answer the questions by writing yes or no.

Skills 10

153

7. Can a dog dig a hole? Yes
8. Is a cube a shape? Yes
9. Is there a chimp with a green nose in this class? No
10. Is a rope a lot like a string? Yes
11. Can you smile? Yes
12. Is there a kid in this class with no bones? No

Skills 10

154

NAME: _____ 25.2 Activity Page
DATE: _____

1. they
2. their
3. you
4. your
5. my
6. by
7. she

Directions: Have students copy and then write from memory each Tricky Word.

Skills 10

155

NAME: _____ 25.3 Activity Page
DATE: _____

- so no your
1. Mom said yes, but Dad said no.
2. Is this your cake?
3. That rose is so big!

Directions: Have students write each word on the line where it fits best.

Skills 10

157

you my by

4. Did the dog like you ?

5. There is a stone by the path.

6. This is my home.

158 Skills 20

NAME: _____ 26.1 Assessment
 DATE: _____

1. chop ship shop shot

2. smack mash mesh smash

3. quit bench queen quench

4. then sing thin thing

5. them thug thump trip

159 Skills 20

6. tee trade tree free

7. poke Jade junk joke

8. wake wade wide woke

9. fine fire five fish

10. cut cute kite cube

160 Skills 20

NAME: _____ 26.2 Assessment
 DATE: _____

1. what where was were

2. here were where when

3. why which when what

4. all a are the

5. they your the their

161 Skills 20

6. you why no your

7. me she he be

8. one once from word

9. so from of one

10. their says said so

162

Skills 10

NAME: _____ 26.4 Activity Page
DATE: _____

The Cave

1. Where are Scott and Jade?

at a lake

on a plane

in a cave

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

Skills 10

165

2. Which kid likes bats?

Jade likes bats.

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

166

Skills 10

NAME: _____ 26.4 Activity Page
DATE: _____ CONTINUED

3. Tell what Jade yells.

Jade yells, "Bats,

where are you?"

Wake up!"

Skills 10

167

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



Answers may vary.

168 Skills 10

NAME: _____ 27.1 Assessment
DATE: _____

1. ch
2. e
3. h
4. sh
5. th
6. w
7. a
8. v

175 Skills 10

9. qu
10. i
11. o
12. ng
13. j
14. r
15. u

176 Skills 10

NAME: _____ 27.2 Activity Page
DATE: _____ CONTINUED

The Skiff Ride

1. What is a skiff?

A skiff is like a ship but not as big.

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

177 Skills 10

2. Which kid steers the skiff?

Scott steers
the skiff.

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

178

Skills 10

NAME: _____ 27.2 Activity Page
DATE: _____

3. List the things that Ling spots.

Ling spots ducks,
a pine tree, and
a crane.

Skills 10

179

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

Answers may vary.

180

Skills 10

NAME: _____ 28.1 Assessment
DATE: _____

- e
- y
- o
- h
- k
- b
- x

Skills 10

187

8. _____
_____ m _____

9. _____
_____ u _____

10. _____
_____ g _____

11. _____
_____ a _____

12. _____
_____ n _____

13. _____
_____ d _____

188 Skills 20

NAME: _____ DATE: _____ 28.1 Assessment
CONTINUED

14. _____
_____ l _____

15. _____
_____ c _____

16. _____
_____ z _____

17. _____
_____ t _____

18. _____
_____ j _____

19. _____
_____ i _____

Skills 20 189

20. _____
_____ p _____

21. _____
_____ s _____

22. _____
_____ r _____

23. _____
_____ q _____

24. _____
_____ f _____

25. _____
_____ v _____

26. _____
_____ w _____

190 Skills 20

NAME: _____ DATE: _____ 28.2 Assessment


1.	A	W	E	I
2.	T	Y	U	W
3.	O	P	T	M
4.	F	G	H	N
5.	K	L	Z	C
6.	C	B	S	D
7.	D	X	Z	B
8.	N	I	H	M
9.	C	R	N	M
10.	L	Y	P	G
11.	E	A	I	W
12.	N	H	T	K
13.	B	D	P	Q


Skills 20 191


14. R L T F
 15. S T M K
 16. X V T Z
 17. I T J L
 18. Y I J F
 19. I E U J
 20. B O D Q
 21. Z S N T
 22. N M Q K
 23. Z U W D
 24. T A G E
 25. U B V D
 26. A W E X


192 Skills 10


NAME: _____ 28.3 Activity Page
 DATE: _____

1.  nose hose rose

2.  sheep feet beet


3.  cave lake rake


4.  bite beet bike


5.  lime kite dime


Directions: For each picture, have students circle the matching word.


193 Skills 10

6.  rope hope ripe

7.  teeth teen tree

8.  rate rake lake

9.  home rope rope

10.  mute mule fume

194 Skills 10

NAME: _____ 29.1 Activity Page
 DATE: _____

Lunch Trades

1. What is in Dave's lunch bag?
Ham is in Dave's
lunch bag.

2. What will Ling trade?
 a hot dog
 chips
 ham

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

197 Skills 10

3. What things are in Scott's lunch bag?
- a fish bone, lump of fat, and a wet sock
 - chips, ham, a bun, and red grapes
 - chips, a can of pop, and grapes

Answers may vary.

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

198

Skills 10

NAME: _____ PP.1 Activity Page

DATE: _____

- Directions: For each word, have students count the sounds. Have students write the number of sounds in the box and copy the word on the line.
1. smile 4 smile
 2. tree 3 tree
 3. brake 4 brake
 4. hole 3 hole
 5. shade 3 shade
 6. spike 4 spike
 7. choke 3 choke

Skills 10

201

8. rope 3 rope
9. bride 4 bride
10. cone 3 cone
11. sleep 4 sleep
12. plane 4 plane
13. bee 2 bee
14. size 3 size






202

Skills 10

NAME: _____ PP.2 Activity Page


DATE: _____


Check the words that are the best fit.


1.  Jane has a kite.
 Jane has a bike.
2.  My cat is cute.
 My hat is cute.
3.  This is a rose.
 This is a nose.
4.  His sheep smell.
 His feet smell.
5.  She is at the lake.
 She is in bed.


Skills 10


203

6.  Dave rakes the grass.
 Dave bakes ham.

7.  He seems sad.
 He seems glad.

8.  Those are fish.
 Those are pigs.


9.  He has a cute pup.
 He has a cute cat.


10.  They sit and smile.
 They sit on bikes.


204 Skills 10


NAME: _____ PP.3 Activity Page
 DATE: _____


Make a line from the words to the things.


1. sheep 

2. bike 


3. tape 


4. cube 


5. snake 


6. trees 


205 Skills 10


7. deer 

8. slide 

9. plate 

10. cane 

11. cone 

12. bee 

206 Skills 10

NAME: _____ PP.4 Activity Page
 DATE: _____

1. a red flame a red frame

2. he runs in she runs in

3. pass the cone pass the cane

4. their bikes the bikes

5. a hive of bees bees in a hive

6. you and Mom your mom

Directions: Have students circle the phrases that are read aloud.

207 Skills 10

7. wake him up woke him up

8. they are mute they are cute

9. a lot of feet a lot of feed

10. the green tin the green lime


11. shade of red dash of red

12. on this side on this site


208 Skills 20

NAME: _____ PP.5 Activity Page


DATE: _____




mop
mope




cap
cape




fin
fine



kit
kite




cut
cute




not
note

Directions: Have students circle the words matching the pictures.


209 Skills 20




man
mane




cub
cube




rob
robe



ten
teen



pin
pine



can
cane

210 Skills 20

NAME: _____ PP.11 Activity Page

DATE: _____

Mike's Tale

1. Which kid had a **ta**le to tell?

Mike has a tale
to tell.

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

223 Skills 20

2. What scared Dave?

Meg scared
Dave.

224

Skills 10

NAME: _____

DATE: _____

PP.11
CONTINUED

Activity Page

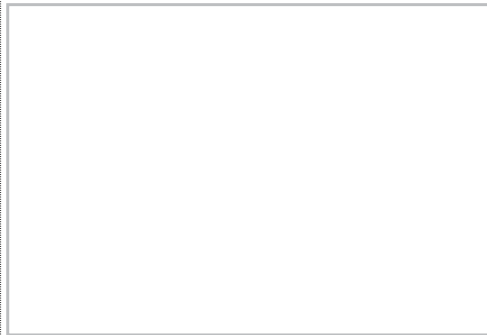
3. What made the twig snap?

the grump

Meg

Mike

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



Answers may vary.

Skills 10

225

NAME: _____

DATE: _____

PP.12

Activity Page

Green Grove Glade

1. What is Green Grove Glade?

Green Grove
Glade is a fun
spot for kids.

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

Skills 10

227

2. What is one fun thing at Green Grove Glade?

The swings are
fun at Green
Grove Glade.

Skills 10

228

NAME: _____

DATE: _____

PP.12 Activity Page
CONTINUED

3. What will Scott tell his mom Green Grove is like?

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

Scott will tell his
mom it is a fun
spot for kids.

Skills 10

229

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

Answers may vary.

Skills 10

230

NAME: _____

DATE: _____

PP.13 Activity Page

The Boss

1. What made Meg mad?

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

Scott says, "I
will be the boss
here."

Skills 10

231

2. Tell what Mom said to Scott.

Mom says, "Scott,
meet Jen. Jen
will be the boss."

Skills 10

232

NAME: _____
DATE: _____

PP.13 Activity Page
CONTINUED

3. What is a boss?

A boss tells you
what to do.

Skills 10

233

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



Answers may vary.

234

Skills 10

NAME: _____
DATE: _____

PP.14 Activity Page

The King of Kites

1. What did Scott make?

Scott makes a
kite.

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

Skills 10

235

2. Where did Scott and Dave test the kite?

The kids take
the kite close to
the lake.

236

Skills 10

NAME: _____ DATE: _____ PP.14 Activity Page
CONTINUED

3. Dave said Scott is . . .

- the King of Kites.
- the Kite Kid.
- the Kite Man.

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

Answers may vary.

237

NAME: _____ DATE: _____ PP.15 Activity Page

Scott cracks three eggs and drops them in the dish, one by one. 2

Mom tells Scott that he can help make the cake. 1

Meg says, "See, Scott. It's fun to bake a cake!" 4

Scott asks Mom if he can add in the cake mix. 3

Directions: Have students reread the story "Scott Bakes a Cake" and have students paste the sentences onto Activity Page PP.16 in the correct order.

239

NAME: _____ DATE: _____ PP.16 Activity Page

2. Scott cracks three eggs and drops them in the dish, one by one.

4. Meg says, "See, Scott. It's fun to bake a cake!"

1. Mom tells Scott that he can help make the cake.

3. Scott asks Mom if he can add in the cake mix.

Directions: Have students paste the sentences from Activity Page PP.15 on this activity page in the correct order. Then have students illustrate each sentence.

241

NAME: _____ DATE: _____ PP.17 Activity Page

Fill in the gaps.

1. c t
2. c t
3. b t
4. b t
5. b t

243

6. b i k e

7. b a k e

8. w a k e

9. w o k e

10. ch o k e

244 Skills 10

NAME: _____ PP.18 Activity Page

DATE: _____

spin	spine
shin	pine
quit	pin
shine	quite

as in b*ij*t as in b*ite*

spin shine

shin spine

quit pine

pin quite

Directions: Have students write the words containing the /i/ sound spelled 'i' under the 'i' header and the words containing the /e/ sound spelled 'e' under the 'e' header.

245 Skills 10

Directions: Have students write the words containing the /u/ sound spelled 'u' under the 'u' header and the words containing the /e/ sound spelled 'e' under the 'e' header.

cub	cube
us	fuzz
mute	use
fuse	mutt

as in c*u*t as in c*u*te

cub mute

us fuse

fuzz cube



mutt use

246 Skills 10



NAME: _____ PP.19 Activity Page

DATE: _____



Print the word where it fits best.

1. cake  

cake



2. bike  

bike



3. robe  

robe



247 Skills 10

4. cube  

cube

5. cane  

cane

6. smile  



smile

248 Skills 10

NAME: _____ PP.20 Activity Page
DATE: _____



Print the names of the things.

grape grade home hand

grape home



frill fire mute mule

fire mule

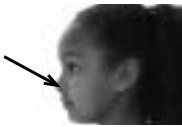
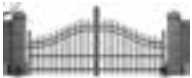
249 Skills 10

dime deem clap cape

dime cape

hose nose gate rake




nose gate

250 Skills 10




NAME: _____ PP.21 Activity Page
DATE: _____

In the box are the names of the 6 things. Print the names on the lines.

lake	globe	feet
mule	bike	snake

bike lake mule




  




globe feet snake

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

251 Skills 10

cone	grapes	cube
bones	sleep	bride



		
_____	_____	_____
cone	bones	cube



		
_____	_____	_____
grapes	bride	sleep

252 Skills 10

NAME: _____ PP.22 Activity Page
DATE: _____

rope	nose
cone	stone



	
_____	_____
cone	nose



	
_____	_____
rope	stone

Directions: Ask students to write the matching word under the picture.

253 Skills 10

home	bones
robe	rose

	
_____	_____
bones	rose

	
_____	_____
home	robe

254 Skills 10

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Skills 10

Correlation—Teacher’s Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
TEKS K.1.A	listen actively and ask questions to understand information and answer questions using multi-word responses	
TEKS K.1.B	restate and follow oral directions that involve a short, related sequence of actions	
TEKS K.1.C	share information and ideas by speaking audibly and clearly using the conventions of language;	
TEKS K.1.D	work collaboratively with others by following agreed-upon rules for discussion, including taking turns	
TEKS K.1.E	develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants	
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
(A) demonstrate phonological awareness by:		
TEKS K.2.A.i	identifying and producing rhyming words	
TEKS K.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	
TEKS K.2.A.iii	identifying the individual words in a spoken sentence;	
TEKS K.2.A.iv	identifying syllables in spoken words	U10: p. 11, U10: p. 14, U10: p. 33, U10: p. 36, U10: p. 43, U10: p. 54, U10: p. 57, U10: p. 113, U10: p. 116, U10: p. 144, U10: p. 147, U10: p. 171, U10: p. 174, U10: p. 201, U10: p. 204, U10: p. 247, U10: p. 250, U10: p. 265, U10: p. 268, U10: p. 286, U10: p. 289
TEKS K.2.A.v	blending syllables to form multisyllabic words	
TEKS K.2.A.vi	segmenting multisyllabic words into syllables	U10: p. 11, U10: p. 14, U10: p. 33, U10: p. 36, U10: p. 43, U10: p. 54, U10: p. 57, U10: p. 113, U10: p. 116, U10: p. 144, U10: p. 147, U10: 171, U10: p. 174, U10: p. 201, U10: p 204, U10: p. 247, U10: p. 250, U10: p. 265, U10: p. 268, U10: p. 286, U10: p. 289
TEKS K.2.A.vii	blending spoken onsets and rimes to form simple words	
TEKS K.2.A.viii	blending spoken phonemes to form one-syllable words	
TEKS K.2.A.ix	manipulating syllables within a multisyllabic word	U10: p. 9, U10: p. 54, U10: p. 57, U10: p. 113, U10: p. 116
TEKS K.2.A.x	segmenting spoken one-syllable words into individual phonemes	U10: p. 11, U10: p. 12, U10: p. 14, U10: p. 73, U10: p. 76, U10: p. 113, U10: p. 116, U10: p. 218, U10: p. 221
(B) demonstrate and apply phonetic knowledge by:		
TEKS K.2.B.i	identifying and matching the common sounds that letters represent	U10: p. 11, U10: p. 12, U10: p. 14, U10: p. 25, U10: p. 28, U10: p. 33, U10: p. 34, U10: p. 36, U10: p. 46, U10: p. 49, U10: p. 54, U10: p. 57, U10: p. 73, U10: p. 76, U10: p. 85, U10: p. 88, U10: p. 104, U10: p. 107, U10: p. 133, U10: p. 136, U10: p. 163, U10: p. 166, U10: p. 171, U10: p. 174, U10: p. 191, U10: p. 194, U10: p. 201, U10: p. 204, U10: p. 211, U10: p. 214, U10: p. 218, U10: p. 221, U10: p. 229, U10: p. 232, U10: p. 238, U10: p. 241, U10: p. 255, U10: p. 265, U10: p. 268, U10: p. 276, U10: p. 281, U10: p. 286, U10: p. 289

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Skills 10

Correlation—Teacher’s Guide

TEKS K.2.B.ii	using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	U10: p. 11, U10: p. 12, U10: p. 18, U10: p. 25, U10: p. 30, U10: p. 33, U10: p. 34, U10: p. 40, U10: p. 46, U10: p. 48, U10: p. 51, U10: p. 65, U10: p. 68, U10: p. 73, U10: p. 79, U10: p. 85, U10: p. 88, U10: p. 91, U10: p. 94, U10: p. 97, U10: p. 104, U10: p. 108, U10: p. 113, U10: p. 120, U10: p. 125, U10: p. 128, U10: p. 130, U10: p. 133, U10: p. 139, U10: p. 144, U10: p. 147, U10: p. 153, U10: p. 158, U10: p. 163, U10: p. 166, U10: p. 171, U10: p. 177, U10: p. 183, U10: p. 186, U10: p. 191, U10: p. 195, U10: p. 201, U10: p. 204, U10: p. 206, U10: p. 211, U10: p. 215, U10: p. 218, U10: p. 224, U10: p. 229, U10: p. 235, U10: p. 238, U10: p. 242, U10: p. 247, U10: p. 250, U10: p. 255, U10: p. 260, U10: p. 265, U10: p. 270, U10: p. 276, U10: p. 281, U10: p. 282, U10: p. 286, U10: p. 290
TEKS K.2.B.iii	recognizing that new words are created when letters are changed, added or deleted such as <i>it – pit – tip – tap</i>	U10: p. 33, U10: p. 34, U10: p. 36, U10: p. 85, U10: p. 88, U10: p. 133, U10: p. 136, U10: p. 211, U10: p. 214, U10: p. 229, U10: p. 232, U10: p. 238, U10: p. 241, U10: p. 286, U10: p. 289
TEKS K.2.B.iv	identifying and reading at least 25 high-frequency words from a research-based list.	U10: p. 25, U10: p. 28, U10: p. 33, U10: p. 34, U10: p. 36, U10: p. 46, U10: p. 49, U10: p. 54, U10: p. 57, U10: p. 65, U10: p. 68, U10: p. 85, U10: p. 88, U10: p. 94, U10: p. 97, U10: p. 104, U10: p. 107, U10: p. 125, U10: p. 128, U10: p. 133, U10: p. 136, U10: p. 153, U10: p. 156, U10: p. 163, U10: p. 166, U10: p. 183, U10: p. 186, U10: p. 229, U10: p. 232, U10: p. 247, U10: p. 250, U10: p. 255
(C) demonstrate and apply spelling knowledge by:		
TEKS K.2.C.i	spelling words with VC, CVC, and CCVC	
TEKS K.2.C.ii	spelling words using sound-spelling patterns; and	U10: p. 33, U10: p. 34, U10: p. 36, U10: p. 46, U10: p. 49, U10: p. 73, U10: p. 76, U10: p. 77, U10: p. 79, U10: p. 85, U10: p. 88, U10: p. 113, U10: p. 116, U10: p. 133, U10: p. 136, U10: p. 171, U10: p. 174, U10: p. 211, U10: p. 214, U10: p. 218, U10: p. 221, U10: p. 229, U10: p. 232, U10: p. 238, U10: p. 241, U10: p. 276, U10: p. 281, U10: p. 286, U10: p. 289
TEKS K.2.C.iii	spelling high-frequency words from a research-based list	
(D) demonstrate print awareness by:		
TEKS K.2.D.i	identifying the front cover, back cover, and title page of a book	
TEKS K.2.D.ii	holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep	
TEKS K.2.D.iii	recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries	
TEKS K.2.D.iv	recognizing the difference between a letter and a printed word	
TEKS K.2.D.v	identifying all uppercase and lowercase letters	U10: p. 11, U10: p. 12, U10: p. 14, U10: p. 33, U10: p. 34, U10: p. 36, U10: p. 54, U10: p. 57, U10: p. 73, U10: p. 76, U10: p. 104, U10: p. 107, U10: p. 133, U10: p. 136, U10: p. 163, U10: p. 166, U10: p. 191, U10: p. 194, U10: p. 218, U10: p. 221, U10: p. 238, U10: p. 241, U10: p. 265, U10: p. 268, U10: p. 276

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Skills 10

Correlation—Teacher’s Guide

TEKS K.2.E	develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality	U10: p. 276
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS K.3.A	use a resource such as a picture dictionary or digital resource to find words	
TEKS K.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings	U10: p. 11, U10: p. 12, U10: p. 18, U10: p. 19
TEKS K.3.C	identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.		
TEKS K.4	self-select text and interact independently with text for increasing periods of time	U10: p. 7, U10: p. 11, U10: p. 12, U10: p. 18, U10: p. 20, U10: p. 25, U10: p. 30, U10: p. 73, U10: p. 79, U10: p. 80, U10: p. 276, U10: p. 282, U10: p. 304
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS K.5.A	establish purpose for reading assigned and self-selected texts with adult assistance	U10: p. 11, U10: p. 12, U10: p. 18, U10: p. 20
TEKS K.5.B	generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance	U10: p. 33, U10: p. 34, U10: p. 40, U10: p. 54, U10: p. 60, U10: p. 73, U10: p. 79, U10: p. 94, U10: p. 99, U10: p. 104, U10: p. 108, U10: p. 113, U10: p. 120, U10: p. 133, U10: p. 139, U10: p. 153, U10: p. 158, U10: p. 171, U10: p. 177, U10: p. 191, U10: p. 195, U10: p. 201, U10: p. 206, U10: p. 218, U10: p. 224, U10: p. 238, U10: p. 242, U10: p. 255, U10: p. 260, U10: p. 265, U10: p. 270, U10: p. 276, U10: p. 282
TEKS K.5.C	make and confirm predictions using text features and structures with adult assistance	
TEKS K.5.D	create mental images to deepen understanding with adult assistance	
TEKS K.5.E	make connections to personal experiences, to ideas in other texts, and society with adult assistance	U10: p. 247, U10: p. 250
TEKS K.5.F	make inferences and use evidence to support understanding with adult assistance	
TEKS K.5.G	evaluate details to determine what is most important with adult assistance	U10: p. 11, U10: p. 12, U10: p. 18, U10: p. 25, U10: p. 30, U10: p. 33, U10: p. 34, U10: p. 40, U10: p. 46, U10: p. 51, U10: p. 54, U10: p. 60, U10: p. 85, U10: p. 91, U10: p. 94, U10: p. 99, U10: p. 104, U10: p. 108, U10: p. 113, U10: p. 120, U10: p. 125, U10: p. 130, U10: p. 133, U10: p. 139, U10: p. 144, U10: p. 148, U10: p. 153, U10: p. 158, U10: p. 171, U10: p. 177, U10: p. 183, U10: p. 188, U10: p. 191, U10: p. 195, U10: p. 201, U10: p. 206, U10: p. 211, U10: p. 215, U10: p. 218, U10: p. 224, U10: p. 229, U10: p. 235, U10: p. 255, U10: p. 260, U10: p. 265, U10: p. 270, U10: p. 276, U10: p. 282, U10: p. 286, U10: p. 290
TEKS K.5.H	synthesize information to create new understanding with adult assistance	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Skills 10		Correlation—Teacher’s Guide
TEKS K.5.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	
<p>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>		
TEKS K.6.A	describe personal connections to a variety of sources	
TEKS K.6.B	provide an oral, pictorial, or written response to a text	U10: p. 25, U10: p. 30, U10: p. 85, U10: p. 91, U10: p. 94, U10: p. 99, U10: p. 104, U10: p. 108, U10: p. 183, U10: p. 188, U10: p. 191, U10: p. 195, U10: p. 229, U10: p. 235, U10: p. 265, U10: p. 270
TEKS K.6.C	use text evidence to support an appropriate response	U10: p. 73, U10: p. 79
TEKS K.6.D	retell texts in ways that maintain meaning	
TEKS K.6.E	interact with sources in meaningful ways such as illustrating or writing	U10: p. 25, U10: p. 30, U10: p. 46, U10: p. 51, U10: p. 54, U10: p. 60, U10: p. 125, U10: p. 130, U10: p. 144, U10: p. 148, U10: p. 153, U10: p. 158, U10: p. 211, U10: p. 215, U10: p. 238, U10: p. 242, U10: p. 255, U10: p. 260, U10: p. 286, U10: p. 290
TEKS K.6.F	respond using newly acquired vocabulary as appropriate	
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>		
TEKS K.7.A	discuss topics and determine the basic theme using text evidence with adult assistance	
TEKS K.7.B	identify and describe the main character(s)	
TEKS K.7.C	identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance	
TEKS K.7.D	describe the setting	
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>		
TEKS K.8.A	demonstrate knowledge of distinguishing characteristics of well-known children’s literature, such as folktales, fables, fairy tales, and nursery rhymes	
TEKS K.8.B	discuss rhyme and rhythm in nursery rhymes and a variety of poems	
TEKS K.8.C	discuss main characters in drama	
<p>(D) recognize characteristics and structures of informational text, including</p>		
TEKS K.8.D.i	the central idea and supporting evidence, with adult assistance	
TEKS K.8.D.ii	titles and simple graphics to gain information	
TEKS K.8.D.iii	the steps in a sequence with adult assistance.	
TEKS K.8.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	
TEKS K.8.F	recognize characteristics of multimodal and digital texts	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Skills 10

Correlation—Teacher’s Guide

(9) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:		
TEKS K.9.A	discuss with adult assistance the author’s purpose for writing text	
TEKS K.9.B	discuss with adult assistance how the use of text structure contributes to the author’s purpose	
TEKS K.9.C	discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes	
TEKS K.9.D	discuss with adult assistance how the author uses words that help the reader visualize	
TEKS K.9.E	listen to and experience first- and third-person texts	U10: p. 11, U10: p. 12, U10: p. 18, U10: p. 20
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
TEKS K.10.A	plan by generating ideas for writing through class discussions and drawings	
TEKS K.10.B	develop drafts in oral, pictorial, or written form by organizing ideas	
TEKS K.10.C	revise drafts by adding details in pictures or words	
(D) edit drafts with adult assistance using standard English conventions, including:		
TEKS K.10.D.i	complete sentences	
TEKS K.10.D.ii	verbs	
TEKS K.10.D.iii	singular and plural nouns	
TEKS K.10.D.iv	adjectives, including articles	
TEKS K.10.D.v	prepositions	
TEKS K.10.D.vi	pronouns, including subjective, objective, and possessive cases	U10: p. 33, U10: p. 34, U10: p. 36, U10: p. 85, U10: p. 88, U10: p. 229, U10: p. 232
TEKS K.10.D.vii	capitalization of the first letter in a sentence and name	
TEKS K.10.D.viii	punctuation marks at the end of declarative sentences	
TEKS K.10.D.ix	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	
TEKS K.10.E	share writing	
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS K.11.A	dictate or compose literary texts, including personal narratives	
TEKS K.11.B	dictate or compose informational texts	
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS K.12.A	generate questions for formal and informal inquiry with adult assistance	
TEKS K.12.B	develop and follow a research plan with adult assistance	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN**Skills 10****Correlation—Teacher's Guide**

Skills 10		Correlation—Teacher's Guide
TEKS K.12.C	gather information from a variety of sources with adult assistance	
TEKS K.12.D	demonstrate understanding of information gathered with adult assistance	
TEKS K.12.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Skills 10

Correlation—Teacher’s Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
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	
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	

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	U10: p. 15, U10: p. 36, U10: p. 57, U10: p. 116, U10: p. 147, U10: p. 174, U10: p. 204, U10: p. 250, U10: p. 268, U10: p. 289
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Skills 10		Correlation—Teacher’s Guide
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	U10: p. 15, U10: p. 36, U10: p. 57, U10: p. 116, U10: p. 147, U10: p. 174, U10: p. 204, U10: p. 250, U10: p. 268, U10: p. 289
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 points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	U10: p. 21, U10: p. 42, U10: p. 62, U10: p. 81, U10: p. 101, U10: p. 110, U10: p. 141, U10: p. 160, U10: p. 180, U10: p. 197, U10: p. 208, U10: p. 226, U10: p. 244, U10: p. 262, U10: p. 272, U10: p. 284
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	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
ELPS 3.E	share information in cooperative learning interactions	
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	

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ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	
<p>(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	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	U10: p. 21, U10: p. 62, U10: p. 81, U10: p. 101, U10: p. 110, U10: p. 141, U10: p. 160, U10: p. 180, U10: p. 197, U10: p. 208, U10: p. 226, U10: p. 244, U10: p. 262, U10: p. 272, U10: p. 284
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	

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ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
<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	
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	

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