

5

Kindergarten

Skills 5 | Teacher Guide

Kindergarten

Skills 5

Teacher Guide

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Introduction

In this unit eight more sounds are introduced using the most common spelling for each sound. In addition, a spelling alternative for the /k/ sound is introduced. The nine sounds and corresponding spellings are:

1. /b/ spelled 'b' as in *bed*
2. /l/ spelled 'l' as in *log*
3. /r/ spelled 'r' as in *rat*
4. /u/ spelled 'u' as in *mug*
5. /w/ spelled 'w' as in *wig*
6. /j/ spelled 'j' as in *jam*
7. /y/ spelled 'y' as in *yes*
8. /x/ spelled 'x' as in *box* (a sound combination)
9. /k/ spelled 'k' as in *kid* (as an alternative to 'c')

As in Units 3 and 4, each new sound is introduced with oral language exercises and students are shown how to make a picture of the sound. Only the most common, or least ambiguous, spelling is taught for each of the sounds /b/, /l/, /r/, /u/, /w/, /j/, /y/, and /x/. An alternative spelling is taught for the sound /k/ ('k'). Activity pages provide practice writing the spelling. At this point in the program, if students have not already made the transition from writing with crayons to pencils, you should do so now. The use of primary pencils is recommended.

There are sixteen lessons in this unit that are designed to teach a number of skills. The lessons are followed by the Pausing Point, which provides recommendations for practicing the skills. At this point in the year, it is not unusual to find students learning the skills presented at different rates of speed, with varying degrees of success. While you will continue to deliver a large portion of Skills instruction each day to your entire class as a whole group, starting in Lesson 2 you will find time in selected lessons designated for differentiated small group work. During this time, you are asked to divide your class into two groups. **Group 1** is described as remedial, or in need of attention. **Group 2** would be best characterized as being “on level,” making good progress, and able to work independently. The Teacher Guide suggests different activities and materials for each group.

As you consider which students to include in a particular group, it is not necessary to create groups with equal numbers of students. In fact, it is anticipated that you will have more students in the “on level” group (able to work independently). It is advantageous to have a small number of students in the group in need of your attention so students may have many opportunities to respond and receive immediate feedback.

The assignment of students to these groupings is not fixed. These groupings should be flexible as student performance changes. A student may work two or three days in Group 2, but then spend the remainder of the week working with you in Group 1 to reinforce an area of particular weakness. In fact, there is no reason you can't have three small groups, two of which are working independently on different exercises and materials, and the other group for whom you provide direct instruction.

Finally, while options for small group instruction are always suggested, you are the best judge of what specific enrichment or remedial work may be most appropriate for individual students. Feel free to make use of any additional activities, words and phrases for reading, and/or chaining found in the Additional Support section of previously taught lessons. You may also consider using activities and activity pages included in the Pausing Point.

WARM-UPS

One of the greatest challenges in learning to read and spell is discriminating effectively between vowel sounds. Vowel sounds in the English language are the most affected by accent. The vowel sounds are distinct from one another in all accents. The first part of each Warm-Up in this unit is designed to teach the differences between the vowel sounds /i/, /e/, /a/, /u/, and /o/. It is very important to teach these sounds in sequence, from /i/, which is produced in the front of the mouth, to /o/, which is produced in the back of the mouth. The second part of each Warm-Up is designed to give students daily practice with the letter-sound correspondences they have learned. Consistent daily practice will help students learn to decode and encode (i.e., to read and write).

STUDENT CHAINING FOLDERS

The student Chaining Folder is introduced in this unit. Each student will need a folder. Student chaining allows students to practice spelling words by arranging Small Letter Cards on their Chaining Folders. This exercise is introduced in the first lesson of Unit 5 and is a key exercise in this and subsequent units. The transition from chaining on the teacher's pocket chart to students chaining on Chaining Folders should be smooth because the procedures are very similar. In both exercises, students control a set of cards. You are encouraged to scaffold student chaining by "chaining along" on the teacher pocket chart. Ask students to spell a word on their Chaining Folders. Check their work. Spell the word on your pocket chart and have students practice procedures to check spelling accuracy.

For some of the Small Letter Cards used in student chaining you will give each student doubles. The chains in a particular lesson might not contain words with a spelling used twice (e.g., *pop*), but the chains in another lesson might. You are asked to give out doubles in order to minimize the challenge of giving out Small Letter Cards for every lesson. Given limited pocket space on the Chaining Folder, it is sometimes necessary to remove some Small Letter Cards, usually consonants, and replace them with other cards. The specific Small Letter Cards needed for Student Chaining in any given lesson are indicated in the Lesson at a Glance chart at the beginning of each lesson.

A variation of Student Chaining is the exercise Chain and Copy. Students are asked to work in pairs. As one student chains the words on the Chaining Folder, the other student copies the chained words on paper.

SPELLING ALTERNATIVES

The introduction of a spelling alternative for /k/ introduces a new kind of complexity. When asked to write the /k/ sound, the students may now write 'c' or 'k'. At this early stage, they should not be expected to know which of these two spellings is the correct spelling in particular words. That will come gradually, with exposure to words and sentences. It is suggested that you give credit for either spelling, while noting which is the accepted spelling in each case. As in Units 3 and 4, only the lowercase letters are taught. And, as in Units 3 and 4, you are encouraged to avoid letter names. For an explanation of these aspects of the program, please read the introduction and/or appendix to Unit 3.

BIG BOOK: OX AND MAN

The Big Book for this unit is called *Ox and Man*. This text includes sentences, which is a big step in the acquisition of reading.

Use readings from the Big Book as opportunities to reinforce students' print awareness. Ask them to identify the front and back covers and title of the book and use the table of contents to find a story. Model holding the book properly and reading from top to bottom and left to right with a return sweep. Additional practice can be added to lessons and Pausing Points throughout the unit as needed.

TAKE-HOME MATERIAL

To encourage family involvement and student exposure to the material, a number of optional Take-Home activity pages are included. Should you choose to use them, please distribute them to students and instruct them to give the activity page to a family member. At your discretion, Take-Home Material may also be used in the classroom for additional support or at work stations.

TRICKY AND HIGH-FREQUENCY WORDS

Three new Tricky Words (i.e., words that are either not decodable at all or words that have at least some parts that are not yet decodable based on students' current code knowledge) are introduced in the Picture Reader and on activity pages in Unit 5: *blue*, *yellow*, and *look*.

For each new Tricky Word introduced, you should write the word on a yellow index card, which signals "proceed with caution," and underline the tricky part(s) of the word. You may want to arrange the words in alphabetical order on the wall. Here are some suggestions for using this wall for review:

- **Say It Fast:** Randomly point to different words on the wall, calling on the whole class or individual students to read it quickly without hesitation. If one student hesitates, move quickly to another.
- **I'm Thinking of a Word:** Provide a riddle, call on the whole class or one student to name the word and ask another student to simultaneously point to the word on the wall.
- **What's the Tricky Word?** Say an oral sentence using one of the Tricky Words and ask the class to listen carefully to orally identify the Tricky Word in the sentence, while another student points to the word on the wall.

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 5.

As of the beginning of this unit, students should be able to read **23 words** from the **Dolch Sight Word List** (Preprimer–Grade 2) and **24 words** from **Fry's Instant Words List** (first 300 words), as follows:

At the beginning of Unit 5:

	Dolch Words	Fry Words
Tricky Words	a, one, the, three, two	a, one, the, three, two
Decodable Words	am, an, and, at, can, did, get, had, him, hot, if, in, it, its, not, on, sit, ten	an, and, at, did, can, get, got, had, him, if, in, it, its, man, men, not, on, set, sit

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 37 Dolch Words** and **32 Fry Words**.

By the end of Unit 5:

	New Dolch Words	New Fry Words
Tricky Words	blue, look, yellow	look
Decodable Words	big, but, cut, let, ran, red, run, six, up, us, yes	big, but, cut, let, run, up, us

Note the significant increase in high-frequency words on both lists by the end of the unit, despite the fact that only three new Tricky Words are taught in this unit. This is because students are taught the new sound/spellings /b/ > 'b', /l/ > 'l', /r/ > 'r', /u/ > 'u', /w/ > 'w', /j/ > 'j', /y/ > 'y', /x/ > 'x', and the spelling alternative /k/ > 'k' which enables them to read additional high-frequency, decodable words from both the Dolch and Fry lists.

FORMATIVE ASSESSMENTS AND ADDITIONAL SUPPORT

Throughout this unit, formative assessments are clearly marked for monitoring student performance and progress in this key skill: letter sounds.

A Letter Sounds Observation Record for recording student performance is included in Teacher Resources for you to copy for use. Teachers may want to have a clipboard to hold the class observation record. Careful organization of these materials will mean that they are readily accessible when needed, so they can be used most efficiently.

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

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

STUDENT PERFORMANCE ASSESSMENT

In Lesson 12, you are provided with a Student Performance Assessment. The assessment may be completed over the course of several days. There are two parts for this assessment:

- **Part 1** is required for all students. This assessment directs you to pronounce ten one-syllable CVC words that include the sound/spellings taught in this unit. For each word you say, students are to circle the word on their activity page.
- **Part 2** requires you to assess students individually if they scored 7 or fewer points on Part 1. Each student reads from a set of ten words printed on separate cards.

Be sure to record the results on the Unit 5 Student Performance Assessment Record Sheet provided in Teacher Resources at the end of this Teacher Guide.

TEACHER RESOURCES

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

- Letter Sounds Observation Record
- Word Cards for Unit 5 Student Performance Assessment (Part 2)
- Unit 5 Student Performance Assessment Record Sheet
- Additional Support Activity Pages
- Activity Book Answer Key

ADDITIONAL MATERIALS FOR UNIT 5

The following additional materials are needed in Unit 5; the number in parentheses indicates the first lesson in which the item is used.

- clipboard for Letter Sounds Observation Record (1)
- primary pencils for all students (1)
- pocket chart and stand (1)
- unlined 4" x 6" or 5" x 7" index cards (1)
- yellow and white (or green) unlined index cards (5)
- crayons (5)
- primary ruled writing paper for students (6)
- previously created Stomp and Spell Cards (11)
- previously created Spelling Hopscotch Cards (16)
- digital components: Throughout this unit and others, whenever the lesson suggests the teacher model the completion of an activity page or prepare a chart to display, you may use the digital version provided on the program's digital components site. (1)
- **Optional:** *Alphabet Jam: Songs and Rhymes to Build Early Reading Skills CD*, by Cathy Bollinger, available online through various media outlets. (1)

BASIC CODE

Introduce /b/ > 'b'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'h'.

✦ **TEKS K.2.B.i**

Students will orally provide a word with the initial /b/ sound, when provided with simple riddles. **TEKS K.2.A.x**

✦ Students will distinguish between spoken minimal pair words with /b/ and /p/ in either the initial or final position by indicating which sound, /b/ or /p/, is heard in each word. **TEKS K.2.A.x**

✦ Students will identify and produce rhyming words. **TEKS K.2.A.i**

✦ Students will accurately form the lowercase spelling 'b' to represent /b/ using appropriate directionality. **TEKS K.2.E; TEKS K.3.C**

✦ Students will spell and write CVC words that include the spelling 'b' to match a picture. **TEKS K.2.B.ii; TEKS K.2.C.ii**

✦ Students will recognize that new words are created when letters are changed, added, or deleted by substituting individual sound/spellings in simple CVC words; focus on /b/ > 'b'. **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii**

FORMATIVE ASSESSMENT

Observation Letter Sounds Observation Record

✦ **TEKS K.2.B.i**

Activity Page 1.1 Spell the Sound

✦ **TEKS K.2.B.ii; TEKS K.2.C.ii**

✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.A** Demonstrate phonological awareness by: (x) segmenting spoken one-syllable words into individual phonemes; (i) identifying and producing rhyming words; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEX K.2.B** Demonstrate and apply phonetic knowledge by: (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (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 AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> ❑ Large Letter Cards for 'i', 'e', 'a', 'o', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'h'
Introduce the Sound /b/ (Phonological Awareness, Phonics)	Whole Group	15 min.	
Introduce the Spelling /b/ > 'b' (Phonics)	Whole Group	25 min.	<ul style="list-style-type: none"> ❑ Activity Page 1.1 ❑ Activity Page 1.1 (Digital Components)
Student Chaining (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> ❑ pocket chart and cards for 'i', 'e', 'a', 'o', 'n' (2), 't' (2), 'd' (2), 'f', 'v', 'z', 'p' (2), 'b' (2) ❑ new card for 'b' ❑ Chaining Folders ❑ Small Letter Cards for 'i', 'e', 'a', 'o', 'n' (2), 't' (2), 'd' (2), 'f', 'v', 'z', 'p' (2), 'b' (2)
Take-Home Material			
Connect It			<ul style="list-style-type: none"> ❑ Activity Page 1.2

ADVANCE PREPARATION

Note to Teacher

The Warm-Ups for Unit 5 consist of two parts. The goal of Short Vowel Sounds is to help students distinguish the five “short” vowel sounds /i/, /e/, /a/, /u/, and /o/. In Lessons 1–5 the sounds /i/, /a/, and /o/ are practiced. In Lessons 6–9 the /e/ sound is added between /i/ and /a/. In the last six lessons, the entire sequence /i/, /e/, /a/, /u/, and /o/ is practiced. In this way, students are introduced to the progression of the vowel sounds from the sound produced in the most forward part of the mouth with only a slight mouth opening (/i/), to the sound produced farthest back in the mouth with the mouth wide open (/o/). In Sound/Spelling Review, you will use Large Letter Cards to review the vowel and consonant sounds and spellings taught so far.

Foundational Skills

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

➤ 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.
- Prepare the pocket chart as shown. Make a new card for ‘b’.
- This lesson will be the first time you use the Chaining Folders. It is strongly recommended that you set up the student Chaining Folders with Small Letter Cards prior to the start of the lesson. You will not have sufficient time to distribute the various Small Letter Cards to students during the lesson.

You will need one fully prepared Chaining Folder for each student.

- The procedure and setup for Chaining Folders are similar to the procedure and setup for Pocket Chart Chaining. Select Small Letter Cards for letters listed in the Lesson at a Glance and prepare Chaining Folders as described here:
 - Arrange cards for vowel spellings along the top.
 - Arrange cards for consonant spellings along the bottom.
 - When two of the same Small Letter Cards are indicated, place them in the same pocket.

Note: This is the only time you will need to prepare all of the Chaining Folders prior to class time. Hereafter, if it is necessary to swap out Small Letter Cards, you will do this with students.

Pocket Chart Setup



Chaining Folder



Universal Access

- Select two similar objects, such as a block or a crayon, one that is blue and one that is brown; bring in either a picture of a ball and a picture of a bird or the actual objects (a ball and a toy or stuffed bird) to use for Sound Riddles.
- Bring in pictures of a beach, a peach, corn on the cob, a police officer, a cab, and a cap to use for Minimal Pairs.

Lesson 1: Basic Code

Foundational Skills



Primary Focus

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'h'.

✦ **TEKS K.2.B.i**

Students will orally provide a word with the initial /b/ sound, when provided with simple riddles. **TEKS K.2.A.x**

✦ Students will distinguish between spoken minimal pair words with /b/ and /p/ in either the initial or final position by indicating which sound, /b/ or /p/, is heard in each word. **TEKS K.2.A.x**

✦ Students will identify and produce rhyming words. **TEKS K.2.A.i**

✦ Students will accurately form the lowercase spelling 'b' to represent /b/ using appropriate directionality. **TEKS K.2.E; TEKS K.3.C**

✦ Students will spell and write CVC words that include the spelling 'b' to match a picture. **TEKS K.2.B.ii; TEKS K.2.C.ii**

✦ Students will recognize that new words are created when letters are changed, added, or deleted by substituting individual sound/spellings in simple CVC words; focus on /b/ > 'b'. **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii**

WARM-UP (10 MIN.)

Short Vowel Sounds

- Display the Large Letter Cards for 'i', 'a', and 'o' in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.

✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.A** Demonstrate phonological awareness by: (x) segmenting spoken one-syllable words into individual phonemes; (i) identifying and producing rhyming words; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by: (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) 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






Support

If students are having difficulty pronouncing the vowel sounds accurately, you can have them say the words *knit*, *gnat*, and *not* in this order and in reverse order before having them say the vowel sounds in isolation.

Support

The gestures for /i/ and /o/ represent the shapes of the letters 'i' and 'o'. You may adopt other gestures for the sounds if you find them more effective. You may discontinue the gestures once students are making these sounds accurately and confidently.

		
/i/	/a/	/o/
place finger below lips	pretend to cry	circle open mouth with finger

- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all three sounds from front to back: /i/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /i/.

Sound/Spelling Review

- Use the Large Letter Cards you prepared in advance to review letter-sound correspondences.

ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Prior to reading the Sound Riddles, tell students that you have pictures to show them that will give them some clues about the answers to the riddles. Point to the two colored objects, say *blue* as you show the blue object and ask students to repeat. Point to the brown object, say *brown*, and ask students to repeat. Point to the ball, say *ball* and ask students to say *ball*. Then, point to the bird, say *bird*, and ask students to repeat.

ELPS 2.E; ELPS 3.A



Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

INTRODUCE THE SOUND /B/ (15 MIN.)

Sound Riddles

- Tell students the new sound is /b/. (Try to say a clipped /b/ and not /buuu/.)
- Have students say the /b/ sound several times.
- Ask students to repeat a number of words having the /b/ sound at the beginning: *bat, big, bug, bag, boots*.
- Ask students to repeat a number of words having the /b/ sound at the end: *rub, cab, tub, fib, rib*.

- Tell students you are going to say a word. Ask them to tell you whether they hear /b/ at the beginning of the word or at the end: *bad, rob, grab, bib*.
- Ask students if /b/ is a consonant sound or a vowel sound. (It is a consonant sound, made by pressing the lips together and opening them with a popping sound. Tell them to remember that if they are making a vowel sound, they will have to open their mouths. If they are making consonant sounds, they will use their lips or their tongues.)
- Read the riddles, each of which has an answer beginning with the /b/ sound.



Foundational Skills

Foundational Literacy Skills

Prior to reading the first four pairs, tell students you have pictures to show them so they recognize the words you will say. Show them a picture of the beach, say *beach*, and ask them to repeat. Next, show them the peach, say *peach*, and ask them to repeat. Quickly alternate showing the pictures and repeating the word pairs: *beach, peach*.

Prior to reading the last four word pairs, show students a picture of the cab, say *cab*, and ask them to repeat. Next, show them a picture of a cap, say *cap*, and ask them to repeat. Quickly alternate showing the pictures and repeating the word pairs: *cab, cap*. Repeat the same procedure for *cob* and *cop* with the remaining two pictures.

ELPS 2.E; ELPS 3.A

1. I'm thinking of the color of the sky. (*blue*)
2. I'm thinking of the color of mud. (*brown*)
3. I'm thinking of a sport that involves hitting a ball with a bat. (*baseball*)
4. I'm thinking of an animal flying through the air saying, "Chirp, chirp!" (*bird*)
5. I'm thinking of something round you can kick or throw. (*ball*)

Minimal Pairs

- Tell students it is difficult to hear the difference between the /b/ sound and the /p/ sound. These sounds are sister sounds. Both sounds are made by pressing your lips together and making a popping noise.
- Tell students you are going to say some words. The words will be very similar, but one word will begin with the /b/ sound and the other word will begin with the /p/ sound.
- Have students close their eyes and listen as you say the first word.
- Ask students which word begins with the /b/ sound.
- Have students repeat both words to hear and feel the difference in articulation.
- Complete the remaining pairs, emphasizing the /b/ and /p/ sounds in each word.

- | | |
|---------------------------------|-----------------------------|
| 1. b each— p each | 1. c ab— c ap |
| 2. b ad— p ad | 2. c ob— c op |
| 3. b et— p et | 3. m ob— m op |
| 4. b ig— p ig | 4. t ab— t ap |

Rhyming Words **TEKS K.2.A.i**

Note: Use the word pairs from Minimal Pairs to introduce students to the concept of rhyming words.


- Tell students that rhyming words are words that end with the same group of sounds but have different beginning sounds.
- Tell them that you are going to say some words and you want them to listen carefully to the ending sound.
- Reread the first word pair and have students repeat the words aloud. (*beach—peach*)
- Point out that the only difference between these words is the beginning sound. Explain that because these words have the same ending sound (/each/), they rhyme.
- Repeat with the next three word pairs, emphasizing the end sound for each word.
- Tell students that now you are going to say another word pair and you want them to listen carefully to the ending again.
- Read the first word pair in the next column and have students repeat the words aloud. (*cab—cap*)
- Ask students if these words have the same ending sound.
- Explain that because these words do not have the same ending sound, they do not rhyme. Then ask students what ending sounds make the two words different from each other? (/b/, /p/)
- Repeat the word *cab* and have students come up with a rhyming word for *cab* by substituting a different beginning sound (e.g., *dab, fab, lab, tab*). Accept nonsense words if provided by students (e.g., *bab, mab, rab, pab, sab*).
- If time permits, repeat with *cap* (e.g., *rap, sap, map, lap, tap*). Accept nonsense words if provided by students (e.g., *bap, fap, hap, dap*).

INTRODUCE THE SPELLING /B/ → 'B' (25 MIN.) **TEKS K.2.E**

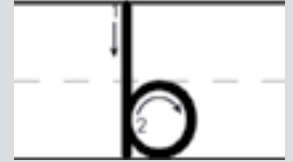
Teacher Modeling

Note: Try to avoid using the letter name “bee” during this activity. Instead, say the sound /b/.

- Tell students you are going to show them how to draw a picture of the /b/ sound.

 **TEKS K.2.A.i** Demonstrate phonological awareness by identifying and producing rhyming words; **TEKS K.2.E** Develop hand-writing by accurately forming all uppercase and lowercase letters using appropriate directionality.

- Draw a large lowercase 'b' on the board/chart paper and describe what you are doing using the steps and phrases provided. ("Start at the top line . . . 1. long line down . . . 2. circle to the right.") Then, say the sound /b/.
- Repeat several times, saying the steps and phrases as you create the letter, and the sound when you finish.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the steps and phrases with you. Say the /b/ sound when you finish.



Start at the top line.

1. long line down
2. circle to the right

Meet the Spelling Activity Page

➤ Digital Component 1.1

- Distribute and display Activity Page 1.1. Tell students they will practice drawing pictures of the /b/ sound together.
- Point to the letter 'b' at the top of the page ask students to say the sound /b/ together.
- Have students follow your example as you model the writing process.
- Tell students to use the black dots as starting points, and then trace the gray dotted letters in the first row, following your example.
- Be sure to say, and prompt students to say, the steps and phrases as you complete each letter: "Start at the top line . . . 1. long line down . . . 2. circle to the right." As you finish each letter, say the sound, /b/.
- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- At the bottom of the page, show students how to read and trace the word *big*. Have students trace and write the word using the black dots to start each letter. Remind students that English is written from left to right. (You may wish to draw an arrow to indicate directionality.)

Activity Page 1.1



- Turn to the back of the activity page. Ask students to look at and name the picture. Tell them to say the name again slowly, sound by sound, as they circle the sound picture for each sound. When they finish, they should write the word on the corresponding line. **TEKS K.2.B.ii**

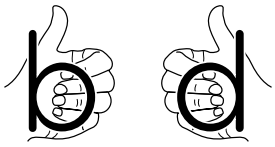


Activity Page 1.1: Spell the Sound

Collect Activity Page 1.1 to review at a later time to evaluate student performance.

The Spellings 'b' and 'd'

- Say the word *bed* several times and have students repeat after you.
- Ask what sound is heard first in *bed*.
- Once the sound /b/ has been identified, write the spelling 'b' on the board/chart paper.
- Next, ask students for the second sound in *bed*. Once the sound /e/ has been identified, write the spelling 'e' on the board/chart paper.
- Ask students for the final sound in *bed*. Once the sound /d/ has been identified, write the spelling 'd' on the board/chart paper.
- Point out that, not only do /b/ and /d/ sound similar, but the letters 'b' and 'd' that stand for these sounds look very similar. Both letters are written using a vertical line and a circle. For 'b', the circular stroke is to the right of the vertical line; for 'd' it is to the left of the line. Tell students you will teach them a trick to help them remember which sound picture goes with which sound.
- Tell students they will use their hands to make a "bed."
- Help students position their hands as shown in the illustration.
- Demonstrate that your thumbs are the ends of the bed, and the part between your thumbs is flat so "someone can lie down."



TEKS K.2.B.ii Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

STUDENT CHAINING (10 MIN.)

TEKS K.2.B.iii

Note: This is the first time you will use Chaining Folders. The procedure and setup are similar to the procedure and setup for Pocket Chart Chaining. Please continue to use the teacher pocket chart while students are chaining words with their folders.

- Distribute a fully prepared Chaining Folder, complete with the Small Letter Cards listed in the Lesson at a Glance, to each student.
- Ask students to open the folder and compare it to the pocket chart; ask if they notice any similarities. (Students should recognize both the pocket chart and Chaining Folders have the same sound picture cards, with the vowels arranged at the top and consonants at the bottom.)
- Tell students you will do some chaining exercises on the pocket chart similar to the ones in previous lessons. Today, however, each student will use his or her own letter cards to chain words on his or her folder.
- Review each letter-sound correspondence by pointing to a letter on the pocket chart. Ask students to point to the same letter on their Chaining Folder and produce the sound for which the letter stands.
- Ask students to spell *bop* in the middle of their Chaining Folders, starting at the green star.
- Ask one student to come up to the pocket chart and spell *bop*, while the other students spell *bop* on their Chaining Folders.
- Circulate through the room, quickly scanning each student's folder.
- When students have spelled *bop* on their Chaining Folders, say, "If that is *bop*, show me *top*."
- Ask students what letter sound makes the new word different from the old word (e.g., in *bop* > *top*, the 'b' represents the /b/ and the 't' represents the /t/).
- Repeat for the remaining words in the chain.
- Complete the chaining.
- Once students have spelled the last word in the chain, have students return the Small Letter Cards to their slots.

Pocket Chart Setup



Support

There is a green star and a red dot in the center of the Chaining Folder. Green means go; the green star indicates where students should place the first spelling to start each word.

Chaining Folder



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.

Support

After completing each chain, repeat word pairs and ask students to raise their hands if the words rhyme (i.e. have the same ending).

If the words do not rhyme, prompt students to provide rhyming words for one of the non-rhyming pairs by substituting a different beginning sound.

1. bop > top > tap > zap > nap > nab > dab
2. bat > bit > bet > bed > bid > bib > fib > fit



Check for Understanding

As students chain words, ask students to give **Thumbs-Up/Thumbs-Down** if they agree with the spelling on the pocket chart. As you circulate through the room, carefully observe which students complete student chaining with minimal errors and which students may be struggling. It is important to provide immediate feedback when students make errors. If students are struggling, consider providing extra chaining practice in a small group setting.

End Lesson

Take-Home Material

CONNECT IT

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

Activity Page 1.2



Lesson 1: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Write each phrase shown in the below box on index cards.
- Tell students you are going to show them some cards.
- Show individual students a card, have them read it, and, if the card describes an action, let them perform the action.
- If you have time, repeat some or all of the cards.

- | | |
|---------------|----------------|
| 1. big bag | 6. at bat |
| 2. bad dog | 7. get in bed |
| 3. bad cat | 8. bet on it |
| 4. sit on bed | 9. dog bit man |
| 5. sit in cab | 10. sit on it |

MORE HELP SEGMENTING

Push & Say

- Provide a copy of **Activity Page TR 1.1** (Sound Boxes) and **a handful of small objects** (e.g., cubes, tiles, beans, buttons) for each student.
- 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.
- If students are unfamiliar with Push & Say, be sure to model with initial words.

Note: Demonstrate the objects being pushed from left to right from the students' perspective, which will be right to left from your perspective if you are sitting across from students.

- Tell students they will not need all the boxes for every word, but they should always start with the first box on the left.

- Say the first word for the students to segment (e.g., *big*).
- Students segment the phonemes and push an object into the boxes for each sound (from left to right). Then students run their finger under the boxes (from left to right) as they repeat the blended word.
- If students struggle, say the word again by stretching out the sounds (e.g., “/bbbbbb-iiiiii-ggggg/”).
- Continue with the next word.

1. big*	5. bag	8. beg
2. bed*	6. bat	9. bin
3. bad	7. bet	10. tab
4. bit		

**Words included on the Dolch word list or the Fry word list (two lists of sight words) are indicated with an asterisk.*

Give Me a Word

- Gather a collection of any variety of **blocks** (e.g., unit blocks or locking cubes).
- Tell students you will provide a sound and you want them to say a word containing the sound. For example: Give me a word starting with /b/. (If students struggle to think of a word, prompt them to look around the room for objects starting with the target sound.)
- As students provide words containing the targeted phoneme, give them a block.
- With each block, students get a turn to place it, building a collective structure as the game continues.

MORE HELP READING

Pocket Chart Chaining for Reading

- Prepare the **pocket chart** and **letter cards for ‘i’, ‘a’, ‘e’, ‘m’, ‘n’, ‘t’, ‘d’, ‘f’, ‘b’, ‘p’, ‘v’, ‘s’**.
- Move the ‘a,’ and ‘t’ cards to the center of the pocket chart to spell *at*.
- Ask a student to read the word.

- Place the 'b' card in front of the 'a' and say, "If that is *at*, what is this?"
- Ask a student to read the word. (*bat*)
- Ask students what letter sound makes the new word different from the old word (e.g., in *at* > *bat*, the 'a' represents the /a/ and the 'b' represents the /b/).
- Complete the chaining.

1. at > bat > bit > bin > fin > tin > pin > pan > ban > bad
2. it > bit > fit > pit > pet > vet > net > met > mat > sat

Bingo

- Make one copy of **Activity Page TR 1.2**. Cut apart word cards.
- Make enough copies of **Activity Page TR 1.3** for each student to have a game board.

Note: Copy and cut the game boards and word cards from card stock to allow for reuse.

- Any collection of **tokens** can be used for students to cover spaces on their game boards (e.g., cubes, beans, tiles).
- Distribute one game board to each student. Tell students to take a few minutes to sound out and read each word on the game board.
- 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 is powerful for reinforcing learning.)
- The game can be played until one or all students get three spaces covered in a row, or until one or all students get "black-out" (covering the entire board).

Alphabet Jam (Optional)

- “Bumpbible Bump” (from *Alphabet Jam* CD)

Code Knowledge

Before today’s lesson: If students attempted to read 1,000 words in a trade book, on average, between 103 and 132 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, between 105 and 139 of those words would be completely decodable.

The sound /b/ is the 23rd most common sound in English.

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

The sound /b/ is spelled ‘b’ approximately 96 percent of the time.

The spelling alternative ‘bb’ as in *ebb* is taught later in this grade.

Students have now learned one way to spell 17 of the 44 sounds in the English language.

BASIC CODE

Introduce /l/ > 'l'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'h'.

✦ **TEKS K.2.B.i**

✦ Students will identify spoken words with the initial /l/ sound. **TEKS K.2.A.x**

Students will write the spelling 'l' to represent /l/ and read and write simple CVC

✦ words that include the spelling 'l' to match a picture. **TEKS K.2.B.ii; TEKS K.2.E**

Students will blend phonemes to read and then copy similarly spelled CVC words that differ by a single sound/spelling. (Group 1)

✦ **TEKS K.2.A.vii; TEKS K.2.A.viii; TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.E**

Students will read, copy, and illustrate phrases with simple CVC words. (Group 2)

✦ **TEKS K.2.B.i; TEKS K.2.E; TEKS K.6.E**

FORMATIVE ASSESSMENT

Observation

Letter Sounds Observation Record

✦ **TEKS K.2.B.i**

Activity Page 2.1

Spell the Sound

✦ **TEKS K.2.B.ii; TEKS K.2.E**

Exit Pass

Read, Copy, and Illustrate Phrases (Group 2)

✦ **TEKS K.2.B.i; TEKS K.2.E; TEKS K.6.E**

✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **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.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.2.A** Demonstrate phonological awareness by: (vii) blending spoken onsets and rimes to form simple words; (viii) blending spoken phonemes to form one-syllable words; **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.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Large Letter Cards for 'i', 'e', 'a', 'o', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'h' <input type="checkbox"/> Sound Poster for /b/ <input type="checkbox"/> Sound Card 17 (<i>bed</i>)
Introduce the Sound /I/ (Phonological Awareness, Phonics)	Whole Group	10 min.	
Introduce the Spelling /I/ > 'I' (Phonics)	Whole Group	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Activity Page 2.1 (Digital Components)
Differentiated Instruction (Phonics)	Small Group	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Decodable Phrases (Digital Components)
Take-Home Material			
Spelling Practice			<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 2.2

ADVANCE PREPARATION

Foundational Skills

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

➤ Digital Component 2.1

- Create an enlarged version of Activity Page 2.1 (Digital Component 2.1) to display for Meet the Spelling Activity Page, or use the digital version.
- Plan how you will group students for small group work today. Group 1 students will receive more support working with you, while Group 2 students will work independently reading and illustrating simple phrases.

➤ Digital Component 2.2

- Create the chart with phrases (Digital Component 2.2) on the board/chart paper (or use the digital version) for Small Group 2.

Universal Access

- Bring in a picture of a leaf, or an actual leaf if you have one available in your area, to use for Introduce the Sound /I/.

Lesson 2: Basic Code

Foundational Skills

60M

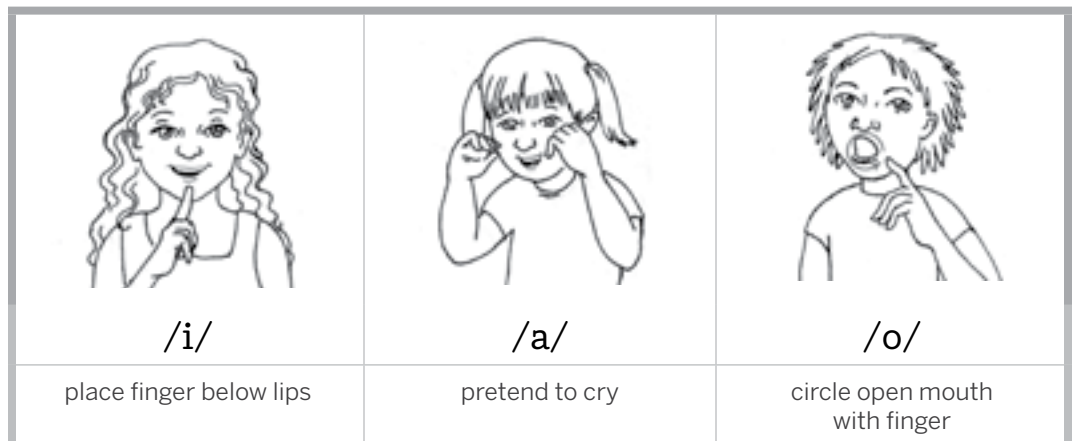
Primary Focus

- Students will provide the corresponding sound when presented with the following
- ✦ lowercase letters: 'a', 'o', 'i', 'e', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'h'. **TEKS K.2.B.i**
 - ✦ Students will identify spoken words with the initial /l/ sound. **TEKS K.2.A.x**
- Students will write the spelling 'l' to represent /l/ and read and write simple CVC words that include the spelling 'l' to match a picture. **TEKS K.2.B.ii; TEKS K.2.E**
- Students will read blend phonemes to and then copy similarly spelled CVC words that differ by a single sound/spelling. (Group 1)
- ✦ **TEKS K.2.A.vii; TEKS K.2.A.viii; TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.E**
- Students will read, copy, and illustrate phrases with simple CVC words. (Group 2)
- ✦ **TEKS K.2.B.i; TEKS K.2.E; TEKS K.6.E**

WARM-UP (10 MIN.)

Short Vowel Sounds

- Display the Large Letter Cards for 'i', 'a', and 'o' in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.



- ✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **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.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.2.A** Demonstrate phonological awareness by: (vii) blending spoken onsets and inlets to form simple words; (viii) blending spoken phonemes to form one-syllable words; **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.6.E** Interact with sources in meaningful ways such as illustrating or writing.

Support

You may adopt other gestures for the sounds if you find them more effective. You may discontinue the gestures once students are making these sounds accurately and confidently.

Support

If students are having difficulty pronouncing the vowel sounds accurately, you can have them say the words *knit*, *gnat*, and *not* in this order and in reverse order before having them say the vowel sounds in isolation.

- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all three sounds from front to back: /i/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /i/.

Sound/Spelling Review

- Use the Large Letter Cards you prepared in advance to review letter-sound correspondences.
- Introduce the Sound Poster for /b/ and Sound Card 17 (*bed*).



Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

INTRODUCE THE SOUND /l/ (10 MIN.)

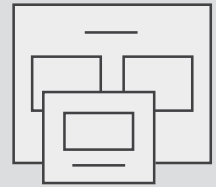
Hearing Initial Sounds

- Tell students the new sound is /l/.
- Have students say the /l/ sound several times, stretching it out.
- Ask students to repeat a number of words having the /l/ sound at the beginning: *lid, line, leaf, love, leg*.
- Ask students to repeat a number of words having the /l/ sound at the end: *bell, fill, tall, peel, tell*.
- Ask students if /l/ is a consonant sound or a vowel sound. (It is a consonant sound, made by pressing the tip of the tongue up against the bump behind the upper teeth and pushing air out.)
- Tell students you are going to say a number of words. Some of the words will begin with the /l/ sound and some will not.
- Have students close their eyes and listen carefully.
- Ask students to raise their hands when they hear a word beginning with the /l/ sound.

Large Letter Cards



Sound Posters and Cards



ENGLISH
LANGUAGE
LEARNERS

Foundational Skills

Foundational Literacy Skills

Prior to reading the words, tell students you are going to review some of the words to make sure they recognize and understand them when you say them. First, pretend to lick an ice cream cone, say *lick*, and ask students to repeat. Then ask students to pretend to lick an ice cream cone and say *lick*. Next, point to your leg, say *leg*, and ask students to say *leg*. Ask students to point to their own leg and say *leg* again. Next, show the leaf, say *leaf*, and ask students to repeat.

ELPS 2.B; ELPS 2.E;
ELPS 3.A

Support

If students have trouble hearing a word's initial sound, say the word in a segmented fashion: /l/ ... /i/ ... /k/. Then repeat the word in its blended form: *lick*.

- | | |
|---------|-----------|
| 1. lick | 6. like |
| 2. nice | 7. leaf |
| 3. life | 8. less |
| 4. leg | 9. man |
| 5. run | 10. laugh |



Check for Understanding

As students close their eyes, check to see that they are raising their hands when you say a word that begins with the /l/ sound.

Sound Off

- Tell students you are going to read a story containing a number of examples of the /l/ sound. The /l/ sound may be at the beginning or end of a word.
- Ask students to touch their noses whenever they hear the /l/ sound.
- Read the story very slowly word by word, making an effort to emphasize the /l/ sound.

Lizzy loves learning about lions. Last week, Lizzy learned all about the lions that live in Africa. Next week, Lizzy's whole school is going to the zoo to look at the large lions.



Check for Understanding

As students listen to the story, check to see that they are touching their noses when you say a word that begins with the /l/ sound.

INTRODUCE THE SPELLING /L/ → 'L' (20 MIN.)

Teacher Modeling

Note: Try to avoid using the letter name “el” during this activity. Instead, say the sound /l/.

- Tell students you are going to show them how to draw a picture of the /l/ sound.
- Draw a large lowercase 'l' on the board/chart paper and describe what you are doing using the steps and phrases provided. (“Start at the top line . . . 1. long line down.”) Then, say the sound /l/.
- Repeat several times, saying the steps and phrases as you create the letter, and the sound when you finish.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the steps and phrases with you. Say the /l/ sound when you finish.

Meet the Spelling Activity Page

➤ Digital Component 2.1

- Distribute and display Activity Page 2.1. Tell students they will practice drawing pictures of the /l/ sound together.
- Point to the letter 'l' at the top of the page ask students to say the sound /l/ together.
- Have students follow your example as you model the writing process.
- Tell students to use the black dots as starting points, and then trace the gray dotted letters in the first row, following your example.
- Be sure to say, and prompt students to say, the steps and phrases as you complete each letter: “Start at the top line . . . 1. long line down.” As you finish each letter, say the sound, /l/.
- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- At the bottom of the page, show students how to read and trace the word *let*. Have students trace and write the word using the black dots to start each letter. Remind students that English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the activity page. Ask students to read each word, find the matching picture, and write the word on the corresponding line.



Start at the top line.

1. long line down

Activity Page 2.1





Activity Page 2.1: Spell the Sound

Collect Activity Page 2.1 to review at a later time to evaluate student performance.

DIFFERENTIATED INSTRUCTION (20 MIN.)

Small Group 2

- Refer students to the phrases you prepared in advance. Tell students to read, copy, and illustrate each phrase.

➤ Digital Component 2.2

- | | |
|---------------|---------------|
| 2. cat on bed | 6. hat in box |
| 3. pet dog | 7. bag on lap |
| 4. lid on pot | 8. man in van |
| 5. big hen | |

- If students finish early, they may share their illustrations and read the phrases to a partner.



Exit Pass: Read, Copy, and Illustrate Phrases (Group 2)

Collect papers from Group 2 to review later today to evaluate student performance. Consider this information to inform your grouping of students in the next lesson.

Small Group 1

- Explain to students that they are going to “clap” to blend, or put together, sounds to make words. They are going to listen for the first sound of the word, called the onset. Explain that they will also listen for the sound that follows the onset, called the rime. The rime includes a vowel sound.
- Say *cat*. Explain to students the sound /k/ in *cat* is the first sound of the word. The /k/ sound is the onset. Explain the /at/ in *cat* are the letters that follow the onset. This is called the rime.
- Hold up your left hand with the palm facing right.

- Say: /j/
- Hold up your right hand with your palm facing left.
- Say: og
- Clap your hands together while you say *jog*.
- Have students mimic your actions and sounds, using their own hands to model clapping to blend: /d/ + ay = *day* and /m/ + ud = *mud*.
- Write the word *at* on the board/chart paper.
- Point to the letter 'a' and ask students for the sound. Repeat for the letter 't'.
- Choose a student to blend the word.
- Have students copy the word onto a piece of paper, saying each sound as they write it.
- Complete the remaining words.

1. at	5. dig	9. pet
2. bat	6. dog	10. pen
3. bag	7. dot	11. men
4. big	8. pot	12. man



Check for Understanding

As students blend and copy the words, check to see that they are saying the correct sound/spellings. If additional practice is needed, you may complete different remediation exercises addressing students' specific needs, such as chaining and/or reading or writing words and phrases from Additional Support.

End Lesson

Take-Home Material

SPELLING PRACTICE

- Have students give Activity Page 2.2 to a family member.

Activity Page 2.2



Lesson 2: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Follow the instructions in Lesson 1.

- | | |
|---------------|----------------|
| 1. big log | 5. lid on pot |
| 2. bad leg | 6. hip and leg |
| 3. let him in | 7. sit on lap |
| 4. sit on log | 8. bug on leg |

MORE HELP SEGMENTING

Flip Your Lid!

- Collect a number of **bottle caps** from discarded water or soda bottles. They do not have to be alike and can certainly add more interest if the colors are varied.
- Cut off the bottom of a **two-liter soda bottle** and wash it thoroughly to remove any stickiness.
- Give each student at least four bottle caps.
- Tell students you are going to say a word and they should remove one bottle cap from their pile for each sound in the word.
- Once all students have the correct number of bottle caps set out, ask individual students to say each sound for the word as they gently toss each bottle cap into the soda bottle bottom.
- As all students get a turn the bottle bottom will fill up with bottle caps.
- Redistribute the bottle caps for the next word.

- | | |
|--------|---------|
| 1. log | 6. lip |
| 2. lid | 7. leg |
| 3. let | 8. pit |
| 4. lot | 9. lap |
| 5. pal | 10. led |

MORE HELP WITH SOUND/SPELLINGS

Review the Sound/Spellings

- Provide one copy of **Activity Page TR 2.1** for each student to use to practice sound/spellings /b/ and /l/.
- Point out the letter formation arrows provided for the picture of each sound. This can serve as a reference when writing and/or as tracing practice if used with a clear plastic sleeve and dry erase marker.

MORE HELP READING

Pocket Chart Chaining for Reading

- Prepare the **pocket chart** and **letter cards for 'i', 'a', 'o', 'e', 'p' (2), 'v', 't', 'd', 'f', 'b', 's', 'l'**.
- Follow the procedure in Lesson 1.

- | |
|--------------------------------------------------------------|
| 1. lot > lop > pop > pod > pad > tad > fad > bad > bed > led |
| 2. it > lit > bit > sit > pit > pat > vat > vet > let > bet |

MORE HELP WITH LETTER-SOUND /L/

Alphabet Jam (Optional)

- “Lee La Lay” (from *Alphabet Jam* CD)

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 105 and 139 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, between 114 and 150 of those words would be completely decodable.

The sound /l/ is the 9th most common sound in English.

The sound /l/ is found in approximately 32 percent of English words.

The sound /l/ is spelled 'l' approximately 70 percent of the time.

The spelling alternative 'll' as in *bell* is taught later in this grade.

Students have now learned one way to spell 18 of the 44 sounds in the English language.

BASIC CODE

Introduce /r/ > 'r'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'h'.

✦ **TEKS K.2.B.i**

Students will identify spoken words with the initial /r/ sound.

✦ **TEKS K.2.A.vii; TEKS K.2.A.x**

Students will write the spelling 'r' to represent /r/ and read and write simple CVC words that include the spelling 'r' to match a picture. **TEKS K.2.B.ii; TEKS K.2.E**

Students will read similarly spelled CVC words that differ by a single sound/spelling. (Group 2) **TEKS K.2.B.ii**

FORMATIVE ASSESSMENT

Observation

Letter Sounds Observation Record

✦ **TEKS K.2.B.i**

Activity Page 3.1

Spell the Sound

✦ **TEKS K.2.B.ii; TEKS K.2.E**

Activity Page 3.2

Circle the Word

✦ **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 2.A** Demonstrate phonological awareness by: (vii) blending spoken onsets and rimes to form simple words; (x) segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Large Letter Cards for 'i', 'e', 'a', 'o', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'h' <input type="checkbox"/> Sound Poster for /l/ <input type="checkbox"/> Sound Card 18 (<i>log</i>)
Introduce the Sound /r/ (Phonological Awareness, Phonics)	Whole Group	10 min.	
Introduce the Spelling /r/ > 'r' (Phonics)	Whole Group	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> Activity Page 3.1 (Digital Components)
Differentiated Instruction (Phonics)	Small Group	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 3.2 <input type="checkbox"/> Decodable Words and Phrases (Digital Components)

ADVANCE PREPARATION

Foundational Skills

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

➤ Digital Component 3.2

- Create an enlarged version of Activity Page 3.1 (Digital Component 3.1) to display for Meet the Spelling Activity Page, or use the digital version.
- Plan how you will group students today.

➤ Digital Component 3.2

- Create the chart with phrases (Digital Component 3.2) on the board/chart paper (or use the digital version) for Small Group 2 students who finish early.

Universal Access

- Select an object that is red, such as a block or a crayon, and a piece of scrap paper to tear for Introduce the Sound /r/.

Lesson 3: Basic Code

Foundational Skills

60M

Primary Focus

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'h'.

✦ **TEKS K.2.B.i**

✦ Students will identify spoken words with the initial /r/ sound. **TEKS K.2.A.vii; TEKS K.2.A.x**

Students will write the spelling 'r' to represent /r/ and read and write simple CVC

✦ words that include the spelling 'r' to match a picture. **TEKS K.2.B.ii; TEKS K.2.E**

Students will read similarly spelled CVC words that differ by a single sound/

✦ spelling. (Group 2) **TEKS K.2.B.ii**




WARM-UP (10 MIN.)

Short Vowel Sounds

- Display the Large Letter Cards for 'i', 'a', and 'o' in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.

Large Letter Cards



		
/i/	/a/	/o/
place finger below lips	pretend to cry	circle open mouth with finger

✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS 2.A** Demonstrate phonological awareness by: (vii) blending spoken onsets and rimes to form simple words; (x) segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all three sounds from front to back: /i/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /i/.

Sound/Spelling Review

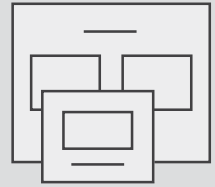
- Use the Large Letter Cards you prepared in advance to review letter-sound correspondences.
- Introduce the Sound Poster for /l/ and Sound Card 18 (*log*).



Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

Sound Posters and Cards



INTRODUCE THE SOUND /R/ (10 MIN.)

Hearing Initial Sounds

Note: Try to say this sound as clipped as possible. If this sound is drawn out, it quickly turns into the vowel sound /er/.

- Tell students the new sound is /r/.
- Have students say the /r/ sound several times, stretching it out.
- Explain to students that they are going to “clap” to blend, or put together, sounds to make words that start with /r/. Remind them that they are going to listen for the first sound of the word, called the onset and that they will also listen for the sound that follows, called the rime. The rime includes a vowel sound.
- Say the word *pet*. Guide students in identifying the onset and rime.
- Hold up your left hand with the palm facing right.
- Say: /r/
- Hold up your right hand with your palm facing left.
- Say: *ip*
- Clap your hands together while you say *rip*.
- Have students mimic your actions and sounds, using their own hands to model clapping to blend: /r/ + *ed* = *red*, /r/ + *at* = *rat*, /r/ + *un* = *run*, and /r/ + *ot* = *rot*.

Support

The sounds /l/ and /r/ are heard as variants of the same sound in many Asian languages. Students who are native speakers of an Asian language may need extra practice in distinguishing the sounds /l/ and /r/.

Support

If students have trouble hearing a word's initial sound, say the word in a segmented fashion: /r/ . . . /i/ . . . /p/. Then repeat the word in its blended form: *rip*.

ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Prior to reading the words, tell students you are going to review some of the words to make sure they recognize and understand the words when you say them. Take out a piece of scrap paper and rip it, say the word *rip*, and ask students to repeat. Have students take out a piece of scrap paper, rip it, and say *rip* again. Next, show students the colored object, say *red*, and ask students to say *red*. Finally, say the word *run*, run in place, and ask students to say *run*. Have students stand, run in place, and say the word again.

ELPS 2.B; ELPS 2.E;

ELPS 3.A

- Ask students if /r/ is a consonant sound or a vowel sound. (It is a consonant sound, made by curling the tongue back and pushing air out. Remind students that if they are making a vowel sound, they will have to open their mouths. If they are making consonant sounds, they will use their lips and their tongues.)
- Tell students you are going to say a number of words. Some of the words will begin with the /r/ sound and some will not.
- Have students close their eyes and listen carefully.
- Ask students to raise their hands when they hear a word beginning with the /r/ sound.

- | | |
|----------|----------|
| 1. rip | 6. root |
| 2. hop | 7. rain |
| 3. roast | 8. meal |
| 4. leap | 9. run |
| 5. red | 10. kite |



Check for Understanding

As students close their eyes, check to see that they raise their hands when you say a word that begins with the /r/ sound.

INTRODUCE THE SPELLING /R/ → 'R' (20 MIN.)

Teacher Modeling

Note: Try to avoid using the letter name “ar” during this activity. Instead, say the sound /r/.

- Tell students you are going to show them how to draw a picture of the /r/ sound.
- Draw a large lowercase ‘r’ on the board/chart paper and describe what you are doing using the steps and phrases provided. (“Start at the dotted line . . . 1. short line down . . . 2. half a hump.”) Then, say the sound /r/.

- Repeat several times, saying the steps and phrases as you create the letter, and the sound when you finish.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the steps and phrases with you. Say the /r/ sound when you finish.

Meet the Spelling Activity Page

➤ Digital Component 3.1

- Distribute and display Activity Page 3.1. Tell students they will practice drawing pictures of the /r/ sound together.
- Point to the letter 'r' at the top of the page ask students to say the sound /r/ together.
- Have students follow your example as you model the writing process.
- Tell students to use the black dots as starting points, and then trace the gray dotted letters in the first row, following your example.
- Be sure to say, and prompt students to say, the steps and phrases as you complete each letter: "Start at the dotted line . . . 1. short line down . . . 2. half a hump." As you finish each letter, say the sound, /r/.
- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- At the bottom of the page, show students how to read and trace the word *ran*. Have students trace and write the word using the black dots to start each letter. Remind students that English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the activity page. Ask students to read each word, find the matching picture, and write the word on the corresponding line.



Start at dotted line.

1. short line down
2. half a hump

Activity Page 3.1



Activity Page 3.1: Spell the Sound

Collect Activity Page 3.1 to review at a later time to evaluate student performance.

DIFFERENTIATED INSTRUCTION (20 MIN.)

Activity Page 3.2



Small Group 2

- Distribute Activity Page 3.2.
- For each picture, tell students to look at the picture and circle the matching word. Have students segment the sounds and read the words.
- Refer students to the phrases you prepared in advance. If they finish early they should read, copy, and illustrate each phrase.

➤ Digital Component 3.2

- | | |
|--------|---------------|
| 1. hen | 4. red hat |
| 2. leg | 5. big dog |
| 3. rat | 6. sit on bed |



Activity Page 3.2: Circle the Word

Collect Activity Page 3.2 to review at a later time to evaluate student performance.

Small Group 1

- Write the word *bag* on the board/chart paper.
- Point to the letter 'b' and ask students what sound it stands for. Repeat for the letter 'a' and the letter 'g'.
- Choose a student to blend the word.
- Have students copy the word onto a piece of paper, saying each sound as they write it.
- Complete the remaining words.

- | | | |
|--------|--------|---------|
| 1. bag | 5. top | 9. leg |
| 2. rag | 6. hop | 10. let |
| 3. tag | 7. hog | 11. net |
| 4. tap | 8. log | 12. vet |



Check for Understanding

As students blend and copy the words, check to see that they are saying the correct sound/spellings. If additional practice is needed, you may complete different remediation exercises addressing students' specific needs, such as chaining and/or reading or writing words and phrases from Additional Support.

End Lesson

Lesson 3: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Follow the procedure in Lesson 1.

- | | |
|----------------|----------------|
| 1. rip it | 6. rap on it |
| 2. dog ran | 7. cat and rat |
| 3. big rig | 8. it ran in |
| 4. big red dog | 9. red bag |
| 5. red mat | 10. it can rot |

MORE HELP WITH SEGMENTING AND BLENDING

Feed the Squirrel

- Make one copy of **Activity Page TR 3.1**.
- Make enough copies of **Activity Page TR 3.2** for each student to have at least four acorn cut-outs. If available in your area, actual acorns could be collected and used.
- You may want to copy the squirrel and acorns on brown card stock and laminate for future use.
- Place the squirrel in the middle of the table and tell students they need to help you feed the squirrel.
- Give each student at least four acorns.

- Tell students you are going to say a word. They should repeat the word, sound by sound, and remove one acorn from their pile for each sound in the word.
- Once all students have the correct number of acorns set out, ask individual students to feed the squirrel by saying each sound for the word as they place each acorn on the squirrel. When they have finished “feeding the squirrel,” have them say the blended word.
- As all students feed the squirrel, the acorns will pile up on the squirrel.
- Redistribute the acorns for the next word.

- | | |
|--------|---------|
| 1. red | 6. rip |
| 2. ran | 7. rot |
| 3. rat | 8. rag |
| 4. rim | 9. rib |
| 5. rob | 10. rap |

MORE HELP WITH LETTER-SOUND CORRESPONDENCES

Race to the Top

- Make one copy of **Activity Page TR 3.3** (ladder game board) for each student. Make one copy of **Activity Page TR 3.4** (Race to the Top letter cards) for students to share.
- Each student gets their own ladder game board and **game piece** but will share a set of game cards. (Copy and cut the game cards from card stock to allow for reuse.)
- Cut the letter cards apart.
- Place letter cards facedown between students.
- As letter cards are flipped over, students provide the correct sound.
- For correct answers students move up a rung; for incorrect answers students fall down a rung. The first one who gets to the top wins.

MORE HELP READING

Pocket Chart Chaining for Reading

- Prepare the **pocket chart** and **letter cards** for 'i', 'a', 'e', 'r', 'n', 't', 'd', 'p', 'm', 'l', 'z', 'b', 'f'.
- Follow procedures in Lesson 1.

1. rip > rib > fib > fit > fat > rat > ran > ban > bad > bed
2. at > rat > rap > tap > lap > lip > zip > rip > dip > dim

MORE HELP WITH LETTER-SOUND /R/

Alphabet Jam (Optional)

- “Rock and Roll” (from *Alphabet Jam CD*)

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 114 and 150 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, between 118 and 156 of those words would be completely decodable.

The sound /r/ is the 5th most common sound in English.

The sound /r/ is found in approximately 30 percent of English words.

The sound /r/ is spelled 'r' approximately 94 percent of the time.

The spelling alternative 'rr' as in *carry* is taught later in this grade.

The spelling alternative 'wr' as in *write* is taught later in the program; 'rh' as in *rhyme* is rare.

The emphasis in this lesson is on /r/ as a consonant sound that occurs before a vowel sound, as in *red*, *rip*, and *rot*. The sound /r/ also combines with vowel sounds that precede it. Later in this grade, the students will study three vowel + /r/ combinations: /er/ as in *her*, /ar/ as in *far*, and /or/ as in *for*.

Students have now learned one way to spell 19 of the 44 sounds in the English language.

4

BASIC CODE

Introduce /u/ > 'u'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h'.

✦ **TEKS K.2.B.i**

Students will orally provide a word with the initial /u/ sound, when provided with

✦ simple riddles. **TEKS K.2.A.x**

Students will distinguish between spoken minimal pair words with /u/ and /o/ in the medial position by indicating which sound, 'u' or 'o', is heard in each word.

✦ **TEKS K.2.A.x**

Students will write the spelling 'u' to represent /u/ and read and write simple CVC

✦ words that include the spelling 'u' to match a picture. **TEKS K.2.B.ii; TEKS K.2.E**✦ Students will identify and act out words that involve action. **TEKS K.3.C**

FORMATIVE ASSESSMENT

Observation

Letter Sounds Observation Record

✦ **TEKS K.2.B.i**

Activity Page 4.1

Spell the Sound

✦ **TEKS K.2.B.ii; TEKS K.2.E**

- ✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **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.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Large Letter Cards for 'i', 'e', 'a', 'o', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'h' <input type="checkbox"/> Sound Poster for /r/ <input type="checkbox"/> Sound Card 19 (<i>rat</i>)
Introduce the Sound /u/ (Phonological Awareness, Phonics)	Whole Group	20 min.	
Introduce the Spelling /u/ > 'u' (Phonics)	Whole Group	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> Activity Page 4.1 (Digital Components)
Wiggle Cards	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> index cards
Take-Home Material			
Word Wheel			<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 4.2

ADVANCE PREPARATION

Foundational Skills

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

➤ Digital Component 4.1

- Create an enlarged version of Activity Page 4.1 (Digital Component 4.1) to display for Meet the Spelling Activity Page, or use the digital version.
- Write the following phrases or words on cards, one per card, for the Wiggle Card activity.

- | | |
|------------|---------------|
| 1. sit | 5. act mad |
| 2. get up | 6. act hot |
| 3. act sad | 7. run |
| 4. nod | 8. tug on leg |

Universal Access

- Select an object to use to demonstrate the word *under* and bring in pictures of an umbrella, an onion, and an oven to use for Sound Riddles.

Lesson 4: Basic Code

Foundational Skills



Primary Focus

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h'.

✦ **TEKS K.2.B.i**

Students will orally provide a word with the initial /u/ sound, when provided with simple riddles. **TEKS K.2.A.x**

Students will distinguish between spoken minimal pair words with /u/ and /o/ in the medial position by indicating which sound, 'u' or 'o', is heard in each word.

✦ **TEKS K.2.A.x**




Students will write the spelling 'u' to represent /u/ and read and write simple CVC words that include the spelling 'u' to match a picture. **TEKS K.2.B.ii; TEKS K.2.E**

✦ Students will identify and act out words that involve action. **TEKS K.3.C**

WARM-UP (10 MIN.)

Short Vowel Sounds

- Display the Large Letter Cards for 'i', 'a', and 'o' in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.

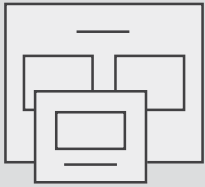
		
/i/	/a/	/o/
place finger below lips	pretend to cry	circle open mouth with finger

✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **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.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

Large Letter Cards



Sound Posters and Cards



Support

A good gesture to use while saying the sound /u/ is to raise the arms above the head to form a 'u' shape.

- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all three sounds from front to back: /i/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /i/.

Sound/Spelling Review

- Use the Large Letter Cards you prepared in advance to review letter-sound correspondences.
- Introduce the Sound Poster for /r/ and Sound Card 19 (*rat*).



Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

INTRODUCE THE SOUND /U/ (20 MIN.)

I'm Thinking of Something

- Tell students the new sound is /u/.
- Have students say the /u/ sound several times, stretching it out.
- Ask students to repeat a number of words having the /u/ sound at the beginning: *up, under, uncle, umbrella*.
- Ask students to repeat a number of words having the /u/ sound in the middle: *rub, run, tub, fun, hum*.
- Ask students if /u/ is a consonant or a vowel sound. (It is a vowel sound, made with the mouth open.)
- Tell students you are thinking of something beginning with the /u/ sound. You want them to guess what it is, but first you will give them a hint.
- Read the first hint and have students guess the answer.
- If needed, read the second hint.
- Complete the list of hints.



Foundational Skills

Foundational Literacy Skills

Tell students that you are going to say some words that will give them clues about the answers to some of the hints. Demonstrate *up* by standing, saying the word *up*, and then having students say the word *up*. Ask students to stand, say *up*, and then sit back down. Demonstrate *under* by showing students an object and then placing it under a desk or table. Say *under*, and ask students to repeat the word. Finally show the pictures of an umbrella, an onion, and an oven. Ask students to repeat each word after you.

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

Up

1. I'm thinking of the direction I look when I look at the sky.
2. I'm thinking of a word meaning the opposite of *down*.

Under

1. I'm thinking of a direction word.
2. I'm thinking of a word meaning the opposite of *over*.

Umbrella

1. I'm thinking of something you hold over your head when it is raining.
2. I'm thinking of something that keeps you dry when it is raining.

Untie

1. I'm thinking of something you do to your shoelaces before you take off your sneakers.
2. I'm thinking of a word meaning the opposite of *tie*.

Onion

1. I'm thinking of something white or green growing in a vegetable garden.
2. I'm thinking of a vegetable that causes tears in your eyes when you cut it.

Oven

1. I'm thinking of something in which grown-ups bake cookies.
2. I'm thinking of something that gets very hot.

Note: The first sound in the words *onion* and *oven* is indeed the /u/ sound. In these words, it is spelled with the spelling 'o'. Because this is an oral exercise for students, this alternate spelling is not important. Read more about the /u/ sound and its spellings in the Code Knowledge box at the end of this lesson.

Minimal Pairs

- Explain that it can be difficult to tell the difference between the /u/ sound and the /o/ sound.
- Tell students you are going to say two words. The words will be very similar, but one word will have the /u/ sound and one will have the /o/ sound.
- Have students close their eyes and listen as you say the first word pair.
- Have students repeat both words to hear and feel the difference in articulation.
- Tell students to make the gesture for the vowel sound /o/ or /u/ as they say the words.

Support

If students are having trouble hearing the medial vowel sounds in the pairs, you can repeat the pairs, stretching out the vowel sounds: /n/ ... /uuuuu/ ... /t/; /n/ ... /ooooo/ ... /t/.



Start at dotted line.

1. cup
2. short line down

ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

In Spanish, the letter 'u' makes the /oo/ sound.

Emphasize that in English this picture ('u') makes this sound (/u/).

ELPS 1.F; ELPS 5.A

- Ask which word contains the /u/ sound.
- Complete the remaining pairs.

- | | |
|------------------|-----------------|
| 1. nut—not | 6. cut—cot |
| 2. cup—cop | 7. chump—chomp |
| 3. shut—shot | 8. bug—bog |
| 4. hut—hot | 9. duck—dock |
| 5. bubble—bobble | 10. stump—stomp |



Check for Understanding

As students repeat the words, check to see that they are making the 'o' gesture for words that have the /o/ sound and the 'u' gesture for words that have the /u/ sound.

INTRODUCE THE SPELLING /U/ → 'U' (20 MIN.)

Teacher Modeling

Note: Try to avoid using the letter name “you” during this activity. Instead, say the sound /u/.

- Tell students you are going to show them how to draw a picture of the /u/ sound.
- Draw a large lowercase 'u' on the board/chart paper and describe what you are doing using the steps and phrases provided. (“Start at the dotted line. . . . 1. cup . . . 2. short line down.”) Then, say the sound /u/.
- Repeat several times, saying the steps and phrases as you create the letter, and the sound when you finish.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the steps and phrases with you. Say the /u/ sound when you finish.

Meet the Spelling Activity Page

➤ Digital Component 4.1

- Distribute and display Activity Page 4.1. Tell students they will practice drawing pictures of the /u/ sound.
- Point to the letter 'u' at the top of the page ask students to say the sound, /u/.
- Have students follow your example as you model the writing process.
- Tell students to use the black dots as starting points, and then trace the gray dotted letters in the first row, following your example.
- Be sure to say, and prompt students to say, the steps and phrases as you complete each letter: "Start at the dotted line. . . . 1. cup . . . 2. short line down." As you finish each letter, say the sound, /u/.
- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- At the bottom of the page, show students how to read and trace the word *mug*. Have students trace and write the word using the black dots to start each letter. Remind students that English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the activity page. Ask students to read each word, find the matching picture, and write the word on the corresponding line.

Activity Page 4.1



Activity Page 4.1: Spell the Sound


Collect Activity Page 4.1 to review at a later time to evaluate student performance.



WIGGLE CARDS (10 MIN.)

TEKS K.3.C

- Referring to the cards you prepared in advance, tell students you are going to show them some cards describing actions.
- Ask students to read each card and perform the action listed.
- Show individual students a card, have them read it, and let them perform the action. Then invite all students to perform the same action together.
- If you have time, repeat some or all of the cards.

 **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

Take-Home Material

WORD WHEEL

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

Activity Page 4.2



Lesson 4: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Follow the procedure in Lesson 1.

- | | |
|----------------|-----------------|
| 1. mug and cup | 6. mud hut |
| 2. man can hum | 7. big bus |
| 3. pup can run | 8. hug him |
| 4. tug on mom | 9. pig in mud |
| 5. sit in sun | 10. hot dog bun |

MORE HELP SEGMENTING

Construction Time!

- Gather a collection of any **variety of blocks** (e.g., unit blocks or locking cubes).
- Give each student at least four blocks.
- Tell students you are going to say a word and they should remove one block from their pile for each sound in the word.
- Once all students have the correct number of blocks set out, ask individual students to say each sound for the word as they place each block, building a collective structure as the game continues.
- Supply a few new blocks to each student for each successive word.

1. but*	6. cut*	11. rug	16. hug
2. up*	7. fun	12. rub	17. bug
3. us*	8. bus	13. hut	18. hum
4. sun	9. mud	14. gum	19. nut
5. run*	10. cup	15. tub	20. cub

*Words included on the Dolch word list or the Fry word list (two lists of sight words) are indicated with an asterisk.

MORE HELP WITH SOUND/SPELLINGS

Review the Sound/Spellings

- Provide one copy of **Activity Page TR 4.1** for each student to use to practice sound/spellings /r/ and /u/.
- Point out the letter formation arrows provided for the picture of each sound. This can serve as a reference when writing and/or as tracing practice if used with a clear plastic sleeve and dry-erase marker.

MORE HELP READING

Pocket Chart Chaining for Reading

- Prepare the **pocket chart** and **letter cards 'i', 'a', 'e', 'u', 'n', 't', 'd', 'g', 'r', 'f', 's', 'b', 'l', 'p'**.
- Follow the procedure in Lesson 1.

1. it > bit > but > gut > get > bet > let > led > red > bed
2. at > rat > ran > run > bun > sun > fun > pun > pen > pin

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 118 and 156 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, between 131 and 176 of those words would be completely decodable.

The sound /u/ is the most common sound in English.

The sound /u/ is found in approximately 34 percent of English words.

The sound /u/ is spelled 'u' approximately 27 percent of the time.

The spelling alternatives 'o' as in *among*, 'o_e' as in *some*, and 'ou' as in *touch* are taught in later grades.

Students have now learned one way to spell 20 of the 44 sounds in the English language.

Note: Many unstressed vowels in English “reduce” to the sound known as schwa. One example is the first vowel sound in *among*; another is the second vowel sound in *relatives*. Some linguists consider schwa (as in *away* or *water*) a distinct sound from /u/, while others view it as an allophone (or variant) of /u/. For the purpose of calculating these statistics, this program treats schwa as a variant of /u/. This explains why /u/ is the most common sound in the language and also why /u/ is spelled 'u' only 27 percent of the time. Schwa is one factor that makes English spelling very difficult. It is covered in detail later in the program.

TRICKY WORD

Introduce Blue

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h'.

✦ **TEKS K.2.B.i**

Students will read the Tricky Word *blue* and identify and use words that name

✦ categories such as colors. **TEKS K.2.B.iv; TEKS K.3.C**

Students will recognize that new words are created when letters are changed, added, or deleted by substituting individual sound/spellings in simple CVC words.

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

Students will read simple CVC words and will choose (and write) the word that

✦ correctly matches a picture. **TEKS K.2.B.ii; TEKS K.2.E**

FORMATIVE ASSESSMENT

Observation

Letter Sounds Observation Record

✦ **TEKS K.2.B.i**

Activity Page 5.1

Red and Blue

✦ **TEKS K.3.C**

Activity Page 5.2, 5.3

Label the Picture; Connect It

✦ **TEKS K.2.B.ii; TEKS K.2.E**

- ✦ **TEKS K.2.B** Demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (iv) identifying and reading at least 25 words from a research-based list; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **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 by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Sound/Spelling Review (Phonics)	Whole Group	5 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Large Letter Cards for 'i', 'e', 'a', 'o', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h' <input type="checkbox"/> Sound Poster for /u/ <input type="checkbox"/> Sound Card 20 (<i>mug</i>)
Introduce Tricky Word: <i>Blue</i> (Word Recognition)	Whole Group	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Tricky Word Wall (Digital Components) <input type="checkbox"/> yellow index card <input type="checkbox"/> Picture Reader <input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> red and blue crayons
Student Chaining (Phonics)	Whole Group	15 min.	<ul style="list-style-type: none"> <input type="checkbox"/> pocket chart and cards for 'i', 'e', 'a', 'u', 'o', 'n' (2), 't' (2), 'd' (2), 'f', 'p' (2), 'b' (2), 'l', 'r' <input type="checkbox"/> Chaining Folders <input type="checkbox"/> Small Letter Cards for 'i', 'e', 'a', 'u', 'o', 'n' (2), 't' (2), 'd' (2), 'f', 'p' (2), 'b' (2), 'l', 'r'
Differentiated Instruction - Label the Picture - Connect It (Phonics)	Small Group	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Pages 5.2, 5.3
Take-Home Material			
T-Chart Sort; Tricky Words			<ul style="list-style-type: none"> <input type="checkbox"/> Activity Pages 5.4–5.6

ADVANCE PREPARATION

Foundational Skills

- Select Large Letter Cards for letters listed in the Lesson at a Glance.
- If you have not already, you may want to start a word wall for Tricky Words. Be sure to write Tricky Words on yellow cards to signal that students need to proceed with caution when reading these words. When adding decodable words to the word wall, write these words on green cards.

➤ 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.
- Prepare to load pages 33–41 from the digital Picture Reader located on the program's digital components site.

Note: Be sure to have the box of Small Letter Cards available so you can swap out cards with students during the lesson.

- Select cards for letters listed in the Lesson at a Glance and prepare pocket chart as shown.

Universal Access

- Using construction paper or card stock, create colored cards for the Tricky Word *blue* and the word *red*. You may also wish to create cards for other colors, such as green, yellow, orange, and purple and use them during the sharing activity of favorite colors.

Lesson 5: Tricky Word

Foundational Skills



Primary Focus

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h'.

 **TEKS K.2.B.i**

Students will read the Tricky Word *blue* and identify and use words that name categories such as colors. **TEKS K.2.B.iv; TEKS K.3.C**

Students will recognize that new words are created when letters are changed, added, or deleted by substituting individual sound/spellings in simple CVC words.

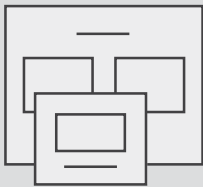
 **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii**

Students will read simple CVC words and will choose (and write) the word that correctly matches a picture. **TEKS K.2.B.ii; TEKS K.2.E**

Large Letter Cards



Sound Posters and Cards

**WARM-UP (5 MIN.)****Sound/Spelling Review**


- Use the Large Letter Cards you prepared in advance to review letter-sound correspondences.
- Introduce the Sound Poster for /u/ and Sound Card 20 (*mug*).

**Observation: Letter Sounds Observation Record**

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

INTRODUCE TRICKY WORD: BLUE (20 MIN.)**Tricky Word Review**

- Tell 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.

 **TEKS K.2.B** Demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent, (iv) identifying and reading at least 25 words from a research-based list; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **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 by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

- Tell students that even in a Tricky Word, some parts are pronounced just as you would expect. Usually, only one or two letters are tricky.
- If you haven't already, tell students that you will create a Tricky Word Wall to help them review and remember the Tricky Words they have learned. Show students the Tricky Words you prepared in advance.

➤ Digital Component 5.1

- | | |
|-----------------|---------------|
| 1. <u>one</u> | 4. <u>the</u> |
| 2. <u>two</u> | 5. <u>a</u> |
| 3. <u>three</u> | |

- Explain that Tricky Words are written on yellow cards to signal students that they need to proceed with caution when reading these words. Tell them that when decodable words are added to the Tricky Word Wall, you will write these words on green cards. Green means go!
- Point out that the tricky parts of each word are underlined.
- Review the Tricky Words *one*, *two*, *three*, *the*, and *a* using one of the review activities suggested in the Introduction of this Teacher Guide (Say It Fast, I'm Thinking of a Word, or What's the Tricky Word?).
- If you haven't already, add the cards for *one*, *two*, *three*, *the*, and *a* to the Tricky Word Wall.

🔑 Tricky Word: *Blue* **TEKS K.2.B.iv; TEKS K.3.C**

- Write the Tricky Word *blue* on the board/chart paper and ask students how they think they would pronounce it by blending. (They might say /b/ /l/ /u/ /e/.)
- Tell students we pronounce this word /b/ /l/ /oo/ as in, "The sky is blue."
- Underline the letters 'bl' and explain that this is the first tricky part of the word. Tell students these two letters work together to make the /b/ /l/ sound.
- Next, underline the letters 'u' and 'e' and explain this is the next tricky part of the word. These two letters work together to make the /oo/ sound. The entire word is tricky!
- Tell students when reading *blue*, they have to remember to pronounce the letters 'b' and 'l' as /b/ /l/ and the letters 'u' and 'e' as /oo/.

🔑 **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.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

- Tell students when writing *blue*, they have to remember to spell the /b/ /l/ sound with the letters ‘b’ and ‘l’ and the /oo/ sound with the letters ‘u’ and ‘e’.
- Point to the word *blue* as you say the following sentence, “My jeans are blue.” Ask students to **Turn and Talk** about something else that might be blue.
- Write blue 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 *blue*.

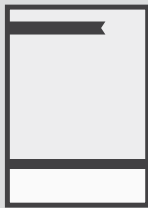
Note: Since students have learned all of the corresponding letter sounds, they can read the word *red* as a decodable word. The word *red* is included in this lesson and the Picture Reader for two reasons: it is a high-frequency word that merits additional practice to ensure automatic student recognition, and it is also useful to pair for contrast when reading phrases that include the Tricky Word *blue*. In addition, display the color cards you created in advance to support students in learning their colors and developing word meaning.

- Point out to students that the word *blue* is part of a large category of words for color, and ask students to share their favorite colors.
- Write the word *red* on the board/chart paper and ask students to read this word.
- Explain that *red* is not a Tricky Word because it “follows the rules”. That is, all of the letters are pronounced exactly as you would expect them to be.
- Point to the word *red* as you say the following sentence, “The apple is red.”
- Write the decodable word *red* on a green card and add it to the Tricky Word Wall.

Picture Reader and Activity Page

- Display page 33 of the digital Picture Reader and ask students to turn to the same page in their copies of the Picture Reader.
- Point to each of the following new pictures explaining that students should “read” these pictures as follows:

Picture Reader



Page 33

Picture Reader Key



- Point to *red* at the top of the page, asking all students to read the word aloud.
- Tell students to turn the page to page 34.
- Now point to the first phrase on this page.
- Call on individual students to read each phrase on pages 34 and 35 aloud.
- Now display page 37 of the digital Picture Reader and ask students to turn to the same page in their copies of the Picture Reader.
- Point to each of the following new pictures explaining that students should “read” these pictures as follows:

Picture Reader Key



- Point to *blue* at the top of the page, asking all students to read the word aloud.
- Tell students to turn the page to page 38.
- Now point to the first phrase on this page.
- Call on individual students to read each phrase on pages 38–41 aloud.
- Distribute Activity Page 5.1 and complete each item as a class. Ask one student to read each phrase aloud and have all students say and write the word *red* or *blue* in the appropriate blank space to complete the phrase.

Activity Page 5.1



- After students fill in the blanks on each of the first two pages, have them choose the appropriate color crayon—red or blue—and circle the object with the correct color crayon.
- Tell students that on the last page, they may choose either word, *red* or *blue*, to fill in the blanks, but they must circle each picture with the matching color crayon.



Activity Page 5.1 : Red and Blue

Collect Activity Page 5.1 to review at a later time to evaluate student performance understanding and following two-step oral directions.



STUDENT CHAINING (15 MIN.)

TEKS K.2.B.iii

- Ask students to take out their Chaining Folders and arrange the Small Letter Cards on the folder, with the letters for vowel sounds along the top and letters for consonant sounds along the bottom.

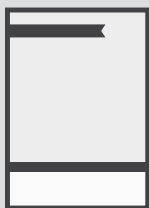
Note: Ask student helpers to collect the old cards and distribute the new cards.

- Collect the pictures of /v/ and /z/ from students.
- Give each student the Small Letter Cards for 'u', 'l', and 'r'.
- Make sure students have Small Letter Cards for vowel spellings along the top of the folder, and Small Letter Cards for consonant spellings along the bottom of the folder.
- Review the letter-sound correspondences by pointing to a letter on the pocket chart and having students say the sound.
- Have students spell *not* in the middle of their Chaining Folders, starting on the left side, at the green star.
- Ask a student to come up to the pocket chart and spell *not*.
- Encourage students to check for spelling accuracy.
- When students have spelled *not* on their Chaining Folders, say, "If that is *not*, show me *nut*."

Pocket Chart Setup



Chaining Folder



TEKS K.2.B.iii Recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap.

- Ask students what letter sound makes the new word different from the old word (e.g., in *not* > *nut*, the 'o' represents the /o/ and the 'u' represents the /u/).
- Repeat for the remaining words in the chain.
- Complete the chaining.
- Once students have spelled the last word in the chain, have them return the Small Letter Cards to their slots.

1. not > nut > rut > rub > rib > rip > lip > lap
2. lid > did > din > fin > fun > run > bun > ban



Check for Understanding

As students chain words, circulate to see that they are using the correct Small Letter Cards for each spelling.

DIFFERENTIATED INSTRUCTION (20 MIN.)

Small Group 2

- Distribute Activity Pages 5.2 and 5.3. Explain the directions to students in Group 2 so they can complete them independently while you work with students in Group 1.

Label the Picture (Activity Page 5.2)

- Have students write each word under the matching picture.

Connect It (Activity Page 5.3)

- Have students draw a line from each picture to the matching word.



Activity Pages 5.2, 5.3 : Label the Picture, Connect It

Collect Activity Pages 5.2 and 5.3 to review at a later time to evaluate student performance.

Support

After completing each chain, repeat word pairs and ask students to raise their hands if the words rhyme (i.e. have the same ending). If the words do not rhyme, prompt students to provide rhyming words for one of the non-rhyming pairs by substituting a different beginning sound.

Activity Pages 5.2, 5.3



Small Group 1

- Ask students, “What is the first sound in the word *man*?”
- Choose a volunteer to draw a picture of the /m/ sound on the board/chart paper.
- Have all students copy the letter saying the sound as they write it.
- Complete the remaining two sounds in *man* so students eventually have the entire word written on their paper.
- Complete the remaining words.

- | | |
|--------|---------|
| 1. man | 7. hen |
| 2. fit | 8. cut |
| 3. log | 9. zip |
| 4. run | 10. pop |
| 5. bed | 11. van |
| 6. dad | 12. sip |



Check for Understanding

As students blend and copy the words, check to see that they are saying the correct sound/spellings. If additional practice is needed, you may use different remediation exercises addressing students' specific needs. For example, instead of spelling the words, you might ask students to blend and read them as you write each word letter by letter on the board/chart paper.

End Lesson

Take-Home Material

T-CHART SORT; TRICKY WORDS

- Have students give Activity Pages 5.4, 5.5, and 5.6 to a family member.

Activity Pages
5.4–5.6



Lesson 5: Foundational Skills Remediation

Additional Support

MORE HELP READING

Teacher Chaining

Note: This exercise is similar to Pocket Chart Chaining for Reading because you chain words for students to read. However, instead of using cards, write the words on a whiteboard.

- Write *rub* on a whiteboard.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Erase 'b' and add 't' to create *rut*.
- As you make this change, say to students, "If that is *rub*, what is this?"
- Ask students what letter sound makes the new word different from the old word (e.g., in *rub* > *rut*, the 'b' represents /b/ and the 't' represents /t/).
- Complete the chaining.

1. rub > rut > rat > bat > bad > lad > lap > lip > rip > rib
2. bed > bet > let > leg > lag > rag > bag > bug > hug > dug

RECOGNIZE AND ISOLATE SOUNDS

Isolate Sounds (Receptive)

- Make one copy of **Activity Pages TR 5.1 and TR 5.2** for each student pair.

Note: Copy and cut the images from card stock to allow for reuse. For Match Maker the images will need to be copied onto darker colored paper, otherwise students can see the images through the paper when they are turned over.

- Lay out the picture cards. You may use one activity page at a time for two target sounds (both activity pages provide four target sounds).
- Review the names of all pictures.
- Ask students to find a picture of something with the /_ / sound in the beginning/middle/end.

Challenge

Do a Speed Sort. Time students so they can race against themselves to get their best time.

Isolate Sounds (Expressive)

- Use the picture cards from **Activity Pages TR 5.1 and TR 5.2**.
- Lay out the picture cards. You may use one activity page at a time for two target sounds (both activity pages provide four target sounds).
- Review the names of all pictures.
- Ask students to tell you the beginning/middle/end sound for a selected picture. (Scaffold this activity by naming the picture. If additional support is needed, segment the sounds for students.)

Closed Sorts

- Use the picture cards from **Activity Pages TR 5.1 and TR 5.2**.
- Lay out the picture cards. You may use one activity page at a time for two target sounds (both activity pages provide four target sounds).
- Review the names of all pictures.
- Tell students which target sounds they need to listen for to help them sort the pictures. Tell students to place cards that begin with the /b/ sound in one pile and place cards that begin with the /l/ sound in another pile.
- Complete the sorting with the appropriate level of support.
- Once the pictures are sorted, have students identify the sound for each category and name the pictures in each group to recheck their sort.

Open Sorts

- Use the picture cards from **Activity Pages TR 5.1 and TR 5.2**.
- Lay out the picture cards. You may use one activity page at a time for two target sounds (both activity pages provide four target sounds).
- Review the names of all pictures.
- Ask students to decide how to sort the pictures into groups according to beginning or vowel sounds.
- Once the pictures are sorted, have students identify the sound for each category and name the pictures in each group to recheck their sort.

Match Maker

- Use the picture cards from **Activity Page TR 5.1 and TR 5.2**.
- Review the names of all pictures.
- Mix up the cards, lay them facedown, and model taking turns turning pairs over to look for matches.
- The goal is to match for the targeted sounds, such as two words that begin with /b/.



BASIC CODE

Introduce /w/ > 'w'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h'.

✦ **TEKS K.2.B.i**

Students will identify spoken words with the initial /w/ sound.

✦ **TEKS K.2.A.vii; TEKS K.2.A.x**

Students will write the spelling 'w' to represent /w/ and read and write simple CVC words that include the spelling 'w' to match a picture. **TEKS K.2.B.ii; TEKS K.2.E**

Students will spell and write simple CVC words; focus on /w/ > 'w'. (Group 1)

✦ **TEKS K.2.B.iii; TEKS K.2.C.ii; TEKS K.2.E**

FORMATIVE ASSESSMENT

Observation

Letter Sounds Observation Record

✦ **TEKS K.2.B.i**

Activity Page 6.1

Spell the Sound

✦ **TEKS K.2.B.ii; TEKS K.2.E**

✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.A** Demonstrate phonological awareness by: (vii) blending spoken onsets and rimes to form simple words; (x) segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by: (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (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 AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> ❑ Large Letter Cards for 'i', 'e', 'a', 'u', 'o', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h'
Introduce the Sound /w/ (Phonological Awareness, Phonics)	Whole Group	15 min.	
Introduce the Spelling /w/ > 'w' (Phonics)	Whole Group	20 min.	<ul style="list-style-type: none"> ❑ Activity Page 6.1 ❑ Activity Page 6.1 (Digital Components)
Chain and Copy (Phonics and Word Recognition)	Whole Group	15 min.	<ul style="list-style-type: none"> ❑ pocket chart and cards for 'i', 'e', 'a', 'u', 'o', 'n' (2), 't' (2), 'd' (2), 'p' (2), 'b' (2), 'l', 'r', 'w' ❑ Chaining Folders ❑ Small Letter Cards for 'i', 'e', 'a', 'u', 'o', 'n' (2), 't' (2), 'd' (2), 'p' (2), 'b' (2), 'l', 'r', 'w'
Take-Home Material			
Label the Picture			<ul style="list-style-type: none"> ❑ Activity Page 6.2

ADVANCE PREPARATION

Foundational Skills

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

➤ Digital Component 6.1

- Create an enlarged version of Activity Page 6.1 (Digital Component 6.1) to display for Meet the Spelling Activity Page, or use the digital version.
- Select cards for letters listed in the Lesson at a Glance and prepare pocket chart as shown.

Universal Access

- Bring in a picture of a worm, a spiderweb, and a bird (with a clearly defined wing to demonstrate the word *wing*) to use for Introduce the Sound /w/.

Pocket Chart Setup



Lesson 6: Basic Code

Foundational Skills



Primary Focus

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h'.

 **TEKS K.2.B.i**

Students will identify spoken words with the initial /w/ sound.

 **TEKS K.2.A.vii; TEKS K.2.A.x**

Students will write the spelling 'w' to represent /w/ and read and write simple CVC

 words that include the spelling 'w' to match a picture. **TEKS K.2.B.ii; TEKS K.2.E**


Students will spell and write simple CVC words; focus on /w/ > 'w'. (Group 1)





 **TEKS K.2.B.iii; TEKS K.2.C.ii; TEKS K.2.E**
WARM-UP (10 MIN.)
Short Vowel Sounds

Note: Today you will include the sound /e/. This will add a new level of complexity because the sounds /i/—/e/ and /e/—/a/ are difficult to distinguish.

- Display the Large Letter Cards for 'i', 'e', 'a', and 'o' in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.

Large Letter Cards


- 
- TEKS K.2.B.i**
- Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent;
- TEKS K.2.A**
- Demonstrate phonological awareness by: (vii) blending spoken onsets and rimes to form simple words; (x) segmenting spoken one-syllable words into individual phonemes;
- TEKS K.2.E**
- Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality;
- TEKS K.2.B**
- Demonstrate and apply phonetic knowledge by: (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (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.

			
/i/	/e/	/a/	/o/
place finger below lips	pretend not to hear	pretend to cry	circle open mouth with finger

- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all four sounds from front to back: /i/, /e/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /e/, /i/.

Sound/Spelling Review

- Use the Large Letter Cards you prepared in advance to review letter-sound correspondences.
- Remind students to refer to the Sound Posters if they need help remember which sound is associated with the spelling or how to write a specific spelling.

Support

If students are having difficulty pronouncing the vowel sounds accurately, you can have them say the words *knit*, *net*, *gnat*, and *not* in this order and in reverse order before having them say the vowel sounds in isolation.



Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

INTRODUCE THE SOUND /w/ (15 MIN.)

Hearing Initial Sounds

- Tell students the new sound is /w/.
- Have students say the /w/ sound several times, drawing it out.
- Explain to students that they are going to “clap” to blend, or put together, sounds to make words that start with /w/. Remind them that they are going to listen for the first sound of the word, called the onset and that they will also listen for the sound that follows, called the rime. The rime includes a vowel sound.



Foundational Skills

Foundational Literacy Skills

Prior to reading the words, tell students that you are going to review some words so that they recognize and understand them when you say them.

Show students the picture of the worm, say *worm*, and ask them to repeat the word. Next, show the picture of the spiderweb, say *web*, and ask students to repeat the word. Then show the picture of the bird, point to the *wing*, and say *wing*. Ask students to say *wing*. You may want to demonstrate flapping a wing by bending your arm and making a flapping motion so students understand that you are referring to that specific part of the bird.

ELPS 2.B; ELPS 2.E;

ELPS 3.A

- Say the word *big*. Guide students in identifying the onset and rime.
- Hold up your left hand with the palm facing right.
- Say: /w/
- Hold up your right hand with your palm facing left.
- Say: *et*
- Clap your hands together while you say *wet*.
- Have students mimic your actions and sounds, using their own hands to model clapping to blend: /w/ + *ing* = *wing*, /w/ + *eb* = *web*, /w/ + *all* = *wall*, /w/ + *alk* = *walk*, and /w/ + *est* = *west*. Ask students if /w/ is a consonant sound or a vowel sound. (It is a consonant sound, made by rounding the lips and pushing air out.)
- Tell students you are going to say a number of words. Some of the words will begin with the /w/ sound and some will not.
- Have students close their eyes and listen carefully.
- Tell students to raise their hands when they hear a word beginning with the /w/ sound.

- | | |
|-----------------|------------------|
| 1. w orm | 6. w eb |
| 2. w ing | 7. rake |
| 3. w ill | 8. w est |
| 4. lake | 9. pen |
| 5. w ag | 10. w ake |



Check for Understanding

As students close their eyes, check to see that they are raising their hands for words that begin with the /w/ sound.

Sound Off

- Tell students you are going to read a story containing a number of examples of the /w/ sound.
- Tell students to touch their noses whenever they hear the /w/ sound.
- Read the story very slowly word by word, making an effort to emphasize the /w/ sound.

Wanda waddles through her garden and washes her watermelons with water. Wanda wishes her watermelons would wash themselves. Wouldn't it be weird if Wanda's watermelons would do that?



Check for Understanding

As students listen to the story, check to see that they are touching their noses when you read a word that begins with the /w/ sound.

INTRODUCE THE SPELLING /W/ → 'W' (20 MIN.)

Teacher Modeling

Note: Try to avoid using the letter name “double-you” during this activity. Instead, say the sound /w/.

- Tell students you are going to show them how to draw a picture of the /w/ sound.
- Draw a large lowercase 'w' on the board/chart paper and describe what you are doing using the steps and phrases provided. (“Start at the dotted line . . . 1. diagonal down . . . 2. diagonal up. . . 3. diagonal down . . . 4. diagonal up.”) Then, say the sound /w/.
- Repeat several times, saying the steps and phrases as you create the letter, and the sound when you finish.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the steps and phrases with you. Say the /w/ sound when you finish.

Meet the Spelling Activity Page

➤ Digital Component 6.1

- Distribute and display Activity Page 6.1. Tell students they will practice drawing pictures of the /w/ sound together.
- Point to the letter 'w' at the top of the page ask students to say the sound /w/ together.
- Have students follow your example as you model the writing process.



Start at dotted line.

1. diagonal down
2. diagonal up
3. diagonal down
4. diagonal up

Activity Page 6.1



- Tell students to use the black dots as starting points, and then trace the gray dotted letters in the first row, following your example.
- Be sure to say, and prompt students to say, the steps and phrases as you complete each letter: “Start at the dotted line . . . 1. diagonal down . . . 2. diagonal up . . . 3. diagonal down . . . 4. diagonal up.” As you finish each letter, say the sound, /w/.
- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- At the bottom of the page, show students how to read and trace the word *win*. Have students trace and write the word using the black dots to start each letter. Remind students that English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the activity page. Ask students to read each word, find the matching picture, and write the word on the corresponding line.



Activity Page 6.1: Spell the Sound

Collect Activity Page 6.1 to review at a later time to evaluate student performance.

Pocket Chart Setup



Chaining Folder



CHAIN AND COPY (15 MIN.)

- Ask each student to take out his or her Chaining Folder, a pencil, and a piece of paper.
- Collect the pictures of /f/ as in *fit*.
- Give each student the Small Letter Card /w/.
- Make sure students have cards for the vowel spellings along the top of the folder, and cards for the consonant spellings along the bottom of the folder.
- Review the letter-sound correspondences by pointing to a letter on the pocket chart and having students say the sound.
- Assign student pairs.
- Explain that you are going to say some words. For each word you say, you want one student to spell the word using their Chaining Folder and the other to copy the word on paper.

- Ask students to spell *pun* in the middle of their Chaining Folders.
- Ask a student to come to the pocket chart and spell the word *pun*.
- Encourage students to correct any errors on their Chaining Folders and papers.
- Once students have chained and copied the word, say, “If that is *pun*, show me *pan*.”
- Ask students what letter sound makes the new word different from the old word (e.g., in *pun* > *pan*, the ‘u’ represents /u/ and the ‘a’ represents /a/).
- After students have chained and copied two or three words, have students switch roles.
- Complete the chaining.

1. pun > pan > tan > ban > bat > bet > wet > web
2. tin > win > wit > lit > lip > rip > rib > rub > tub



Check for Understanding

As students chain words, circulate to see that they are using the correct letter cards for each spelling.

End Lesson

Take-Home Material

LABEL THE PICTURE

- Have students give Activity Page 6.2 to a family member.

Support

After completing each chain, repeat word pairs and ask students to raise their hands if the words rhyme (i.e. have the same ending). If the words do not rhyme, prompt students to provide rhyming words for one of the non-rhyming pairs by substituting a different beginning sound.

Activity Page 6.2



Lesson 6: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Follow the procedure in Lesson 1.

- | | |
|---------------|----------------|
| 1. big web | 6. dog can wag |
| 2. wet pup | 7. win at tag |
| 3. red wig | 8. bug in web |
| 4. wet bog | 9. get wet |
| 5. wig on man | 10. sum it up |

MORE HELP SEGMENTING

Give Me the Sound

- Gather a collection of any **variety of blocks** (e.g., unit blocks or locking cubes).
- Tell students you will provide a word and want them to say the sound at the beginning of the word. For example: Give me the sound at the beginning of *man*. (If students struggle to identify the beginning sound, repeat the word with the beginning sound drawn out: *mmmmman*.)
- As students provide beginning sounds, give them a block. With each block students get a turn to place it, building a collective structure as the game continues.
- If successful with identifying beginning sounds, students could play this game by identifying sounds in the medial (vowels) or final position of words.

- | | | |
|--------|--------|---------|
| 1. man | 5. cut | 9. sip |
| 2. wet | 6. zip | 10. run |
| 3. log | 7. pop | 11. bed |
| 4. hen | 8. win | 12. wag |

MORE HELP READING

Pocket Chart Chaining for Reading

- Prepare the **pocket chart** and **letter cards 'i', 'a', 'b', 'e', 'u', 't', 'd', 'w', 'g', 'h', 'r', 'n'**.
- Follow the procedure in Lesson 1.

1. it > wit > win > tin > ten > tan > tag > wag > bag > big
2. at > hat > hut > rut > nut > net > wet > web > wed > red

MORE HELP WITH LETTER-SOUND /w/

Spelling Crossing

- Write the three-sound words shown in the below box on **index cards** (one word per card) and distribute one card and a **pencil** to each student.
- Have each student read his or her word aloud.
- Gather the **Large Letter Cards for 'i', 'a', 'e', 'n', 'b', 'g', 't', 'w', and 'd'**.
- Show the first letter card and review the sound with students.
- Ask students to cross out the picture of the sound if it is on their word card.
- Continue until students have crossed out all of the letters on their cards.

1. win
2. wag
3. web
4. wet
5. wig
6. wit
7. wed

Alphabet Jam (Optional)

- “Wake Up Will” (from *Alphabet Jam CD*)

7

BASIC CODE

Introduce /j/ > ‘j’

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: ‘a,’ ‘o,’ ‘i,’ ‘e,’ ‘u,’ ‘m,’ ‘n,’ ‘t,’ ‘d,’ ‘c,’ ‘g,’ ‘f,’ ‘v,’ ‘s,’ ‘w,’ ‘z,’ ‘p,’ ‘b,’ ‘l,’ ‘r,’ ‘h.’

✦ **TEKS K.2.B.i**

Students will identify spoken words with the initial /j/ sound and will complete

✦ oral sentences with words with the initial /j/ sound. **TEKS K.2.A.x**

Students will write the spelling ‘j’ to represent /j/ and read and write simple CVC

✦ words that include the spelling ‘j’ to match a picture. **TEKS K.2.B.ii; TEKS K.2.E**

Students will read, copy, and illustrate phrases with simple CVC words. (Group 2)

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

As the teacher reads *Pet Fun* aloud, students will track print from top to bottom, left to right, and will read some of the phrases aloud. (Group 1)

✦ **TEKS 2.B.ii; TEKS K.2.D.ii**

FORMATIVE ASSESSMENT

Observation

Letter Sounds Observation Record

✦ **TEKS K.2.B.i**

Activity Page 7.1

Spell the Sound

✦ **TEKS K.2.B.ii; TEKS K.2.E**

Exit Pass

Read, Copy, and Illustrate Phrases (Group 2)

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

- ✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **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.6.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS K.2.D.ii** Demonstrate print awareness by 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.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Large Letter Cards for 'i', 'e', 'a', 'u', 'o', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h' <input type="checkbox"/> Sound Poster for /w/ <input type="checkbox"/> Sound Card 21 (<i>wig</i>)
Introduce the Sound /j/ (Phonological Awareness, Phonics)	Whole Group	10 min.	
Introduce the Spelling /j/ > 'j' (Phonics)	Whole Group	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> Activity Page 7.1 (Digital Components)
Differentiated Instruction (Print Concepts, Phonics)	Small Group	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Pet Fun</i> Big Book from Unit 4 <input type="checkbox"/> Decodable Phrases (Digital Components)
Take-Home Material			
Label the Picture			<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 7.2

ADVANCE PREPARATION

Foundational Skills

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

➤ 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.

➤ Digital Component 7.2

- Create the chart with decodable phrases (Digital Component 7.2) on the board/chart paper (or use the digital version) for Small Group 2.
- Prepare to display the *Pet Fun* Big Book from Unit 4 for Small Group 1, or download the digital version on the program's digital components site.

Universal Access

- Bring in the following objects: a jar of jelly/jam, an empty jar (e.g., a pickle jar), a pair of jeans, a jacket, a piece of jewelry, and a January calendar page to use for Complete the Sentence. Alternatively, you may bring in pictures for some or all of the objects.

Lesson 7: Basic Code

Foundational Skills



Primary Focus

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'w', 'z', 'p', 'b', 'l', 'r', 'h'.

✦ **TEKS K.2.B.i**

Students will identify spoken words with the initial /j/ sound and will complete oral sentences with words with the initial /j/ sound. **TEKS K.2.A.x**

✦ Students will write the spelling 'j' to represent /j/ and read and write simple CVC words that include the spelling 'j' to match a picture. **TEKS K.2.B.ii; TEKS K.2.E**

✦ Students will read, copy, and illustrate phrases with simple CVC words. (Group 2) **TEKS K.2.B.ii; TEKS K.2.E; TEKS K.6.E**

As the teacher reads *Pet Fun* aloud, students will track print from top to bottom, left to right, and will read some of the phrases aloud. (Group 1)

✦ **TEKS K.2.B.ii; TEKS K.2.D.ii**

WARM-UP (10 MIN.)

Short Vowel Sounds

- Display the Large Letter Cards for 'i', 'e', 'a', and 'o' in that order from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.

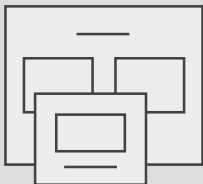
✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **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.6.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS K.2.D.ii** Demonstrate print awareness by 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.





Large Letter Cards



Support

If students are having difficulty pronouncing the vowel sounds accurately, you can have them say the words *knit*, *net*, *gnat*, and *not* in this order and in reverse order before having them say the vowel sounds in isolation.



			
/i/	/e/	/a/	/o/
place finger below lips	pretend not to hear	pretend to cry	circle open mouth with finger

- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all four sounds from front to back: /i/, /e/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /e/, /i/.

Sound/Spelling Review

- Use the Large Letter Cards you prepared in advance to review letter-sound correspondences.
- Introduce the Sound Poster for /w/ and Sound Card 21 (*wig*).



Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

INTRODUCE THE SOUND /j/ (10 MIN.)

Tongue Twister

- Tell students the new sound is /j/.
- Have students say the /j/ sound several times.
- Ask students to repeat a number of words having the /j/ sound at the beginning: *job, joy, jazz, jug, Jill*.
- Ask students to repeat a number of words having the /j/ sound at the end: *cage, large, fudge, page, urge*.



Foundational Skills

Foundational Literacy Skills

Prior to reading the sentences, tell students that you are going to review some words so they will recognize and understand the words that they should use to finish each sentence. Show students the empty jar, say *jar*, and then ask students to say the word *jar*. Next show students the jelly or jam, say *jelly* (or *jam*), and ask students to repeat the word. Follow the same procedure for the jeans, jewelry, and jacket. Show students the January calendar page and say *January*. Ask students to repeat the word.

ELPS 2.B; ELPS 2.E;

ELPS 3.A

- Ask students if /j/ is a vowel or a consonant sound. (*It is a consonant sound.*)
- Have students close their eyes and listen as you read the following tongue twister slowly.

Jan and John enjoy jogging and doing jumping jacks at Joe's Gym.

- Read the tongue twister a second time, have students raise their hands whenever they hear the /j/ sound.
- Break the tongue twister into short phrases and read it again, having students repeat each phrase back to you: *Jan and John* (pause) *enjoy jogging* (pause) *and doing jumping jacks* (pause) *at Joe's Gym*.

Complete the Sentence

- Tell students you are going to say some incomplete sentences, each of which is missing its last word.
- Explain that the missing words begin with the /j/ sound.
- Read the first sentence.
- Have students respond.
- Complete the remaining sentences.

1. He made a sandwich with peanut butter and _____. (*jelly*)
2. I like to wear a kind of pants called blue _____. (*jeans*)
3. It was cold outside, so I had to zip my _____. (*jacket*)
4. My sister likes to wear lots of sparkly necklaces and other kinds of _____. (*jewelry*)
5. Pickles are sold in a glass container called a _____. (*jar*)
6. The first month of the year is _____. (*January*)

INTRODUCE THE SPELLING /J/ → 'J' (20 MIN.)



Start at dotted line.

1. fish hook ending below the bottom line (lift)
2. dot on top

ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

In Spanish, the letter 'j' makes a raspy version of the /h/ sound. Emphasize that in English this picture ('j') makes this sound (/j/).

ELPS 1.F

Activity Page 7.1



Teacher Modeling

Note: Try to avoid using the letter name “jay” during this activity. Instead, say the sound /j/.

- Tell students you are going to show them how to draw a picture of the /j/ sound.
- Draw a large lowercase ‘j’ on the board/chart paper and describe what you are doing using the steps and phrases provided: “Start at the dotted line . . . 1. fish hook ending below the bottom line (lift) . . . 2. dot on top.” Then, say the sound /j/.
- Repeat several times, saying the steps and phrases as you create the letter, and the sound when you finish.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the steps and phrases with you. Say the /j/ sound when you finish.

Meet the Spelling Activity Page

➤ Digital Component 7.1

- Distribute and display Activity Page 7.1. Tell students they will practice drawing pictures of the /j/ sound together.
- Point to the letter ‘j’ at the top of the page and ask students to say the sound /j/ together.
- Have students follow your example as you model the writing process.
- Tell students to use the black dots as starting points, and then trace the gray dotted letters in the first row, following your example.
- Be sure to say, and prompt students to say, the steps and phrases as you complete each letter: “Start at the dotted line . . . 1. fish hook ending below the bottom line (lift) . . . 2. dot on top.” As you finish each letter, say the sound, /j/.
- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- At the bottom of the page, show students how to read and trace the word *job*. Have students trace and write the word using the black dots to start each letter. Remind students that English is written from left to right. (You may wish to draw an arrow to indicate directionality.)

- Turn to the back of the activity page. Ask students to read each word, find the matching picture, and write the word on the corresponding line.



Activity Page 7.1: Spell the Sound

Collect Activity Page 7.1 to review at a later time to evaluate student performance.

DIFFERENTIATED INSTRUCTION (20 MIN.)

Small Group 2

- Refer to the phrases you wrote on the board/chart paper or display the digital version.
- Have students read, copy, and illustrate each phrase.

➤ Digital Component 7.2

- | | | |
|---------------|----------------|----------------|
| 1. wet dog | 4. hot dog bun | 7. cab hit van |
| 2. man in jet | 5. red pen | 8. sad rat |
| 3. bug on rug | 6. wig on cat | |

- If students finish early, have them share their illustrations with each other.



Exit Pass: Read, Copy, and Illustrate Phrases (Group 2)

Collect papers from Small Group 2 to review at a later time to evaluate student performance.

Small Group 1

- Display the *Pet Fun* Big Book or use the digital version.
- Read the story once without interruption, running a finger beneath the words as you read them.

Big Book
Pet Fun



- Read the story at least one more time, calling on students to read individual phrases.

End Lesson

Take-Home Material

LABEL THE PICTURE

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

Activity Page 7.2



Lesson 7: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Follow the procedure in Lesson 1.

- | | |
|------------|-----------------|
| 1. top job | 6. run and jog |
| 2. big jet | 7. jam on ham |
| 3. red jam | 8. man can jig |
| 4. tin jug | 9. Jim did hop |
| 5. fun job | 10. jab and tug |

MORE HELP SEGMENTING

Construction Time!

- Gather a collection of any **variety of blocks** (e.g., unit blocks or locking cubes).
- Give each student at least four blocks.
- Tell students you are going to say a word and they should remove one block from their pile for each sound in the word.

- Once all students have the correct number of blocks set out, ask individual students to say each sound for the word as they place each block, building a collective structure as the game continues.
- Supply a few new blocks to each student for each successive word.

- | | |
|--------|--------|
| 1. job | 5. jog |
| 2. jet | 6. jot |
| 3. jam | 7. jut |
| 4. jug | 8. jig |

MORE HELP WITH SOUND/SPELLINGS /w/ AND /j/

Review the Sound/Spellings

- Provide one copy of **Activity Page TR 7.1** for each student to use to practice sound/spellings /w/ and /j/.
- Point out the letter formation arrows provided for the picture of each sound. This can serve as a reference when writing and/or as tracing practice if used with a clear plastic sleeve and dry-erase marker.

MORE HELP READING

Pocket Chart Chaining for Reading

- Prepare the **pocket chart** and **letter cards 'i', 'a', 'o', 'm', 'w', 't', 'e', 'g', 'b', 'd' (2), 'h', 'j', 'l', 'r'**.
- Follow the procedure in Lesson 1.

- | |
|--------------------------------------------------------------|
| 1. web > wed > red > rid > did > dad > dab > jab > lab > lob |
| 2. am > jam > ham > hum > hug > jug > jog > jot > job > rob |

MORE HELP WITH LETTER-SOUND /j/

Alphabet Jam (Optional)

- “Juicy Jelly” (from *Alphabet Jam* CD)

8

BASIC CODE/TRICKY WORD

Introduce /y/ > 'y'
and Yellow

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'w', 'z', 'p', 'b', 'l', 'r', 'h', 'j'.

✦ **TEKS K.2.B.i**

Students will orally provide a word with the initial /y/ sound, when provided with

✦ simple riddles. **TEKS K.2.A.x**

Students will write the spelling 'y' to represent /y/ and read and write simple CVC

✦ words that include the spelling 'y' to match a picture. **TEKS K.2.B.ii; TEKS K.2.E**

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

FORMATIVE ASSESSMENT

Observation

Letter Sounds Observation Record

✦ **TEKS K.2.B.i**

Activity Page 8.1

Spell the Sound

✦ **TEKS K.2.E**

Activity Page 8.2

Tricky Word Yellow

✦ **TEKS K.2.B.iv**

- ✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **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: - Short Vowel Sounds - Sound/Spelling Review (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Large Letter Cards for 'i', 'e', 'a', 'u', 'o', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h', 'w' <input type="checkbox"/> Sound Poster for /j/ <input type="checkbox"/> Sound Card 22 (<i>jam</i>)
Introduce the Sound /y/ (Phonological Awareness, Phonics)	Whole Group	10 min.	
Introduce the Spelling /y/ > 'y' (Phonics)	Whole Group	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 8.1 <input type="checkbox"/> Activity Page 8.1 (Digital Components)
Introduce Tricky Word: <i>Yellow</i> (Word Recognition)	Whole Group	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Tricky Word Wall (Digital Components) <input type="checkbox"/> yellow index card <input type="checkbox"/> Picture Reader <input type="checkbox"/> Activity Page 8.2 <input type="checkbox"/> yellow crayons
Take-Home Material			
Practice Pack; Tricky Word			<ul style="list-style-type: none"> <input type="checkbox"/> Activity Pages 8.3, 8.4

ADVANCE PREPARATION

Foundational Skills

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

➤ Digital Component 8.1

- Create an enlarged version of Activity Page 8.1 (Digital Component 8.1) to display for Meet the Spelling Activity Page, or use the digital version.

➤ Digital Component 8.2

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 8.2) on the board/chart paper or display the digital version.
- Prepare to load pages 43–46 from the digital Picture Reader located on the program's digital components site.

Universal Access

- Select an object, such as a block or a crayon, that is yellow to use for Introduce the Sound /y/.

Lesson 8: Basic Code/Tricky Word

Foundational Skills



Primary Focus

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'w', 'z', 'p', 'b', 'l', 'r', 'h', 'j'.

✦ **TEKS K.2.B.i**

Students will orally provide a word with the initial /y/ sound, when provided with simple riddles. **TEKS K.2.A.x**





✦ Students will write the spelling 'y' to represent /y/ and read and write simple CVC words that include the spelling 'y' to match a picture. **TEKS K.2.B.ii; TEKS K.2.E**

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

WARM-UP (10 MIN.)

Short Vowel Sounds

- Display the Large Letter Cards for 'i', 'e', 'a', and 'o' in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.

			
/i/	/e/	/a/	/o/
place finger below lips	pretend not to hear	pretend to cry	circle open mouth with finger

- ✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent;
TEKS K.2.A.x Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes;
TEKS K.2.E Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality;
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.

Large Letter Cards



Support

If students are having difficulty pronouncing the vowel sounds accurately, have them say the words *knit*, *net*, *gnat*, and *not* in this order and in reverse order before having them say the vowel sounds in isolation.



Foundational Skills

Foundational Literacy Skills

Prior to reading the riddles, tell students that you are going to review some words so they have some ideas for words that begin with /y/ sound to answer the riddles.

Show students the colored object, say *yellow* and ask students to repeat. Nod your head emphatically and say *yes*. Ask students to nod and say *yes* as well. Next, rub your stomach and say *yum*. Ask students to rub their own stomachs and say *yum*. Finally, hold your hand up to your mouth and pretend to yell. Say the word *yell* and have students repeat. Then ask students to pretend to yell and say the word *yell* again.

ELPS 2.B; ELPS 2.E;

ELPS 3.A

- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all four sounds from front to back: /i/, /e/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /e/, /i/.

Sound/Spelling Review

- Use the Large Letter Cards you prepared in advance to review letter-sound correspondences.
- Introduce the Sound Poster for /j/ and Sound Card 22 (*jam*).



Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

INTRODUCE THE SOUND /Y/ (10 MIN.)

Sound Riddles

- Tell students the new sound is /y/.
- Have students say the /y/ sound several times.
- Ask students to repeat a number of words with the /y/ sound at the beginning: *yesterday, yam, yes, yellow, year, young*.
- Ask students if /y/ is a consonant sound or a vowel sound. (It is a consonant sound. See the Code Knowledge box at the end of this lesson for more information on the /y/ sound.)
- Tell students you are going to read some riddles, each of which has an answer beginning with the /y/ sound.

1. I'm thinking of the color of a banana. (*yellow*)
2. I'm thinking of the opposite of no. (*yes*)
3. I'm thinking of what you might say when something tastes good. (*yum*)
4. I am thinking of another word for the day before today. (*yesterday*)
5. I'm thinking of another word for shout. (*yell*)

INTRODUCE THE SPELLING /Y/ → 'Y' (20 MIN.)

Teacher Modeling

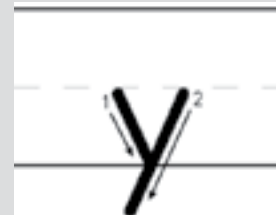
Note: Try to avoid using the letter name “why” during this activity. Instead, say the sound /y/.

- Tell students you are going to show them how to draw a picture of the /y/ sound.
- Draw a large lowercase ‘y’ on the board/chart paper and describe what you are doing using the steps and phrases provided. (“Start at the dotted line . . . 1. diagonal right (lift) . . . 2. diagonal left, ending below the bottom line.”) Then, say the sound /y/.
- Repeat several times, saying the steps and phrases as you create the letter, and the sound when you finish.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the steps and phrases with you. Say the /y/ sound when you finish.

Meet the Spelling Activity Page

➤ Digital Component 8.1

- Distribute and display Activity Page 8.1. Tell students they will practice drawing pictures of the /y/ sound together.
- Point to the letter ‘y’ at the top of the page ask students to say the sound /y/ together.
- Have students follow your example as you model the writing process.
- Tell students to use the black dots as starting points, and then trace the gray dotted letters in the first row, following your example.
- Be sure to say, and prompt students to say, the steps and phrases as you complete each letter: “Start at the dotted line . . . 1. diagonal right (lift) . . . 2. diagonal left, ending below the bottom line.” As you finish each letter, say the sound, /y/.
- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- At the bottom of the page, show students how to read and trace the word yes. Have students trace and write the word using the black dots to start each letter. Remind students that English is written from left to right. (You may wish to draw an arrow to indicate directionality.)



Start at dotted line.

1. diagonal right (lift)
2. diagonal left, ending below the bottom line

Activity Page 8.1





Activity Page 8.1: Spell the Sound

Collect Activity Page 8.1 to review at a later time to evaluate student performance.

INTRODUCE TRICKY WORD: YELLOW (20 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 the Tricky Words *one*, *two*, *three*, *the*, *a*, and *blue* using one of the review activities suggested in the Introduction (Say It Fast, I’m Thinking of a Word, or What’s the Tricky Word?).
- Remind students that the tricky parts of each word are underlined.

➤ Digital Component 8.2

- | | |
|-----------------|----------------|
| 1. <u>one</u> | 4. <u>the</u> |
| 2. <u>two</u> | 5. <u>a</u> |
| 3. <u>three</u> | 6. <u>blue</u> |

Tricky Word: *Yellow*

- Write the word *yellow* on the board/chart paper and ask students how they might sound out or pronounce this word. (Based on their current code knowledge, they may say /y/ /e/ /l/ /l/ /o/ /w/, which is not a recognizable or real word.)
- Tell students that they can sound out some parts of this word. The beginning sounds as they would expect, but the ending is tricky.
- Tell students we pronounce this word /y/ /e/ /l/ /oe/ as in, “The sun is yellow.”

- Guide students in noticing that they can sound out the beginning (i.e., /y/ /e/ /l/), but that the ending is just /oe/. Circle the first three letters 'y', 'e', 'l' to indicate that these letters are sounded as you would expect. Underline the second 'l' and the 'o' 'w' to indicate these parts are tricky.
- Tell students that when reading *yellow*, they have to remember to pronounce the letters 'o' and 'w' as /oe/.
- Tell students that when writing *yellow*, they have to remember to spell the /oe/ sound with the letters 'o' and 'w'.
- Point to the word *yellow* as you say the following sentence, "My highlighter is yellow." Ask students to **Turn and Talk** about something else that is yellow.
- Write the Tricky Word *yellow* 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 *yellow*.

Picture Reader and Activity Page

- Display page 43 of the digital Picture Reader and ask students to turn to the same page in their copies of the Picture Reader.
- Point to each of the following new pictures explaining that students should "read" these pictures as follows:

Picture Reader Key



Picture Reader



Page 43

Activity Page 8.2



- Point to *yellow* at the top of the page, asking all students to read the word aloud.
- Tell students to turn the page to page 44.
- Now point to the first phrase on this page.
- Call on individual students to read each phrase on pages 44–46 aloud.
- Distribute Activity Page 8.2 and complete each item as a class. Ask one student to read each phrase aloud and have all students say and write the word *yellow* in the blank space to complete the phrase.
- Tell students that after writing the word *yellow* in the blank, they should use their yellow crayon to circle each object that is yellow.



Activity Page 8.2 : Tricky Word Yellow

Collect Activity Page 8.2, to review at a later time, to evaluate student performance and following two-step oral directions.

End Lesson

Take-Home Material

PRACTICE PACK; TRICKY WORD

- Have students give Activity Pages 8.3 and 8.4 to a family member.

Activity Pages 8.3, 8.4



Lesson 8: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Follow the procedure in Lesson 1.

- | | |
|----------------|----------------|
| 1. not up yet | 5. yes and yup |
| 2. bad yam | 6. yam and ham |
| 3. yam in pan | 7. not in yet |
| 4. dog did yap | 8. yum yum |

MORE HELP WITH LETTER-SOUND CORRESPONDENCES

Race to the Top

- Provide one copy of **Activity Page TR 3.3** for each student and one copy of **Activity Page TR 8.1** to share. Copy game cards on card stock to allow for reuse.
- Cut out word/picture pairs and fold along the middle line; tape together to create two-sided cards.
- Place word/picture cards in a paper bag and have students take turns drawing a card from the bag.
- As each student draws a card, they should show the word side to the other student, who reads it. The picture side allows for confirmation/correction.
- For correct answers students move up a rung; for incorrect answers students go down a rung. The first one who gets to the top wins.
- Have students play again, this time as cards are drawn, showing the picture side of the card to the other student to be spell the word (e.g., on a dry-erase board). The word side allows for confirmation/correction.

MORE HELP READING

Match Maker

- Provide each student with a set of word/picture cards from **Activity Page TR 8.1**. Copy game cards on dark-colored card stock to allow for reuse and to keep students from being able to see images through the paper when they are turned over.
- Cut out word/picture pairs along the middle line, making a full set of word cards and corresponding picture cards.
- Mix up the cards, and then model how to lay them out and take turns turning pairs over to look for matches.
- The goal is to match the word with its corresponding image.

Pocket Chaining for Reading

- Prepare the **pocket chart** and **letter cards** 'i', 'a', 'e', 'm', 'n', 't', 'd', 'y', 'p', 'h', 's', 'w', 'b'.
- Follow the procedure in Lesson 1.

1. bit > bat > hat > ham > yam > yap > sap > sip > dip > tip
2. at > mat > met > wet > yet > yes > yen > pen > pan > pin

MORE HELP WITH LETTER-SOUND /Y/

Circle the Word

- Provide one copy of **Activity Page TR 8.2** for each student.
- Ask students to circle the letters spelling the word that matches the depicted item and write the word on the line.

Connect It

- Provide one copy of **Activity Page TR 8.3** for each student.
- Have students draw a line from each picture to the matching word.

Sound Dictation

- Provide each student with a **whiteboard and dry-erase marker** or a piece of paper.
- Ask students, "What is the first sound in the word yes?"

- Have a student draw a picture of the /y/ sound on the whiteboard or piece of paper.
- Have all students copy the letter onto the whiteboard or piece of paper, saying the letter's sound as they write it.
- Complete the remaining two sounds in *yes* so students eventually have the entire word written.
- Have students blend and read the word.
- Complete the remaining words.

1. yes	5. zap	9. rip
2. nut	6. bad	10. cop
3. hog	7. let	11. vet
4. fin	8. met	12. wag

Alphabet Jam (Optional)

- “You're a Young Cowboy” (from *Alphabet Jam CD*)

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 134 and 185 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, between 135 and 187 of those words would be completely decodable.

The sound /y/ is the 32nd most common sound in English.

The sound /y/ is found in approximately 3 percent of English words.

'y' is a tricky spelling; it can be pronounced /y/ as in *yes*, /ee/ as in *baby*, /ie/ as in *fly*, or /i/ as in *system*. In Kindergarten materials, however, 'y' is always sounded /y/.

Although /y/ is taught here as a consonant sound, some linguists argue it is really *not* a consonant sound. They say it is a shortened version of the vowel sound /ee/.

Students have now learned one way to spell 23 of the 44 sounds in the English language.

9

BASIC CODE

Introduce /x/ > 'x'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'w', 'z', 'p', 'b', 'l', 'r', 'h', 'j',

✦ 'y'. **TEKS K.2.B.i**

Students will identify spoken words with the /x/ sound and will complete oral

✦ sentences with words ending with the /x/ sound. **TEKS K.2.B.i**

Students will write the spelling 'x' to represent /x/ and read and write simple CVC phrases that include the spelling 'x' to match a picture.

✦ **TEKS K.2.B.ii; TEKS K.2.C.i; TEKS K.2.E**

Students will substitute individual sounds/spellings in simple CVC words to make,

✦ read and spell new words; focus on /x/ > 'x'. **TEKS K.2.B.iii**

FORMATIVE ASSESSMENT

Observation

Letter Sounds Observation Record

✦ **TEKS K.2.B.i**

Activity Page 9.1

Spell the Sound

✦ **TEKS K.2.B.ii; TEKS K.2.E**

✦ **TEKS K.2.B** Demonstrate and apply phonetic knowledge by: (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.2.C.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **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.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review (Phonics)	Whole Group	10 min.	<input type="checkbox"/> Large Letter Cards for 'i', 'e', 'a', 'u', 'o', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'j' <input type="checkbox"/> Sound Poster for /y/ <input type="checkbox"/> Sound Card 23 (yes)
Introduce the Sound /x/ (Phonological Awareness, Word Recognition)	Whole Group	5 min.	
Introduce the Spelling /x/ > 'x' (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Activity Page 9.1 <input type="checkbox"/> Activity Page 9.1 (Digital Components)
Chaining: - Teacher Chaining - Large Card Chaining (Phonics)	Whole Group	25 min.	<input type="checkbox"/> Large Letter Cards for 'i', 'e', 'a', 'u', 'o', 'n' (2), 't' (2), 'd' (2), 'b' (2), 'f', 'g', 'w', 'j', 'y', 'x'
Take-Home Material			
T-Chart Sort			<input type="checkbox"/> Activity Pages 9.2, 9.3

ADVANCE PREPARATION

Foundational Skills

- Select Large Letter Cards for letters listed in the Lesson at a Glance for Sound/Spelling Review and Chaining.

➤ Digital Component 9.1

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

Universal Access

- Bring in a small box and a candle (or pictures of a box and a candle), and select a number '6' from a puzzle, or a number card to represent the number '6', to use for Sound Riddles.

Lesson 9: Basic Code

Foundational Skills



Primary Focus

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'w', 'z', 'p', 'b', 'l', 'r', 'h', 'j',

✦ 'y' **TEKS K.2.B.i**

Students will identify spoken words with the /x/ sound and will complete oral

✦ sentences with words ending with the /x/ sound. **TEKS K.2.B.i**

Students will write the spelling 'x' to represent /x/ and read and write simple CVC phrases that include the spelling 'x' to match a picture.

✦ **TEKS K.2.B.ii; TEKS K.2.C.i; TEKS K.2.E**

Students will substitute individual sounds/spellings in simple CVC words to make,

✦ read and spell new words; focus on /x/ > 'x'. **TEKS K.2.B.iii**

WARM-UP (10 MIN.)

Short Vowel Sounds

- Display the Large Letter Cards for 'i', 'e', 'a', and 'o' in that order from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all four sounds from front to back: /i/, /e/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /e/, /i/.

Support

If students are having difficulty pronouncing the vowel sounds accurately, you can have them say *knit*, *net*, *gnat*, and *not* in this order and in reverse order before saying the vowel sounds in isolation.

Large Letter Cards



✦ **TEKS K.2.B** Demonstrate and apply phonetic knowledge by: (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.2.C.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **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.



Foundational Skills

Foundational Literacy Skills

Prior to reading the sentences, tell students that you are going to review some words so they have some ideas for words that end with /x/ to use to complete the sentences. Show students the box, say *box*, and ask students to say *box*. Show the picture or object(s) that you selected to represent *six*, say *six*, and ask students to repeat it. Pretend to hold a mixing bowl, stirring enthusiastically, as you say *mix*. Ask students to pretend to hold a mixing bowl and mix, and then say *mix*.

Show the candle or picture of a candle, say *wax*, and ask students to repeat.

ELPS 2.B; ELPS 2.E;

ELPS 3.A

Sound/Spelling Review

- Use the Large Letter Cards you prepared in advance to review letter-sound correspondences.
- Introduce the Sound Poster /y/ and Sound Card 23 (yes).



Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

INTRODUCE THE SOUND /x/ (5 MIN.)

Complete the Sentence

Note: The letter /x/ actually consists of two sounds, /k/ and /s/. It is taught here as if it were one sound because it is often written with a single letter, 'x'. There is no need to explain this to students, but if a student notices /x/ consists of two sounds, please confirm this.

- Tell students the new sound is /x/.
- Have students say /x/ several times.
- Ask students to repeat a number of words having the /x/ sound at the end: *fox, tax, box, wax, mix, fix*.
- Tell students you are going to say some incomplete sentences, each of which is missing its last word and the missing words end with /x/.
- Complete the sentences.

1. I put my toys in a cardboard _____. (*box*)
2. The number after five is _____. (*six*)
3. Another word for stir or blend is _____. (*mix*)
4. Candles are made of _____. (*wax*)

INTRODUCE THE SPELLING /X/ → 'X' (20 MIN.)

Teacher Modeling

Note: Try to avoid using the letter name “ex” during this activity. Instead, say the sound /x/.

- Tell students you are going to show them how to draw a picture of the /x/ sound.
- Draw a large lowercase ‘x’ on the board/chart paper and describe what you are doing using the steps and phrases provided. (“Start at the dotted line. . . . 1. diagonal right (lift) . . . 2. diagonal left.”) Then say the sound, /x/.
- Repeat several times, saying the steps and phrases as you create the letter, and the sound when you finish.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the steps and phrases with you. Say the /x/ sound when you finish.

Meet the Spelling Activity Page

➤ Digital Component 9.1

- Distribute and display Activity Page 9.1. Tell students they will practice drawing pictures of the /x/ sound together.
- Point to the letter ‘x’ at the top of the page and ask students to say the sound /x/ together.
- Have students follow your example as you model the writing process.
- Tell students to use the black dots as starting points, and then trace the gray dotted letters in the first row, following your example.
- Be sure to say, and prompt students to say, the steps and phrases as you complete each letter: “Start at the dotted line. . . . 1. diagonal right (lift) . . . 2. diagonal left.” As you finish each letter, say the sound, /x/.
- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- At the bottom of the page, show students how to read and trace the word *mix*. Have students trace and write the word using the black dots to start each letter. Remind students that English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the activity page. Ask students to read each phrase, find the matching picture and circle it, and write the phrase on the line provided.



Start at dotted line.

1. diagonal right (lift)
2. diagonal left

Activity Page 9.1



ENGLISH
LANGUAGE
LEARNERS

Foundational Skills

Foundational Literacy Skills

In Spanish, the letter ‘x’ is occasionally silent (e.g., *Mexico* is pronounced “Mehico”). Emphasize that in English this picture (‘x’) always makes the sound /x/.

ELPS 1.F



Foundational Skills

Foundational Literacy Skills

Model for students how to segment sounds for the word *box* using the oral segmenting routine. For additional support and to help individual students with letter-sound correspondences, you may wish to review each letter sound using the Sound Posters and Cards.

ELPS 4.A

Support

After completing each chain, repeat word pairs and ask students to raise their hands if the words rhyme (i.e. have the same ending).

If the words do not rhyme, prompt students to provide rhyming words for one of the non-rhyming pairs by substituting a different beginning sound.

Large Letter Cards



Activity Page 9.1: Spell the Sound

Collect Activity Page 9.1 to review at a later time to evaluate student performance.

CHAINING (25 MIN.)

Teacher Chaining

- Write *box* on the board/chart paper.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove 'b' to create *ox*.
- As you make this change, say, "If that is *box*, what is this?"
- Ask students what letter sound makes the new word different from the old word (e.g., in *box* > *ox*, the 'b' represents /b/ and the 'o' represents /o/).
- Continue this process with the remaining words.
- Complete the chaining.

1. *box* > *ox* > *ax* > *wax* > *tax* > *tap* > *yap* > *yam* > *yum* > *gum*
2. *six* > *mix* > *fix* > *fox* > *fog* > *jog* > *bog* > *big* > *wig* > *wag*

Large Card Chaining

- Distribute the Large Letter Cards you prepared in advance, reviewing each sound as you distribute it.
- Tell students if they are holding a card with a picture of a sound in *wax*, they should go to the front of the room and stand in the order that spells *wax*.
- If necessary, help students arrange themselves in the correct order.
- Once the word has been spelled correctly, say, "If that is *wax*, show me *tax*."

- Ask students what letter sound makes the new word different from the old word (e.g., in *wax* > *tax*, the 'w' represents /w/ and the 't' represents /t/).
- Guide students to recognize the changes in the initial sound/spelling, while the middle and final sound/spellings remain the same.
- The student with 'w' should sit down, while the student with 't' comes forward. 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 chaining.

1. wax > tax > tan > ban > bun > bin > win > wit > wet > jet
2. yet > bet > net > nut > not > jot > jog > fog > fox > fix



Check for Understanding

As students hold up their Large Letter Cards, check to see that they are arranging themselves in the correct order. After students blend the letters and read the word, have the class use **Thumbs-Up/Thumbs-Down** to indicate if they agree or disagree with the word provided.

End Lesson

Take-Home Material

T-CHART SORT

- Have students give Activity Pages 9.2 and 9.3 to a family member.

Activity Pages
9.2, 9.3



Lesson 9: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Follow the procedure in Lesson 1.

- | | |
|------------|--------------------|
| 1. tin ax | 6. sit on ox |
| 2. hot wax | 7. cat in box |
| 3. big ox | 8. mix in pan |
| 4. red fox | 9. mix it up |
| 5. six men | 10. mom can fix it |

MORE HELP SEGMENTING

Feed the Squirrel

- Make one copy of **Activity Page TR 3.1**.
- Make enough copies of **Activity Page TR 3.2** for each student to have at least four acorn cut-outs. If available in your area, actual acorns could be collected and used.
- You may want to copy the squirrel and acorns on brown card stock and laminate for future use.
- Follow the procedure in Lesson 3 using the words in the box.

- | | | |
|---------|----------|---------|
| 1. six* | 6. yam | 11. mix |
| 2. box* | 7. yap | 12. wax |
| 3. tax | 8. yum | 13. ax |
| 4. fox | 9. yet | 14. ox |
| 5. fix | 10. yes* | 15. pox |

**Words included on the Dolch word list or the Fry word list (two lists of sight words) are indicated with an asterisk.*

MORE HELP WITH SOUND/SPELLINGS /Y/ AND /X/

Match Maker

- Make one copy of **Activity Page TR 9.1** for each student pair to add to the picture cards from **Activity Pages TR 5.1** and **TR 5.2**.
- Follow the procedure in Lesson 5.

Review the Sound/Spellings

- Provide one copy of **Activity Page TR 9.2** for each student to use to practice sound/spellings /y/ and /x/.
- Point out the letter formation arrows provided for the picture of each sound. This can serve as a reference when writing and/or as tracing practice if used with a clear plastic sleeve and dry-erase marker.

MORE HELP READING

Pocket Chart Chaining for Reading

- Prepare the **pocket chart** and **letter cards 'i', 'a', 'o', 'y', 'x', 't', 'c', 'f', 'l', 'b', 'p' (2), 's'**.
- Follow the procedure in Lesson 1.

1. tax > tap > yap > cap > cop > pop > pox > pot > pit > fit
2. it > sit > six > fix > fax > ax > ox > fox > box > lox

MORE HELP WITH LETTER-SOUND /X/

Alphabet Jam (Optional)

- “X-ray” (from *Alphabet Jam CD*)

Code Knowledge

Before today’s lesson: If students attempted to read 1,000 words in a trade book, on average, between 135 and 187 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, between 140 and 190 of those words would be completely decodable.

The most common spelling alternative for this sound combination is ‘cks’ as in *socks* and *rocks*.

Students have now learned one way to spell 24 of the 44 sounds in the English language.

10

SPELLING ALTERNATIVE

Introduce /k/ > 'k'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'w', 'z', 'p', 'b', 'l', 'r', 'h', 'j',

✦ 'x', 'y'. **TEKS K.2.B.i**

✦ Students will identify spoken words with the /k/ sound. **TEKS K.2.A.x**

Students will write the spelling 'k' to represent /k/ and read and write simple CVC phrases that include the spelling 'k' to match a picture.

✦ **TEKS K.2.B.ii; TEKS K.2.C.i; TEKS K.2.E**

Students will substitute individual sound/spellings in simple CVC words to make,

✦ read, and spell new words. **TEKS K.2.B.iii; TEKS K.2.C.ii**

FORMATIVE ASSESSMENT

Observation

Letter Sounds Observation Record

✦ **TEKS K.2.B.i**

Activity Page 10.1

Spell the Sound

✦ **TEKS K.2.B.ii; TEKS K.2.E**

✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **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.2.C.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **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.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Large Letter Cards for 'i', 'e', 'a', 'u', 'o', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'j', 'y' <input type="checkbox"/> Sound Poster /x/ <input type="checkbox"/> Sound Card 24 (<i>box</i>)
Review the Sound /k/ (Phonological Awareness, Phonics)	Whole Group	5 min.	
Introduce the Spelling Alternative /k/ > 'k' (Phonics)	Whole Group	15 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 10.1 <input type="checkbox"/> Activity Page 10.1 (Digital Components)
Student Chaining (Phonics)	Whole Group	15 min.	<ul style="list-style-type: none"> <input type="checkbox"/> pocket chart and cards <input type="checkbox"/> Chaining Folders <input type="checkbox"/> Small Letter Cards for 'i', 'e', 'a', 'u', 'o', 'n' (2), 't' (2), 'd' (2), 'k', 'b' (2), 'j', 'y', 'x'
Word Sort	Independent	15 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 10.2 <input type="checkbox"/> Activity Page 10.2 (Digital Components)

ADVANCE PREPARATION

Note to Teacher

Today you will teach the first spelling alternative in the program. Students are already familiar with the 'c' spelling for /k/. Today they will learn the 'k' spelling.

Foundational Skills

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

➤ Digital Component 10.1

- Create an enlarged version of Activity Page 10.1 (Digital Component 10.1) to display for Meet the Spelling Activity Page, or use the digital version.
- Select cards for letters listed in the Lesson at a Glance and prepare pocket chart as shown.

➤ Digital Component 10.2

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

Universal Access

- Bring in pictures of a carrot, a cake, and a cookie (or select these objects from a puzzle or pretend food). You may also want to bring a picture of a group of children (kids) to use for Review the Sound /k/.

Pocket Chart Setup



Lesson 10: Basic Code

Foundational Skills



Primary Focus

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'w', 'z', 'p', 'b', 'l', 'r', 'h', 'j',

✦ 'x', 'y'. **TEKS K.2.B.i**

✦ Students will identify spoken words with the /k/ sound. **TEKS K.2.A.x**

Students will write the spelling 'k' to represent /k/ and read and write simple CVC phrases that include the spelling 'k' to match a picture.

✦ **TEKS K.2.B.ii; TEKS K.2.C.i; TEKS K.2.E**

Students will substitute individual sound/spellings in simple CVC words to make,

✦ read, and spell new words. **TEKS K.2.B.iii; TEKS K.2.C.ii**

WARM-UP (10 MIN.)

Short Vowel Sounds

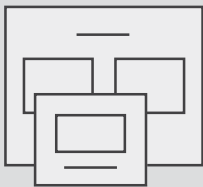
Note: Today you will include the last of the five short vowel sounds, /u/. It may be difficult for students to say and hear the difference between /a/ and /u/, and /u/ and /o/.






- Display the Large Letter Cards for 'i', 'e', 'a', 'u', and 'o' in that order from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.

Large Letter Cards



✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **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.2.C.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **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.



				
/i/	/e/	/a/	/u/	/o/
place finger below lips	pretend not to hear	pretend to cry	raise arms above head	circle open mouth with finger

- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all five sounds from front to back: /i/, /e/, /a/, /u/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /u/, /a/, /e/, /i/.

Sound/Spelling Review

- Use the Large Letter Cards you prepared in advance to review letter-sound correspondences.
- Introduce Sound Poster for /x/ and Sound Card 24 (box).



Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

REVIEW THE SOUND /K/ (5 MIN.)

Sound Off

Note: This exercise is strictly oral with no reference to the three spellings for the /k/ sound: 'c', 'k', and 'ck'.

- Tell students the review sound is the /k/ sound.
- Have students say the /k/ sound several times.



Foundational Skills

Foundational Literacy Skills

Prior to reading the story, tell students that you are going to review some words that they will hear in the story. Show the picture of carrot, say *carrot*, and ask students to say *carrot*. Show the picture of *kids* (or gesture to the classroom), say *kids*, and have students repeat. Show the picture of the cake and the cookie, say *cake*, then *cookie*, respectively, and have students repeat the words after you. Be sure to emphasize the /k/ sound so students can hear it both at the beginning and middle or end of the word.

ELPS 2.B; ELPS 2.E;
ELPS 3.A

- Ask students to repeat a number of words that have the /k/ sound at the beginning: *cup, kite, car, king, card*.
- Ask students to repeat a number of words that have the /k/ sound at the end: *back, sick, yuck, book, luck*.
- Ask students if /k/ is a consonant or vowel sound. (*It is a consonant sound.*)
- Tell students you are going to read a story containing a number of examples of the /k/ sound. The /k/ sound can be at the beginning, in the middle, or at the end of a word.
- Tell students to touch their noses whenever they hear the /k/ sound.
- Read the story very slowly sentence by sentence, making an effort to emphasize the /k/.

Kevin and Carly like carrots. The kids won't eat cake, and they never crave cookies, but do those kids go crazy for carrots!



Check for Understanding

As students listen to the story, check to make sure they touch their noses when you read a word that has the /k/ sound at the beginning or end.

INTRODUCE THE SPELLING ALTERNATIVE /K/ → 'K' (15 MIN.)

Teacher Modeling

Note: As you teach the new sound/spelling, you may mention that one of these letters is called “see” and one of them is called “kay,” but keep the emphasis on sounds and spellings, not on letter names.

- Draw a large lowercase ‘c’ on the board/chart paper and remind students they have already learned one spelling for the /k/ sound.
- Tell students there is another way to write the /k/ sound.
- Draw a large lowercase ‘k’ on the board/chart paper and describe what you are doing using the steps and phrases provided. (“Start at the top line. . . . 1. long line down (lift) . . . 2. diagonal left . . . 3. diagonal right.”) Then say the sound, /k/.



Start at the top line.

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

Activity Page 10.1



- Repeat several times, saying the steps and phrases as you create the letter and the sound when you finish.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the steps and phrases with you. Say the /k/ sound when you finish.

Meet the Spelling Activity Page

➤ Digital Component 10.1

- Distribute and display Activity Page 10.1. Tell students they will practice drawing pictures of the /k/ sound together.
- Point to the letter 'k' at the top of the page ask students to say the sound /k/ together.
- Have students follow your example as you model the writing process.
- Tell students to use the black dots as starting points, and then trace the gray dotted letters in the first row, following your example.
- Be sure to say, and prompt students to say, the steps and phrases as you complete each letter: "Start at the top line. . . 1. long line down (lift) . . . 2. diagonal left . . . 3. diagonal right." As you finish each letter, say the sound, /k/.
- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- At the bottom of the page, show students how to read and trace the word *yak*. Have students trace and write the word using the black dots to start each letter. Remind students that English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the activity page. Ask students to read each phrase, find the matching picture and circle it, and write the phrase on the line.



Activity Page 10.1: Spell the Sound

Collect Activity Page 10.1 to review at a later time to evaluate student performance.

STUDENT CHAINING (15 MIN.)

- Ask students to take out their Chaining Folders and arrange the Small Letter Cards on the folder, with the letters for vowel sounds along the top and letters for consonant sounds along the bottom.
- Collect the pictures of /r/ and /w/.
- Give each student the Small Letter Cards for /k/ and /x/.
- Make sure students have the vowel spellings along the top of the folder, and the consonant spellings along the bottom of the folder.
- Review the letter-sound correspondences.
- Ask students to spell *bat* in the middle of their Chaining Folders, starting at the green star.
- Ask a student to come to the pocket chart and spell the word *bat*.
- When students have spelled *bat*, say, "If that is *bat*, show me *bet*."
- Ask students what letter sound makes the new word different from the old word (e.g., in *bat* > *bet*, the 'a' represents /a/ and the 'e' represents /e/).
- Repeat for the remaining words in the chain.
- Complete the chaining.
- Once students have spelled the last word in the chain, have them return the Small Letter Cards to their slots.

1. bat > bet > yet > jet > jut > but > bit > kit
2. ax > tax > tan > ban > bin > kin > tin > ten



Check for Understanding

As students chain words, circulate to see that they are using the correct Small Letter Cards for each spelling.

Pocket Chart Setup



Chaining Folder



WORD SORT (15 MIN.)

➤ Digital Component 10.2

Activity Page 10.2



- Distribute and display Activity Page 10.2.
- Ask students to read the first word.
- Ask students if the /k/ sound in *cat* is spelled like the /k/ sound in *cup* or the /k/ sound in *kid*.
- Have students write *cat* in the first column, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.
- When students have finished sorting the words, ask if they see any patterns.
- Point out the spelling 'c' is usually used before the sounds /a/, /o/, and /u/ as in *cat*, *cot*, and *cut*.
- Point out that the spelling 'k' is usually used before the sounds /i/ and /e/ as in *kit* and *ken*.

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

Lesson 10: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Follow the procedure in Lesson 1.

- | | |
|----------------|----------------|
| 1. big kit | 3. kid can jog |
| 2. yak can run | 4. kit in box |

MORE HELP WITH LETTER-SOUND CORRESPONDENCES

Race to the Top

- Make one copy of **Activity Page TR 3.3** for each student.
- Make one copy of **Activity Page TR 10.2**. Cut the letter cards apart.
- Follow the procedure in Lesson 3.

Word Bingo

- Make one copy of **Activity Page TR 1.2**. Cut apart word cards.
- Make enough copies of **Activity Page TR 1.3** for each student to have a game board.

Note: Copy and cut the game boards and word cards from card stock to allow for reuse.

- Any collection of **tokens** can be used for students to cover spaces on their game boards (e.g., cubes, beans, tiles).
- Follow the procedure in Lesson 1.

Challenge

Play again, incorporating letter cards from **Activity Page TR 3.4** to the game.

MORE HELP READING

Pocket Chart Chaining for Reading

- Prepare the **pocket chart** and **letter cards** 'i', 'a', 'o', 'e', 'u', 't', 'd', 'c', 'n', 'b', 'k', 'r', 'x'.
- Follow the procedure in Lesson 1.

1. bet > net > jet > jot > not > dot > cot > cat > cut > but
2. it > kit > kid > rid > red > rex > tex > ten > tin > kin

MORE HELP WITH SPELLING ALTERNATIVE /k/ → 'K'

T-Chart

- Write each word in the box on a separate **index card**.
- Draw a T-chart on the board/chart paper. Label one column "as in cup" and the other "as in kid".
- Have students read the words on the cards and place the cards in the appropriate column.

- | | |
|--------|---------|
| 1. cat | 5. kid |
| 2. kit | 6. cab |
| 3. cot | 7. copy |
| 4. cut | 8. cub |

Review the Sound/Spelling

- Provide one copy of **Activity Page TR 10.1** for each student to use to practice spelling alternative /k/ > 'k'.
- Point out the letter formation arrows provided for the picture of each sound. This can serve as a reference when writing and/or as tracing practice if used with a clear plastic sleeve and dry-erase marker.

Alphabet Jam (Optional)

- "Kate's Kingdom" (from *Alphabet Jam* CD)

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 140 and 190 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, between 140 and 193 of those words would be completely decodable.

Although all of the letters of the alphabet have been introduced (except for 'q'), only a modest percentage of words are completely decodable. This shows the complexity of English spelling.

The sound /k/ is the 13th most common sound in English.

The sound /k/ is found in approximately 24 percent of English words.

The sound /k/ is spelled 'k' approximately 22 percent of the time.

The spelling alternative 'c' as in *cup* was taught earlier in this grade.

The spelling alternatives 'cc' as in *moccasin* and 'ck' as in *sick* will be taught later in this grade.

The spelling alternative 'ch' as in *school* will be taught in a later grade.

Students have now learned at least one way to spell 25 of the 44 sounds in the English language.

11

TRICKY WORD

Introduce Look

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'w', 'z', 'p', 'b', 'l', 'r', 'h', 'j',

✦ 'k', 'x', 'y'. **TEKS K.2.B.i**

Students will read and spell and write simple CVC words.

✦ **TEKS K.2.B.i; TEKS K.2.C.i**

Students will accurately write the following lowercase letters: 'b', 'l', 'r', 'u', 'w', 'j', 'y',

✦ 'x', 'k'. **TEKS K.2.B.i; TEKS K.2.E**

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

FORMATIVE ASSESSMENT

Observation

Letter Sounds Observation Record

✦ **TEKS K.2.B.i**

Exit Pass

Sound Dictation

✦ **TEKS K.2.B.i; TEKS K.2.E**

Activity Page 11.1

Tricky Word *Look*

✦ **TEKS K.2.B.iv**

✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.C.i** Demonstrate and apply spelling knowledge by spelling spelling words with VC, CVC, and CCVC; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> ❑ Large Letter Cards for 'i', 'e', 'a', 'u', 'o', 'c', 'k', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'j', 'y', 'x' ❑ Sound Poster /k/ ❑ Sound Card 25 (<i>kid</i>)
Stomp and Spell (Phonics and Word Recognition)	Whole Group	15 min.	<ul style="list-style-type: none"> ❑ Stomp and Spell letters for 'a', 'i', 'o', 'e', 'u', 'b', 'l', 'r', 'w', 'j', 'y', 'x', and 't' ❑ sheets of paper or card stock
Sound Dictation (Conventions of Standard English)	Whole Group	15 min.	<ul style="list-style-type: none"> ❑ Large Letter Cards for 'b', 'l', 'r', 'u', 'w', 'j', 'y', 'x', 'k'
Introduce Tricky Word: <i>Look</i> (Word Recognition)	Whole Group	20 min.	<ul style="list-style-type: none"> ❑ Tricky Word Wall (Digital Components) ❑ yellow index card ❑ Picture Reader ❑ Activity Page 11.1 ❑ red, blue, and yellow crayons
Take-Home Material			
Connect It; Tricky Word			<ul style="list-style-type: none"> ❑ Activity Pages 11.2, 11.3

ADVANCE PREPARATION

Foundational Skills

- Select Large Letter Cards for letters listed in the Lesson at a Glance for Sound/Spelling Review and Sound Dictation.
- Add to the Stomp and Spell materials you created for Unit 4 or make new materials by writing the letters listed in the Lesson at a Glance on sheets of paper or card stock; laminate if possible.

➤ Digital Component 11.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 11.1) on the board/chart paper or display the digital version.
- Prepare to load pages 47–51 from the digital Picture Reader located on the program's digital components site.

Universal Access

- Select an object such as a block or crayon (one blue, one red, and one yellow); bring in pictures of an umbrella, a spiderweb, and a jar to use for Sound Dictation.

Lesson 11: Tricky Word

Foundational Skills



Primary Focus

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'w', 'z', 'p', 'b', 'l', 'r', 'h', 'j',

✦ 'k', 'x', 'y'. **TEKS K.2.B.i**

Students will read and spell and write simple CVC words.

✦ **TEKS K.2.B.i; TEKS K.2.C.i**

Students will accurately write the following lowercase letters: 'b', 'l', 'r', 'u', 'w', 'j', 'y',

✦ 'x', 'k'. **TEKS K.2.B.i; TEKS K.2.E**

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






WARM-UP (10 MIN.)

Short Vowel Sounds

- Display the Large Letter Cards for 'i', 'e', 'a', 'u', and 'o' in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all five sounds from front to back: /i/, /e/, /a/, /u/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /u/, /a/, /e/, /i/.

Large Letter Cards



				
/i/	/e/	/a/	/u/	/o/
place finger below lips	pretend not to hear	pretend to cry	raise arms above head	circle open mouth with finger

- ✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.C.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.



Foundational Skills

Foundational Literacy Skills

Prior to Sound Dictation, tell students you are going to show them some things that begin with the sounds they are learning. Show students the blue, red, and yellow objects, and say “/b/ as in *blue*,” “/r/ as in *red*,” and “/y/ as in *yellow*” as you show each one. Ask students to repeat each sound and word as you show each object again. Show students the jar, the umbrella, and the spiderweb, as you say “/j/ as in *jar*,” “/u/ as in *umbrella*,” and “/w/ as in *web*.” Have students repeat each sound and word as you show each picture again.

ELPS 2.B; ELPS 2.E;

ELPS 3.A

Sound/Spelling Review

- Review the Large Letter Cards and Sound Poster listed in the Lesson at a Glance chart.
- Point to the /k/ Sound Poster, calling students’ attention to the ‘c’ Sound Card (*cat*) already on the chart. Show Sound Card 25 (*kid*) and point to the letter ‘k’ noting this is another way to spell the /k/ sound.



Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students’ performance in the Letter Sounds Observation Record.

STOMP AND SPELL (15 MIN.)

- Arrange the Stomp and Spell letters you prepared in advance on the floor to resemble the setup on a pocket chart or Chaining Folder—vowel spellings on top, consonant spellings below.
- Choose a student to review the vowel spellings by stomping on each one and calling out the appropriate sound.
- Choose a second student to review the consonant spellings in the same way.
- Select a third student and call out the word *wax* for the student to “stomp and spell.” Student should stomp on each letter in the word to spell it.
- Repeat with the remaining words in the list.

1. wax	4. jut	7. lab	10. wet
2. rub	5. yet	8. jet	11. jab
3. let	6. rib	9. rob	12. box

SOUND DICTATION (15 MIN.)

- Distribute primary writing paper and pencils.
- Distribute the Large Letter Cards you prepared in advance to nine students, reviewing each sound as you distribute it.

- Say a sound, and ask the student with the Large Letter Card for that sound to stand up.
- Remind students how to print the letter, and encourage them to trace the spelling in the air. Then have students print the letter on paper.
- Repeat for the remaining sounds.



Exit Pass: Sound Dictation

Collect papers from Sound Dictation to review at a later time to evaluate student performance.

INTRODUCE TRICKY WORD: LOOK (20 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 the Tricky Words you prepared in advance using one of the review activities suggested in the Introduction of this Teacher Guide (Say It Fast, I’m Thinking of a Word, or What’s the Tricky Word?).
- Remind students that the tricky parts of each word are underlined.

➤ Digital Component 11.1

- | | |
|----------------|------------------|
| 1. <u>a</u> | 5. <u>three</u> |
| 2. <u>blue</u> | 6. <u>two</u> |
| 3. <u>one</u> | 7. <u>yellow</u> |
| 4. <u>the</u> | |

Tricky Word: *Look*

- Write the word *look* on the board/chart paper and ask students how they might sound out or pronounce this word. (Based on their current code knowledge, they may say /l/ /o/ /o/ /k/, which is not a recognizable or real word.)

- Tell students that they can sound out some parts of this word. The beginning and the end sounds are as they would expect, but the middle is tricky.
- Tell students we pronounce this word /l/ /oo/ /k/ as in, “Please look at me when you ask me a question.”
- Guide students in noticing that they can sound out the beginning, /l/ and the ending, /k/, but that the middle sound is just /oo/. Circle the ‘l’ and the ‘k’ to indicate that these letters are sounded as you would expect. Underline the double-letter ‘oo’ to indicate these letters are tricky.
- Tell students that when reading *look*, they have to remember to pronounce the double-letter ‘oo’ as /oo/.
- Tell students that when writing *look*, they have to remember to spell the /oo/ sound with double-letters ‘oo.’
- Point to the word *look* as you say the following sentence, “We look at the book.” Ask students to **Turn and Talk**, completing the sentence frame “I look at the . . .” with another word.
- Write the Tricky Word *look* 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 *look*.

Picture Reader and Activity Page

Note: In this lesson, the uppercase letter ‘L’ is used. At this point, students only need to recognize this as an uppercase letter. Uppercase letters will be taught later in this grade.

- Display page 47 of the digital Picture Reader and ask students to turn to the same page in their copies of the Picture Reader.
- Point to each of the following new pictures explaining that students should “read” these pictures as follows:

Picture Reader



Page 47

Picture Reader Key



- Point to *look* at the top of the page, asking all students to read the word aloud. Explain that they will read some sentences in this lesson, in which the word *look* is the first word in a sentence.
- Explain that the first letter of the first word in a sentence starts with a special type of sound picture (letter) called an uppercase sound picture (letter). Explain further that all of the sound pictures (letters) they have learned so far are lowercase, but that all lowercase sound pictures (letters) have an uppercase partner.
- Point to 'l' in *look*, noting that this is the lowercase sound picture for /l/.
- Point to 'L' in *Look*, explaining that this is the uppercase sound picture for /l/. Tell students that this word is also read as /l/ /oo/ /k/.
- Tell students to turn to page 49.
- Now point to the first sentence on this page. Tell students they can tell this is a sentence because it begins with an uppercase sound picture (letter) and ends with a small dot called a period. They will learn more about sentences when they read the Big Book for this unit.
- Call on individual students to read each sentence on pages 49–51 aloud.
- Distribute Activity Page 11.1 and complete each item as a class. Ask one student to read each sentence aloud and have all students say and write the word *look* in the blank space to complete the sentence.
- After students fill in the blanks on the second page, have them choose the appropriate color—red, blue, or yellow—and circle the object with the correct color crayon.

Note: You may wish to demonstrate how to write the uppercase 'L' on the board/chart paper. Since students have not yet learned to write uppercase letters, they should not be expected to write the word *look* with an uppercase 'L', though you may praise them if they do. Students will learn all of the uppercase letters in Unit 8.

Activity Page 11.1





Activity Page 11.1 : Tricky Word Look

Collect Activity Page 11.1 to review at a later time to evaluate student performance understanding and following two-step oral directions.

End Lesson

Take-Home Material

CONNECT IT; TRICKY WORD

- Have students give Activity Pages 11.2 and 11.3 to a family member.

Activity Pages
11.2, 11.3



Lesson 11: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Follow the procedure in Lesson 1.

- | | |
|----------------|---------------|
| 1. kid | 4. cat in box |
| 2. bug | 5. hot wax |
| 3. big red jet | 6. cut on leg |

MORE HELP WITH SEGMENTING

Feed the Squirrel

- Make one copy of **Activity Page TR 3.1**.
- Make enough copies of **Activity Page TR 3.2** for each student to have at least four acorn cut-outs. If available in your area, actual acorns could be collected and used.
- You may want to copy the squirrel and acorns on brown card stock and laminate for future use.

- Follow the procedure in Lesson 3 using the words in the box.

- | | |
|--------|---------|
| 1. elk | 4. ask* |
| 2. kin | 5. kid |
| 3. yes | 6. kit |

MORE HELP WITH SOUND/SPELLINGS

Label the Picture

- Provide a copy of **Activity Page TR 11.1** for each student.
- Point to the 'o' in *ox* and ask students what sound it represents. Repeat with the 'x'. Choose a student to blend the word.
- Ask students which of the pictures matches the word *ox*.
- Have students write *ox* under the picture of the ox.
- Elicit student responses to guide students in completing the remaining matches.

Push & Say (Word Builder)

- Prepare one copy of **Activity Page TR 1.1** (Sound Boxes) and one set of letter cards (**Activity Pages TR 3.4 and TR 10.2**) for each student.
- Select one of the word lists from the box.
- Say a word, such as *rub*.
- Students echo the word and then individually work to select the letter cards for the sound/spellings identified as they segment the word into phonemes.
- Have students place the letter cards directly below the boxes in the correct positions from left to right. Tell students they will not always use all the Sound Boxes.
- Once you see a student is ready, ask him or her to push the cards into the boxes from left to right and say the sound as he or she pushes each card. Students should immediately run their finger under the word in one smooth motion and say the whole word blended.
- Clear the board for the next word.

1. rub

2. kid

3. web

4. yum

5. jug

6. on

1. tub

2. lab

3. box

4. rib

5. fox

6. at

1. cub

2. bus

3. kit

4. am

5. rut

6. it

MORE HELP WITH TRICKY WORDS

- Write the phrases on cards. Have students draw a card and read the phrase on the card aloud.

1. Look at the yellow cat.

2. Look at the blue van.

3. a red can

4. the dog

5. the blue pig

6. a yellow sun

7. the yellow bus

8. a blue lamp

BASIC CODE

Student Performance Assessment

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'w', 'z', 'p', 'b', 'l', 'r', 'h', 'j',

✦ 'k', 'x', 'y'. **TEKS K.2.B.i**

Students will substitute individual sound/spellings in simple CVC words to make

✦ and read new words. **TEKS K.2.B.ii; TEKS K.2.B.iii**

Students will read simple CVC phrases and will choose the phrase that correctly

✦ matches a picture. **TEKS K.2.B.ii**

FORMATIVE ASSESSMENT

Observation

Letter Sounds Observation Record

✦ **TEKS K.2.B.i**

Activity Page 12.2

Mark the Phrase

✦ **TEKS K.2.B.ii**

✦ **TEKS K.2.B** Demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review (Phonics)	Whole Group	10 min.	<input type="checkbox"/> Large Cards for 'i,' 'e,' 'a,' 'u,' 'o,' 'c,' 'k,' 'f,' 'v,' 's,' 'z,' 'p,' 'b,' 'l,' 'r,' 'h,' 'w,' 'j,' 'y,' 'x'
Teacher Chaining (Phonics)	Whole Group	10 min.	
Student Performance Assessment: Reading Assessment (Part 1)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 12.1 <input type="checkbox"/> Activity Page 12.1 (Digital Components)
Mark the Phrase (Phonics)	Independent	15 min.	<input type="checkbox"/> Activity Page 12.2 <input type="checkbox"/> Activity Page 12.2 (Digital Components)
Rainbow Letters	Independent	10 min.	<input type="checkbox"/> Activity Page 12.3 <input type="checkbox"/> Activity Page 12.3 (Digital Components) <input type="checkbox"/> crayons or colored pencils
Take-Home Material			
Practice Pack			<input type="checkbox"/> Activity Page 12.4

ADVANCE PREPARATION

Note to Teacher

This lesson and the following four are devoted to review and assessment of Unit 5. The assessment consists of two parts. Part 1 is a whole-group activity required of all students. They will circle ten words, one per row, as you pronounce each one-syllable CVC word that includes the sound/spellings taught in this unit. After scoring Part 1, you will determine which students need to complete Part 2. Part 2 will be administered in Lesson 13.

Foundational Skills

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

➤ Digital Component 12.1

- Create enlarged versions of the front and back of Activity Page 12.1 (Digital Component 12.1) to display for Reading Assessment (Part 1), or use the digital version.

➤ Digital Component 12.2

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

➤ Digital Component 12.3

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

Lesson 12: Basic Code

Foundational Skills

60M

Primary Focus

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'w', 'z', 'p', 'b', 'l', 'r', 'h', 'j',

✦ 'k', 'x', 'y'. **TEKS K.2.B.i**






✦ Students will substitute individual sound/spellings in simple CVC words to make and read new words. **TEKS K.2.B.ii; TEKS K.2.B.iii**

✦ Students will read simple CVC phrases and will choose the phrase that correctly matches a picture. **TEKS K.2.B.ii**

WARM-UP (10 MIN.)

Short Vowel Sounds

- Display the Large Letter Cards for 'i', 'e', 'a', 'u', and 'o' in that order from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all five sounds from front to back: /i/, /e/, /a/, /u/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /u/, /a/, /e/, /i/.

				
/i/	/e/	/a/	/u/	/o/
place finger below lips	pretend not to hear	pretend to cry	raise arms above head	circle open mouth with finger

✦ **TEKS K.2.B** Demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap.

Large Letter Cards



Sound/Spelling Review

- Review letter-sound correspondences using the Large Letter Cards you prepared in advance.



Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

TEACHER CHAINING (10 MIN.)

- Write *nut* on the board/chart paper.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Erase 'n' and write 'b' to create *but*.
- As you make this change, say, "If that is *nut*, what is this?"
- Ask students what letter sound changed (e.g., in *nut* > *but*, the 'n' represents /n/ and the 'b' represents /b/).
- Continue this process with the remaining words.
- Complete the chaining.

1. nut > but > jut > jet > yet > let > lot > lit > kit > kid
2. hum > bum > bam > yam > ram > rat > at > ax > wax > tax



Check for Understanding

After you complete chaining each word on the board/chart paper, have the class use **Thumbs-Up/Thumbs-Down** to indicate if they agree or disagree with the spelling.

STUDENT PERFORMANCE ASSESSMENT (15 MIN.)

Reading Assessment (Part 1)

- Distribute Activity Page 12.1.

➤ Digital Component 12.1

- Display the front of Activity Page 12.1 in order to familiarize students with the format. If you wish to provide an example, create one using words other than those used in the assessment.
- Describe the activity by telling students you will ask them to look at a row of words. Then you will say one of the words in each row and they will be asked to circle it. Proceed with the assessment.

- | | |
|--------|--------|
| 1. leg | 4. jug |
| 2. kid | 5. yes |
| 3. rat | |

- Display the back of Activity Page 12.1 and continue.

- | | |
|--------|---------|
| 6. jet | 9. web |
| 7. log | 10. rug |
| 8. box | |

Scoring

Assign one point for each word circled correctly.

There are ten three-letter words making a total score of 10 points possible.

Interpret scores as follows:

- 9 or 10 points—excellent
- 8 points—good
- 7 points—fair
- 6 points or less—poor

Students scoring 7 or fewer points need to complete Part 2 of the assessment (You will administer Part 2 in the next lesson.)

Record student performance on the Unit 5 Student Performance Assessment Record Sheet included in Teacher Resources.

MARK THE PHRASE (15 MIN.)

▶ Digital Component 12.2

- Distribute and display Activity Page 12.2.
- Ask students to read the phrases.
- Ask the class which phrase matches the first picture.
- Have students mark the box next to the phrase *bug on bed*, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

Activity Page 12.2



Activity Page 12.2: Mark the Phrase

Collect Activity Page 12.2 to review at a later time to evaluate student performance.



RAINBOW LETTERS (10 MIN.)

- Distribute Activity Page 12.3 and crayons or colored pencils.

➤ Digital Component 12.3

- Display the activity page.
- Show students how to trace the letter 'b', pointing out that you are starting at the dot. Trace the 'b' several more times, using a different color each time.
- Have students follow along on their activity pages.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

End Lesson

Take-Home Material

PRACTICE PACK

- Have students give Activity Page 12.4 to a family member.



Lesson 12: Foundational Skills Remediation

Additional Support

MORE HELP WITH SOUND/SPELLINGS

Sound Dictation

- Prepare **Large Letter Cards** for 'i', 'e', 'a', 'u', 'o', 'c', 'k', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'j', 'y', 'x'.
- Distribute **paper and pencils or small whiteboards**. Give each student a Large Letter Card for a spelling that has been taught.
- Say a sound, and ask the student with the Large Letter Card for the sound to stand up.

- Remind students how to print the letter, and encourage them to trace the spelling in the air. Have students print the letter on paper or their whiteboards.
- Repeat for the remaining sounds.

MORE HELP WITH SISTER SOUNDS

Sister Sounds

- Prepare one set of **Activity Pages TR 12.1 and TR 12.2** for each student.
- Explain that /p/ and /b/ sound very similar—they are sister sounds. Both of these consonant sounds are made by pressing the lips together and then popping them open.
- Tell students to place their fingers over their ears with their palms on their cheeks, or place fingertips on their throats.
- Have students alternate between saying the /p/ sound and the /b/ sound.
- Ask students if they can feel the difference between these two sounds.
- Explain that the /b/ sound is buzzier than the /p/ sound. It makes our mouths and throats vibrate.
- Tell students to show you the picture of /p/ when you say the /p/ sound and the picture of /b/ when you say the /b/ sound.
- Practice this several times.
- Next, tell students you are going to say two words. One word will begin with the /p/ sound and one word will begin with the buzzy /b/ sound.
- Ask students to hold up the picture of /p/ when you say a word beginning with the /p/ sound and the picture of /b/ when you say a word beginning with the /b/ sound.
- Have students close their eyes and listen as you say the first word pair. Students should repeat both words, covering their ears or touching their throats. Have them hold up the appropriate spelling for each word.

1. bat—pat	7. bin—pin	13. bit—pit
2. bad—pad	8. pet—bet	14. pan—ban
3. pack—back	9. box—pox	15. beep—peep
4. beach—peach	10. bill—pill	16. bass—pass
5. peg—beg	11. pop—bop	17. big—pig
6. bug—pug	12. path—bath	18. pay—bay

T-Chart

- Gather **pictures of items that begin with the sounds /p/ and /b/** (a pen, a boot, a pillow, a book, a boy, a pot, etc.).
- Draw a T-chart on the board/chart paper and write /p/ and /b/ at the top of the columns.
- Show students pairs of pictures, one starting with /b/ and one with /p/, and ask students to identify the beginning sounds.
- If students are having difficulties distinguishing the sister sounds, have them say the sound pairs repeatedly, placing their fingers over their ears with their palms on their cheeks, or placing their fingertips on their throats. For the voiced sound, /b/, they will be able to feel the vibration of the vocal cords. For the unvoiced sound /p/, if it is said in a clipped fashion without a vowel attached to it, they will feel no vibration.
- Place the pictures in the appropriate columns of the chart.

MORE HELP WITH TRICKY WORDS

Make Phrases

- Make one copy of **Activity Pages TR 12.3 and TR 12.4** for each pair of students.
- Cut out the words and pictures and place them in two separate facedown piles.
- Have students draw one card from each pile, arrange them side by side, and read the phrase. (Remind students that they may need to rearrange cards to make a phrase and/or opt to draw another card.)
- Continue, as students take turns drawing cards and making phrases.

Challenge

Have students draw two cards from each pile to make phrases. As they make a phrase, they lay the cards on the table in front of them. If they cannot make a phrase, they may “pass” and let their partner take a turn.

13

BASIC CODE

Student Performance Assessment

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'w', 'z', 'p', 'b', 'l', 'r', 'h', 'j',

✦ 'k', 'x', 'y'. **TEKS K.2.B.i**

As the teacher reads *Ox and Man* aloud, students will track print from top to bottom, left to right; will attend to capital letters and punctuation as sentence indicators; and will read some of the sentences aloud.

✦ **TEKS K.2.D.ii; TEKS K.2.D.iii; TEKS K.5.C**

Students will substitute individual sound/spellings in simple CVC words to make,

✦ read, and spell new words. **TEKS K.2.B.iii; TEKS K.2.C.i; TEKS K.10.D.i; TEKS K.10.D.vi**

FORMATIVE ASSESSMENT

Observation

Letter Sounds Observation Record

✦ **TEKS K.2.B.i**

✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.5.C** Make and confirm predictions using text features and structures with adult assistance; **TEKS K.2.D** Demonstrate print awareness by: (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; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; **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.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC; **TEKS K.10.D** Edit drafts with adult assistance using standard English conventions, including: (i) complete sentences; (vi) pronouns, including subjective, objective, and possessive cases.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> ❑ Large Letter Cards for 'i', 'e', 'a', 'u', 'o', 'c', 'k', 'g', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'j', 'y', 'x'
Teacher Demonstration: Read <i>Ox and Man</i> (Print Concepts)	Whole Group	15 min.	<ul style="list-style-type: none"> ❑ <i>Ox and Man</i> Big Book
Large Card Chaining (Phonics)	Whole Group	15 min.	<ul style="list-style-type: none"> ❑ Large Letter Cards for 'i', 'e', 'a', 'u', 'o', 'm', 'n', 't', 'd', 'g', 'f', 's', 'p', 'b', 'l', 'r', 'h', 'w', 'j', 'x', 'k'
Practice: - Label the Picture - Circle the Word (Phonics)	Independent	20 min.	<ul style="list-style-type: none"> ❑ Activity Pages 13.1, 13.2
Student Performance Assessment: Reading Assessment (Part 2)	One-on-One		<ul style="list-style-type: none"> ❑ Activity Page 13.3 ❑ Word Cards for Unit 5 Student Performance Assessment (Part 2)

ADVANCE PREPARATION

Note to Teacher

In this lesson, you will administer Part 2 of the assessment to those students who scored 7 or fewer points on Part 1. You will meet briefly with students individually to administer a ten-word reading assessment. The estimated time for each child is two to four minutes.

Foundational Skills

- Select Large Letter Cards for letters listed in the Lesson at a Glance for Sound/Spelling Review and Chaining.
- Prepare to display the *Ox and Man* Big Book or download the digital version on the program's digital components site.
- Copy and cut out the Word Cards for Unit 5 Student Performance Assessment (Part 2), located in Teacher Resources.

Lesson 13: Basic Code

Foundational Skills



Primary Focus

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'w', 'z', 'p', 'b', 'l', 'r', 'h', 'j',

✦ 'k', 'x', 'y'. **TEKS K.2.B.i**

As the teacher reads *Ox and Man* aloud, students will track print from top to bottom, left to right; will attend to capital letters and punctuation as sentence indicators; and will read some of the sentences aloud.

✦ **TEKS K.2.D.ii; TEKS K.2.D.iii; TEKS K.5.C**

Students will substitute individual sound/spellings in simple CVC words to make, read, and spell new words. **TEKS K.2.B.iii; TEKS K.2.C.i; TEKS K.10.D.i; TEKS K.10.D.vi**

WARM-UP (10 MIN.)

Short Vowel Sounds

- Display the Large Letter Cards for 'i', 'e', 'a', 'u', and 'o' in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all five sounds from front to back: /i/, /e/, /a/, /u/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /u/, /a/, /e/, /i/.






✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.5.C** Make and confirm predictions using text features and structures with adult assistance; **TEKS K.2.D** Demonstrate print awareness by: (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; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; **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.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC; **TEKS K.10.D** Edit drafts with adult assistance using standard English conventions, including: (i) complete sentences; (vi) pronouns, including subjective, objective, and possessive cases.

Large Letter Cards



Challenge

Challenge students to think of words beginning with these sounds.

				
/i/	/e/	/a/	/u/	/o/
place finger below lips	pretend not to hear	pretend to cry	raise arms above head	circle open mouth with finger

Sound/Spelling Review

- Review letter-sound correspondences using the Large Letter Cards you prepared in advance.



Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

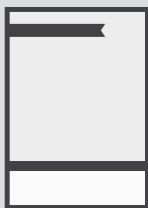
TEACHER DEMONSTRATION (15 MIN.)

Read *Ox and Man*

Note: In this story, the uppercase letters 'J', 'K', 'M', and 'O' are used. They look very similar to their lowercase counterparts. At this point, students only need to recognize these as uppercase letters. Uppercase letters will be taught later in this grade.

- Display the *Ox and Man* Big Book or use the digital version.
- Show students the cover of the book, pointing out the title of the story on the cover. Run your finger under the words *Ox and Man*, as you read the title. Ask students if they know what an ox is; point to the picture of the ox on the cover and explain that an ox is an animal similar to a cow. It is often used to do different kinds of work, such as pulling a wagon or cart or plowing fields on a farm.
- Based on the title and cover illustration, ask students to turn and talk to a partner about what they saw on the front and back covers of the book and think this story will be about. Ask a few students to share their observations and predictions.

Big Book:
Ox and Man





Foundational Skills

Print Awareness

Model for students how to run your finger beneath the words to read from left to right and top to bottom. For additional support and to help individual students with left-to-right directionality, you may wish to place a large green “start star” on the left of the student’s desk and a large red “stop dot” to the right.

ELPS 4.B

Large Letter Cards



- Read the story once without interruption, running a finger beneath the words as you read them.
- Read the story a second time, pausing to point out uppercase letters, periods, and, if you choose, commas. Focus on the sentence on page 4, pointing out how the sentence is made of words. Have students count the words and talk about how there is a space between words. Explain that a sentence begins with an uppercase letter and ends with a period. When you see a period at the end of a sentence, you should stop briefly and take a breath before reading the next sentence. If you decide to point out commas, tell students a comma means they should pause briefly. Also, discuss word meanings and ask questions, for example, “What did the ox like to do?”
- If you have time, read the story again, having students read aloud. Point out how readers read from left to right. Have a volunteer point to the words in the book as the class reads, modeling reading from left to right.

LARGE CARD CHAINING (15 MIN.)

- Distribute the Large Letter Cards you prepared in advance, reviewing each sound as you distribute it.
- Tell students if they are holding a card with a picture of a sound in *log*, they should go to the front of the room and stand in the order that spells *log*.
- If necessary, help students arrange themselves in correct order.
- Once the word has been spelled correctly, say, “If that is *log*, show me *lug*.”
- Ask students what letter sound makes the new word different from the old word (e.g., in *log* > *lug*, the ‘o’ represents /o/ and the ‘u’ represents the /u/).
- Students should rearrange themselves to make the new word.
- Continue this process until all of the words in the first chain have been spelled.
- Have the students trade cards.
- Complete the chaining.

1. log > lug > bug > rug > rag > wag > wig > big
2. yak > yam > jam > ram > rat > sat > set > sit



Check for Understanding

As students hold up their Large Letter Cards, check to see that they are arranging themselves in the correct order. After students blend the letters and read the word, have the class use **Thumbs-Up/Thumbs-Down** to indicate if they agree or disagree with the word provided.

PRACTICE (20 MIN.)

- Distribute Activity Pages 13.1 and 13.2. Explain the directions for each activity page so students can complete them independently while you work individually with students on the Reading Assessment.

Label the Picture (Activity Page 13.1)

- Have students read the word and write the word under the picture that matches the word.
- For practice writing sentences and using subjective pronouns, have students use the back of Activity Page 13.1 to write sentences with any of the words in the box.
- Explain to students that when they write, they use sentences that express complete thoughts and contain a subject and a verb. Tell students that a noun tells what the sentence is about: a person, place, or thing. A verb is an action, and tells what the person, place, or thing is doing. Explain that a sentence always starts with a capital letter and ends with a period, question mark, or exclamation point.
- Encourage them to use pronouns when they write. Tell them that pronouns are words that can stand in for a noun and can help make their sentences sound more interesting. Subjective pronouns can be the subject of a sentence and include the words *I, you, he, she, it, we, you, they*. Write these words on the board/chart paper.
- Give them some examples: *Sam is a kid. She is six. I am not a kid.* Remind students that the subjective pronoun *I* is always capitalized, no matter where it is in the sentence. Then have students write their own complete sentences using subjective pronouns.

Circle the Word (Activity Page 13.2)

- Have students read each word, circle the word that matches each picture, and then write the word on the line provided.

STUDENT PERFORMANCE ASSESSMENT

Reading Assessment (Part 2)

Note: Part 2 involves assessing students individually by having them read aloud ten words printed on separate cards.

- Collect Activity Page 13.3 (Record Sheet for Unit 5 Reading Assessment [Part 2]) from the student.
- Show the cards you prepared in advance to the student one at a time. Record each word as the student reads it on Activity Page 13.3.

Scoring and Analysis

Scoring is based on one point assigned for every sound in a word that is read correctly.

Interpret scores as follows:

- 26 or more points—excellent
- 21–25 points—good
- 15–20 points—fair
- Less than 15 points—poor

Remember to record student performance on the Unit 5 Student Performance Assessment Record Sheet as well.

Analyze each student's errors to determine whether there are one or more individual letter-sound correspondences that are particularly problematic. The subtotals for each sound/spelling at the bottom of the record sheet should facilitate the identification of specific problem areas.

Also examine whether there are mispronunciations that occur more frequently in a given position in words (i.e., does the student read the initial sound correctly, but misread either the medial and/or final sound?).

Finally, examine whether the student succeeded in reading words correctly on the second attempt. If so, the student may be rushing and may benefit from explicit instruction to slow down and look at each letter in a word sequentially, left to right.

Students who score in the fair–poor range are at risk of experiencing considerable difficulty in Unit 6. If a number of students in the classroom fall

Activity Page 13.3



into this category, it is strongly recommended that you provide substantial practice and remediation using the activities in the Additional Support section at the end of each lesson and the Pausing Point. Students who do not understand the concept of blending or who have not mastered the nine letter-sound correspondences taught in Unit 5 will only fall further behind if they move on to Unit 6 without remediation.

End Lesson

Lesson 13: Foundational Skills Remediation

Additional Support

PROGRESS MONITORING (OPTIONAL)

Word Reading

This assessment involves asking individual students to read seven words. If you have just administered the Lesson 13 assessment and you identify students who need remediation, you may want to administer this assessment after providing remedial support.

- Copy **Activity Page TR 13.1** (Word Cards for Progress Monitoring 1) and cut out the words. You may want to use one set of word cards to assess each student, or make each student a set to use for flash card practice.
- Make one copy of **Activity Page TR 13.2** (Record Sheet for Progress Monitoring 1) for each student.
- Use the sample word card, *rub*, to model the process.
- Show each card to the student one at a time.
- Record student responses on the record sheet.
- 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.

Scoring: Scoring is based on one point assigned for every sound in a word that is read correctly. Interpret scores as follows:

- 14 or 15 points—excellent
- 11–13 points—good
- 8–10 points—fair
- Less than 8 points—poor

MORE HELP WITH LETTER-SOUND CORRESPONDENCES

Race to the Top

- Provide one copy of **Activity Page TR 3.3** for each student and one copy of **Activity Page TR 13.3** to share. Copy game cards on card stock to allow for reuse.
- Cut out word/picture pairs and fold along the middle line; tape together to create two-sided cards.
- Follow the procedure in Lesson 8.

Match Maker

- Provide each student with a set of word/picture cards from **Activity Page TR 13.3**. Copy game cards on dark-colored card stock to allow for reuse and to keep students from being able to see images through the paper when they are turned over.
- Follow the procedure in Lesson 8.

MORE HELP READING

Pocket Chart Chaining for Reading

- Prepare the **pocket chart** and **letter cards 'i', 'e', 'a', 'u', 'o', 'm', 't', 'd', 'w', 'g', 'h', 'r', 'n', 'k', 'l', 'j', 'y', 'x', and 'b'**.
- Follow the procedure in Lesson 1.

1. jog > dog > dig > wig > wag > rag > lag > lug > log > bog
2. wag > wax > max > mad > mid > kid > kit > bit > bin

Ox and Man

- Reread *Ox and Man*, using the Big Book. Ask one student at a time to read the phrase on each page, standing close enough to the Big Book to point her or his finger under each word, from left to right, as she or he reads.

14

BASIC CODE

Student Performance Assessment

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'w', 'z', 'p', 'b', 'l', 'r', 'h', 'j',

✦ 'k', 'x', 'y'. **TEKS K.2.B.i**

As the teacher reads *Ox and Man* aloud, students will track print from top to bottom, left to right; will recognize that sentences are comprised of words separated by spaces; and will read some of the sentences aloud.

✦ **TEKS K.2.D.ii; TEKS K.2.D.iii**

Students will mark and copy the correct written CVC word to match the spoken

✦ word. **TEKS K.2.B.ii; TEKS K.2.E; TEKS K.10.D.i; TEKS K.10.D.vi**

Students will read simple CVC phrases and will choose the phrase that correctly

✦ matches a picture. **TEKS K.2.B.ii**

Students will read and sort CVC words by short vowel spellings.

✦ **TEKS K.2.B.i; TEKS K.2.B.ii**

FORMATIVE ASSESSMENT

Observation

Letter Sounds Observation Record

✦ **TEKS K.2.B.i**

Activity Page 14.1

Word Recognition

✦ **TEKS K.2.B.ii; TEKS K.2.E**

Activity Page 14.2

Connect It

✦ **TEKS K.2.B.ii**

Activity Page 14.3

Sort by Vowel Sound

✦ **TEKS K.2.B.i; TEKS 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** Demonstrate print awareness by: (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; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> ❑ Large Letter Cards for 'i,' 'e,' 'a,' 'u,' 'o,' 'c,' 'k,' 'g,' 'f,' 's,' 'z,' 'p,' 'b,' 'l,' 'r,' 'h,' 'w,' 'j,' 'y,' 'x'
Teacher Demonstration: Read <i>Ox and Man</i> (Print Concepts)	Whole Group	10 min.	<ul style="list-style-type: none"> ❑ <i>Ox and Man</i> Big Book
Word Recognition (Phonics)	Whole Group	15 min.	<ul style="list-style-type: none"> ❑ Activity Page 14.1 ❑ Activity Page 14.1 (Digital Components)
Practice: - Connect It - Sort by Vowel Sound (Phonics)	Independent	25 min.	<ul style="list-style-type: none"> ❑ Activity Pages 14.2, 14.3
Student Performance Assessment: Reading Assessment (Part 2)	One-on-One		<ul style="list-style-type: none"> ❑ Activity Page 13.3 ❑ Word Cards for Unit 5 Student Performance Assessment (Part 2)
Take-Home Material			
Label the Picture			<ul style="list-style-type: none"> ❑ Activity Page 14.4

TEKS 2.B.ii Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.10.D** Edit drafts with adult assistance using standard English conventions, including: (i) complete sentences; (vi) pronouns, including subjective, objective, and possessive cases.

ADVANCE PREPARATION

Note to Teacher

In this lesson, you will continue to administer Part 2 of the assessment to those students who scored 7 or fewer points on Part 1. You will meet briefly with students individually to administer a ten-word reading assessment. The estimated time for each child is two to four minutes.

Foundational Skills

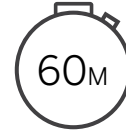
- Select Large Letter Cards for letters listed in the Lesson at a Glance for Sound/Spelling Review.
- Prepare to display the *Ox and Man* Big Book or download the digital version on the program's digital components site.

➤ Digital Component 14.1

- Create an enlarged version of Activity Page 14.1 (Digital Component 14.1) to display for Word Recognition, or use the digital version.
- If needed, copy and cut out the Word Cards for Unit 5 Student Performance Assessment (Part 2), located in Teacher Resources.

Lesson 14: Basic Code

Foundational Skills



Primary Focus

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'w', 'z', 'p', 'b', 'l', 'r', 'h', 'j',

✦ 'k', 'x', 'y'. **TEKS K.2.B.i**

As the teacher reads *Ox and Man* aloud, students will track print from top to bottom, left to right; will recognize that sentences are comprised of words separated by spaces; and will read some of the sentences aloud.

✦ **TEKS K.2.D.ii; TEKS K.2.D.iii**

Students will mark and copy the correct written CVC word to match the spoken

✦ word. **TEKS K.2.B.ii; TEKS K.2.E; TEKS K.10.D.i; TEKS K.10.D.vi**

Students will read simple CVC phrases and will choose the phrase that correctly

✦ matches a picture. **TEKS K.2.B.ii**

Students will read and sort CVC words by short vowel spellings.

✦ **TEKS K.2.B.i; TEKS K.2.B.ii**

WARM-UP (10 MIN.)






Short Vowel Sounds

- Display the Large Letter Cards for 'i', 'e', 'a', 'u', and 'o' in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all five sounds from front to back: /i/, /e/, /a/, /u/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /u/, /a/, /e/, /i/.

✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D** Demonstrate print awareness by: (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; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; **TEKS 2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.10.D** Edit drafts with adult assistance using standard English conventions, including: (i) complete sentences; (vi) pronouns, including subjective, objective, and possessive cases.

Large Letter Cards



				
/i/	/e/	/a/	/u/	/o/
place finger below lips	pretend not to hear	pretend to cry	raise arms above head	circle open mouth with finger

Challenge

Challenge students to think of words that contain these sounds.

Sound/Spelling Review

- Review letter-sound correspondences using the Large Letter Cards you prepared in advance.



Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.



TEACHER DEMONSTRATION (10 MIN.)

TEKS K.2.D.iii

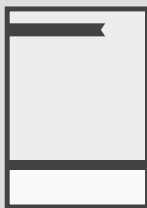
Read *Ox and Man*

- Display the *Ox and Man* Big Book or use the digital version.
- Remind students that a story has a title and a story is made up of sentences. Sentences begin with an uppercase letter and end with a period. The words in a sentence are separated by spaces.
- If you decided to teach students about commas, remind them that a comma means they should pause briefly when reading.
- Read the story once without interruption, running a finger beneath the words as you read them. Be sure to model pausing at the end of each sentence.
- Discuss word meanings and ask questions, for example, "What happens when the girl, Min, feeds the ox? Why?"
- If you have time, read the story again, having students read aloud.



TEKS K.2.D.iii Recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.

Big Book:
Ox and Man



WORD RECOGNITION (15 MIN.)

➤ Digital Component 14.1

- Distribute and display Activity Page 14.1.
- Point to the first row of words, and tell students you are going to say one of the two words.
- Say the word *fit*.
- Ask students which of the two words spells *fit*.
- Once the class has answered correctly, have students circle *fit*, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

1. fit	3. pat	5. yet
2. lip	4. fin	6. sit

- **Handwriting Practice:** Have students copy the circled words on the lines.
- For practice writing sentences and using subjective pronouns, have students use the back of Activity Page 14.1 to write sentences with any of the words on the page.
- Remind students that when they write, they use sentences that express complete thoughts and contain a subject and a verb. Review that a sentence always starts with a capital letter and ends with a period, question mark, or exclamation point.
- Then review subjective pronouns. Tell students that pronouns are words that can stand in for a noun and can help make their sentences sound more interesting. Subjective pronouns can be the subject of a sentence and include the words *I, you, he, she, it, we, you, they*. Write these words on the board/chart paper.
- Give them some examples: *Pat fits in the box. She sits in it. I do not fit.* Remind students that the subjective pronoun *I* is always capitalized, no matter where it is in the sentence. Then have students write their own complete sentences using subjective pronouns.

Activity Page 14.1





Activity Page 14.1: Word Recognition

Collect Activity Page 14.1 to review at a later time to evaluate student performance.

PRACTICE (25 MIN.)

- Distribute Activity Pages 14.2 and 14.3. Explain the directions to each activity page so students can complete them independently while you work individually with students on the Reading Assessment.

Connect It (Activity Page 14.2)

- Remind students words can be combined to make phrases and there are spaces between the words in a phrase.
- Have students draw a line from each phrase to the matching picture.

Sort by Vowel Sound (Activity Page 14.3)

- Ask students to read the words, and then write each word in the appropriate column for vowel sound /i/ or /e/.
- There are additional words on the back of the activity page that should be sorted according to the vowel sound /u/ or /o/.



Activity Pages 14.2 and 14.3: Connect It/Sort by Vowel Sound

Collect Activity Pages 14.2 and 14.3 to review at a later time to evaluate student performance.



STUDENT PERFORMANCE ASSESSMENT

Reading Assessment (Part 2)

- Follow the procedure explained in Lesson 13.
- Remember to record student performance on the Unit 5 Student Performance Assessment Record Sheet.



Take-Home Material

LABEL THE PICTURE

- Have students give Activity Page 14.4 to a family member.

Lesson 14: Foundational Skills Remediation

Additional Support

MORE HELP WITH SOUND/SPELLINGS

Sound Sprints

- Make and place **two sets of large cards** with previously taught sound/spellings at the far end of the classroom, the gym, or the playground.
- Have students get into two single file lines.
- Call out a sound.
- Have the first student in each line sprint to grab the sound and bring it back.
- Repeat the process, calling out a sound for the next two students in line, until all students have had a turn or all sounds have been called.

MORE HELP WITH SOUND/SPELLINGS

Push & Say (Word Builder)

- Prepare one copy of **Activity Page TR 1.1** (Sound Boxes) and one set of letter cards (**Activity Pages TR 3.4 and TR 10.2**) for each student.
- Follow the procedure in Lesson 11 using the word lists in the box.

1. mat	1. ham	1. yum
2. tip	2. sit	2. box
3. dog	3. fan	3. jug
4. cat	4. pot	4. tub
5. get	5. vet	5. rib

MORE HELP READING

Pocket Chart Chaining for Reading

- Prepare the **pocket chart** and **letter cards** 'i', 'e', 'a', 'u', 'o', 'm', 't', 'd', 'w', 'g', 'h', 'r', 'n', 'k', 'l', 'j', 'y', 'x', and 'b'.
- Follow the procedure in Lesson 1.

1. wit > hit > lit > let > yet > yen > hen > hem > ham > jam
2. rib > bib > bob > rob > lob > lab > dab > dub > dug > lug

MORE HELP WITH TRICKY WORDS

Making Phrases

- Make one copy of **Activity Pages TR 12.3 and TR 12.4** for each pair of students.
- Cut out the words and pictures and place them in two separate facedown piles. Place the card *at* faceup, to the side.
- Have students draw one card from each pile, arrange them side by side, and read the phrase. (Remind students that they may need to rearrange cards to make a phrase and/or opt to draw another card. If they draw the *look* card, they may also use the *at* card with whatever other card(s) they draw. If they draw the *and* card, they may draw an additional picture card.)
- Continue, as students take turns drawing cards and making phrases.

Challenge

Have students draw two cards from each pile to make phrases. As they make a phrase, they lay the cards on the table in front of them. If they cannot make a phrase, they may "pass" and let their partner take a turn.

BASIC CODE

Student Performance Assessment

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'w', 'z', 'p', 'b', 'l', 'r', 'h', 'j',

✦ 'k', 'g', 'x', 'y'. **TEKS K.2.B.i**

As the teacher reads *Ox and Man* aloud, students will track print from top to bottom, left to right; will attend to capital letters and punctuation as sentence indicators; and will read some of the sentences aloud.

✦ **TEKS K.2.D.ii; TEKS K.2.D.iii**

Students will read and spell and write simple CVC words.

✦ **TEKS K.2.B.ii; TEKS K.2.E**

Students will match the corresponding spelling when presented with the following sounds: /a/, /o/, /i/, /e/, /u/, /m/, /n/, /t/, /d/, /g/, /f/, /v/, /s/, /w/, /z/, /p/,

✦ /b/, /l/, /r/, /h/, /j/, /k/, /g/, /x/, /y/. **TEKS K.2.B.i**

FORMATIVE ASSESSMENT

Observation

Letter Sounds Observation Record

✦ **TEKS K.2.B.i**

✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D** Demonstrate print awareness by: (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; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; **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.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review (Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'i', 'e', 'a', 'u', 'o', 'c', 'k', 'g', 'f', 'v', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'j', 'y', 'x'
Teacher Demonstration: Read <i>Ox and Man</i> (Print Concepts)	Whole Group	15 min.	❑ <i>Ox and Man</i> Big Book
Practice: - Label the Picture - Circle the Word (Phonics)	Independent	20 min.	❑ Activity Pages 15.1, 15.2
Student Performance Assessment: Reading Assessment (Part 2)	One-on-One		❑ Activity Page 13.3 ❑ Word Cards for Unit 5 Student Performance Assessment (Part 2)
Sound Sprints (Phonics)	Whole Group	15 min.	❑ two cards for each of the following letters: 'm', 't', 'd', 'c', 'g', 'n', 'h', 's', 'f', 'v', 'z', 'p', 'b', 'l', 'r', 'w', 'j', 'y', 'x', 'a', 'o', 'i', 'e', 'u'

ADVANCE PREPARATION

Note to Teacher

In this lesson, you will continue to administer Part 2 of the assessment to those students who scored 7 or fewer points on Part 1. You will meet briefly with students individually to administer a ten-word reading assessment. The estimated time for each child is two to four minutes.

Foundational Skills

- Select Large Letter Cards for letters listed in the Lesson at a Glance for Sound/Spelling Review.
- Prepare to display the *Ox and Man* Big Book or download the digital version on the program's digital components site.
- For the Sound Sprints activity, make two sets of large cards with the sound/spellings listed in the Lesson at a Glance. You will need uncluttered space where two students can run at a time. Clear a space in your classroom or plan to make use of the gym or playground.
- If needed, copy the page and cut out the Word Cards for Unit 5 Student Performance Assessment (Part 2), located in Teacher Resources.

Lesson 15: Basic Code

Foundational Skills

60M

Primary Focus

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'w', 'z', 'p', 'b', 'l', 'r', 'h', 'j',

✦ 'k', 'g', 'x', 'y'. **TEKS K.2.B.i**

As the teacher reads *Ox and Man* aloud, students will track print from top to bottom, left to right; will attend to capital letters and punctuation as sentence indicators; and will read some of the sentences aloud.

✦ **TEKS K.2.D.ii; TEKS K.2.D.iii**

Students will read and spell and write simple CVC words.

✦ **TEKS K.2.B.ii; TEKS K.2.E**

Students will match the corresponding spelling when presented with the following sounds: /a/, /o/, /i/, /e/, /u/, /m/, /n/, /t/, /d/, /g/, /f/, /v/, /s/, /w/, /z/, /p/,

✦ /b/, /l/, /r/, /h/, /j/, /k/, /x/, /y/. **TEKS K.2.B.i**

WARM-UP (10 MIN.)






Short Vowel Sounds

- Display the Large Letter Cards for 'i', 'e', 'a', 'u', and 'o' in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all five sounds from front to back: /i/, /e/, /a/, /u/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /u/, /a/, /e/, /i/.

Large Letter Cards



✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D** Demonstrate print awareness by: (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; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; **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.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

				
/i/	/e/	/a/	/u/	/o/
place finger below lips	pretend not to hear	pretend to cry	raise arms above head	circle open mouth with finger

Sound/Spelling Review

- Review letter-sound correspondences using the Large Letter Cards you prepared in advance.

Challenge

Have students think of words beginning with these sounds.



Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

TEACHER DEMONSTRATION (15 MIN.)

Read *Ox and Man*

- Display the *Ox and Man* Big Book or use the digital version.
- Remind students a story has a title and a story is made up of sentences. Sentences begin with an uppercase letter and end with a period. The words in a sentence are separated by spaces.
- If you decided to teach students about commas, remind them that a comma means they should pause briefly when reading.
- Read the story once without interruption, running a finger beneath the words as you read them. Be sure to model pausing at the end of each sentence.
- Also, discuss word meanings and ask questions, for example, "Does the ox look happy at the end of the story? How can you tell?"
- If you have time, read the story again, having students read aloud.

Big Book: *Ox and Man*



Activity Pages
15.1, 15.2



Activity Page 13.3



PRACTICE (20 MIN.)

- Distribute Activity Pages 15.1 and 15.2. Explain the directions to each activity page so students can complete them independently while you work individually with students on the Reading Assessment.

Label the Picture (Activity Page 15.1)

- Have students read the word and write the word under the picture that matches the word.

Circle the Word (Activity Page 15.2)

- Have students read each word, circle the word that matches each picture, and then write the word on the line provided.

STUDENT PERFORMANCE ASSESSMENT

Reading Assessment (Part 2)

- Follow the procedure explained in Lesson 13.
- Remember to record student performance on the Unit 5 Student Performance Assessment Record Sheet.

SOUND SPRINTS (15 MIN.)

- Place the two sets of cards prepared in advance at the far end of the classroom, the gym, or the playground.
- Have students get into two single file lines.
- Call out a sound.
- Have the first student in each line sprint to grab the sound and bring it back.
- Repeat the process, calling out a sound for the next two students in line, until all students have had a turn or all sounds have been called.

End Lesson

Lesson 15: Foundational Skills Remediation

Additional Support

PROGRESS MONITORING (OPTIONAL)

Word Reading

This assessment involves asking individual students to read seven words.

- Copy the Word Cards for Progress Monitoring 2 (**Activity Page TR 15.1**) 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 15.2** (Record Sheet for Progress Monitoring 2) for each student.
- Use the sample word card, *ten*, to model the process.
- Show each card to the student one at a time.
- Record student responses on the record sheet.
- 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.

Scoring: Scoring is based on one point assigned for every sound in a word that is read correctly. Interpret scores as follows:

- 14 or 15 points—excellent
- 11–13 points—good
- 8–10 points—fair
- Less than 8 points—poor

MORE HELP WITH SPELLING

Sort by Vowel Sound

- Provide a copy of **Activity Page TR 15.3** for each student.
- Ask students to read the first word.
- Ask students if the word has the vowel sound /a/, /o/, /i/, or /e/.
- Have the student write the word in the third row, following your example.
- Elicit student responses to complete the activity page together.

MORE HELP READING

Pocket Chart Chaining for Reading

- Prepare the **pocket chart** and **letter cards 'i', 'e', 'a', 'u', 'o', 'm', 't', 'd', 'w', 'g', 'h', 'r', 'n', 'k', 'l', 'j', 'y', 'x', and 'b'**.
- Follow the procedure in Lesson 1.

1. bud > bad > bid > did > lid > lad > lag > log > job > lob
2. nut > rut > rug > rig > big > bag > bog > beg > leg > log

Guess the Word and Spell It

- Provide each student with a student **Chaining Folder**.
- Have students make sure they have **Small Letter Cards** for the vowel spellings **'i', 'e', 'a', 'u', 'o'** along the top.
- Have students make sure they have **Small Letter Cards** for the consonant spellings **'b', 'w', 'j', 'r', 'd', 'g', 't', and 'l'** along the bottom.
- Tell students you will ask them riddles and want them to spell the answers on their Chaining Folders.
- Have students clear their folder after every answer.

1. I'm thinking of something that a spider spins. (*web*)
2. I'm thinking of the color of cherries. (*red*)
3. I'm thinking of something that you fill with water to take a bath. (*tub*)
4. I'm thinking of something that you sleep in at night. (*bed*)
5. I'm thinking of a part of my body that has a knee and an ankle. (*leg*)
6. I'm thinking of a word that means not small. (*big*)
7. I'm thinking of a rodent that's bigger than a mouse. (*rat*)
8. I'm thinking of the number that comes after five. (*six*)

Ox and Man

- Provide each student with a copy of **Activity Page TR 15.4**.
- Have students read the phrase on each page, pointing her or his finger under each word, from left to right, as she or he reads.

16

BASIC CODE

Student Performance Assessment

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'w', 'z', 'p', 'b', 'l', 'r', 'h', 'j',

✦ 'k', 'g', 'x', 'y'. **TEKS K.2.B.i**

As the teacher reads *Ox and Man* aloud, students will track print from top to bottom, left to right; will attend to capital letters and punctuation as sentence indicators; and will read some of the sentences aloud.

✦ **TEKS K.2.D.ii; TEKS K.2.D.iii**

Students will accurately form all lowercase letters using appropriate directionality: 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'w', 'z', 'p', 'b', 'l', 'r', 'h', 'j', 'k', 'g', 'x', 'y'.

✦ **TEKS K.2.E**

Students will match the corresponding spelling when presented with the following sounds: /a/, /o/, /i/, /e/, /u/, /m/, /n/, /t/, /d/, /g/, /f/, /v/, /s/, /w/, /z/, /p/,

✦ /b/, /l/, /r/, /h/, /j/, /k/, /g/, /x/, /y/. **TEKS K.2.B.i**

Students will read and spell and write simple CVC words.

✦ **TEKS K.2.B.ii; TEKS K.2.C.ii; TEKS K.2.E**

FORMATIVE ASSESSMENT

Observation

Letter Sounds Observation Record

✦ **TEKS K.2.B.i**

Exit Pass

Sound Dictation

✦ **TEKS K.2.B.i**

Activity Page 16.1


Mark the Phrase

✦ **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** Demonstrate print awareness by: (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; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> ❑ Large Letter Cards for 'i', 'e', 'a', 'u', 'o', 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'v', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'j', 'y', 'x'
Teacher Demonstration: Read <i>Ox and Man</i> (Print Concepts)	Whole Group	10 min.	<ul style="list-style-type: none"> ❑ <i>Ox and Man</i> Big Book
Sound Dictation (Conventions of Standard English)	Whole Group	10 min.	<ul style="list-style-type: none"> ❑ Large Letter Cards for 'i', 'e', 'a', 'u', 'o', 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'v', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'j', 'y', 'x'
Mark the Phrase (Phonics)	Independent	15 min.	<ul style="list-style-type: none"> ❑ Activity Page 16.1
Student Performance Assessment: Reading Assessment (Part 2)	One-on-One		<ul style="list-style-type: none"> ❑ Activity Page 13.3 ❑ Word Cards for Unit 5 Student Performance Assessment (Part 2)
Spelling Hopscotch (Phonics)	Whole Group	15 min.	<ul style="list-style-type: none"> ❑ colored paper or card stock ❑ circular vowel spellings: 'i', 'e', 'a', 'u', 'o' ❑ petal-shaped consonant spellings: 'c', 'm', 'n', 't', 'd', 'k', 'g', 'f', 'v', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'j', 'y', 'x'
Take-Home Material			
Take-Home Story: <i>Ox and Man</i>			<ul style="list-style-type: none"> ❑ Activity Page 16.2

 **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.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

ADVANCE PREPARATION

Note to Teacher

In this lesson, you will continue to administer Part 2 of the assessment to those students who scored 7 or fewer points on Part 1. You will meet briefly with students individually to administer a ten-word reading assessment. The estimated time for each child is two to four minutes.

Foundational Skills

- Select Large Letter Cards for letters listed in the Lesson at a Glance for Sound/Spelling Review and Sound Dictation.
- Prepare to display the *Ox and Man* Big Book or download the digital version on the program's digital components site.
- Add to the Spelling Hopscotch materials you created for Unit 3 or make new materials by writing vowel sounds listed in the Lesson at a Glance on circular pieces of white paper or card stock, and consonant sounds listed in the Lesson at a Glance on petal-shaped pieces of colored paper or card stock; laminate if possible.
- If needed, copy and cut out the Word Cards for Unit 5 Student Performance Assessment (Part 2), located in Teacher Resources.

Lesson 16: Basic Code

Foundational Skills



Primary Focus

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'w', 'z', 'p', 'b', 'l', 'r', 'h', 'j',

✦ 'k', 'g', 'x', 'y'. **TEKS K.2.B.i**

As the teacher reads *Ox and Man* aloud, students will track print from top to bottom, left to right; will attend to capital letters and punctuation as sentence indicators; and will read some of the sentences aloud.

✦ **TEKS K.2.D.ii; TEKS K.2.D.iii**

Students will accurately form all lowercase letters using appropriate directionality: 'a', 'o', 'i', 'e', 'u', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'w', 'z', 'p', 'b', 'l', 'r', 'h', 'j', 'k', 'g', 'x', 'y'.

✦ **TEKS K.2.E**

Students will match the corresponding spelling when presented with the following sounds: /a/, /o/, /i/, /e/, /u/, /m/, /n/, /t/, /d/, /c/, /g/, /f/, /v/, /s/, /w/, /z/, /p/,

✦ /b/, /l/, /r/, /h/, /j/, /k/, /x/, /y/. **TEKS K.2.B.i**

Students will read and spell and write simple CVC words.

✦ **TEKS K.2.B.ii; TEKS K.2.C.ii; TEKS K.2.E**

WARM-UP (10 MIN.)






Short Vowel Sounds

- Display the Large Letter Cards for 'i', 'e', 'a', 'u', and 'o' in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.

Large Letter Cards



✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D** Demonstrate print awareness by: (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; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; **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.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

				
/i/	/e/	/a/	/u/	/o/
place finger below lips	pretend not to hear	pretend to cry	raise arms above head	circle open mouth with finger

- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all five sounds from front to back: /i/, /e/, /a/, /u/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /u/, /a/, /e/, /i/.

Challenge

Have students think of words beginning with these sounds.

Sound/Spelling Review

- Review letter-sound correspondences using the Large Letter Cards you prepared in advance.



Observation: Letter Sounds Observation Record

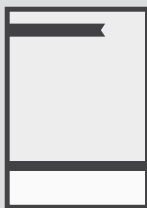
Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

TEACHER DEMONSTRATION (10 MIN.)

Read *Ox and Man*

- Display the *Ox and Man* Big Book or use the digital version.
- Remind students that a story has a title and a story is made up of sentences. Sentences begin with an uppercase letter and end with a period. The words in a sentence are separated by spaces.
- If you decided to teach students about commas, remind them a comma means they should pause briefly.
- Starting with the title, ask students to read each page as you run your finger under the printed text.

Big Book:
Ox and Man



- After reading the entire story, discuss word meanings and ask questions, for example, “How did the ox feel when Jin ran at him? Why?” and “What happened to Kim when he grabbed the ox’s horns?”
- If you have time, read the story again, having students read aloud.

SOUND DICTATION (10 MIN.)

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

- Distribute paper and pencils.
- Give each student a Large Letter Card for a spelling that has been taught.
- Say a sound, and tell the student with the Large Letter Card for that sound to stand up.
- Remind students how to print the letter, and encourage them to trace the spelling in the air. Have students print the letter on paper.
- Repeat for the remaining sounds.

Large Letter Cards



Exit Pass: Sound Dictation

Collect papers from Sound Dictation to review at a later time to evaluate student performance.

MARK THE PHRASE (15 MIN.)

- Distribute Activity Page 16.1. Explain the directions so students can complete the activity page independently while you work individually with students on the Reading Assessment.
- Have students read each phrase and mark the box next to the phrase that matches each picture.

Activity Page 16.1



Activity Page 16.1: Mark the Phrase

Collect Activity Page 16.1 to review at a later time to evaluate student performance.

TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.



STUDENT PERFORMANCE ASSESSMENT

Reading Assessment (Part 2)

- Follow the procedures explained in Lesson 13 to complete assessment of all students.
- Remember to record student performance on the Unit 5 Student Performance Assessment Record Sheet.
- If you have not yet evaluated all students, continue to do so in the next one to two days while other students work on Pausing Point activities.

SPELLING HOPSCOTCH (15 MIN.)

Note: This game may be played in the classroom, in the gym, or on the playground.

- Arrange the spellings on the floor in a flower pattern, with one of the vowel spellings in the center and the consonant spellings around the outside.
- Ask a student to spell a word or silly word by starting on the outside, hopping to the inside, and then hopping back to the outside. Have the student say the sounds while hopping on the letters—/b/ . . . /e/ . . . /t/—and blend them to make the word, *bet*.
- Ask students whether the word is a real word or silly word.
- Repeat with additional students.
- After students have made a few words with 'e', substitute a new vowel spelling.
- As students spell words, point out that every word contains a vowel sound and many words follow the consonant-vowel-consonant (CVC) pattern.

End Lesson

Take-Home Material

TAKE-HOME STORY: OX AND MAN

- Have students give Activity Page 16.2 to a family member.



Lesson 16: Foundational Skills Remediation

Additional Support

MORE HELP WITH SEGMENTING

Sound Dictation

- Provide each student with a **whiteboard and marker or a piece of paper**.
- Select one of the word lists from the box.
- Ask students, “What is the first sound in the word *jug*?”
- Have a student draw a picture of the /j/ sound on a whiteboard or piece of paper.
- Have all students copy the letter onto a whiteboard or piece of paper, saying the letter’s sound as they write it.
- Complete the remaining two sounds in *jug* so students eventually have the entire word written.
- Have students blend and read the word.
- Complete the remaining words.

1. jug	1. bug	1. rib
2. yum	2. yet	2. bad
3. cup	3. kid	3. beg
4. wig	4. nut	4. bat
5. wet	5. up	5. wag
6. rag	6. fun	6. box

MORE HELP READING

Ox and Man

- Provide each student with a copy of **Activity Page TR 15.4**.
- Have students read the phrase on each page, pointing her/his finger under each word, from left to right, as she/he reads.

Pausing Point

With the conclusion of Unit 5, it is recommended that you pause two or three days, reviewing the material as needed. You may have students complete any combination of the exercises listed below, in any order. The exercises are listed under the unit skills they satisfy. References to Additional Support lessons that address these skills are included. Additional exercises not included in the Unit 5 lessons have procedures printed in this section.

Different students need help with different objectives. So it can be helpful to have students focus on specific exercises in small groups. If you have students who are still having difficulty blending, extra practice is recommended before moving on to Unit 6. In Unit 6, letter names are introduced. It is important for students to blend successfully with sounds before the letter names are introduced.

A variety of activities are included to choose from during the Pausing Point: those listed below as specific Pausing Point activities and the activities in Additional Support at the end of each lesson.

PAUSING POINT TOPIC GUIDE

Distinguish Short Vowel Sounds

Erase the Spellings Page 186

Recognize and Isolate the Sounds Taught in Unit 5

I'm Thinking of Something Page 186

Isolate Sounds (Receptive and Expressive) Additional Support
Lesson 5

Minimal Pairs Page 187

Tongue Twister Page 187

Sorts (Closed and Open) Additional Support
Lesson 5

Match Maker	Additional Support Lessons 5, 8, 9, 13
.....
Guess the Sound!	Page 187
.....
Let's Take a Trip!	Page 187
.....
Sound Search	Page 187
.....
Sound Collections	Page 188
.....
Race to the Top	Additional Support Lessons 3, 8, 10, 13
.....
Alphabet Jam	Additional Support Lessons 1–3, 6–10
.....

Differentiate Sister Sounds

Sister Sounds	Additional Support Lesson 12; Page 188
.....
T-Chart	Additional Support Lessons 10, 12 Page 189
.....

Recognize the Spellings Taught in Unit 5

Stepping Sounds	Page 189
.....
Simon Says Sounds	Page 190
.....
Sound Sprints	Additional Support Lesson 14
.....
Pipe Cleaner Spellings	Page 190
.....
Can You Feel the Letter?	Page 190
.....
Spelling Crossing	Additional Support Lesson 6; Page 190
.....
Spelling Bingo	Page 190
.....
Review the Sound/Spellings	Additional Support Lessons 2, 4, 7, 9
.....

Distinguish the Spellings 'c' and 'k' for the Sound /k/

Word Sort	Page 191
More Help Reading	
Feed the Squirrel	Additional Support Lessons 3, 9, 11
Flip Your Lid!	Additional Support Lesson 2
Make Phrases	Additional Support Lessons 12, 14
Construction Time	Additional Support Lessons 4, 7
Push & Say	Additional Support Lessons 1, 11, 14
Give Me the Sound	Additional Support Lesson 6
Phrases and Wiggle Cards	Additional Support Lessons 1–4, 6–11
Give Me A Word	Additional Support Lesson 1
Pocket Chart Chaining for Reading	Additional Support Lessons 1–4, 6–10, 13–15; Page 191
Teacher Chaining	Additional Support Lesson 5
Unscramble the Sounds	Page 191
Match the Words	Pages 192
Circle the Word	Additional Support Lesson 8; Page 192
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Disappearing Words	Page 192
Word Bingo	Additional Support Lesson 10; Page 192
Relay Blending	Page 192
Word Reading Sprints	Page 193
Unscramble the Words!	Page 193
Phrase Flip Book	Page 194

Spell Two- and Three-Sound Words with Cards

Student Chaining	Page 194
Chain and Copy	Page 194
Large Card Chaining	Page 195
Guess the Word and Spell It	Additional Support Lesson 15; Page 195

Write the Spellings Taught in Unit 5

Sound Dictation	Additional Support Lessons 8, 12, 16
Handwriting Activity Pages with Spellings	Page 196

Write Two- and Three-Sound Words

Handwriting Activity Pages with Words	Page 196
Label the Picture	Additional Support Lessons 11; Page 196
Word Box	Page 196
Sort by Vowel Sound	Additional Support Lesson 15; Page 196
Sort by Sound (/x/, /y/, /w/)	Page 197

Write Two- and Three-Sound Words from Dictation

Dictation with Words	Page 197
Dictation with Phrases	Page 197

DISTINGUISH SHORT VOWEL SOUNDS

Erase the Spellings

- Write the spellings 'i', 'a', and 'o' in that order on the board and draw three to five dots under each spelling.
- Review the sounds with the students.
- Say one of the sounds and have a student erase a dot under the picture of that sound.
- When all of the dots under a spelling have been erased, say a sound again.
- This time ask students to draw a dot under the sound you said.
- Continue having students add dots until all students have practiced sufficiently.
- Add the spelling 'e' between 'i' and 'a' once your students can successfully do this exercise.
- Add the spelling 'u' between 'a' and 'o' once students can successfully do this exercise with the four sounds.

RECOGNIZE AND ISOLATE THE SOUNDS TAUGHT IN UNIT 5

I'm Thinking of Something

/r/:

1. I'm thinking of the color of a strawberry. (*red*)
2. I'm thinking of another word for jogging. This is much faster than walking. (*running*)
3. I'm thinking of an adult bunny. (*rabbit*)
4. I'm thinking of a word meaning the opposite of wrong. (*right*)
5. I'm thinking of something we see in the sky after it rains. It has the colors red, orange, yellow, green, blue, and purple. (*rainbow*)

/l/:

1. My foot is connected to my _____. (*leg*)
2. I'm thinking of a large, African cat that has sharp teeth, big claws, a mane. (*lion*)
3. I'm thinking of a sour yellow fruit. (*lemon*)
4. I'm thinking of the meal after breakfast and before dinner. (*lunch*)

Minimal Pairs

- Create a list of your own minimal word pairs to contrast the sounds below. (See Lesson 1 for /b/ and /p/ and Lesson 4 for /u/ and /o/.)

Possible Minimal Pairs

- | | |
|------------|------------|
| 1. /m/—/n/ | 6. /l/—/r/ |
| 2. /t/—/d/ | 7. /i/—/e/ |
| 3. /k/—/g/ | 8. /e/—/a/ |
| 4. /f/—/v/ | 9. /a/—/u/ |
| 5. /s/—/z/ | |

Tongue Twister

/b/:

The **big** boy **b**rought the **black** **boot** **b**ack.

/l/:

Lilly **l**ikes **l**icking **l**emon **l**ollipops.

Guess the Sound!

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

Let’s Take a Trip!

- Tell students the class is taking a pretend trip.
- Ask a student to name something he or she would take on the trip (e.g., jeans).
- Ask students for the first sound in *jeans*.
- Once the /j/ sound has been identified, ask students to think of something else to bring on the trip starting with the /j/ sound.
- **Variation:** Make this game more difficult by making the final sound in a word the beginning sound in the next word.

Sound Search

- Say a sound and ask students to find an object in the classroom beginning with the sound.



- Help students find the first object.
- When a student has found an object, have him or her show it to the other students and say its name.

Sound Collections

- Gather a number of objects starting with either of two target sounds (e.g., /w/ and /j/).
- Label two boxes with the spellings 'w' and 'j'.
- Ask students to say the name of each object and its first sound.
- Have students place the objects in the appropriate boxes.

Note: This activity can be done with any previously taught sound/spellings.

DIFFERENTIATE SISTER SOUNDS

Sister Sounds







- Explain that /p/ and /b/ sound very similar—they are sister sounds. Both of these consonant sounds are made by pressing the lips together and then popping them open.
- Tell students to place their fingers over their ears with their palms on their cheeks, or place fingertips on their throats.
- Have students alternate between saying the /p/ sound and the /b/ sound.
- Ask students if they can feel the difference between these two sounds.
- Explain that the /b/ sound is buzzy than the /p/ sound. It makes our mouths and throats vibrate.
- Distribute Activity Pages PP.1 and PP.2.
- Tell students to show you the picture of /p/ when you say the /p/ sound and the picture of /b/ when you say the /b/ sound.
- Practice this several times.
- Next, tell students you are going to say two words. One word will begin with the /p/ sound and one word will begin with the buzzy /b/ sound.
- Ask students to hold up the picture of /p/ when you say a word beginning with the /p/ sound and the picture of /b/ when you say a word beginning with the /b/ sound.
- Have students close their eyes and listen as you say the first word pair. Students should repeat both words, covering their ears or touching their throats. Have them hold up the appropriate spelling for each word.

- Repeat this exercise for the sister sounds /t/ and /d/, /k/ and /g/, /f/ and /v/, and /s/ and /z/ using Activity Pages PP.3–PP.10.

Sister Sounds	
Unvoiced	Voiced
/p/	/b/
/t/	/d/
/k/	/g/
/f/	/v/
/s/	/z/

T-Charts

- Select two sister sounds, for example /p/ and /b/, and gather pictures of items beginning with either of these sounds.
- Draw a T-chart on a piece of chart paper and write the target sounds at the top of the chart.
- Show students pairs of pictures, one picture in each pair starting with /p/ and one with /b/, and ask students to identify the beginning sounds.
- Place the pictures in the appropriate columns of the chart.
- If students are having difficulty distinguishing sister sounds, have them say the sound pairs repeatedly, touching their throats with their hands. For the voiced sounds, they will be able to feel the vibration of the vocal cords. For the unvoiced sounds, if they are said in a clipped fashion without a vowel attached to them like /pu/, they will feel no vibration.
- **Extension:** The target sounds could also be at the end of the words (e.g., *cap* and *lab*). Identifying ending sounds is more difficult than identifying beginning sounds.

p	b
	
	
	

RECOGNIZE THE SPELLINGS TAUGHT IN UNIT 5

Stepping Sounds

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

Simon Says Sounds

Note: Be sure to explain and practice the game of Simon Says if students are not familiar with it.

- Give every student the same set of cards.
- Play Simon Says, using commands such as:
 - Simon says, “Touch the picture that stands for the /b/ sound as in *bug*.”
 - Simon says, “Touch the picture that stands for the /w/ sound as in *wet*.”
 - Touch the picture that stands for the /j/ sound as in *jet*. (Since Simon did not say to touch it, they should not have touched the picture.)

Pipe Cleaner Spellings

- Distribute pipe cleaners to students and write the spellings taught in Unit 5 on the board.
- Have students form some or all of the spellings with pipe cleaners.
- Have students spell words with the pipe cleaner spellings.

Can You Feel the Letter?

Note: The spellings ‘d’, ‘b’, and ‘p’, and ‘u’ and ‘n’ have a similar form. Do not use these letters in this exercise.

- On a piece of cardboard, draw several previously taught spellings.
- Cut them out and place them in a box.
- Ask a student to close his or her eyes and to select a letter from the box.
- Ask him or her to identify the letter by feeling it with his or her hands.

Spelling Crossing

- Write three-sound words on cards (one word per card) and distribute one card and a pencil to each student.
- Have each student read his or her word out loud.
- Gather the Large Letter Cards for the spellings used on the word cards.
- Show the first Large Letter Card and review the sound with students.
- Ask students to cross out the spelling if it is on their word card.
- Continue until students have crossed out all of the spellings on their cards.

Spelling Bingo

- Make enough Bingo boards with previously taught spellings for each student to have a game board.

- Write the previously taught spellings and place them in a box.
- Give each student a Bingo board and place markers.
- Select spellings from the box and have students place a playing piece on top of the spelling if it is on their Bingo boards.
- Students should say, “Bingo!” once all of the spellings on their board are covered.

DISTINGUISH THE SPELLINGS ‘C’ AND ‘K’ FOR THE SOUND /K/

Word Sort

- Have students complete Activity Page PP.11. This activity page is similar to Activity Page 10.2 that students completed in Lesson 10.

MORE HELP READING

Pocket Chart Chaining for Reading

- You will need pocket chart cards for the following vowel sound/spellings: ‘i’, ‘e’, ‘a’, ‘u’, ‘o’.
- You will need pocket chart cards for the following consonant sound/spellings: ‘m’, ‘n’, ‘t’, ‘d’, ‘k’, ‘g’, ‘l’, ‘r’, ‘h’, ‘w’, ‘j’, ‘y’, ‘x’, ‘b’.
- Follow the procedure in Lesson 1 using the following chains.

1. jog > dog > dig > wig > wag > rag > lag > lug > log > bog
2. wag > wax > max > mad > mid > kid > kin > kit > bit > bin
3. wit > hit > lit > let > yet > yen > hen > hem > ham > jam

1. rib > bib > bob > rob > lob > lab > dab > dub > dug > lug
2. bud > bad > bid > did > lid > lad > lag > log > jog > job
3. nut > rut > rug > rig > big > bag > bog > beg > leg > log

Unscramble the Sounds

- Distribute three Large Letter Cards needed to spell a three-letter word (e.g., *box*) to three students in random order.
- Have each student say his or her sound.

Activity Page PP.11





- Have students spell the word box with the cards.
- Continue with other Large Letter Cards and words.

Match the Words

- Distribute Activity Pages PP.12 and PP.13.
- Have students cut out the word cards on Activity Page PP.12.
- Have students read the words on the word cards and match them to the words on Activity Page PP.13 by placing the word cards on top of the words.

Circle the Word

- Have students complete Activity Page PP.14.

Connect It

- Have students complete Activity Page PP.15.

Disappearing Words

- Write three to five words on the board and have students read them.
- Say a word and have a student erase it from the board.
- Start over when all of the words have been erased.
- Continue until all students have had a turn.

Word Bingo

- Make enough Bingo boards with decodable two- and three-sound words for each student to have a game board.
- Write the same words on paper slips and put them in a box.
- Give each student a Bingo board and place markers.
- You will select words from the box and say the word. You want students to put a place marker on top of that word if it is on their Bingo board.
- Students should say, “Bingo!” once all of the words on their board are covered.

Relay Blending

- Divide the class into two teams and have each team form a line.
- Say a segmented word (e.g., “/b/ . . . /u/ . . . /g/”), and ask the first student in each line to blend it.
- The student who is first to blend the word correctly gets a point for his or her team. Both students should then move to the back of their respective lines.

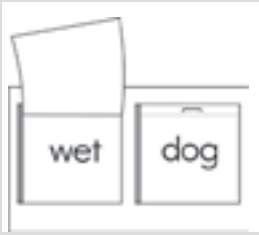
- If neither student can blend the word correctly, have both students move to the back of their respective lines and let the next students in line take a turn.

Word Reading Sprints

- Make sets of decodable word cards and matching picture cards (e.g., one card has the word *bug* and the matching card has a picture of a bug).
- Make one set of cards for each group that will be racing.
- Place the word cards at the far end of the classroom, playground, or gym.
- Divide the class into teams, and have each team form a line.
- Give the first student in each line a picture card.
- Have students race to identify and return with a matching word card.
- Repeat until each student has had a turn.

Unscramble the Words!

- Write a number of decodable words on large index cards or card stock.
- Distribute two or three cards needed to make a phrase (e.g., *bug in rug*) to two or three students in random order. Have each student say his or her word.
- Have students arrange the cards to make the phrase.
- Continue with other phrases.



Phrase Flip Book

- Cut out ten slips of paper.
- Write the following decodable adjectives on five of the slips of paper, one adjective per slip: *mad, bad, big, wet, red*.
- Write the following decodable nouns on five of the slips of paper, one noun per slip: *kid, dog, jug, lip, box*.
- Stack the adjective slips of paper and staple their top edge to a sheet of card stock.
- Stack the noun slips of paper and staple their top edge to the sheet of card stock to the right of the adjectives.
- By turning the slips of paper, students can make and read up to 25 decodable phrases, some of which are silly.

SPELL TWO- AND THREE-SOUND WORDS WITH CARDS

Student Chaining

- Follow the procedure in Lesson 1.
- Make sure students have cards for the following vowel spellings along the top of the Chaining Folder: 'i', 'e', 'a', 'u', 'o'.
- Make sure students have cards for the following consonant spellings along the bottom of the folder: 'n' (2), 't' (2), 'b' (2), 'l', 'r', 'w', 'j', 'y', 'g'.
- The last two chains consist of silly words.

1. it > bit > lit > let > wet > jet > yet > net > nut > not
2. ban > ran > run > bun > bin > in > win > wig > wag > bag
3. jit > rit > ret > ren > len > lun > lub > wub > jub > yub
4. lon > bon > ton > tun > yun > jun > lun > lan > wan > yan

Chain and Copy

- Follow the procedure in Lesson 6.
- Have students take out their Chaining Folders.
- Make sure students have Small Letter Cards for the following vowel spellings along the top of his or her Chaining Folder: 'i', 'e', 'a', 'u', 'o'.

Chaining Folder



- Make sure students have Small Letter Cards for the following consonant spellings along the bottom of the folder: 'd' (2), 'g', 'b' (2), 'l', 'r', 'w', 'j', 'y', 'x'.

1. bid > did > rid > lid > led > leg > log > jog > bog > bag
2. bug > bud > bed > bid > rid > rig > wig > wag > rag > rug
3. yib > wib > dib > deb > reb > reg > rog > wog > yog > yeg
4. geb > jeb > jib > wib > wub > gub > bub > yub > jub > jux

Large Card Chaining

- Follow the procedure in Lesson 9.
- Distribute the following Large Letter Cards, reviewing each sound as you distribute the cards: 'i', 'e', 'a', 'o', 'u', 'n', 't', 'd', 'k', 'g', 's', 'p', 'b', 'l', 'r', 'w', 'j', 'y', and 'x'.

1. lag > bag > bug > jug > rug > run > fun > fin > fix > six
2. wit > kit > kid > bid > bit > bat > rat > ram > jam > jab
3. jet > let > bet > but > rut > rot > jot > job > jog > jig
4. pot > lot > lit > bit > bin > kin > win > wig > wag > rag
5. yes > yet > net > nit > nix > nip > nap > nab > jab > jam

Guess the Word and Spell It

- Have students take out their Chaining Folders.
- Make sure students have the following vowel spellings along the top: 'i', 'e', 'a', 'u', 'o'.
- Make sure students have the following consonant spellings along the bottom: 'b', 'w', 'j', 'r', 'd', 'g', 't', 'l'.
- Tell students you will ask them riddles and want them to spell the answers on their Chaining Folders.
- Have students clear their folder after every answer.

1. A spider spins a _____. (*web*)
2. Your parent's work is also called their _____. (*job*)
3. When you want to take a bath, you fill the _____ with water. (*tub*)
4. The color of cherries is _____. (*red*)
5. If something is not little, it is _____. (*big*)
6. At night you sleep in a _____. (*bed*)
7. When you take a shower or bath or jump in the swimming pool, you get _____. (*wet*)
8. The animal that looks like a big mouse is called a _____. (*rat*)
9. Your knee and ankle are part of your _____. (*leg*)
10. Another word for a fast plane is a _____. (*jet*)

Activity Pages
PP.16, PP.17



WRITE THE SPELLINGS TAUGHT IN UNIT 5

Handwriting Activity Pages with Spellings

- Have students complete Activity Pages PP.16 and PP.17.

Note: The same spellings are on the front and the back of each activity page. The back, however, is more difficult because only starting dots are provided. Make multiple copies of these activity pages and using them frequently for additional practice.

WRITE TWO- AND THREE-SOUND WORDS

Handwriting Activity Pages with Words

- Have students complete Activity Pages PP.18 and PP.19.

Note: The same words are on both the front and the back of each activity page. The back, however, is more difficult because only starting dots are provided. Make multiple copies of these activity pages and using them frequently for additional practice.

Label the Picture

- Have students complete Activity Page PP.20.

Word Box

- Have students complete Activity Pages PP.21 and PP.22.

Sort by Vowel Sound

- Have students complete Activity Pages PP.23 and PP.24.

Activity Pages
PP.18–PP.25



Sort by Sound (/x/, /y/, /w/)

- Have students complete Activity Page PP.25.

WRITE TWO- AND THREE-SOUND WORDS FROM DICTATION

Dictation with Words

- Ask students to take out a pencil and a piece of paper.
- Tell students you are going to say a number of words.
- For each word you say, hold up one finger for each sound.
- Ask students to count the sounds in the word and then draw a line on their paper for each sound that they hear. For example, for the word *jug*, three lines would be drawn on the paper: . Once students have written one line for each sound in the word, instruct them to write the spellings on their respective lines: j u g.
- Ask students to read the word back to you.
- Instruct students to refer to the Sound Posters.
- Use only three to five words for each dictation activity.

1. jug	11. wit	21. lug	31. bad
2. bog	12. bug	22. rib	32. beg
3. yum	13. lad	23. yes	33. rut
4. cup	14. yet	24. run	34. bat
5. yap	15. rub	25. leg	35. jag
6. wig	16. wed	26. lab	36. wag
7. led	17. but	27. lip	37. yip
8. wet	18. nut	28. let	38. yep
9. rag	19. up	29. bun	39. box
10. jog	20. fun	30. jut	40. kid

Dictation with Phrases

- Ask students to take out a pencil and a piece of paper.
- Tell students you are going to say a number of phrases.
- For each phrase 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. Students should leave a finger space between the lines.
- Once students have drawn the lines, ask them to write each word sound by sound on their respective lines: hot wax. Ask students to read the phrase back to you.
- Remind students to refer to the Sound Posters.
- Use only two to three phrases for each dictation activity.

- | | |
|---------------|--------------------|
| 1. hot wax | 6. dad can jog |
| 2. pop gum | 7. cut up ham |
| 3. fox in fog | 8. mom fed cat |
| 4. nap on bed | 9. kid got wet |
| 5. rip it up | 10. cat hid in box |

Teacher Resources

Kindergarten	Skills 5
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Teacher Guide

Teacher Resources

Letter Sounds Observation Record—Unit 5	201
Word Cards for Unit 5 Student Performance Assessment (Part 2)	202
Unit 5 Student Performance Assessment Record Sheet	204
Additional Support Activity Pages	205
Activity Book Answer Key	262
Texas Essential Knowledge and Skills Correlation Chart	281
English Language Proficiency Standards Correlation Chart	286

LETTER SOUNDS OBSERVATION RECORD — UNIT 5

✓ - Correct Letter-Sound correspondence (write the sound given)

✗ - Incorrect Letter-Sound correspondence (write the sound given)

Subtotal = number of correct responses/total responses per student

Student	Lesson								Subtotal	
	1	2	3	4	5	6	7	8		
										/
										/
										/
										/
										/
										/
										/
										/
										/
										/
										/
										/
										/
										/
										/
										/
										/

leg

jet

kid

log

rat

box

jug

web

yes

rug

Additional Support Activity Pages

Kindergarten	Skills 5
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Teacher Guide

NAME: _____

DATE: _____

TR 1.1

Sound Boxes

Three empty rectangular boxes are arranged horizontally in the center of the page. Each box is a simple gray outline with no text or markings inside, intended for students to write their responses.

NAME: _____

DATE: _____

TR 1.2

Bingo Boards

Directions: Copy and cut out game boards. (Card stock is suggested to allow for reuse.)

man	zap	ten
him	it	van
gap	pig	an

top	him	am
pig	dip	pen
not	in	cap

NAME: _____

DATE: _____

TR 1.2

CONTINUED
Bingo Boards

Directions: Copy and cut out game boards. (Card stock is suggested to allow for reuse.)

can	fit	in
net	am	hen
pen	dip	top

gas	in	him
fit	can	ten
an	not	pen

NAME: _____

DATE: _____

TR 1.2

CONTINUED
Bingo Boards

Directions: Copy and cut out game boards. (Card stock is suggested to allow for reuse.)

dip	cap	on
an	map	man
zap	vet	if

den	it	vet
net	can	set
pig	not	gap

NAME: _____

DATE: _____

TR 1.3

Bingo Word Cards

Directions: Copy and cut out word cards for use with Bingo boards. (Card stock is suggested to allow for reuse.)

am	it	an	on
in	if	man	map
top	ten	dip	den
can	cap	gas	gap
not	net	hen	him
set	sit	fed	fit
van	vet	zap	zip
pig	pen		

NAME: _____

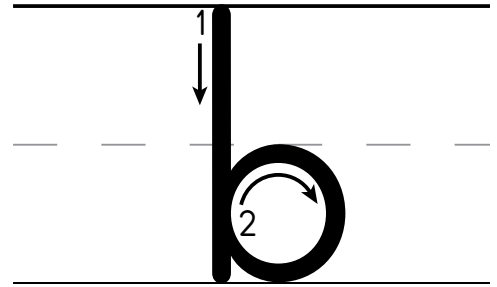
DATE: _____

TR 2.1


Review the Sound/Spelling (/b/)




bed



Directions: For each picture, students circle the letters spelling the name of the depicted item and then write the word on the line.

	c	e	d
	p	a	b

	p	e	k
	b	i	a

NAME: _____

DATE: _____

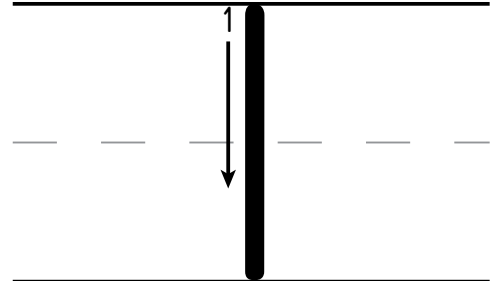
TR 2.1

CONTINUED

Review the Sound/Spelling (/l/)



log



log



leg





Directions: Students write each word under the matching picture.

NAME: _____

DATE: _____

TR 3.1

Feed the Squirrel



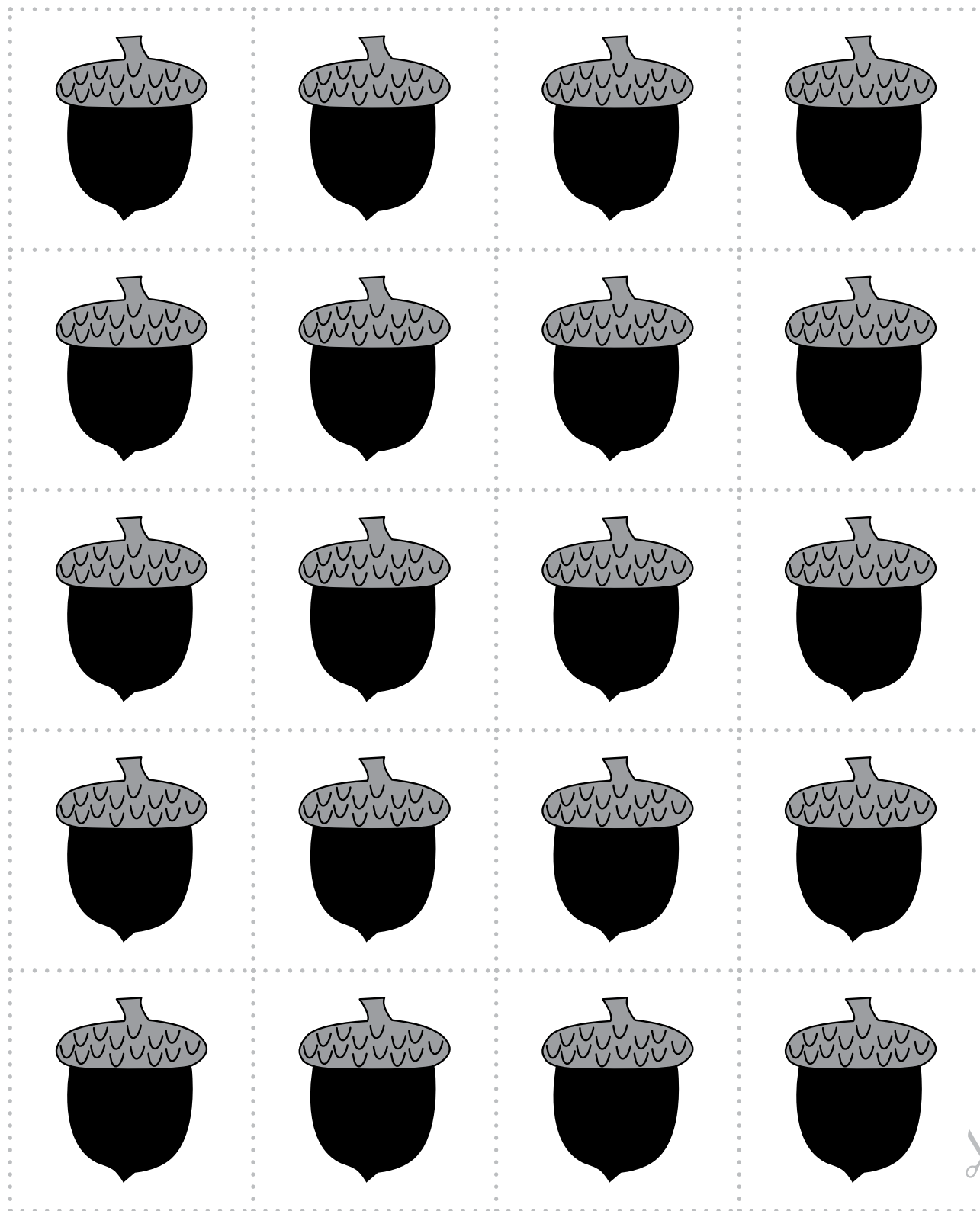
NAME: _____

DATE: _____

TR 3.2

Feed the Squirrel

Directions: Copy on card stock and cut out acorns to use with Feed the Squirrel



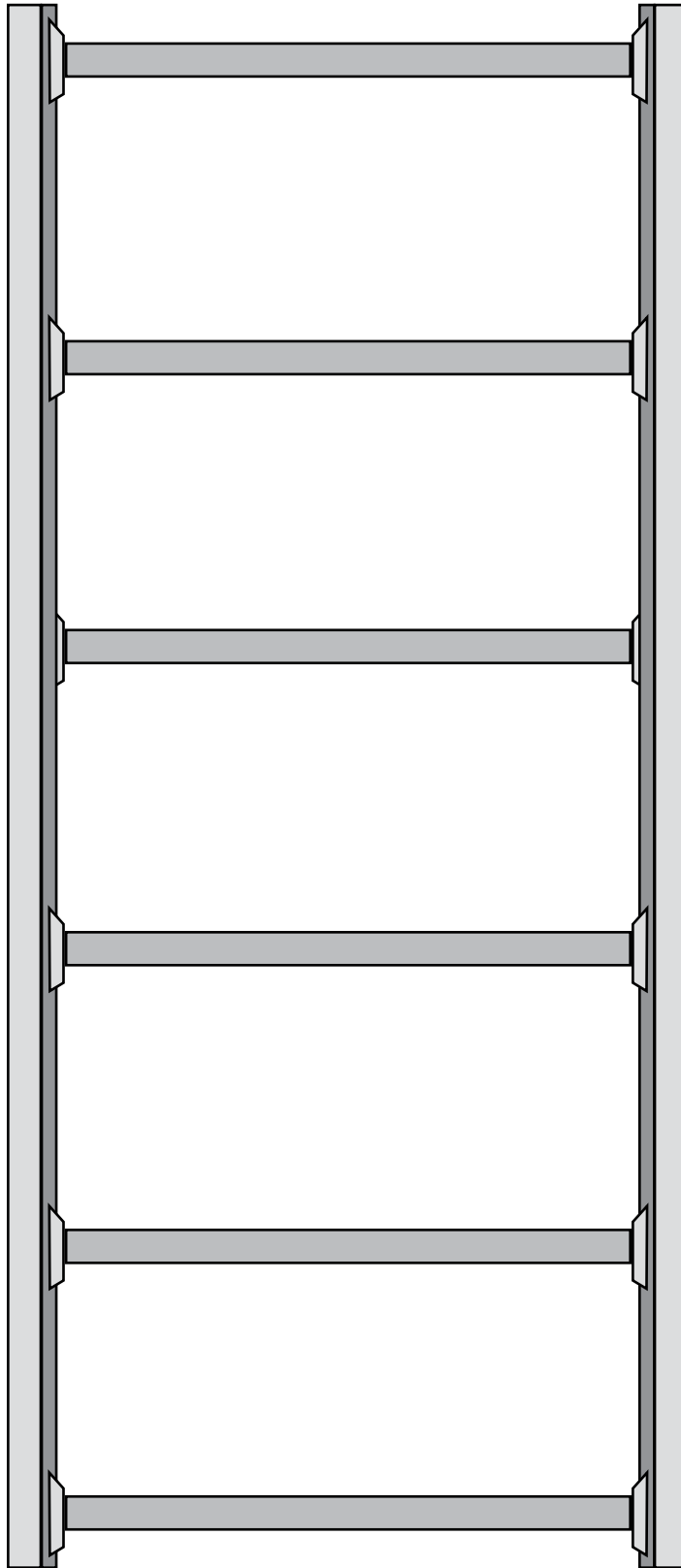
NAME: _____

DATE: _____

TR 3.3

Race to the Top Game Board

Directions: Copy (card stock is recommended to allow for reuse) this page for the game Race to the Top.



NAME: _____

DATE: _____

TR 3.4

Race to the Top Letter Cards

Directions: Copy and cut out Letter Cards. (Card stock is recommended to allow for reuse.) Note: Two letter cards are provided for consonants that may be used in the initial and final position when building words.

m

m

t

t

d

d

g

g



NAME: _____

DATE: _____

TR 3.4

CONTINUED

Race to the Top Letter Cards

c

d

o

i

e

e



v

NAME: _____

DATE: _____

TR 3.4

CONTINUED
Race to the Top Letter Cards

Directions: Copy and cut out Letter Cards. (Card stock is recommended to allow for reuse.) Note: Two letter cards are provided for consonants that may be used in the initial and final position when building words.

n	n
h	f
s	s
r	r



NAME: _____

DATE: _____

TR 3.4

CONTINUED
Race to the Top Letter Cards

z

z

p

p

b

b

l

l



NAME: _____

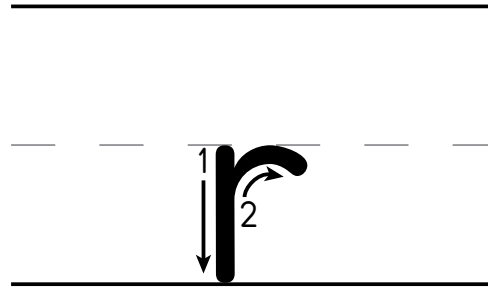
DATE: _____

TR 4.1

Review the Sound/Spelling (/r/)



rat



Directions: Students circle the matching word, and then write the word on the line.



ran ram ham



mat rat rag

NAME: _____

DATE: _____

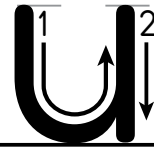
TR 4.1

CONTINUED

Review the Sound/Spelling (/u/)



mug



mud



nut



Directions: Students write each word under the matching picture.

NAME: _____

DATE: _____

TR 5.1

Picture Cards (/b/ and /l/)

Directions: Copy and cut out picture cards. (Darker colored card stock is suggested to allow for reuse and to prevent students from seeing pictures through the cards.)



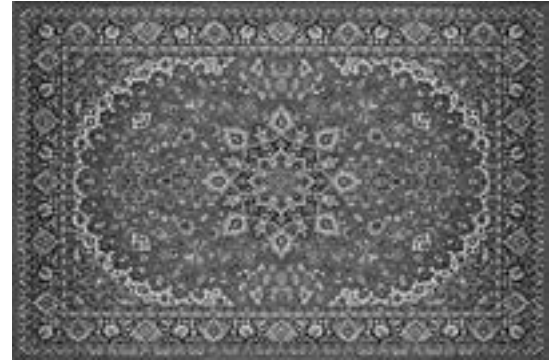
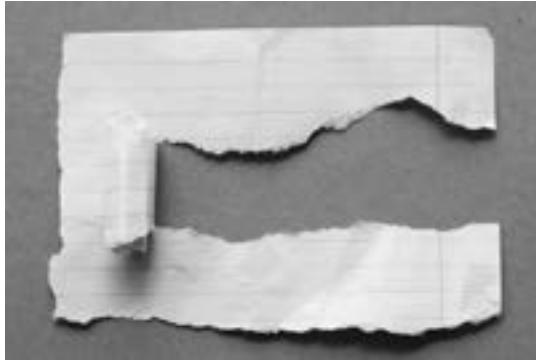
NAME: _____

DATE: _____

TR 5.2

Picture Cards (/r/ and /u/)

Directions: Copy and cut out picture cards. (Darker colored card stock is suggested to allow for reuse and to prevent students from seeing pictures through the cards.)



NAME: _____

DATE: _____

TR 7.1

Review the Sound/Spelling (/w/)



wig



Directions: Students write each word under the matching picture.

web



wig



NAME: _____

DATE: _____

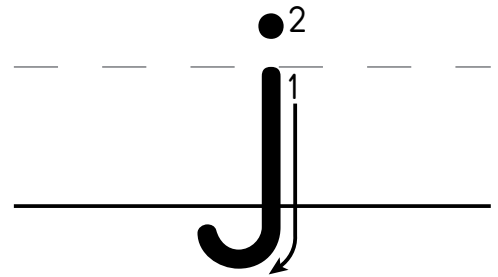
TR 7.1

CONTINUED

Review the Sound/Spelling (/j/)



jam



jet



jug



Directions: Students circle the matching picture and write each word on the line.

NAME: _____

DATE: _____


TR 8.1

Word/Picture Cards

Directions: Copy and cut out word/picture pairs. Fold along the middle line, and tape together to create two sided cards. (Card stock is suggested for reuse.) For Match Maker, copy and cut out each individual card, separating the word and picture cards. (Darker colored card stock is suggested to prevent students from seeing through the cards.)




buq



buq



bed



rat

NAME: _____

DATE: _____



web



jet



wig



jug

NAME: _____

DATE: _____

TR 8.1
CONTINUED



jam



yam



kid



log


NAME: _____


DATE: _____


TR 8.2


Circle the Word


Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should write the name of the item on the line.

	w	e	n
	v	a	t

	j	u	j
	g	e	g

	y	o	n
	j	a	m

	m	e	d
	w	a	b


	n	u	d
	m	o	t


NAME: _____


DATE: _____


TR 8.2


CONTINUED
Circle the Word

	v y	e a	m n
-----------------------------------------------------------------------------------	--------	--------	--------

	r n	u e	j g
-----------------------------------------------------------------------------------	--------	--------	--------

	n m	u i	k g
-------------------------------------------------------------------------------------	--------	--------	--------

	b d	a e	g t
-------------------------------------------------------------------------------------	--------	--------	--------

	t l	u i	p g
-------------------------------------------------------------------------------------	--------	--------	--------

NAME: _____

DATE: _____

TR 8.3

Connect It

Directions: Draw a line from each word on the left to the matching picture.

1. jet



2. ram



3. nut



4. wig



NAME: _____

DATE: _____

TR 8.3

CONTINUED
Connect It

5. bib



6. yes



7. wet



8. jug



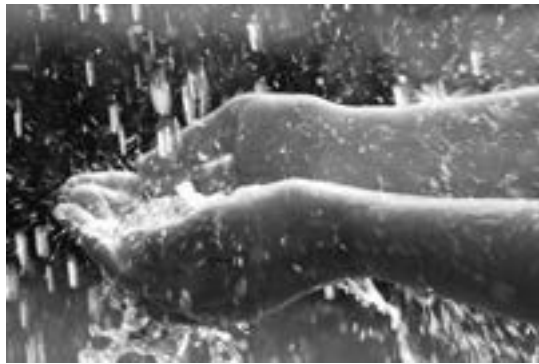
NAME: _____

DATE: _____

TR 9.1

Picture Cards (/w/ and /j/)

Directions: Copy and cut out picture cards. (Darker colored card stock is suggested to allow for reuse and to prevent students from seeing pictures through the cards.)



NAME: _____

DATE: _____

TR 9.1

CONTINUED
Picture Cards (/y/ and /x/)



NAME: _____

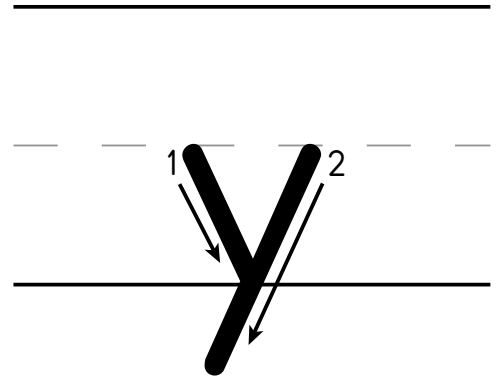
DATE: _____

TR 9.2

Review the Sound/Spelling (/y/)



yes



yap



yam



Directions: Students circle the matching picture and write each word on the line.

NAME: _____

DATE: _____

TR 9.2

CONTINUED

Review the Sound/Spelling (/x/)



box



big box



hot wax



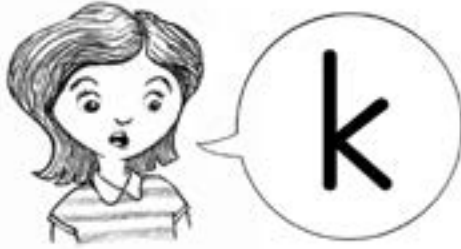
Directions: Students circle the matching picture and write each phrase on the line.

NAME: _____

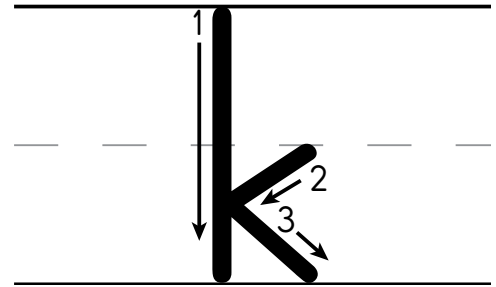
DATE: _____

TR 10.1

Review the Sound/Spelling (/k/)



kid



wig on kid



kid in mud



Directions: Students circle the matching picture and write each phrase on the line.

NAME: _____


DATE: _____

TR 10.2

Letter Cards

Directions: Copy and cut out Letter Cards. (Card stock is recommended to allow for reuse.) Note: Two letter cards are provided for consonants that may be used in the initial and final position when building words.

y	x
k	u
w	j



NAME: _____

DATE: _____

TR 10.3

Bingo Boards

Directions: Copy and cut out game boards. (Card stock is suggested to allow for reuse.)

us	rip	web
jam	bat	in
bed	yam	lid

kid	wig	bad
bed	in	rip
us	yes	let

NAME: _____

DATE: _____

TR 10.3

CONTINUED
Bingo Boards

yes	rat	in
let	up	bad
box	bug	wig

jam	up	bug
lid	bag	in
kit	web	ran

NAME: _____

DATE: _____

TR 10.3

CONTINUED
Bingo Boards

it	yak	ran
bag	jet	us
red	lap	wax

lap	yam	jet
rat	us	bat
kin	it	run

NAME: _____

DATE: _____

TR 10.3

CONTINUED
Bingo Boards

up	box	big
jug	lot	kin
kid	run	it

kit	yak	up
jug	big	red
it	wax	lot

NAME: _____

DATE: _____

TR 10.4

Bingo Word Cards

Directions: Copy and cut out word cards for use with Bingo boards. (Card stock is suggested to allow for reuse.)

us	up	in	it
bat	bad	bag	big
bed	bug	lap	lot
lid	let	rat	ran
rip	red	run	web
wig	jet	jug	jam
yak	yes	yam	kin
kit	kid	box	wax

NAME: _____

DATE: _____

TR 11.1

ox

jog

hat

tub





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

NAME: _____

DATE: _____

rat

bat

lip

nap





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

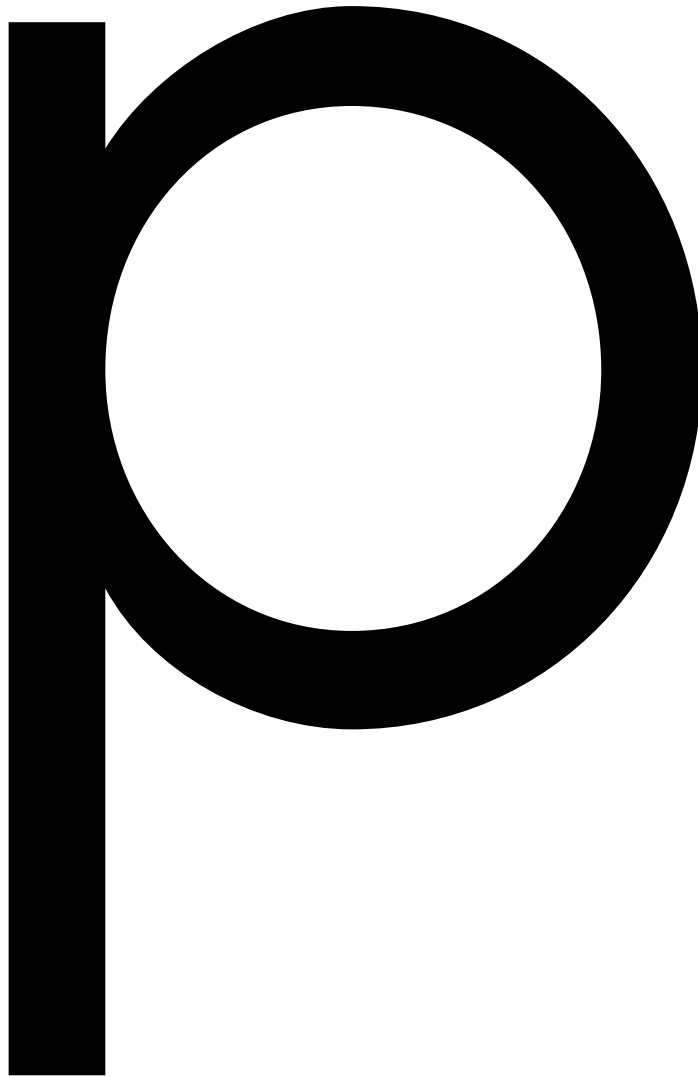
NAME: _____

DATE: _____

TR 12.1

Sister Sounds

Directions: Have students hold up this activity page when you say /p/.



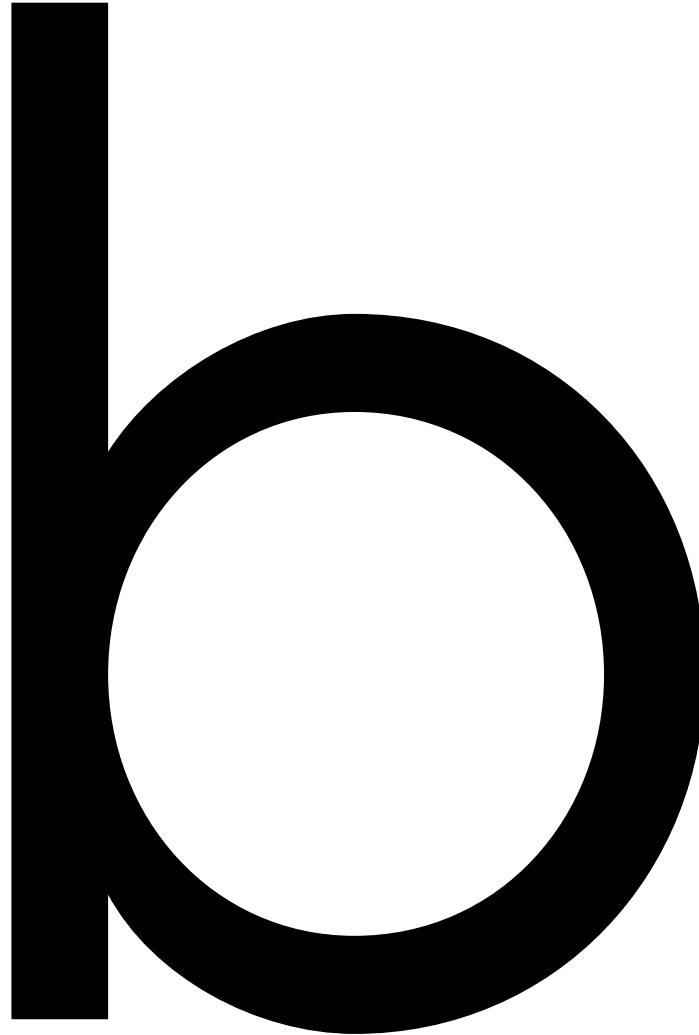
NAME: _____

DATE: _____

TR 12.2

Sister Sounds

Directions: Have students hold up this activity page when you say /b/.



NAME: _____

DATE: _____

TR 12.3

Tricky Words: Making Phrases

Directions: Make one copy of Tricky Word Cards for Making Phrases. Cut out each word along dotted lines.
Note: Include the two decodable word cards (at, and).

one

two

three

the

a

blue

yellow

look

at

and



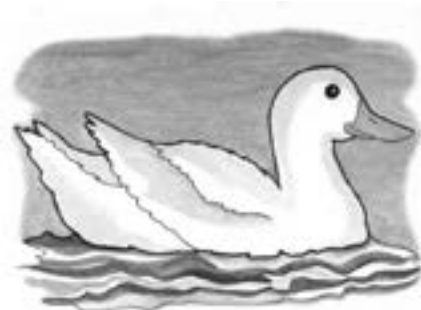
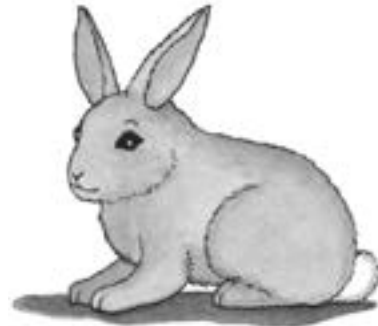
NAME: _____

DATE: _____

TR 12.4

Picture Reader Cards

Directions: Make one copy of Picture Reader Cards for Making Phrases. Cut out each picture along dotted lines.

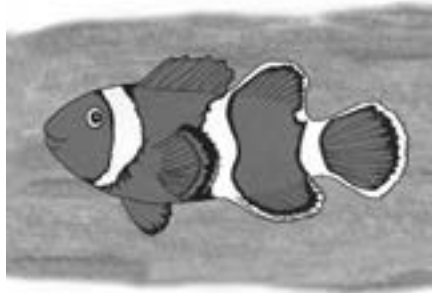


NAME: _____

DATE: _____

TR 12.4

CONTINUED
Picture Reader Cards



NAME: _____

DATE: _____

TR 12.4

CONTINUED
Picture Reader Cards



NAME: _____

DATE: _____

TR 13.1

Word Cards for Progress Monitoring 1

rub	yum	box
kid	jug	lab
web	tub	rib

NAME: _____

DATE: _____

TR 13.2

Record Sheet for Progress Monitoring 1

Word	Student Pronunciation			
Sample: rub				
1. yum	/y/	/u/	/m/	____ /2
2. box	/b/	/o/	/x/	____ /2
3. kid	/k/	/i/	/d/	____ /1
4. jug	/j/	/u/	/g/	____ /2
5. lab	/l/	/a/	/b/	____ /2
6. web	/w/	/e/	/b/	____ /2
7. tub	/t/	/u/	/b/	____ /2
8. rib	/r/	/i/	/b/	____ /2
Total Correct	____ /15			

Note: Phonemes in gray are target sound/spellings from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 5 sound/spellings are scored.

'b' > /b/ (2, 5, 6, 7, 8) ____ /5

'w' > /w/ (6) ____ /1

'x' > /x/ (2) ____ /1

'l' > /l/ (5) ____ /1

'j' > /j/ (4) ____ /1

'k' > /k/ (3) ____ /3

'r' > /r/ (8) ____ /1

'y' > /y/ (1) ____ /1

'u' > /u/ (1, 4, 7) ____ /1

NAME: _____

DATE: _____

TR 13.3

Word Picture Cards 4

Directions: For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy (darker colored card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.



leg



tub



rug



fox

NAME: _____

DATE: _____

TR 13.3

CONTINUED

Word Picture Cards 5



snq



dij



ram

6

six

NAME: _____

DATE: _____

TR 15.1

Word Cards for Progress Monitoring 2

rub	web	lob
yak	jug	bum
rib	fox	cub

NAME: _____

DATE: _____

TR 15.2

Record Sheet for Progress Monitoring 2

Word	Student Pronunciation			
Sample: rub				
1. web	/w/	/e/	/b/	____/2
2. lob	/l/	/o/	/b/	____/2
3. yak	/y/	/a/	/k/	____/2
4. jug	/j/	/u/	/g/	____/2
5. bum	/b/	/u/	/m/	____/2
6. rib	/r/	/i/	/b/	____/2
7. fox	/f/	/o/	/x/	____/1
8. cub	/c/	/u/	/b/	____/2
Total Correct	_____/15			

Note: Phonemes in gray are target sound/spellings from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 5 sound/spellings are scored.

'b' > /b/ (1, 2, 5, 6, 8) ____ /5

'w' > /w/ (1) ____ /1

'x' > /x/ (7) ____ /1

'l' > /l/ (2) ____ /1

'j' > /j/ (4) ____ /1

'k' > /k/ (3) ____ /1

'r' > /r/ (6) ____ /1

'y' > /y/ (3) ____ /1

'u' > /u/ (4, 5, 8) ____ /3

NAME: _____

DATE: _____

TR 15.3

Sort Vowel by Sound

cab

cup

hat

sun

tan

pug

as in rub

as in rat

Directions: Have students write the words with the /u/ sound spelled 'u' under the 'u' header and words with the /a/ sound spelled 'a' under the 'a' header.

_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

NAME: _____

DATE: _____

TR 15.3

CONTINUED

bus	sad
tub	jam

as in rub

as in rat

_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

NAME: _____

DATE: _____

TR 15.4

Ox and Man

Ox ran and
ran.



Jin ran at him,



but Ox ran on.



NAME: _____

DATE: _____

TR 15.4

Ox and Man

Kim had him,



but Ox ran on.



Min fed Ox



and led him



and sat on him.



ACTIVITY BOOK ANSWER KEY


NAME: _____ 1.1 Activity Page
DATE: _____

Directions: Have students trace and copy the letters and words. The motion for 'b' can be described as 1. long line down, 2. circle to the right. Encourage students to say the sounds while writing the letters.

b b b
b b b
b b b
big big
big big


Skills 5 1

Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.




b	e	p
d	a	g

 bag




c	e	d
p	a	b

 cab




p	e	k
b	i	d

 bed



b	e	t
h	a	z

 bat



d	o	b
b	i	p

 bib

Skills 5 2



NAME: _____ 2.1 Activity Page
DATE: _____



Directions: Have students trace and copy the letters and words. The motion for 'l' can be described as 1. long line down. Encourage students to say the sounds while writing the letters.



l l l
l l l
let let
let let

Skills 5 5

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

1. lip  
lip


2. log  
log

3. leg  
leg

Skills 5 6

NAME: _____ DATE: _____ 3.1 Activity Page

Directions: Have students trace and copy the letters and words. The motion for 'r' can be described as 1, short line down, 2, half a hump. Encourage students to say the sounds while writing the letters.



r r r

r r r


r r


r r


ran ran


ran ran


Skills 5 9

6.  bat bag hat

7.  lip tip lit

8.  cat lab cab


9.  ran ram ham

10.  mat rat rag

Skills 5 12

NAME: _____ DATE: _____ 4.1 Activity Page

Directions: Have students trace and copy the letters and words. The motion for 'u' can be described as 1, cup, 2, short line down. Encourage students to say the sounds while writing the letters.



u u u

u u u

u u



u u

mug mug



mug mug

Skills 5 13

sun bug
nut mug

bug nut





sun mug

Skills 5 14

NAME: _____ 5.1 Activity Page
DATE: _____

red




Directions: Have students write the word from the box to complete each phrase and then read the phrase aloud.

1. a red 
2. the red 
3. a red  and two red 

Skills 5

17

blue







1. a blue 
2. the blue 
3. a blue 

18

Skills 5







NAME: _____ 5.2 Activity Page
DATE: _____

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

1. mud  
mud
2. leg  
leg
3. rat  
rat

Skills 5

21

4. rip  
rip
5. nut  
nut
6. bat  
bat


22

Skills 5

NAME: _____ DATE: _____ 5.3 Activity Page

Directions: Have students draw a line from each word on the left to the matching picture.

- mug
- ram
- bug
- bag




Skills 5 23

5. rat

6. log

7. bed


8. sun



Skills 5 24

NAME: _____ DATE: _____ 6.1 Activity Page

Directions: Have students trace and copy the letters and words. The motion for 'w' can be described as 1. diagonal right, 2. diagonal up, 3. diagonal right, 4. diagonal up. Encourage students to say the sounds while writing the letters.



W w w w w

W w w w w

W w w w w

W w w w w

win win win


win win win

Skills 5 31

1. web

2. wig

3. wet



web

wig

wet

Skills 5 32

NAME: _____
DATE: _____

7.1 Activity Page

Directions: Have students trace and copy the letters and words. The motion for 'j' can be described as 1. fish hook ending below bottom line, 2. dot on top. Encourage students to say the sounds while writing the letters.

J j

J j j

J j j

J j

job job

job job

Skills 5

35

1. jog



jog

2. jet



jet

3. jug



jug

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

36

Skills 5

NAME: _____
DATE: _____

8.2 Activity Page

Directions: Have students write the word from the box to complete each phrase and then read the phrase aloud.

yellow

1. the

yellow



2. a

yellow



3. the

yellow



Skills 5

41

4. one

yellow



5. a

yellow



6. two

yellow



and

one

yellow



42

Skills 5

NAME: _____ DATE: _____ 9.1 Activity Page

Directions: Have students trace and copy the letters and words. The motion for 'x' can be described as 1. diagonal right, 2. diagonal left. Encourage students to say the sounds while writing the letters.

x **x** **x**

x **x** **x**



x **x** **x**

x **x** **x**



mix **mix**

mix **mix**



Skills 5 47

1. big box  

big box

2. big six  

big six

3. hot wax  

hot wax

Skills 5 48

NAME: _____ DATE: _____ 10.1 Activity Page

Directions: Have students trace and copy the letters and words. The motion for 'k' can be described as 1. long line down, 2. diagonal left, 3. diagonal right. Encourage students to say the sounds while writing the letters.

k **k** **k**

k **k** **k**


k **k**

k **k**


yak **yak**

yak **yak**

Skills 5 53

1. wig on kid  

wig on kid

2. kid ran  

kid ran

3. kid in mud  

kid in mud

Skills 5 54

NAME: _____ 10.2 Activity Page
DATE: _____

Directions: Have students write the words that begin with the /k/ sound spelled 'c' under the 'c' header and words that begin with the /k/ sound spelled 'k' under the 'k' header.

cat	cub	kit
cab	ken	cop

as in cup as in kid

cub ken
cat kit
cop
cab

Skills 5

55

cot	kin
cut	kim

as in cup as in kid

cot kin
cut kim





56

Skills 5

NAME: _____ 11.1 Activity Page
DATE: _____






Directions: Have students write the word from the box to complete each phrase and then read the phrase aloud.

look, Look

1. Look at the 
2. Look at the 
3. Look at the 
4. Look at the 

Skills 5

57

5. Look at the red 
6. Look at the yellow 
7. Look at the blue 
8. Look at the red 
and the two blue 

58

Skills 5

NAME: _____ 12.1 Assessment
DATE: _____

Directions: In each row, have students circle the word you say aloud.

1. beg jig let leg

2. kid cap lid kin

3. fat rat rut rag

4. jug pug jig cab

5. yet pan yes jay

Skills 5

63

6. jot yet jet wax

7. log law fog pig

8. bop box sit lox

9. wet rib hen web

10. rug bug rag zip

64


Skills 5

NAME: _____ 12.2 Activity Page
DATE: _____

Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

1.  bug on bed
 bug on rug

2.  big van
 big jet

3.  big jet
 big bug

4.  fan in box
 hat in box

Skills 5

65

5.  rip in rug
 rip in map

6.  dog in tub
 pig in tub

7.  zip it up
 rip it up

8.  rat in box
 fox in box

66

Skills 5

NAME: _____ 13.1 Activity Page
 DATE: _____

box rug
 wig kid



kid wig



box rug

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

Skills 5

71

bed wax
 log ram



ram wax



log bed

72

Skills 5

NAME: _____ 13.2 Activity Page
 DATE: _____

1.  mug mat bug

2.  tab tub tip

3.  fox box lox

4.  jet bet wet

5.  lid hid kid

Directions: For each picture, have students circle the matching word.

Skills 5

73

6.  mug hug bug

7.  rug rag run

8.  job ham jam

9.  wet web wed

10.  lit hip lip

74

Skills 5

NAME: _____ DATE: _____ 14.1 Activity Page

1. kit fit fit

2. lip lid lip

3. rat pat pat

4. fin win fin

5. yet get yet

6. it sit sit

Directions: Have students circle the dictated word and copy it on the line.

Skills 5 77

NAME: _____ DATE: _____ 14.2 Activity Page

1. kid at bat

2. sun up

3. kid in box

4. big bus

Directions: Have students draw a line from each phrase on the left to the matching picture.

Skills 5 79

5. bib on pig

6. fox in box

7. rat in pot

8. kid in hat

Skills 5 80

NAME: _____ DATE: _____ 14.3 Activity Page

let	jet	bet	rip
fix	win	yes	bin

as in it as in wet

fix let

win jet

rip bet

bin yes

Directions: Have students write the words that contain the /i/ sound spelled 'i' under the 'i' header and words containing the /e/ sound spelled 'e' under the 'e' header.

Skills 5 81

Directions: Have students write the words with the /r/ sound spelled 'u' under the 'u' header and words with the /o/ sound spelled 'o' under the 'o' header.

box	lot	sun	bun
run	rub	pop	rot

as in cup as in top

run box

rub lot

sun pop

bun rot

NAME: _____ 15.1 Activity Page
DATE: _____

1. box



box

2. rug



rug

3. wig



wig

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

4. leg



leg

5. jug



jug

6. lip



lip

NAME: _____ 15.2 Activity Page
DATE: _____

Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should write the name of the item on the line.



h	e	p
d	a	n

hen



b	u	n
s	e	m

sun



p	o	k
b	i	x

box








l	e	k
p	a	g

leg



b	u	z
p	o	s






bus

	t	e	p	_____
	d	u	b	tub
	h	a	d	_____
	k	i	t	hat
	f	o	k	_____
	v	a	x	fox
	l	u	d	_____
	n	i	p	lip
	f	u	n	_____
	v	a	m	fan






88 Skills 5

NAME: _____ 16.1 Activity Page
DATE: _____

Directions: For each picture, have students read the phrases and put a checkmark in the box next to the matching phrase.

1.		<input checked="" type="checkbox"/> rat in cup
		<input type="checkbox"/> rat in hat
2.		<input type="checkbox"/> jug in bag
		<input checked="" type="checkbox"/> bag on bed
3.		<input type="checkbox"/> ant on bat
		<input checked="" type="checkbox"/> ant on bed
4.		<input checked="" type="checkbox"/> pup in tub
		<input type="checkbox"/> hat in box
5.		<input type="checkbox"/> kid in mud
		<input checked="" type="checkbox"/> pig in mud

89 Skills 5

6.		<input checked="" type="checkbox"/> fox in box
		<input type="checkbox"/> fox on box
7.		<input type="checkbox"/> bug in tub
		<input checked="" type="checkbox"/> bug on rug
8.		<input checked="" type="checkbox"/> kid in mud
		<input type="checkbox"/> kid in tub
9.		<input type="checkbox"/> hug mom
		<input checked="" type="checkbox"/> hug dog
10.		<input type="checkbox"/> dog in sun
		<input checked="" type="checkbox"/> cat in sun

90 Skills 5

NAME: _____ PP.11 Activity Page
DATE: _____

cup	yak	kin
doc	cap	yuk

as in cat as in kit

cup yak

cap kin

doc yuk

Directions: Have students write the words with the /k/ sound spelled 'c' under the 'c' header and words with the /k/ sound spelled 'k' under the 'k' header.

113 Skills 5

kin	cod
cab	kid

as in cat as in kit

cab kin






cod kid

114 Skills 5






NAME: _____ PP.14 Activity Page

DATE: _____

Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should write the name of the item on the line.

	w e n v a t	van
	j u j g e g	jug
	y o n j a m	jam
	m e d w a b	web
	n u d m o t	nut

119 Skills 5





	v e m y a n	yam
	r u j n e g	rug
	n u k m i g	mug
	b a g d e t	bag
	t u p l i g	lip

120 Skills 5

NAME: _____ PP.15 Activity Page

DATE: _____

Directions: Have students draw a line from each word on the left to the matching picture.

1. jet	
2. ram	
3. nut	
4. wig	


121 Skills 5

5. bib

6. yes

7. wet

8. jug




122 Skills 5

NAME: _____ PP.20 Activity Page


DATE: _____

1. jam




jam

2. win



win

3. bag




bag

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


131 Skills 5

4. box




box

5. rug



rug

6. kid



kid


132 Skills 5

NAME: _____ PP.21 Activity Page


DATE: _____

jet box run

kid wax lip



lip run box



jet wax kid

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

133 Skills 5


NAME: _____ PP.22 Activity Page
DATE: _____

ox	jog
hat	tub











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

138

NAME: _____ PP.22 Activity Page
DATE: _____


rat	bat
lip	nap






bat

rat





nap

lip

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

136

NAME: _____ PP.23 Activity Page
DATE: _____

hip	net	bit
sit	let	win

as in it as in et

hip

net

sit

let

bit

win

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

137

NAME: _____ PP.23 Activity Page
DATE: _____

him	wed
hen	red

as in it as in et

him

hen

wed

red

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

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Appendix

TEACHING SPELLING ALTERNATIVES

In this unit you introduce the first spelling alternative: 'k' as a spelling alternative for /k/. (Students learned the basic code spelling 'c' earlier.) This Appendix will explain how spelling alternatives are taught in this program.

One of the difficulties with English spelling is that most sounds can be spelled more than one way. In this program we refer to the most common, or least ambiguous, spelling for a sound as the "basic code spelling." We refer to all other spellings for a sound as "spelling alternatives."

If every sound in English were spelled only one way, the Basic Code Lesson would be the only kind of lesson you would need to teach students to read and write. Unfortunately, that is not the case. There are many sounds in our language that can be spelled several different ways. The sound /ae/ can be spelled using the basic code spelling 'a_e' as in *cake*, or it can be spelled with one of several spelling alternatives: 'a' as in *paper*, 'ai' as in *wait*, 'ay' as in *way*, or 'eigh' as in *weight*. The sound /ee/ is even trickier. It can be written using the basic code spelling 'ee' as in *bee* or any of the following spelling alternatives: 'e' as in *me*, 'ea' as in *heat*, 'ey' as in *key*, 'y' as in *funny*, 'e_e' as in *Eve*, 'i' as in *pizza*, 'ei' as in *receive*, or 'ie' as in *cookie*.

The Spelling Alternatives Lesson is used to introduce spelling alternatives for a sound that can be spelled more than one way. This type of lesson is organized around a sound, just as the Basic Code Lesson is. The Basic Code Lesson introduces only one spelling for the sound, the Spelling Alternatives Lesson will often introduce multiple spellings.

The Spelling Alternatives Lesson for a particular sound is not taught until the students have already had the Basic Code Lesson for that sound. Often it is not taught until later. This gives students a chance to work in a simplified world in which the basic code spelling is the only one they need to recognize and they do not have to cope with spelling alternatives during their early reading instruction.

Generally, a Spelling Alternatives Lesson begins in the same way as a Basic Code Lesson, with the teacher leading an oral language exercise that involves hearing and saying the new sound. The teacher then reviews the basic code spelling for the sound and introduces the spelling alternatives for the sound, with sample words for each one. After the new spellings have been introduced, students will generally be asked to do a word sort or other activity that involves the new spelling. In a word sort, the students are given a set of words, all of which contain the sound of the day, but with different spellings. Students are asked to copy the words under headings according to the spelling that is being used for the new sound.

Here is an abbreviated example (using a long vowel sound) of what you might be asked to do in a Spelling Alternatives Lesson for the sound /ae/. **Note:** The spelling alternatives for /ae/ below are taught in Grades 1 and 2. The Basic Code spelling for /ae/ > a_e is taught in Kindergarten Unit 10.

- Tell students the new sound is /ae/.
- Ask students to say the sound in isolation: /ae/.
- Ask students to repeat words with /ae/ at the beginning: *ape, acorn, ate*.
- Ask students to repeat words with /ae/ in the middle: *wait, plane, state*.
- Ask students to repeat words with /a/ at the end: *play, say, day*.
- Tell students, “I’m thinking of something that has the sound /ae/. This is a fruit we use to make purple juice.” (*grapes*)
- Give similar clues for other words that contain /ae/ (*plane, pain, wait, late, etc.*).
- Remind students they have already learned one way to spell /ae/: ‘a_e’ as in *date*.
- Tell students this sound can also be spelled several other ways.
- Introduce the spelling alternatives: ‘a’ as in *navy*, ‘ai’ as in *wait*, ‘ay’ as in *way*, with sample words for each one.
- Have students complete a word sort in which they sort /ae/ words under headings for the spellings ‘a_e’, ‘a’, ‘ai’, and ‘ay’.

The word sort might ask students to sort the following words: *making, wait, say, make, skate, skating, nail, play, lake, table, aim, naming, fade*. Students would be asked to copy these words under headers according to the spelling used for the /ae/ sound, like this:

‘a_e’	‘a’	‘ai’	‘ay’
make	making	wait	say
skate	skating	nail	play
lake	table	aim	
fade	naming		

This Spelling Alternatives Lesson is used infrequently in Kindergarten. In Unit 5, ‘k’ is introduced as an spelling alternative for /k/. Later, students are introduced to ‘s’ as a spelling alternative for /z/ in words like *as, his, and dogs*. In Unit 8, the double-letter spellings for consonant sounds are introduced (e.g., ‘ff’ for /f/, ‘ss’ for /s/, ‘ck’ for /k/ and so on). These are the only spelling alternatives introduced in Kindergarten.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Skills 5

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	U5: p. 7; U5: p. 11; U5: p. 14
TEKS K.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	
TEKS K.2.A.iii	identifying the individual words in a spoken sentence;	
TEKS K.2.A.iv	identifying syllables in spoken words	
TEKS K.2.A.v	blending syllables to form multisyllabic words	
TEKS K.2.A.vi	segmenting multisyllabic words into syllables	
TEKS K.2.A.vii	blending spoken onsets and rimes to form simple words	U5: p. 23, U5: p. 26, U5: p. 35, U5: p. 38, U5: p. 69 , U5: p. 72
TEKS K.2.A.viii	blending spoken phonemes to form one-syllable words	U5: p. 23, U5: p. 26
TEKS K.2.A.ix	manipulating syllables within a multisyllabic word	
TEKS K.2.A.x	segmenting spoken one-syllable words into individual phonemes	U5: p. 7; U5: p. 11; U5: p. 23; U5: p. 26; U5: p. 35; U5: p. 38; U5: p. 46; U5: p. 49; U5: p. 69; U5: p. 72; U5: p. 80; U5: p. 83; U5: p. 90; U5: p. 93; U5: p. 112; U5: p. 115
(B) demonstrate and apply phonetic knowledge by:		
TEKS K.2.B.i	identifying and matching the common sounds that letters represent	U5: p. 7; U5: p. 11; U5: p. 23; U5: p. 26; U5: p. 35; U5: p. 38; U5: p. 46; U5: p. 49; U5: p. 57; U5: p. 60; U5: p. 69; U5: p. 72; U5: p. 80; U5: p. 83; U5: p. 90; U5: p. 93; U5: p. 102; U5: p. 105; U5: p. 112; U5: p. 115; U5: p. 124; U5: p. 127; U5: p. 135; U5: p. 138; U5: p. 146; U5: p. 149; U5: p. 156; U5: p. 159; U5: p. 165; U5: p. 168; U5: p. 174; U5: p. 177, U5: p. 179
TEKS K.2.B.ii	using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	U5: p. 7; U5: p. 11; U5: p. 16; U5: p. 23; U5: p. 26; U5: p. 35; U5: p. 38; U5: p. 46; U5: p. 49; U5: p. 57; U5: p. 60; U5: p. 69; U5: p. 72; U5: p. 80; U5: p. 83; U5: p. 90; U5: p. 93; U5: p. 102; U5: p. 105; U5: p. 112; U5: p. 115; U5: p. 135; U5: p. 138; U5: p. 156; U5: p. 159; U5: p. 165; U5: p. 168; U5: p. 174, U5: p. 177

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Skills 5		Correlation—Teacher’s Guide
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>	U5: p. 7; U5: p. 11; U5: p. 17; U5: p. 23; U5: p. 26; U5: p. 57; U5: p. 60; U5: p. 64; U5: p. 69; U5: p. 72; U5: p. 102; U5: p. 105; U5: p. 112; U5: p. 115; U5: p. 135; U5: p. 138; U5: p. 146; U5: p. 149
TEKS K.2.B.iv	identifying and reading at least 25 high-frequency words from a research-based list.	U5: p. 57, U5: p. 60, U5: p. 61, U5: p. 90; U5: p. 93; U5: p. 124; U5: p. 127
(C) demonstrate and apply spelling knowledge by:		
TEKS K.2.C.i	spelling words with VC, CVC, and CCVC	U5: p. 102, U5: p. 105, U5: p. 112, U5: p. 115, U5: p. 124, U5: p. 127, U5: p. 146, U5: p. 149
TEKS K.2.C.ii	spelling words using sound-spelling patterns; and	U5: p. 7; U5: p. 11; U5: p. 57; U5: p. 60; U5: p. 69; U5: p. 72; U5: p. 112; U5: p. 115; U5: p. 174; U5: p. 177
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	U5: p. 80; U5: p. 83; U5: p. 146; U5: p. 149; U5: p. 156; U5: p. 159; U5: p. 165; U5: p. 168; U5: p. 174; U5: p. 177
TEKS K.2.D.iii	recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries	U5: p. 146; U5: p. 149; U5: p. 156; U5: p. 159; U5: p. 160; U5: p. 165; U5: p. 168; U5: p. 174; U5: p. 177
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	
TEKS K.2.E	develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality	U5: p. 7; U5: p. 11; U5: p. 14; U5: p. 23; U5: p. 26; U5: p. 35; U5: p. 38; U5: p. 46; U5: p. 49; U5: p. 57; U5: p. 60; U5: p. 69; U5: p. 72; U5: p. 80; U5: p. 83; U5: p. 90; U5: p. 93; U5: p. 102; U5: p. 105; U5: p. 112; U5: p. 115; U5: p. 124; U5: p. 127; U5: p. 156; U5: p. 159; U5: p. 165; U5: p. 168; U5: p. 174; U5: p. 177; U5: p. 179
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS K.3.A	use a resource such as a picture dictionary or digital resource to find words	
TEKS K.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings	
TEKS K.3.C	identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	U5: p. 7, U5: p. 11, U5: p. 46; U5: p. 49; U5: p. 53; U5: p. 57; U5: p. 60; U5: p. 61
(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	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Skills 5

Correlation—Teacher’s Guide

(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	
TEKS K.5.B	generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance	
TEKS K.5.C	make and confirm predictions using text features and structures with adult assistance	U5: p. 146; U5: p. 149
TEKS K.5.D	create mental images to deepen understanding with adult assistance	
TEKS K.5.E	make connections to personal experiences, to ideas in other texts, and society with adult assistance	
TEKS K.5.F	make inferences and use evidence to support understanding with adult assistance	
TEKS K.5.G	evaluate details to determine what is most important with adult assistance	
TEKS K.5.H	synthesize information to create new understanding with adult assistance	
TEKS K.5.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS K.6.A	describe personal connections to a variety of sources	
TEKS K.6.B	provide an oral, pictorial, or written response to a text	
TEKS K.6.C	use text evidence to support an appropriate response	
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	U5: p. 23; U5: p. 26; U5: p. 80; U5: p. 83
TEKS K.6.F	respond using newly acquired vocabulary as appropriate	
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS K.7.A	discuss topics and determine the basic theme using text evidence with adult assistance	
TEKS K.7.B	identify and describe the main character(s)	
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	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Skills 5

Correlation—Teacher’s Guide

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS K.8.A	demonstrate knowledge of distinguishing characteristics of well-known children’s literature, such as folktales, fables, fairy tales, and nursery rhymes	
TEKS K.8.B	discuss rhyme and rhythm in nursery rhymes and a variety of poems	
TEKS K.8.C	discuss main characters in drama	

(D) recognize characteristics and structures of informational text, including

TEKS K.8.D.i	the central idea and supporting evidence, with adult assistance	
TEKS K.8.D.ii	titles and simple graphics to gain information	
TEKS K.8.D.iii	the steps in a sequence with adult assistance.	
TEKS K.8.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	
TEKS K.8.F	recognize characteristics of multimodal and digital texts	

(9) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS K.9.A	discuss with adult assistance the author’s purpose for writing text	
TEKS K.9.B	discuss with adult assistance how the use of text structure contributes to the author’s purpose	
TEKS K.9.C	discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes	
TEKS K.9.D	discuss with adult assistance how the author uses words that help the reader visualize	
TEKS K.9.E	listen to and experience first- and third-person texts	

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS K.10.A	plan by generating ideas for writing through class discussions and drawings	
TEKS K.10.B	develop drafts in oral, pictorial, or written form by organizing ideas	
TEKS K.10.C	revise drafts by adding details in pictures or words	

(D) edit drafts with adult assistance using standard English conventions, including:

TEKS K.10.D.i	complete sentences	U6: p. 146, U6: p. 149, U6: p. 157, U6: p. 159
TEKS K.10.D.ii	verbs	
TEKS K.10.D.iii	singular and plural nouns	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Skills 5		Correlation—Teacher’s Guide
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	U6: p. 146, U6: p. 149, U6: p. 157, U6: p. 159
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	
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 5

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	U5: p. 51
ELPS 1.F	use accessible language and learn new and essential language in the process	U5: p. 52, U5: p. 86, U5: p. 107
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	
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	U5: p. 27, U5: p. 40, U5: p. 74, U5: p. 85, U5: p. 94, U5: p. 106, U5: p. 117, U5: p. 128
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 5		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	U5: p. 12, U5: p. 13, U5: p. 27, U5: p. 40, U5: p. 51, U5: p. 74, U5: p. 85, U5: p. 94, U5: p. 106, U5: p. 117, U5: p. 128
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	
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	U5: p. 12, U5: p. 13, U5: p. 27, U5: p. 40, U5: p. 51, U5: p. 74, U5: p. 85, U5: p. 94, U5: p. 106, U5: p. 117, U5: p. 128
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
ELPS 3.E	share information in cooperative learning interactions	
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Skills 5		Correlation—Teacher’s Guide
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	
<p>(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	U5: p. 108
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	
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	

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Skills 5		Correlation—Teacher’s Guide
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
<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	U5: p. 52
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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