

2

Grade 3

Skills 2 | Teacher Guide

Grade 3

Skills 2

Teacher Guide

© 2026 Amplify Education, Inc. and its licensors
www.amplify.com

© 2015 The Core Knowledge Foundation and its licensors
www.coreknowledge.org

ISBN: 979-8-89180-862-1

This work is licensed under a Creative Commons
Attribution-NonCommercial-ShareAlike
4.0 International License.

You are free:
to Share—to copy, distribute, and transmit the work
to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Noncommercial—You may not use this work for commercial purposes. Contact help@amplify.com for questions and permissions.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one by including the attribution language above.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 XXX 2024

Contents

Introduction

1

Lesson 1 Review: Words with /ae/ › ‘a_e’

7

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Words with /ae/ › ‘a_e’ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with /ae/ › ‘a_e’ Read One-Syllable VCe Words: /ae/ › ‘a_e’ 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Derivational Endings: <i>-or</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read “Fame on Stage” with Accuracy 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Unit 2 Dictation Pretest

Lesson 2 Review: Words with /ie/ › ‘i_e’

20

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Words with /ie/ › ‘i_e’ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with /ie/ › ‘i_e’ Read One-Syllable VCe Words: /ie/ › ‘i_e’ 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Derivational Endings: <i>-ful</i> 	Reading (10 min.) <ul style="list-style-type: none"> Reread “Fame on Stage” 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with /ie/ › ‘i_e’

Lesson 3 Review: Words with /oe/ › ‘o_e’

32

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Words with /oe/ › ‘o_e’ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with /oe/ › ‘o_e’ Read Two-Syllable VCe Words: /oe/ › ‘o_e’ 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Prefixes: <i>un-</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read “The Role of Code” 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with /oe/ › ‘o_e’

Lesson 4 Review: Words with /ue/ › ‘u_e’

44

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Words with /ue/ › ‘u_e’ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with /ue/ › ‘u_e’ Read Two-Syllable VCe Words: /ue/ › ‘u_e’ 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Prefixes: <i>re-</i> 	Reading (10 min.) <ul style="list-style-type: none"> Reread “The Role of Code” 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with /ue/ › ‘u_e’

Lesson 5 Review: Mixed Review

56

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> • Give Me A Word 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> • Review Words with VCe Spelling Patterns • Read One- and Two-Syllable VCe Words 	Morphology (6 min.) <ul style="list-style-type: none"> • Review Derivational Endings and Affixes 	Reading (10 min.) <ul style="list-style-type: none"> • Read “Hope the Sculptor” Independently 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> • Encoding Review

Lesson 6 Review: Words with Hard and Soft ‘c’

68

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> • Review Hard and Soft ‘c’ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> • Read Words with Hard and Soft ‘c’ • Read Two-Syllable VCe Words 	Morphology (6 min.) <ul style="list-style-type: none"> • Root Words and Prefixes: <i>un-</i>, <i>re-</i> 	Reading (10 min.) <ul style="list-style-type: none"> • Read “How to Sketch a Giraffe” with Accuracy 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> • Spell Words with /k/ > ‘c’ and /s/ > ‘ce,’ ‘ci’

Lesson 7 Review: Words with Hard and Soft ‘g’

80

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> • Review Hard and Soft ‘g’ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> • Read Words with Hard and Soft ‘g’ • Read Multisyllabic VCe Words 	Morphology (6 min.) <ul style="list-style-type: none"> • Root Words and Prefixes: <i>dis-</i> 	Reading (10 min.) <ul style="list-style-type: none"> • Reread “How to Sketch a Giraffe” 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> • Spell Words with /g/ > ‘g’ and /j/ > ‘ge,’ ‘gi’

Lesson 8 Review: Words That End in /v/ and /j/

92

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> • Review Words That End in /v/ and /j/ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> • Read Words That End in /v/ and /j/ • Read Multisyllabic VCe Words 	Morphology (6 min.) <ul style="list-style-type: none"> • Root Words and Prefixes: <i>pre-</i> 	Reading (10 min.) <ul style="list-style-type: none"> • Read “Dinosaurs” 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> • Spell Words That End in /v/ and /j/

Lesson 9 Review: Long Vowel Teams

104

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Common Vowel Teams: /ae/ > 'ai', 'ay' 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with Common Vowel Teams: /ae/ > 'ai', 'ay' Read One-Syllable Words with Vowel Teams 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Prefixes: <i>dis-</i>, <i>pre-</i> 	Reading (10 min.) <ul style="list-style-type: none"> Reread "Dinosaurs" 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with /ae/ > 'ai', 'ay'

Lesson 10 Review: Mixed Review

116

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Let's Listen 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Review Read One-Syllable Words with Vowel Teams 	Morphology (6 min.) <ul style="list-style-type: none"> Review Prefixes 	Reading (10 min.) <ul style="list-style-type: none"> Read "Eve's Race" Independently 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Encoding Review

Lesson 11 Review: Long Vowel Teams for /ee/

129

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Common Long Vowel Teams: /ee/ > 'ee', 'ea', 'ie' 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with Common Long Vowel Teams: /ee/ > 'ee', 'ea', 'ie' Read Two-Syllable Words with Vowel Team Syllables 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Prefixes: <i>non-</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read "Kailanie's Bees" with Accuracy 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with /ee/ > 'ee', 'ea', 'ie'

Lesson 12 Review: Long Vowel Teams for /ie/

140

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Common Long Vowel Teams: /ie/ > 'igh', 'ie' 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with Common Long Vowel Teams: /ie/ > 'igh', 'ie' Two-Syllable Words with Vowel Team Syllables 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Prefixes: <i>mis-</i> 	Reading (10 min.) <ul style="list-style-type: none"> Reread "Kailanie's Bees" 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with /ie/ > 'igh', 'ie'

Lesson 13 Review: Long Vowel Teams for /oe/

151

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Common Vowel Teams: /oe/ > 'oa', 'oe', 'ow', 'ough' 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with Common Vowel Teams: /oe/ > 'oa', 'oe', 'ow', 'ough' Two-Syllable Words with Vowel Team Syllables 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Prefixes: <i>im-</i>, <i>in-</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read "Boat Races: Fun on the Water" 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with /oe/ > 'oa', 'oe', 'ow', and 'ough'

Lesson 14 Review: Long Vowel Teams for /ue/

161

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Common Long Vowel Teams: /ue/ > 'ew', 'ue' 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with Common Long Vowel Teams: /ue/ > 'ew', 'ue' Two-Syllable Words with Vowel Team Syllables 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Suffixes: <i>-ness</i> 	Reading (10 min.) <ul style="list-style-type: none"> Reread "Boat Races: Fun on the Water" 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with /ue/ > 'ew', 'ue'

Lesson 15 Review: Mixed Review

173

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Four Corners 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Review Long Vowel Teams Two-Syllable Words with Vowel Team Syllables 	Morphology (6 min.) <ul style="list-style-type: none"> Review Prefixes and Suffixes: <i>non-</i>, <i>mis-</i>, <i>im-</i>, <i>in-</i>, <i>-ness</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read "Snow Day" Independently 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Encoding Review

Lesson 16 Review: Vowel Teams for /aw/

186

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Blend Words with /aw/ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Review the Vowel Team /aw/ > 'au', 'aw', and 'al' Multisyllabic Words with Vowel Team Syllables 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Prefixes: <i>sub-</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read "Chalk Art" with Accuracy 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with /aw/ > 'au', 'aw', 'al'

Lesson 17 Review: Vowel Teams for /aw/

199

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Words with /aw/ > 'ough', 'augh' 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with /aw/ > 'ough', 'augh' Multisyllabic Words with Vowel Team Syllables 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Suffixes: <i>-ly</i> 	Reading (10 min.) <ul style="list-style-type: none"> Reread "Chalk Art" 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with /aw/ > 'ough', 'augh'

Lesson 18 Review: Vowel Teams for /oo/

211

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Words with /oo/ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Review Vowel Teams /oo/ > 'oo', 'ue', 'u_e', 'ough' Read Multisyllabic Words with Vowel Team Syllables 	Morphology (6 min.) <ul style="list-style-type: none"> Prefixes and Suffixes: <i>sub-</i>, <i>-ly</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read "Brooklyn and the Baby Baboon" 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with /oo/ > 'oo', 'ue', 'u_e', and 'ough'

Lesson 19 Review: Vowel Team /oo/

223

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Words with /oo/ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Review Vowel Team /oo/ > 'oo' Read Compound Words with Vowel Team Syllables 	Morphology (6 min.) <ul style="list-style-type: none"> Prefixes and Suffixes: <i>sub-</i>, <i>-ly</i> 	Reading (10 min.) <ul style="list-style-type: none"> Reread "Brooklyn and the Baby Baboon" 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with /oo/ > 'oo'

Lesson 20 Review: Mixed Review

236

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Sound Race 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Review Vowel Teams Review Closed, Open, VCe, and Vowel Team Syllable Words 	Morphology (6 min.) <ul style="list-style-type: none"> Review Prefixes and Suffixes: <i>sub-</i>, <i>-ly</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read "To the Moon" Independently 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Encoding Review

Lesson 21 Review: Diphthongs

249

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Words with /oi/ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with /oi/ > 'oi', 'oy' Read Closed, Open, VCe, and Vowel Team Syllable Words 	Morphology (6 min.) <ul style="list-style-type: none"> Identify and Use the Suffix <i>-ous</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read "Coins" with Accuracy 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with /oi/ > 'oi', 'oy'

Lesson 22 Review: Words with /ou/ 'ou', 'ow', and 'ough'

261

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Words with /ou/ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with /ou/ > 'ou', 'ow', 'ough' Read Closed, Open, VCe, and Vowel Team Syllable Words 	Morphology (6 min.) <ul style="list-style-type: none"> Identify and Use the Suffix <i>-ous</i> 	Reading (10 min.) <ul style="list-style-type: none"> Reread "Coins" 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with /ou/ > 'ow', 'ou', 'ough'

Lesson 23 Review: Words with /ae/ > 'eigh'

273

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Words with /ae/ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with /ae/ > 'eigh' Read Closed, Open, VCe, and Vowel Team Syllable Words 	Morphology (6 min.) <ul style="list-style-type: none"> Identify and Use the Suffix <i>-ous</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read "Zoila's Sleigh" 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with /ae/ > 'eigh'

Lesson 24 Review: Mixed Review

282

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Words with /oi/, /ou/, and /ae/ Sound Spellings 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Review Words with /oi/, /ou/, and /ae/ Sound Spellings Read Closed, Open, VCe, and Vowel Team Syllable Words 	Morphology (6 min.) <ul style="list-style-type: none"> Identify and Use the Suffix <i>-ous</i> 	Reading (10 min.) <ul style="list-style-type: none"> Reread "Zoila's Sleigh" 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Encoding Review

Lesson 25 Review: Foundational Skills Review

293

Part 1 (15 min.)		Part 2 (15 min.)	
Phonics—Decoding (9 min.) <ul style="list-style-type: none">• Word Baseball• Read Closed, Open, VCe, and Vowel Team Syllable Words	Morphology (6 min.) <ul style="list-style-type: none">• Review Prefixes and Suffixes	Reading (10 min.) <ul style="list-style-type: none">• Read “Giovanni’s Safety Lesson” Independently	Phonics—Encoding (5 min.) <ul style="list-style-type: none">• Unit 2 Dictation Posttest

Teacher Resources

305

Introduction

UNIT 2 CONTENT

In Unit 2, students will review: (1) a number of spellings from Grade 2 with an emphasis on separated digraphs, vowel teams, and alternative sound-spellings; (2) words with VCe and vowel team syllables; and (3) words with common derivational endings, prefixes, and suffixes.

VOWEL SPELLINGS

In Unit 2, students are introduced to multiple-letter spellings for vowel sounds. They review separated digraphs and vowel teams.

The two-letter separated digraph spellings:

- /ae/ > 'a_e' (*cape*)
- /ie/ > 'i_e' (*kite*)
- /oe/ > 'o_e' (*note*)
- /ue/ > 'u_e' (*cube*)

The multiple-letter spellings for vowel teams:

- /ae/ > 'ai' (*aim*) and 'ay' (*away*) and 'eigh' (*eight*)
- /ee/ > 'ee' (*bee*), 'ea' (*beach*), and 'ie' (*brief*)
- /ie/ > 'igh' (*night*) and 'ie' (*pie*)
- /oe/ > 'oa' (*coach*), 'oe' (*doe*), 'ow' (*crow*), and 'ough' (*dough*)
- /ue/ > 'ew' (*few*) and 'ue' (*cue*)
- /aw/ > 'au' (*pause*), 'aw' (*dawn*), 'al' (*small*), 'augh' (*taught*), and 'ough' (*bought*)
- /oo/ > 'oo' (*moon*), 'ue' (*clue*), 'u_e' (*tune*), and 'ough' (*through*)
- /oo/ > 'oo' (*book*)
- /oy/ > 'oi' (*join*) and 'oy' (*enjoy*)
- /ou/ > 'ow' (*crown*), 'ou' (*round*), and 'ough' (*bough*)

The vowel sound-spelling list for Unit 2 includes digraphs, trigraphs, and quadgraphs. The terms *digraph*, *trigraph*, and *quadgraph* can be used to emphasize that groups of two, three, and four letters can stand together to make a single vowel sound. The term *separated digraph* refers to a digraph in which a consonant appears between two vowels that make one sound (i.e., VCe). The unit also uses the term *vowel team*, where two or more letters work together to stand for one vowel sound. Whatever terms you use, it is extremely important for students to understand that a letter can stand for a single sound all by itself, or it can work with other letters to stand for a single sound. For example, when discussing the word *haunt*, you are encouraged to talk about how the ‘a’ and the ‘u’ work together as a vowel team to stand for the /aw/ sound.

The vowel sound-spelling list for Unit 2 extends students’ understanding of tricky spellings. When a spelling can represent more than one sound, it is a tricky spelling. For example, the tricky spelling ‘oo’ can stand for /oo/ as in *moon* or /oo/ as in *book*. Tricky spellings often cause problems for students when they are reading. When they come upon an unfamiliar printed word with an ‘oo’ in it, they may need to try pronouncing the ‘oo’ as /oo/ and then as /oo/ in order to correctly identify the word.

In this unit, students are not asked to read and spell words with r-controlled sound-spellings such as ‘ar’, ‘eer’, and ‘our’. They also are not asked to cope with tricky spellings for vowels that make the schwa sound (*about*, *equal*). Instruction on alternative vowel sounds will continue in the remaining units.

CONSONANT SPELLINGS

In Unit 2, the following spellings for consonant sounds are quickly reviewed:

- ‘c’ > /k/ (*camp*)
- ‘c’ > /s/ (*race*)
- ‘g’ > /g/ (*flag*)
- ‘g’ > /j/ (*page*)
- ‘ve’ > /v/ (*brave*)
- ‘ge’ > /j/ (*age*)
- ‘dge’ > /j/ (*bridge*)

In Unit 2, students review both the hard and soft ‘c’ with words such as *cake* (/k/) and *cent* (/s/). They also review both the hard and soft ‘g’ with words such as *cage* (/j/) and *glass* (/g/). They review words that end in /v/ and /j/, such as *love*, *huge*, and *ridge*.

The consonant list for Unit 2 also deepens students' knowledge of tricky spellings. For example, notice the tricky spelling 'c' can stand for /s/ as in *race* or /k/ as in *camp*. When students come upon an unfamiliar printed word with an 'c' in it, they may need to try pronouncing the 'c' as /s/ and then as /k/ in order to correctly identify the word. The list of consonant spellings also includes digraph (two-letter) and trigraph (three-letter) spellings: (1) 've' as a spelling for /v/ in *have*; (2) 'ge' as a spelling for /j/ in *large*; (3) 'dge' as a spelling for /j/ in *budge*.

An understanding of the sounds of the language and the similarities among them can also help you understand students' spelling. Sometimes even the strangest-looking "invented" spellings make sense if you understand which sounds are similar to other sounds. Students often misspell a word by choosing a spelling for a sound that is similar to the sound they are trying to spell. For example, a student who writes *chump* for *jump* has confused sounds made with the same mouth position. The 'ch' spelling can therefore be seen as closer to the correct spelling than we might initially assume.

For more information on the program's approach to how phonics is taught with the basic and advanced code, please visit the program's digital components site.

SYLLABICATION

One-, two-, and multisyllabic words are reviewed in Unit 2 lessons. Students identify two of six major syllable types: VCe and vowel team. VCe syllables have one vowel followed by a consonant and then a silent 'e', such as in the words *shine* and *grapevine*. Vowel team syllables have one vowel followed by one or more vowels or consonants that work together to make a single vowel sound, such as in the words *through* and *layout*.

For more information on the program's approach to using chunking to decode multisyllabic words, please visit the program's digital components site and look for Appendix C in the Teacher Resources.

MORPHOLOGY

Unit 2 focuses on the derivational endings *-or*, *-ful*; the prefixes *un-*, *re-*, *dis-*, *pre-*, *non-*, *mis-*, *im-*, *in-*, *sub-*; and the suffixes *-ness*, *-ly*, and *-ous*. Students review how the endings change the meaning and/or part of speech of the root word. They practice reading the words and using them in sentences. Students will identify spelling changes such as dropping 'e' before adding the suffixes *-or* or *-ous*, or dropping 'y' before adding *-ious*.

WRITING

Encoding

Students practice spelling and writing words and sentences with all of the target sound-spellings, morphemes, and syllable types covered in Unit 2. Dictation words include separated digraphs and vowel teams, soft and hard 'c' and 'g', and various /j/ spellings. In addition, students practice spelling multisyllabic words with the derivational endings *-or* and *-ful*; the prefixes *un-*, *re-*, *dis-*, *pre-*, *non-*, *mis-*, *im-*, *in-*, and *sub-*; and the suffixes *-ness*, *-ly*, and *-ous*.

Reading Comprehension Questions and Writing Extension

All fifteen reading passages include comprehension questions. Students get alternating opportunities to respond to these orally or as a written exercise in their activity book. Each reading passage also includes an optional writing prompt that allows students to write for 10 minutes.

These are great opportunities for students to practice their cursive writing, and for teachers to check students' letter formation, letter and word spacing, line quality, slant, and letter connections. In all instances that involve student writing, be sure that students write their responses legibly in cursive with complete words, thoughts, and answers, leaving appropriate spaces between words. Provide modeling when necessary.

HIGH-FREQUENCY IRREGULAR WORDS (TRICKY WORDS)

Appendix D of the Grade 3 Skills Teacher Resources on the digital components site includes a list of high-frequency irregular words used in the Unit 2 passages. The list also indicates each word's correlation to other research-based lists (e.g., Dolch, Fry, and Zeno). Each Tricky Words lesson in the Additional Support section includes one to seven words from this list. Additional words from the Unit 2 Tricky Words list can be included or swapped out with the words in the lesson, if time allows and if students need practice with different words. Note that some lessons may not include any Tricky Word instruction.

ASSESSMENT

Dictation Pretest and Posttest

Unit 2 has an encoding pretest and a posttest. Both assessments use the same words so you can monitor students' mastery of the sound-spellings addressed in the unit.

Formative Assessments and Additional Support

Throughout this unit, formative assessments are clearly marked for monitoring individual student performance and progress in key skills. Quick "Checks for Understanding" to evaluate classroom performance as a whole are also designated in various lessons.

Careful attention to this information, collected on a daily basis, will enable you 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.

TEACHER RESOURCES

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

- Anecdotal Reading Record—Unit 2
- Discussion Questions Observation Record—Unit 2
- Additional Support Activity Pages
- Activity Book Answer Key
- Additional Support Activity Page Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

REVIEW

Words with /ae/ > 'a_e'

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will blend and identify words with /ae/ > 'a_e'. **TEKS 3.2.A.ii**

Phonics—Decoding

- Students will read VCe words with /ae/ > 'a_e'. **TEKS 3.2.A.ii**
- Students will read one-syllable words with /ae/ > 'a_e'. **TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the suffix *-or*.

- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will read “Fame on Stage” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about key details in

- the text. **TEKS 3.1.A; TEKS 3.1.D; TEKS 3.4**

Phonics—Encoding

- Students will take the dictation pretest for Unit 2. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 1.1

Words with /ae/ > 'a_e'

- TEKS 3.2.A.ii**

Observation

Discussion Questions Observation Record

- TEKS 3.4**

Activity Page 1.4


Unit 2 Dictation Pretest

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review Words with /ae/ > 'a_e'	3 min.	
Phonics—Decoding		
Read Words with /ae/ > 'a_e'	3 min.	<input type="checkbox"/> Activity Page 1.1
Read One-Syllable VCe Words: /ae/ > 'a_e'	3 min.	
Morphology		
Root Words and Derivational Endings: <i>-or</i>	6 min.	<input type="checkbox"/> Activity Page 1.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Read "Fame on Stage" with Accuracy	10 min.	<input type="checkbox"/> Activity Page 1.3
Phonics—Encoding		
Unit 2 Dictation Pretest	5 min.	<input type="checkbox"/> Activity Page 1.4


 y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

ADVANCE PREPARATION

Reading

- Prepare the Unit 2 Discussion Questions Observation Record found in the program's digital components site for use with students as they read aloud. Over the course of each week, be sure to ask each student to respond to at least one discussion question. Make notes regarding each student's ability to answer questions about the characters, setting, and main event and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- The encoding activity in Lesson 1 is also the Unit 2 pretest. Students will spell words with sound-spellings that are reviewed in this unit to provide a snapshot of their mastery of individual phonics skills. In Lesson 20, students will spell the same words again in the posttest to show growth and mastery of the sound-spellings reviewed in Unit 2.

Universal Access

- Gather pictures to represent the words in the Reading activity: *audition*, *performance*, and *spectators*.

Lesson 1: Review: Words with /ae/ > 'a_e', Part 1

Warm-Up



Primary Focus: Students will blend and identify words with /ae/ > 'a_e'.

✦ **TEKS 3.2.A.ii**

REVIEW WORDS WITH /AE/ > 'A_E' (3 MIN.)

- Explain that today students will blend words with /ae/ > 'a_e'.
- Tell students that you will say some segmented sounds, and they will blend the sounds to say a word.
- Say the following sounds as students listen: /r/ /ae/ /t/. Ask students to blend the sounds and say the word. (*rate*)
- Write the word on the board. Have students read the word aloud.
- Repeat with the following words: *bake, lane, gaze, mistake, grape, shake, plate, gave.*

Lesson 1: Review: Words with /ae/ > 'a_e', Part 1

Phonics—Decoding


Primary Focus

- ✦ Students will read VCe words with /ae/ > 'a_e'. **TEKS 3.2.A.ii**
- ✦ Students will read one-syllable words with /ae/ > 'a_e'. **TEKS 3.2.A.ii**

READ WORDS WITH /AE/ > 'A_E' (3 MIN.)

- Say, "You've learned that digraphs are two letters that work together to make one sound. Sometimes digraphs are separated from each other. In the word *cake*, the 'a' and the 'e' are actually a digraph. We call this a separated digraph because they are separated by the 'k'. Separated digraphs usually make a long vowel sound, like the /ae/ sound in *cake*."
- Write 'a_e' on the board.

✦ **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Ask, “What are some words that have this spelling?” Record two or three ‘a_e’ words on the board.
- Write *bake* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Write *brake* on the board next to *bake*.
- As you write the new word on the board, point to the ‘r’ and ask, “If that is *bake*, what is this?”
- Continue this process with the remaining words.

1. bake > brake > rake > fake > flake > flame > lame > lake > late > slate > state
2. paper > caper > taper > tape > cape > ape > Abe > able > fable > table

- Direct students to Activity Page 1.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



Check for Understanding

Monitor students’ performance as they move from one word to the next, especially with regard to the /a/ and /ae/ sounds.

READ ONE-SYLLABLE VCE WORDS: /AE/ > ‘A_E’ (3 MIN.)

- Point to *bake* again. Read it aloud and then have students read it aloud. Underline ‘a’ and ‘e’, and draw a V shape under the word to connect the underlined letters.
- Remind students that the separated digraph ‘a_e’ makes the /ae/ sound.
- Ask, “How many syllables does *bake* have?” (*one*)
- Emphasize the long /ae/ vowel sound.

Activity Page 1.1



Challenge

Challenge students in pairs to create their own chain starting with the target spelling pattern, such as *crate*. Remind students that when they chain they change, add, or take away a letter with each new word.

Support

Remind students that an open syllable ends with a vowel and makes the long vowel sound. Say words with long and short vowel sounds (*go, got, hip, hi, we, web*), and have students raise a hand when they hear a long vowel sound.

- Tell students that it is a VCe syllable. Say, “VCe stands for Vowel + Consonant + silent ‘e.’ In the word *bake*, the vowel ‘a’ is followed by the consonant ‘k,’ which is followed by the silent ‘e.’”
- Repeat the routine with other one-syllable words from the Warm-Up, such as *rake, fake, lame, and lake*.

Lesson 1: Review: Words with /ae/ > ‘a_e’, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the suffix *-or*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

ROOT WORDS AND DERIVATIONAL ENDINGS: *-OR* (6 MIN.)

- Remind students that some suffixes change the part of speech of the root word. Remind them that these suffixes are called derived or derivational endings.
- List examples on the board: *-y, -less, and -er*.
- Remind students that the suffixes *-y* and *-less* change nouns to adjectives; for example, *cloud* can become *cloudy* or *cloudless*. The suffix *-er* can change verbs to nouns; for example, *run* can become *runner*.
- Introduce *-or*. Explain that *-or* is another example of a suffix that changes the part of speech of the root word.
- Write *inventor* on the board. Read the word aloud, and then have students read it aloud.
- Ask, “What is the root word?” (*invent*)
- Ask, “What is the suffix?” (*-or*)
- Explain that *-or* means “someone who.” Say, “An inventor is someone who invents.”

TEKS 3.2.A.vi Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

- Write *actor* on the board. Mark the suffix. Ask a student to identify the root word. (*act*)
- Ask, “What is an actor?” (*someone who acts*)
- Repeat with *protector*, *governor*, and *decorator*. Point out the spelling change in *decorator*.
- Say, “When a word ends in ‘e’, we drop the ‘e’ before adding the suffix *-or*.”
- Direct students to Activity Page 1.2. Review the instructions and the first item.
- Have students work with a partner to discuss how the affix *-or* changed the meaning of the word *sculpt*. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



Language

Learning How English Works

Beginning

Remind students, or reteach, the basic parts of speech in English.

- A noun is a person, place, thing, or idea.
- A verb is an action word.
- An adjective is a word that describes a noun.
- An adverb is a word that describes a verb, adjective, or other adverb.

Intermediate

Provide sample sentences and have students identify which word is a noun and which is a verb.

Advanced/ Advanced High

Prompt students to give examples of nouns and verbs.

ELPS 1.F

Lesson 1: Review: Words with /ae/ > 'a_e', Part 2

Reading



Primary Focus: Students will read “Fame on Stage” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about key details in the text. **TEKS 3.1.A; TEKS 3.1.D; TEKS 3.4**

READ “FAME ON STAGE” WITH ACCURACY (10 MIN.)

Note: This passage contains many idioms, phrases that have a meaning that is very different from the individual words in the phrase.

- Direct students to Activity Page 1.3.
- Ask, “Have you ever heard the expression ‘It’s raining cats and dogs’? That’s an idiom. Cats and dogs cannot actually rain down from the clouds. It means that it’s raining a lot! This kind of expression is called an idiom.”
- Point out the idiom “land the part” in the passage.
- Say, “This story has many idioms. For example, ‘to land the part’ means to get a part in a play after trying out for it. We will review some of these idioms before we begin reading.”
- Define unfamiliar words and phrases for students. Point out that the phrases are idioms. You may want to include the following:
 - words: *audition* (as verb and noun), *advisor*
 - phrases: “make a name for himself” (become known for doing something well), “performance of a lifetime” (a performance that is so good that it is memorable), “made each line come to life” (made the words he was saying seem like they were really happening), “wave of happiness” (suddenly very happy), “on cloud nine” (extremely happy and excited), “long ride ahead of him.”
- Have students follow along as you read “Fame on Stage.”

Activity Page 1.3



TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *confidence* and *spectators*).
- Have students practice pronouncing the words with you.
- Read the story once more with the whole class as a choral read.

Wrap-Up

Discussion Questions for “Fame on Stage”

1. **Literal.** What is Mike’s dream in life?
 - » Mike wants to become a famous actor.
2. **Literal.** Who is Mrs. Tate?
 - » Mrs. Tate is a play director who asks Mike to audition for a play.
3. **Literal.** Why did Mike want to impress the director?
 - » Mike wanted to land a part in the director’s play. He wanted to become a famous actor.
4. **Literal.** How did the director react to Mike’s audition?
 - » The director applauded Mike and offered him a role in the play.
5. **Inferential.** Based on the story, what do you think the phrase “he was on cloud nine” means?
 - » When a person is “on cloud nine,” they are very happy.

Challenge

Ask volunteers to read some or part of the story aloud. After they read, point out any adjustments the student made to read with accuracy.

Support

Before reading “Fame on Stage,” show the images you prepared in advance. Have students repeat the word after you show each image.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you think I read this sentence with appropriate expression, and give a thumbs-down if you think I didn’t read it with appropriate expression.” Read the sentence in a monotone voice: “Mike felt a wave of happiness wash over him.” (*thumbs-down*)



Reading

Reading Closely

Beginning

Ask students yes/no questions using simple phrases to summarize the story: Is Mike a famous actor? Does Mike want to become a famous actor? Does Jade help Mike before the audition? Is Mike happy after the audition? Does Mike become a famous actor after the audition?

Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words: Before Mike goes to his audition, he prepares by _____.

**Advanced/
Advanced High**

Encourage students to expand/or build on other students' responses and learned phrases.

ELPS 4.G; ELPS 4.I

Activity Page 1.4



Observation: Discussion Questions Observation Record

- Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.
- **Turn and Talk:** For the inferential question, have students share their thoughts with one another. Remind students to be sure to cite specifics from the passage to support their answer. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.

Lesson 1: Review: Words with /ae/ > 'a_e', Part 2

Phonics—Encoding



Primary Focus: Students will take the dictation pretest for Unit 2.

TEKS 3.2.B.i; TEKS 3.2.B.iv

UNIT 2 DICTATION PRETEST (5 MIN.)

- Direct students to Activity Page 1.4. Review the instructions together.
- Tell students that they will be spelling words with different sound spellings that they will learn about in Unit 2.
- Say the word *cautious*. Repeat it. Have students write it on Activity Page 1.4.
- Repeat with the remaining words.

- | | | |
|---------------|----------------|----------------|
| 1. cautious | 4. undoubtedly | 7. preannounce |
| 2. invaluable | 5. rejoin | 8. joyfully |
| 3. powerful | 6. disengage | 9. weightless |

- Then tell students you will say two sentences aloud for them to spell.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Say the following sentences aloud, pausing to provide students time to write.

1. Her daughter and niece might be at the poolside.
2. May I borrow some large gloves?

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

~ End Lesson ~

Lesson 1: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 1.1** for each student.
- Direct students to Activity Page 1.3.
- Have them reread "Fame on Stage."
- Review the writing prompt on **Activity Page TR 1.1**.
- Tell students they will write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.
- Students should:
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following word on an index card: *audition*. Gather five or six Tricky Word cards from Unit 1 to include in this review.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *audition* and say, “This word is tricky because the ‘au’ is pronounced /aw/, and the ‘tion’ is pronounced /shən/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /aw/ for these letters. We say /d/ for this letter. We say /i/ for this letter. We say /shən/ for these letters.” Point to the letters as you blend the sounds: /aw/ /d/ /i/ /shən/, *audition*. Say, “*Audition!* It’s a word we use all the time, like when we say, ‘We would like for you to audition for a part in our next play.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *audition*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

2

REVIEW

Words with
/ie/ > 'i_e'

PRIMARY FOCUS OF LESSON

Warm-Up

- ✦ Students will blend and identify words with /ie/ > 'i_e'. **TEKS 3.2.A.ii**

Phonics—Decoding

- ✦ Students will read VCe words with /ie/ > 'i_e'. **TEKS 3.2.A.ii**
- ✦ Students will read one-syllable words with /ie/ > 'i_e'. **TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the suffix *-ful*.

- ✦ **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will reread “Fame on Stage” fluently with a partner.

- ✦ **TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with /ie/ > 'i_e'.

- ✦ **TEKS 3.2.B.i; TEKS 3.2.B.iv; TEKS 3.2.B.vii**

FORMATIVE ASSESSMENT

Observation

“Fame on Stage” Anecdotal Reading Record

- ✦ **TEKS 3.4**

- ✦ **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review Words with /ie/ > 'i_e'	3 min.	
Phonics—Decoding		
Read Words with /ie/ > 'i_e'	3 min.	<input type="checkbox"/> Activity Page 2.1
Read One-Syllable VCe Words: /ie/ > 'i_e'	3 min.	
Morphology		
Root Words and Derivational Endings: <i>-ful</i>	6 min.	<input type="checkbox"/> Activity Page 2.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Reread "Fame on Stage"	10 min.	<input type="checkbox"/> Activity Page 1.3
Phonics—Encoding		
Spell Words with /ie/ > 'i_e'	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Reading

- Prepare one copy of the blank Unit 2 Anecdotal Reading Record for every student in your class. Label each record with a student's name. Place all of these records in alphabetical order on a dedicated clipboard with a pen so they are ready for use when students read aloud.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
 - Have students take turns reading the entire story.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the story.

Universal Access

- Gather pictures to represent the words in the Reading activity: *audition*, *performance*, and *spectators*.

Lesson 2: Review: Words with /ie/ > 'i_e', Part 1

Warm-Up



Primary Focus: Students will blend and identify words with /ie/ > 'i_e'. **TEKS 3.2.A.ii**

REVIEW WORDS WITH /IE/ > 'I_E' (3 MIN.)

- Explain that today students will blend words with /ie/ > 'i_e'.
- Tell students that you will say some segmented sounds, and they will blend the sounds to say a word.
- Say the following sounds as students listen: /f/ /ie/ /v/. Ask students to blend the sounds and say the word. (*five*)
- Write the word on the board. Have students read the word aloud.
- Repeat with the following words: *dine, bite, fine, hide, kite, shine, slide, unlike, and inside*.

Support

Use rhyming to help students who struggle with long vowel sounds. Have students work with partners to say words that rhyme with *pie*.

Lesson 2: Review: Words with /ie/ > 'i_e', Part 1

Phonics—Decoding


Primary Focus

- ✦ Students will read VCe words with /ie/ > 'i_e'. **TEKS 3.2.A.ii**
- ✦ Students will read one-syllable words with /ie/ > 'i_e'. **TEKS 3.2.A.ii**

READ WORDS WITH /IE/ > 'I_E' (3 MIN.)

- Say, "Remember that a vowel digraph is when two letters work together to make one sound, like 'ie' in the word *pie*."
- Write *pine* on the board. Read it aloud and then have students read it aloud.
- Underline 'i' and 'e'.

✦ **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Say, “This word has two letters, ‘i’ and ‘e’, that work together to make one sound, /ie/. The vowels ‘i’ and ‘e’ are separated by the consonant, ‘n’. Remember that we sometimes call this a separated digraph because the vowels are separated by a consonant.”
- Point to the vowels and the consonant. Draw a V shape under the word to connect the underlined letters ‘i_e’ on the board.
- Write ‘i_e’ on the board.
- Ask, “What vowel sound would you make if you saw this spelling?” (/ie/ as in pie)
- Ask, “What are some words that have this spelling?” Record two or three ‘i_e’ words on the board.
- Write *dime* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Write *time* on the board next to *dime*.
- As you write the new word on the board, underline the ‘t’ and ask, “If that is *dime*, what is this?”
- Continue this process with the remaining words.

1. dime > time > tire > fire > fine > five > file > pile > mile > smile
2. fried > cried > tried > tries > ties > lies > pies > spies > spied

- Direct students to Activity Page 2.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

READ ONE-SYLLABLE VCE WORDS: /IE/ > ‘I_E’ (3 MIN.)

- Point to *dime* again. Read it aloud and then have students read it aloud. Underline ‘i’ and ‘e’, and draw a V shape under the word to connect the underlined letters.
- Remind students that the separated digraph ‘i_e’ makes the /ie/ sound.
- Ask, “How many syllables does *dime* have?” (*one*)

Activity Page 2.1



- Remind students that it is a VCe (Vowel + Consonant + 'e') syllable. Say, "The vowel 'i' is followed by the consonant 'm' that is followed by the silent 'e.'"
- Repeat the routine with other one-syllable words from the Warm-Up, such as *dine*, *bite*, *fine*, and *hide*.



Check for Understanding

Thumbs-Up/Thumbs-Down Say, "Give a thumbs-up if you agree and a thumbs-down if you disagree that the following word has one syllable: *inside*." (*thumbs-down*)

Lesson 2: Review: Words with /ie/ > 'i_e', Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the suffix *-ful*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

ROOT WORDS AND DERIVATIONAL ENDINGS: *-FUL* (6 MIN.)

- Introduce *-ful*. Explain that *-ful* is another example of a suffix that changes the part of speech of the root word.
- Write *hopeful* on the board. Read it aloud, and then have students read it aloud.
- Ask, "What is the root word?" (*hope*)
- Mark the root word.
- Ask, "What is the suffix? (*-ful*)"
- Mark the suffix.
- Explain that *-ful* means "full of." Say, "If you are hopeful, you are full of hope."
- Point out that adding *-ful* creates an adjective.

Challenge

Challenge students to write a short paragraph using at least three adjectives with *-ful*. Students may wish to work with partners.

TEKS 3.2.A.vi Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Activity Page 2.2



ENGLISH
LANGUAGE
LEARNERS



Language

Learning How English Works

Beginning

Review the definition and function of an adjective in English. Remind students that an adjective is a word that describes a noun. Point to objects in the classroom, and have students say words that describe them. Examples: *sharp pencil, black computer, and clean desk.*

Intermediate

Provide sentence frames and have students use adjectives to complete them. Examples: *The dog is _____. The food is _____.*

Advanced/

Advanced High

Have students say sentences about people they know, using adjectives. Examples: *My coach is kind. My brother is silly.*

ELPS 1.F

- Ask students to use *hopeful* in a sentence. (Example: *Ahmed is hopeful the team will win.*)
- Repeat the routine with *playful, restful, and thankful*.
- Write *beauty* on the board. Read it aloud, and then have students read it aloud.
- Say, "Let's change this word to an adjective. Let's add *-ful*."
- Demonstrate crossing out the 'y' and replacing it with an 'i'. Add *-ful*.
- Ask, "In your own words, what does *beautiful* mean? (*full of beauty*)"
- Direct students to Activity Page 2.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the affix changed the meaning of the root word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Lesson 2: Review: Words with /ie/ > 'i_e', Part 2

Reading



Primary Focus: Students will reread “Fame on Stage” fluently with a partner.

TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4

REREAD “FAME ON STAGE” (10 MIN.)

Note: Students will read today’s story with a partner. You may wish to review the partner reading routines before they read the story.

- Direct students back to the passage on Activity Page 1.3. Tell students that today they will reread “Fame on Stage” with a partner.
- Take time to answer any questions that students may have about “Fame on Stage.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Have partners use one of the partner reading routines to read the text.
- Remind students to listen carefully while their partner reads.
- Students may ask their partners questions about the text and discuss what they read.
- After students read the passage, have them work together to
 - underline three words with ‘i_e’, such as *like*.
 - circle three words that end in *-ful*, such as *fearful*.

Activity Page 1.3



TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Challenge

Have students identify other sound spellings they learned about in Unit 1 in the text, such as *quite*, and mark them in the text.

ENGLISH
LANGUAGE
LEARNERS



Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with 'i_e'.

Intermediate

Have students share their annotations with another student.

Advanced/

Advanced High

Encourage students to read aloud the words they annotate to a partner.

ELPS 4.A



Observation: "Fame on Stage" Anecdotal Reading Record

As you listen to each student read "Fame on Stage," make notes about the student's reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 2: Review: Words with /ie/ > 'i_e', Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /ie/ > 'i_e'.

TEKS 3.2.B.i; TEKS 3.2.B.iv; TEKS 3.2.B.vii

SPELL WORDS WITH /IE/ > 'I_E' (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /ie/ > 'i_e'.
- Remind them that sometimes the /ie/ sound is spelled with the separated digraph 'i_e'.
- Write *inside* on the board.
- Say the word *inside*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

1. inside	4. sunshine	7. dine
2. lifelike	5. wife	8. spine
3. spiteful	6. driveway	9. unlike

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

- Say the following sentences aloud, pausing to provide students time to write.

1. This is quite a long ride.
2. You can glide on the slide.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

End Lesson

Lesson 2: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 2.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are done writing, ask pairs to share and check their work.

SHARING

- Pair up students and have one person share the response they wrote about “Fame on Stage” on **Activity Page TR 1.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.

- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *audition* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *awdiiishən*. Write the letters to spell *audition* on the board.
- Point to the word *audition* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /aw/ sound is spelled with ‘au’, and the /shən/ sound is spelled with ‘tion.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /aw/ for these letters. We say /d/ for this letter. We say /i/ for this letter. We say /shən/ for these letters.” Point to the letters as you blend the sounds: /aw/ /d/ /i/ /shən/, *audition*. Say, “*Audition!* It’s a word we use all the time.”
- Repeat with the Tricky Words from Unit 1 that you reviewed in Lesson 1. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.

- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

3

REVIEW

Words with
/oe/ > 'o_e'

PRIMARY FOCUS OF LESSON

Warm-Up

- ✦ Students will blend and identify words with /oe/ > 'o_e'. **TEKS 3.2.A.ii**

Phonics—Decoding

- ✦ Students will read words with /oe/ > 'o_e'. **TEKS 3.2.A.ii**
- ✦ Students will read words with the VCe syllable pattern. **TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the prefix *un-*.

- ✦ **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

Students will read “The Role of Code” fluently and answer questions about key

- ✦ details in the text. **TEKS 3.2.A.ii; TEKS 3.4**

Phonics—Encoding

- ✦ Students will spell and write words with /oe/ > 'o_e'. **TEKS 3.2.B.i**

FORMATIVE ASSESSMENT

Activity Page 3.2

Words with *un-* and *-ful*

- ✦ **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review Words with /oe/ > 'o_e'	3 min.	
Phonics—Decoding		
Read Words with /oe/ > 'o_e'	3 min.	<input type="checkbox"/> Activity Page 3.1
Read Two-Syllable VCe Words: /oe/ > 'o_e'	3 min.	
Morphology		
Root Words and Prefixes: <i>un-</i>	6 min.	<input type="checkbox"/> Activity Page 3.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Read "The Role of Code"	10 min.	<input type="checkbox"/> Activity Pages 3.3, 3.4
Phonics—Encoding		
Spell Words with /oe/ > 'o_e'	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Universal Access

- Gather pictures to represent the words in the Reading activity: *coder*, *game console*, and *apps*.

Lesson 3: Review: Words with /oe/ > 'o_e', Part 1

Warm-Up



Primary Focus: Students will blend and identify words with /oe/ > 'o_e'. **TEKS 3.2.A.ii**

REVIEW WORDS WITH /OE/ > 'O_E' (3 MIN.)

- Explain that today students will blend words with /oe/ > 'o_e'.
- Tell students that you will say some segmented sounds, and they will blend the sounds to say a word.
- Say the following sounds as students listen: /d/ /oe/ /t/. Ask students to blend the sounds and say the word. (*dote*)
- Write the word on the board. Have students read the word aloud.
- Repeat with the following words: *code, globe, hope, mope, robe, rode,* and *slope*.

Lesson 3: Review: Words with /oe/ > 'o_e', Part 1

Phonics—Decoding


Primary Focus

- ✦ Students will read words with /oe/ > 'o_e'. **TEKS 3.2.A.ii**
- ✦ Students will read words with the VCe syllable pattern. **TEKS 3.2.A.ii**

READ WORDS WITH /OE/ > 'O_E' (3 MIN.)

- Point out that students may remember one spelling for the /oe/ sound, the separated digraph 'o_e'. Write 'o_e' on the board.
- Ask, "What sound would you say if you saw this spelling?" (/oe/ as in *close*)
- Ask, "What are some words that have this spelling at the end?" Record two or three 'o_e' words on the board.

✦ **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Write *close* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Write *clone* on the board next to *close*.
- As you write the new word on the board, underline the 'n' and ask, "If that is *close*, what is this?"
- Continue this process with the remaining words.

1. close > clone > lone > cone > tone > stone > stove > stole
2. toe > foe > woe > roe > rose > pose > hose > hole

Activity Page 3.1



- Direct students to Activity Page 3.1 and review the instructions. If time allows, have students work on the activity page in class and have them read the words aloud with a partner. If not, ask students to complete the page at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

READ TWO-SYLLABLE VCE WORDS: /OE/ > 'O_E' (3 MIN.)

- Review one-syllable VCe words. Point to *close* again. Read it aloud and then have students read it aloud. Underline 'o' and 'e', and draw a V shape under the word to connect the underlined letters.
- Remind students that the separated digraph 'o_e' makes the /oe/ sound.
- Ask, "How many syllables does this word have?" (*one*)
- Remind students that it is a VCe (Vowel + Consonant + 'e') syllable. Say, "The vowel 'o' is followed by the consonant 's' that is followed by the silent 'e'."
- Write *decode* on the board and mark the syllables in *de•code* with a slash.
- Underline the 'e' in the first syllable. Say, "This vowel is part of an open syllable." Pronounce the syllable /dee/.
- Underline the 'o' and the 'e' and draw a V shape under the second syllable to connect the vowels. Point to the syllable and say, "This is a VCe syllable." Pronounce the syllable /koed/.

- Point to each syllable as you read the word aloud: first, syllable by syllable, and then, as a whole word. /dee/ /koed/. Then have students read the word aloud.
- Ask, “How many syllables are in *decode*?” (*two*)
- Ask, “Is the first syllable a closed or open syllable? How do you know?” (*open; It ends with a vowel and makes the long vowel sound.*)
- Ask, “What kind of syllable is the second syllable?” (VCe)
- Repeat the routine with the following two-syllable words: *behave*, *backbone*, *daytime*, *hometown*, and *hopeful*.

Support

Encourage students to clap to highlight the syllables. Demonstrate with *de•code*. Have students clap the syllables in the other words.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you agree and a thumbs-down if you disagree that the following word has two syllables: *hometown*.” (*thumbs-up*)

Lesson 3: Review: Words with /oe/ > ‘o_e’, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefix *un-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

ROOT WORDS AND PREFIXES: UN- (6 MIN.)

- Explain to students that a prefix is a word part added to the beginning of a root word to change the meaning of the word.
- Write the following words on the board: *redo*, *disagree*, and *unhappy*. Mark the prefixes.
- Say, “Common prefixes include *re-*, *dis-*, and *un-*. Let’s focus on the prefix *un-*.”
- Point to *unhappy* on the board.

Challenge

Ask students to scan a page in a text they recently read. Have them identify and record words with prefixes in the text. Then have them write the meanings of the words.

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.



Language

Learning How English Works

Beginning

Review the difference between prefixes and suffixes. Ask students to give a thumbs-up or thumbs-down as you read the following statements: "Both prefixes and suffixes change the meaning of words (*thumbs-up*); a prefix goes at the beginning of a word (*thumbs-up*); a suffix goes at the end of the word (*thumbs-up*)."

Intermediate

Ask students to complete the following sentence frame: *A prefix goes at the _____ of a word (beginning); a suffix goes at the _____ of a word (end).*

Advanced/

Advanced High

Have students say in their own words how prefixes and suffixes are different.

ELPS 1.F

Activity Page 3.2



- Emphasize that a prefix changes the meaning of the word.
- Say, "The prefix *un-* means 'not', 'opposite of', or 'to do the opposite of'. So, *unhappy* means 'not happy.'"
- Explain that for words with prefixes, the spelling of the root word does not change when the prefix is added.
- Write *untrue* on the board.
- Say, "Let's figure out the meaning of this word by breaking it into its parts. I'm going to draw a line between the prefix and the base word. Where should I draw the line?" (*after the prefix un-*)
- Ask, "What is the base word?" (*true*) "What does *true* mean?" (*something that is a fact*)
- Ask, "What does *untrue* mean?" (*something that is not a fact*)
- Repeat the routine with the following words: *unwind*, *unwell*, *unlucky*, and *unlock*.
- Write *truthful* on the board and underline the suffix *-ful*.
- Say, "We have learned that we can add the suffix *-ful* to a word to make an adjective. *Truthful* is an adjective that means full of truth, or tells the truth.
- Add the prefix *un-* to *truthful* on the board.
- Say, "We can add the prefix *un-* to the adjective *truthful*. This makes the new adjective mean 'not' full of truth, or does not tell the truth. You will notice that the spelling of the base word *truth* did not change when we added either *-ful* or *-un* to it."
- Direct students to Activity Page 3.2 and review the instructions. Have students work on the activity page independently. If they don't complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Lesson 3: Review: Words with /oe/ > 'o_e', Part 2

Reading



Primary Focus: Students will read “The Role of Code” fluently and answer questions about key details in the text. **TEKS 3.2.A.ii; TEKS 3.4**

READ “THE ROLE OF CODE” (10 MIN.)

- Direct students to Activity Page 3.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - Words: *compose, decode, dispute, debate*
 - phrases: “our huge globe”
 - domain-specific language: *execute, reset, programmer, game console*
- Have students follow along as you read “The Role of Code.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *device* and *accomplish*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.
- Then have them turn to Activity Page 3.4 and complete the comprehension questions. If they don’t complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

Activity Pages 3.3, 3.4



Challenge

Have students write a brief summary of the text. Remind them that a summary should only include the main points.

Support

Before reading “The Role of Code,” show the images you prepared in advance. Have students repeat the word after you show each image.

TEKS 3.2.A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
TEKS 3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Reading Closely

Beginning

Have a strong reader work with a struggling reader to complete the comprehension questions.

Intermediate

Have a small group read the first paragraph together, taking turns, and work together to complete the comprehension questions.

Advanced/

Advanced High

Have students read independently and then work with a partner to share their responses to the comprehension questions.

ELPS 4.1

Lesson 3: Review: Words with /oe/ > 'o_e', Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /oe/ > 'o_e'. **TEKS 3.2.B.i**

SPELL WORDS WITH /OE/ > 'O_E' (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /oe/ > 'o_e'.
- Remind them that sometimes the /oe/ sound is spelled with the separated digraph 'o_e'.
- Write *alone* on the board.
- Say the word *alone*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- | | | |
|-------------|------------|--------------|
| 1. alone | 4. hopeful | 7. unbroken |
| 2. ringtone | 5. pole | 8. postpone |
| 3. backbone | 6. spoke | 9. sandstone |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|----------------------------|
| 1. He rode down the slope. |
| 2. Are you close to home? |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

TEKS 3.2.B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

Lesson 3: Review: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 3.1** for each student.
- Direct students to Activity Page 3.3.
- Have them reread “The Role of Code.”
- Review the writing prompt on **Activity Page TR 3.1**.
- Tell students they will write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.
- Students should:
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following words on index cards: *through*, *language*, *different*, *door*, and *something*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *through* and say, “This word is tricky because the ‘ough’ is pronounced /oo/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”

- Point to the letters as you say them. Say, “In this word, we blend and say /th/ /r/ for these letters. We say /oo/ for these letters.” Point to the letters as you blend the sounds: /th/ /r/ /oo/, *through*. Say, “*Through!* It’s a word we hear all the time, like when we say ‘Through code we can unlock a door without a key.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *through*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

4

REVIEW

Words with
/ue/ > 'u_e'

PRIMARY FOCUS OF LESSON

Warm-Up

- ✦ Students will blend and identify words with /ue/ > 'u_e'. **TEKS 3.2.A.ii**

Phonics—Decoding

- ✦ Students will read VCe words with /ue/ > 'u_e'. **TEKS 3.2.A.ii**
- ✦ Students will read two-syllable words with /ue/ > 'u_e'. **TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the prefix *re-*.

- ✦ **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

Students will reread “The Role of Code” fluently with a partner.

- ✦ **TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

Phonics—Encoding

- ✦ Students will spell and write words with /ue/ > 'u_e'. **TEKS 3.2.B.i**

FORMATIVE ASSESSMENT

Observation

“The Role of Code” Anecdotal Reading Record

- ✦ **TEKS 3.4**

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.D** work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review Words with /ue/ > 'u_e'	3 min.	
Phonics—Decoding		
Read Words with /ue/ > 'u_e'	3 min.	
Read Two-Syllable VCe Words: /ue/ > 'u_e'	3 min.	<input type="checkbox"/> Activity Page 4.1
Morphology		
Root Words and Prefixes: <i>re-</i>	6 min.	<input type="checkbox"/> Activity Page 4.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Reread “The Role of Code”	10 min.	<input type="checkbox"/> Activity Page 3.3
Phonics—Encoding		
Spell Words with /ue/ > 'u_e'	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Reading

- Ensure you have the Unit 2 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
 - Have students take turns reading the entire passage.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the passage.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *coder*, *game console*, and *apps*.

Lesson 4: Review: Words with /ue/ > 'u_e', Part 1

Warm-Up



Primary Focus: Students will blend and identify words with /ue/ > 'u_e'. **TEKS 3.2.A.ii**

REVIEW WORDS WITH /UE/ > 'U_E' (3 MIN.)

- Say, "Today we will blend words with /ue/ > 'u_e'."
- Tell students that you will say some segmented sounds, and they will blend the sounds to say a word.
- Say the following sounds as students listen: /f/ /ue/ /m/. Ask students to blend the sounds and say the word. (*fume*)
- Write the word on the board. Have students read the word aloud.
- Repeat with the following words: *fuse*, *huge*, *muse*, *mule*, *cube*, *cute*, *defuse*, and *dispute*.

Lesson 4: Review: Words with /ue/ > 'u_e', Part 1

Phonics—Decoding


Primary Focus

- ✦ Students will read VCe words with /ue/ > 'u_e'. **TEKS 3.2.A.ii**
- ✦ Students will read two-syllable words with /ue/ > 'u_e'. **TEKS 3.2.A.ii**

READ WORDS WITH /UE/ > 'U_E' (3 MIN.)

- Point out that students may remember one spelling for the /ue/ sound, the separated digraph 'u_e'.
- Write 'u_e' on the board.
- Ask, "If you saw this spelling, what sound would you make?" (/oo/ as in *tune* or /ue/ as in *fuse*)

✦ **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Support

If students struggle with the /ue/ sound, have them use rhyming to generate words with the sound.

- Say, “The ‘u_e’ spelling sometimes makes the /ue/ sound as in *cube* or *huge* and sometimes makes an /oo/ sound as in *June* or *flute*.”
- Say, “Today, we are going to focus on words that have the /ue/ sound.”
- Ask students to provide two or three words that have the ‘u_e’ spelling and make the /ue/ sound, correcting any examples that make the /oo/ sound. Record correct answers on the board.
- Write *use* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Write *fuse* on the board next to *use*.
- As you write the new word on the board, underline the ‘f’ and ask, “If that is *use*, what is this?”
- Continue this process with the remaining words.

use > fuse > muse > amuse > accuse > acute > cute > mute > mule

READ TWO-SYLLABLE VCE WORDS: /UE/ > ‘U_E’ (3 MIN.)

- Write *volume* on the board.
- Ask a volunteer to approach the board to underline the ‘o’, ‘u’, and ‘e’, and draw a V shape under the word, connecting the ‘u’ and ‘e’.
- Ask, “How many syllables does this word have?” (*two*)
- Mark the syllables in *vol•ume* with a slash.
- Cover the second syllable.
- Ask, “What kind of syllable is this?” (*closed*) Ask students to read it (*vol-*).
- Cover the first syllable.
- Ask, “What kind of syllable is this?” (*VCE*)
- Say, “Yes, it is a VCE, or Vowel (‘u’) + Consonant (‘m’) + ‘e’ syllable.” Ask students to read it (*ume-*).
- Have students read the word aloud with you: first, syllable by syllable, and then, as a whole word.
- Repeat the routine with the following two-syllable words: *compute*, *defuse*, *excuse*, *immune*, and *useful*.



- Direct students to Activity Page 4.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, "Give a thumbs-up if you agree and a thumbs-down if you disagree that the following word has two syllables: *fortune*." (*thumbs-up*)

Lesson 4: Review: Words with /ue/ > 'u_e', Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefix *re-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

ROOT WORDS AND PREFIXES: RE- (6 MIN.)

- Say, "Remember, a prefix is a word part added to the beginning of a root word to change the meaning of the word."
- Say, "Let's focus on the prefix *re-*."
- Write *do* on the board. Then add the prefix *re-*.
- Say, "The prefix *re-* means 'again' or 'back.' So, *redo* means 'to do again.'"
- Point out that the spelling of *do* did not change when you added the prefix.
- Write *remake* on the board.
- Say, "Let's figure out the meaning of this word by breaking it into its parts. I'm going to draw a line between the prefix and the base word. Where should I draw the line?" (*after the prefix re-*)

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.



Language

Learning How English Works

Beginning

Demonstrate the meaning of the prefix *re-*. Write a word in sloppy print on the board. Erase it. Say, "I'm going to *redo* this. I'm going to *rewrite* the word." Then neatly rewrite the word.

Intermediate

Ask students to act out a word with the prefix *re-*. For example, a student may open a box, close it, and then *reopen* it, or open it again.

Advanced/ Advanced High

Have students say a sentence using a word with *re-*.

ELPS 1.E

Challenge

Have students work in pairs to generate a list of verbs. Then have them determine whether they can use the prefix *re-* to form new words.

- Ask, "What is the base word?" (*make*) "What does *make* mean?" (*to create*)
- Ask, "What does *remake* mean?" (*to create again*)
- Repeat the routine with the following words: *repaint*, *rename*, *repay*, *replay*, and *rethink*.
- Direct students to Activity Page 4.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Lesson 4: Review: Words with /ue/ > 'u_e', Part 2

Reading



Primary Focus: Students will reread “The Role of Code” fluently with a partner.

TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4

REREAD “THE ROLE OF CODE” (10 MIN.)

Note: Students will read today’s passage with a partner. You may wish to review the partner reading routines before they read the passage.

- Direct students back to the passage on Activity Page 3.3. Tell students that today they will reread “The Role of Code” with a partner.
- Take time to answer any questions that students may have about “The Role of Code.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- Tell students that after they finish reading, they should work together to:
 - underline three words with the spelling pattern ‘u_e’, such as *computer*.
 - circle three words with the prefix *re-*, such as *remind*.

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Support

Have students work on one annotation at a time. For example, first have them look for ‘u_e’ spellings. Then have them look for words with prefixes.

Activity Page 3.3



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with separated digraphs.

Intermediate

Have students share their annotations with another student.

Advanced/ Advanced High

Encourage students to read aloud the words they annotate to a partner.

ELPS 4.A



Observation: “The Role of Code” Anecdotal Reading Record

As you listen to each student read “The Role of Code,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 4: Review: Words with /ue/ > ‘u_e’, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /ue/ > ‘u_e’. **TEKS 3.2.B.i**

SPELL WORDS WITH /UE/ > ‘U_E’ (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /ue/ > ‘u_e’.
- Remind them that sometimes the /ue/ sound is spelled with the separated digraph ‘u_e’.
- Write *perfume* on the board.
- Say the word *perfume*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- | | | |
|------------|------------|------------|
| 1. perfume | 4. volume | 7. defuse |
| 2. unmute | 5. useful | 8. dispute |
| 3. reused | 6. compute | 9. excuse |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|---------------------------------|
| 1. The mule refuses to move. |
| 2. There is a cube in the game. |

TEKS 3.2.B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

End Lesson

Lesson 4: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 4.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are done, ask pairs to share and check their work.

SHARING

- Pair up students and have one person share the response they wrote about “The Role of Code” on **Activity Page TR 3.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.

- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *through* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *throoooo*. Write the letters to spell *through* on the board.
- Point to the word *through* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /oo/ sound is spelled with ‘ough!’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we blend and say /th/ /r/ for these letters. We say /oo/ for these letters.” Point to the letters as you blend the sounds: /th/ /r/ /oo/, *through*. Say, “*Through!* It’s a word we use all the time.”
- Repeat with the words *language*, *different*, *door*, and *something*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

5

REVIEW

Mixed Review

PRIMARY FOCUS OF LESSON

Warm-Up

Students will review identifying and blending words with VCe sound-spellings.

✦ **TEKS 3.2.A.ii**

Phonics—Decoding

✦ Students will review reading words with VCe sound-spellings. **TEKS 3.2.A.ii**

✦ Students will review one- and two-syllable words with VCe syllables. **TEKS 3.2.A.ii**

Morphology

Students will review identifying and using words with prefixes and suffixes.

✦ **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will read and annotate “Hope the Sculptor” independently and answer questions about key details in the text.

✦ **TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.5**

Phonics—Encoding

Students will spell and write words with VCe spellings: ‘a_e’, ‘i_e’, ‘o_e’, ‘u_e’.

✦ **TEKS 3.2.B.i**

FORMATIVE ASSESSMENT

Dictation Journal

Phonics/Encoding Dictation

✦ **TEKS 3.2.B.i**

✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Give Me a Word	3 min.	
Phonics—Decoding		
Review Words with VCe Spelling Patterns	3 min.	
Read One- and Two-Syllable VCe Words	3 min.	
Morphology		
Review Derivational Endings and Affixes	6 min.	<input type="checkbox"/> Activity Pages 5.1, 5.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Read “Hope the Sculptor” Independently	10 min.	<input type="checkbox"/> Activity Pages 5.3, 5.4
Phonics—Encoding		
Encoding Review	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Phonics—Decoding

- Create a VCe sound-spelling chart on the board prior to beginning the activity.

/ae/ > 'a_e'	/ie/ > 'i_e'	/oe/ > 'o_e'	/ue/ > 'u_e'

Morphology

- Consider having students cut out the Word Cards on Activity Page 5.1 prior to beginning the activity.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *sculpture*, *chisel*, and *mallet*.

Lesson 5: Review: Mixed Review, Part 1

Warm-Up



Primary Focus: Students will review identifying and blending words with VCe sound-spellings. **TEKS 3.2.A.ii**

GIVE ME A WORD (3 MIN.)

- Say, “Let’s talk about the VCe spelling patterns that we have been reviewing.”
- Write ‘a_e’ on the board.
- Ask, “What is a word with this spelling?” (*cake, made, tame*)
- Record correct responses in a list on the board. Students may provide a word with another spelling that makes the /ae/ sound, such as *eight* or *steak*. Write such words on another part of the board, underline the spelling that makes the /ae/ sound, and explain why they do not belong on the ‘a_e’ list. If students provide a word with a different vowel sound, such as *moon* or *fight*, help students identify the vowel sound to understand why that word does not belong on the board.

Lesson 5: Review: Mixed Review, Part 1

Phonics—Decoding


Primary Focus

- ✦ Students will review reading words with VCe sound-spellings. **TEKS 3.2.A.ii**
- ✦ Students will review one- and two-syllable words with VCe syllables. **TEKS 3.2.A.ii**

REVIEW WORDS WITH VCe SPELLING PATTERNS

- Display the four-column VCe sound-spelling chart you made in advance.
- Say, “I’m going to say words that use the VCe spelling pattern.”
- Say the word *inside*.

✦ **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Support

If students struggle to identify the VCe spelling pattern of a word, write the word on the board. Then underline the VCe vowels and draw a V shape under the word.

ENGLISH
LANGUAGE
LEARNERS



Language

Learning How English Works

Beginning

Review the meaning of the prefix *un-* with a demonstration. Begin drawing a picture of a smiling face, but do not complete it. Say, "This drawing is *unfinished*. It is not done."

Intermediate

Ask students to act out a word with the prefix *un-*. For example, a student may make an unhappy face.

Advanced/ Advanced High

Have students say a sentence using a word with *un-*.

ELPS 1.E

- Have students repeat the word.
- Ask, "Which column should I write this word in?" (/ie/ > 'i_e') Write the word in the correct column and read the word aloud with the students.
- Repeat the routine with the following words: *grape, globe, mute, dote, twine, hometown, shade, bite, smile, upgrade, huge, and reuse*.

READ ONE- AND TWO-SYLLABLE VCE WORDS (3 MIN.)

- Say, "Let's review one- and two-syllable words we learned this week. I'm going to give you a sound and a number of syllables. You're going to give me a word."
- Say, "Give me a one syllable word with /ue/ as in 'u_e.'" (*cute, use, cube, fume*)
- Record correct examples on the board. Read the words aloud with students. For two syllable words, mark the syllables with a slash.
- Repeat with the following requirements:
 - "Give me a one syllable word with /ie/ as in 'i_e.'" (*fine, kite, pine, ride*)
 - "Give me a two syllable word with /ae/ as in 'a_e.'" (*pancake, became, landscape, upgrade*)
 - "Give me a two syllable word with /oe/ as in 'o_e.'" (*lonely, decode, limestone, ringtone*)

Lesson 5: Review: Mixed Review, Part 1

Morphology



Primary Focus: Students will review identifying and using words with prefixes and suffixes. **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

REVIEW DERIVATIONAL ENDINGS AND AFFIXES (6 MIN.)

- Say, "Let's review the prefixes and suffixes we learned this week."
- Write *retell* on the board.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

- Underline *re-*.
- Ask, “Is this a prefix or a suffix?” (*prefix*)
- Ask, “What does it mean?” (*again or back*)
- Ask, “What does the word *retell* mean?” (*to tell again*)
- Repeat with the following words: *unexplored* (*prefix; not; not explored*); *fearful* (*suffix; full of; full of fear*); *creator* (*suffix; someone who; someone who creates*).
- Direct students to Activity Pages 5.1 and 5.2 and review the instructions. Allow students time to cut out the word cards on Activity Page 5.1. Then have them work independently to use the cards to create new words and complete Activity Page 5.2. If they don’t complete the work in class, instruct them to work on it at home. Note students will need to take their word cards home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you agree and a thumbs-down if you disagree that a prefix goes at the beginning of a base word to form a new word.” (*thumbs-up*)

Challenge

Have students create their own additional word cards with affixes and base words. Students should trade cards with a partner to create new words.

Activity Pages 5.1, 5.2



Support

Pair students and have them work together to complete the activity pages as needed.

Lesson 5: Review: Mixed Review, Part 2

Reading



Primary Focus: Students will read and annotate “Hope the Sculptor” independently and answer questions about key details in the text.

TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.5

READ “HOPE THE SCULPTOR” INDEPENDENTLY (10 MIN.)

Activity Pages
5.3, 5.4



- Tell students they will be reading “Hope the Sculptor” independently. Direct students to Activity Page 5.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *limestone, unfit, lone*
 - phrases: “works of art,” “haze of panic,” “smile began to grow on her face”
 - domain-specific language: *chisel, mallet*
- Read a few lines of the passage, modeling how to sound out unfamiliar words: *masterful, unusual*.
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and:
 - underline three words with VCe spellings, such as *stone*.
 - circle three words with the prefixes *un-* and *re-*, such as *unwise* and *reshape*.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

- draw a box around three words with the suffixes *-ful* and *-or*, such as *skillful* and *sculptor*.
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 5.4 independently. If they don't complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate as students are working, asking them to explain their annotation decisions.

Lesson 5: Review: Mixed Review, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with VCe spellings: 'a_e', 'i_e', 'o_e', 'u_e'. **TEKS 3.2.B.i**

ENCODING REVIEW (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling some words with VCe spellings.
- Remind students that sometimes the /ae/, /ie/, /oe/, and /ue/ sound is spelled with a separated digraph.
- Write *became* on the board.
- Say the word *became*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- | | | |
|---------------|--------------|-------------|
| 1. became | 4. unlike | 7. grateful |
| 2. instructor | 5. rewrite | 8. unopened |
| 3. hopeful | 6. unexcused | 9. reuse |

Support

Before reading "Hope the Sculptor," show the images you prepared in advance. Have students repeat the word after you as you show each image.

Have students focus on one annotation at a time. For example, first have them read and underline words with VCe spellings. On the next read, have them circle words with prefixes, and so on.



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Reading Closely

Beginning

Assist students in creating columns on their own paper for each category (e.g., *Words with VCe*, *Words with Prefixes*, and *Words with Suffixes*). Provide them with or help them identify one example word from the passage for each category. Then have them find one additional example on their own or with a partner by focusing on one paragraph at a time.

Intermediate

Have students work with a partner to annotate the text.

Advanced/ Advanced High

Have students work independently to annotate the text and then share their work with a partner.

ELPS 4.A

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. I am grateful for this useful globe.
2. Draw a cube in your notes.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



Dictation Journals: Phonics/Encoding Dictation

Collect students’ dictation journals to review and monitor student progress.

End Lesson

Lesson 5: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 5.1** for each student.
- Direct students to Activity Page 5.3.
- Have them reread “Hope the Sculptor.”
- Review the writing prompt on **Activity Page TR 5.1**.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.

- Students should:
 - use evidence from the text or from their lives to describe and support that moment, idea, or claim and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “Hope the Sculptor” on **Activity Page TR 5.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lessons 1 and 3 (*weather, Palais Garnier, crepe, Eiffel, Louvre, croissant, whose, center, measure, area, quiche*) and any other Tricky Words reviewed this week. Write the following new words on index cards: *didn't, thought, and months*.
- Use the cards with the new words. Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

- Display and point to the word *thought* and say, “This word is tricky because the ‘ough’ is pronounced /aw/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /th/ for these letters. We say /aw/ for these letters. We say /t/ for this letter.” Point to the letters as you blend the sounds: /th/ /aw/ /t/, *thought*. Say, “*Thought!* It’s a word we use all the time, like when we say ‘Hope thought about her advisor’s words for awhile.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *thought*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the /aw/ sound spelled ‘ough.’” Write *bought* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lessons 1 and 3. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.

- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

Additional Activities to Review All Tricky Words from This Week

(1) Tricky Words Race

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

Note: Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

(2) Call, Flip, Read, Roll

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1–10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. Call out a number at random and have each student take turns finding a card with that number on it in their stack. The student then reads the word aloud. If the word is read correctly, the student may then roll a die and whatever number it lands on is the number of points they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student’s set of cards.

6

REVIEW

Words with Hard and Soft 'c'

PRIMARY FOCUS OF LESSON

Warm-Up

- ✦ Students will orally review words with hard and soft 'c'. **TEKS 3.2.A.i**

Phonics—Decoding

- ✦ Students will read words with hard and soft 'c'. **TEKS 3.2.A.i**

Students will read two-syllable words with the VCe syllable pattern.

- ✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will read and identify the meaning of words with the prefixes *un-* and *re-*.

- ✦ **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

Students will read "How to Sketch a Giraffe" orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text.

- ✦ **TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with /k/ > 'c' and /s/ > 'ce', 'ci'.

- ✦ **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 6.1

Words with Hard and Soft 'c'

- ✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Observation


Discussion Questions Observation Record

- ✦ **TEKS 3.4**

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes. **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments;

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review Hard and Soft 'c'	3 min.	
Phonics—Decoding		
Read Words with Hard and Soft 'c'	3 min.	<input type="checkbox"/> Activity Page 6.1
Read Two-Syllable VCe Words	3 min.	
Morphology		
Root Words and Prefixes: <i>un-</i> , <i>re-</i>	6 min.	<input type="checkbox"/> Activity Page 6.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Read "How to Sketch a Giraffe" with Accuracy	10 min.	<input type="checkbox"/> Activity Page 6.3
Phonics—Encoding		
Spell Words with /k/ > 'c' and /s/ > 'ce', 'ci'	5 min.	<input type="checkbox"/> dictation journal

 **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

ADVANCE PREPARATION

Reading

- Ensure you have the Unit 2 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity, such as *giraffe*, *pencil*, *circle*, *ossicones*, and *landscape*.



Language

Learning How English Works

Remind students that using the letter 'c' alone is not the only way the sounds /k/ and /s/ are spelled in English. The sound /k/ can be spelled 'ck', 'cc', and 'ch'. Give students the example *rock*. The sound /s/ can be spelled 'ss', 'c', 'sc', 'st', 'ce', and 'se'. Give students the example of *science*. Students will continue to practice these tricky spellings in future units.

ELPS 4.A

Lesson 6: Review: Words with Hard and Soft 'c', Part 1

Warm-Up



Primary Focus: Students will orally review words with hard and soft 'c'. **TEKS 3.2.A.i**

REVIEW HARD AND SOFT 'C' (3 MIN.)

- Explain that you are going to say some words. When students hear the hard 'c' sound /k/, they should raise their left hand, and when they hear the soft 'c' sound /s/, they should raise their right hand.
- Say the word *can*. (*hard 'c'*)
- Write the word on the board. Have students read the word aloud.
- Say the word *face*. (*soft 'c'*)
- Write the word on the board. Have students read the word aloud.
- Repeat with the following words: *corn*, *twice*, *placemat*, and *copy*.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, "Give a thumbs-up if you agree or a thumbs-down if you disagree that the following word has a hard 'c': *coral*." (*thumbs-up*)

Lesson 6: Review: Words with Hard and Soft 'c', Part 1

Phonics—Decoding



Primary Focus

Students will read words with hard and soft 'c'. **TEKS 3.2.A.i**

Students will read two-syllable words with the VCe syllable pattern.

TEKS 3.2.A.i; TEKS 3.2.A.ii

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

READ WORDS WITH HARD AND SOFT 'C' (3 MIN.)

- Write the following sentence on the board: *Put the cake in the center of the counter, by the fancy plate.* Read the sentence aloud.
- Point out that there are two /s/ sounds in the sentence. Circle 'ce' in *center* and 'cy' in *fancy*.
- Remind students that when an 'i', 'y', or 'e' follows a 'c', it is soft and makes the sound /s/. Write 'i', 'y', and 'e' on the board.
- Point to *center*. Say, "The 'c' at the beginning of this word makes the /s/ sound."
- Have students read the word aloud: first, sound by sound, and then, as a whole word.
- Ask, "How does the spelling show that the 'c' makes a /s/ sound, not a /k/ sound?" (*The 'e' that follows the 'c' means the 'c' will make the /s/ sound.*)
- Repeat with the word *fancy*.
- Point out that there are two /k/ sounds in the sentence. Underline 'ca' in *cake* and 'co' in *counter*.
- Remind students that when many other letters follow a 'c', including the vowels 'a', 'o', and 'u', it is hard and makes the sound /k/. Write 'a', 'o', and 'u' on the board.
- Point to *cake*. Say, "The 'c' at the beginning of this word makes a /k/ sound."
- Have students read the word aloud: first, sound by sound, and then, as a whole word.
- Ask, "How does the spelling show that the 'c' makes a /k/ sound, not a /s/ sound?" (*The 'a' means the 'c' will make the /k/ sound.*)
- Repeat with the word *counter*.
- Write and read aloud the following sentence: "This piece of coal is circular."
- Have student volunteers identify the /k/ and /s/ sounds and explain how the spelling shows the sound the 'c' should make in each word.
- Direct students to Activity Page 6.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Activity Page 6.1



READ TWO-SYLLABLE VCE WORDS (3 MIN.)

- Write the following words on the board: *advice*, *pancake*, *campsite*, *excite*, *costume*, *city*, *decode*, and *recite*.
- Point to *advice*.
- Ask, “How many syllables does this word have?” (*two*)
- Have students identify the syllables. (*ad•vice*) Mark the syllables with a slash.
- Ask, “Is the first syllable open or closed? How do you know?” (closed; It has a vowel followed by a consonant.)
- Point to the second syllable. Underline ‘i’ and ‘e’, and draw a V shape under the word.
- Say, “This is a VCe syllable. The vowel ‘i’ is followed by the consonant ‘c’ and that is followed by the vowel ‘e’; the ‘i_e’ makes the /ie/ sound.” Have students read the word aloud with you: first, syllable by syllable, and then, as a whole word.
- Point to *pancake*.
- Ask, “How many syllables does this word have?” (*two*)
- Have students identify the syllables. (*pan•cake*) Mark the syllables with a slash.
- Ask, “Is the first syllable open or closed? How do you know?” (*closed; It has a vowel followed by a consonant.*)
- Ask, “What kind of syllable is the second syllable?” (VCe)
- Have students read the word aloud with you.
- Repeat the routine with the other two-syllable VCe words.

Lesson 6: Review: Words with Hard and Soft ‘c’, Part 1

Morphology



Primary Focus: Students will read and identify the meaning of words with the prefixes *un-* and *re-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

Support

Remind students that not all words that begin with *un-* and *re-* have prefixes.

Give the examples *uncle* and *rely*.

Challenge

Have students turn to a partner and brainstorm one additional word that uses the prefix *un-* and one that uses the prefix *re-*. Then call on volunteers to share their words with the class.

Activity Page 6.2



ROOT WORDS AND PREFIXES: *UN-*, *RE-* (6 MIN.)

- Remind students that prefixes are word parts added to the beginning of a root word to change the meaning of the word. Each prefix is one syllable.
- Explain to students that we can read words with prefixes by segmenting and blending the sounds and using the syllable chunking method.
- Write and read aloud the word *refill*. Have students repeat the word.
- Say, “I see the prefix *re-* /r/ /ee/. I am going to segment the rest of the word: /f/ /i/ /l/. Now I can blend the entire word: re•fill.”
- Tell students the prefix *re-* means “again” or “back,” so the word *refill* means “to fill again.”
- Remind students that when we add a prefix to a root word, we do not have to change the root word’s spelling.
- Repeat with the words *retell* and *reopen*, having students define each word.
- Say, “Now we are going to read words with another prefix: *un-*.”
- Write and read aloud the word *unclear*. Have students read the word aloud. Model segmenting and blending the word.
- Explain that the prefix *un-* means “not” or “opposite of,” so the word *unclear* means “not clear.”
- Repeat with the words *unreal* and *unable*, having students define each word.
- Explain that some words have multiple prefixes.
- Write and read aloud the word *unreviewed*. Have students repeat the word.
- Ask, “Which prefixes does this word have?” (*un-* and *re-*).
- Say, “Based on the meanings of the prefixes *un-* and *re-* the word *unreviewed* means “not looked at again.”
- Direct students to Activity Page 6.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the affix changed the meaning of the root word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Lesson 6: Review: Words with Hard and Soft 'c', Part 2

Reading



Primary Focus: Students will read “How to Sketch a Giraffe” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text.

TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4

READ “HOW TO SKETCH A GIRAFFE” WITH ACCURACY (10 MIN.)

Note: “How to Sketch a Giraffe” is a procedural text that is organized in steps.

- Direct students to Activity Page 6.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *rearrange, defined, landscape, discard, harsh*
 - phrases: “spruce up and refine”
 - domain-specific language: *ossicones*
- Have students follow along as you read “How to Sketch a Giraffe”.
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the text again, modeling how to sound out unfamiliar words, such as *prevent* and *necessary*.
- Have students practice pronouncing the words with you.
- Read the text once more with the whole class as a choral read.

Activity Page 6.3

Support

Remind students to use the sound-spelling skills they reviewed in this lesson to help them sound out any unfamiliar words.

Before reading “How to Sketch a Giraffe,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Reading

Reading Closely

Beginning

Review questions and ask them in a yes/no format rather than an open-ended format.

Intermediate

Allow students to work with a partner to answer the discussion questions.

Advanced/ Advanced High

Provide minimal support as students work independently to answer the discussion questions.

ELPS 4.G

Wrap-Up

Discussion Questions for “How to Sketch a Giraffe”

1. **Literal.** What supplies do you need to sketch a giraffe?
 - » You need a pencil, an eraser, and a piece of paper to sketch a giraffe.
2. **Literal.** What shapes should you draw to make the different parts of a giraffe’s head?
 - » You should draw a circle to make a giraffe’s head, two smaller circles for the eyes, a curved line for a mouth, and two short lines for its hornlike bones.
3. **Literal.** What shapes should you draw to make the different parts of a giraffe’s body?
 - » You should draw a large oval to make the main part of the body. You should add a line for the neck and four lines to make the giraffe’s legs.
4. **Literal.** What should you do if you make a mistake while sketching?
 - » You should use your eraser to undo mistakes and redraw any parts you want to fix.
5. **Inferential.** Why might you choose to add a landscape to your sketch of a giraffe?
 - » Adding a landscape makes the sketch more complete or more realistic.



Check for Understanding

Think-Pair-Share: Give students time to think about their answers. Then, have students turn and talk to a partner to share their responses to the discussion questions. Remind them to be sure to cite specifics from the passage to support their answer. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner’s thinking with the group.



Observation: Discussion Questions Observation Record

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

Lesson 6: Review: Words with Hard and Soft 'c', Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /k/ > 'c' and /s/ > 'ce', 'ci'.

TEKS 3.2.B.i; TEKS 3.2.B.iv

SPELL WORDS WITH /K/ > 'C' AND /S/ > 'CE', 'CI' (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /k/ > 'c' and /s/ > 'ce', 'ci' that you say aloud.
- Say the word *cart*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|--------------|---------|-------------|
| 1. cart | 4. cake | 7. placemat |
| 2. cell | 5. city | 8. replace |
| 3. uncertain | 6. face | 9. copy |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|------------------------------|
| 1. They set up the campsite. |
| 2. He blinked twice. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

End Lesson

Lesson 6: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 6.1** for each student.
- Direct students to Activity Page 6.3.
- Have them reread “How to Sketch a Giraffe.”
- Review the writing prompt on **Activity Page TR 6.1**.
- Tell students they will draw and write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following words on index cards: *surface*, *live*, *certain*, *piece*, *eyes*, and *close*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”

- Display and point to the word *piece* and say, “This word is tricky because the ‘ie’ is pronounced /ee/ and the ‘c’ is pronounced /s/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /p/ for this letter. We say /ee/ for these letters. We say /s/ for this letter. And we do not say anything for this letter.” Point to the letters as you blend the sounds: /p/ /ee/ /s/, *piece*. Say, “*Piece!* It’s a word we hear all the time, like when we say ‘Grab a pencil and a piece of paper.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *piece*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

7

REVIEW

Words with Hard and Soft ‘g’

PRIMARY FOCUS OF LESSON

Warm-Up

- ✦ Students will orally review words with hard and soft ‘g’. **TEKS 3.2.A.i**

Phonics—Decoding

- ✦ Students will read words with hard and soft ‘g’. **TEKS 3.2.A.i**
- Students will read multisyllabic words with the VCe syllable pattern.
- ✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

- Students will identify the meaning of and use words with the prefix *dis-*.
- ✦ **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

- Students will reread “How to Sketch a Giraffe” fluently with a partner.
- ✦ **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

Phonics—Encoding

- Students will spell and write words with /g/ > ‘g’ and /j/ > ‘ge’, ‘gi’.
- ✦ **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

- Observation** **“How to Sketch a Giraffe” Anecdotal Reading Record**
- ✦ **TEKS 3.4**

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review Hard and Soft 'g'	3 min.	
Phonics—Decoding		
Read Words with Hard and Soft 'g'	3 min.	
Read Multisyllabic VCe Words	3 min.	<input type="checkbox"/> Activity Page 7.1
Morphology		
Root Words and Prefixes: <i>dis-</i>	6 min.	<input type="checkbox"/> Activity Page 7.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Reread "How to Sketch a Giraffe"	10 min.	<input type="checkbox"/> Activity Page 6.3
Phonics—Encoding		
Spell Words with /g/ > 'g' and /j/ > 'ge', 'gi'	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Reading

- Ensure you have the Unit 2 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
 - Have students take turns reading the entire passage.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the passage.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity, such as *giraffe*, *pencil*, *circle*, *ossicones*, and *landscape*.

Lesson 7: Review: Words with Hard and Soft 'g', Part 1

Warm-Up



Primary Focus: Students will orally review words with hard and soft 'g'. **TEKS 3.2.A.i**

REVIEW HARD AND SOFT 'G' (3 MIN.)

- Explain that you are going to say some words. When students hear the hard 'g' sound /g/, they should raise their left hand, and when they hear the soft 'g' sound /j/, they should raise their right hand.
- Say the word *gap*. (*hard 'g'*)
- Write the word on the board. Have students read the word aloud.
- Say the word *forge*. (*soft 'g'*)
- Write the word on the board. Have students read the word aloud.
- Repeat with the following words: *cage*, *goodbye*, *glasses*, and *hugeness*


Check for Understanding

Thumbs-Up/Thumbs-Down: Say, "Give a thumbs-up if you agree or a thumbs-down if you disagree that the following word has a hard 'g': *huge*." (*thumbs-down*)

Lesson 7: Review: Words with Hard and Soft 'g', Part 1

Phonics—Decoding


Primary Focus

- Students will read words with hard and soft 'g'. **TEKS 3.2.A.i**
- Students will read multisyllabic words with the VCe syllable pattern.
- **TEKS 3.2.A.i; TEKS 3.2.A.ii**

- **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.


ENGLISH LANGUAGE LEARNERS
Language
Learning How English Works

Remind students that using the letter 'g' alone is not the only way the sounds /g/ and /j/ are spelled in English. The sound /g/ can be spelled 'gg', 'gu', 'gh', and 'gue'. Give students the example *league*. The sound /j/ can be spelled 'g', 'dge', 'dg', 'ge', and 'd'. Give students the example *lodge*. Students will continue to practice these tricky spellings in future units.

ELPS 4.A

READ WORDS WITH HARD AND SOFT 'G' (3 MIN.)

- Write the following sentence on the board: *We glimpsed gentle giraffes and big gorillas at the zoo.* Read the sentence aloud.
- Point out that there are three /g/ sounds in the sentence. Circle 'g' in *big*, *gorillas* and 'gl' in *glimpsed*.
- Remind students that a 'g' often makes the /g/ sound, including in the initial position (*golf*, *gift*), final position (*bag*, *nutmeg*), and in the initial consonant clusters *gl-* and *gr-* (*glow*, *grandma*). Write *golf*, *gift*, *bag*, *nutmeg*, *glow*, and *grandma* on the board.
- Point to *glimpsed*. Say, "The 'g' at the beginning of this word makes the /g/ sound."
- Have students read the word aloud in a segmented fashion, then blended.
- Ask, "How does the spelling show that the 'g' makes the /g/ sound, not the /j/ sound?" (*The 'g' is part of the initial consonant cluster gl-, which means the 'g' will make the /g/ sound.*)
- Repeat with the words *gorilla* and *big*.
- Point out that there are two /j/ sounds in the sentence. Underline 'ge' in *gentle* and 'gi' in *giraffes*.
- Remind students that 'g' in the initial position can make the /j/ sound in words that begin with *ge-*, *gi-*, and *gy-* (*gem*, *ginger*, *gym*). The letter 'g' also sounds like /j/ in words with separated vowel digraphs (*postage*, *cage*). Write *gem*, *ginger*, *gym*, *postage*, and *cage* on the board.
- Point to *gentle*. Say, "The 'g' at the beginning of this word makes a /j/ sound." Have students read the word aloud in a segmented fashion, then blended.
- Ask, "How does the spelling show that the 'g' makes a /j/ sound, not a /g/ sound?" (*The 'e' following the 'g' means the 'g' will make the /j/ sound.*)
- Repeat with the word *giraffes*.
- Write and read aloud the following sentence: "The gerbil gathers grain in its cage."
- Have student volunteers identify the /g/ and /j/ sounds and explain how the spelling shows the sound the 'g' should make in each word.

READ MULTISYLLABIC VCE WORDS (3 MIN.)

- Write the following words on the board: *gemstone*, *migrate*, *precise*, *unlace*, *pinecone*, *gravestone*, *consume*, and *generate*.
- Point to *gemstone*.
- Ask, “How many syllables does this word have?” (*two*)
- Have students identify the syllables. (*gem•stone*) Mark the syllables with a slash.
- Point to the first syllable.
- Ask, “Is the first syllable open or closed? How do you know?” (*closed; The vowel is followed by a consonant.*)
- Cover the first syllable.
- Point to the second syllable. Ask, “What kind of syllable is the second syllable?” (VCe)
- Underline ‘o’ and ‘e’, and draw a V shape under the word. Remind students that the separated digraph ‘o_e’ makes the /oe/ sound.
- Have students read the word aloud with you: first, syllable by syllable, and then, as a whole word.
- Repeat the routine with the other multisyllabic VCe words.
- Direct students to Activity Page 7.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Support

Remind students that they can underline the vowels to help determine how many syllables there are (i.e., each syllable has one vowel sound).

Activity Page 7.1



Lesson 7: Review: Words with Hard and Soft ‘g’, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefix *dis-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

ROOT WORDS AND PREFIXES: *DIS-* (6 MIN.)

Challenge

Have students or small groups use words with the prefix *dis-* in sentences.

- Remind students that prefixes are word parts added to the beginning of a root word to change the meaning of the word. Each prefix is one syllable.
- Tell students that they have already learned about the prefix *un-*, which means “not” or “opposite of.” Explain that today they will focus on another prefix that has the same meaning: *dis-*.
- Remind students that we can read words with prefixes by segmenting and blending the sounds and using the syllable chunking method.
- Write and read aloud the word *dislike*. Have students read the word aloud.
- Say, “I see the prefix *dis-* /d/ /i/ /s/. I am going to segment the rest of the word: /l/ /ie/ /k/. Now I can blend the entire word: dis•like.”
- Say, “Let’s identify the meaning of this word by breaking it into its parts. I’m going to draw a line between the prefix and the root word. Where should I draw the line?” (*after the prefix dis-*).
- Ask, “What is the root word?” (*like*) “What does the word *like* mean?” (*to enjoy*)
- Say, “If we add the prefix *dis-* at the beginning of *like*, how does the meaning of the word change? (*Its meaning changes to “to not enjoy.”*)
- Ask, “If we add the prefix *dis-* to the word *like*, how does the spelling of *like* change?” (*The spelling does not change when we add the prefix.*)
- Repeat with the words *disobey*, *disappear*, *disagree*, *disloyal*, and *disrespect*, having students read and define each word. Define root words for students when needed.
- Direct students to Activity Page 7.2 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Activity Page 7.2



Lesson 7: Review: Words with Hard and Soft 'g', Part 2

Reading



Primary Focus: Students will reread “How to Sketch a Giraffe” fluently with a partner.

TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4

REREAD “HOW TO SKETCH A GIRAFFE” (10 MIN.)

Note: Students will read today’s text with a partner. You may wish to review the partner reading routines before they read the text.

- Direct students back to the passage on Activity Page 6.3. Tell students that today they will reread “How to Sketch a Giraffe” with a partner.
- Take time to answer any questions that students may have about “How to Sketch a Giraffe.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Have partners use one of the partner reading routines to read the text.
- Remind students to listen carefully while their partner reads.
- Students may ask their partners questions about the text and discuss what they read.
- After students read the passage, have them work together on the following:
 - Underline three words that have a hard ‘g’, such as *grab*.
 - Draw a box around three words that have a soft ‘g’, such as *image*.
 - Circle three words that use the prefix *dis-*, such as *disappear*.
 - Highlight three multisyllabic words that have VCe syllables, such as *unwise*.

Activity Page 6.3



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with the prefix *dis-*.

Intermediate

Have students share their annotations with another student.

Advanced/ Advanced High

Encourage students to read aloud the words they annotate to a partner.

ELPS 4.A

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *igh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Check for Understanding

Circulate as students are working or collect their annotations to review and monitor their choices.



Observation: “How to Sketch a Giraffe” Anecdotal Reading Record

As you listen to each student read “How to Sketch a Giraffe,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 7: Review: Words with Hard and Soft ‘g’, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /g/ > ‘g’ and /j/ > ‘ge’, ‘gi’.

TEKS 3.2.B.i; TEKS 3.2.B.iv

SPELL WORDS WITH /G/ > ‘G’ AND /J/ > ‘GE’, ‘GI’ (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /g/ > ‘g’ and /j/ > ‘ge’, ‘gi’ that you say aloud.
- Say the word *gap*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|---------|--------------|-------------|
| 1. gap | 4. age | 7. giraffe |
| 2. wage | 5. disengage | 8. gentle |
| 3. huge | 6. glasses | 9. disagree |

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. The campers watched a giant bear go into the water.
2. Greg used a small shovel to dislodge the gemstone.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

End Lesson

Lesson 7: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 7.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are done writing, ask pairs to share their responses with a partner and check each other’s work.

SHARING

- Pair up students and have one person share the response they wrote about “How to Sketch a Giraffe” on **Activity Page TR 6.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.

- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *piece* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *peeesss*. Write the letters to spell *piece* on the board.
- Point to the word *piece* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /ee/ sound is spelled ‘ie’ and the /s/ sound is spelled ‘c.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /p/ for this letter. We say /ee/ for these letters. We say /s/ for this letter. We do not say anything for this letter.” Point to the letters as you blend the sounds: /p/ /ee/ /s/, *piece*. Say, “*Piece!* It’s a word we use all the time.”
- Repeat with the words *surface*, *live*, *certain*, *eyes*, and *close*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.

- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

8

REVIEW

Words That End in /v/ and /j/

PRIMARY FOCUS OF LESSON

Warm-Up

- ✦ Students will orally review words that end with /v/ and /j/. **TEKS 3.2.A.i**

Phonics—Decoding

- ✦ Students will read words that end with /v/ > 've' and /j/ > 'ge' and 'dge'. **TEKS 3.2.A.i**

Students will read multisyllabic words with the VCe syllable pattern.

- ✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will read and identify the meaning of words with the prefix *pre-*.

- ✦ **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

Students will read "Dinosaurs" fluently and will answer questions about key details

- ✦ in the text. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

Phonics—Encoding

- ✦ Students will spell and write words that end in /v/ and /j/. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 8.2

Root Words and Prefixes: *pre-*

- ✦ **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review Words That End in /v/ and /j/	3 min.	
Phonics—Decoding		
Read Words That End in /v/ and /j/	3 min.	
Read Multisyllabic VCe Words	3 min.	<input type="checkbox"/> Activity Page 8.1
Morphology		
Root Words and Prefixes: <i>pre-</i>	6 min.	<input type="checkbox"/> Activity Page 8.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Read “Dinosaurs”	10 min.	<input type="checkbox"/> Activity Pages 8.3, 8.4
Phonics—Encoding		
Spell Words That End in /v/ and /j/	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *dinosaur*, *mountain ridge*, *bay*, and *fossil*.

Lesson 8: Review: Words That End in /v/ and /j/, Part 1

Warm-Up



Primary Focus: Students will orally review words that end with /v/ and /j/.

✦ **TEKS 3.2.A.i**

REVIEW WORDS THAT END IN /V/ AND /J/ (3 MIN.)

- Tell students that first you will say a word and then they will repeat it.
- Say, “After we say the word, I will give you a clue to a new word. You will make the new word by replacing a sound in the first word with a different sound. Raise your hand when you think you know the new word.”
- Give an example: *dive*. Have students repeat the word.
- Say, “Here’s a hint to a new word: a white bird. Replace a sound in *dive* with a different sound. What is the new word?” (*dove*)
- Continue with the words in the list.

Hint

1. dove	to feel affection	<i>love</i>
2. age	a sheet of paper in a book	<i>page</i>
3. brave	to want something	<i>crave</i>
4. live	to offer as a present	<i>give</i>
5. wedge	a type of trimmed bush	<i>hedge</i>
6. pave	a hand motion of greeting	<i>wave</i>
7. badge	to move an object a little	<i>budge</i>
8. shove	to remove hair	<i>shave</i>

✦ **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

Lesson 8: Review: Words That End in /v/ and /j/, Part 1

Phonics—Decoding



Primary Focus

- ✦ Students will read words that end with /v/ > 've' and /j/ > 'ge' and 'dge'. **TEKS 3.2.A.i**
- Students will read multisyllabic words with the VCe syllable pattern.
- ✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

READ WORDS THAT END IN /V/ AND /J/ (3 MIN.)

- Explain that some letters can be pronounced more than one way. Remind students that the letter 'g' is one example. It can be pronounced /g/ or /j/.
- Write *stag* on the board. Have students read it aloud.
- Say, "Stag is a name for a male deer." Ask, "What sound does the 'g' make in *stag*?" (/g/)
- Write an e at the end of *stag*, making the word *stage*. Have students read it aloud.
- Ask, "What sound does the 'g' make in *stage*?" (/j/) "Is that the same sound as the 'g' in *stag*?" (*no*)
- Circle the 'e'. Say, "The letter 'g' usually makes the /j/ sound when it is followed by an 'e'"
- Repeat with the words *hug* and *huge*.
- Explain that sometimes a sound can be made by various spellings. For example, /j/ can also be spelled 'dge', 'dg', 'ge', and 'd'. Write the examples *lodge*, *barge*, and *educate* on the board. Read each word aloud and circle the spellings that make the /j/ sound.
- Tell students that other sound-spellings are more straightforward. Explain that /v/ can be spelled 'v' or 've'. The spelling 've' is often found at the end of words.
- Write *drive* on the board. Have students read it aloud.
- Ask, "What sound does the 'v' make in *drive*?" (/v/)

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Point to the 'e'. Ask, "Does the letter 'e' make a sound when it follows a 'v' at the end of a word? (*no*) Circle the 've'.
- Repeat with the word *hive* and *valve*.

READ MULTISYLLABIC VCE WORDS (3 MIN.)

- Write the following words on the board: *microwave*, *upstage*, *revive*, *crocodile*, *became*, *beehive*, *bathrobe*, *campsite*, *teenage*.
- Point to *microwave*.
- Ask, "How many syllables does this word have?" (*three*)
- Have students identify the syllables. (*mi•cro•wave*) Mark the syllables with a slash.
- Point to the first syllable.
- Ask, "Is the first syllable open or closed? How do you know?" (*open; It ends with a vowel and has a long vowel sound.*) Have students read it aloud.
- Point to the second syllable.
- Ask, "Is the second syllable open or closed? How do you know?" (*open; It ends with a vowel and has a long vowel sound.*) Have students read it aloud.
- Cover the first two syllables.
- Point to the third syllable. Underline 'a' and 'e', and draw a V shape under the word. Remind students that the separated digraph 'a_e' makes the /ae/ sound. Ask, "What kind of syllable is this?" (VCe) Have students read it aloud.
- Point to each syllable as you read the word aloud with students.
- Repeat the routine with other multisyllabic VCe words.
- Direct students to Activity Page 8.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Support

As needed, review other spelling clues that indicate the letter 'g' is pronounced /j/, such as in words with separated vowel digraphs, such as *cage*.

Activity Page 8.1





Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree that the following word has two VCe syllables: *beehive*.” (*thumbs-down*)

Lesson 8: Review: Words That End in /v/ and /j/, Part 1

Morphology



Primary Focus: Students will read and identify the meaning of words with the prefix *pre-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

ROOT WORDS AND PREFIXES: *PRE-* (6 MIN.)

- Remind students that prefixes are word parts added to the beginning of a root word to change the meaning of the word. Each prefix is one syllable.
- Write and read aloud the word *preplan*. Then have students read the word aloud.
- Say, “I see the prefix *pre-* /p/ /r/ /ee/. I am going to segment the rest of the word: /p/ /l/ /a/ /n/. Now I can blend the entire word: *pre•plan*.”
- Tell students the prefix *pre-* means “before,” so the word *preplan* means “to plan before.”
- Ask, “How does the spelling of a root word change when we add the prefix *pre-*?” (*The spelling does not change when we add the prefix.*)
- Repeat with the words *preview*, *preschool*, and *preorder*, having students read and define each word.
- Direct students to Activity Page 8.2 and review the instructions.
- Have students pick one word from the word bank on the activity page and work with a partner to discuss how the affix changed the meaning of the root word. Then, have students share their partner’s response.

Challenge

Have students pairs or small groups brainstorm more words that use the prefix *pre-*.

Activity Page 8.2



TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



**ENGLISH
LANGUAGE
LEARNERS**

Foundational Skills

Foundational Literacy Skills

Beginning

Simplify the activity page by providing shorter definitions or images based on students' level of proficiency.

Intermediate

Have students work with a proficient reader who acts as a mentor.

Advanced/ Advanced High

Have students work on the activity independently.

ELPS 1.F

Lesson 8: Review: Words That End in /v/ and /j/, Part 2

Reading



Primary Focus: Students will read “Dinosaurs” fluently and will answer questions about key details in the text. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

READ “DINOSAURS” (10 MIN.)

Note: “Dinosaurs” is a nonfiction text and includes some domain-specific vocabulary such as *Ice Age*.

- Direct students to Activity Page 8.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *maintain* (to state a belief), *massive*, *decayed*, *preserve*
 - phrases: “array of trees and grasses,” “take a dive into books”
 - domain-specific language: *herbivores*, *carnivores*, *extinct*, *environment*, *fossils*
- Have students follow along as you read “Dinosaurs.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *disappearance* and *asteroid*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.
- Then have them turn to Activity Page 8.4 and complete the comprehension questions. If they don’t complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

Activity Pages
8.3, 8.4


Support

Before reading “Dinosaurs,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Reading

Reading Closely

Beginning

Have a strong reader work with a struggling reader to complete the comprehension questions.

Intermediate

Have a small group read the first paragraph together, taking turns, and work together to complete the comprehension questions.

**Advanced/
Advanced High**

Have students read independently, and then work with a partner to share their responses to the comprehension questions.

ELPS 4.1



Check for Understanding

Circulate as students are working, asking them to explain their responses to the comprehension questions.

Lesson 8: Review: Words That End in /v/ and /j/, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words that end in /v/ and /j/.

TEKS 3.2.B.i; TEKS 3.2.B.iv

SPELL WORDS THAT END IN /V/ AND /J/ (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words that end in /v/ and /j/ that you say aloud.
- Say the word *brave*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|--------------|---------------|---------------|
| 1. brave | 4. resolve | 7. bandage |
| 2. crave | 5. beehive | 8. prepackage |
| 3. prejudice | 6. prearrange | 9. revive |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|--------------------------------------|
| 1. Dad has large gloves. |
| 2. The kids will behave at the park. |

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

Support

Remind students that words that end with /v/ or /j/ very rarely end with 'v' or 'j' alone.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

End Lesson

Lesson 8: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 8.1** for each student. Direct students to Activity Page 8.3.
- Have them reread "Dinosaurs."
- Review the writing prompt on **Activity Page TR 8.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following words on index cards: *answers*, *earth*, *move*, and *mountain*.
- Say, "Today we will review some Tricky Words together. You can try to sound out these words, just like you've been doing. But some letters in these words are pronounced differently than we would expect. That's what makes them tricky."

- Display and point to the word *move* and say, “This word is tricky because the ‘o’ is pronounced /oo/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /m/ for this letter. We say /oo/ for this letter. We say /v/ for this letter. And we do not say anything for this letter.” Point to the letters as you blend the sounds: /m/ /oo/ /v/, *move*. Say, “*Move!* It’s a word we hear all the time, like when we say ‘How did dinosaurs live and move?’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *move*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

9

REVIEW

Long Vowel Teams

PRIMARY FOCUS OF LESSON

Warm-Up

Students will orally review /ae/ words spelled with vowel teams 'ai' and 'ay'.

✦ **TEKS 3.2.A.i**

Phonics—Decoding

✦ Students will read /ae/ words spelled with vowel teams 'ai' and 'ay'. **TEKS 3.2.A.i**

Students will read one-syllable words with vowel teams 'ai' and 'ay'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the prefixes *dis-* and

✦ *pre-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

Students will reread "Dinosaurs" fluently with a partner.

✦ **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

Phonics—Encoding

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

✦ **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Observation

"Dinosaurs" Anecdotal Reading Record

✦ **TEKS 3.4**

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review Common Vowel Teams: /ae/ > 'ai', 'ay'	3 min.	
Phonics—Decoding		
Read Words with Common Vowel Teams: /ae/ > 'ai', 'ay'	3 min.	<input type="checkbox"/> Activity Page 9.1
Read One-Syllable Words with Vowel Teams	3 min.	
Morphology		
Root Words and Prefixes: <i>dis-</i> , <i>pre-</i>	6 min.	<input type="checkbox"/> Activity Page 9.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Reread "Dinosaurs"	10 min.	<input type="checkbox"/> Activity Page 8.3
Phonics—Encoding		
Spell Words with /ae/ > 'ai', 'ay'	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Reading

- Ensure you have the Unit 2 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
 - Have students take turns reading the entire passage.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the passage.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *dinosaur*, *mountain ridge*, *bay*, and *fossil*.

Lesson 9: Review: Long Vowel Teams, Part 1

Warm-Up



Primary Focus: Students will orally review /ae/ words spelled with vowel teams 'ai' and 'ay'. **TEKS 3.2.A.i**

REVIEW COMMON VOWEL TEAMS: /AE/ > 'AI', 'AY' (3 MIN.)

- Tell students that first you will say a word with the /ae/ sound and then they will repeat it.
- Say, "After we say the /ae/ word, you will make a new /ae/ word by either changing a sound in the word or by adding a sound to the word. Raise your hand when you think of a new word."
- Give an example: *stay*. Have students repeat the word.
- Ask, "What new /ae/ word can you create by changing one sound in *stay*?" (*stray*)
- Continue with the words in the list.

Words	Possible New Words
stray	<i>spray</i>
pain	<i>paint</i>
gray	<i>grain</i>
rain	<i>train</i>
way	<i>wait</i>
may	<i>mail</i>
clay	<i>claim</i>
paid	<i>played</i>

Check for Understanding



Thumbs-Up/Thumbs-Down: Say, "Give a thumbs-up if you agree or a thumbs-down if you disagree that the following word has the long vowel sound /ae/: *brake*." (*thumbs-up*)

TEKS 3.2.A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.

Lesson 9: Review: Long Vowel Teams, Part 1

Phonics—Decoding



Primary Focus

- ✦ Students will read /ae/ words spelled with vowel teams 'ai' and 'ay'. **TEKS 3.2.A.i**
- ✦ Students will read one-syllable words with vowel teams 'ai' and 'ay'.
TEKS 3.2.A.i; TEKS 3.2.A.ii

READ WORDS WITH COMMON VOWEL TEAMS: /AE/ > 'AI', 'AY' (3 MIN.)

- Write the vowel team 'ai' on the board. Say, "A vowel team is made when two vowels work together to make one sound. For example, when vowels 'a' and 'i' appear next to each other as 'ai', they make the sound /ae/."
- Write the vowel team 'ay' on the board. Explain that the vowel team 'ay' also makes the sound /ae/.
- Write *bay* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Insert 'r' to create *bray*.
- As you make this change, say, "If that is *bay*, what is this?"
- Continue this process with the remaining words.
- Complete the chaining for the 'ai' and 'ay' spellings of /ae/.

1. bay > bray > brain > grain > train > trail > frail > rail > raid > maid > laid
2. raise > praise > pray > say > stay > stray > tray > ray > lay > play > plain

- Direct students to Activity Page 9.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Support

Acknowledge that /ae/ is also spelled as the separated digraph 'a_e', but tell students that this activity does not use words with that spelling.

Activity Page 9.1



READ ONE-SYLLABLE WORDS WITH VOWEL TEAMS (3 MIN.)

- Write the following words on the board: *aim*, *way*, *nail*, *bait*, *tray*, *clay*, *wait*, and *play*.
- Point to *aim*. Read it aloud and then have students read it aloud.
- Emphasize the long /ae/ vowel sound.
- Ask, “How many syllables does *aim* have?” (*one*)
- Circle ‘ai’ and have students repeat the sound /ae/.
- Say, “In the word *aim*, the sound /ae/ is made by the letters ‘ai’. This is a vowel team syllable because the letters work together to make a single vowel sound.”
- Point to the word *way*. Read it aloud and then have students read it aloud.
- Emphasize the long /ae/ vowel sound.
- Ask, “How many syllables does *way* have?” (*one*)
- Circle ‘ay’ and have students repeat the sound /ae/.
- Ask, “Since the letters ‘ay’ work together to make a single vowel sound, what kind of syllable is this?” (*vowel team syllable*)
- Repeat the routine with other words that use the vowel teams ‘ai’ or ‘ay’.

Challenge

Ask students to come up with different one-syllable words with the ‘ai’ and ‘ay’ vowel teams to add to the list.

Lesson 9: Review: Long Vowel Teams, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefixes *dis-* and *pre-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

ROOT WORDS AND PREFIXES: *DIS-*, *PRE-* (6 MIN.)

- Remind students that prefixes are word parts added to the beginning of a root word to change the meaning of the word. Each prefix is one syllable.
- Review that the prefix *dis-* means “not” or “opposite of” and the prefix *pre-* means “before.”

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.



Foundational Skills

Foundational Literacy Skills

Students may struggle with choosing the correct vowel team while completing the activity page. Pair students with a mentor to check and self-correct their work.

ELPS 1.B

Activity Page 9.2



- Say, “Often several prefixes can be added to a root word to form a new word. We need to think about the meaning we want to create when choosing the right prefix to add.”
- Write the root word *order* on the board.
- Ask, “What part of speech is the word *order*? (*noun or verb*)”
- Ask, “Which prefix should we add to make a word that means “to order before?” (*pre-*)”
- Add the prefix *pre-* to form the word *preorder*. Read the word aloud with the students.
- Ask, “What part of speech is the word *preorder*? (*verb*)”
- Write the root word *order* on the board again.
- Ask, “Now which prefix should we add to make a word that means “without order?” (*dis-*)”
- Add the prefix *dis-* to form the word *disorder*. Read the word aloud with the students.
- Ask, “What part of speech is the word *disorder*? (*noun*)”
- Ask, “How did we change the spelling of the root word *order* when we added prefixes?” (*We did not have to change the spelling of the root word.*)
- Direct students to Activity Page 9.2 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Lesson 9: Review: Long Vowel Teams, Part 2

Reading



Primary Focus: Students will reread “Dinosaurs” fluently with a partner.

✦ **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

REREAD “DINOSAURS” (10 MIN.)

Note: Students will read today’s text with a partner. You may wish to review the partner reading routines before they read the text.

- Direct students back to the passage on Activity Page 8.3. Tell students that today they will reread “Dinosaurs” with a partner.
- Take time to answer any questions that students may have about “Dinosaurs.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Have partners use one of the partner reading routines to read the text.
- Remind students to listen carefully while their partner reads.
- Students may ask their partners questions about the text and discuss what they read.
- Tell students that after they finish reading, they should work together to:
 - draw a box around at least three words with syllables that have the vowel team ‘ai’, such as *claimed*;
 - underline at least three words with syllables that have the vowel team ‘ay’, such as *today*
 - circle at least three words with the prefixes *dis-* and *pre-*, such as *disappear* and *prework*.

✦ **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Activity Page 8.3



Support

Have students first look for words with the vowel team ‘ai’ before they identify words with the vowel team ‘ay’.



Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with the prefixes *dis-* and *pre-*.

Intermediate

Have students share their annotations with another student.

**Advanced/
Advanced High**

Encourage students to read aloud the words they annotate to a partner.

ELPS 4.A



Check for Understanding

Think-Pair-Share: Give students one minute to think about the passage annotations they made and why they made them. Then have partners explain their annotations to each other. Tell students to signal when both partners have contributed to the conversation. Call on students to share one of their partner's annotations and their thinking with the group.



Observation: "Dinosaurs" Anecdotal Reading Record

As you listen to each student read "Dinosaurs," make notes about the student's reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 9: Review: Long Vowel Teams, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /ae/ > 'ai' and 'ay'.

TEKS 3.2.B.i; TEKS 3.2.B.iv

SPELL WORDS WITH /AE/ > 'AI', 'AY' (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /ae/ > 'ai', 'ay' that you say aloud.
- Say the word *spray*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|------------|------------|------------|
| 1. spray | 4. prepaid | 7. relay |
| 2. rain | 5. sprain | 8. essay |
| 3. display | 6. doorway | 9. claimed |

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. He waited a long time to play.
2. I hoped the spider would go away.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

End Lesson

Lesson 9: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 9.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are done, ask pairs to share and check each other’s work.

SHARING

- Pair up students and have one person share the response they wrote about “Dinosaurs” on **Activity Page TR 8.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.

- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *move* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *moooooov*. Write the letters to spell *move* on the board.
- Point to the word *move* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /oo/ sound is spelled ‘o.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /m/ for this letter. We say /oo/ for this letter. We say /v/ for this letter. We do not say anything for this letter.” Point to the letters as you blend the sounds: /m/ /oo/ /v/, *move*. Say, “*Move!* It’s a word we use all the time.”
- Repeat with the words *answers*, *earth*, and *mountain*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

10

REVIEW

Mixed Review

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will orally review words with hard and soft 'c' and 'g,' words that end in /v/ and /j/, and words with the vowel teams 'ai' and 'ay'. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will review reading words with hard and soft 'c' and 'g,' words that end in /v/ and /j/, and words with the vowel teams 'ai' and 'ay'. **TEKS 3.2.A.i**
- Students will review reading one-syllable words with vowel teams 'ai' and 'ay'.
TEKS 3.2.A.i; TEKS 3.2.A.ii

Morphology

- Students will review identifying the meaning of and using words with prefixes.
TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C

Reading

- Students will independently read “Eve’s Race” and will answer questions about key details in the text. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.5**

Phonics—Encoding

- Students will spell and write words with spelling patterns they learned this week.
TEKS 3.2.B.i; TEKS 3.2.B.iv

FORMATIVE ASSESSMENT

Dictation Journal

Phonics/Encoding Dictation

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Let's Listen	3 min.	
Phonics—Decoding		
Review	3 min.	
Read One-Syllable Words with Vowel Teams	3 min.	
Morphology		
Review Prefixes	6 min.	<input type="checkbox"/> Activity Page 10.1
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Read "Eve's Race" Independently	10 min.	<input type="checkbox"/> Activity Pages 10.2, 10.3
Phonics—Encoding		
Encoding Review	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Phonics—Decoding

- Before the lesson, display signs or cards around the classroom with the following categories:
 - hard 'c'
 - soft 'c'
 - hard 'g'
 - soft 'g'/words that end in /j/
 - words that end in /v/
 - vowel teams 'ai' and 'ay'

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *race*, *subway*, *traffic*, and *sideline*.

Lesson 10: Review: Mixed Review, Part 1

Warm-Up



Primary Focus: Students will orally review words with hard and soft 'c' and 'g', words that end in /v/ and /j/, and words with the vowel teams 'ai' and 'ay'.

✚ **TEKS 3.2.A.i**

LET'S LISTEN (3 MIN.)

- Divide students into four groups: vowel teams 'ai' or 'ay', words that end in /v/ or /j/, words with soft 'c' or 'g', words with hard 'c' or 'g'.
- Say, "I am going to say some words. Raise your hand when you hear a word in your category. Some words may fit more than one category."
- Say the word *sway*. (vowel teams 'ai' or 'ay')
- Write the word on the board. Have students read the word aloud.
- Repeat with the following words: *frail*, *dissolve*, *package*, *imagine*, *decide*, *garage*, and *costume*.

Challenge

Extend the game by having student volunteers come up with more words that fit one or more of the categories.

Lesson 10: Review: Mixed Review, Part 1

Phonics—Decoding



Primary Focus

Students will review reading words with hard and soft 'c' and 'g', words that end in /v/ and /j/, and words with the vowel teams 'ai' and 'ay'.

✚ **TEKS 3.2.A.i**

Students will review reading one-syllable words with vowel teams 'ai' and 'ay'.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

REVIEW (3 MIN.)

- Direct students' attention to the signs or cards you placed around the classroom before the lesson began. Review the following sound-spellings that students have practiced: hard 'c', soft 'c', hard 'g', soft 'g' /words that end in /j/, words that end in /v/, and vowel teams 'ai' and 'ay'.

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Say, “I am going to display some words. We will read a word together. Then you will walk calmly to the part of the classroom that matches the word.”
- Write the word *page* on the board, and read it aloud. Then have students read the word aloud.
- Ask, “What sound can you identify in this word? (soft ‘g’/words that end in /j/)
- Have students move to the “soft ‘g’/words that end in /j/” part of the classroom.
- Repeat with the following words: *mailbox*, *fancy*, *above*, *coconut*, *gemstone*, *stage*, and *play*.

READ ONE-SYLLABLE WORDS WITH VOWEL TEAMS (3 MIN.)

- Write the following words on the board: *brain*, *ray*, *fail*, *mail*, *gray*, *stain*, *sway*, and *pay*.
- Point to *brain*. Read it aloud and then have students read it aloud.
- Emphasize the long /ae/ vowel sound.
- Ask, “How many syllables does *brain* have?” (*one*)
- Circle ‘ai’ and have students repeat the sound /ae/.
- Say, “In the word *brain*, the sound /ae/ is made by the letters ‘ai’. This is a vowel team syllable because the letters work together to make a single vowel sound.
- Point to *ray*. Read it aloud and then have students read it aloud.
- Emphasize the long /ae/ vowel sound.
- Ask, “How many syllables does *ray* have?” (*one*)
- Circle ‘ay’ and have students repeat the sound /ae/.
- Ask, “Since the letters ‘ay’ work together to make a single vowel sound, what kind of syllable is this?” (*vowel team syllable*)
- Repeat the routine with the other words that use the vowel teams ‘ai’ or ‘ay’.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree that the following word is a one-syllable word that has the vowel team ‘ay’: *relay*.” (*thumbs-down; It has two syllables.*)

Lesson 10: Review: Mixed Review, Part 1

Morphology



Primary Focus: Students will review identifying the meaning of and using words with prefixes. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

REVIEW PREFIXES (6 MIN.)

- Remind students that prefixes are word parts added to the beginning of a root word to change the meaning of the word. Each prefix is one syllable.
- Also remind students that adding prefixes to root words does not change the spelling of the root word.
- Say, “This week we learned about the prefixes *un-*, *re-*, *dis-*, *pre-*.”
- Have a student volunteer identify the meaning of the prefix *pre-*. (*before*)
- Ask, “If the prefix *pre-* means ‘before,’ then what does the word *pretest* mean?” (*to test before*)
- Have a student volunteer identify the meaning of the prefix *re-*. (*again or back*)
- Ask, “If the prefix *re-* means ‘again’ or ‘back,’ then what does the word *replay* mean?” (*to play again*)
- Have a student volunteer identify the meaning of the prefix *un-*. (*not or opposite of*)
- Ask, “If the prefix *un-* means ‘not’ or ‘opposite of,’ then what does the word *unsure* mean?” (*not sure*)

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.



ENGLISH
LANGUAGE
LEARNERS

Foundational Skills

Foundational Literacy Skills

Beginning

Simplify the activity page by giving students just the root words and appropriate prefix and having them form the new word.

Intermediate

Have students work on the activity page with a proficient reader who acts as a mentor.

Advanced/ Advanced High

Have students work on the activity page independently.

ELPS 1.F

Support

Remind students to consider the context of each sentence when choosing prefixes to add to root words on the activity page.

Activity Page 10.1



- Have a student volunteer identify the meaning of the prefix *dis-*. (*not*)
- Ask, “If the prefix *dis-* means ‘not,’ then what does the word *disloyal* mean?” (*not loyal*)
- Direct students to Activity Page 10.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Lesson 10: Review: Mixed Review, Part 2

Reading



Primary Focus: Students will independently read “Eve’s Race” and will answer questions about key details in the text.

TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.5

READ “EVE’S RACE” INDEPENDENTLY (10 MIN.)

- Tell students they will be reading “Eve’s Race.”
- Direct students to Activity Page 10.2.
- Define unfamiliar words and phrases for students. You may want to include the following:
 - words: *giddy, pace, incident, priceless, vowed*
 - phrases: “dodge traffic,” “brave the hot sun”
- Read a few lines of the passage, modeling how to sound out unfamiliar words: *City Circuit, managed*.
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
 - underline three words with soft ‘c’ or ‘g’, such as *huge*;
 - put a box around three words that end in /v/ or /j/, such as *Eve*;
 - circle three words with prefixes, such as *preset*;
 - highlight three words with vowel team syllables, such as *aim*.

Activity Pages
10.2, 10.3



TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh, ough, and en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

Challenge

Have students use a different color to highlight words with vowel team syllables that have different spellings.

Support

Before reading “Eve’s Race,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

ENGLISH
LANGUAGE
LEARNERS



Reading

Reading Closely

Beginning

Have students write the words from the passage on their own paper. Create columns for students to categorize the skills (e.g., *Words with Hard ‘c’ or ‘g’*, *Words That End in /v/ or /j/*, *Words with Prefixes*, and *Words with Vowel Team Syllables*).

Intermediate

Have students work with a partner to annotate the text.

Advanced/ Advanced High

Have students work independently to annotate the text and then share their work with a partner.

ELPS 4.A

- After students have annotated the passage, have them complete the comprehension questions on Activity Page 10.3 independently. If they don’t complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



Check for Understanding

Circulate as students are working, asking them to explain their annotation decisions.

Lesson 10: Review: Mixed Review, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with spelling patterns they learned this week. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

ENCODING REVIEW (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with spelling patterns they learned this week.
- Say, “I will say each word aloud. Then you will write it in your dictation journal.”
- Say the word *drove*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|--------------|-----------------|---------------|
| 1. drove | 4. unreflective | 7. prepay |
| 2. priceless | 5. revive | 8. unafraid |
| 3. playful | 6. disengage | 9. recyclable |

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. The package will arrive on Friday.
2. Sage always aims to have her phone prepaid.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



Dictation Journals: Phonics/Encoding Dictation

Collect students’ dictation journals to review and monitor student progress.

End Lesson

Lesson 10: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 10.1** for each student.
- Direct students to Activity Page 10.2.
- Have them reread “Eve’s Race.”
- Review the writing prompt on **Activity Page TR 10.1**.
- Tell students they will write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.

- Students should:
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “Eve’s Race” on **Activity Page TR 10.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lessons 6 and 8 (*surface, live, certain, piece, eyes, close, answers, earth, move, mountain*). Write the following new words on index cards: *giddy, circuit, whistle, toward, walk* and *distance*.
- Use the cards with the new words. Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

- Display and point to the word *walk* and say, “This word is tricky because the ‘al’ is pronounced /aw/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /w/ for this letter. We say /aw/ for these letters. We say /k/ for this letter.” Point to the letters as you blend the sounds: /w/ /aw/ /k/, *walk*. Say, “*Walk!* It’s a word we use all the time, like when we say ‘You should be able to walk the rest of the race today.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *walk*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the /aw/ sound spelled ‘al’.” Write *chalk* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lessons 6 and 8. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.

- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

Additional Activities to Review All Tricky Words from This Week

(1) Tricky Words Race

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

Note: Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

(2) Call, Flip, Read, Roll

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1–10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. Call out a number at random and have each student take turns finding a card with that number on it in their stack. The student then reads the word aloud. If the word is read correctly, the student may then roll a die and whatever number it lands on is the number of points they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student’s set of cards.

REVIEW

Long Vowel Teams for /ee/

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will blend and identify words with /ee/ > 'ee', 'ea', and 'ie'. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will read words with /ee/ > 'ee', 'ea', and 'ie'. **TEKS 3.2.A.i**
- Students will identify and read two-syllable words with vowel team syllables.
- TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the prefix *non-*.

- TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

Students will read “Kailanie’s Bees” orally with appropriate fluency (rate, accuracy, and prosody) and will answer literal recall questions about key details in the text.

- TEKS 3.1.A; TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with /ee/ > 'ee', 'ea', and 'ie'.

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 11.1

Vowel Team Syllables: two-syllable words

- TEKS 3.2.A.i; TEKS 3.2.A.ii**

Observation

Discussion Questions Observation Record

- TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllable; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments;

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review Common Long Vowel Teams: /ee/ > 'ee', 'ea', 'ie'	3 min.	
Phonics—Decoding		
Read Words with Common Long Vowel Teams: /ee/ > 'ee', 'ea', 'ie'	3 min.	
Read Two-Syllable Words with Vowel Team Syllables	3 min.	☐ Activity Page 11.1
Morphology		
Root Words and Prefixes: <i>non-</i>	6 min.	☐ Activity Page 11.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Read “Kailanie’s Bees” with Accuracy	10 min.	☐ Activity Page 11.3
Phonics—Encoding		
Spell Words with /ee/ > 'ee', 'ea', 'ie'	5 min.	☐ dictation journal

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

ADVANCE PREPARATION

Reading

- Ensure you have the Unit 2 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *beekeeper*, *bees*, *hive*, *creek*, and *season*.

Lesson 11: Review: Long Vowel Teams for /ee/, Part 1

Warm-Up



Primary Focus: Students will blend and identify words with /ee/ > 'ee', 'ea', and 'ie'.

TEKS 3.2.A.i

**REVIEW COMMON LONG VOWEL
TEAMS: /EE/ > 'EE', 'EA', 'IE' (3 MIN.)**

- Say, "Today we will blend more words with long vowel sounds, including some long vowel teams."
- Tell students that you will say some segmented sounds and they will blend the sounds to say a word.
- Say the following sounds as students listen: /f/ /ee/ /t/. Ask students to blend the sounds and say the word. (*feet*)
- Write the spelling 'ee' on the board.
- Write the word *feet* on the board beneath the 'ee' heading.
- Underline the vowel team 'ee' in *feet*. Remind students that this vowel team makes a long /ee/ sound.
- Add headings for 'ie' and 'ea'. Explain that these spellings can also make the /ee/ sound.
- Write *field* and *bean* on the board under their heading, and say the words aloud. Point out the 'ie' and 'ea' spellings.
- Repeat with the following words: *creek*, *meet*, *seed*, *bead*, *appear*, *shield*, and *brief*.
- Keep the 'ee', 'ie', and 'ea' headings on the board for the next activity.

TEKS 3.2.A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

Lesson 11: Review: Long Vowel Teams for /ee/, Part 1

Phonics—Decoding



Primary Focus

✚ Students will read words with /ee/ > 'ee', 'ea', and 'ie'. **TEKS 3.2.A.i**

Students will identify and read two-syllable words with vowel team syllables.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

READ WORDS WITH COMMON LONG VOWEL TEAMS: /EE/ > 'EE', 'EA', 'IE' (3 MIN.)

- Say the word *season*, emphasizing the /ee/ sound.
- Write *season* on the board beneath the 'ea' heading. Underline the 'ea' spelling. Have students read the word aloud.
- Say the word *fifteen*, emphasizing the /ee/ sound.
- Write *fifteen* on the board beneath the 'ee' heading. Underline the 'ee' spelling. Have students read the word aloud.
- Continue the routine with *agree*, *achieve*, *freedom*, and *reason*.
- Remind students that the long vowel sound in these words is /ee/.

Note: You may wish to point out to students that the spellings 'ea' and 'ie' sometimes makes the short /e/ sound (as in *bread* and *friend*). Students will become more familiar with vowel teams that don't make the expected sounds as they practice decoding words.

READ TWO-SYLLABLE WORDS WITH VOWEL TEAM SYLLABLES (3 MIN.)

- Remind students that a vowel team syllable is any syllable in which two or more letters work together to make a single vowel sound.
- Point to the word *achieve* on the board and read it aloud again, separating its syllables: "a•chieve." Point out each syllable in the word.

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Activity Page 11.1



ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Beginning

Have students do a simple chaining activity to learn how to pronounce 'ee'. Write the word *bet* and have them say it aloud. Then add the one letter to form the word *beat*. Help students to correctly pronounce the new word.

Intermediate

Emphasize that 'ie' does not always make the /ee/ sound. Ask them to pronounce the word *quiet*. Then have them say the word *brief*. Ask, "Which word makes the /ee/ sound?" (*brief*)

Advanced/

Advanced High

Emphasize that 'ea' does not always make the /ee/ sound. Ask them to pronounce the word *deaf* and help students pronounce it. Then write the word *beat*. Ask, "Which word makes the /ee/ sound?" (*beat*)

ELPS 3.A

- Point to the underlined letters in the second syllable of *achieve*. Say, "The letters 'ie' in *achieve* are a vowel team that make the /ee/ sound." Read the word aloud with the students.
- Repeat with the remaining two-syllable words on the board.
- Direct students to Activity Page 11.1 and review the instructions. If time allows, have students work on the activity page in class and read the words aloud with a partner. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Lesson 11: Review: Long Vowel Teams for /ee/, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefix *non-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

ROOT WORDS AND PREFIXES: NON- (6 MIN.)

- Remind students that adding prefixes to words can change their meaning. Review the prefixes *un-* and *dis-*. Both of these prefixes have negative meanings. The prefixes *un-* and *dis-* mean "not" or "the opposite of."
- Say, "Another negative prefix with this meaning is *non-*."
- Write the word *fiction* on the board.
- Ask, "What does this word mean?" (*A story that is made up. Something that is not true.*)
- Add *non-* to the word to create *nonfiction*.
- Say, "This word means something that is not fiction. It is something that is true and not made up."
- Point out that adding the prefix does not change the spelling of the root word *fiction*.

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

- Direct students to Activity Page 11.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the affix changed the meaning of the root word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Thumbs-Up/Thumbs-Down: Ask students to indicate whether the following prefixes are negative, or mean “not” or “the opposite of”: *un-* (*thumbs-up*), *re-* (*thumbs-down*), *pre-* (*thumbs-down*), *dis-* (*thumbs-up*), *non-* (*thumbs-up*).

Activity Page 11.2



Challenge

Before they complete the activity page, ask students to name other words that begin with *non-*.

Lesson 11: Review: Long Vowel Teams for /ee/, Part 2

Reading



Primary Focus: Students will read “Kailanie’s Bees” orally with appropriate fluency (rate, accuracy, and prosody) and will answer literal recall questions about key details in the text. **TEKS 3.1.A; TEKS 3.1.D; TEKS 3.2.A.i; 3.2.A.ii; TEKS 3.4**

READ “KAILANIE’S BEES” WITH ACCURACY (10 MIN.)

Activity Page 11.3



Support

Before reading “Kailanie’s Bees,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

- Direct students to Activity Page 11.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
 - words: *grief, achieve, nectar, mismatched*
 - phrases: “feels at peace,” “shield the bees,” “take flight”
- Have students follow along as you read: “Kailanie’s Bees.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *react* and *flightless*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *igh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllable; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Wrap-Up

Discussion Questions for “Kailanie’s Bees”

1. **Literal.** Where do Kailanie’s bees live?
 - » Kailanie’s bees live in creekside hives.
2. **Literal.** What problem does Kailanie face one morning?
 - » Kailanie’s bees were not flying around.
3. **Inferential.** What caused the problem?
 - » Bees need flowers for food. There were no blooming flowers in the fall, so the bees did not have enough food.
4. **Literal.** What steps did Kailanie take to solve the problem?
 - » Kailanie read books about bees, asked an expert for help, and planted more flowers in pots.
5. **Literal.** How did Kailanie feel at the end of the story?
 - » Kailanie felt relieved and hopeful.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you think I read these sentences at an appropriate rate or a thumbs-down if you think the rate is not appropriate.” Read the sentences too fast or too slow: “Kailanie wakes from her nightly dreams with high hopes for another delightful day with her bees.” (*thumbs-down*)



Observation: Discussion Questions Observation Record

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

- **Turn and Talk:** For the inferential question, have students share their thoughts with one another. Remind students to be sure to cite specifics from the passage to support their answer. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner’s thinking with the group.

Lesson 11: Review: Long Vowel Teams for /ee/, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /ee/ > 'ee', 'ea', and 'ie'.

TEKS 3.2.B.i; TEKS 3.2.B.iv

SPELL WORDS WITH /EE/ > 'EE', 'EA', 'IE' (5 MIN.)

- Tell students that they will be spelling words with vowel teams that make the /ee/ sound that you say aloud.
- Say the word *beneath*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

1. beneath	4. relief	7. disappear
2. disagree	5. fifteen	8. retrieve
3. unreal	6. reason	9. increase

- Then tell students that you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. The beach is empty between seasons.
2. I am working to achieve my dreams.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate the room to monitor student spelling. Work individually with students who need extra instruction.

End Lesson

Lesson 11: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 11.1** for each student.
- Direct students to Activity Page 11.3.
- Have them reread “Kailanie’s Bees.”
- Review the writing prompt on **Activity Page TR 11.1**.
- Tell students they will write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

12

REVIEW

Long Vowel Teams for /ie/

PRIMARY FOCUS OF LESSON

Warm-Up

- ✦ Students will blend and identify words with /ie/ > 'igh' and 'ie'. **TEKS 3.2.A.i**

Phonics—Decoding

- ✦ Students will read words with /ie/ > 'igh' and 'ie'. **TEKS 3.2.A.i**

Students will identify and read two-syllable words with vowel team syllables.

- ✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the prefix *mis-*.

- ✦ **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

Students will reread “Kailanie’s Bees” fluently with a partner.

- ✦ **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with /ie/ > 'igh' and 'ie'.

- ✦ **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Observation

“Kailanie’s Bees” Anecdotal Reading Record

- ✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllable; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review Common Long Vowel Teams: /ie/ > 'igh', 'ie'	3 min.	
Phonics—Decoding		
Read Words with Common Long Vowel Teams: /ie/ > 'igh', 'ie'	3 min.	
Two-Syllable Words with Vowel Team Syllables	3 min.	<input type="checkbox"/> Activity Page 12.1
Morphology		
Root Words and Prefixes: <i>mis-</i>	6 min.	<input type="checkbox"/> Activity Page 12.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Reread "Kailanie's Bees"	10 min.	<input type="checkbox"/> Activity Page 11.3
Phonics—Encoding		
Spell Words with /ie/ > 'igh', 'ie'	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Reading

- Ensure you have the Unit 2 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
 - Have students take turns reading the entire story.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the story.

Phonics—Decoding

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *beekeeper*, *bees*, *hive*, *creek*, and *season*.

Lesson 12: Review: Long Vowel Teams for /ie/, Part 1

Warm-Up



Primary Focus: Students will blend and identify words with /ie/ > 'igh' and 'ie'.

✦ **TEKS 3.2.A.i**

**REVIEW COMMON LONG VOWEL TEAMS:
/IE/ > 'IGH', 'IE' (3 MIN.)**

- Remind students that 'i' can make the /ie/ sound. Write *find* on the board, mark the 'i' while saying the word aloud. Have students read the word aloud.
- Write *bright* and *tied* on the board and say the words aloud. Point out the 'igh' and 'ie' spellings.
- Say, "Today we will blend more words with long vowel sounds, including some long vowel teams."
- Tell students that you will say some segmented sounds and they will blend the sounds to say a word.
- Say the following sounds as students listen: /b/ /ie/ /k/. Ask students to blend the sounds and say the word. (*bike*)
- Write the sound-spelling 'i_e' on the board. Remind students that they learned this sound-spelling earlier in Unit 2.
- Write *bike* beneath 'i_e' on the board. Draw a V shape connecting the 'i' and the 'e'. Have students read the word aloud.
- Add headings for 'igh' and 'ie'. Explain that these spellings can also make the /ie/ sound.
- Repeat with the following words: *high*, *pie*, *cries*, *tight*, *right*, *midnight*, and *tries*.
- Keep the headings on the board for the next activity.

✦ **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

Lesson 12: Review: Long Vowel Teams for /ie/, Part 1

Phonics—Decoding



Primary Focus

✦ Students will read words with /ie/ > 'igh' and 'ie'. **TEKS 3.2.A.i**

Students will identify and read two-syllable words with vowel team syllables.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Remind students that the letter combination 'gh' can be difficult to decode in the English language.

Pronounce the words *ghost*, *night*, and *enough*.

Emphasize that in 'igh' letter combinations, 'gh' does not make a sound.

ELPS 3.A

Challenge

Ask, "What other words do you know that make the /ie/ sound?"

READ WORDS WITH COMMON LONG VOWEL TEAMS: /IE/ > 'IGH', 'IE' (3 MIN.)

- Write *thigh* on the board beneath the 'igh' heading. Underline the 'igh' spelling.
- Read the word *thigh* aloud, emphasizing the /ie/ sound. Then have students read the word aloud.
- Write *tie* on the board beneath the 'ie' heading. Underline the 'ie' spelling.
- Read the word *tie* aloud, emphasizing the /ie/ sound. Then have students read the word aloud.
- Continue the routine with *skies*, *flight*, *fried*, *bright*, *might*, and *supplies*.
- Remind students that the long vowel sound in these words is /ie/.

TWO-SYLLABLE WORDS WITH VOWEL TEAM SYLLABLES (3 MIN.)

- Remind students that a vowel team syllable is any syllable in which two or more letters work together to make a single vowel sound.
- Write *tighter* on the board beneath the 'igh' heading. Point to the word *tighter* on the board and read it aloud, separating its syllables: "tight•er." Point out each syllable in the word.
- Underline the 'igh' the first syllable of *tighter*. Say, "This is a vowel team that makes the /ie/ sound." Read the word aloud with the students.
- Repeat with the following words, underlining the vowel team that makes the /ie/ sound: *nightlight*, *applied*, *untie*, *nightly*, *retried*.

✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.



- Direct students to Activity Page 12.1. Explain to students that you will read aloud syllables students will use to create words to fill in the blanks in the sentences. Read aloud each first syllable from the word bank. Then read aloud each second syllable from the word bank. Finally, complete the first sentence as a class.
- If time allows, continue to complete the activity page as a class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Think-Pair-Share: Give students time to think about how to break a word into its syllables. Then pair students and ask them to discuss their thinking with their partner. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.

Lesson 12: Review: Long Vowel Teams for /ie/, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefix *mis-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

ROOT WORDS AND PREFIXES: MIS- (6 MIN.)

- Remind students that adding prefixes to words can change their meaning. Review the prefixes *un-*, *dis-*, and *non-*. These negative prefixes usually mean “not” or “the opposite of.”
- Introduce the negative prefix *mis-*. Tell students that *mis-* means “badly or wrongly.”
- Write the word *mislead* on the board.
- Ask, “Which part of this word is the prefix?” (*mis-*) Underline the prefix.

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

Activity Page 12.2



- Say, “The verb *lead* means ‘to guide.’ The prefix *mis-* means ‘badly or wrongly.’ What does the word *mislead* mean?” (*to wrongly or badly guide*)
- Write the words *use* and *fit* on the board. Read them aloud. Then have students read the words aloud.
- Ask a student volunteer to add *mis-* to each word to create a new word. Point out that the spelling of the root words does not change when the prefix is added.
- Work with students to determine the meaning of *misuse* and *mislead*.
- Direct students to Activity Page 12.2, and review the instructions.
- Have students pick one word with a prefix from the activity page and work with a partner to discuss how the affix changed the meaning of the root word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Lesson 12: Review: Long Vowel Teams for /ie/, Part 2

Reading



Primary Focus: Students will reread “Kailanie’s Bees” fluently with a partner.

✦ **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

REREAD “KAILANIE’S BEES” (10 MIN.)

Note: Students will read today’s story with a partner. You may wish to review the partner reading routines before they read the story.

- Direct students back to the passage on Activity Page 11.3. Tell students that today they will reread “Kailanie’s Bees” with a partner.
- Take time to answer any questions that students may have about “Kailanie’s Bees.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Remind students to listen carefully while their partner reads.
- Students may ask their partners questions about the text and discuss what they read.
- After students read the passage, have them work together to
 - put a box around three words with vowel team syllables ‘igh’ or ‘ie’ that make the /ie/ sound, such as *cried* and *high*; and
 - circle three words with the prefix *mis-*, such as *mistake*.

Activity Page 11.3



✦ **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Observation: “Kailanie’s Bees” Anecdotal Reading Record

As you listen to each student read “Kailanie’s Bees,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 12: Review: Long Vowel Teams for /ie/, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /ie/ > ‘igh’ and ‘ie’.

TEKS 3.2.B.i; TEKS 3.2.B.iv

SPELL WORDS WITH /IE/ > ‘IGH’, ‘IE’ (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /ie/ sounds that you say aloud.
- Say the word *flightless*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|---------------|------------|------------|
| 1. flightless | 4. applied | 7. mighty |
| 2. untie | 5. sighing | 8. dries |
| 3. twilight | 6. lighten | 9. refried |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|--|
| 1. The skies are not usually bright at midnight. |
| 2. She retried with the right supplies. |

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate the room to monitor student spelling. Work individually with students who need extra instruction.

End Lesson

Lesson 12: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 12.1** for each student.
- Explain to students that you will read words aloud, and they will identify whether each word is spelled with the vowel team 'igh' or 'ie'. They will record their answer on **Activity Page TR 12.1**.
- Read the following words aloud: *daylight, spies, cried, tonight, knighthood, tied, sightsee, and might*.
- When students are done, ask pairs to share and check each other's work.

SHARING

- Pair up students and have one person share the response they wrote about "Kailanie's Bees" on **Activity Page TR 11.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.

- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

REVIEW

Long Vowel Teams for /oe/

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will blend and identify words with /oe/. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will read words with /oe/ > 'oa', 'oe', 'ow', and 'ough'. **TEKS 3.2.A.i**
- Students will identify and read two-syllable words with vowel-team syllables.
- TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

- Students will identify the meaning of and use words with the prefixes *im-* and *in-*.
- TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

- Students will read “Boat Races: Fun on the Water” fluently and will answer questions about key details in the text.
- TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

Phonics—Encoding

- Students will spell and write words with /oe/ > 'oa', 'oe', 'ow', and 'ough'.
- TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 13.2

Root Words and Prefixes: *im-*, *in-*

- TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review Common Vowel Teams: /oe/ > 'oa', 'oe', 'ow', 'ough'	3 min.	
Phonics—Decoding		
Read Words with Common Vowel Teams: /oe/ > 'oa', 'oe', 'ow', 'ough'	3 min.	<input type="checkbox"/> Activity Page 13.1
Two-Syllable Words with Vowel Team Syllables	3 min.	
Morphology		
Root Words and Prefixes: <i>im-</i> , <i>in-</i>	6 min.	<input type="checkbox"/> Activity Page 13.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Read "Boat Races: Fun on the Water"	10 min.	<input type="checkbox"/> Activity Pages 13.3, 13.4
Phonics—Encoding		
Spell Words with /oe/ > 'oa', 'oe', 'ow', and 'ough'	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Phonics—Decoding

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *finish line*, *crew*, and *oar*.

Lesson 13: Review: Long Vowel Teams for /oe/, Part 1

Warm-Up



Primary Focus: Students will blend and identify words with /oe/. **TEKS 3.2.A.i**

**REVIEW COMMON VOWEL TEAMS:
/OE/ > 'OA', 'OE', 'OW', 'OUGH' (3 MIN.)**

- Remind students that 'o' can make the /oe/ sound. Write *no* on the board, mark the "o" while saying the word aloud. Have students read the word aloud.
- Say, "Today we will blend more words with long vowel teams."
- Tell students that you will say some segmented sounds and they will blend the sounds to say a word.
- Say the following sounds as students listen: /b/ /oe/ /t/. Ask students to blend the sounds and say the word. (*boat*)
- Write 'oa' on the board, and then write *boat* under the heading. Point out the 'oa' spelling. Have students read the word aloud.
- Add headings for 'oe', 'ow', and 'ough'. Explain that these spellings can also make the /oe/ sound.
- Repeat with the following words: *coach, coast, toe, doe, crow, window, though* and *although*.
- Keep the headings on the board for the next activity.



Check for Understanding

Turn and Talk: Pair students and have them work together to decide which of these words have the /oe/ sound as you say the words aloud: *coat, booth, snow, house, and tiptoe*. (*coat, snow, tiptoe*) Tell students to signal when both partners have contributed to the conversation. Call on partners to share their thinking with the group.

TEKS 3.2.A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh, ough, and en*.

Lesson 13: Review: Long Vowel Teams for /oe/, Part 1

Phonics—Decoding



Primary Focus

✦ Students will read words with /oe/ > 'oa', 'oe', 'ow', and 'ough'. **TEKS 3.2.A.i**

Students will identify and read two-syllable words with vowel-team syllables.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

READ WORDS WITH COMMON VOWEL TEAMS: /OE/ > 'OA', 'OE', 'OW', 'OUGH' (3 MIN.)

- Write *road* on the board beneath the 'oa' heading. Underline the 'oa' spelling.
- Read the word *road* aloud, emphasizing the /oe/ sound. Then have students read the word aloud.
- Write *Joe* on the board beneath the 'oe' heading. Underline the 'oe' spelling.
- Read the word *Joe* aloud, emphasizing the /oe/ sound. Then have students read the word aloud.
- Continue the routine with *elbow*, *dough*, *roast*, *foam*, *loaf*, and *snow*.
- Remind students that the long vowel sound in these words is /oe/.
- Direct students to Activity Page 13.1 and read the instructions aloud. If time allows, have students work on the activity page in class and read the words aloud with a partner. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

TWO-SYLLABLE WORDS WITH VOWEL TEAM SYLLABLES (3 MIN.)

- Remind students that a vowel team syllable is any syllable in which two or more letters work together to make a single vowel sound.
- Write the word *window* on the board. Mark the syllables in *win•dow* with a slash.
- Say, "The first syllable in this word is /win/. The second syllable is /doe/."

✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Activity Page 13.1



Support

Say, “Sometimes the letters ‘ow’ do not make the /oe/ sound. The word *power* uses the ‘ow’ letter combination, but it does not have a long ‘o’ sound.”

ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Beginning

Simplify the activity page by providing the list of incorrect *im-* and *in-* words. Work with them to correct the words.

Intermediate

Have students work with a proficient reader who acts as a mentor.

Advanced/

Advanced High

Have students work on the activity independently.

ELPS 1.F

Activity Page 13.2



- Underline the letters ‘ow.’
- Point to the underlined letters in the second syllable of *window*.
- Say, “This is a vowel team that makes the /oe/ sound.”
- Read the word aloud, emphasizing its syllables: *win•dow*. Have students read the word aloud.
- Repeat these steps with the following words, making sure to underline and point out the vowel teams: *toenail*, *although*, *below*, *railroad*, and *oboe*.

Lesson 13: Review: Long Vowel Teams for /oe/, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefixes *im-* and *in-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

ROOT WORDS AND PREFIXES: *IM-*, *IN-* (6 MIN.)

- Write the words *incomplete* and *impossible* on the board.
- Ask, “Which part of these words is the prefix?” (*the beginning*)
- Underline *in-* and *im-* in the words on the board.
- Say, “*In-* and *im-* are examples of negative prefixes.”
- Ask, “What other negative prefixes have we learned?” (*un-*, *dis-*, *non-*, *mis-*)
- Say, “Like those other negative prefixes, *in-* and *im-* usually mean ‘not’ or ‘the opposite of.’”
- Ask, “If *in-* and *im-* mean “not” or “the opposite of,” what do you think the words *incomplete* and *impossible* mean?” (*Incomplete means “not complete;” impossible means “not possible.”*)
- Direct students to Activity Page 13.2. Have students work on the activity page in class with a partner. Circulate as students work, helping students identify and define words as needed.
- If needed, ask students to complete the activity page at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

Lesson 13: Review: Long Vowel Teams for /oe/, Part 2

Reading



Primary Focus: Students will read “Boat Races: Fun on the Water” fluently and will answer questions about key details in the text.

TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4

READ “BOAT RACES: FUN ON THE WATER” (10 MIN.)

- Direct students to Activity Page 13.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
 - words: *foes*, *spew*, *venues*, *cues*, *strokes*
 - phrases: “an invisible road,” “cast long shadows,” “straight as an arrow”
- Have students follow along as you read “Boat Races: Fun on the Water.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *popular* and *imperfect*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.
- Then have them turn to Activity Page 13.4 and complete the comprehension questions. If they don’t complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

Activity Pages
13.3, 13.4



Support

Before reading “Boat Races: Fun on the Water,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Reading

Reading Closely

Beginning

Provide options for individual reading. Pair strong and struggling readers. Ask them first to read the first paragraph together, alternating between sentences. Then ask them to read the rest of the text independently.

Have a strong reader work with a struggling reader to complete the comprehension questions.

Intermediate

Have a small group read the first paragraph together, taking turns, and work together to complete the comprehension questions.

Advanced/

Advanced High

Have students read independently and then work with a partner to share their responses to the comprehension questions.

ELPS 4.1

Lesson 13: Review: Long Vowel Teams for /oe/, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /oe/ > 'oa', 'oe', 'ow', and 'ough'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

SPELL WORDS WITH /OE/ > 'OA', 'OE', 'OW', AND 'OUGH' (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /oe/ sounds that you say aloud.
- Say the word *tiptoe*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

1. tiptoe	4. approach	7. arrow
2. soap	5. borrow	8. unload
3. although	6. snowflake	9. oboe

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. The railroad follows the coastline.
2. Joe, don't swallow that dough!

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.



Check for Understanding

Circulate the room to monitor student spelling. Work individually with students who need extra instruction.

End Lesson

Lesson 13: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 13.1** for each student.
- Direct students to Activity Page 13.3.
- Have them reread “Boat Races: Fun on the Water.”
- Review the writing prompt on **Activity Page TR 13.1**.
- Tell students they will write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following words on index cards: *money*, *goes*, *ocean*, *carefully*, and *important*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”

- Display and point to the word *goes* and say, “This word is tricky because the ‘oe’ is pronounced /oe/ and the ‘s’ is pronounced /z/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /g/ for this letter. We say /oe/ for these letters. We say /z/ for this letter.” Point to the letters as you blend the sounds: /g/ /oe/ /z/, *goes*. Say, “Goes! It’s a word we hear all the time, like when we say ‘The steamboat throws out water as it goes along.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *goes*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

REVIEW

Long Vowel Teams for /ue/

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will blend and identify words with /ue/ > 'ew' and 'ue'. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will read words with /ue/ > 'ew' and 'ue'. **TEKS 3.2.A.i**

Students will identify and read words with vowel team syllables.

- TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the suffix *-ness*.

- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will reread “Boat Races: Fun on the Water” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

- Students will spell and write words with /ue/ > 'ew'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Observation

“Boat Races: Fun on the Water” Anecdotal

Reading Record

- TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review Common Long Vowel Teams: /ue/ > 'ew', 'ue'	3 min.	
Phonics—Decoding		
Read Words with Common Long Vowel Teams: /ue/ > 'ew', 'ue'	3 min.	<input type="checkbox"/> Activity Page 14.1
Two-Syllable Words with Vowel Team Syllables	3 min.	
Morphology		
Root Words and Suffixes: <i>-ness</i>	6 min.	<input type="checkbox"/> Activity Page 14.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Reread "Boat Races: Fun on the Water"	10 min.	<input type="checkbox"/> Activity Page 13.3
Phonics—Encoding		
Spell Words with /ue/ > 'ew', 'ue'	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Reading

- Ensure you have the Unit 2 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
 - Have students take turns reading the entire passage.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the passage.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *finish line*, *crew*, and *oar*.

Lesson 14: Review: Long Vowel Teams for /ue/, Part 1

Warm-Up



Primary Focus: Students will blend and identify words with /ue/ > 'ew' and 'ue'.

TEKS 3.2.A.i

**REVIEW COMMON LONG VOWEL TEAMS:
/UE/ > 'EW', 'UE' (3 MIN.)**

- Say, "Today we will blend more words with long vowel teams."
- Say, "I will say some segmented sounds, and you will blend the sounds to say a word."
- Say the following sounds as students listen: /c/ /ue/ /t/. Ask students to blend the sounds in and say the word. (*cute*)
- Write the sound-spelling 'u_e' on the board. Remind students that they learned this sound-spelling earlier in Unit 2. Write *cute* on the board beneath the 'u_e' heading. Draw a V shape connecting the 'u' and the 'e'.
- Add headings for 'ew' and 'ue'. Explain that these spellings can also make the /ue/ sound.
- Repeat with the following words, underlining the sound spellings for each word: *few*, *hue*, *value*, *spew*, *view*, and *fuel*.
- Keep the headings on the board for the next activity.



Check for Understanding

Thumbs-Up/Thumbs-Down: Ask, "Does the word *pewter* make the /ue/ sound?" (*thumbs-up*)

TEKS 3.2.A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

Lesson 14: Review: Long Vowel Teams for /ue/, Part 1

Phonics—Decoding



Primary Focus

✚ Students will read words with /ue/ > 'ew' and 'ue'. **TEKS 3.2.A.i**

Students will identify and read words with vowel team syllables.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

READ WORDS WITH COMMON LONG VOWEL TEAMS: /UE/ > 'EW', 'UE' (3 MIN.)

- Say the word *nephew*, emphasizing the /ue/ sound.
- Write *nephew* on the board beneath the 'ew' heading. Underline the 'ew' spelling. Have students read it aloud.
- Say the word *rescue*, emphasizing the /ue/ sound.
- Write *rescue* on the board beneath the 'ue' heading. Underline the 'ue' spelling. Have students read it aloud.
- Write the following words on the board, under their heading, and have students read them aloud with you: *barbecue*, *fewest*, *continue*, and *review*.
- Remind students that the long vowel sound in these words is /ue/.
- Direct students to Activity Page 14.1 and read the instructions aloud. If time allows, have students work on the activity page in class and read the words aloud with a partner. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

TWO-SYLLABLE WORDS WITH VOWEL TEAM SYLLABLES (3 MIN.)

- Remind students that a vowel team syllable is any syllable in which two or more letters work together to make a single vowel sound.
- Read the word *nephew* aloud again, emphasizing its syllables: "neph•ew."

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Activity Page 14.1





Language

Learning How English Works

Beginning

Review the definition and function of nouns and adjectives in English. Remind students that a noun is a word that describes a person, place, thing, feeling, or idea.

Tell students that an adjective is a word that describes a noun. Ask, “Is *new* an adjective or noun?” (*adjective*) Ask, “Is *newness* an adjective or noun? Here’s an example sentence: ‘The toy’s *newness* made Sam be extra careful with it.’” (*noun*)

Intermediate

Provide sentence frames and have students use *new/newness* to complete them. Examples: *It is a _____ toy. The _____ of the toy made it more fun to play with.*

Advanced/

Advanced High

Have students say sentences using *new* and *newness*.

ELPS 1.F

- Draw a slash to break the word into syllables.
- Say, “The first syllable in this word is *neph-*. The second syllable is *-ew*.”
- Underline the letters ‘ew’.
- Point to the underlined letters in the second syllable of *nephew*.
- Say, “This is a vowel team that makes the /ue/ sound.” Have students read the word aloud.
- Place a slash between the syllables and underline the /ue/ vowel team for the following words: *barbecue*, *rescue*, *fewest*, *continue*, and *review*. Then have students reread each word.

Lesson 14: Review: Long Vowel Teams for /ue/, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the suffix *-ness*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

ROOT WORDS AND SUFFIXES: –NESS (6 MIN.)

- Write the words *brightness* and *darkness* on the board.
- Underline the ending of each word.
- Say, “The affix *-ness* comes at the end of a word. Is it a prefix or suffix?” (*suffix*)
- Say, “We add *-ness* to an adjective to make a noun that describes that adjective and shows a quality or condition.”
- Say, “Night is dark. *Darkness* is a quality of nighttime. Day is bright. *Brightness* is a quality of daytime.”
- Write the word *kindness* on the board.
- Underline the suffix *-ness*.

TEKS 3.2.A.vi Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

- Ask, “If we say, ‘The students show kindness,’ what do we mean?” (*The students show the act of being kind.*)
- Write the word *happiness* on the board.
- Ask, “What is the root word of *happiness*? (*happy*)”
- Say, “When we add *-ness* to a root word that ends in ‘y’, we change the ‘y’ to an ‘i’ before we add the suffix.”
- Ask, “If we say, ‘The puppy brings her happiness,’ what do we mean?” (*The puppy makes her feel happy.*)
- Write the following words on the board: *fairness*, *goodness*, and *laziness*.
- Have students read the words aloud, explain their meaning, and identify the root words.
- Direct students to Activity Page 14.2 and review the instructions.
- Have students pick one word with an affix from the activity page and work with a partner to discuss how the affix changed the meaning of the root word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Challenge

Ask, “What is another example of a word that changes ‘y’ to ‘i’ when adding *-ness*?” (answers could include *emptiness*, *loneliness*, *readiness*, *heaviness*, etc.)

Activity Page 14.2



Lesson 14: Review: Long Vowel Teams for /ue/, Part 2

Reading



Primary Focus: Students will reread “Boat Races: Fun on the Water” fluently with a partner. **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

RERED “BOAT RACES: FUN ON THE WATER” (10 MIN.)

Note: Students will read today’s passage with a partner. You may wish to review the partner reading routines before they read the passage.

- Direct students back to the passage on Activity Page 13.3. Tell them that today they will reread “Boat Races: Fun on the Water” with a partner.
- Take time to answer any questions that students may have about the passage.
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Have partners use one of the partner reading routines to read the text.
- Remind students to listen carefully while their partner reads.
- Students may ask their partners questions about the text and discuss what they read.
- After students read the passage, have them work together to
 - underline three words with the vowel team ‘ue’, such as *venue*;
 - draw a box around three words with the vowel team ‘ew’, such as *few*; and
 - circle three words that end in the suffix *-ness*, such as *happiness*.

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.





Observation: “Boat Races: Fun on the Water” Anecdotal Reading Record

As you listen to each student read “Boat Races: Fun on the Water,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 14: Review: Long Vowel Teams for /ue/, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /ue/ > ‘ew’.

TEKS 3.2.B.i; TEKS 3.2.B.iv

SPELL WORDS WITH /UE/ > ‘EW’, ‘UE’ (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with the /ue/ sound that you say aloud.
- Say the word *barbecue*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|-------------|--------------|-----------|
| 1. barbecue | 4. viewpoint | 7. pewter |
| 2. preview | 5. venue | 8. spew |
| 3. fewest | 6. hue | 9. nephew |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

1. Some kids argue about the value of a curfew.
2. We should continue to review.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



Check for Understanding

Circulate the room to monitor student spelling. Work individually with students who need extra instruction.

End Lesson

Lesson 14: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 14.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are done, ask pairs to share and check each other’s work.

SHARING

- Pair up students and have one person share the response they wrote about “Boat Races: Fun on the Water” on **Activity Page TR 13.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.

- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing about Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *goes* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *goez*. Write the letters to spell *goes* on the board.
- Point to the word *goes* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /oe/ sound is spelled ‘oe’ and the /z/ sound is spelled ‘s.’”
- Show how the letters map to the sounds. We say /g/ for this letter. We say /oe/ for these letters. We say /z/ for this letter.” Point to the letters as you blend the sounds: /g/ /oe/ /z/, *goes*. Say, “Goes! It’s a word we use all the time.”
- Repeat with the words *money*, *ocean*, *carefully*, and *important*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.

- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

REVIEW

Mixed Review

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will review and blend words with long vowel sounds. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will review reading words with long vowels. **TEKS 3.2.A.i**

Students will review reading words with vowel team syllables.

- TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will review using words with prefixes and suffixes.

- TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will independently read “Snow Day” and will answer questions about key details in the text.

- TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.5**

Phonics—Encoding

Students will spell and write words they learned this week.

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Dictation Journal

Phonics/Encoding Dictation

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Four Corners	3 min.	
Phonics—Decoding		
Review Long Vowel Teams	3 min.	☐ Activity Page 15.1
Two-Syllable Words with Vowel Team Syllables	3 min.	
Morphology		
Review Prefixes and Suffixes: <i>non-</i> , <i>mis-</i> , <i>im-</i> , <i>in-</i> , <i>-ness</i>	6 min.	☐ Activity Page 15.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Read “Snow Day” Independently	10 min.	☐ Activity Pages 15.3, 15.4
Phonics—Encoding		
Encoding Review	5 min.	☐ dictation journal

ADVANCE PREPARATION

Warm-Up

- Students will review what they learned this week by playing a Four Corners game. Prepare ahead of time by making labels for the four vowel sounds: /ee/, /ie/, /oe/, and /ue/. Assign the one label to each corner of the room.

Universal Access

- Gather pictures to represent the words in the Reading activity: *daylight*, *snow*, *board games*, and *oboe*.

Lesson 15: Review: Mixed Review, Part 1

Warm-Up



Primary Focus: Students will review and blend words with long vowel sounds.

✦ **TEKS 3.2.A.i**

FOUR CORNERS (3 MIN.)

- Say, “We are going to play a game to practice long vowel sounds.”
- Point to each corner of the room. Say, “I will read a list of words. Listen for the sounds /ee/, /ie/, /oe/, or /ue/. I will repeat the word a second time. Then calmly walk to the corner labeled with that sound.”
- Begin the activity by reading the word *tonight*. Repeat the word.
- Tell students to choose the corner that corresponds to that vowel sound.
- Confirm that *tonight* makes the /ie/ sound.
- Repeat the exercise with the following words: *few*, *meet*, *although*, *pies*, *dream*, *road*, and *view*.

Lesson 15: Review: Mixed Review, Part 1

Phonics—Decoding


Primary Focus

✦ Students will review reading words with long vowels. **TEKS 3.2.A.i**

✦ Students will review reading words with vowel team syllables. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

REVIEW LONG VOWEL TEAMS (3 MIN.)

- Direct students to Activity Page 15.1.
- Read the directions aloud.

✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Activity Page 15.1



- Pair students and have them complete the activity. Have them take turns reading the words aloud to each other.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



Check for Understanding

Circulate the room as students complete the activity page. Monitor student understanding and offer support to students who struggle with any of the vowel teams.



ENGLISH LANGUAGE LEARNERS

Language

Learn How English Works

Beginning

Present students with two words from the week. Choose a one-syllable word and a two-syllable word—for example, *cue* and *kindness*. Ask, “Which word has two syllables?” (*kindness*)

Intermediate

Present students with three words from the week. Choose a one-syllable word, a two-syllable word, and a three-syllable word—for example, *cue*, *kindness*, and *nonfiction*. Ask, “How many syllables does each word have?” (1, 2, 3)

Advanced/ Advanced High

Ask students to think of words that have one, two, and three syllables.

ELPS 2.A

TWO-SYLLABLE WORDS WITH VOWEL TEAM SYLLABLES (3 MIN.)

- Review separating words into syllables by writing the word *teacher* on the board.
- Draw a slash to show how to divide the syllables and then pronounce the word, emphasizing its syllables: “teach•er.” Have students read the word aloud.
- Write the following words on the board: *curfew*, *kindness*, *oboe*, *elbow*, *midnight*, *misfit*, *freedom*, and *nonfat*.
- Have a different volunteer divide the syllables of each word.
- Have all students read each word aloud.

Lesson 15: Review: Mixed Review, Part 1

Morphology



Primary Focus: Students will review using words with prefixes and suffixes.

TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Support

Students in the *-ness* group may need extra help defining their suffix.

Say, “The prefix *-ness* is used to show a quality or condition that is described by the root word. Provide the group with an example. Say, “*Happiness* means the quality of being *happy*. It means that they are happy. *Weakness* means the condition of being *weak*. It means that they are weak.”

Activity Page 15.2



REVIEW PREFIXES AND SUFFIXES: *NON-*, *MIS-*, *IM-*, *IN-*, *-NESS* (6 MIN.)

- Say, “We are going to review affixes we learned this week.”
- Assign students to five groups.
- Designate each group with one of the following affixes: *non-*, *mis-*, *im-*, *in-*, and *-ness*.
- Say, “Work together to come up with a definition for your affix. Then think of three examples of words that use that affix.”
- Allow students time to work in groups and then have each group share their definition and examples with the class.
- As students share, write examples on the board.
- Direct students to Activity Page 15.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the affix changed the meaning of the root word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Lesson 15: Review: Mixed Review, Part 2

Reading



Primary Focus: Students will independently read “Snow Day” and will answer questions about key details in the text.

TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.5

READ “SNOW DAY” INDEPENDENTLY (10 MIN.)

- Tell students they will be reading “Snow Day” independently. Direct students to Activity Page 15.3.
- Define unfamiliar words, and phrases for students. You may want to include the following:
 - words: *mishandling*, *harshly*, *missteps*, *oboe*
 - phrases: “sense of togetherness,” “snapped at him,” “felt their moods lighten”
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *misspoken* and *inconsiderate*).
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
 - underline three words with vowel teams that make the /ee/ or /ie/ sounds, such as *Jaylee* and *right*;
 - put a box around three words with vowel teams that make the /oe/ or /ue/ sounds, such as *Tahoe* and *argue*; and

Activity Pages
15.3, 15.4



TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

Support

Before reading “Snow Day,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

- circle three words with prefixes *non-*, *mis-*, *im-*, *in-*, or *-ness*, such as *nonsense* and *impossible*.
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 15.4 independently. If they don't complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Lesson 15: Review: Mixed Review, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words they learned this week.


 **TEKS 3.2.B.i; TEKS 3.2.B.iv**

ENCODING REVIEW (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with vowel teams that make long vowel sounds that you say aloud.
- Say the word *misfeed*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|------------|--------------|---------------|
| 1. misfeed | 4. unload | 7. preview |
| 2. misread | 5. refuel | 8. ingrown |
| 3. refried | 6. disbelief | 9. brightness |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

 **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

1. Have you seen the view from the coastline?
2. Please get charcoal for the barbecue tonight.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate the room to monitor student spelling. Work individually with students who need extra instruction.



Dictation Journals: Phonics/Encoding Dictation

Collect students' dictation journals to review and monitor student progress.

End Lesson

Lesson 15: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 15.1** for each student.
- Direct students to Activity Page 15.3

- Have them reread “Snow Day.”
- Review the writing prompt on **Activity Page TR 15.1**.
- Tell students they will write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “Snow Day” on **Activity Page TR 15.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lesson 13 (*money, goes, ocean, carefully, important*). Write the following new word on an index card: *school*. Create or gather three to five additional Tricky Word cards to review at this time.
- Use the cards with the new words. Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Display and point to the word *school* and say, “This word is tricky because the ‘sch’ is pronounced /sk/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /sk/ for these letters. We say /oo/ for these letters. We say /l/ for this letter.” Point to the letters as you blend the sounds: /sk/ /oo/ /l/, *school*. Say, “*School!* It’s a word we use all the time, like when we say ‘They knew going to school that day would be impossible.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *school*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the /sk/ sound spelled ‘sch.’” Write *schedule* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing any remaining new word(s), mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lesson 13. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”

- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

Additional Activities to Review All Tricky Words from This Week

(1) Tricky Words Race

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

Note: Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

(2) Call, Flip, Read, Roll

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1-10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.

- Place students into pairs. Call out a number at random and have each student take turns finding a card with that number on it in their stack. The student then reads the word aloud. If the word is read correctly, the student may then roll a die and whatever number it lands on is the number of points they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student's set of cards.

16

REVIEW

Vowel Teams for
/aw/

PRIMARY FOCUS OF LESSON

Warm-Up

- ✦ Students will blend and identify words with /aw/. **TEKS 3.2.A.i**

Phonics—Decoding

- ✦ Students will read words with the vowel teams 'au', 'aw', and 'al' > /aw/. **TEKS 3.2.A.i**

Students will identify and read words with vowel team syllables.

- ✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the prefix *sub-*.

- ✦ **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

Students will read “Chalk Art” orally with appropriate fluency (rate, accuracy, and prosody) and will answer literal recall questions about key details in the text.

- ✦ **TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with /aw/ > 'au', 'aw', 'al'.

- ✦ **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 16.1

Read /aw/ > 'au', 'aw', and 'al'

- ✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Observation

Discussion Questions Observation Record

- ✦ **TEKS 3.4**

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Blend Words with /aw/	3 min.	
Phonics—Decoding		
Review the Vowel Team /aw/ > 'au,'aw', and 'al'	3 min.	<input type="checkbox"/> Activity Page 16.1
Multisyllabic Words with Vowel Team Syllables	3 min.	
Morphology		
Root Words and Prefixes: <i>sub-</i>	6 min.	<input type="checkbox"/> Activity Page 16.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Read "Chalk Art" with Accuracy	10 min.	<input type="checkbox"/> Activity Page 16.3
Phonics—Encoding		
Spell Words with /aw/ > 'au,'aw', 'al'	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Phonics—Decoding

- To learn more about how your students' language varieties may affect their pronunciation of certain sounds as they decode words, refer to the Language Varieties' Influence on Decoding document, available under the General English Learners resource in the program's digital components site.

Reading

- Ensure that you have the Unit 2 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *cautious*, *awning*, *gawk*, and *optical illusion*.

Lesson 16: Review: Vowel Teams for /aw/, Part 1

Warm-Up



Primary Focus: Students will blend and identify words with /aw/. **TEKS 3.2.A.i**

BLEND WORDS WITH /AW/ (3 MIN.)

- Tell students that today they will review the sound /aw/ as in *dawn*.
- Have students say the /aw/ sound several times, stretching it out.
- Explain that you will say some segmented sounds and then blend the sounds to say a word.
- Say the following sounds as students listen: /r/ /aw/. Ask students to blend the sounds and say the word. (*raw*)
- Repeat with the words *cause* and *chalk*.
- Say, “It can be hard to hear the difference between the /aw/ sound as in *cause* and the /a/ sound as in *candy*.”
- Explain that you are going to say some words. When students hear the /aw/ sound, they should raise their left hand. When they hear the /a/ sound, they should raise their right hand.
- Say the word *sand*.
- Write the word on the board. Have students repeat the word while they raise their right hand.
- Say the word *fault*.
- Write the word on the board. Have students repeat the word while they raise their left hand.
- Repeat with the following words: *walk* (*left hand*), *lap* (*right*), *hall* (*left*), *fast* (*right*), and *awesome* (*left*).



**ENGLISH
LANGUAGE
LEARNERS**

Foundational Skills
Foundational Literacy Skills

Make sure students feel the difference in articulation between /aw/ and /a/. Practice saying the sounds together. Have students feel their mouths as they say the two sounds. Talk about what their mouths are doing and how it feels different. Have students look in a mirror to see the difference as they say the sounds /aw/ and /a/. Students can also look at each other’s mouths as they say the two sounds. Talk about how their mouths look different when they say the sounds /aw/ and /a/.

ELPS 2.A; ELPS 2.B;

ELPS 2.C; ELPS 3.A

Challenge

Ask students to think of other words with /aw/ and /a/. Have individual students say the word pairs to the class and ask which word has the /aw/ sound.

TEKS 3.2.A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

Lesson 16: Review: Vowel Teams for /aw/, Part 1

Phonics—Decoding



Primary Focus

- ✦ Students will read words with the vowel teams 'au', 'aw', and 'al' > /aw/. **TEKS 3.2.A.i**
- Students will identify and read words with vowel team syllables.
- ✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

REVIEW THE VOWEL TEAM /AW/ > 'AU', 'AW', AND 'AL' (3 MIN.)

- Say, "The sound /aw/ can be spelled in different ways."
- Write the vowel teams 'au', 'aw', and 'al' on the board. Point to each and say the sound /aw/. Have students repeat the sound.
- Write the /aw/ words from the Warm-Up under the appropriate heading: *dawn, raw, cause, chalk, fault, walk, hall, awesome*. Read each word aloud and then have the students read aloud the words, emphasizing the /aw/ sound.
- Point out that 'au' is usually at the beginning or in the middle of a word and 'aw' is often in the middle or at the end of a word.
- Direct students to Activity Page 16.1 and review the instructions. If time allows, have students work on the activity page in class and read the words with a partner. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Activity Page 16.1



MULTISYLLABIC WORDS WITH VOWEL TEAM SYLLABLES (3 MIN.)

- Remind students that a vowel team syllable is any syllable in which two or more letters work together to make a single vowel sound.
- Write the word *jawbone* on the board.
- Ask, "How many syllables does this word have?" (*two*)
- Ask, "Where should I draw a line to split this word into its syllables?" (*between the 'w' and the 'b'*)

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh, ough, and en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Draw a slash to break the word into syllables: *jaw•bone*.
- Point out the vowel team in the first syllable. Have a volunteer identify the sound that it makes (/aw/).
- Say, “In this syllable, I see the ‘a’ and the ‘w’ working together to make the /aw/ sound. Note that since the ‘w’ is part of a vowel team, it does not act as a consonant.”
- Point again to the first syllable. Ask, “What kind of syllable is this?” (*vowel team syllable*) Have students read it aloud.
- Cover the first syllable.
- Point to the second syllable. Underline ‘o’ and ‘e’, and draw a V shape under the word.
- Ask, “What kind of syllable is the second syllable?” (*VCe*) Have students read it aloud.
- Uncover both syllables, point to the word and have students read it aloud.
- Repeat with the following words: *flawless, auto, quality, hallway, caution, and walkway*, asking students to read each word aloud and to identify the vowel team syllables and the letters that make up each vowel team. (*flawless: ‘aw’; auto: ‘au’; quality: ‘au’; hallway: ‘al’; caution: ‘au’; walkway: ‘al’*)

Check for Understanding



Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree that the letter ‘w’ is part of a vowel team in the word *walkway*.” (*thumbs-down*)

Support

Review different syllable types students have learned, including open, closed, and VCe.

Lesson 16: Review: Vowel Teams for /aw/, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefix *sub-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

ROOT WORDS AND PREFIXES: SUB- (6 MIN.)

- Remind students that prefixes are word parts added to the beginning of a root word to change the meaning of the word. Each prefix is one syllable. Note that prefixes do not change the spelling of the root word.
- Explain that we can read words with prefixes by segmenting and blending the sounds and using the syllable chunking method.
- Write and read aloud the word *subway*. Have students read the word aloud.
- Say, “I see the prefix *sub-*: /s/ /u/ /b/. I am going to segment the rest of the word: /w/ /ae/. Now I can blend the entire word: sub•way.”
- Say, “Let’s identify the meaning of this word by breaking it into its parts. I’m going to draw a line between the prefix and the root word. Where should I draw the line?” (*after the prefix sub-*).
- Say, “The prefix *sub-* often means “under,” “below,” or “beneath.” In this case, the word *way* means “a travel route,” as with the question *Which way is the library?* If we put these word parts together, the meaning of *subway* is “an underground way to travel.”
- Write and read aloud the word *submarine*. Have students read the word aloud.
- Ask, “Where should I draw the line to split the word *submarine* into its prefix and root?” (*after the prefix sub-*).
- Ask, “If the word *marine* refers to the ocean or sea, then what does the word *submarine* mean?” (*under the sea*)
- Repeat with the words *subset*, *subzero*, *subtitle*, *substandard*, and *subcategory*, having students read and define each word. Provide support for root word meanings as needed.
- Direct students to Activity Page 16.2 and review the instructions. If time allows, have students work on the activity page in class and read the completed sentences with a partner. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *set* and *standard*.

Activity Page 16.2



Lesson 16: Review: Vowel Teams for /aw/, Part 2

Reading



Primary Focus: Students will read “Chalk Art” orally with appropriate fluency (rate, accuracy, and prosody) and will answer literal recall questions about key details in the text. **TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

READ “CHALK ART” WITH ACCURACY (10 MIN.)

- Direct students to Activity Page 16.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *subgroup, sought-after, flawless, subdivide*
 - phrases: “pause and gawk,” “dot the landscape,” “bring it to life”
 - domain-specific language: *optical illusion, murals*
- Have students follow along as you read “Chalk Art.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *festival* and *canvas*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read.

Activity Page 16.3

Support

Before reading “Chalk Art,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

As students pronounce unfamiliar words, remind them that the /aw/ sound can be spelled ‘au’, ‘aw’, and ‘al’.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Reading

Reading Closely

Beginning

Ask students yes/no questions: “Do artists sometimes make chalk art outside for others to see? Do artists make chalk art of many different things? Does chalk art last forever?”

Intermediate

Provide students with specific sentence starters: Chalk artists make chalk art _____.

Advanced/ Advanced High

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

ELPS 4.G; ELPS 4.I

Wrap-Up

Discussion Questions for “Chalk Art”

1. **Literal.** Where do chalk artists make their art?
 - » Possible response: Chalk artists make art on walls, chalkboards, and walkways. They make art in diners, grocery stores, and coffee shops.
2. **Literal.** What are some of the things chalk artists draw?
 - » Possible response: They draw portraits, submarines, seesaws, beanstalks, autumn scenes, and more.
3. **Literal.** What should chalk artists consider when they choose a place to make their art?
 - » Possible response: They should pick a spot with an audience.
4. **Literal.** Why does chalk art not last forever?
 - » Possible response: Rain and foot traffic can quickly wear away the chalk. The sun can make it fade too.
5. **Evaluative.** Have you ever seen or made chalk art? Tell about the experience. If you haven’t made or seen chalk art, tell about a different kind of art.
 - » Responses will vary.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you think I read these sentences at an appropriate rate or a thumbs-down if you think the rate is not appropriate.” Read the sentences too fast or too slow: “Some cities hold lively chalk art festivals. The city rapidly becomes like a huge art canvas.” (*thumbs-down*)



Observation: Discussion Questions Observation Record

- Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.
- **Turn and Talk:** For the evaluative question, have students share their thoughts with one another. Remind students to be sure to cite specifics from the passage to support their answer. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.

Lesson 16: Review: Vowel Teams for /aw/, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /aw/ > 'au', 'aw', 'al'.

TEKS 3.2.B.i; TEKS 3.2.B.iv

SPELL WORDS WITH /AW/ > 'AU', 'AW', 'AL' (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /aw/ > 'au', 'aw', 'al' that you say aloud.
- Say the word *walk*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|------------|------------|------------|
| 1. walk | 4. smaller | 7. because |
| 2. haunted | 5. raw | 8. wall |
| 3. draw | 6. awesome | 9. pause |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

1. These pretzels are so salty.
2. The sun rises at dawn.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

End Lesson

Lesson 16: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 16.1** for each student.
- Direct students to Activity Page 16.3.
- Have them reread “Chalk Art.”
- Review the writing prompt on **Activity Page TR 16.1**.
- Tell students they will write and sketch for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following words on index cards: *thoughtfully*, *grocery*, *eventually*, *cautious*, and *building*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *cautious* and say, “This word is tricky because the ‘au’ is pronounced /aw/ and the ‘tious’ is pronounced /shəs/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /k/ for this letter. We say /aw/ for these letters. We say /shəs/ for these letters.” Point to the letters as you blend the sounds: /k/ /aw/ /shəs/, *cautious*. Say, “*Cautious!* It’s a word we hear all the time, like when we say ‘If they want to draw in the subway or on a sidewalk, they must be cautious.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *cautious*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

REVIEW

Vowel Teams for /aw/

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will identify words with the /aw/ sound. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will read words with the quadgraphs 'ough' and 'augh'. **TEKS 3.2.A.i**

Students will identify and read words with vowel team syllables.

- TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the suffix *-ly*.

- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will reread "Chalk Art" fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with /aw/ > 'augh' and 'ough'.

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Observation

Observation: "Chalk Art" Anecdotal Reading Record

- TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review Words with /aw/ > 'ough', 'augh'	3 min.	
Phonics—Decoding		
Read Words with /aw/ > 'ough', 'augh'	3 min.	<input type="checkbox"/> Activity Page 17.1
Multisyllabic Words with Vowel Team Syllables	3 min.	
Morphology		
Root Words and Suffixes: <i>-ly</i>	6 min.	<input type="checkbox"/> Activity Page 17.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Reread "Chalk Art"	10 min.	<input type="checkbox"/> Activity Page 16.3
Phonics—Encoding		
Spell Words with /aw/ > 'ough', 'augh'	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Phonics—Decoding

- Prepare a T-chart with words with spellings 'ough' and 'augh'.

'ough'	'augh'
brought	caught
sought	taught
thought	haughty
ought	daughter

Reading

- Ensure you have the Unit 2 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
 - Have students take turns reading the entire passage.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the passage.

Universal Access

- Gather pictures to represent the words in the Reading activity: *cautious*, *awning*, *gawk*, and *optical illusion*.

Lesson 17: Review: Vowel Teams for /aw/, Part 1

Warm-Up



Primary Focus: Students will identify words with the /aw/ sound. **TEKS 3.2.A.i**

REVIEW WORDS WITH /AW/ > 'OUGH', 'AUGH' (3 MIN.)

- Say, "Today we will review other ways to spell the sound /aw/."
- Tell students that first you will say some words and then they will repeat them.
- Say the word *caught*, stretching out the /aw/ sound. Have students repeat the word.
- Write the word *caught* on the board. Circle 'augh' and tell students these letters together make the /aw/ sound. Have students read the word aloud.
- Say the word *bought*, stretching out the /aw/ sound. Have students repeat the word.
- Write the word *bought* on the board. Circle 'ough' and tell students these letters together also make the /aw/ sound. Have students read the word aloud.
- Write the following words on the board: *taught, thought, sought, daughter*.
- Point to each word, read it aloud, and have students read it aloud. Then have students identify the letters in each word that make the /aw/ sound and circle the spelling.
- Point to the words with the 'ough' spelling. Say, "All of these words end in the /t/ sound. But 'ough' is not always followed by a 't'."
- Write the word *cough* on the board. Say the word, emphasizing the final /f/ sound, and have students read it aloud.
- Ask, "What sound follows the /aw/ in this word?" (/f/)
- Remind students that they learned about the /f/ > 'gh' in Unit 1.

TEKS 3.2.A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh, ough, and en*.

Lesson 17: Review: Vowel Teams for /aw/, Part 1

Phonics—Decoding



Primary Focus

✚ Students will read words with the quadgraphs 'ough' and 'augh'. **TEKS 3.2.A.i**

Students will identify and read words with vowel team syllables.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

READ WORDS WITH /AW/ > 'OUGH', 'AUGH' (3 MIN.)

- Review the different spellings of /aw/ > 'au,' 'aw,' and 'al' that students have already learned. Write an example word for each: *haunt, jaw, baseball*. Read each example aloud and have students also read each one aloud.
- Display the T-chart you prepared in advance with words spelled with 'ough' and 'augh'.
- Read each example word, and have students read it aloud.
- Direct students to Activity Page 17.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

MULTISYLLABIC WORDS WITH VOWEL TEAM SYLLABLES (3 MIN.)

- Remind students that a vowel team syllable is any syllable in which two or more letters work together to make a single vowel sound. This includes the quadgraphs *ough* and *augh*.
- Write the word *thoughtful* on the board.
- Ask, "How many syllables does this word have?" (*two*)
- Ask, "Where should I split this word into its syllables?" (*between the second 't' and the 'f'*)

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Activity Page 17.1



Support

Explain that there is no reliable way of telling which spelling of /aw/ is correct and that the words will need to be practiced and remembered.

- Mark the syllables in *thought•ful* with a slash.
- Ask, “Which syllable has a vowel team? How do you know” (*the first syllable; the letters ‘ough’ make a vowel team /aw/*).
- Underline ‘ough’, and have students repeat the sound /aw/. Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Repeat with the words *daughter, distraught, thoughtless, naughtiness, thoughtfully*.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree that the vowel team is in the second syllable of the word *retaught*.” (*thumbs-up*)

Lesson 17: Review: Vowel Teams for /aw/, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the suffix *-ly*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

ROOT WORDS AND SUFFIXES: *-LY* (6 MIN.)

- Remind students that suffixes are word parts added to the end of a root word. Suffixes change the meaning of the word. Some suffixes change both the meaning and the part of speech of the word.
- Write the suffix *-ly* on the board.
- Say, “The suffix *-ly* changes adjectives into adverbs.”
- On the board, write the following sentence: *She talks quietly*. Underline the adverb.
- Say, “An adverb is a word that describes a verb. It describes how something is done.”

Challenge

Explain that adverbs often appear before or after the word they describe in a sentence. Have pairs or small groups come up with one example in which the adverb appears before the word it describes and one example in which the adverb appears after the word it describes.

TEKS 3.2.A.vi Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.



Language

Interacting in Meaningful Ways

Beginning

Have students work in small groups to create a sentence that includes an adverb.

Intermediate

Have students work with a partner to create a sentence that includes an adverb.

Advanced/ Advanced High

Have students work independently to create a sentence that includes an adverb.

ELPS 1.F; ELPS 5.F

Activity Page 17.2



- Read the sentence aloud with the students. Say, “The adverb *quietly* tells us that she talks with a soft or quiet voice. Adverbs can also describe adjectives.”
- On the board, write the following sentence: *The weather is unusually cold today.* Read the sentence aloud, and then have students read it aloud.
- Ask, “Which words tell how the weather is today?” (*unusually cold*)
- Say, “The adverb *unusually* describes the adjective *cold*.”
- Ask, “What adjective is the root word of *unusually*?” (*unusual*)
- Say, “The suffix *-ly* was added to the adjective *unusual* to create an adverb that means ‘in an unusual way.’”
- Say, “I am going to write some other adjectives, and we are going to work together to turn them into adverbs.”
- Write the following words on the board: *easy, brave, quiet, calm, mighty.*
- Model how to add the suffix *-ly* to *easy*, noting the spelling changes; for example *easy* becomes *easily*, and *mighty* becomes *mightily* (change the ‘y’ to ‘i’). Then define the meaning of the new word.
- Repeat with the rest of the adjectives, having student volunteers explain how to turn each adjective into an adverb and share the meaning of the new words.
- Direct students to Activity Page 17.2 and review the instructions.
- Complete the first item together. Point out that an adverb may come immediately before or after the word it describes. Sometimes it is not right next to the word at all.
- Have students pick one word with *-ly* from the activity page and work with a partner to discuss how the affix changed the meaning of the root word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Lesson 17: Review: Vowel Teams for /aw/, Part 2

Reading



Primary Focus: Students will reread “Chalk Art” fluently with a partner.

TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4

RERead “CHALK ART” (10 MIN.)

Note: Students will read today’s text with a partner. You may wish to review the partner reading routines before they read the text.

- Direct students back to the passage on Activity Page 16.3. Tell students that today they will reread “Chalk Art” with a partner.
- Take time to answer any questions that students may have about “Chalk Art.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
 - draw a box around three words with the vowel teams ‘ough’ or ‘augh’, such as *taught* and *thought*
 - circle three words that have the suffix *-ly*, such as *lovely* and *carefully*.

Activity Page 16.3



Challenge

Have students also draw boxes around vowel team syllables that make the /aw/ sound that are spelled ‘aw,’ ‘au,’ or ‘al’.

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with vowel team syllables.

Intermediate

Have students share their annotations with another student.

Advanced/

Advanced High

Encourage students to read aloud the words they annotate to a partner.

ELPS 4.A



Observation: “Chalk Art” Anecdotal Reading Record

As you listen to each student read “Chalk Art,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 17: Review: Vowel Teams for /aw/, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /aw/ > ‘ough’ and ‘augh’.

TEKS 3.2.B.i; TEKS 3.2.B.iv

SPELL WORDS WITH /AW/ > ‘OUGH’, ‘AUGH’ (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /aw/ > ‘ough’, ‘augh’ that you say aloud.
- Say the word *taught*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|------------|-----------------|---------------|
| 1. taught | 4. thoughtfully | 7. caught |
| 2. ought | 5. daughter | 8. retaught |
| 3. naughty | 6. cough | 9. distraught |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|--------------------------------|
| 1. My friend bought me a gift. |
| 2. The gift was thoughtful. |

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

End Lesson

Lesson 17: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 17.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are done writing, ask pairs to share and check one another’s work.

SHARING

- Pair up students and have one person share their sketch and the response they wrote about “Chalk Art” on **Activity Page TR 16.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.

- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *cautious* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *kawshəsh*. Write the letters to spell *cautious* on the board.
- Point to the word *cautious* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /aw/ sound is spelled ‘au’ and the /shəs/ sound is spelled ‘tious.’”
- Show how the letters map to the sounds. Say, “In this word, we say /k/ for this letter. We say /aw/ for these letters. We say /shəs/ for these letters.” Point to the letters as you blend the sounds: /c/ /aw/ /shəs/, *cautious*. Say, “*Cautious!* It’s a word we use all the time.”
- Repeat with the words *thoughtfully*, *grocery*, *eventually*, and *building*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.

- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

REVIEW

Vowel Teams for /oo/

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will blend and identify words with /oo/. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will read words with /oo/ spelled 'oo', 'ue', 'u_e', and 'ough'. **TEKS 3.2.A.i**

Students will identify and read words with vowel team syllables.

- TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the affixes *sub-* and *-ly*.

- TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will read “Brooklyn and the Baby Baboon” fluently and will answer questions about key details in the text.

- TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with /oo/ > 'oo', 'ue', 'u_e', and 'ough'.

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 18.2

Prefixes and Suffixes: *sub-*, *-ly*

- TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *igh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (*into*), *non-*, *dis-*, *in-* (*not*, *non*), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.4** Use appropriate fluency (*rate*, *accuracy*, and *prosody*) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review Words with /oo/	3 min.	
Phonics—Decoding		
Review Vowel Teams /oo/ > 'oo', 'ue', 'u_e', 'ough'	3 min.	<input type="checkbox"/> Activity Page 18.1
Read Multisyllabic Words with Vowel Team Syllables	3 min.	
Morphology		
Prefixes and Suffixes: <i>sub-</i> , <i>-ly</i>	6 min.	<input type="checkbox"/> Activity Page 18.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
Part 2 (15 min.)		
Reading		
Read "Brooklyn and the Baby Baboon"	10 min.	<input type="checkbox"/> Activity Pages 18.3, 18.4
Phonics—Encoding		
Spell Words with /oo/ > 'oo', 'ue', 'u_e', and 'ough'	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Reading

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *suburbs*, *baboon*, and *primate*.

Lesson 18: Review: Vowel Teams for /oo/, Part 1

Warm-Up



ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Make sure students feel the difference in articulation between /oo/ and /ue/. Practice saying the sounds together.

Have students feel their mouths as they say the two sounds. Talk about what their mouths are doing and how it feels different. Have students look in a mirror to see the difference as they say the sounds /oo/ and /ue/. Students can also look at each other's mouths as they say the two sounds.

Talk about how their mouths look different when they say the sounds /oo/ and /ue/.

ELPS 2.A; ELPS 2.B;

ELPS 2.C; ELPS 3.A

Challenge

Ask students to think of other words with /oo/ and /ue/. Have individual students say the word pairs to the class and ask which word has the /oo/ sound.

Primary Focus: Students will blend and identify words with /oo/. **TEKS 3.2.A.i**

REVIEW WORDS WITH /OO/ (3 MIN.)

- Tell students that today they will review the sound /oo/ as in *blue*.
- Have students say the /oo/ sound several times, stretching it out.
- Explain that you will say some segmented sounds and then blend the sounds to say a word.
- Say the following sounds as students listen: /b/ /oo/ /t/. Ask students to blend the sounds and say the word. (*boot*)
- Repeat with the words *spoon, bloom, balloon, clue, rude, avenue, through*.
- Say, "It can be hard to hear the difference between the /oo/ sound and the /ue/ sound as in *cube*."
- Explain that you are going to say some words. When students hear the /oo/ sound, they should raise their right hand, and when they hear the /ue/ sound, they should raise their left hand.
- Say the word *moon*. (/oo/)
- Write the word on the board. Have students repeat the word while they raise their right hand.
- Repeat with the following pairs:

/oo/	/ue/
ooze	use
fool	fuel
coo	cue
who	hue
flute	mute

TEKS 3.2.A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

Lesson 18: Review: Vowel Teams for /oo/, Part 1

Phonics—Decoding



Primary Focus

Students will read words with /oo/ spelled 'oo', 'ue', 'u_e', and 'ough'. **TEKS 3.2.A.i**

Students will identify and read words with vowel team syllables.

TEKS 3.2.A.i; TEKS 3.2.A.ii

REVIEW VOWEL TEAMS /OO/ > 'OO', 'UE', 'U_E', 'OUGH' (3 MIN.)

- Say, “The sound /oo/ can be spelled a few different ways.”
- Write the vowel teams 'oo', 'ue', 'u_e', and 'ough' on the board. Point to each and say the sound /oo/. Have students repeat the sound.
- Write the /oo/ words from the Warm-Up on the board: *blue, boot, spoon, bloom, balloon, clue, rude, avenue, through*.
- Point to the word *blue*. Underline the 'ue.' Point to it and say, “We have learned that this spelling often makes the /ue/ sound, like in *cue* and *hue*. Today, we are going to talk about another sound for this spelling, /oo/.”
- Read *blue* aloud, emphasizing the /oo/ sound. Then have students read the word aloud.
- Ask, “Which letters make the /oo/ sound in the word *blue*?” ('ue')
- Rewrite the word beneath the 'ue' heading on the board. Underline the 'ue' spelling.
- Repeat with the rest of the words.
- Direct students to Activity Page 18.1 and review the instructions. Read the words chorally with students.
- If time allows, have students work on the activity page in class and read the words with a partner. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Support

Students may confuse the vowel team 'ough' as /oo/ (*through*) with 'ough' as /aw/ (*brought*) or /aw/ + /f/ (*cough*). Explain that 'ough' can be pronounced many ways, such as in *enough, thorough, drought, and through*. It may help students to keep a running list of words they come across with the quadgraph spelling and add to it as they encounter new sounds or example words.

Activity Page 18.1



TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree that the vowel team ‘ough’ is pronounced the same way in the words *through* and *bought*.”
(thumbs-down)

READ MULTISYLLABIC WORDS WITH VOWEL TEAM SYLLABLES (3 MIN.)

- Remind students that a vowel team syllable is any syllable with one vowel followed by one or more letters that work together to make a single vowel sound. Both ‘oo’ and ‘ue’ are vowel teams that make the /oo/ sound.
- Write the word *doodle* on the board.
- Ask, “How many syllables does this word have?” (*two*)
- Ask, “Where should I split this word into syllables?” (*between the second ‘o’ and the second ‘d’*)
- Draw a slash to break the word into syllables: *doo•dle*.
- Point to the first syllable. Ask, “What kind of syllable is this?” (*vowel team syllable*)
- Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Write the word *untrue*.
- Ask, “How many syllables does this word have?” (*two*)
- Have a volunteer come up to the board and draw slashes to split *untrue* into syllables. (*un•true*)
- Ask, “Which syllable has a vowel team? How do you know?” (*the second syllable; the letters ‘ue’ work together to make the sound /oo/.*)
- Point to the word and have students read it aloud.
- Repeat with the words *kangaroo* and *bluebird* asking students to identify the vowel team syllables and the letters that make up each vowel team.

Lesson 18: Review: Vowel Teams for /oo/, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the affixes

✦ *sub-* and *-ly*. **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

PREFIXES AND SUFFIXES: *SUB-*, *-LY* (6 MIN.)

- Remind students that prefixes and suffixes are word parts added to the beginning of a root word to change the meaning of the word. Each prefix is one syllable.
- Explain that we can read words with prefixes and suffixes by using the syllable chunking method.
- Say, “This week we have reviewed the prefix *sub-* and the suffix *-ly*.”
- Remind students that the prefix *sub-* means “under,” “below,” or “beneath” and that the suffix *-ly* changes adjectives into adverbs that usually describe verbs and adjectives. An adverb tells how something is done. An adverb can also be a characteristic of something.
- On the board, write the word *slowly*. Have students read the word aloud with you.
- Say, “I see the root word *slow* and the suffix *-ly*.”
- Say, “Let’s identify the meaning of this word by breaking it into its parts. I’m going to draw a line between the prefix and the root word. Where should I draw the line?” (*after the root word slow and before the suffix -ly*)
- Ask, “What is the meaning of the word *slow*?” (*not fast*)
- Say, “If the suffix *-ly* turns adjectives into adverbs, then what does *slowly* mean?” (*in a way that is not fast*)
- Repeat with the word *excitedly*.
- Remind students that adding the suffix *-ly* does not change the spelling of the root word unless the root word ends in ‘y’, as in *happy*. In this case, we must change the ‘y’ to ‘i’ before adding the suffix: *happily*.

✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *heading*, *committee*, and *region*.

- Write the word *patient* on the board. Ask students to turn the adjective into an adverb by adding *-ly*. (*patiently*). Write *patiently* on the board. Have students read it aloud.
- Repeat with the word *fortunate*.
- Say, "Now, let's review the prefix *sub-*."
- On the board, write the word *subgroup*. Have students read the word aloud with you.
- Say, "I see the prefix *sub-* and the root word *group*."
- Draw a line between the suffix and the root word.
- Ask, "What is the meaning of the word *group*?" (*a bunch or collection of something*)
- Say, "If the prefix *sub-* means 'under,' 'below,' or 'beneath,' then what does *subgroup* mean?" (*a group that is beneath or below another group*)
- Say, "For example, pets are a one group of animals. All pets belong in this group. Dogs are a subgroup of pets, a smaller group of pets. Only dogs are in this subgroup."
- Write the word *subheading* on the board. Read it aloud, and then have students read it aloud. Say, "If the prefix *sub-* means 'under,' 'below,' or 'beneath,' then what does *subheading* mean? (*A heading that is beneath or below the main heading.*)
- Remind students that adding the prefix *sub-* to a root word does not change the spelling of the root word.
- Write the word *committee* on the board and ask a student to add the prefix *sub-* to create a word that means "a smaller committee below or within a larger committee." (*subcommittee*). Write *subcommittee* on the board. Have students read it aloud.
- Repeat with the word *subregion*.
- Direct students to Activity Page 18.2 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Activity Page 18.2



Lesson 18: Review: Vowel Teams for /oo/, Part 2

Reading



Primary Focus: Students will read “Brooklyn and the Baby Baboon” fluently and will answer questions about key details in the text.

TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.4

READ “BROOKLYN AND THE BABY BABOON” (10 MIN.)

- Direct students to Activity Page 18.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *suburbs, assume, subtypes, pursued, promptly*
 - phrases: “breakthrough moment,” “lost her footing,” “hardly contain herself”
 - domain-specific language: *primates, baboons*
- Have students follow along as you read “Brooklyn and the Baby Baboon.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *relief* and *reunited*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently
- Then have them turn to Activity Page 18.4 and complete the comprehension questions. If they don’t complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

Activity Pages
18.3, 18.4



Support

Before reading “Brooklyn and the Baby Baboon,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Have students reread or scan the text to look for key ideas and details as they answer the comprehension questions.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Beginning

Have a strong reader work with a struggling reader to complete the comprehension questions.

Intermediate

Have a small group read the first paragraph together, taking turns, and work together to complete the comprehension questions.

Advanced/

Advanced High

Have students read independently and then work with a partner to share their responses to the comprehension questions.

ELPS 4.1



Check for Understanding

Turn and Talk: Have student pairs discuss and compare their answers to the comprehension questions. Remind students to be sure to cite specifics from the passage to support their answers. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.

Lesson 18: Review: Vowel Teams for /oo/, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /oo/ > 'oo', 'ue', 'u_e', and 'ough'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

SPELL WORDS WITH /OO/ > 'OO', 'UE', 'U_E', AND 'OUGH' (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /oo/ > 'oo', 'ue', 'u_e', and 'ough' that you say aloud.
- Say the word *avenue*. Repeat it. Have students write in their dictation journal.
- Repeat with the remaining words.

1. avenue	4. moonbeam	7. crude
2. doodle	5. blue	8. spooky
3. throughout	6. clueless	9. gloomy

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

1. Walk through that door to go outside.
2. The library books are overdue.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

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

Lesson 18: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 18.1** for each student.
- Direct students to Activity Page 18.3 “Brooklyn and the Baby Baboon.”
- Review the writing prompt on **Activity Page TR 18.1**.
- Tell students they will write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following words on index cards: *only* and *contain*. Create or gather three to five additional Tricky Word cards to review.

- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *only* and say, “This word is tricky because the ‘o’ is pronounced /oe/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /oe/ for this letter. We say /n/ for this letter. We say /l/ for this letter. We say /ee/ for this letter.” Point to the letters as you blend the sounds: /oe/ /n/ /l/ /ee/, *only*. Say, “*Only!* It’s a word we hear all the time, like when we say ‘She loved not only reading about animals but also helping them!’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *only*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

REVIEW

Vowel Team /oo/

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will blend and identify words with /oo/. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will identify and read words with /oo/ spelled 'oo'. **TEKS 3.2.A.i**

Students will identify and read words with vowel team syllables.

- TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the prefix *sub-* and the

- suffix *-ly*. **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will reread “Brooklyn and the Baby Baboon” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

- Students will spell and write words with /oo/ > 'oo'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Observation

“Brooklyn and the Baby Baboon” Anecdotal
Reading Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *igh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (*into*), *non-*, *dis-*, *in-* (*not*, *non*), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|---|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review Words with /oo/ | 3 min. | |
| Phonics—Decoding | | |
| Review Vowel Team /oo/ > 'oo' | 3 min. | <input type="checkbox"/> Activity Page 19.1 |
| Read Compound Words with Vowel Team Syllables | 3 min. | <input type="checkbox"/> Activity Page 19.2 |
| Morphology | | |
| Prefixes and Suffixes: <i>sub-</i> , <i>-ly</i> | 6 min. | <input type="checkbox"/> Activity Page 19.3 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Reread "Brooklyn and the Baby Baboon" | 10 min. | <input type="checkbox"/> Activity Page 18.3 |
| Phonics—Encoding | | |
| Spell Words with /oo/ > 'oo' | 5 min. | <input type="checkbox"/> dictation journal |

ADVANCE PREPARATION

Reading

- Ensure you have the Unit 2 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
 - Have students take turns reading the entire story.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the story.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *suburbs*, *baboon*, and *primate*.

Lesson 19: Review: Vowel Team /oo/, Part 1

Warm-Up



Primary Focus: Students will blend and identify words with /oo/. **TEKS 3.2.A.i**

ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Make sure students feel the difference in articulation between /oo/ and /oo/. Practice saying the sounds together.

Have students feel their mouths as they say the two sounds. Talk about what their mouths are doing and how it feels different. Have students look in a mirror to see the difference as they say the sounds /oo/ and /oo/. Students can also look at each other's mouths as they say the two sounds.

Talk about how their mouths look different when they say the sounds /oo/ and /oo/.

ELPS 2.A; ELPS 2.B;

ELPS 2.C; ELPS 3.A

Challenge

Ask students to think of other words with /oo/ and /oo/. Have individual students say the word pairs to the class and ask which word has the /oo/ sound.

REVIEW WORDS WITH /OO/ (3 MIN.)

- Tell students that today they will review the sound /oo/ as in *cook*.
- Have students say the /oo/ sound several times, stretching it out.
- Explain that you will say some segmented sounds and then blend the sounds to say a word.
- Say the following sounds as students listen: /b/ /oo/ /k/. Ask students to blend the sounds and say the word. (*book*)
- Write the word on the board, and have students read it aloud.
- Repeat with the words *look*, *rookie*, *football*, and *wooden*. Add each word to the list on the board.
- Say, "We already learned that the 'oo' vowel team can make the /oo/ sound, as in *moon*. It can also make a different sound, /oo/, as in these words."
- Say each word aloud again, underlining the 'oo' in each and emphasizing the /oo/ sound.
- Say, "It can be hard to hear the difference between the /oo/ sound and the /oo/ sound."
- Explain that you are going to say some words. When students hear the /oo/ sound, they should raise their right hand, and when they hear the /oo/ sound, they should raise their left hand.
- Say the word *nook*. (/oo/)
- Write the word on the board. Have students read the word aloud. Then have them raise the correct hand.

TEKS 3.2.A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.

- Repeat with the following words:

| /oo/ | /oo/ |
|-------------|-------------|
| nook | noon |
| good | food |
| shook | soon |
| brook | booth |

Lesson 19: Review: Vowel Team /oo/, Part 1

Phonics—Decoding



Primary Focus

- ✦ Students will identify and read words with /oo/ spelled 'oo'. **TEKS 3.2.A.i**

Students will identify and read words with vowel team syllables.

- ✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

REVIEW VOWEL TEAM /OO/ > 'OO' (3 MIN.)

- Tell students that they will continue to practice identifying words with the /oo/ sound and words with the /oo/ sound.
- Direct students to Activity Page 19.1 and review the instructions. If time allows, have students work on the activity page in class and read the words with a partner. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

READ COMPOUND WORDS WITH VOWEL TEAM SYLLABLES (3 MIN.)

- Remind students that a vowel team syllable is any syllable with one vowel followed by one or more letters that work together to make a single vowel sound, such as 'oo' working together to make the /oo/ sound.
- Say, "We are going to read compound words and identify the vowel team syllable in each one."

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Activity Page 19.1



- Write the word *footlights* on the board.
- Ask, “How many syllables does this word have?” (*two*)
- Ask, “Which smaller words do you see in the compound word *footlights*?” (*foot, lights*)
- Draw a slash to divide the word into syllables: *foot•lights*.
- Point out the vowel team ‘oo’ in the first syllable. Have a volunteer identify the sound that it makes. (/oo/)
- Point again to the first syllable. Ask, “What kind of syllable is this?” (*vowel team syllable*) Have students read it aloud.
- Point to the second syllable. Have a volunteer identify the vowel team ‘igh’.
- Ask, “What sound does the vowel team ‘igh’ make?” (/ie/) “What kind of syllable is this?” (*vowel team syllable*) Have students read it aloud.
- Point to the word and have students read it aloud.
- Direct students to Activity Page 19.2, and review the instructions. Read each word aloud, and have students draw a line to break each compound word into smaller words. If time allows, have students complete the rest of the activity page in class and read the words with a partner. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Activity Page 19.2



Support

Remind students that a compound word is a word that is made up of two smaller words. Provide the following examples: *nightlight*, *cupcake*, and *handshake*.



Check for Understanding

Turn and Talk: Have partners compare and self-correct their work. Remind students to signal when both partners have contributed to the conversation.

Lesson 19: Review: Vowel Team /oo/, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefix *sub-* and the suffix *-ly*.

TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C

PREFIXES AND SUFFIXES: *SUB-*, *-LY* (6 MIN.)

- Remind students that prefixes and suffixes are word parts added to the beginning of a root word to change the meaning of the word. Each prefix is one syllable.
- Explain that we can read words with prefixes and suffixes by using the syllable chunking method.
- Say, “This week we have reviewed the prefix *sub-* and the suffix *-ly*.”
- Remind students that the prefix *sub-* means “under,” “below,” or “beneath,” and the suffix *-ly* changes adjectives into adverbs that describe verbs and adjectives. An adverb tells how something is done. It also can tell a characteristic of something.
- Write on the board and read aloud the word *urban*. Have students read the word aloud.
- Say, “This word means something having to do with a city.”
- Ask, “Who can make this word mean something that has to do with an area near the edge of a city?”
- Have a student come to the board to add the suffix *sub-* to the word *urban* to make *suburban*.
- Ask, “How could we use the word *suburban* in a sentence?” (*Suburban areas can be quieter than big cities.*)

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Activity Page 19.3



Support

As needed, review the meaning of the prefixes *non-*, *mis-*, *dis-*, *un-*, and *re-*.

- Write on the board and read aloud the word *impulsive*. Have students read the word aloud.
- Say, “This word means to do something without thinking very carefully first. I want to change this adjective into an adverb that describes acting without thinking very carefully first.”
- Ask, “What suffix should I add to the word *impulsive* to make it into an adverb?” (*-ly*) “What is the new word?” (*impulsively*)
- Ask, “How would we use the word *impulsively* in a sentence?” (Example: *Without thinking ahead, Doug impulsively grabbed a bag of spicy snack mix while he waited in the checkout line.*)
- Repeat with the words *subdivide*, *fortunately*, *subclassify*, and *mightily*.
- Point out that when we add *-ly* to a word that already ends in ‘y’, we must change the ‘y’ to ‘i’ before adding the suffix.
- Direct students to Activity Page 19.3 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the affix or affixes changed the meaning of the root word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Lesson 19: Review: Vowel Team /oo/, Part 2

Reading



Primary Focus: Students will reread “Brooklyn and the Baby Baboon” fluently with a partner. **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.4**

REREAD “BROOKLYN AND THE BABY BABOON” (10 MIN.)

Note: Students will read today’s story with a partner. You may wish to review the partner reading routines before they read the story.

- Direct students back to the passage on Activity Page 18.3. Tell students that today they will reread “Brooklyn and the Baby Baboon” with a partner.
- Take time to answer any questions that students may have about “Brooklyn and the Baby Baboon.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
 - draw a box around three words with the vowel team ‘oo’, such as in *bedroom* and *books*, and
 - circle three words with the affixes *sub-* and *-ly*, such as in *submarines* and *quickly*.

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Activity Page 18.3

Challenge

Have students identify the sound each ‘oo’ vowel team makes by highlighting the words in one color if it makes the /oo/ sound and another color if it makes the /oo/ sound.



Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with the affixes *sub-* and *-ly*.

Intermediate

Have students share their annotations with another student.

Advanced/

Advanced High

Encourage students to read aloud the words they annotate to a partner.

ELPS 4.A



Check for Understanding

Think-Pair-Share: Give students one minute to find and think about their annotations in the passage. Then have student pairs compare annotations with another pair. Tell students to signal when both sets of partners have contributed to the conversation. Call on partners to share one example from each category with the group.



Observation: “Brooklyn and the Baby Baboon”
Anecdotal Reading Record

As you listen to each student read “Brooklyn and the Baby Baboon,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 19: Review: Vowel Team /oo/, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /oo/ > ‘oo’.

TEKS 3.2.B.i; TEKS 3.2.B.iv

SPELL WORDS WITH /OO/ > ‘OO’ (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /oo/ > ‘oo’ that you say aloud.
- Say the word *shook*. Repeat it. Have students write in their dictation journal.
- Repeat with the remaining words.

- | | | |
|-----------|-------------|-------------|
| 1. shook | 4. crooked | 7. cookbook |
| 2. rookie | 5. football | 8. wooden |
| 3. nook | 6. look | 9. bookcase |

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. The coat is on the hook.
2. The teacher waved goodbye.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

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

Lesson 19: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 19.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are done, ask pairs to share and check each other’s work.

SHARING

- Pair up students and have one person share the response they wrote about “Brooklyn and the Baby Baboon” on **Activity Page TR 18.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.

- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *only* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *oenlee*. Write the letters to spell *only* on the board.
- Point to the word *only* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /oe/ sound is spelled ‘o’”
- Show how the letters map to the sounds. Say, “We say /oe/ for this letter. We say /n/ for this letter. We say /l/ for this letter. We say /ee/ for this letter.” Point to the letters as you blend the sounds: /oe/ /n/ /l/ /ee/, *only*. Say, “*Only!* It’s a word we use all the time.”
- Repeat with the word *contain* and the Tricky Words that you reviewed in Lesson 18. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

20

REVIEW

Mixed Review

PRIMARY FOCUS OF LESSON

Warm-Up

- ✦ Students will orally review words with vowel teams. **TEKS 3.2.A.i**

Phonics—Decoding

- ✦ Students will review reading words with vowel teams. **TEKS 3.2.A.i**
Students will review reading words with closed, open, VCe, and vowel team syllables. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will review words with the affixes *sub-* and *-ly*.

- ✦ **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will independently read “To the Moon” and will answer questions about key details in the text.

- ✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.5**

Phonics—Encoding

Students will spell and write words with /aw/, /oo/, and /oo/.

- ✦ **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Dictation Journal

Phonics/Encoding Dictation

- ✦ **TEKS 3.2.B.i; TEKS 3.2.B.iv**

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (*into*), *non-*, *dis-*, *in-* (*not*, *non*), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

| | Time | Materials |
|--|-------------|--|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Sound Race | 3 min. | <input type="checkbox"/> Activity Page TR 20.1 |
| Phonics—Decoding | | |
| Review Vowel Teams | 3 min. | <input type="checkbox"/> Activity Page 20.1 |
| Review Closed, Open, VCe, and Vowel Team Syllable Words | 3 min. | <input type="checkbox"/> Activity Page 20.2 |
| Morphology | | |
| Review Prefixes and Suffixes: <i>sub-</i> , <i>-ly</i> | 6 min. | <input type="checkbox"/> Activity Page 20.3 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Read “To the Moon” Independently | 10 min. | <input type="checkbox"/> Activity Pages 20.4, 20.5 |
| Phonics—Encoding | | |
| Encoding Review | 5 min. | <input type="checkbox"/> dictation journal |

ADVANCE PREPARATION

Warm-Up

- Make a copy of **Activity Page TR 20.1** and cut out vowel teams word cards to distribute to student pairs or small groups.

Universal Access

- Gather pictures to represent the words in the Reading activity, such as: *astronaut, launch, spacecraft, footprints, and soil.*

Lesson 20: Review: Mixed Review, Part 1

Warm-Up



Primary Focus: Students will orally review words with vowel teams. **TEKS 3.2.A.i**

SOUND RACE (3 MIN.)

- Distribute the vowel team cards from **Activity Page TR 20.1** that you prepared in advance.
- Have students divide into small groups or pairs. Distribute a vowel team card to each group or pair.
- Tell students that they are going to review words with vowel teams they have learned about this week.
- Give each group or pair two minutes to write on their own paper all the words they can think of with this sound spelling.
- When time has elapsed, have each group share their list with the class.

Support

Review the sounds each vowel team can make: /aw/ > 'au' (as in *fault*), 'aw' (as in *paw*), 'al' (as in *walk*), 'ough' (as in *bought*), 'augh' (as in *caught*); /oo/ > 'oo' (as in *moon*), 'ue' (as in *avenue*), 'ough' (as in *through*), 'u_e' (as in *rude*); and /oo/ > 'oo' (as in *book*).

Lesson 20: Mixed Review, Part 1

Phonics—Decoding


Primary Focus

Primary Focus: Students will review reading words with vowel teams. **TEKS 3.2.A.i**
 Students will review reading words with closed, open, VCe, and vowel team syllables. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

REVIEW VOWEL TEAMS (3 MIN.)

- Tell students they will continue to review words with vowel teams that make the /aw/, /oo/, and /oo/ sounds.
- Direct students to Activity Page 20.1 and review the instructions. If time allows, have students work on the activity page in class and read the words aloud with a partner. If not, ask students to complete it at home.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Activity Page 20.1


- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate as students complete Activity Page 20.1 to review and monitor their progress.

REVIEW CLOSED, OPEN, VCE, AND VOWEL TEAM SYLLABLE WORDS (3 MIN.)

- Say, "We have already learned about several different syllable types: open, closed, VCe, and vowel team."
- Write the following words on the board: *bluebell*, *notebook*, *flawless*, *thoughtful*, and *naughty*.
- Point to *bluebell*.
- Ask, "How many syllables does this word have?" (*two*)
- Have students identify the syllables. (*blue•bell*)
- Point to the first syllable. Say, "What kind of syllable is this? How do you know?" (*vowel team; The letters 'ue' work together to make the /oo/ sound.*) Have students read it aloud.
- Cover the first syllable.
- Ask, "What kind of syllable is the second syllable? How do you know?" (*closed; It has a short vowel sound followed by a consonant.*) Have students read it aloud.
- Point to the word and have students read it aloud.
- Point to *notebook*.
- Ask, "How many syllables does this word have?" (*two*)
- Have students identify the syllables. (*note•book*)
- Point to the first syllable. Say, "What kind of syllable is this? How do you know?" (*VCe; The digraph o_e is separated by a consonant.*) Have students read it aloud.

- Cover the first syllable.
- Ask, “What kind of syllable is the second syllable? How do you know?” (*vowel team; The letters ‘oo’ work together to make the /oo/ sound.*) Have students read it aloud.
- Point to the word and have students read it aloud.
- Repeat the routine with the remaining words.
- Direct students to Activity Page 20.2 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Activity Page 20.2



Challenge

Challenge students to list as many words as they can that use the prefix *sub-* or the suffix *-ly*.



**ENGLISH
LANGUAGE
LEARNERS**

Language

Learning How English Works

Beginning

Review the meaning of the prefix *sub-* with a demonstration. Mime ocean waves with one arm and a submarine traveling underwater with the other. Say, “A *submarine* travels underwater.”

Intermediate

Ask students to act out a word with the prefix *sub-* or the suffix *-ly*. For example, a student may ask classmates to stand together in a *subgroup* of students who like cats more than dogs.

Advanced/ Advanced High

Have students say a sentence using a word with the prefix *sub-* or the suffix *-ly*.

ELPS 1.E

Lesson 20: Review: Mixed Review, Part 1

Morphology



Primary Focus: Students will review words with the affixes *sub-* and *-ly*.

TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C

REVIEW PREFIXES AND SUFFIXES: *SUB-*, *-LY* (6 MIN.)

- Remind students that prefixes and suffixes are word parts added to the beginning or end of a root word to change the meaning of the word.
- Say, “The prefix *sub-* means “under,” “below,” or “beneath,” and the suffix *-ly* turns adjectives into adverbs.”
- Write and read aloud the following sentence on the board: “Water freezes quickly in subzero temperatures.”
- Ask, “What word with the prefix *sub-* do you see?” (*subzero*)
- Ask, “If the prefix *sub-* means “under,” “below,” or “beneath,” then what does *subzero* mean? (*the temperature is below zero*)

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

- Remind students that adding the prefix *sub-* to a word does not change the root word's spelling.
- Ask, "What word with the suffix *-ly* do you see?" (*quickly*)
- Ask, "If the suffix *-ly* turns adjectives into adverbs, then what does *quickly* mean?" (*in a quick way*)
- Tell students that adding *-ly* to *quick* did not change the word's spelling. Remind them that when we add *-ly* to a word that ends in 'y', we must change the 'y' to 'i' before adding the suffix.
- Direct students to Activity Page 20.3 and review the instructions.
- Have students pick one word from the activity page and work with a partner to choose the appropriate suffix and form a new word. Have them discuss how the new affix changed the meaning of the root word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Activity Page 20.3



Lesson 20: Review: Mixed Review, Part 2

Reading



Primary Focus: Students will independently read “To the Moon” and will answer questions about key details in the text.

TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.5

READ “TO THE MOON” INDEPENDENTLY (10 MIN.)

- Tell students that they will be reading “To the Moon” independently. Direct students to Activity Page 20.4.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: balk, submerged, distraught, flaws, gawked
 - phrases: “undue harm,” “launch day dawned,” “left only their footprints”
 - domain-specific language: *zero gravity, altitude, subzero, subfreezing*
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *conditions* and *hesitate*).
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
 - underline three words with vowel teams that make the /aw/ sound, such as *launch*;

Activity Pages
20.4, 20.5



TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

Support

Before reading “To the Moon,” show the images you prepared in advance.

Have students repeat the word after you while showing each image.

If students struggle to identify the sound each vowel team makes, have them say the word aloud and match the sound to an example word, such as *awful* for /aw/, *book* for /oo/, and *moon* for /oo/.

ENGLISH
LANGUAGE
LEARNERS



Reading

Reading Closely

Beginning

Have students write short phrases, draw their answers, or highlight sections of the text to answer the comprehension questions.

Intermediate

Encourage students to reread the passage as needed when answering the comprehension questions.

Advanced/ Advanced High

Encourage students to use new vocabulary and details from the passage when answering the comprehension questions.

ELPS 4.G

- put a box around three words with vowel teams that make the /oo/ sound, such as *moon*;
 - circle three words with the affixes *sub-* and *-ly*, such as *suburban* and *intensely*; and
 - highlight three words with vowel team syllables that make the /oo/ sound, such as *Sunnybrook*.
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 20.5 independently. If they don't complete the activity page, instruct them to work on it at home.
 - If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate as students are working, and ask them to explain their annotation decisions.

Lesson 20: Review: Mixed Review, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /aw/, /oo/, and /oo/.

TEKS 3.2.B.i; TEKS 3.2.B.iv

ENCODING REVIEW (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling some words with vowel teams that make the sounds /aw/, /oo/, or /oo/ that you say aloud.
- Remind students that they have learned about different sounds that can be spelled with 'oo' or 'ough'.
- Say the word *subgroup*. Repeat it. Have students write it in their dictation journal.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Repeat with the remaining words.

- | | | |
|---------------|---------------|--------------|
| 1. subgroup | 4. undue | 7. prebook |
| 2. throughout | 5. rethought | 8. gloomily |
| 3. awful | 6. distraught | 9. saltiness |

- Then tell students that you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|-------------------------------|
| 1. I like to draw and doodle. |
| 2. The football game was fun. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Dictation Journals: Phonics/Encoding Dictation

Collect students' dictation journals to review and monitor student progress.

End Lesson

Lesson 20: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 20.2** for each student.
- Direct students back to Activity Page 20.4 "To the Moon."

- Review the writing prompt on **Activity Page TR 20.2**.
- Tell students they will write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “To the Moon” on **Activity Page TR 20.2**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lessons 16 and 18 (*thoughtfully, grocery, eventually, cautious, buildings, only, contain*). Write the following new words on index cards: *special, situations, temperatures, and system*.

- Use the cards with the new words. Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Display and point to the word *system* and say, “This word is tricky because the ‘y’ is pronounced /i/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /s/ for this letter. We say /i/ for this letter. We say /s/ for this letter. We say /t/ for this letter. We say /ə/ for this letter. We say /m/ for this letter.” Point to the letters as you blend the sounds /s/ /i/ /s/ /t/ /ə/ /m/, *system*. Say, “*System!* It’s a word we use all the time, like when we say ‘They cautiously checked the control system for flaws.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *system*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the /i/ sound spelled ‘y.’” Write *gym* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lessons 16 and 18. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.

- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

Additional Activities to Review All Tricky Words from This Week

(1) Tricky Words Race

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

Note: Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

(2) Call, Flip, Read, Roll

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1-10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. Call out a number at random and have each student take turns finding a card with that number on it in their stack. The student then reads the word aloud. If the word is read correctly, the student may then roll a die and whatever number it lands on is the number of points they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student’s set of cards.

REVIEW

Diphthongs

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will blend and identify words with /oi/ spelled 'oi' and 'oy'. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will read words with /oi/ spelled 'oi' and 'oy'. **TEKS 3.2.A.i**
- Students will identify and read words with closed, open, VCe, and vowel team syllables. **TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use of words with the suffix *-ous*.

- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will read "Coins" orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about key details in the

- text. **TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

- Students will spell and write words with /oy/ > 'oi' and 'oy'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 21.1 Words with 'oi' and 'oy'

- TEKS 3.2.A.i**

Observation Discussion Questions Observation Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|---|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review Words with /oi/ | 3 min. | |
| Phonics—Decoding | | |
| Read Words with /oi/ > 'oi', 'oy' | 3 min. | <input type="checkbox"/> Activity Page 21.1 |
| Read Closed, Open, VCe, and Vowel Team Syllable Words | 3 min. | |
| Morphology | | |
| Identify and Use the Suffix <i>-ous</i> | 6 min. | <input type="checkbox"/> Activity Page 21.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Read "Coins" with Accuracy | 10 min. | <input type="checkbox"/> Activity Page 21.3 |
| Phonics—Encoding | | |
| Spell Words with /oi/ > 'oi', 'oy' | 5 min. | <input type="checkbox"/> dictation journal |

ADVANCE PREPARATION

Phonics—Decoding

- For the syllabication activity, create a chart with the following column headings: *Closed*, *Open*, *VCe*, and *Vowel Team*. You will use this chart in Lesson 21 and Lesson 22.

Reading

- Ensure you have the Unit 2 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *bough*, *mint* (for coins), *alloy*, *pound* (British), *symbol*, and *parking meter*.

Review: Diphthongs, Part 1

Warm-Up



Primary Focus: Students will blend and identify words with /oi/ spelled 'oi' and 'oy'. **TEKS 3.2.A.i**

REVIEW WORDS WITH /OI/ (3 MIN.)

- Introduce the /oi/ sound.
- Say the following words: *boy, toy, joyful, coin, oil, and boiling*.
- Say, "The two letters that make the vowel team in these words glide together a little more than other vowel teams we've reviewed in the last few lessons."
- Write the words above on the board: *boy, toy, joyful, coin, oil, and boiling*.
- Explain that the gliding sound is called a diphthong.
- Say *boy* aloud in a segmented and then blended fashion, exaggerating the gliding sound with 'oooyyeee.' As you exaggerate the sound, slide a finger beneath the letters so that students can associate the sound with print.
- Have students read the word aloud with you, encouraging them to also exaggerate the diphthong.
- Repeat with the other words.

Lesson 21: Review: Diphthongs, Part 1

Phonics—Decoding



Primary Focus

Students will read words with /oi/ spelled 'oi' and 'oy'. **TEKS 3.2.A.i**

Students will identify and read words with closed, open, VCe, and vowel team syllables. **TEKS 3.2.A.ii**

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

READ WORDS WITH /OI/ > 'OI', 'OY' (3 MIN.)

- Point to the words on the board from the Warm-Up.
- Say, “The gliding /oi/ diphthong is spelled two ways. Look at the words on the board. How is it spelled?” (‘oi’ and ‘oy’)
- Mark ‘oy’ in *boy*. Say, “Most of the time, ‘oy’ appears at the end of a syllable or word, as it does in *boy*.”
- Have a student approach the board and mark ‘oy’ in another word on the board, such as *toy*. Say the word aloud and have students read it aloud.
- Mark ‘oi’ in *coin*. Say, “Most of the time, ‘oi’ appears in the middle of a word or syllable, as it does in *coin*.”
- Have a student approach the board and mark ‘oi’ in another word on the board, such as *boiling*. Say the word aloud and have students read it aloud.
- Direct students to Activity Page 21.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Activity Page 21.1



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “The /oi/ sound can be spelled two different ways: ‘oi’ and ‘oy’.

Give a thumbs-up if you agree or a thumbs-down if you disagree.” (*thumbs-up*)

READ CLOSED, OPEN, VCE, AND VOWEL TEAM SYLLABLE WORDS (3 MIN.)

- Direct students’ attention to the chart you prepared in advance on the board. Point to the column headings: *Closed*, *Open*, *VCe*, and *Vowel Team*.
- Say, “In the activity we’re about to do, you will help me identify the syllable type or types for each word. Some of the words will have more than one syllable, so we may write a word in more than one column on the chart.”
- Write the word *comet* on the board.



Language

Learning How English Works

Beginning

Remind students about or reteach the difference between open and closed syllables.

- In a closed syllable, a vowel is followed by (or closed by) one or more consonants.
- In a closed syllable, the vowel makes a short vowel sound, like *basket* or *mitten*.
- In an open syllable, a vowel is followed by nothing.
- In an open syllable, the vowel makes a long vowel sound, like *go* or *hi*.

Intermediate

Provide the following one-syllable words and have students indicate which are open and closed: *be*, *ship*, *ten*, and *my*.

Advanced/ Advanced High

Prompt students to give examples of open and closed syllables.

ELPS 1.F

- Ask, “How many syllables does this word have?” (*two*)
- Underline the vowel in the first syllable. Say, “The vowel is between two consonants.”
- Mark the syllables in *com•et* with a slash. Ask, “What type is the first syllable?” (*closed*) Have students read the first syllable aloud.
- Underline the vowel in the second syllable.
- Ask, “What type is the second syllable?” (*closed*) Have students read the second syllable aloud.
- Write the word in the *Closed* column on the chart.
- Have students read the word aloud.
- Repeat with the following words, marking syllable types as you work: *ego* (*open; open*), *pony* (*open; open*), *came* (*VCe*), *complex* (*closed; closed*), *decoy* (*open; vowel team*), *boil* (*vowel team*), *inside* (*closed; VCe*).
- If the word has more than one syllable type, write it in more than one column.

Lesson 21: Review: Diphthongs, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use of words with the suffix *-ous*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

IDENTIFY AND USE THE SUFFIX *-OUS* (6 MIN.)

- Introduce the suffix *-ous*. Explain that *-ous* is another example of a suffix that changes the part of speech of the root word.
- Say, “The suffix *-ous* changes a noun to an adjective.”
- Write *dangerous* on the board. Read the word aloud with students.
- Ask, “What is the root word?” (*danger*)

TEKS 3.2.A.vi Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

- Say, “The word *danger* is a noun.”
- Point to *dangerous*. Ask, “What is the suffix?” (*-ous*)
- Say, “The suffix *-ous* means ‘full of’ or ‘having a lot of.’ Something that is dangerous is full of danger.”
- Say, “The word *dangerous* is an adjective.”
- Ask a volunteer to say a sentence using the word *dangerous*.
- Point out that the ‘ou’ in *-ous* makes the /u/ sound. Point out that it is different from the sound spelling /ou/ > ‘ou’.
- Repeat the routine with *hazardous*, *poisonous*, *perilous*, and *zealous*.
- Direct students to Activity Page 21.2. Review the instructions, and complete the first item as a class.
- Have students work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Support

Provide additional practice with words that have more than one syllable type. Say and write words with both open and closed syllables *item* (open/closed), *even* (open/closed), *moment* (open/closed), and have students mark each type of syllable by circling the open syllables and underlining the closed syllables.

Activity Page 21.2



Challenge

Have students work in pairs to create their own list of words with the suffix *-ous*. Have them use the words in sentences.

Challenge

Ask volunteers to read some or part of the text aloud. After they read, point out any adjustments the student made to read with accuracy.

Activity Page 21.3



Support

Before reading “Coins,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Part 2

Lesson 21: Review: Diphthongs, Part 2

Reading



Primary Focus: Students will read “Coins” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about key details in the text. **TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

READ “COINS” WITH ACCURACY (10 MIN.)

- Direct students to Activity Page 21.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *sprout, mounds, public figures, drought, rejoice*;
 - phrases: “money doesn’t grow on trees”
 - domain-specific language: *mint, alloys, press, currency*
- Have students follow along as you read “Coins.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the text again, modeling how to sound out unfamiliar words (e.g., *majestic* and *symbolize*).
- Have students practice pronouncing the words with you.
- Read the text once more with the whole class as a choral read.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Wrap-Up

Discussion Questions for “Coins”

1. **Literal.** Where are coins made?
 - » Coins are made in factories called mints.
2. **Literal.** What are alloys?
 - » Alloys are mixtures of metals.
3. **Literal.** What kinds of pictures can be found on coins?
 - » Possible response: Coins may have pictures of former public figures, buildings, animals, mountainous views, or symbols.
4. **Literal.** What are some common uses of coins?
 - » Possible response: Coins are used to provide change and to put in parking meters, vending machines, or piggy banks.
5. **Inferential.** Why might coins come in different sizes and colors?
 - » Possible response: Coins are worth different amounts, and the different sizes and colors help people recognize types of coins more easily.



Reading

Reading Closely

Beginning

Ask students yes/no questions using simple phrases to summarize the text: Do we use coins for money? (*yes*) Are coins made of paper? (*No, they are made of metal.*) Are all coins the same size? (*no*)

Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words: Before we can use _____, they must be made in a _____. (*coins; mint*)

Advanced/ Advanced High

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

ELPS 4.G; ELPS 4.I



Check for Understanding

Thumbs-Up/Thumbs-Down: Say: “Give a thumbs-up if you think I read this sentence with appropriate expression.” Read the following sentence in a monotone voice: “Many people are curious about these round objects because the world of coins is astounding!” (*thumbs-down*)



Observation: Discussion Questions Observation Record

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

- **Turn and Talk:** For the inferential question, have students share their thoughts with one another. Remind students to be sure to cite specifics from the passage to support their answer. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.

Lesson 21: Review: Diphthongs, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /oy/ > 'oi' and 'oy'.

TEKS 3.2.B.i; TEKS 3.2.B.iv

SPELL WORDS WITH /OI/ > 'OI', 'OY' (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /oi/ > 'oi', 'oy'.
- Say, "Remember, the gliding /oi/ diphthong is spelled two ways."
- Say, "Most of the time, 'oy' appears at the end of a syllable or word. Most of the time, 'oi' appears in the middle of a word or syllable."
- Say the word *joyous*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- | | | |
|--------------|----------|----------|
| 1. joyous | 4. foil | 7. royal |
| 2. poisonous | 5. avoid | 8. moist |
| 3. decoy | 6. point | 9. loyal |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|--|
| 1. She enjoys playing with her toys. |
| 2. I will rejoin the voyage next fall. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

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

Lesson 21: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 21.1** for each student.
- Direct students to Activity Page 21.3.
- Have them reread "Coins."
- Review the writing prompt on **Activity Page TR 21.1**.
- Tell students they will write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following words on index cards: *doesn't*, *designs* and *mountainous*.
- Say, "Today we will review some Tricky Words together. You can try to sound out these words, just like you've been doing. But some letters in these words are pronounced differently than we would expect. That's what makes them tricky."

- Display and point to the word *designs* and say, “This word is tricky because each ‘s’ is pronounced /z/, the ‘i’ is pronounced /ie/, and the ‘gn’ is pronounced /n/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /d/ for this letter. We say /ə/ for this letter. We say /z/ for this letter. We say /ie/ for this letter. We say /n/ for these letters. We say /z/ for this letter.” Point to the letters as you blend the sounds: /d/ /ə/ /z/ /ie/ /n/ /z/, *designs*. Say, “*Designs*! It’s a word we hear all the time, like when we say ‘Coins can have interesting designs on them.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *designs*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.

REVIEW

Words with /ou/ 'ou', 'ow', and 'ough'

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will identify words with the /ou/ sound. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will read words with the sound /ou/ spelled with vowel teams 'ou', 'ow', and 'ough'. **TEKS 3.2.A.i**
- Students will identify and read words with closed, open, VCe, and vowel team syllables. **TEKS 3.2.A.ii**

Morphology

- Students will identify the meaning of and use of words with the suffix *-ous*.
TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C

Reading

- Students will reread "Coins" fluently with a partner.
TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4

Phonics—Encoding

- Students will spell and write words with /ou/ > 'ow', 'ou', 'ough'.
TEKS 3.2.B.i; TEKS 3.2.B.iv

FORMATIVE ASSESSMENT

Observation

"Coins" Anecdotal Reading Record

- TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|---|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review Words with /ou/ | 3 min. | |
| Phonics—Decoding | | |
| Read Words with /ou/ > 'ou', 'ow', 'ough' | 3 min. | <input type="checkbox"/> Activity Page 22.1 |
| Read Closed, Open, VCe, and Vowel Team Syllable Words | 3 min. | <input type="checkbox"/> Activity Page 22.2 |
| Morphology | | |
| Identify and Use the Suffix <i>-ous</i> | 6 min. | <input type="checkbox"/> Activity Page 22.3 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Reread "Coins" | 10 min. | <input type="checkbox"/> Activity Page 21.3 |
| Phonics—Encoding | | |
| Spell Words with /ou/ > 'ow', 'ou', 'ough' | 5 min. | <input type="checkbox"/> dictation journal |



TEKS 3.3.C Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Students will work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

ADVANCE PREPARATION

Phonics—Decoding

- To learn more about how your students' language varieties may affect their pronunciation of certain sounds as they decode words, refer to the Language Varieties' Influence on Decoding document, available under the General English Learners resource in the program's digital components site.

Reading

- Ensure you have the Unit 2 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
 - Have students take turns reading the entire passage.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the passage.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *bough*, *mint* (for coins), *alloy*, *pound* (British), *symbol*, and *parking meter*.

Review: Words with /ou/ 'ou', 'ow', and 'ough', Part 1

Warm-up



✦ **Primary Focus:** Students will identify words with the /ou/ sound. **TEKS 3.2.A.i**

REVIEW WORDS WITH /OU/ (3 MIN.)

- Introduce the /ou/ sound.
- Say the following words, having students repeat each after you: *shout, our, cow, shower, pout, power, mouse, crown, bough, and towel.*
- Explain that the /ou/ sound is not the same as the /oi/ sound students have practiced in the previous lesson.
- Say, "I'm going to say words. When you hear a word with the /oi/ sound, raise your right hand. When you hear a word with the /ou/ sound, raise your left hand."
- Conduct the activity with the following words: *employee (right hand), proud (left), oyster (right), announced (left), mouse (left), unspoiled (right), meow (left), and drought (left).*

Support

Provide students with a few more /oi/ and /ou/ words: *mouth, join, joy, and sound.* Have students turn to a partner and decide if the vowel sounds in each of the words sound like /ow/ in *now* or /oi/ in *boy*. Then have each pair share their answers with the class.

Lesson 22: Review: Words with /ou/ 'ou', 'ow', and 'ough', Part 1

Phonics—Decoding


Primary Focus

Students will read words with the sound /ou/ spelled with vowel teams 'ou', 'ow',

✦ and 'ough'. **TEKS 3.2.A.i**

Students will identify and read words with closed, open, VCe, and vowel team

✦ syllables. **TEKS 3.2.A.ii**

✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

READ WORDS WITH /OU/ > 'OU', 'OW', 'OUGH' (3 MIN.)

- Create a T-chart on the board with the headings 'ou' and 'ow'.
- Say the word *shout*. Then write the word in the 'ou' column of the chart, circling the /ou/ sound-spelling. Have students read the word aloud.
- Repeat with the other words from the Warm-Up, writing each in the correct column: *our*, *cow*, *shower*, *pout*, *power*, *mouse*, *crown*, *bough*, and *towel*.
- Say, "The /ou/ sound is usually spelled 'ou' when it comes at the beginning or in the middle of the word."
- Emphasize this by pointing to *our* and *pout*. Have students read these words aloud.
- Say, "The /ou/ sound is usually spelled 'ow' when it comes at the end of the word or in the middle of the word before 'er', 'el', and 'n'."
- Emphasize this by pointing to *cow*, *shower*, *towel*, and *crown*. Have students read these words aloud.
- Say, "Remember, 'ow' can also make the /oe/ sound, as in *pillow*. The 'ow' spelling is tricky. When you see it in a word, you may need to try saying the word with each sound to decide which is right."
- Say, "The /ou/ sound can also be spelled 'ough'." Point to *bough*. Have students read the word aloud.
- Say, "We have learned that 'ough' can make many sounds. The sound /ou/ is one of them."
- Direct students to Activity Page 22.1 and review the instructions. If time allows, have students work on the activity page in class and read the words with a partner. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Note: You may wish to point out to students that the spelling 'ou' sometimes makes the /oo/ sound (as in *soup*) and the short /u/ sound (as in *cousin*). Students will become more familiar with vowel teams that don't make the expected sounds as they practice decoding words.

READ CLOSED, OPEN, VCE, AND VOWEL TEAM SYLLABLE WORDS (3 MIN.)

- Refer students to the chart you began in Lesson 21.

Activity Page 22.1



- Write the word *rebound* on the board.
- Ask, “How many syllables does this word have?” (*two*)
- Underline the vowel in the first syllable.
- Mark the syllables in *re•bound* with a slash. Ask, “What type is the first syllable?” (*open*) Have students read the first syllable aloud.
- Underline the vowel team in the second syllable.
- Ask, “What type is the second syllable?” (*vowel team*) Have students read the second syllable aloud.
- Write the word in the *Open* and *Vowel Team* columns on the chart.
- Have students read the word aloud.
- Direct students to Activity Page 22.2 and review the instructions.
- As a class, work together to identify the syllable types in *spaceship*.
- Have students work on the activity page in class. Circulate as they work.
- If needed, ask students to complete it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

Activity Page 22.2



Challenge

Challenge students to come up with words that have three or more syllables and at least two syllable types, such as *windowpane*. Have small groups share and discuss their words.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “The word *decode* has an open syllable and a VCe syllable. Give a thumbs-up if you agree and a thumbs-down if you disagree.” (*thumbs-up*)

Lesson 22: Review: Words with /ou/ ‘ou’, ‘ow’, and ‘ough’, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use of words with the suffix *-ous*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

- ✦ **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

IDENTIFY AND USE THE SUFFIX *-OUS* (6 MIN.)

- Say, “Remember that *-ous* is another example of a suffix that changes the part of speech of a root word.”
- Ask students to complete this sentence. “If you add the suffix *-ous* to a noun, the word becomes an ____.” (*adjective*)
- Write *fame* on the board. Read the word aloud with the students.
- Say, “This word is a noun. Let’s turn it into an adjective by adding *-ous*.”
- Add *-ous* to *fame*. Ask, “Should I write it like this?” (*no*)
- Demonstrate dropping the ‘e’ to add *-ous*.
- Say the word *famous* and have students read the word aloud.
- Ask, “In your own words, what does *famous* mean?” (*having a lot of fame; lots of people know about you*)
- Ask a volunteer to use the word in a sentence.
- Write *envy* on the board. Read the word aloud with the students. Discuss the meaning of the word.
- Say, “This word is a noun. Let’s turn it into an adjective by adding *-ous*.”
- Add *-ous* to *envy*. Ask, “Should I write it like this?” (*no*)
- Demonstrate replacing the ‘y’ with ‘i’ and adding *-ous*.
- Say the word *envious* and have students read it aloud.
- Ask, “In your own words, what does *envious* mean?” (*full of envy; jealous*)
- Direct students to Activity Page 22.3. Read and briefly define the nouns, and then review the instructions.
- Complete the first item as a class. Have students work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



ENGLISH
LANGUAGE
LEARNERS

Language

Learning How English Works

Beginning

Remind students about VCe syllables.

- In a VCe syllable, a vowel is followed by one consonant and then the silent ‘e’.
- In a VCe syllable, the first vowel makes a long vowel sound.

Intermediate

Provide the following one-syllable words and have students indicate which are VCe syllables: *huge* (*yes*), *hug* (*no*), *lint* (*no*), and *line* (*yes*).

Advanced/ Advanced High

Prompt students to give examples of VCe syllables.

ELPS 1.F

Challenge

Challenge students to write a sentence using both *envious* and *famous*. Have students share their sentences with the class.

Activity Page 22.3



Challenge

Have students annotate the different syllable types using the following marks:

'C' for closed syllables, 'O' for open syllables, 'V' for vowel team syllables, and 'VCe' for Vowel-Consonant-e syllables.

Activity Page 21.3



ENGLISH
LANGUAGE
LEARNERS



Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with 'ou', 'ow', and 'ough'.

Intermediate

Have students share their annotations with another student.

Advanced/ Advanced High

Encourage students to read aloud the words they annotate to a partner.

ELPS 4.A

Lesson 22: Review: Words with /ou/ 'ou', 'ow', and 'ough', Part 2

Reading



Primary Focus: Students will reread "Coins" fluently with a partner.

TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4

REREAD "COINS" (10 MIN.)

Note: Students will read today's passage with a partner. You may wish to review the partner reading routines before they read the passage.

- Direct students back to the passage on Activity Page 21.3. Tell students that today they will reread "Coins" with a partner.
- Take time to answer any questions that students may have about "Coins."
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
 - underline three words with 'ou', 'ow', and 'ough', such as *about*, *brown*, or *bough*;
 - circle three words that end in *-ous*, such as *wondrous*; and

TEKS 3.1.D Students will work collaboratively with others by following agreed-upon rules, norms, and protocols;
TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.4** Read grade-level text with fluency and comprehension.

- highlight three words that have more than one syllable type, such as *numerous*.



Observation: “Coins” Anecdotal Reading Record

As you listen to each student read “Coins,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 22: Review: Words with /ou/ ‘ou’, ‘ow’, and ‘ough’, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /ou/ > ‘ow’, ‘ou’, ‘ough’.

TEKS 3.2.B.i; TEKS 3.2.B.iv

SPELL WORDS WITH /OU/ > ‘OW’, ‘OU’, ‘OUGH’ (5 MIN.)

- Explain to students that they will be writing in their dictation journal.
- Tell students that they will be spelling words with /ou/ > ‘ow’, ‘ou’, and ‘ough’.
- Say, “Remember, the /ou/ sound is usually spelled ‘ou’ when it comes at the beginning or in the middle of the word.”
- Say, “Remember, the /ou/ sound is usually spelled ‘ow’ when it comes at the end of the word or in the middle of the word before ‘er’, ‘el’, and ‘n’.”
- Say, “Remember, the /ou/ sound can also be spelled ‘ough’.”
- Say the word *doubtful*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- | | | |
|-------------|--------------|------------|
| 1. doubtful | 4. household | 7. drought |
| 2. fountain | 5. plow | 8. towel |
| 3. bough | 6. shower | 9. owl |

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. The cowboy rides on the mountainside.
2. The unhappy clown is frowning.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

End Lesson

Lesson 22: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 22.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are done writing, ask pairs to share and check each other’s work.

SHARING

- Pair up students and have one person share the response they wrote about “Coins” on **Activity Page TR 21.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.

- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *designs* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *dəziənz*. Write the letters to spell *designs* on the board.
- Point to the word *designs* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because each /z/ sound is spelled ‘s’, the /ie/ sound is spelled ‘i’, and the /n/ sound is spelled ‘gn.’”
- Show how the letters map to the sounds. Say, “We say /d/ for this letter. We say /ə/ for this letter. We say /z/ for this letter. We say /ie/ for this letter. We say /n/ for these letters. We say /z/ for this letter.” Point to the letters as you blend the sounds: /d/ /ə/ /z/ /ie/ /n/ /z/, *designs*. Say, “*Designs!* It’s a word we use all the time.”
- Repeat with the words *doesn’t* and *mountainous*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.

- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

REVIEW

Words with /ae/ > 'eigh'

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will identify words with the /ae/ sound. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will read words with the quadgraph 'eigh'. **TEKS 3.2.A.i**
- Students will identify and read words with closed, open, VCe, and vowel team syllables. **TEKS 3.2.A.ii**

Morphology

- Students will identify the meaning of and use of words with the suffix *-ous*.
TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C

Reading

- Students will read "Zoila's Sleigh" fluently and answer questions about key details in the text. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

- Students will spell and write words with /ae/ > 'eigh'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 23.3

Define Words

- TEKS 3.2.A.ii; TEKS 3.2.B.vii; TEKS 3.3.C**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|--|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review Words with /ae/ | 3 min. | |
| Phonics—Decoding | | |
| Read Words with /ae/ > 'eigh' | 3 min. | <input type="checkbox"/> Activity Page 23.1 |
| Read Closed, Open, VCe, and Vowel Team Syllable Words | 3 min. | <input type="checkbox"/> Activity Page 23.2 |
| Morphology | | |
| Identify and Use the Suffix <i>-ous</i> | 6 min. | <input type="checkbox"/> Activity Page 23.3 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Read "Zoila's Sleigh" | 10 min. | <input type="checkbox"/> Activity Pages 23.4, 23.5 |
| Phonics—Encoding | | |
| Spell Words with /ae/ > 'eigh' | 5 min. | <input type="checkbox"/> dictation journal |

ADVANCE PREPARATION

Phonics—Decoding

Consider having students cut the word cards on Activity Page 23.2 before the activity begins.

Universal Access

- Gather pictures to represent the words in the Reading activity: *sleigh* (dogsled type), *drought*, *snowplow*, *harnesses*, and *freight*.

Review: Words with /ae/ > 'eigh', Part 1

Warm-up



✦ **Primary Focus:** Students will identify words with the /ae/ sound. **TEKS 3.2.A.i**

REVIEW WORDS WITH /AE/ (3 MIN.)

- Remind students what they have learned about words with the /ae/ sound.
- Say the following words, having students repeat each after you: *fame, paint, day, same, faint, and say.*
- Say, "These are all words with the /ae/ sound. Let's say more words with the /ae/ sound."
- Say the following words, having students repeat each after you: *eight, sleigh, weight, neighbor, and freight.*



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, "The following words all have the /ae/ sound: *eighth, nay, crane.* Give a thumbs-up if you agree or a thumbs-down if you disagree." (*thumbs-up*)

Lesson 23: Review: Words with /ae/ > 'eigh', Part 1

Phonics—Decoding

**Primary Focus**

✦ Students will read words with the quadgraph 'eigh'. **TEKS 3.2.A.i**

Students will identify and read words with closed, open, VCe, and vowel team

✦ syllables. **TEKS 3.2.A.ii**

✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

READ WORDS WITH /AE/ > 'EIGH' (3 MIN.)

- Create a chart on the board with the following headings: 'a_e', 'ai', 'ay', 'eigh'.
- Say the word *fame* again. Then write the word in the 'a_e' column of the chart, marking the VCe spelling. Have students read the word aloud.
- Repeat with other words from the Warm-Up, writing each in the correct column and marking the sound spelling: *fame*, *paint*, *day*, *same*, *faint*, and *say*. Have students read each word.
- Point to the 'eigh' heading of the chart. Say, "The /ae/ sound is also sometimes spelled with 'eigh'. This spelling does not happen very often. We need to remember how to spell words with 'eigh'."
- Say the 'eigh' words from the Warm-Up, writing each in the correct column and marking the sound spelling: *eight*, *sleigh*, *weight*, *neighbor*, and *freight*. Have students read each word.
- Direct students to Activity Page 23.1 and review the instructions. If time allows, have students work on the activity page in class and read the words aloud with a partner. If not, ask students to complete it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

READ CLOSED, OPEN, VCE, AND VOWEL TEAM SYLLABLE WORDS (3 MIN.)

- Assign students to partners or small groups.
- Direct students to Activity Page 23.2 and review the instructions.
- Have students work together to complete the activity. Circulate as students work, assuring they are sorting words correctly.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Challenge

After students have sorted their word cards, challenge them to come up with sentences using the words. Have students share their sentences with the class.

Activity Page 23.1



Activity Page 23.2



Support

Provide students with a few words with the suffix *-ous*. Then have students turn to a partner and say a sentence with the word. Have pairs discuss if it is the correct usage of the word.

Activity Page 23.3



ENGLISH
LANGUAGE
LEARNERS



Language

Learning How English Works

Beginning

Ask students to raise their hand when they hear a word with the suffix *-ous*: *curious* (yes), *cloudiness*, *anxious* (yes), *delicious* (yes), *heavyweight*, *obvious* (yes), *rushing*, *nervous* (yes).

Intermediate

Have students practice using the words by providing sentence frames. For example, *The boy was _____ about what was in the box. (curious)*

Advanced/

Advanced High Ask a question using one of the words and have a volunteer answer. For example, "What are you curious about?"

ELPS 1.C

Lesson 23: Review: Words with /ae/ > 'eigh', Part 1

Morphology



Primary Focus: Students will identify the meaning of and use of words with the suffix *-ous*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

IDENTIFY AND USE THE SUFFIX *-OUS* (6 MIN.)

- Write the following words on the board: *jealous*, *previous*, and *tedious*.
- Ask, "What do these words have in common?" (*They end with -ous.*)
- Say, "These words are like other words we have learned about that have the suffix *-ous*. They are adjectives."
- Circle the *-ous* in each of the words.
- Say, "These words have root words that may not be familiar to us. Some come from Latin, Greek, and other languages."
- Write *serious* on the board. Say, "This word is an example. It comes from the Latin word *serius*. Like the Latin word, if something is serious, it is important or needs careful thought or attention. In English we use the ending *-ous* with this word as we do with other adjectives that have that ending sound. In words like *anxious*, *fabulous*, and *generous*, the root words may not sound familiar to us at all."
- Direct students to Activity Page 23.3 and review the instructions. Complete *anxious* and *outrageous* as a class.
- Have students choose either *anxious* or *outrageous* and work with a partner to discuss how the affix changed the meaning of the root word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

TEKS 3.2.A.vi Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.



Reading

Reading Closely

Beginning

Have a strong reader work with a struggling reader to complete the comprehension questions.

Intermediate

Have a small group read the first paragraph together, taking turns, and work together to complete the comprehension questions.

Advanced/
Advanced High

Have students read independently and then work with a partner to share their responses to the comprehension questions.

ELPS 4.1

Support

Before reading Zoila's "Sleigh", show the images you prepared in advance. Have students repeat the word after you as you show each image.

Activity

Pages 23.4, 23.5



Lesson 23: Review: Words with /ae/ > 'eigh', Part 2

Reading



Primary Focus: Students will read "Zoila's Sleigh" and answer questions about key details in the text. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

READ "ZOILA'S SLEIGH" (10 MIN.)

- Direct students to Activity Page 23.4.
- Define unfamiliar words and phrases for students. You may want to include the following:
 - words: *drought*, *hoisted*, *power* (verb), *courteous*, *boisterous*
 - phrases: "outweighed her love," "serious amount," "precious freight"
- Have students follow along as you read "Zoila's Sleigh."
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *spontaneous* and *fabulous*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.
- After students have read the passage, have them turn to Activity Page 23.5 and complete the comprehension questions. If they don't complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Check for Understanding

Circulate as students are working, asking them to explain their responses to the comprehension questions.

Lesson 23: Review: Words with /ae/ > 'eigh', Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /ae/ > 'eigh'.

TEKS 3.2.B.i; TEKS 3.2.B.iv

SPELL WORDS WITH /AE/ > 'EIGH' (5 MIN.)

- Explain to students that they will be writing in their dictation journal.
- Tell students that they will be spelling words with /ae/ > 'eigh'.
- Say, "Remember, the /ae/ sound is sometimes spelled with 'eigh'. This spelling does not happen very often. We need to remember how to spell words with 'eigh.'"
- Say the word *eight*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- | | | |
|-------------|-------------|---------------|
| 1. eight | 4. sleigh | 7. weightless |
| 2. freight | 5. weigh | 8. eighty |
| 3. neighbor | 6. eighteen | 9. weighty |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Say the following sentences aloud, pausing to provide students time to write.

1. I love my neighborhood.
2. You should wear a lightweight jacket today.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

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

## Lesson 23: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 23.1** for each student.
- Direct students to Activity Page 23.4.
- Have them reread “Zoila’s Sleigh.”
- Review the writing prompt on **Activity Page TR 23.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences. Students should
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

## 24

## REVIEW

## Mixed Review

## PRIMARY FOCUS OF LESSON

## Warm-Up

- ✦ Students will review words with vowel teams. **TEKS 3.2.A.i**

## Phonics—Decoding

- ✦ Students will review reading words with vowel teams and quadgraphs. **TEKS 3.2.A.i**
- Students will review identifying and reading words with closed, open, VCe, and
- ✦ vowel team syllables. **TEKS 3.2.A.ii**

## Morphology

Students will review identifying the meaning of and use of words with the

- ✦ suffix *-ous*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will reread “Zoila’s Sleigh” fluently with a partner.

- ✦ **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

## Phonics—Encoding

Students will spell and write words with /oi/ > ‘oy’ and ‘oi’, /ou/ > ‘ou’, ‘ow’, ‘ough’,

- ✦ and /ae/ > ‘eigh’. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Observation

## “Zoila’s Sleigh” Anecdotal Reading Record

- ✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Read grade-level text independently; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                            |
|------------------------------------------------------------------------------------------------|-------------|---------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                             |
| <b>Warm-Up</b>                                                                                 |             |                                             |
| Review Words with /oi/, /ou/, and /ae/<br>Sound Spellings                                      | 3 min.      |                                             |
| <b>Phonics—Decoding</b>                                                                        |             |                                             |
| Review Words with /oi/, /ou/, /ae/                                                             | 3 min.      |                                             |
| Read Closed, Open, VCe, and Vowel Team<br>Syllable Words                                       | 3 min.      | <input type="checkbox"/> Activity Page 24.1 |
| <b>Morphology</b>                                                                              |             |                                             |
| Identify and Use the Suffix <i>-ous</i>                                                        | 6 min.      | <input type="checkbox"/> Activity Page 24.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                             |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                             |
| <b>Reading</b>                                                                                 |             |                                             |
| Reread “Zoila’s Sleigh”                                                                        | 10 min.     | <input type="checkbox"/> Activity Page 23.3 |
| <b>Phonics—Encoding</b>                                                                        |             |                                             |
| Encoding Review                                                                                | 5 min.      | <input type="checkbox"/> dictation journal  |

## ADVANCE PREPARATION

### Reading

- Ensure you have the Unit 2 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire story.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the story.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *sleigh* (dogsled type), *drought*, *snowplow*, *harnesses*, and *freight*.

## Review: Mixed Review, Part 1

# Warm-Up



ENGLISH  
LANGUAGE  
LEARNERS

**Primary Focus:** Students will review words with vowel teams. **TEKS 3.2.A.i**

### REVIEW WORDS WITH /OI/, /OU/, AND /AE/ SOUND-SPELLINGS (3 MIN.)

- Say, “This week we learned about spelling the /oi/ sound.”
- Write /oi/ on the board. Say and write each of the following words on the board underneath the /oi/ heading: *appoint, boiling, destroy, enjoy, rejoin*.
- Point to each word on the board and have students read it aloud.
- Say, “This week we also learned about spelling the /ou/ sound.”
- Write /ou/ on the board. Say and write each of the following words on the board underneath the /ou/ heading: *shout, our, cow, shower, bough, drought*.
- Point to each word on the board and have students read it aloud.
- Say, “One other spelling we learned this week was for the /ae/ sound.”
- Write /ae/ on the board. Say and write each of the following words on the board underneath the /ae/ heading: *eight, sleigh, weightless, neighbor, freight*.
- Point to each word on the board and have students read it aloud.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “The following words all have the /ae/ sound: *bought, coil, loyally, lost*. Give a thumbs-up if you agree and a thumbs-down if you disagree.” (*thumbs-down*)

## Language

### Learning How English Works

Ask students to perform particular actions when they hear words with different sounds. For example, they may raise a hand if they hear a word with /oi/, stand up if they hear a word with /ou/, or nod their head if they hear a word with /ae/: *heavyweight* (nod head), *around* (stand up), *avoid* (raise hand), *annoy* (raise hand), *howl* (stand up), and *eighteen* (nod head).

### Intermediate

Write *heavyweight* on the board. Have a volunteer approach the board and mark the letters that make the sound for /ae/. Repeat with other words taught during the week.

### Advanced/

### Advanced High

Name a sound (/oi/, /ou/, or /ae/) and ask students to say a word that contains that sound.

**ELPS 1.C**

**TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.



Lesson 24: Review: Mixed Review, Part 1

# Phonics—Decoding



## Primary Focus

- ✦ Students will review reading words with vowel teams and quadgraphs. **TEKS 3.2.A.i**
- ✦ Students will review identifying and reading words with closed, open, VCe, and vowel team syllables. **TEKS 3.2.A.ii**

### REVIEW WORDS WITH /OI/, /OU/, /AE/ (3 MIN.)

- Say, “Let’s continue to review the vowel team spellings we reviewed this week.”
- Say, “Let’s read these words with the /oi/ sound again.”
- Point to the words from the Warm-Up: *appoint, boiling, destroy, enjoy, rejoin*. Have students read them aloud with you.
- Ask, “What is another word with the /oi/ sound spelled with ‘oy’ or ‘oi’?”
- Have volunteers write one or two responses for each spelling on the board. Have students read the added words aloud with you.
- Say, “Now let’s read these words with the /ou/ sound again.”
- Point to the /ou/ words from the Warm-Up: *shout, our, cow, shower, bough, drought*. Have students read them aloud with you.
- Ask, “What is another word with the /ou/ sound spelled with ‘ou’, ‘ow’, or ‘ough’?”
- Have volunteers write one or two responses for each spelling on the board. Have students read the added words aloud with you.
- Say, “And now let’s read these words with the /ae/ sound spelled ‘eigh’.”
- Point to the ‘eigh’ words from the Warm-Up: *eight, sleigh, weightless, neighbor, freight*. Have students read them aloud with you.
- Ask, “What is another word with the /ae/ sound spelled with ‘eigh’?”

## Support

Remind students that they can clap out syllables. Remind them that it can also be helpful to divide words into syllables using a slash. Demonstrate if needed.

## Challenge

Have students generate their own list of /ae/, /ou/, and /oi/ words. Then have them write a paragraph using several of the words. Ask them to mark the sound spellings in the /ae/, /ou/, and /oi/ words. Have students share their work with a partner.

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Have volunteers write responses on the board. Have students read the added words aloud with you.

### READ CLOSED, OPEN, VCE, AND VOWEL TEAM SYLLABLE WORDS (3 MIN.)

- Say, “Let’s continue to review words with closed, open, VCe, and vowel team syllables.”
- Direct students to Activity Page 24.1 and review the instructions.
- Have students read aloud the first few words, and write them on the board.
- Do a quick review of closed and open syllables by asking students to approach the board and circle the open syllables and underline the closed syllables.
- Circulate as students work, asking students to identify syllable types in the words they are sorting.
- Have students complete the activity page at home, if needed.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

#### Activity Page 24.1



### Lesson 24: Review: Mixed Review, Part 1

# Morphology



**Primary Focus:** Students will review identifying the meaning of and use of words with the suffix *-ous*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### IDENTIFY AND USE THE SUFFIX *-OUS* (6 MIN.)

- Say, “Let’s continue to review words with *-ous*.”
- Direct students to Activity Page 24.2. Review the instructions and complete the first item as a class.

#### Activity Page 24.2



**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

- Have students work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work independently to complete the rest of the activity page in class. Circulate as students work, answering questions as needed. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Lesson 24: Review: Mixed Review, Part 2

## Reading



**Primary Focus:** Students will reread “Zoila’s Sleigh” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

### REREAD “ZOILA’S SLEIGH” (10 MIN.)

**Note:** Students will read today’s story with a partner. You may wish to review the partner reading routines before they read the story.

- Direct students back to the passage on Activity Page 23.3. Tell students that today they will reread “Zoila’s Sleigh” with a partner.
- Take time to answer any questions that students may have about “Zoila’s Sleigh.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- Tell students that after they finish reading, they should work together to
  - underline three words with the /oi/ sound, such as *joined* and *Troy*;
  - draw a box around three words with the /ou/ sound, such as *outweighed*;
  - put a star by three words with the /ae/ sound spelled ‘eigh’, such as *sleigh*;
  - circle three words with *-ous*, such as *marvelous*.

**TEKS 3.1.D** work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Read grade-level text independently.

### Challenge

Have students annotate other words in the text that contain vowel teams they have learned about, such as *season* and *snow*.

### Activity Page 23.3



**ENGLISH  
LANGUAGE  
LEARNERS**

### Reading

#### Reading Closely

#### Beginning

Work with student pairs to identify a few words with the /oi/, /ou/, and /ae/ sounds.

#### Intermediate

Have students share their annotations with another student.

#### Advanced/ Advanced High

Encourage students to read aloud the words they annotate to a partner.

**ELPS 4.A**



### Observation: “Zoila’s Sleigh” Anecdotal Reading Record

As you listen to each student read “Zoila’s Sleigh,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

## Lesson 24: Review: Mixed Review, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /oi/ > ‘oy’ and ‘oi’; /ou/ > ‘ou’, ‘ow’, and ‘ough’, and /ae/ > ‘eigh’. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

### ENCODING REVIEW (5 MIN.)

- Explain to students that they will be writing in their dictation journal.
- Tell students that they will be spelling words with /oi/ > ‘oy’ and ‘oi’; /ou/ > ‘ou’, ‘ow’, and ‘ough’; and ‘ae’ > ‘eigh’ that they learned about this week.
- Say, “Remember, the /ou/ sound is usually spelled ‘ou’ when it comes at the beginning of the word or in the middle of the word. The /ou/ sound is usually spelled ‘ow’ when it comes at the end of the word or in the middle of the word before ‘er’, ‘el’, and ‘n.’”
- Say, “Remember, /oi/ is spelled two ways. Most of the time, ‘oy’ appears at the end of a syllable or word. Most of the time, ‘oi’ appears in the middle of a word or syllable.”
- Say, “Remember, the /ae/ sound is sometimes spelled with ‘eigh’. This spelling does not happen very often. We need to remember how to spell words with ‘eigh.’”
- Say the word *weightless*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.



**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- |               |             |              |
|---------------|-------------|--------------|
| 1. weightless | 4. drought  | 7. joyous    |
| 2. cowboy     | 5. avoid    | 8. poisonous |
| 3. decoy      | 6. eighteen | 9. shout     |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                            |
|--------------------------------------------|
| 1. The power went out in the neighborhood. |
| 2. The mouse sits on a mound of soil.      |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

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

## Lesson 24: Foundational Skills

# Additional Support

### PHONICS SUPPORT

- Make one copy of **Activity Page TR 24.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are done, ask pairs to share and check each other's work.

## SHARING

- Pair up students and have one person share the response they wrote about “Zoila’s Sleigh” on **Activity Page TR 23.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

## REVIEW

# Foundational Skills Review

## PRIMARY FOCUS OF LESSON

### Phonics—Decoding

- Students will review reading words with vowel teams. **TEKS 3.2.A.i**
- Students will review identifying and reading words with closed, open, VCe, and vowel team syllables. **TEKS 3.2.A.ii**

### Morphology

- Students will review identifying the meaning of and using words with prefixes and suffixes. **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### Reading

- Students will independently read “Giovanni’s Safety Lesson” and will answer questions about key details in the text.
- TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.5**

### Phonics—Encoding

- Students will complete the dictation posttest for Unit 2. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

### Activity Page 25.5

### Unit 2 Dictation Posttest

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.



## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                   |
|------------------------------------------------------------------------------------------------|---------|-----------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                             |
| <b>Phonics—Decoding</b>                                                                        |         |                             |
| Word Baseball                                                                                  | 6 min.  |                             |
| Read Closed, Open, VCe, and Vowel Team Syllable Words                                          | 3 min.  | ☐ Activity Page 25.1        |
| <b>Morphology</b>                                                                              |         |                             |
| Review Prefixes and Suffixes                                                                   | 6 min.  | ☐ Activity Page 25.2        |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                             |
| <b>Part 2 (15 min.)</b>                                                                        |         |                             |
| <b>Reading</b>                                                                                 |         |                             |
| Read “Giovanni’s Safety Lesson” Independently                                                  | 10 min. | ☐ Activity Pages 25.3, 25.4 |
| <b>Phonics—Encoding</b>                                                                        |         |                             |
| Unit 2 Dictation Posttest                                                                      | 5 min.  | ☐ Activity Page 25.5        |

## ADVANCE PREPARATION

### Phonics

- Draw a baseball diamond on the board (see illustration). Create your own list of words from the unit or use the following list of words during the Word Baseball game. You may also want to gather magnets to represent the “runners.”

|             |            |               |              |               |
|-------------|------------|---------------|--------------|---------------|
| 1. shelves  | 11. decide | 21. beach     | 31. oboe     | 41. doodle    |
| 2. grape    | 12. golf   | 22. indeed    | 32. phew     | 42. gluestick |
| 3. grain    | 13. cage   | 23. chief     | 33. continue | 43. shook     |
| 4. twine    | 14. shame  | 24. speeding  | 34. argue    | 44. woodshed  |
| 5. praise   | 15. dove   | 25. knight    | 35. chalk    | 45. appoint   |
| 6. slope    | 16. huge   | 26. tries     | 36. cause    | 46. oyster    |
| 7. mule     | 17. stripe | 27. highlight | 37. squawk   | 47. growl     |
| 8. cease    | 18. fail   | 28. supplies  | 38. ought    | 48. mouth     |
| 9. crust    | 19. away   | 29. boast     | 39. caught   | 49. eight     |
| 10. precise | 20. globe  | 30. throat    | 40. cough    | 50. cloud     |

### Phonics

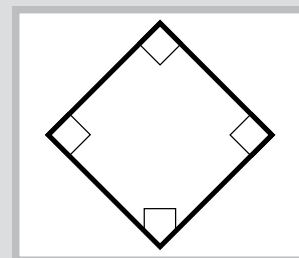
Make sure each student has a red, yellow, green, and blue colored pencil or crayon for the syllable activity.

### Phonics—Encoding

- To learn more about how your students’ language varieties may affect their encoding skills, refer to the Language Varieties’ Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program’s digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *mountain range*, *skateboard*, *shed*, *kneepads* (for skateboard), *subdivision*, and *oak tree*.



## Lesson 25: Review: Foundational Skills Review, Part 1

## Phonics—Decoding



## Primary Focus

- ✦ Students will review reading words with vowel teams. **TEKS 3.2.A.i**
- ✦ Students will review identifying and reading words with closed, open, VCe, and vowel team syllables. **TEKS 3.2.A.ii**

**WORD BASEBALL (6 MIN.)**

- Say, “We’re going to play a game to review sound spellings we learned about in this unit.”
- Divide the class into two teams, having one team at a time line up at the board. (You may choose to have students stay seated and divide the class into teams by the manner in which they are seated.) Each team takes a turn “at bat.”
- Say, “I’m going to write a word on the board and you will all read the word in your head. The person at bat will read the word aloud. If the word is read correctly, your team will go to the next base. Then the next person on your team is at bat. When your team gets to home plate, you will get a point. We will continue until a word is misread.”
- Set a timer for six minutes. Say, “The team that has the most runs when the timer rings is the winning team.”
- Point out that accuracy is important, so students have to be careful reading the words you are going to display. At the same time, speed is also important, so they must pay close attention.
- Write a word from the list you prepared in advance. Ask the first student on the first team to read it aloud. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player then goes to the back of the team’s line, while the next player comes forward to read the next word. If the word is correctly read, draw a line from first to second base. Alternately you may use magnets to represent the “runners.”

**Support**

Have pairs work together. Have a student whisper the pronunciation of a word to a partner before saying it aloud. The partner may confirm the pronunciation or make a suggestion.

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Play continues this way. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “one run” for the team.
- Play continues for the team so long as no words are misread. When a word is misread, the next team takes its turn at bat.

### READ CLOSED, OPEN, VCE, AND VOWEL TEAM SYLLABLE WORDS (3 MIN.)

- Say, “Let’s continue to review words with closed, open, VCe, and vowel team syllables.”
- Direct students to Activity Page 25.1 and review the instructions. Complete the first item together.
- Consider having students work in pairs.
- Circulate as students work, answering questions as needed.
- Have students complete the activity page at home, if needed, and make sure students have the supplies they need.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

Activity Page 25.1



## Lesson 25: Review: Foundational Skills Review, Part 1

# Morphology



**Primary Focus:** Students will review identifying the meaning of and using words with prefixes and suffixes.

**TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### REVIEW PREFIXES AND SUFFIXES (6 MIN.)

- Say, “Let’s review the prefixes and suffixes we learned about in this unit.”
- Direct students to Activity Page 25.2 and review the instructions.
- Read each of the base words aloud with students. Then complete the first item.

Activity Page 25.2



**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

## Challenge

---

Have students create a list of words that have both a prefix and a suffix, such as *unmeaningful* or *unluckily*. Then have students define the words.

ENGLISH  
LANGUAGE  
LEARNERS



## Language

---

### Learning How English Works

#### Beginning

Ask students to raise their left hand if they hear a word with a prefix or their right hand if they hear a word with a suffix: *actor* (*right*), *imperfect* (*left*), *joyous* (*right*), *incorrect* (*left*), and *subset* (*left*).

#### Intermediate

Use the following frame to review prefixes and suffixes students have learned about: *The* (*prefix/suffix*) \_\_\_\_\_ *means* \_\_\_\_\_

#### Advanced/

#### Advanced High

Ask a question using a word with a prefix or suffix for students to answer. For example: "If people disagree, do they agree?" (*no*)

**ELPS 1.C**

- Have students work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. Circulate as students work, answering questions as needed. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



## Check for Understanding

---

**Thumbs-Up/Thumbs-Down:** Say, "A prefix goes at the beginning of a word. A suffix goes at the end of a word. Give a thumbs-up if you agree or a thumbs-down if you disagree." (*thumbs-up*)

## Lesson 25: Review: Foundational Skills Review, Part 2

## Reading



**Primary Focus:** Students will independently read “Giovanni’s Safety Lesson” and will answer questions about key details in the text.

**TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.5**

### READ “GIOVANNI’S SAFETY LESSON” INDEPENDENTLY (10 MIN.)

- Tell students that they will be reading “Giovanni’s Safety Lesson” independently. Direct students to Activity Page 25.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
  - words: *preplanned*, *terrain*, *unintentionally*, *wincing*, *gawk*
  - phrases: “filled him with awe,” “prove to be a misstep”
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *certainly* and *precautions*).
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
  - underline at least ten words with vowel teams, such as *Tuesday* and *high*;
  - circle at least five words with prefixes or suffixes, such as *preplanned* and *thoughtfulness*; and

Activity Pages  
25.3, 25.4



### Support

Before reading “Giovanni’s Safety Lesson”, show the images you prepared in advance. Have students repeat the word after you as you show each image.

Have students focus on one annotation at a time. For example, first have them read and underline words with vowel teams. On the next read, have them put a box around the words with prefixes or suffixes, and so on.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.5** Self-select text and read independently for a sustained period of time.



Reading

Reading Closely

**Beginning**

Have students write the words from the passage on their own paper using columns to categorize the skills (e.g., *Words with vowel teams*).

**Intermediate**

Have students work with a partner to annotate the text.

**Advanced/**

**Advanced High**

Have students work independently to annotate the text and then compare their work with a partner's.

**ELPS 4.A**

Activity Page 25.5



- write one word for each of the following types of syllables: closed, open, VCe, and vowel team.
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 25.4 independently. If they don't complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



**Check for Understanding**

Circulate as students are working, asking them to explain their annotation decisions.

**Lesson 25: Review: Foundational Skills Review, Part 2**

**Phonics—Encoding**



**Primary Focus:** Students will complete the dictation posttest for Unit 2.

**TEKS 3.2.B.i; TEKS 3.2.B.iv**

**UNIT 2 DICTATION POSTTEST**

- Direct students to Activity Page 25.5. Review the instructions together.
- Tell students that they will be spelling words with different sound-spellings that they learned about in Unit 2.
- Say the word *cautious*. Repeat it. Have students write it on Activity Page 25.5.
- Repeat with the remaining words.

- |               |                |                |
|---------------|----------------|----------------|
| 1. cautious   | 4. undoubtedly | 7. preannounce |
| 2. invaluable | 5. rejoin      | 8. joyfully    |
| 3. powerful   | 6. disengage   | 9. weightless  |

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Then tell students you will say two sentences aloud for them to spell.
- Say the following sentences aloud, pausing to provide students time to write.

1. Her daughter and niece might be at the poolside.
2. May I borrow some large gloves?

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

~ End Lesson ~

## Lesson 25: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 25.1** for each student.
- Direct students back to Activity Page 25.3.
- Have them reread “Giovanni’s Safety Lesson.”
- Review the writing prompt on **Activity Page TR 25.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences. Students should
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.



- Then, pair up students and have one person share the response they wrote about “Giovanni’s Safety Lesson” on **Activity Page TR 25.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

### TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lesson 21 (*doesn’t, designs, mountainous*) and any additional Tricky Words that you reviewed this week. Write the following new words on index cards: *eye, aren’t, and thoughtfulness*.
- Use the cards with the new words. Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Display and point to the word *aren’t* and say, “This word is tricky because the ‘are’ is pronounced /ar/. The ‘n’ and ‘t’ are blended and pronounced /n/ /t/. The apostrophe is not pronounced.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”

- Point to the letters as you say them. Say, “In this word, we say /ar/ for these letters. We blend and say /n/ /t/ for these letters. We do not say anything for the apostrophe.” Point to the letters as you blend the sounds: /ar/ /n/ /t/, *aren’t*. Say, “*Aren’t!* It’s a word we use all the time, like when we say ‘I’m just so thankful your injuries aren’t worse.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *aren’t*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the blended /n/ /t/ sound spelled ‘n’t.’” Write *can’t* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lesson 21. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

## **Additional Activities to Review All Tricky Words from This Week**

### **(1) Tricky Words Race**

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

**Note:** Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

### **(2) Call, Flip, Read, Roll**

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1-10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. Call out a number at random and have each student take turns finding a card with that number on it in their stack. The student then reads the word aloud. If the word is read correctly, the student may then roll a die and whatever number it lands on is the number of points they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student's set of cards.

# Teacher Resources

|         |          |
|---------|----------|
| Grade 3 | Skills 2 |
|---------|----------|

**Teacher Guide**

# Teacher Resources

|                                                          |     |
|----------------------------------------------------------|-----|
| Anecdotal Reading Record                                 | 307 |
| Discussion Questions Observation Record                  | 308 |
| Additional Support Activity Pages                        | 309 |
| Activity Book Answer Key                                 | 336 |
| Additional Support Activity Page Answer Key              | 364 |
| Texas Essential Knowledge and Skills Correlation Chart   | 371 |
| English Language Proficiency Standards Correlation Chart | 377 |

**ANECDOTAL READING RECORD—UNIT 2**

**Name:**

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:



# Additional Support Activity Pages

---

|         |          |
|---------|----------|
| Grade 3 | Skills 2 |
|---------|----------|

---

**Teacher Guide**



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.1

Reread "Fame on Stage." In this story, Mike wants to become famous, but he needs help to do so. What characters in the story help Mike in his quest to become a famous actor? How do their actions help him achieve his dreams?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 2.1

## Words with /ie/ > 'i\_e'

Read the words below. Circle the words that become new words if you add 'e' to the end. Then write the new words.

|             |              |            |            |
|-------------|--------------|------------|------------|
| <b>slid</b> | <b>fit</b>   | <b>rid</b> | <b>wit</b> |
| <b>twin</b> | <b>strip</b> | <b>fin</b> | <b>dim</b> |

### New Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 4.1

## Sort Words with 'a\_e', 'i\_e', 'o\_e', and 'u\_e'

Read each word in the word bank. Complete the chart below with the words in the Word Bank.

### Word Bank

|        |        |           |           |
|--------|--------|-----------|-----------|
| unlike | used   | sandstone | fate      |
| skate  | became | quite     | tightrope |
| nose   | glide  | cube      | perfume   |

| 'a_e' | 'i_e' | 'o_e' | 'u_e' |
|-------|-------|-------|-------|
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 5.1

Reread "Hope the Sculptor." What is the theme, or central message, about life in this story? What events in the story convey this theme?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 6.1

Reread “How to Sketch a Giraffe.” Follow the instructions outlined in the passage to draw a giraffe. Then identify the step or steps from the passage that you found most helpful and explain why.



---

---

---

---

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 7.1

## Sort Words with Hard 'g' > /g/ and Soft 'g' > /j/

Complete the chart with words from the Word Bank.

### Word Bank

|         |        |       |       |
|---------|--------|-------|-------|
| goodbye | ginger | game  | magic |
| page    | gummy  | stage | brag  |

| /g/ | /j/ |
|-----|-----|
|     |     |
|     |     |
|     |     |
|     |     |





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 9.1

## Read Words with /ae/

Read the passage and circle words with the sound /ae/.

Sophia and Matt were best friends. They rode the bus together every day. They loved playing soccer. They jumped in puddles when it rained. They shared all the details of their lives. One morning Matt explained that his family was going to move away. Sophia did not know what to say. She felt sad. She was afraid that they would not be friends anymore. Matt told her that everything was going to be okay. They would send letters to each other in the mail. That way they would always be best friends.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 11.1

Reread “Kailanie’s Bees.” A theme is a story’s central message or lesson about life. Describe the theme of “Kailanie’s Bees.” Identify two pieces of evidence from the passage that helped you figure out the theme.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Review Common Long Vowel Teams: /ie/ > 'igh', 'ie'

Listen to the words your teacher reads aloud. Determine whether each word is spelled with the 'igh' or 'ie' vowel team. Write the correct vowel team on the lines below.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 13.1

Reread “Boat Races: Fun on the Water.” In this text, the author describes what it takes to be a good member of a boat crew. What traits does the author identify as important for teamwork on a boat crew? Use details from your life to describe when you have used those traits to be a part of a team.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Words with /ue/ > 'ew', 'ue'

Circle the misspelled words in the passage below. Then provide their correct spellings.

The students continewed to preveuw the article. The author chose to argu against eating barbecu. Fue students agreed with the author's vuepoint.

Later, the students reviewed the article. Even fuer saw vawew in the author's ideas.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 15.1

Reread “Snow Day.” The setting is when and where a story takes place. The plot is what happens in the story. Describe the setting of “Snow Day.” Use details from the passage to explain how the setting affects what happens in the story.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 16.1

Reread “Chalk Art.” If you were a chalk artist, where would you make art? What would your art look like? Explain your thinking, and draw a sketch of your design.

---

---

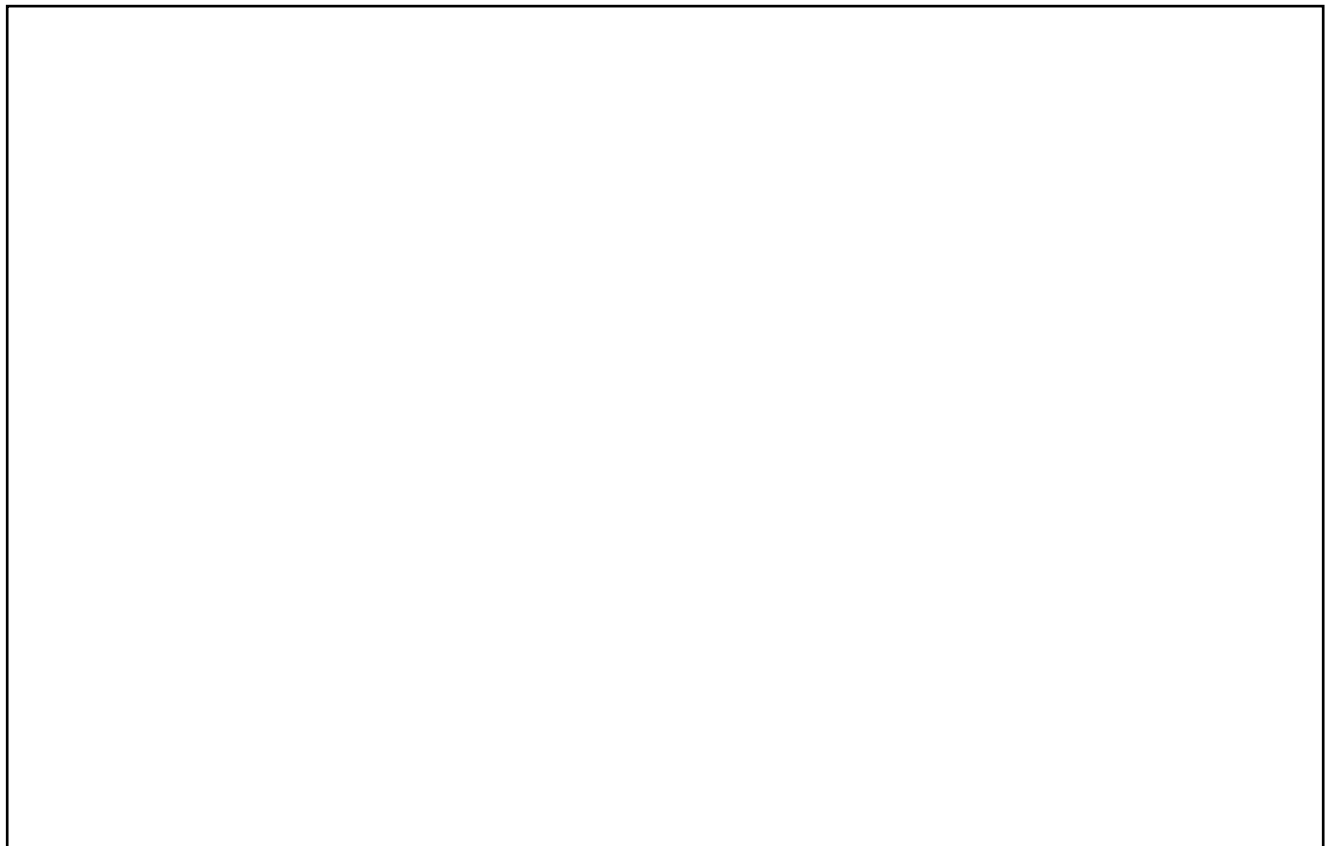
---

---

---

---

---





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 17.1

## Words with /aw/

Read each sentence. Fill in the blank by adding the correct spelling for each /aw/ sound: 'augh', 'ough', 'aw', 'al', or 'au'. Read each completed sentence.

1. The diamond was fl\_\_\_\_\_less.
2. The cat c\_\_\_\_\_t the mouse.
3. The players gathered at the b\_\_\_\_\_lpark.
4. My little sister made a dr\_\_\_\_\_ing of a cat.
5. The lunchtime tea was for mothers and d\_\_\_\_\_ters.
6. My favorite shirt is in the l\_\_\_\_\_ndry.
7. You really\_\_\_\_\_t to remember my birthday.
8. Most students w\_\_\_\_\_k to school or take the bus.
9. The door closes \_\_\_\_\_tomatically.
10. I made a th\_\_\_\_\_tless mistake on the test.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 18.1

Reread “Brooklyn and the Baby Baboon.” After visiting the zoo, Brooklyn realizes something important about herself: She wants to help animals. Use details from your life to describe a time when you discovered something important about yourself.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 19.1

## Vowel Teams with /oo/ and /oo/

Read the passage. Circle the words with the vowel teams that make the sound /oo/ (as in *book*). Underline the words with the vowel teams that make the sound /oo/ (as in *moon*).

The Smith family moved into a house on Maple Avenue. On their first day, they took a walk around the neighborhood. They saw flowers blooming in the park. They met a woman walking a poodle. They shook hands and introduced themselves. Her name was Sue. She invited the Smiths to a cookout where they could meet more neighbors. It started at noon. The Smiths said, “See you soon!”

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 20.1

## Vowel Team Cards

Cut out the vowel team cards. Distribute one to each student pair or group. Then have students write down all the words they can think of with that sound spelling in the time allotted.

ough

u\_e



al

ue

aw

oo

au

augh

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 20.2

Reread “To the Moon.” Describe one scene you could clearly imagine in your mind while reading the story. Which words and phrases in the passage most helped you create your mental image?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 22.1

## Words with /ou/

Read each sentence. Complete each word by adding the correct spelling for the /ou/ sound: 'ow', 'ou', or 'ough'. Read each completed sentence.

1. The king has a cr\_\_\_\_\_n on his head.
2. I had to sh\_\_\_\_\_t so she could hear me.
3. A circle is r\_\_\_\_\_nd.
4. How many people live in the t\_\_\_\_\_n?
5. The player got a red card for a f\_\_\_\_\_l.
6. During the dr\_\_\_\_\_t, there was very little rain.
7. Listen for the cat's me\_\_\_\_\_.
8. The farmer fixed the pl\_\_\_\_\_.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 23.1

Reread “Zoila’s Sleigh.” Use details from the passage to describe how the setting of the story, or where the story takes place, affects the plot, or what happens to the characters.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 24.1

## Closed, Open, VCe, and Vowel Team Syllable Words

Read each word. Look at the underlined syllable. Write whether the syllable is open, closed, VCe, or vowel team.

1. bookcase \_\_\_\_\_

2. driveway \_\_\_\_\_

3. snowflake \_\_\_\_\_

4. drawback \_\_\_\_\_

5. rebound \_\_\_\_\_

6. destroy \_\_\_\_\_

7. rejoin \_\_\_\_\_

8. soil \_\_\_\_\_

9. bayside \_\_\_\_\_

10. sprint \_\_\_\_\_



# ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **1.1** ACTIVITY PAGE

**Words with /ae/ > 'a\_e'**

Read each word in the word bank. Then, read each sentence. Write the correct word from the word bank to complete each sentence. Each word has the spelling pattern /ae/ > 'a\_e'. Read each completed sentence.

**Word Bank**

|      |       |      |
|------|-------|------|
| gave | plane | late |
| cape | pale  | vane |

1. The superhero always wears a cape.
2. Her face went pale when she saw how tall the roller coaster was.
3. The plane went faster and faster until it took off into the air.
4. My grandmother's barn has a weather vane on the roof.
5. She arrived late to the party after getting stuck in traffic.
6. Jack gave the teddy bear to Emma.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **1.2** ACTIVITY PAGE

**Words with -or**

Read each verb and definition in the chart. Make each verb into a noun that matches the definition by adding the suffix -or. Change the word's spelling as needed. The first one has been done for you.

| Verb     | Definition            | Noun              |
|----------|-----------------------|-------------------|
| sculpt   | someone who sculpts   | sculptor          |
| decorate | someone who decorates | <u>decorator</u>  |
| conduct  | someone who conducts  | <u>conductor</u>  |
| direct   | someone who directs   | <u>director</u>   |
| instruct | someone who instructs | <u>instructor</u> |
| act      | someone who acts      | <u>actor</u>      |
| invent   | someone who invents   | <u>inventor</u>   |
| visit    | someone who visits    | <u>visitor</u>    |

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **1.3** ACTIVITY PAGE

Follow along as your teacher reads the passage.  
When you reread the passage with a partner, mark up the text as follows:

- Underline words with 'i\_e'.
- Circle words that end in -ful.

**Fame on Stage**

Mike was a skillful actor. He had big plans to make a name for himself on stage, so he signed up for many auditions. Every night, he wished for fame and a fan base.

One day, Mike got a call from a play director, Mrs. Tate.

"We would like for you to audition for a part in our next play," Mrs. Tate said to Mike.

What an exciting offer! He was flattered and grateful but also quite nervous. Mike ran to tell his advisor, a successful actor named Jade. Jade was a wonderful guide and always gave Mike respectful and helpful advice.

"Be brave and be yourself," Jade told Mike.

Mike was careful in preparing for his audition. He spent all of his free time going over his lines. He wanted to give the performance of a lifetime. If he impressed the director, he would surely land the part!

When audition day came, Mike felt both hopeful and fearful. This was his shot. He took a breath and went to the side of the stage. He remembered Jade's advice and walked onto the stage with confidence. He gave a powerful performance. He made each line come to life!

When Mike finished his audition, the room full of visitors and spectators was silent. With a watchful gaze from the side, the director stood up, smiled, and began to clap.

"Bravo, Mike! That was wonderful," said Mrs. Tate.

Mike felt a wave of happiness wash over him. He had impressed the director! He was on cloud nine.

A few days later, Mike got another call from Mrs. Tate.

"Congrats, Mike. We would like to cast you as an actor in our play," she said.

He had gotten the part! He was both joyful and thankful. His dream of fame and growing his fan base would soon become a reality. Mike knew he had a long ride ahead of him, but he was ready for it.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**1.4** ACTIVITY PAGE

**Unit 2 Dictation Pretest**

Write each word that your teacher dictates.

1. cautious
2. invaluable
3. powerful
4. undoubtedly
5. rejoin
6. disengage
7. preannounce
8. joyfully
9. weightless

Write the entire sentence that your teacher dictates.

1. Her daughter and niece might be at the poolside.  
\_\_\_\_\_  
\_\_\_\_\_
2. May I borrow some large gloves?  
\_\_\_\_\_  
\_\_\_\_\_

Choose a word from the list above and use it to write your own sentence.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**2.1** ACTIVITY PAGE

**Words with /ie/ > 'i\_e'**

Read each word. Circle the words with /ie/ > 'i\_e'.

- slime    rip    quit    time    strip
- pin    glide    pine    slip    kite
- ripe    fit    twine    grip    wide

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**2.2** ACTIVITY PAGE

**Words with -ful**

Read the text "Pup" below. Read again and circle the words with the suffix *-ful*. Then, fill in the chart. Write the word you circled in the left column. Write the meaning of the root word and suffix in the middle column, and write the meaning in your own words in the right column. The first one has been done for you.

**Pup**

Pup is Sam's dog. She is playful. She loves to run. But Pup is also powerful. When Sam plays with Pup, he is careful. Pup runs fast. She can knock things over. Sam is thoughtful. He does not want Pup to break something when they play. He is respectful.

| Word with <i>-ful</i> | Meaning with <i>-ful</i> | In your own words. . .                        |
|-----------------------|--------------------------|-----------------------------------------------|
| playful               | full of play             | loving to play                                |
| <u>powerful</u>       | <u>full of power</u>     | Sample response: <u>having a lot of power</u> |
| <u>careful</u>        | <u>full of care</u>      | Sample response: <u>showing care</u>          |
| <u>thoughtful</u>     | <u>full of thought</u>   | Sample response: <u>thinking carefully</u>    |
| <u>respectful</u>     | <u>full of respect</u>   | Sample response: <u>showing respect</u>       |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

3.1 ACTIVITY PAGE

### Words with /oe/ > 'o\_e'

Complete the following words with the letters 'o' and 'e'. Each word has the spelling pattern /oe/ > 'o\_e'. Read the words with a partner.

1. postp. o n e
2. ringt. o n e
3. sm. o k e stack
4. sl. o p e
5. tromb. o n e
6. m. o p e
7. j. o k e
8. gl. o b e

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

3.2 ACTIVITY PAGE

### Words with un- and -ful

Read each root word. Create new words by adding the prefix *un-* to each root word. Then, read the new word. If the new word also contains a suffix, underline the suffix.

1. un true
2. un wind
3. un fruitful
4. un opened
5. un harmful
6. un helpful
7. un truthful
8. un lock
9. un happy

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

3.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with 'u\_e'.
- Circle words with the prefix *re-*.

### The Role of Code

Have you ever wanted to know how your phone or computer works? Let's decode some of this puzzle.

Do you know how people and computers communicate with each other? They use the language of code. Code is how computers understand human language. When you use a computer and tell it to do something, the computer receives that information in the form of code.

Code has a huge role in our world. There is no debate or dispute about that. Code is used in so many ways. When you play a game on your phone or game console, it is code that tells the game what steps to execute or do. When you type a text to a friend, a code helps send it. Want a new ringtone? Open your phone settings and code will help with that.

With code, we can rethink, revisit, and solve daily problems. For example, through code we can unlock a door without a key. We can lower the volume on or even mute a device without touching any of its buttons. We can be reminded to feed our cute pets. We can even have a device feed them for us! Code can also help us explore our huge globe from our own home! Code is so useful. The amount of things we can accomplish through code almost feels unreal.

Who writes the code for computers? Coders do! Coders are computer programmers who compose and write code. Sometimes, they write a code that is unable to do what the coders want it to do. Time to rethink it! They may need to rewrite it many times. Coders refuse to give up until the code is useful.

Learning to code can feel unfamiliar at first, but it can also be fun! You can create your own games or program your own apps. The number of things you can do is unbelievable! When trying to write code, you may feel confused at first. If a code you compose has a mistake, you can undo it. You can reset it or reopen it later and retry. If you are still unsure, save the code and reuse it for a different task. If you rewrite your codes and refuse to give up, you will get the hang of it.

So, the next time you use your phone or computer, think about the codes that make it work. Who knows? Maybe one day, you'll be an unstoppable coder too!

NAME: \_\_\_\_\_  
 DATE: \_\_\_\_\_

**3.4** ACTIVITY PAGE

**“The Role of Code” Comprehension Questions**

- What is code?  
Code is information that tells a computer what to do.  
 \_\_\_\_\_  
 \_\_\_\_\_
- What types of technologies use code?  
Technologies that use code include computers, phones, apps, and game consoles.  
 \_\_\_\_\_  
 \_\_\_\_\_
- How does code improve people’s everyday lives? Give examples from the text.  
Code can unlock doors, set reminders, and change the volume on devices.  
 \_\_\_\_\_  
 \_\_\_\_\_

- Why do coders sometimes need to rewrite code?  
Sometimes code does not do what it is programmed to do.  
 \_\_\_\_\_  
 \_\_\_\_\_
- Why does the author say that code has a “huge role” in our world?  
Sample Response: The author argues that code has a “huge role” in our world because it is used by a number of popular technologies.  
 \_\_\_\_\_
- Do you think you would enjoy learning to write code? Why or why not?  
Sample Response: I think I would enjoy learning to write code. Code is used to communicate with computers and phones. I like to know how technology works. By learning to write code, I could learn more about how these technologies do what they do.  
 \_\_\_\_\_

NAME: \_\_\_\_\_  
 DATE: \_\_\_\_\_

**4.1** ACTIVITY PAGE

**Two-Syllable VCe Words**

Read each word. Circle two-syllable words with a VCe syllable pattern. Read each word that you circled.

- lifelike    excuse    milestone    escape    sunshine  
smokestack    planned    perfume    mute    useful  
 trapping    slop    conductor    undo    upgrade

NAME: \_\_\_\_\_  
 DATE: \_\_\_\_\_

**4.2** ACTIVITY PAGE

**Words with re-**

Read each clue and base word. Write the base word with the prefix re-. Then write the meaning of the new word. The first one has been done for you.

| Clue                                                    | Base Word | Word with prefix re- | New Word Meaning               |
|---------------------------------------------------------|-----------|----------------------|--------------------------------|
| to cause to happen                                      | do        | redo                 | to do again                    |
| to reflect on                                           | think     | rethink              | to think about something again |
| to look at and make meaning from text, or printed words | read      | reread               | to read again                  |
| to make an effort at                                    | try       | retry                | to try again                   |
| to put a thought into printed words                     | write     | rewrite              | to write again                 |
| to look at                                              | view      | review               | to view again                  |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

5.2 ACTIVITY PAGE

### Words with Prefixes and Suffixes

Think about the words you created using the word cards on Activity Page 5.1. Use five of the words you created in sentences below. Read your completed sentences.

1. Sample response: The governor signed the new law.  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

5.3 ACTIVITY PAGE

Read "Hope the Sculptor" once. Then reread the passage and mark up the text as follows:

- Underline words with VCe spellings.
- Circle words with the prefixes *un-* and *re-*.
- Draw a box around words with the suffixes *-ful* and *-or*.

### Hope the Sculptor

Hope was a skillful sculptor and creator. She was known for carving works of art into stone. She could take a single, lone stone and make it into a masterful work of art. For months now, Hope had been tirelessly working on a midsize floating limestone cube for her hometown art show. She had put quite a bit of time into this sculpture, which was not unusual for her.

Just five days before her hometown art show, Hope made a huge mistake on the cube. She sliced off an uneven corner chunk by accident.

"Oh, this must be a joke! This is just pitiful," she whined. "How can I be so unlucky? This is unfit for the show!"

Her anger made her want to explode. There was no way she could postpone the show. She felt unwell knowing she had to quickly redo almost all of it.

In a stressful haze of panic, she picked up her chisel and mallet and got to work. She stayed up way past her bedtime trying to reshape and resize the limestone cube. She didn't take a break until sunrise.

The next day, Hope got a visitor. It was her advisor James, another talented sculptor who came to check on her progress. He greeted her with a handshake. Her advisor was careful as he inspected the huge limestone cube that Hope had begun to redo.

"What do you think?" Hope asked in a dreadful tone. "Is it ruined?"

After a few moments, her advisor responded, "Let me provide you with a bit of helpful advice, Hope. It is unwise to be so unkind to and unsure of yourself. Be grateful for your mistakes as a creator. Mistakes can be beautiful too."

Hope thought about her advisor's words for awhile. As a smile began to grow on her face, she no longer felt unhappy. She was thankful for his advice. She decided there and then that her limestone cube was complete and wonderful mistakes and all.

By the time her hometown art show arrived, Hope felt peaceful. She was proud of her limestone cube. People lined up to see it. They loved it, just like she did. Hope felt grateful for James's helpful advice. She hoped to get the chance to return the favor one day.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

5.4 ACTIVITY PAGE

### "Hope the Sculptor" Comprehension Questions

1. What kind of sculpture was Hope making?  
Hope was sculpting a cube.  
\_\_\_\_\_  
\_\_\_\_\_
2. Why was Hope angry when the sculpture broke?  
Hope was angry because the sculpture took a long time and the show was only five days away.  
\_\_\_\_\_  
\_\_\_\_\_
3. Why did Hope stay up until sunrise?  
Hope stayed up until sunrise trying to fix her sculpture.  
\_\_\_\_\_  
\_\_\_\_\_

4. Who is James?

James is Hope's advisor.

\_\_\_\_\_  
\_\_\_\_\_

5. Based on his actions, what are some of James's traits?

Sample Response: James showed Hope how her mistakes

actually made the sculpture more beautiful. I think James is

calm and wise.

\_\_\_\_\_  
\_\_\_\_\_

6. How did people react to seeing Hope's sculpture?

People loved the sculpture.

\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**6.1** ACTIVITY PAGE

### Words with Hard and Soft 'c'

Read the words in the word bank. Sort the words in the word bank according to whether they have a hard 'c' or soft 'c'. Read your list of hard 'c' words and then read your list of soft 'c' words.

#### Word Bank

|       |         |        |        |        |
|-------|---------|--------|--------|--------|
| cup   | cent    | castle | cease  | decide |
| place | coconut | pencil | cobweb | camper |

| Hard 'c' | Soft 'c' |
|----------|----------|
| cup      | place    |
| cobweb   | cent     |
| coconut  | cease    |
| castle   | pencil   |
| camper   | decide   |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**6.2** ACTIVITY PAGE

### Root Words and Prefixes: un-, re-

Read the words. Circle the prefix or prefixes, and underline the root words. If the word also has a suffix, be sure to underline just the root word. Read the root words.

1. unfold

2. redo

3. refill

4. unimportant

5. rename

6. unreviewed

7. unusual

8. rethink

9. unreturned

10. unlucky

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**6.3** ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words that have a hard 'g'.
- Draw a box around words that have a soft 'g'.
- Circle words that use the prefix *dis-*.
- Highlight multisyllabic words that have VCe syllables.

### How to Sketch a Giraffe

Sketching is an exciting activity. You don't need to be a master artist to do it! Here's how to sketch a gentle giant, a giraffe.

1. Prepare your things. Grab a pencil, an eraser, and a piece of paper.
2. Make sure you have a tidy surface to work on. Be aware that working in an unclean space is unwise because you might get distracted by the mess. But if you prefer it messy, that's OK too!
3. Preplan your image before you start to sketch. Preview photos of giraffes, and plan out the shape and size of your giraffe. This way you can make sure you'll have enough space on your paper to draw it.
4. At the top of your page, make a circle for the giraffe's head. Be gentle with how you use your pencil. This will prevent unwanted harsh lines and make it easier to erase when necessary. You can retrace your lines later to make them more defined.



5. Add two small circles for the eyes and a curved, uneven line for the mouth. You can also include two short lines on top of the giraffe's head for its hornlike bones. These are called ossicones.
  6. In the middle of your page, sketch a large oval for the body. Connect the giraffe's head to its body with a line for the giraffe's neck. Add four lines from the body for the legs. Give the giraffe a tail.
  7. Spruce up and refine your sketch with some details. Make small circles inside the giraffe's body for its spots. Add a landscape to your sketch to show where the giraffe might live. Maybe you can include a nice sunrise too.
  8. Review your work for any mistakes. Don't be disappointed if you made some! You don't have to discard your sketch. You can gently undo mistakes with your eraser. You can even redraw certain parts if you dislike them.
  9. Your giraffe sketch is now complete. Time to admire your work.
  10. Tidy up and rearrange your work surface. Dispose of unused paper and garbage.
- You sketched such a nice image. The more you practice, the better you'll get. So keep your pencil close by, and don't distrust your skills. Maybe next time you can sketch a cupcake, baseball, flagpole, or even a reptile!

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**7.1** ACTIVITY PAGE

### Multisyllabic VCe Words

Read each of the words below. Then draw a slash to separate each word into syllables.

1. pan/cake
2. camp/site
3. en/er/gize
4. grave/site
5. de/cide
6. en/tice
7. ci/ty/wide
8. cen/ti/pede

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**7.2** ACTIVITY PAGE

### Root Words and Prefixes: *un-* and *dis-*

Read each sentence and root word. Fill in each blank by adding either *un-* or *dis-* to the root word. Read each sentence with the new word.

1. The dishonest boy told a lie.  
(honest)
2. Sara felt unhappy when she lost her glove.  
(happy)
3. Sometimes friends disagree with each other.  
(agree)
4. Carla's frown showed her discomfort with the idea.  
(comfort)
5. The dog was unable to reach the ball under the couch.  
(able)
6. Please unfold your napkin and put it on your lap.  
(fold)
7. The school has rules against being unkind.  
(kind)
8. Jack felt disbelief when he realized he lost his homework.  
(belief)

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**8.1** ACTIVITY PAGE

### VCe Words That End in /v/ or /j/

Read each sentence. Then, use 'ive', 'age', or 'ave' to complete each VCe word. Each word will end in /v/ or /j/. Read the completed sentence.

1. The band performed onstage.
2. Children need to behave in school.
3. Photos help readers engage with the story.
4. The city needs to repave Main Street.
5. Please do not uncage the wild skunk!
6. The man asked the jeweler to engrave the ring.
7. Trees cannot talk or move, but they are alive.
8. Fresh paint can really revive a room.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

8.2 ACTIVITY PAGE

### Root Words and Prefixes: pre-

Read each word in the word bank, and then read each sentence. Choose the correct word from the word bank to match each word with its definition.

#### Word Bank

|           |            |         |           |
|-----------|------------|---------|-----------|
| preselect | prehistory | preteen | predawn   |
| prejudge  | preheat    | premake | preseason |

- to warm something up before using preheat
- the time before sunrise predawn
- to choose earlier preselect
- the time before written records prehistory
- the time before a season starts preseason
- to form an idea before getting information prejudge
- the time before adolescence preteen
- to make before premake

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

8.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Draw a box around words with syllables that have the vowel team 'ai'.
- Underline words with syllables that have the vowel team 'ay'.
- Circle words with the prefixes *dis-* and *pre-*.

### Dinosaurs

Many years ago, amazing beasts claimed our earth as their home. These beasts were known as dinosaurs. Let me give you more details about these creatures. You won't leave disappointed. I predict you will want to know more.

These prehistoric creatures came in a wide range of shapes and sizes. Some were as large as the cars on a train. Some were as small as a hummingbird. They could move in different ways, too. Some ran at runaway speeds. Others moved slowly. Some could sail high in the sky past a mountain ridge. Others could dive deeply into the bays and lakes.

Some dinosaurs were herbivores. They always ate plants. Herbivores munched mainly on an array of trees and grasses on the plains. Others were carnivores and ate meat. These carnivores would have to hunt to survive. Other dinosaurs were afraid of them.

Over time, the dinosaurs became extinct and disappeared. Scientists had many debates about how this happened. Although some might disagree, most of them maintain that the dinosaurs' disappearance happened after a huge asteroid fell from the sky. They say that when it hit the earth, it caused

a massive change in the environment, and the dinosaurs could not survive what we now call the Ice Age.

Even though dinosaurs are no longer alive, what remains of their decayed bodies are bones. These are called fossils. Today, scientists work to find and preserve these fossils. The fossils help explain what happened to the dinosaurs and provide answers to questions like "How did dinosaurs live and move?" and "Why did they disappear?"

Today, we can visit museums to see dinosaur fossils on display. Prepare and do some prework before you head to the museum. Take a dive into books to preview some facts! This will train your brain to look for details before your visit. There is so much left to discover about the incredible age of dinosaurs!

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

8.4 ACTIVITY PAGE

### "Dinosaurs" Comprehension Questions

- What did dinosaurs look like?  
Dinosaurs came in a wide range of shapes and sizes.  
\_\_\_\_\_  
\_\_\_\_\_
- What did herbivores eat?  
Herbivores ate trees and grasses.  
\_\_\_\_\_  
\_\_\_\_\_
- Why were some dinosaurs afraid of other dinosaurs who were carnivores?  
Carnivores eat meat, so some dinosaurs were afraid they might be eaten by carnivores.  
\_\_\_\_\_  
\_\_\_\_\_

4. What do scientists think caused dinosaurs to become extinct?

Scientists think the environment changed after a huge asteroid hit Earth and dinosaurs could not survive the Ice Age.

5. How do people study dinosaurs today?

People study fossils, visit museums, and read books about dinosaurs.

6. Did reading this passage make you want to learn more about dinosaurs? Why or why not?

Yes, I want to learn more about the different types of dinosaurs and their day-to-day lives.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

9.1 ACTIVITY PAGE

### Long Vowel Teams: 'ai' and 'ay'

Read each sentence. Complete each word by choosing the correct vowel team 'ai' or 'ay'. Read each completed sentence.

1. We st\_\_\_\_\_ay\_\_\_\_\_ inside when it is cold.
2. The ch\_\_\_\_\_ai\_\_\_\_\_n on my necklace broke.
3. Trains rarely der\_\_\_\_\_ai\_\_\_\_\_, or fall off the track.
4. The football game is on Sund\_\_\_\_\_ay\_\_\_\_\_.
5. What is the m\_\_\_\_\_ai\_\_\_\_\_n idea of the text?
6. You wear a belt around your w\_\_\_\_\_ai\_\_\_\_\_st.
7. The store put up a new displ\_\_\_\_\_ay\_\_\_\_\_.
8. Please do not compl\_\_\_\_\_ai\_\_\_\_\_n about the heat.
9. The fans watched the repl\_\_\_\_\_ay\_\_\_\_\_ on the scoreboard.
10. The gr\_\_\_\_\_ay\_\_\_\_\_ socks are the warmest.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

9.2 ACTIVITY PAGE

### Root Words and Prefixes: *dis-*, *pre-*

Read each root word and definition. Then make a new word to match the definition by adding the prefix *dis-* or *pre-* to the given root word.

1. **root:** qualify **definition:** to have early approval \_\_\_\_\_prequalify\_\_\_\_\_
2. **root:** taste **definition:** to have an early sample \_\_\_\_\_pretaste\_\_\_\_\_
3. **root:** place **definition:** to choose a location earlier \_\_\_\_\_preplace\_\_\_\_\_
4. **root:** taste **definition:** to not enjoy \_\_\_\_\_distaste\_\_\_\_\_
5. **root:** connect **definition:** to remove a link between two things \_\_\_\_\_disconnect\_\_\_\_\_
6. **root:** qualify **definition:** to rule that someone is unfit to compete \_\_\_\_\_disqualify\_\_\_\_\_
7. **root:** connect **definition:** to link together before \_\_\_\_\_preconnect\_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

10.1 ACTIVITY PAGE

### Review Prefixes: *un-*, *re-*, *dis-*, *pre-*

Read each sentence and root. Fill in each blank by adding *un-*, *re-*, *dis-*, or *pre-* to the root word. Read each completed sentence.

1. Lana needed to \_\_\_\_\_reshape\_\_\_\_\_ the dough so it would fit in the pan.  
(shape)
2. The new tablet came \_\_\_\_\_preloaded\_\_\_\_\_ with games.  
(loaded)
3. Paul started to \_\_\_\_\_distrust\_\_\_\_\_ Steve after he cheated in tennis.  
(trust)
4. Lea was \_\_\_\_\_uncertain\_\_\_\_\_ about which friends to invite to the party.  
(certain)
5. Wearing shorts on a snowy day is an \_\_\_\_\_unusual\_\_\_\_\_ choice.  
(usual)
6. Daisy was excited to attend a special \_\_\_\_\_preview\_\_\_\_\_ of the new movie.  
(view)
7. Kayla \_\_\_\_\_reset\_\_\_\_\_ the game so they could play again.  
(set)
8. Ray really \_\_\_\_\_disliked\_\_\_\_\_ broccoli.  
(liked)

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**10.2** ACTIVITY PAGE

Read "Eve's Race" once. Then reread the passage and mark up the text as follows:

- Underline words with soft 'c' or 'g'.
- Put a box around words that end in /v/ or /f/.
- Circle words with prefixes.
- Highlight words with vowel team syllables.

**Eve's Race**

Eve loved running. Her aim was to gain a spot in this year's famed City Circuit race. Everyone told her it was a huge challenge. That never discouraged Eve. She knew that if she managed her time well and trained daily, she could someday compete in that giant race.

Eve decided that she had to prepare and follow a preset training plan. Every day, she would run down the streets of New York City. She ran places instead of using the subway. She would dodge traffic and brave the hot sun and cold rain without complaint. There were days when Eve felt unfit and was displeased with her speed. Despite it all, Eve returned to her training plan daily. She made a game of running circles around the park. She would sometimes find a trail mate to run with and help her train.

On race day, Eve felt giddy and excited waiting at the starting line. She wished she could predict the outcome. Eve reminded herself that she was prepared. Then she strained to hear the starting whistle. Once she did, she took off without delay.

Eve held a steady pace for a long distance. She felt unstoppable as she ran past the large crowds. The city was her stage. But just a few yards from the finish line, Eve began to feel an uncomfortable pain in her knee. The pain became so strong that Eve fell. As she sat up, a nurse on the sidelines rushed to gently check Eve's knee.

"Your knee is in bad shape. This is an unlucky incident, but it is not uncommon," said the nurse. "You will be unable to run the rest of the race today. But you should be able to walk."

Eve sat there in disbelief, plainly upset about her knee. But she did not complain. Her faith in herself was unshaken. She reentered the race and slowly limped to the finish line. Eve did not win the race, but she was not totally disappointed. She felt pride in how hard she had trained and prepared. That feeling was priceless. Her injury had been unfortunate but unavoidable. She could not have prevented it.

That night, Eve recommitted herself to running. "I have to try again because I really love running," she thought to herself. She vowed that once her knee had recovered and she regained her strength, she would train and try again for next year's race without delay. She couldn't wait to relive the unbelievable feeling of racing toward her dreams.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**10.3** ACTIVITY PAGE

**"Eve's Race Comprehension Questions"**

1. What event does Eve want to compete in?

Eve wants to compete in the annual City Circuit race.

2. What does Eve do to prepare for the event?

Eve follows a training plan.

3. How does Eve feel on the day of the event?

Eve feels giddy and excited to run in the race.

4. What happens during the event?

During the run, Eve hurts her knee and cannot continue running. Instead, she limps across the finish line.

5. Why doesn't Eve quit?

Eve worked hard to train for the race, and she did not want to miss out on her goal because of an injury.

6. What are some words or phrases you would use to describe Eve based on the events of the story?

Accept answers such as strong, brave, determined, hardworking.

**Two-Syllable Words with Vowel Team Syllables**

Read each word in the list. Divide each two-syllable word into syllables by placing a slash between the syllables. Then circle the vowel team. Read each word again to check your work.

1. lead/er
2. creek/side
3. in/deed
4. sea/side
5. pleas/ing
6. be/lief
7. pro/ceed
8. re/trieve
9. de/feat
10. in/crease

**Root Words and Prefixes: non-**

Read the words in the word bank and the definitions below. Use the word bank to match each word with its definition.

**Word Bank**

|         |            |            |           |
|---------|------------|------------|-----------|
| unhappy | nonfiction | nondairy   | unfair    |
| nonstop | disagree   | disbelieve | nonliving |

1. to have different opinions disagree
2. not alive nonliving
3. without a pause or break nonstop
4. containing no milk nondairy
5. not honest or just unfair
6. not cheerful, sad unhappy
7. stories that are true nonfiction
8. to think something is not true disbelieve

Follow along as your teacher reads the passage.  
 When you reread the passage with a partner, mark up the text as follows:

- Put a box around words with vowel team syllables 'igh' or 'ie' that make the /ie/ sound.
- Circle words with the prefix *mis-*.

**Kailanie's Bees**

Kailanie is a beekeeper. Make no mistake. Keeping bees is hard work. Kailanie sometimes works nonstop to keep her bees safe and happy. She oversees them in their creekside hives with care. The bees love the freedom of their open hives, and Kailanie feels at peace when she is with her honeybees.

Kailanie wakes from her nightly dreams with high hopes for another delightful day with her bees. She speeds across the field to the hives, always eager to greet her bees!

On one of her first fall mornings as a beekeeper, Kailanie cried out her daily greeting to the bees. "Hello, my sweet bees," she said. "It is daylight and time to take flight!"

But the bees did not react to the sunlight or to Kailanie. They were not speeding around the hives. Most remained flightless. Kailanie felt defeat and grief. It was her job to shield the bees from harm. She cleaned and dried the hives. She checked the extra food supplies. She tried everything to achieve the right match for their needs, but nothing seemed to work.

"What else can I do? I need to seek help right away," she sighed.

Kailanie read nonfiction books about beekeeping. She learned more about flowers as bee food.

"I think I need to make sure my bees have flowers in every season. But I believe I should seek out an expert," she thought. "I want to make sure I did not misread or misunderstand."

"You did not misunderstand at all, Kailanie. Flowers that bloom in all seasons will increase your supplies of all of the right foods," agreed the expert.

Kailanie was pleased that she had been right. She planted all kinds of flowers in mismatched pots to give her honeybees nonstop nectar. No more mistakes!

"Here you go, sweet bees," said Kailanie. "I believe you will feel better now."

In a brief time, Kailanie's bees did feel better. They took flight around the hives and filled the skies over the creek.

"I am so relieved!" Kailanie cried with delight. "My bees are happy and are making honey again. I can't wait to taste that sweet treat."

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

12.1 ACTIVITY PAGE

### Two-Syllable Words with Vowel Team Syllables

Read along as your teacher reads the syllables in the syllable bank. Then, read the sentences. Combine the syllables in the syllable bank to form two-syllable words that complete the sentences below. Read the completed sentences.

#### Syllable Bank

| First Syllables |        | Second Syllables |       |
|-----------------|--------|------------------|-------|
| high            | ap     | way              | light |
| might           | day    | y                | fried |
| up              | bright | hood             | plied |
| re              | knight | en               | right |

- The clown applied pink makeup to her cheeks.
- There is an accident on the highway.
- The new lamp will brighten the room.
- The tiger released a mighty roar.
- In the snow, the daylight can be blinding.
- Please hold the wood upright so I can apply the glue.

7. Dani stirred the refried beans.

8. In the story, the prince achieved knighthood.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

12.2 ACTIVITY PAGE

### Root Words and Prefixes: *mis-*

Read each word below. Determine whether each word uses the prefix *mis-*. Circle *yes* if it does, or *no* if it does not.

- miss Yes/No
- misspoke Yes/No
- mistrust Yes/No
- mismatched Yes/No
- mission Yes/No
- mister Yes/No
- misuse Yes/No
- miserable Yes/No

Write the definitions of the words that use the prefix *mis-*.

misspoke: to speak incorrectly

mistrust: to not trust

mismatched: not matched

misuse: to use incorrectly

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

13.1 ACTIVITY PAGE

### Review Common Long Vowel Teams: /oe/ > 'oa', 'oe', 'ow', 'ough'

Complete the following words using the vowel teams in the vowel team bank. Read the words.

#### Vowel Team Bank

|    |    |    |      |
|----|----|----|------|
| oa | oe | ow | ough |
|----|----|----|------|

- h oe / how
- th ough
- steamb oa t
- unl oa d
- fell ow
- f oe
- wind ow less
- tipt oe
- f oa m
- pill ow

**Root Words and Prefixes: im-, in-**

The passage below uses the prefixes *im-* and *in-* incorrectly. Read the passage and circle the words that use the *im-* and *in-* prefixes incorrectly. Write the correct spelling of the words.

Incorrect uses of language can make a text impossible to read. Readers become impatient with their inability to understand the words. It takes incredible effort to finish the reading. Many readers leave the activity incomplete. What an impolite thing for a writer to do! Then again, everyone is imperfect. We can all be imprecise, or make mistakes.

1. incorrect \_\_\_\_\_
2. impossible \_\_\_\_\_
3. impatient \_\_\_\_\_
4. inability \_\_\_\_\_
5. incredible \_\_\_\_\_
6. incomplete \_\_\_\_\_
7. impolite \_\_\_\_\_
8. imperfect \_\_\_\_\_
9. imprecise \_\_\_\_\_

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with the vowel team 'ue'.
- Draw a box around words with the vowel team 'ew'.
- Circle words with the suffix *-ness*.

**Boat Races: Fun on the Water**

Some people live near a river, an ocean, or a lake. These are a few of the incredible venues for boat races. Some people watch these races from the coastline or the roadside. Or they might view these races on their TV from their sofa. Boat racing is an interesting, growing sport.

Boat races can bring joy and happiness to boat lovers! Boats speed across the water as they follow an invisible road to the finish line. Echoes of the cheers from the crowd fill the air.

Boat crews are needed for many of these races. Each crew member undergoes training and has an independent job to do. But the crew values each other's roles. To meet their goals, they work together and do not argue. They watch for cues from each other to make the fewest mistakes.

Crews must work with alertness and readiness. Inflexible crew members can slow a boat's progress. Everyone must be able to adapt and make changes as needed. And crew members continue to help and coach each other as they approach and cross the finish line. Nothing is impossible if they face their boat racing foes, the other teams, with boldness and teamwork.

But it is not all about winning. It is also about fairness to the other boats. Safety and helpfulness is so important for boats on the water. Sometimes crews are even the heroes who slow down to rescue another boat crew that is in trouble. Good crew members are never impolite or impatient. They do not boast when they win.

Many people watch the races to see the boats! Some boats cost a lot of money, and few are inexpensive. Some races have speedboats. Those boats move with quickness and spew or throw out, foamy water behind them. Some races have tall sailboats. Those boats cast long shadows as they seem to float along the top of the water.

In some races, steamboats chug and groan their way along the water. A steamboat is moved by a big wheel that turns. It throws out water behind it as it goes along. In one popular type of race, long, skinny rowboats of different hues, or colors, speed by. Their crews row their oars with exactness. Imperfect strokes will slow them down. But this is true of most boats. All types of boats must move carefully and with quickness, straight as an arrow to the finish line.

**"Boat Races: Fun on the Water" Comprehension Questions**

1. Where do boat races typically take place?  
Boat races take place on rivers, oceans, and lakes.
2. How do crew members of a boat team avoid making mistakes?  
Crew members look for cues from their fellow racers to avoid making mistakes.
3. How do boat crews sometimes help each other during a race?  
They rescue boats that are in trouble.

4. Based on the text, what do you think the phrase "straight as an arrow" means?

"Straight as an arrow" means that something follows a very direct line like an arrow flying through the air.

5. What types of boats are mentioned in the text?

The text mentions speedboats, steamboats, sailboats, and rowboats.

6. Which type of boat would you enjoy sailing on? Why?

Sample Response: I would like to go on a speedboat because I think it would be fun to go fast.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**14.1** ACTIVITY PAGE

**Review Common Long Vowel Teams: /ue/> 'ew', 'ue'**

Read the words. Sort the words in the word bank according to whether /ue/ is spelled 'u', 'u\_e', 'ew', or 'ue'.

**Word Bank**

|         |        |        |        |
|---------|--------|--------|--------|
| perfume | curfew | unit   | fewest |
| music   | venue  | rescue | accuse |
| volume  | argue  | review | menu   |

|       |         |        |        |
|-------|---------|--------|--------|
| 'u'   | 'u_e'   | 'ew'   | 'ue'   |
| music | perfume | curfew | venue  |
| unit  | accuse  | fewest | rescue |
| menu  | volume  | review | argue  |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**14.2** ACTIVITY PAGE

**Root Words and Suffixes: -ness**

**Part I**

Not all words that end with the letters 'ess' have the suffix *-ness*. Read each word. Circle only the words with the suffix *-ness*. Then read the root word.

- unless
- bitterness
- fondness
- recess
- greatness
- imagines
- illness
- politeness
- readiness
- success

**Part II**

Read the words in the word bank. Then read the sentences in the chart below it. Use the words in the word bank to show the quality described in each sentence. The first one has been done for you.

**Word Bank**

|            |           |           |
|------------|-----------|-----------|
| loneliness | thickness | sweetness |
| kindness   | emptiness | laziness  |

|                                           |            |
|-------------------------------------------|------------|
| The girl wants to nap instead of working. | laziness   |
| The cookies taste sugary.                 | sweetness  |
| The class gives food to people in need.   | kindness   |
| The dog spends its time alone.            | loneliness |
| There is nothing in the room.             | emptiness  |
| The coat has many warm layers.            | thickness  |



**Review Long Vowel Teams**

Read each word in the word bank. Sort the words according to the vowel sound on the table below. Read each column.

**Word Bank**

|        |          |         |        |          |
|--------|----------|---------|--------|----------|
| grain  | boastful | beneath | shield | continue |
| tiptoe | review   | bayside | untie  | mighty   |

|         |        |          |          |         |
|---------|--------|----------|----------|---------|
| /ee/    | /ie/   | /oe/     | /ue/     | /ae/    |
| beneath | mighty | boastful | continue | grain   |
| shield  | untie  | tiptoe   | review   | bayside |

**Review Prefixes and Suffixes: non-, mis-, im-, in-, -ness**

Read each word in the word bank. Then read each sentence. Complete each sentence with the correct word from the word bank. Read each completed sentence.

**Word Bank**

|          |             |           |           |               |
|----------|-------------|-----------|-----------|---------------|
| nonstick | seriousness | impatient | fairness  | incorrectness |
| mistrust | nondairy    | misspoke  | imbalance | readiness     |

1. If someone lies to you, does it make you mistrust them?
2. A nonstick pan is easy to clean.
3. In an emergency, readiness is key.
4. Oat milk does not come from cows, so it is nondairy.
5. I misspoke when I called Annie by the wrong name.
6. The line is moving slowly, and I am impatient.
7. In a game, fairness is important.
8. The opposite of seriousness is silliness.
9. The incorrectness of the news story was a problem.
10. Is there an imbalance between her screen time and sports time?

Read "Snow Day" once. Then reread the passage and mark up the text as follows:

- Underline words with vowel teams that make the /ee/ or /ie/ sounds.
- Put a box around words with vowel teams that make the /oe/ or /ue/ sounds.
- Circle words with the prefixes non-, mis-, im-, in-, or -ness.

**Snow Day**

Tahoe and Jaylee woke up right at daylight one morning. The brother and sister tiptoed to the window and saw that snow was falling nonstop.

"It's a snow day!" they both screamed.

They knew going to school that day would be impossible, and they were eager and delighted to spend the day playing indoors.

As they were eating their eggs, Jaylee passed a piece of toast to her brother.

"We get so few snow days to do things on our own. What should we do?" she asked.

"I believe we should play board games," Tahoe responded.

Jaylee agreed with him, "Yes, let's do that!"

They selected a board game and set it up. Jaylee reviewed the rules and tried to explain them to Tahoe. But the rules seemed like nonsense to him. Tahoe made a few mistakes, like moving his boat piece to the incorrect place on the board. Jaylee, feeling a bit impatient, snapped at him.

"That's not right, Tahoe! You're mishandling the pieces!" she groaned at him.

Her words made Tahoe feel such sadness. He cried because he didn't like being treated harshly, and the two began to argue.

Seeing what had happened, Dad came to the rescue.

"Let's not fight over a board game," he said. "Jaylee, we need to show kindness. We are all imperfect in some way. And Tahoe, it's okay to make mistakes. That's how you get better."

Jaylee realized she had misunderstood the rules and had misspoken when she explained them to Tahoe. No wonder he was incredibly confused! She had been impolite and inconsiderate of his feelings.

"I'm sorry, Tahoe. Are you okay?" she asked.

Tahoe dried his tears.

"I'm okay. We are not enemies or foes. Let's continue to play," said Tahoe with forgiveness.

They both felt their moods lighten.

As the snow piled higher outside, the siblings continued to play with no missteps or misunderstandings. Tahoe played his oboe. He loved his new instrument. And Jaylee painted her toenails. They read nonfiction stories to each other and even had a sweet tea party. They giggled, smiled, and forgot the unhappy part of their day. The cold snow was blowing outside, but inside, it was bright and warm with happiness.

That night, they felt a sense of togetherness. They looked out the window at the street below that was still piled with snow. Tahoe and Jaylee knew they would remember this day, not for the snow, but for the fun they shared.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**15.4** ACTIVITY PAGE

### “Snow Day” Comprehension Questions

1. Why can't Tahoe and Jaylee go to school?

There is a snow storm.

2. What is the first thing Tahoe and Jaylee decide to do on their snow day?

Tahoe and Jaylee play board games.

3. Why does Jaylee feel impatient with Tahoe?

Tahoe makes some mistakes while playing a board game.

4. What are other activities did Tahoe and Jaylee do?

Accept any combination of the following: play the oboe, paint toenails, read stories to each other, have a tea party

5. Why do Tahoe and Jaylee feel a sense of togetherness at the end of the day?

Tahoe and Jaylee had a lot of fun playing together on their snow day.

6. Think about all the activities Tahoe and Jaylee did on their snow day. Which activity would you most enjoy doing on a day off of school? Use details from the story to explain your choice.

I would enjoy playing board games. I like the challenge of learning the rules and playing with other people.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**16.1** ACTIVITY PAGE

### Read Words with /aw/ > 'au', 'aw', and 'al'

Read the words. Sort the words in the word bank according to whether /aw/ is spelled 'au', 'aw', or 'al'. Read each column.

#### Word Bank

|           |          |          |         |
|-----------|----------|----------|---------|
| withdrawn | chalk    | gnaw     | squawk  |
| smaller   | haunted  | audience | walker  |
| applause  | ballgame | because  | awkward |

| 'au'     | 'aw'      | 'al'     |
|----------|-----------|----------|
| haunted  | withdrawn | walker   |
| because  | awkward   | ballgame |
| audience | gnaw      | chalk    |
| applause | squawk    | smaller  |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**16.2** ACTIVITY PAGE

### Root Words and Prefixes: *sub-*

Read each root word in the word bank. Then read each sentence. Fill in each blank in the sentences below by adding the prefix *sub-* to a root word from the word bank. Read each completed sentence.

#### Word Bank

|        |       |      |
|--------|-------|------|
| title  | plot  | way  |
| marine | group | zero |

- The submarine dives below the surface of the sea.
- A group of kids is cleaning the classroom. A subgroup of kids is cleaning the reading corner.
- People should wear heavy coats in subzero temperatures.
- Today the subway is very crowded.
- The title of the book is *Dogs*. The subtitle is *Loyal Pets*.
- The plot of the book is about two kids in the woods. There is also a subplot about a fox.

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Draw a box around words with the vowel teams 'ough' or 'augh'.
- Circle words with the suffix *-ly*.

### Chalk Art

Chalk can make really awesome art. Some artists skillfully use chalk to make interesting art. Many of them are self-taught! They are an incredible subgroup of artists.

These artists can be quite sought-after. Chalk artists can cleverly change a wall, chalkboard, or walkway with chalk. They are often brought in to create displays in diners, grocery stores, and coffee shops.

There are so many things chalk artists can draw. They can draw a lovely portrait of a mother and daughter. They can draw a submarine or a seesaw. They can also draw a tall beanstalk or an autumn scene. Chalk artists can draw it all! They can take any thought or idea and bring it to life with chalk.

A chalk artist must thoughtfully and carefully pick the right spot for their art. If they want to draw in the subway or on a sidewalk, they must be cautious. They need to make sure that they are allowed to actually draw in that spot.

Chalk artists may also want to pick a spot with an audience. This can be a park, under an awning, or along a busy walkway. With the right spot, people can walk by and see the art. They can pause and gawk at the flawless and freshly drawn art.

Some cities hold lively chalk art festivals. The city rapidly becomes like a huge art canvas. Artists may subdivide a wall to share space. City streets and blank walls of buildings are suddenly pieces of art. Jaw-dropping murals dot the landscape. Some make awesome optical illusion chalk murals. It's clearly amazing!

Sadly, chalk art does not last forever. Rain and foot traffic can quickly wear away the chalk. The sun can eventually make it fade too. It's awfully sad when the chalk art is gone, but it does not make the art any less awesome. Chalk art is truly incredible!

### Review Words with /aw/

Read the words. Circle the correct spelling of each word.

1. daughter      doughter
2. launch      lawnch
3. cawt      caught
4. small      smawl
5. tought      taught
6. bawlgame      ballgame
7. raw      raugh
8. squawk      squauk
9. brought      braut
10. cawtion      caution

### Root Words and Suffixes: -ly

Read each sentence and put a triangle around each adverb and a wiggly line under the word it describes. Then, draw an arrow from the adverb to the word it describes.

1. Joe neatly made the bed.
2. Miriam carefully wrapped the gift.
3. The car rapidly raced around the track.
4. Ryan selfishly ate all the snacks.
5. The dog excitedly wagged its tail.
6. The building was extremely tall.
7. The mouse silently slipped through the crack.
8. The cat suddenly jumped onto the bed.
9. George patiently waited for his turn.
10. The plan went terribly wrong.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

18.1 ACTIVITY PAGE

### Read /oo/ > 'oo', 'ue', 'u\_e', and 'ough'

Read the words in the word bank. Sort the words according to whether /oo/ is spelled 'oo', 'ue', 'u\_e', or 'ough'. Read the words you placed in each column.

#### Word Bank

|         |       |              |         |
|---------|-------|--------------|---------|
| glued   | bloom | dude         | scooped |
| roomy   | Luke  | throughout   | bluer   |
| through | clue  | breakthrough | exclude |

| 'oo'    | 'ue'  | 'u_e'   | 'ough'       |
|---------|-------|---------|--------------|
| scooped | clue  | Luke    | throughout   |
| bloom   | bluer | dude    | breakthrough |
| roomy   | glued | exclude | through      |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

18.2 ACTIVITY PAGE

### Prefixes and Suffixes: *sub-*, *-ly*

Read the root words in the word bank. Then read each sentence. Fill in each blank in the sentences by adding either the prefix *sub-* or the suffix *-ly* to a root word from the word bank. Make sure to change the spelling as needed.

#### Word Bank

|        |         |           |       |
|--------|---------|-----------|-------|
| gentle | marine  | impatient | way   |
| set    | extreme | brave     | rapid |

- The canoe moved rapidly down the river.
- Hannah took the subway into New York City.
- Jameson bravely auditioned for the play.
- Eric loves roller coasters that go extremely fast.
- A shark swam alongside the submarine.
- Vowels are a subset of letters within the alphabet.
- Gia waited impatiently for the concert to begin.
- Jen nudged her grandfather gently to wake him up.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

18.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Draw a box around words with the vowel team 'oo'.
- Circle words with the affixes *sub-* and *-ly*.

### Brooklyn and the Baby Baboon

Brooklyn loved to read in her blue bedroom in the suburbs. She would borrow books from the library to satisfy her curiosity about different subjects. But she'd often kept them past their due date.

Brooklyn read about subways, football, and submarines. She even liked cookbooks! But Brooklyn's favorite books were about animals, especially books about baboons. She would stay up reading by the moonlight, wishing to see a baboon in real life.

Her wish would come true sooner than expected.

"We are going on a school trip to the zoo next week," said her teacher, Mr. Woodrow.

"It is almost June. A cool school trip is way overdue! Do you think we will see baboons?" Brooklyn asked her schoolmate, Ooma, in the lunchroom.

"I would assume so," Ooma responded.

They both became extremely excited.

The next week, the class took the subway to Sixth Avenue. They got to the zoo around noon. Mr. Woodrow took Brooklyn and her schoolmates

through the giraffe, elephant, and kangaroo exhibits. They talked about the subtypes of different animal groups.

Finally, they got to the baboons! Brooklyn was so excited that she could hardly contain herself. She jumped up and almost lost her footing! She didn't care if she looked a bit foolish.

"Did you know that baboons are a subgroup of primates?" she asked Mr. Woodrow brightly.

Suddenly, she saw a baby baboon named Sue. She looked truly scared. Brooklyn scooted closer to get a better look. Sue's foot was stuck under a branch. She couldn't get to her mother. Brooklyn wanted to help. She quickly pursued a zookeeper.

"Excuse me. The baby baboon needs help!" Brooklyn rapidly explained to the zookeeper.

He took one look and promptly called for help.

Brooklyn watched with relief as the zookeepers quickly responded to the issue. They used a long hook to remove the branch gently. Then Sue was reunited with her mother.

The zookeeper thanked Brooklyn.

"You have the true spirit of a zookeeper," he said.

Brooklyn smiled and said goodbye to Sue. She promised to visit again soon.

Back in her bedroom, Brooklyn wrote about her day in her notebook. She added a doodle of Sue. Then, Brooklyn had a breakthrough moment. She realized that she loved not only reading about animals but also helping them!

NAME: \_\_\_\_\_ 18.4 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**“Brooklyn and the Baby Baboon”  
 Comprehension Questions**

- What are Brooklyn’s favorite books about?  
Her favorite books are about animals, especially baboons.  
 \_\_\_\_\_  
 \_\_\_\_\_
- Where does Brooklyn’s class go on their field trip?  
They go to the zoo.  
 \_\_\_\_\_  
 \_\_\_\_\_
- What does Brooklyn discover about Sue? What does Brooklyn do?  
Sue is stuck. Brooklyn gets a zookeeper to help.  
 \_\_\_\_\_  
 \_\_\_\_\_

- What does the zookeeper mean when he says that Brooklyn has “the true spirit of a zookeeper”?  
He means that Brooklyn cares for and wants to help animals.  
 \_\_\_\_\_  
 \_\_\_\_\_

- What does Brooklyn do when she gets home from the zoo?  
She writes about her day in her notebook.  
 \_\_\_\_\_  
 \_\_\_\_\_
- What does it mean to have a breakthrough moment?  
It means you figure out something new or important.  
 \_\_\_\_\_  
 \_\_\_\_\_

NAME: \_\_\_\_\_ 19.1 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Words with /oo/ and /ou/**

Read the words in the word bank. Sort the words according to whether the spelling ‘oo’ makes the /oo/ sound (as in *book*) or the /ou/ sound (as in *moon*). Read the words you placed in each column.

**Word Bank**

|       |          |           |        |         |
|-------|----------|-----------|--------|---------|
| spoon | spooky   | hooked    | broom  | trooper |
| stood | goodness | toothache | woolly | hoof    |

| /oo/     | /ou/      |
|----------|-----------|
| stood    | broom     |
| hooked   | toothache |
| woolly   | trooper   |
| goodness | spooky    |
| hoof     | spoon     |

NAME: \_\_\_\_\_ 19.2 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Compound Words with Vowel Team Syllables**

Read each word. Draw a line to break each compound word into smaller words. Then write the smaller words on the lines, and circle the vowel team(s) that makes the /oo/ sound in each word.

- book/mark book / mark
- goodbye good / bye
- cookbook cook / book
- fishhook fish / hook
- woodpile wood / pile

NAME: \_\_\_\_\_ **19.3** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

### Root Words, Prefixes, and the Suffix -ly

Read each word in the word bank. Then read the definitions and sentences. Complete each sentence with a word from the word bank that matches the given definition. Read each completed sentence.

#### Word Bank

|               |             |            |
|---------------|-------------|------------|
| reactively    | mistakenly  | unclearly  |
| nonsensically | unselfishly | disorderly |

#### In a way that:

1. ...is based on an error or a mistake.

Some people mistakenly think that all dogs shed their fur, but some do not.

2. ...is a response to someone or something.

When the ball came toward me, I reactively covered my head with my hands.

3. ...does not make sense.

The children were speaking nonsensically with words they made up.

4. ...is not about putting yourself first.

She unselfishly gave her jacket to her friend who forgot his.

5. ...is messy or out of order.

Ken's desk was in a disorderly state, with piles of books and candy wrappers.

6. ...is confusing or unclear.

The pool rules were unclearly presented, so we weren't sure if toys were allowed in the pool.

NAME: \_\_\_\_\_ **20.1** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

### Review /aw/, /oo/, and /oo/

Read the words in the word bank. Sort the words according to whether the vowel team makes the /aw/, /oo/ (as in *moon*), or /oo/ (as in *book*) sound. Read the words you placed in each column.

#### Word Bank

|          |         |         |              |
|----------|---------|---------|--------------|
| chalk    | woolly  | roomy   | breakthrough |
| goodness | caught  | hooked  | stood        |
| awkward  | scooped | haunted | clue         |

| /aw/    | /oo/         | /oo/     |
|---------|--------------|----------|
| haunted | breakthrough | stood    |
| chalk   | scooped      | hooked   |
| awkward | clue         | woolly   |
| caught  | roomy        | goodness |

NAME: \_\_\_\_\_ **20.2** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

### Review Closed, Open, VCe, and Vowel Team Syllable Words

Read the words. Draw a line to divide each word into syllables. Then identify each syllable type by writing *closed*, *open*, *VCe*, or *vowel team*.

- cupcake cup | cake closed, VCe
- walkway walk | way vowel team, vowel team
- retought re | tought open, vowel team
- spooky spook | y vowel team, open
- distraught dis | traught closed, vowel team
- cookbook cook | book vowel team, vowel team
- woodpile wood | pile vowel team, VCe
- hallway hall | way vowel team, vowel team

**Review Prefixes and Suffixes: sub-, -ly**

Read the words in the root word bank. Sort the root words according to whether you can create a new word by adding the prefix *sub-* or the suffix *-ly*. Write the new word. Make sure to change the spelling as needed. Read the words you created in each column.

**Root Word Bank**

|           |        |        |         |        |
|-----------|--------|--------|---------|--------|
| divide    | title  | sudden | urban   | marine |
| emotional | mighty | loud   | extreme | soil   |

| Adding <i>sub-</i> | Adding <i>-ly</i> |
|--------------------|-------------------|
| subdivide          | emotionally       |
| subtitle           | suddenly          |
| suburban           | mightily          |
| submarine          | loudly            |
| subsoil            | extremely         |

spacecraft. They excitedly crawled inside. Each crew member took a nook and safely stored the personal items they had brought with them.

Next, the crew made sure everything was working properly. They slowly and cautiously checked the control system for flaws. They made sure not to overlook any system issues.

The countdown finally began.

"10, 9, 8, 7, 6, 5, 4, 3, 2, 1... Lift off!"

The spacecraft launched rapidly into the blue sky with a boom. The astronauts felt a powerful force as they zoomed into the sky. They looked through the window and gawked at the town of Sunnybrook. It got smaller and smaller as they gained altitude.

The astronauts skillfully traveled through subfreezing outer space. They took caution to travel along their route. Finally reaching the moon, the astronauts stepped onto the moon's soil. The crew jointly paused and took in the sight. It filled them with awe.

The astronauts carefully scooped up soil samples. They made sure not to cause any undue harm to the moon. They left only their footprints on the moon.

"We ought to head back," one of them said. Their time to go home came way too soon.

The spacecraft returned steadily and safely to Earth. Large audiences lined the sidewalks of the viewing locations. They applauded the awesome astronauts. What a truly exciting mission! The crew eagerly looked forward to the next one.

Read "To the Moon" once. Then reread the passage and mark up the text as follows:

- Underline the words with the vowel teams that make the /aw/ sound.
- Put a box around the words with the vowel teams that make the /oo/ sound (as in *moon*).
- Circle the words with the affixes *sub-* and *-ly*.
- Highlight the words with the vowel team syllables that make the /oo/ sound (as in *book*).

**To the Moon**

In the small suburban town of Sunnybrook, a special subgroup of astronauts had been selected to launch into space and explore the moon. They had waited patiently since last August to pursue this overdue mission. It was now June.

The astronauts intensely prepared for the trip. They trained tirelessly to survive awful conditions. A mission like this could be fraught with, or full of, risks! They spent time submerged in pools to prepare for being in zero gravity. They worked in subzero temperatures. They were taught to keep cool in stressful situations, even if they felt distraught. They did not hesitate or balk. They took on every daunting task. This mission was for skilled astronauts, not rookies!

Launch day dawned fairly quickly. The astronauts felt fully prepared and whistled a happy tune. They gently hugged their sons, daughters, and other family members goodbye. Then, they caught up with each other and headed toward the walkway. The astronaut crew walked through a long tube to the

**"To the Moon" Comprehension Questions**

1. At the beginning of the story, what have the astronauts been chosen to do?

The astronauts have been chosen to launch into space and explore the moon.

2. How do the astronauts train for the mission?

The astronauts submerge in pools to prepare for zero gravity and work in subzero temperatures.

3. Why do astronauts train to stay calm in stressful situations?

Astronauts have to keep calm so they can stay focused on their task and stay safe in dangerous conditions in space.

4. How do the astronauts feel on launch day?

The astronauts feel prepared, happy, and excited.

\_\_\_\_\_

5. What do the astronauts do on their mission?

The astronauts take soil samples from the moon to study.

\_\_\_\_\_

6. Would you like to be an astronaut? Use details from the story to explain why or why not.

Yes, I would like to be an astronaut so I could explore places like the moon and see awesome sights like the astronauts in the story did.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**21.1** ACTIVITY PAGE

### Words with 'oi' and 'oy'

Read each sentence. Complete each word with 'oi' or 'oy'. Read each complete sentence.

- The b\_oy\_ played outside.
- "Don't annoy\_oy\_ your sister," Mom said.
- Please use a quiet v\_oice\_.
- The party is nois\_oi\_.
- After the light rain, the s\_oil\_ is m\_oist\_.
- They went on a v\_oilage\_ across the sea.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**21.2** ACTIVITY PAGE

### Words with -ous

Read the words in the "Noun" column. Create adjectives by adding the suffix -ous to each of the nouns in the chart. Then write the meaning of each adjective. Read the words you created in the "Adjective" column.

| Noun     | Adjective   | Meaning of Adjective |
|----------|-------------|----------------------|
| mountain | mountainous | Full of mountains    |
| danger   | dangerous   | Full of danger       |
| joy      | joyous      | Full of joy          |
| poison   | poisonous   | Full of poison       |
| marvel   | marvelous   | Full of marvel       |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**21.3** ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with 'ou', 'ow', and 'ough'.
- Circle words that end in -ous.
- Highlight words that have more than one syllable type.

### Coins

Coins are small but wondrous pieces of metal. Coins are used as currency or money. Many people are curious about these round objects because the world of coins is astounding!

Money doesn't grow on trees, branches, or boughs. And coins don't sprout from the soil! They are made in a noisy factory called a mint. Most coins are made from a mixture of metals known as alloys. Loud and sometimes dangerous machines heat the mounds of alloy and press them into coins. They are made to last and be hard to destroy.

Coins are worth various amounts. In the United States, coins can be worth dollars or cents. In the United Kingdom, they can be worth pounds or pence.

Coins come in numerous shapes and sizes. Coins can be bronze, a type of brown metal. They can also be silver or gold. Most coins are round. But some coins can be square or have lots of edges.

Coins often have famous faces on them. These famous faces can be former presidents or other courageous public figures. Coins can have other interesting designs on them too. These can include towering buildings,



majestic animals, or mountainous views. They also have symbols on them, like glamorous crowns that symbolize power and royalty.

Cashiers typically employ, or use, numerous coins to provide change when people pay in cash. Coins are useful when paying at parking meters and vending machines. Some people are cautious to avoid spending their coins and make the choice to save them in a piggy bank instead. The sound of shaking a full piggy bank makes them rejoice.

Adventurous people enjoy traveling to many places and towns to collect coins. They like to find coins with cool details. They also like finding rare coins that were produced during a coin shortage or "drought." These people enjoy looking for special coins to add to their wondrous collections.

Coins are much more than just round metal objects. They should be appreciated and not just tossed around.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**22.1** ACTIVITY PAGE

### Words with 'ou', 'ow', and 'ough'

Read the words in the word bank. Complete the chart with words from the word bank. Read the words in each column.

#### Word Bank

|       |         |       |       |
|-------|---------|-------|-------|
| bough | house   | growl | town  |
| mound | shout   | plow  | meow  |
| clown | drought | power | mouth |

| Words with 'ou' | Words with 'ow' | Words with 'ough' |
|-----------------|-----------------|-------------------|
| house           | clown           | bough             |
| mound           | growl           | drought           |
| mouth           | power           |                   |
| shout           | meow            |                   |
|                 | town            |                   |
|                 | plow            |                   |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**22.2** ACTIVITY PAGE

### Sort Words with Closed, Open, VCe, and Vowel Team Syllables

Read the words in the word bank. Complete the chart with words from the word bank. If a word has more than one syllable type, write it in the correct columns. Read the words in each column.

#### Word Bank

|           |          |
|-----------|----------|
| spaceship | bathrobe |
| clownlike | downtown |
| pancake   | revive   |

| Closed    | Open   | VCe       | Vowel Team |
|-----------|--------|-----------|------------|
| pancake   | revive | clownlike | downtown   |
| bathrobe  |        | pancake   | clownlike  |
| spaceship |        | bathrobe  |            |
|           |        | revive    |            |
|           |        | spaceship |            |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**22.3** ACTIVITY PAGE

### Create Words with -ous

Read the words in the "Noun" column. Create adjectives by adding the suffix *-ous* to each of the nouns in the chart. Remember to change the spelling as needed. Then use your own words to write the meaning of each adjective. Read the words you created in the "Adjective" column.

#### Word Bank

| Noun   | Adjective | Meaning of Adjective                      |
|--------|-----------|-------------------------------------------|
| fury   | furious   | Full of fury; very angry                  |
| pore   | porous    | Full of pores; has lots of tiny holes     |
| nerve  | nervous   | Full of nerves; worried about something   |
| virtue | virtuous  | Having a lot of virtues or good qualities |
| space  | spacious  | Full of space; very big with lots of room |

NAME: \_\_\_\_\_ 23.1 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

### Words with /ae/

Read the words in the word bank. Complete the chart with words from the word bank. Read the words in each column.

#### Word Bank

|            |            |         |
|------------|------------|---------|
| face       | playground | aimless |
| weightless | fray       | eighth  |
| stray      | freight    | shame   |
| basecamp   | painter    | drain   |

| 'a_e'    | 'ai'    | 'ay'       | 'eigh'     |
|----------|---------|------------|------------|
| basecamp | painter | playground | weightless |
| face     | aimless | stray      | eighth     |
| shame    | drain   | fray       | freight    |

My sentence:

---



---



---

My sentence:

---



---



---

NAME: \_\_\_\_\_ 23.3 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

### Define Words with -ous

Read each word in the word bank. Then read the sentences below that contain definitions for the words. Complete each definition with one of the words from the word bank. Then write your own sentences using two of the words.

#### Word Bank

|            |           |            |
|------------|-----------|------------|
| anxious    | jealous   | fabulous   |
| outrageous | delicious | victorious |

1. If something is delicious, it tastes very good.
2. If someone is anxious, they are very worried.
3. If someone is jealous, they want something someone else has.
4. If something is fabulous, it is wonderful.
5. If something is outrageous, it is shocking.
6. If someone is victorious, they have won.

NAME: \_\_\_\_\_ 23.4 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

Follow along as your teacher reads the passage.  
 When you reread the passage with a partner, mark up the text as follows:

- Underline three words with the /oi/ sound.
- Draw a box around three words with the /ou/ sound.
- Put a star by three words with the /ae/ sound spelled 'eigh'.
- Circle three words that end in -ous.

### Zoila's Sleigh

Zoila had just turned eight years old. She lived in a marvelous town with polite and courteous neighbors. Zoila's love for winter outweighed her love for any other season! She enjoyed spending time in the cold air. She loved being joined outside by her loyal hound dogs, Troy and Scout.

One winter day, after a long drought with no rain or snow, enough snow fell to cover the ground in Zoila's downtown neighborhood. All of a sudden, Zoila had a spontaneous idea. She wanted her hounds to pull her around in her fabulous, brown sleigh. Troy and Scout were powerful hounds. As a unit, they were able to jointly pull a serious amount of weight.

Zoila began working on getting the sleigh ready. Then, she used a snowplow to clear a tidy path on the ground. The hounds ran around behind her. Zoila's neighbors, LeRoy and Leighton, watched with curious stares from inside their home. She looked silly, but they wanted to take part in the fun.

Zoila saw her neighbors and waved. "Do you want to join me?" she shouted. LeRoy and Leighton nodded with joy. They ran out of their house and over to Zoila, their loud voices ringing through the air.

Zoila greeted her neighbors with a handshake. She hoisted them onto her sleigh. Then she tied one rope end to the sleigh and the other to Troy and Scout's harnesses. The hounds howled joyously. They were ready to power the sleigh around the town.

"Ready?" Zoila asked. The adventurous Leighton gave her a boisterous "Yes!" LeRoy just responded with an anxious thumbs-up. He was more cautious than Leighton. Zoila gave Troy and Scout a command to begin. The hounds started to pull the precious freight. They effortlessly handled the sleigh's weight. LeRoy and Leighton laughed and shouted with joy. Zoila ran behind them. The sound of their laughter was so loud it was heard all over town. They rode for more than eighteen minutes.

The neighbors hopped off the sleigh and thanked Troy and Scout with tasty treats. Zoila let the hounds rest and enjoy their treats. It was her turn next!

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**23.5** ACTIVITY PAGE

### "Zoila's Sleigh" Comprehension Questions

1. What is Zoila's favorite season?

Zoila's favorite season is winter.

2. What pulls Zoila's sleigh?

Zoila's two dogs, Troy and Scout, pull her sleigh.

3. Why are Troy and Scout able to pull a sleigh with two boys in it?

Troy and Scout are powerful hounds.

4. Whom does Zoila invite to have a sleigh ride?

Zoila invites her neighbors, LeRoy and Leighton.

5. Where does the sleigh take the neighbors?

The sleigh takes the neighbors around the town.

6. Do you think Zoila is wise to put her neighbors in the sled?

Responses will vary. Students may say it is dangerous for the boys to be in the sled without Zoila steering it.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**24.1** ACTIVITY PAGE

### Sort Words by Number of Syllables

Read the words in the word bank. Complete the chart with words from the word bank. Read the words in each column.

#### Word Bank

|              |              |            |
|--------------|--------------|------------|
| joyful       | mountainside | downloaded |
| oily         | noiselessly  | sleigh     |
| heavyweight  | spoiler      | ounce      |
| moisten      | avoid        | rainfall   |
| cloudiness   | voice        | foul       |
| housekeeping | plow         | loud       |

| One Syllable | Two Syllables | Three Syllables |
|--------------|---------------|-----------------|
| voice        | joyful        | heavyweight     |
| plow         | oily          | cloudiness      |
| sleigh       | moisten       | housekeeping    |
| ounce        | spoiler       | mountainside    |
| loud         | avoid         | noiselessly     |
| foul         | rainfall      | downloaded      |

NAME: \_\_\_\_\_ **24.2** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Words with -ous**

**Part I**

Add *-ous* to each of the words. Change the spelling if necessary. Write the new word on the line.

- fame famous
- glory glorious
- fury furious
- space spacious
- mystery mysterious

**Part II**

Complete each sentence with an *-ous* word from Part I. Read each completed sentence.

- If someone is famous, a lot of people know them.
- If someone is furious, they are very angry.
- Something spacious has a lot of room.
- Something mysterious is unknown, or full of mystery.
- Something glorious is beautiful or wonderful, or full of glory.

NAME: \_\_\_\_\_ **25.1** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Sort Closed, Open, VCe, and Vowel Team Syllable Words**

Read each word. Complete the chart by writing the syllables of each word. Then color in the syllable types using the key below.

**Syllable Type Key**

Closed – blue    Open – red  
 VCe – green    Vowel Team – yellow

**Word Bank**

| Word       | First Syllable | Second Syllable | Third Syllable |
|------------|----------------|-----------------|----------------|
| cloudiness | cloud (yellow) | i (red)         | ness (blue)    |
| cookbook   | cook (yellow)  | book (yellow)   |                |
| continue   | con (blue)     | tin (blue)      | ue (yellow)    |
| driveway   | drive (green)  | way (yellow)    |                |
| refried    | re (red)       | fried (yellow)  |                |
| fifteen    | fif (blue)     | teen (yellow)   |                |

NAME: \_\_\_\_\_ **25.2** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Review Prefixes and Suffixes**

Read each base word. Then, read each definition. Add a prefix, a suffix, or both to one of the base words to form a word to match each definition below.

| Base Words | Prefixes | Suffixes |
|------------|----------|----------|
| view       | mis-     | -or      |
| make       | im-      | -ful     |
| direct     | in-      | -ness    |
| harm       | sub-     | -ly      |
| fear       | un-      | -ous     |
| stop       | re-      |          |
| polite     | dis-     |          |
| secure     | pre-     |          |
|            | non-     |          |

- To make again remake
- Not secure insecure
- To view before preview
- Full of harm harmful

- Without stopping nonstop
- Not full of fear; not afraid unfearful
- Someone who directs director
- Not polite impolite

Once the pain and discomfort disappeared, Giovanni gave his unfortunate accident some thought. He had certainly made a mistake by forgetting some of his safety gear. Despite his misadventure, Giovanni was not discouraged. He now understood the importance of taking safety precautions. It was the logical thing to do. His inattention and bad attitude toward safety were replaced with newfound seriousness. The idea of not being safe when skateboarding now just seemed like nonsense. The day had been imperfect, and he had made a mistake but also learned an important lesson.

**Open Syllable Word:** Samples responses: woke, up, one, and, dressed

**Closed Syllable Word:** Sample responses: up, in, and, sun, from, mountain, shed

**VCe Syllable Word:** woke, rose, take, skateboard, take, safety, bone

**Vowel Team Syllable Word:** high, few, drew, tree, How, woe

**“Giovanni’s Safety Lesson” 15” Comprehension Questions**

1. What does Giovanni do after he leaves his house?  
Giovanni takes a joyride on his skateboard.
2. What gift did Giovanni receive from his neighbor?  
Giovanni received a skateboard from his neighbor.
3. What safety gear does Giovanni forget to take?  
Giovanni forgets his knee and elbow pads.

4. What surprises Giovanni?  
Giovanni did not expect a rainstorm.
5. What part of Giovanni’s body gets hurt?  
Giovanni hurts his knee.
6. Do you think Giovanni will remember the lesson he learned?  
Yes, Giovanni will remember because he got hurt.

**Unit 2 Dictation Post-Test**

Write each word that your teacher dictates.

1. cautious
2. invaluable
3. powerful
4. undoubtedly
5. rejoin
6. disengage
7. preannounce
8. joyfully
9. weightless

Write the entire sentence that your teacher dictates.

1. Her daughter and niece might be at the poolside.

---

---

---

2. May I borrow some large gloves?

---

---

---

Choose a word from the list above and use it to write your own sentence.

---

---

---

---

## ADDITIONAL SUPPORT ACTIVITY PAGE ANSWER KEY

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **TR 1.1**

Reread "Fame on Stage." In this story, Mike wants to become famous, but he needs help to do so. What characters in the story help Mike in his quest to become a famous actor? How do their actions help him achieve his dreams?

Sample response: The characters who help Mike are Jade and Mrs. Tate. Jade helps Mike by offering him advice. Mrs. Tate helps Mike by giving him a role in the play.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Skills 2

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **TR 2.1**

### Words with /ie/ > 'i\_e'

Read the words below. Circle the words that become new words if you add 'e' to the end. Then write the new words.

|        |         |       |       |
|--------|---------|-------|-------|
| (slid) | fit     | (rid) | wit   |
| (twin) | (strip) | (fin) | (dim) |

**New Words**

1. slide
2. twine
3. stripe
4. ride
5. fine
6. dime

Teacher Resources

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **TR 3.1**

Reread "The Role of Code." What is the central idea in this text? What evidence does the author use to support the central idea?

Sample response: The central idea of this text is that code plays a major role in our world. The author supports this idea by showing how code helps different technologies function. The author lists computers, mobile phones, automated doors, and game consoles as examples.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Skills 2

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **TR 4.1**

### Sort Words with 'a\_e', 'i\_e', 'o\_e', and 'u\_e'

Read each word in the word bank. Complete the chart below with the words in the Word Bank.

**Word Bank**

|        |        |           |           |
|--------|--------|-----------|-----------|
| unlike | used   | sandstone | fate      |
| skate  | became | quite     | tightrope |
| nose   | glide  | cube      | perfume   |

| 'a_e'  | 'i_e'  | 'o_e'     | 'u_e'   |
|--------|--------|-----------|---------|
| skate  | unlike | sandstone | cube    |
| became | glide  | nose      | perfume |
| fate   | quite  | tightrope | used    |

Teacher Resources

NAME: \_\_\_\_\_ TR 5.1  
DATE: \_\_\_\_\_

Reread "Hope the Sculptor." What is the theme, or central message, about life in this story? What events in the story convey this theme?

Sample response: The theme of "Hope the Sculptor" is that even mistakes can be meaningful and useful. The theme is conveyed when Hope sliced off a part of her cube. She assumed because it was a mistake that the sculpture was ruined. However, she learned that making mistakes can actually make something more beautiful.

---

---

---

---

---

---

---

---

---

---

314

Skills 2

NAME: \_\_\_\_\_ TR 6.1  
DATE: \_\_\_\_\_

Reread "How to Sketch a Giraffe." Follow the instructions outlined in the passage to draw a giraffe. Then identify the step or steps from the passage that you found most helpful and explain why.

Sample response: Drawings will vary but should show a giraffe.

I found step three to be the most helpful. Previewing photos of giraffes helped me get a good understanding of what giraffes look like and helped me plan my drawing.

---

---

---

Teacher Resources

315

NAME: \_\_\_\_\_ TR 7.1  
DATE: \_\_\_\_\_

### Sort Words with Hard 'g' > /g/ and Soft 'g' > /j/

Complete the chart with words from the Word Bank.

#### Word Bank

|         |        |       |       |
|---------|--------|-------|-------|
| goodbye | ginger | game  | magic |
| page    | gummy  | stage | brag  |

| /g/     | /j/    |
|---------|--------|
| goodbye | page   |
| gummy   | ginger |
| game    | stage  |
| brag    | magic  |

316

Skills 2

NAME: \_\_\_\_\_ TR 8.1  
DATE: \_\_\_\_\_

Reread "Dinosaurs." What is the central idea of "Dinosaurs"? What are some details from the passage that help develop this central idea?

Sample response: The central idea in "Dinosaurs" is that dinosaurs were interesting creatures that lived a long time ago. Some important details were what dinosaurs looked like, what they ate, and how they became extinct.

---

---

---

---

---

---

---

---

---

---

Teacher Resources

317



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

TR 9.1

**Read Words with /ae/**

Read the passage and circle words with the sound /ae/.

Sophia and Matt were best friends. They rode the bus together every day. They loved playing soccer. They jumped in puddles when it rained. They shared all the details of their lives. One morning Matt explained that his family was going to move away. Sophia did not know what to say. She felt sad. She was afraid that they would not be friends anymore. Matt told her that everything was going to be okay. They would send letters to each other in the mail. That way they would always be best friends.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

TR 10.1

Reread "Eve's Race." Think of a time when you faced a setback while you were working toward a goal. Use details from your life to compare how your experience compared to that of the character in the story.

Sample response: Last year, I fell from the monkey bars on the playground and broke my arm. I had been practicing all spring for my piano recital, but my arm didn't heal in time for me to be able to perform. Like Eve, I felt upset about my injury, but I rested and healed. This fall I will practice even harder and perform in the Winter Recital instead, like Eve plans to do in the story.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

TR 11.1

Reread "Kailanie's Bees." A theme is a story's central message or lesson about life. Describe the theme of "Kailanie's Bees." Identify two pieces of evidence from the passage that helped you figure out the theme.

Sample response: The theme of "Kailanie's Bees" is that hard work pays off. The story says that "keeping bees is hard work" and tells about a problem Kailanie has with her bees. Kailanie works hard to solve the problem. At the end of the story, Kailanie's bees are well, and she feels relieved and happy.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

TR 12.1

**Review Common Long Vowel Teams: /ie/ > 'igh', 'ie'**

Listen to the words your teacher reads aloud. Determine whether each word is spelled with the 'igh' or 'ie' vowel team. Write the correct vowel team on the lines below.

1. \_\_\_\_\_ 'igh'
2. \_\_\_\_\_ 'ie'
3. \_\_\_\_\_ 'ie'
4. \_\_\_\_\_ 'igh'
5. \_\_\_\_\_ 'igh'
6. \_\_\_\_\_ 'ie'
7. \_\_\_\_\_ 'igh'
8. \_\_\_\_\_ 'igh'

NAME: \_\_\_\_\_ TR 13.1  
DATE: \_\_\_\_\_

Reread "Boat Races: Fun on the Water." In this text, the author describes what it takes to be a good member of a boat crew. What traits does the author identify as important for teamwork on a boat crew? Use details from your life to describe when you have used those traits to be a part of a team.

Sample response: The author says that members of a boat crew should be fair, patient, and polite. I use these traits when I play for my basketball team. I use fairness by following the rules and respecting other players. I am patient with my teammates if they make a mistake. I am polite to my coaches.

---

---

---

---

---

---

---

---

---

---

322

Skills 2

NAME: \_\_\_\_\_ TR 14.1  
DATE: \_\_\_\_\_

### Words with /ue/ > 'ew', 'ue'

Circle the misspelled words in the passage below. Then provide their correct spellings.

The students continewed to preveiw the article. The author chose to argu against eating barbecu. Fue students agreed with the author's viewpoint.

Later, the students reviewed the article. Even fue saw valew in the author's ideas.

1. continued
2. preview
3. argue
4. barbecue
5. Few
6. viewpoint
7. reviewed
8. fewer
9. value

Teacher Resources

323

NAME: \_\_\_\_\_ TR 15.1  
DATE: \_\_\_\_\_

Reread "Snow Day." The setting is when and where a story takes place. The plot is what happens in the story. Describe the setting of "Snow Day." Use details from the passage to explain how the setting affects what happens in the story.

Sample response: The setting of "Snow Day" is a cold winter day during a snowstorm. The setting affects what happens in the story because Tahoe and Jaylee cannot go to school. They have to find activities to do indoors instead, such as play board games.

---

---

---

---

---

---

---

---

---

---

324

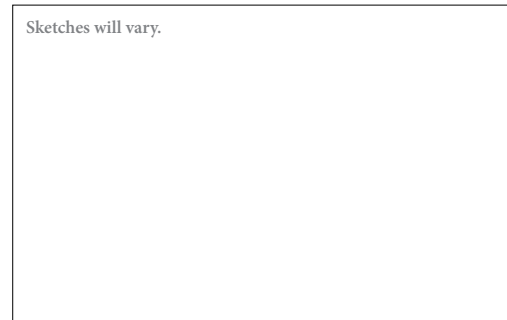
Skills 2

NAME: \_\_\_\_\_ TR 16.1  
DATE: \_\_\_\_\_

Reread "Chalk Art." If you were a chalk artist, where would you make art? What would your art look like? Explain your thinking, and draw a sketch of your design.

Sample response: If I were a chalk artist, I would make a large mural on the side of the bank downtown. It faces the central train station, so everyone leaving the station would see it. My city is known for a long history of local music. I would create chalk art of some of our famous local musicians to honor them and celebrate our city.

Sketches will vary.



Teacher Resources

325

NAME: \_\_\_\_\_ TR 17.1  
DATE: \_\_\_\_\_

### Words with /aw/

Read each sentence. Fill in the blank by adding the correct spelling for each /aw/ sound: 'augh', 'ough', 'aw', 'al', or 'au'. Read each completed sentence.

1. The diamond was fl\_ aw \_less.
2. The cat c\_ augh \_t the mouse.
3. The players gathered at the b\_ al \_lpark.
4. My little sister made a dr\_ aw \_ing of a cat.
5. The lunchtime tea was for mothers and d\_ augh \_ters.
6. My favorite shirt is in the l\_ au \_ndry.
7. You really\_ ough \_t to remember my birthday.
8. Most students w\_ al \_k to school or take the bus.
9. The door closes \_ au \_tomatically.
10. I made a th\_ ough \_tless mistake on the test.

326

Skills 2

NAME: \_\_\_\_\_ TR 18.1  
DATE: \_\_\_\_\_

Reread "Brooklyn and the Baby Baboon." After visiting the zoo, Brooklyn realizes something important about herself: She wants to help animals. Use details from your life to describe a time when you discovered something important about yourself.

Sample response: When my grandfather moved away, I started writing him long letters. At first I was writing because I wanted to share stories about my days. But then I realized that I really loved to write. I started writing stories on my own and keeping a daily journal.

Teacher Resources

327

NAME: \_\_\_\_\_ TR 19.1  
DATE: \_\_\_\_\_

### Vowel Teams with /oo/ and /ou/

Read the passage. Circle the words with the vowel teams that make the sound /oo/ (as in *book*). Underline the words with the vowel teams that make the sound /ou/ (as in *moon*).

The Smith family moved into a house on Maple Avenue. On their first day, they took a walk around the neighborhood. They saw flowers blooming in the park. They met a woman walking a poodle. They shook hands and introduced themselves. Her name was Sue. She invited the Smiths to a cookout where they could meet more neighbors. It started at noon. The Smiths said, "See you soon!"

328

Skills 2

NAME: \_\_\_\_\_ TR 20.2  
DATE: \_\_\_\_\_

Reread "To the Moon." Describe one scene you could clearly imagine in your mind while reading the story. Which words and phrases in the passage most helped you create your mental image?

Sample response: I could clearly imagine the astronauts boarding the spacecraft and getting ready for the launch. The phrases that helped me create this mental image were "walked through a long tube," "crawled inside," and "took a nook and safely stored the personal items."

330

Skills 2

NAME: \_\_\_\_\_ TR 21.1  
DATE: \_\_\_\_\_

Reread "Coins." Identify the central, or main idea of the text. What evidence from the passage supports this as the central idea?

Sample response: The central ideal of the passage is that while coins are small, they are interesting. The author supports the idea by describing coins and explaining how they are made. The author also explains what coins are used for and why some people collect them.

---

---

---

---

---

---

---

---

---

---

---

---

NAME: \_\_\_\_\_ TR 22.1  
DATE: \_\_\_\_\_

### Words with /ou/

Read each sentence. Complete each word by adding the correct spelling for the /ou/ sound: 'ow', 'ou', or 'ough'. Read each completed sentence.

1. The king has a cr\_\_ow\_\_n on his head.
2. I had to sh\_\_ou\_\_t so she could hear me.
3. A circle is r\_\_ou\_\_nd.
4. How many people live in the t\_\_ow\_\_n?
5. The player got a red card for a f\_\_ou\_\_l.
6. During the dr\_\_ough\_\_t, there was very little rain.
7. Listen for the cat's me\_\_ow\_\_.
8. The farmer fixed the pl\_\_ow\_\_.

NAME: \_\_\_\_\_ TR 23.1  
DATE: \_\_\_\_\_

Reread "Zoila's Sleigh." Use details from the passage to describe how the setting of the story, or where the story takes place, affects the plot, or what happens to the characters.

Sample response: The setting of the story is a snowy town in winter. The setting is where the events of the story take place. In the story, Zoila and her dogs pull a sled. This event can take place because the town is snowy.

---

---

---

---

---

---

---

---

---

---

---

---

NAME: \_\_\_\_\_ TR 24.1  
DATE: \_\_\_\_\_

### Closed, Open, VCe, and Vowel Team Syllable Words

Read each word. Look at the underlined syllable. Write whether the syllable is open, closed, VCe, or vowel team.

1. bookcase vowel team
2. driveway VCe
3. snowflake VCe
4. drawback closed
5. rebound open
6. destroy open
7. rejoin vowel team
8. soil vowel team
9. bayside VCe
10. sprint closed



**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3**

**Unit 2**

**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 3.1.A | listen actively, ask relevant questions to clarify information, and make pertinent comments                                                                                    | U2: p. 7, U2: p. 14, U2: p. 68, U2: p. 75, U2: p. 129, U2: p. 136, U2: p. 186, U2: p. 193, U2: p. 249, U2: p. 256                                                                                                                                                                                         |
| TEKS 3.1.B | follow, restate, and give oral instructions that involve a series of related sequences of action                                                                               |                                                                                                                                                                                                                                                                                                           |
| TEKS 3.1.C | speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively |                                                                                                                                                                                                                                                                                                           |
| TEKS 3.1.D | work collaboratively with others by following agreed-upon rules, norms, and protocols                                                                                          | U2: p. 7, U2: p. 14, U2: p. 20, p. 27, U2: p. 44, U2: p. 51, U2: p. 80, U2: p. 87, U2: p. 104, U2: p. 111, U2: p. 129, U2: p. 136, U2: p. 140, U2: p. 147, U2: p. 151, U2: p. 157, U2: p. 161, U2: p. 168, U2: p. 199, U2: p. 206, U2: p. 223, U2: p. 231, U2: p. 261, U2: p. 268, U2: p. 282, U2: p. 289 |
| TEKS 3.1.E | develop social communication such as conversing politely in all situations                                                                                                     |                                                                                                                                                                                                                                                                                                           |

(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 and apply phonetic knowledge by:

|                |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS 3.2.A.i   | decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en                                                                                         | U2: p. 68, U2: p. 71, U2: p. 75, U2: p. 80, U2: p. 83, U2: p. 87, U2: p. 92, U2: p. 95, U2: p. 96, U2: p. 100, U2: p. 104, U2: p. 107, U2: p. 108, U2: p. 111, U2: p. 116, U2: p. 119, U2: p. 123, U2: p. 129, U2: p. 132, U2: p. 133, U2: p. 136, U2: p. 140, U2: p. 143, U2: p. 144, U2: p. 147, U2: p. 151, U2: p. 154, U2: p. 155, U2: p. 157, U2: p. 161, U2: p. 164, U2: p. 165, U2: p. 168, U2: p. 173, U2: p. 176, U2: p. 179, U2: p. 186, U2: p. 189, U2: p. 190, U2: p. 193, U2: p. 199, U2: p. 202, U2: p. 203, U2: p. 206, U2: p. 211, U2: p. 214, U2: p. 215, U2: p. 219, U2: p. 223, U2: p. 226, U2: p. 227, U2: p. 231, U2: p. 236, U2: p. 239, U2: p. 243, U2: p. 249, U2: p. 252, U2: p. 256, U2: p. 261, U2: p. 264, U2: p. 268, U2: p. 273, U2: p. 276, U2: p. 279, U2: p. 282, U2: p. 285, U2: p. 286, U2: p. 289, U2: p. 293, U2: p. 296, U2: p. 299                       |
| TEKS 3.2.A.ii  | decoding multisyllabic words with closed syllables; open syllables; VCe syllables, vowel teams; including digraphs and diphthongs; r-controlled syllables; and final stable syllables | U2: p. 7, U2: p. 10, U2: p. 20, U2: p. 23, U2: p. 27, U2: p. 32, U2: p. 35, U2: p. 39, U2: p. 44, U2: p. 47, U2: p. 51, U2: p. 56, U2: p. 59, U2: p. 62, U2: p. 68, U2: p. 71, U2: p. 75, U2: p. 80, U2: p. 83, U2: p. 87, U2: p. 92, U2: p. 96, U2: p. 100, U2: p. 104, U2: p. 108, U2: p. 111, U2: p. 116, U2: p. 119, U2: p. 123, U2: p. 129, U2: p. 133, U2: p. 136, U2: p. 140, U2: p. 144, U2: p. 147, U2: p. 151, U2: p. 155, U2: p. 157, U2: p. 161, U2: p. 165, U2: p. 168, U2: p. 173, U2: p. 176, U2: p. 179, U2: p. 186, U2: p. 190, U2: p. 193, U2: p. 199, U2: p. 203, U2: p. 206, U2: p. 211, U2: p. 215, U2: p. 219, U2: p. 223, U2: p. 227, U2: p. 231, U2: p. 236, U2: p. 239, U2: p. 243, U2: p. 249, U2: p. 252, U2: p. 256, U2: p. 261, U2: p. 264, U2: p. 268, U2: p. 273, U2: p. 276, U2: p. 279, U2: p. 282, U2: p. 286, U2: p. 289, U2: p. 293, U2: p. 296, U2: p. 299 |
| TEKS 3.2.A.iii | decoding compound words, contractions, and abbreviations                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| TEKS 3.2.A.iv  | decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

### Unit 2

### Correlation—Teacher’s Guide

|                                                         |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS 3.2.A.v                                            | decoding words using knowledge of prefixes                                                                                                                                            | U2: p. 32, U2: p. 37, U2: p. 44, U2: p. 49, U2: p. 51, U2: p. 56, U2: p. 60, U2: p. 62, U2: p. 68, U2: p. 73, U2: p. 75, U2: p. 80, U2: p. 85, U2: p. 87, U2: p. 92, U2: p. 98, U2: p. 100, U2: p. 104, U2: p. 109, U2: p. 111, U2: p. 116, U2: p. 121, U2: p. 123, U2: p. 129, U2: p. 134, U2: p. 140, U2: p. 145, U2: p. 151, U2: p. 156, U2: p. 157, U2: p. 173, U2: p. 177, U2: p. 179, U2: p. 186, U2: p. 191, U2: p. 193, U2: p. 206, U2: p. 211, U2: p. 217, U2: p. 219, U2: p. 223, U2: p. 229, U2: p. 231, U2: p. 236, U2: p. 241, U2: p. 243, U2: p. 293, U2: p. 297, U2: p. 299             |
| TEKS 3.2.A.vi                                           | decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants                               | U2: p. 7, U2: p. 12, U2: p. 20, U2: p. 25, U2: p. 27, U2: p. 56, U2: p. 60, U2: p. 62, U2: p. 161, U2: p. 166, U2: p. 168, U2: p. 173, U2: p. 177, U2: p. 179, U2: p. 199, U2: p. 204, U2: p. 211, U2: p. 217, U2: p. 219, U2: p. 223, U2: p. 229, U2: p. 231, U2: p. 236, U2: p. 241, U2: p. 243, U2: p. 249, U2: p. 254, U2: p. 256, U2: p. 261, U2: p. 266, U2: p. 268, U2: p. 273, U2: p. 278, U2: p. 279, U2: p. 282, U2: p. 287, U2: p. 289, U2: p. 293, U2: p. 297, U2: p. 299                                                                                                                  |
| TEKS 3.2.A.vii                                          | identifying and reading high-frequency words from a research-based list                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>(B) demonstrate and apply spelling knowledge by:</b> |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| TEKS 3.2.B.i                                            | spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables | U2: p. 7, U2: p. 16, U2: p. 20, U2: p. 28, U2: p. 32, U2: p. 40, U2: p. 44, U2: p. 52, U2: p. 56, U2: p. 63, U2: p. 68, U2: p. 77, U2: p. 80, U2: p. 88, U2: p. 92, U2: p. 101, U2: p. 104, U2: p. 112, U2: p. 116, U2: p. 124, U2: p. 129, U2: p. 138, U2: p. 140, U2: p. 148, U2: p. 151, U2: p. 158, U2: p. 161, U2: p. 169, U2: p. 173, U2: p. 180, U2: p. 186, U2: p. 195, U2: p. 199, U2: p. 207, U2: p. 211, U2: p. 220, U2: p. 223, U2: p. 232, U2: p. 236, U2: p. 244, U2: p. 249, U2: p. 258, U2: p. 261, U2: p. 269, U2: p. 273, U2: p. 280, U2: p. 282, U2: p. 290, U2: p. 293, U2: p. 300 |
| TEKS 3.2.B.ii                                           | spelling homophones                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| TEKS 3.2.B.iii                                          | spelling compound words, contractions, and abbreviations                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| TEKS 3.2.B.iv                                           | spelling multisyllabic words with multiple sound-spelling patterns                                                                                                                    | U2: p. 7, U2: p. 16, U2: p. 20, U2: p. 28, U2: p. 68, U2: p. 77, U2: p. 80, U2: p. 88, U2: p. 92, U2: p. 101, U2: p. 112, U2: p. 116, U2: p. 124, U2: p. 129, U2: p. 138, U2: p. 140, U2: p. 148, U2: p. 151, U2: p. 158, U2: p. 161, U2: p. 169, U2: p. 173, U2: p. 180, U2: p. 186, U2: p. 195, U2: p. 199, U2: p. 207, U2: p. 211, U2: p. 220, U2: p. 223, U2: p. 232, U2: p. 236, U2: p. 244, U2: p. 249, U2: p. 258, U2: p. 261, U2: p. 269, U2: p. 273, U2: p. 280, U2: p. 282, U2: p. 290, U2: p. 293, U2: p. 300                                                                               |
| TEKS 3.2.B.v                                            | spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| TEKS 3.2.B.vi                                           | spelling words using knowledge of prefixes                                                                                                                                            | U2: p. 32, U2: p. 37, U2: p. 44, U2: p. 49, U2: p. 56, U2: p. 60, U2: p. 68, U2: p. 73, U2: p. 80, U2: p. 85, U2: p. 92, U2: p. 98, U2: p. 104, U2: p. 109, U2: p. 116, U2: p. 121, U2: p. 129, U2: p. 134, U2: p. 140, U2: p. 145, U2: p. 151, U2: p. 156, U2: p. 173, U2: p. 177, U2: p. 186, U2: p. 191, U2: p. 211, U2: p. 217, U2: p. 223, U2: p. 229, U2: p. 236, U2: p. 241, U2: p. 293, U2: p. 297                                                                                                                                                                                             |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

| <b>Unit 2</b>                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                           | <b>Correlation—Teacher’s Guide</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS 3.2.B.vii                                                                                                                                                                                                                                                                                              | spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants                                   | U2: p. 7, U2: p. 12, U2: p. 20, U2: p. 28, U2: p. 56, U2: p. 60, U2: p. 161, U2: p. 166, U2: p. 173, U2: p. 177, U2: p. 199, U2: p. 204, U2: p. 211, U2: p. 217, U2: p. 223, U2: p. 229, U2: p. 236, U2: p. 241, U2: p. 249, U2: p. 254, U2: p. 261, U2: p. 266, U2: p. 273, U2: p. 278, U2: p. 282, U2: p. 287, U2: p. 293, U2: p. 297                                                                                                                                                                                                                                                               |
| TEKS 3.2.C                                                                                                                                                                                                                                                                                                  | alphabetize a series of words to the third letter                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| TEKS 3.2.D                                                                                                                                                                                                                                                                                                  | write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:                                                                                            |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| TEKS 3.3.A                                                                                                                                                                                                                                                                                                  | use print or digital resources to determine meaning, syllabication, and pronunciation                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| TEKS 3.3.B                                                                                                                                                                                                                                                                                                  | use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| TEKS 3.3.C                                                                                                                                                                                                                                                                                                  | identify the meaning of and use words with affixes such as <i>im-</i> (into), <i>non-</i> , <i>dis-</i> , <i>in-</i> (not, non), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-ful</i> | U2: p. 7, U2: p. 12, U2: p. 20, U2: p. 25, U2: p. 32, U2: p. 37, U2: p. 44, U2: p. 49, U2: p. 56, U2: p. 60, U2: p. 68, U2: p. 73, U2: p. 80, U2: p. 85, U2: p. 92, U2: p. 98, U2: p. 104, U2: p. 109, U2: p. 116, U2: p. 121, U2: p. 129, U2: p. 134, U2: p. 140, U2: p. 145, U2: p. 151, U2: p. 156, U2: p. 161, U2: p. 166, U2: p. 173, U2: p. 177, U2: p. 186, U2: p. 191, U2: p. 199, U2: p. 204, U2: p. 211, U2: p. 217, U2: p. 223, U2: p. 229, U2: p. 236, U2: p. 241, U2: p. 249, U2: p. 254, U2: p. 261, U2: p. 266, U2: p. 273, U2: p. 278, U2: p. 282, U2: p. 287, U2: p. 293, U2: p. 297 |
| TEKS 3.3.D                                                                                                                                                                                                                                                                                                  | identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| TEKS 3.4                                                                                                                                                                                                                                                                                                    | use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text                                                                                                       | U2: p. 7, U2: p. 14, U2: p. 20, U2: p. 27, U2: p. 32, U2: p. 39, U2: p. 44, U2: p. 51, U2: p. 68, U2: p. 75, U2: p. 80, U2: p. 87, U2: p. 92, U2: p. 100, U2: p. 104, U2: p. 111, U2: p. 129, U2: p. 136, U2: p. 140, U2: p. 147, U2: p. 151, U2: p. 157, U2: p. 161, U2: p. 168, U2: p. 186, U2: p. 193, U2: p. 199, U2: p. 206, U2: p. 211, U2: p. 219, U2: p. 223, U2: p. 231, U2: p. 249, U2: p. 256, U2: p. 261, U2: p. 268, U2: p. 273, U2: p. 279, U2: p. 282, U2: p. 289                                                                                                                      |
| (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.         |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| TEKS 3.5                                                                                                                                                                                                                                                                                                    | self-select text and read independently for a sustained period of time                                                                                                                    | U2: p. 56, U2: p. 62, U2: p. 116, U2: p. 123, U2: p. 173, U2: p. 179, U2: p. 236, U2: p. 243, U2: p. 293, U2: p. 299                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:                                                               |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| TEKS 3.6.A                                                                                                                                                                                                                                                                                                  | establish purpose for reading assigned and self-selected texts                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| TEKS 3.6.B                                                                                                                                                                                                                                                                                                  | generate questions about text before, during, and after reading to deepen understanding and gain information                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| TEKS 3.6.C                                                                                                                                                                                                                                                                                                  | make and correct or confirm predictions using text features, characteristics of genre, and structures                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

### Unit 2

### Correlation—Teacher’s Guide

|                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                            |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| TEKS 3.6.D                                                                                                                                                                                                                                                                                                                            | create mental images to deepen understanding                                                                                                               |  |
| TEKS 3.6.E                                                                                                                                                                                                                                                                                                                            | make connections to personal experiences, ideas in other texts, and society                                                                                |  |
| TEKS 3.6.F                                                                                                                                                                                                                                                                                                                            | make inferences and use evidence to support understanding                                                                                                  |  |
| TEKS 3.6.G                                                                                                                                                                                                                                                                                                                            | evaluate details read to determine key ideas                                                                                                               |  |
| TEKS 3.6.H                                                                                                                                                                                                                                                                                                                            | synthesize information to create new understanding                                                                                                         |  |
| TEKS 3.6.I                                                                                                                                                                                                                                                                                                                            | monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down |  |
| <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>                                                                                             |                                                                                                                                                            |  |
| TEKS 3.7.A                                                                                                                                                                                                                                                                                                                            | describe personal connections to a variety of sources including self-selected texts                                                                        |  |
| TEKS 3.7.B                                                                                                                                                                                                                                                                                                                            | write a response to a literary or informational text that demonstrates an understanding of a text                                                          |  |
| TEKS 3.7.C                                                                                                                                                                                                                                                                                                                            | use text evidence to support an appropriate response                                                                                                       |  |
| TEKS 3.7.D                                                                                                                                                                                                                                                                                                                            | retell and paraphrase texts in ways that maintain meaning and logical order                                                                                |  |
| TEKS 3.7.E                                                                                                                                                                                                                                                                                                                            | interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating                                                      |  |
| TEKS 3.7.F                                                                                                                                                                                                                                                                                                                            | respond using newly acquired vocabulary as appropriate                                                                                                     |  |
| TEKS 3.7.G                                                                                                                                                                                                                                                                                                                            | discuss specific ideas in the text that are important to the meaning                                                                                       |  |
| <p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>                    |                                                                                                                                                            |  |
| TEKS 3.8.A                                                                                                                                                                                                                                                                                                                            | infer the theme of a work, distinguishing theme from topic                                                                                                 |  |
| TEKS 3.8.B                                                                                                                                                                                                                                                                                                                            | explain the relationships among the major and minor characters                                                                                             |  |
| TEKS 3.8.C                                                                                                                                                                                                                                                                                                                            | analyze plot elements, including the sequence of events, the conflict, and the resolution                                                                  |  |
| TEKS 3.8.D                                                                                                                                                                                                                                                                                                                            | explain the influence of the setting on the plot                                                                                                           |  |
| <p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> |                                                                                                                                                            |  |
| TEKS 3.9.A                                                                                                                                                                                                                                                                                                                            | demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths     |  |
| TEKS 3.9.B                                                                                                                                                                                                                                                                                                                            | explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems                                                         |  |
| TEKS 3.9.C                                                                                                                                                                                                                                                                                                                            | discuss the elements in drama such as characters, dialogue, setting, and acts                                                                              |  |
| <p>(D) recognize characteristics and structures of informational text, including:</p>                                                                                                                                                                                                                                                 |                                                                                                                                                            |  |
| TEKS 3.9.D.i                                                                                                                                                                                                                                                                                                                          | the central idea with supporting evidence                                                                                                                  |  |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

| <b>Unit 2</b>                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                   | <b>Correlation—Teacher’s Guide</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| TEKS 3.9.D.ii                                                                                                                                                                                                                                                                                                                                                                                                 | features such as sections, tables, graphs, timelines, bullets, numbers, bold and italicized font to support understanding                                         |                                    |
| TEKS 3.9.D.iii                                                                                                                                                                                                                                                                                                                                                                                                | organizational patterns such as cause and effect and problem and solution                                                                                         |                                    |
| (E) recognize characteristics and structures of argumentative text by:                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                   |                                    |
| TEKS 3.9.E.i                                                                                                                                                                                                                                                                                                                                                                                                  | identifying the claim                                                                                                                                             |                                    |
| TEKS 3.9.E.ii                                                                                                                                                                                                                                                                                                                                                                                                 | distinguishing facts from opinion                                                                                                                                 |                                    |
| TEKS 3.9.E.iii                                                                                                                                                                                                                                                                                                                                                                                                | identifying the intended audience or reader                                                                                                                       |                                    |
| TEKS 3.9.F                                                                                                                                                                                                                                                                                                                                                                                                    | recognize characteristics of multimodal and digital texts                                                                                                         |                                    |
| (10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to: |                                                                                                                                                                   |                                    |
| TEKS 3.10.A                                                                                                                                                                                                                                                                                                                                                                                                   | explain the author’s purpose and message within a text                                                                                                            |                                    |
| TEKS 3.10.B                                                                                                                                                                                                                                                                                                                                                                                                   | explain how the use of text structure contributes to the author’s purpose                                                                                         |                                    |
| TEKS 3.10.C                                                                                                                                                                                                                                                                                                                                                                                                   | explain the author’s use of print and graphic features to achieve specific purposes                                                                               |                                    |
| TEKS 3.10.D                                                                                                                                                                                                                                                                                                                                                                                                   | describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes       |                                    |
| TEKS 3.10.E                                                                                                                                                                                                                                                                                                                                                                                                   | identify the use of literary devices, including first- or third-person point of view                                                                              |                                    |
| TEKS 3.10.F                                                                                                                                                                                                                                                                                                                                                                                                   | discuss how the author’s use of language contributes to voice                                                                                                     |                                    |
| TEKS 3.10.G                                                                                                                                                                                                                                                                                                                                                                                                   | identify and explain the use of hyperbole                                                                                                                         |                                    |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:                                                                                                                                         |                                                                                                                                                                   |                                    |
| TEKS 3.11.A                                                                                                                                                                                                                                                                                                                                                                                                   | plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping |                                    |
| (B) develop drafts into a focused, structured, and coherent piece of writing by:                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                   |                                    |
| TEKS 3.11.B.i                                                                                                                                                                                                                                                                                                                                                                                                 | organizing with purposeful structure including an introduction and conclusion                                                                                     |                                    |
| TEKS 3.11.B.ii                                                                                                                                                                                                                                                                                                                                                                                                | developing an engaging idea with relevant details                                                                                                                 |                                    |
| TEKS 3.11.C                                                                                                                                                                                                                                                                                                                                                                                                   | revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity                       |                                    |
| (D) edit drafts using standard English conventions, including:                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                   |                                    |
| TEKS 3.11.D                                                                                                                                                                                                                                                                                                                                                                                                   | edit drafts using standard English conventions                                                                                                                    |                                    |
| TEKS 3.11.D.i                                                                                                                                                                                                                                                                                                                                                                                                 | complete simple and compound sentences with subject-verb agreement                                                                                                |                                    |
| TEKS 3.11.D.ii                                                                                                                                                                                                                                                                                                                                                                                                | past, present, and future verb tense                                                                                                                              |                                    |
| TEKS 3.11.D.iii                                                                                                                                                                                                                                                                                                                                                                                               | singular, plural, common, and proper nouns                                                                                                                        |                                    |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

### Unit 2

### Correlation—Teacher’s Guide

|                                                                                                                                                                                                                                              |                                                                                                                                                                 |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| TEKS 3.11.D.iv                                                                                                                                                                                                                               | adjectives, including their comparative and superlative forms                                                                                                   |  |
| TEKS 3.11.D.v                                                                                                                                                                                                                                | adverbs that convey time and adverbs that convey manner                                                                                                         |  |
| TEKS 3.11.D.vi                                                                                                                                                                                                                               | prepositions and prepositional phrases                                                                                                                          |  |
| TEKS 3.11.D.vii                                                                                                                                                                                                                              | pronouns, including subjective, objective, and possessive cases                                                                                                 |  |
| TEKS 3.11.D.viii                                                                                                                                                                                                                             | coordinating conjunctions to form compound subjects, predicates, and sentences                                                                                  |  |
| TEKS 3.11.D.ix                                                                                                                                                                                                                               | capitalization of official titles of people, holidays, and geographical names and places                                                                        |  |
| TEKS 3.11.D.x                                                                                                                                                                                                                                | punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series                                  |  |
| TEKS 3.11.D.xi                                                                                                                                                                                                                               | correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words                                                       |  |
| TEKS 3.11.E                                                                                                                                                                                                                                  | publish written work for appropriate audiences                                                                                                                  |  |
| (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:               |                                                                                                                                                                 |  |
| TEKS 3.12.A                                                                                                                                                                                                                                  | compose literary texts, including personal narratives and poetry, using genre characteristics and craft                                                         |  |
| TEKS 3.12.B                                                                                                                                                                                                                                  | compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft |  |
| TEKS 3.12.C                                                                                                                                                                                                                                  | compose argumentative texts, including opinion essays, using genre characteristics and craft                                                                    |  |
| TEKS 3.12.D                                                                                                                                                                                                                                  | compose correspondence such as thank you notes or letters                                                                                                       |  |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |                                                                                                                                                                 |  |
| TEKS 3.13.A                                                                                                                                                                                                                                  | generate questions on a topic for formal and informal inquiry                                                                                                   |  |
| TEKS 3.13.B                                                                                                                                                                                                                                  | develop and follow a research plan with adult assistance                                                                                                        |  |
| TEKS 3.13.C                                                                                                                                                                                                                                  | identify and gather relevant information from a variety of sources                                                                                              |  |
| TEKS 3.13.D                                                                                                                                                                                                                                  | identify primary and secondary sources                                                                                                                          |  |
| TEKS 3.13.E                                                                                                                                                                                                                                  | demonstrate understanding of information gathered                                                                                                               |  |
| TEKS 3.13.F                                                                                                                                                                                                                                  | recognize the difference between paraphrasing and plagiarism when using source materials                                                                        |  |
| TEKS 3.13.G                                                                                                                                                                                                                                  | create a works cited page                                                                                                                                       |  |
| TEKS 3.13.H                                                                                                                                                                                                                                  | use an appropriate mode of delivery, whether written, oral, or multimodal, to present results                                                                   |  |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

### Unit 2

### Correlation—Teacher’s Guide

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                |                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <p>(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>                                                                                                                                                                            |                                                                                                                                                                                                                                |                                                                                                         |
| ELPS 1.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | use prior knowledge and experiences to understand meanings in English                                                                                                                                                          |                                                                                                         |
| ELPS 1.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | monitor oral and written language production and employ self-corrective techniques or other resources                                                                                                                          | U2: p. 110                                                                                              |
| ELPS 1.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary                                                              | U2: p. 278, U2: p. 285, U2: p. 298                                                                      |
| 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                                                           | U2: p. 50, U2: p. 241                                                                                   |
| ELPS 1.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | use accessible language and learn new and essential language in the process                                                                                                                                                    | U2: p. 13, U2: p. 60, U2: p. 99, U2: p. 121, U2: p. 156, U2: p. 166, U2: p. 205, U2: p. 254, U2: p. 267 |
| 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 |                                                                                                         |
| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p> |                                                                                                                                                                                                                                |                                                                                                         |
| ELPS 2.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | distinguish sounds and intonation patterns of English with increasing ease                                                                                                                                                     | U2: p. 177, U2: p. 189, U2: p. 214, U2: p. 226                                                          |
| 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                                                                              | U2: p. 189, U2: p. 214, U2: p. 226                                                                      |
| ELPS 2.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions                                                                                              | U2: p. 189, U2: p. 214, U2: p. 226                                                                      |
| ELPS 2.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed                                                                                                        |                                                                                                         |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

| <b>Unit 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                  | <b>Correlation—Teacher’s Guide</b>                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| ELPS 2.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language                                                                                                                                                                                                       |                                                            |
| 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                                                                   |                                                            |
| (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: |                                                                                                                                                                                                                                                                                                                                                  |                                                            |
| 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                                                                                                                                          | U2: p. 134, U2: p. 144, U2: p. 189, U2: p. 214, U2: p. 226 |
| 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 - GRADE 3

| Unit 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                  | 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                                                        | U2: p. 28, U2: p. 51, U2: p. 63, U2: p. 71, U2: p. 83, U2: p. 87, U2: p. 112, U2: p. 124, U2: p. 207, U2: p. 232, U2: p. 268, U2: p. 289, U2: p. 300 |
| 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                                                                  | U2: p. 16, U2: p. 76, U2: p. 194, U2: p. 244, U2: p. 257                                                                                             |
| ELPS 4.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | read silently with increasing ease and comprehension for longer periods                                                                                                                                                                                                                          |                                                                                                                                                      |
| ELPS 4.I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs | U2: p. 16, U2: p. 40, U2: p. 101, U2: p. 158, U2: p. 194, U2: p. 220, U2: p. 257, U2: p. 279                                                         |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

### Unit 2

### Correlation—Teacher’s Guide

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                      |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| ELPS 4.J                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs        |                                  |
| ELPS 4.K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs                                                                              |                                  |
| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For Kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> |                                                                                                                                                                                                                                                                                                      |                                  |
| ELPS 5.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | learn relationships between sounds and letters of the English language to represent sounds when writing in English                                                                                                                                                                                   |                                  |
| ELPS 5.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | write using newly acquired basic vocabulary and content-based grade-level vocabulary                                                                                                                                                                                                                 |                                  |
| ELPS 5.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired                                                                                                                                           |                                  |
| ELPS 5.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired                                                                                                 |                                  |
| ELPS 5.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly |                                  |
| ELPS 5.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired                                                                                                     | U2: p. 26, U2: p. 38, U2: p. 205 |
| ELPS 5.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired                                                                                                                                                              |                                  |

## **Credits**

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.





**Grade 3** | **Skills 2** | Teacher Guide

ISBN 9798891808621



9 798891 808621