

3

Grade 1

Skills 3 | Teacher Guide

Grade 1

Skills 3

Teacher Guide

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Introduction

In Unit 3, you will introduce five additional vowel sounds and the most common spelling for each sound:

- /oo/ spelled 'oo' as in *soon*
- /oo/ spelled 'oo' as in *look*
- /ou/ spelled 'ou' as in *shout*
- /oi/ spelled 'oi' as in *oil*
- /aw/ spelled 'aw' as in *paw*

The sounds /oo/ and /oo/ are both spelled 'oo'. Students will practice sounding out the tricky spelling 'oo'. A tricky spelling is a grapheme that can be pronounced more than one way.

SIMILAR SOUNDS: /ue/, /oo/, /oo/, AND /u/

The sounds /ue/, /oo/, /oo/, and /u/ sound very similar to some students and may potentially cause confusion.

- /ue/ as in *cute* is a sound combination of the sounds /y/ + /oo/ and not a single phoneme. Some students may confuse it with the /oo/ sound.
- The sound /oo/ as in *soon* is also somewhat similar to /oo/ as in *look*, and the fact that they share a single spelling may contribute to potential confusion.
- The sound /oo/ as in *look* can be confused with /u/ as in *luck*.

If you find that students are getting these sounds confused, you will need to spend extra time doing oral discrimination exercises in which students listen for a particular sound or distinguish between two similar sounds. The Pausing Point contains a variety of such exercises.

SIMILAR SPELLINGS FOR /ue/, /oo/, /oo/, AND /u/

The sounds /ue/, /oo/, /oo/, and /u/ share a whole set of spellings, as you can see from the following table. At the end of Unit 3, students will be familiar with the four bolded spellings below.

Sound	/ue/	/oo/	/oo/	/u/
Spellings	cute	t <u>u</u> ne		
		soo n	bo ok	
	p <u>u</u> pil	s <u>u</u> per	p <u>u</u> t	pu tt
	cu e	bl <u>u</u> e		
	fe w	ne w		
		pr <u>o</u> ve		sh <u>o</u> ve
		d <u>o</u>		s <u>o</u> n
		s <u>o</u> p		to <u>u</u> ch
		fr <u>u</u> it		
		ne utral		

CODE FLIP BOOKS AND INDIVIDUAL CODE CHARTS

The Vowel Code Flip Book is used to teach the new vowel sound/spellings. The Spelling Cards are added to the Code Flip Book when the sound/spellings are taught. Students will also fill out their own Individual Code Charts. Please encourage students to use the Individual Code Chart when reading and writing.

TRICKY WORDS

In Unit 3, you will introduce the Tricky Words *should*, *would*, *could*, *down*, and *because*. The vowel sounds in *should*, *would*, and *could* are tricky because they each have the /oo/ sound spelled 'ou'. The vowel sound in *down* is tricky because the /ou/ sound is spelled 'ow'. In the word *because* the first 'e' stands for the sound /ee/ (or the schwa sound), the letters 'au' for the sound /u/ (or /aw/), and the letters 'se' for the sound /z/.

Once again, an optional Family Letter listing new Tricky Words along with flashcards for practice at home is included in Teacher Resources. A list of all Tricky Words taught thus far and an assessment record are also included for your use. It is highly recommended that you assess each student at the beginning and end of the unit.

Once these words have been introduced, they will be included in the stories and in other materials. The tricky part of each word will be underlined for the first twenty or so occurrences in the Reader. Tricky Words from previous units will continue to be underlined until they have appeared at least twenty times.

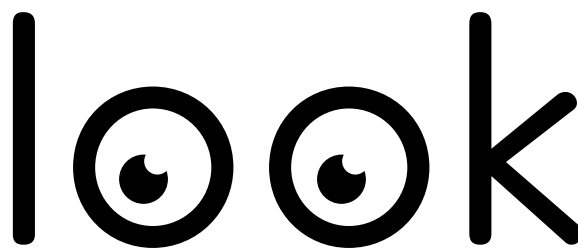
You may wish to have a word wall to display Tricky Words. Tricky Words should be printed on yellow cards to remind students to use caution when reading them.

TRICKY SPELLINGS

In Unit 3, students learn that both /oo/ as in *soon* and /oo/ as in *look* can be spelled 'oo'. When students come across a word containing the spelling 'oo', they should:

- Try pronouncing it as /oo/ as in *soon*. This is the more common pronunciation.
- If that pronunciation does not sound right, or does not make sense in context, they should try pronouncing the spelling /oo/ as in *look*.

Some teachers use an extra visual cue to help students distinguish /oo/ and /oo/. For words that have 'oo' pronounced like *look*, they draw two eyes looking out from the 'oo' spelling like this:



Use this visual if you think it would be helpful to students.

DECODABLE READER: FABLES

Students will practice newly learned decoding skills while reading stories from *Fables*. This Reader is comprised of decodable versions of famous fables, most of which are originally attributable to the ancient Greek storyteller Aesop. Fables are special types of stories that teach important lessons or morals. Fables often feature talking animals as main characters. You should continue to observe and document student reading performance, using the Anecdotal Reading Record provided in the Teacher Resources section of this Teacher Guide. As in the previous Grade 1 materials, you are encouraged to use the Reader in a variety of instructional groupings, including whole group and/or small group instruction, partner reading, and independent reading. Each story is accompanied by a set of discussion questions in the Teacher Guide, focusing on literal, inferential, and evaluative question types. Regardless of the process or groupings used to read each story, it is highly recommended that you gather all students back together to discuss the story questions when they have finished reading.

Students will also continue to complete story question activity pages. As you assess students' writing on these activity pages, you are encouraged to accept all phonetically plausible spellings. You should, for the time being, accept *hou* for *how*, *bloo* for *blue*, and *toi* for *toy*, as students have not yet learned the spelling alternatives they need to spell such words correctly.

GRAMMAR

The grammar exercises in this unit focus on verb identification and verb tense. Students will practice identifying whether a verb represents an action that is happening in the present or one that happened in the past.

SPELLING

Weekly spelling lists and assessments are included for the first time in Unit 3. The spelling words are made up of various sound/spelling correspondences that have already been presented and taught for decoding purposes. Requiring students to practice and spell words with these same sound/spelling correspondences provides additional reinforcement.

The student Activity Book includes take-home letters with the list of words to be practiced in preparation for the end-of-week spelling assessment. It is important to note that encoding (spelling) poses a far greater challenge for students than decoding (reading) the same sound/spelling correspondences, so practice at home is important.

The Teacher Resources section also includes a useful spelling analysis sheet for each spelling assessment. Careful examination of students' errors may provide insight for planning remediation of both decoding and encoding skills.

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

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

WRITING

In this unit, formal instruction in the writing process begins by focusing on narrative writing. Early lessons call for students to practice retelling a previously read story, incorporating key story features by identifying the setting, describing the characters, and then recounting a sequential series of events from the plot. Students progress from writing a simple narrative retelling to writing a book report, in which they are also encouraged to include their opinion about the story that they have read.

All writing activities are presented in carefully scaffolded steps, modeled first by the teacher with the group, followed by additional student practice, with a gradual release of responsibility so students learn how to plan, draft, and edit pieces of writing. This unit also introduces a classroom visitor named Mr. Mowse, who leaves samples of his writing in the classroom overnight for students to edit the next day.

A note with regard to expectations regarding spelling accuracy during these writing activities is warranted. While students will have learned many sound/spellings by the end of this unit, there are still some basic code spellings, as well as quite a few spelling alternatives, that remain to be taught in Grades 1 and 2. Students should be encouraged to use their existing code knowledge to spell and write the words they want to use. Plausible, but not dictionary correct spellings, like *hunee* for *honey*, should be accepted at this point, though they can be corrected if written work is being prepared for “publication.”

Writing is one of the most tangible ways that teachers and students can gauge progress. Students enjoy looking back at their writing from time to time throughout the year to see how much they have grown as writers. For this reason, you should keep a portfolio of writing samples for each student. In addition, this portfolio will enable you to quickly review each student’s writing and analyze areas in need of attention.

Here are some suggestions to create and maintain student portfolios:

- Allow each student to decorate a plain manila file folder. Keep the folders in a safe spot. Each time students write, file their work in their folder.

- Create a three-ring binder for each student. Then, hole-punch their writing and place in the notebook.
- If your school has a binder machine, bind a large number of sheets of blank copy paper. Bind a piece of construction paper to the front and allow students to decorate it.
- Consult with other teachers in your school to see if there are other ideas that might work well for your class.

You will be prompted in Lessons 6, 7, and 8 to collect specific samples of student writing.

UNIT 3 ASSESSMENTS

Formative Assessments and Additional Support

In addition to the weekly spelling assessments, formative assessments are clearly marked for monitoring individual student performance and progress in the following key skills:

- Oral reading of decodable stories: Observation records for recording student performance in the form of an Anecdotal Reading Record and Discussion Questions Observation Record are included in Teacher Resources.
- Written responses to story comprehension questions: You will be prompted to collect and review activity book pages for specific lessons.
- Sound/spellings taught in this unit—/oo/ > 'oo,' /oo/ > 'oo,' /ou/ > 'ou,' /oi/ > 'oi,' and /aw/ > 'aw': Again you will be prompted to collect specific activity pages.

Quick “Checks for Understanding” to evaluate classroom performance as a whole are also designated in various lessons.

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

Student Performance Assessment

In Lesson 19, you will be prompted to administer a multipart assessment. In the Word Recognition Assessment, students will be asked to look at several words on the designated activity page and then circle the written word which matches the spoken word you say. The target words include the vowel sound/spellings taught in this unit; distractors have been intentionally selected because they represent frequent sound/spelling confusions. Student performance on this assessment is a good indicator of whether students have mastered the new sound/spellings.

Students will also be asked to independently read a new story in *Fables* and then answer written comprehension questions about the selection.

PAUSING POINT

An extensive listing of additional activities to teach and practice the Unit 3 skills can be found in the Pausing Point section included after the last lesson if you need to provide targeted remediation for individual or groups of students in any areas in which they performed poorly on the end-of-unit assessment.

TEACHER RESOURCES

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

- Tricky Word Family Letter
- Tricky Word Flash Cards
- Tricky Word Assessment Record: Beginning and End of Unit 3 (optional)
- Tricky Word Assessment List
- Anecdotal Reading Record—Unit 3
- Discussion Questions Observation Record—Unit 3
- The Writing Process
- Story Map
- Picture of Mr. Mowse
- Mr. Mowse's Draft
- Editing Checklist
- Spelling Analysis Directions and Analysis of Student Errors for Spelling Assessments (Lessons 5, 10, and 15)
- Record Sheet for Unit 3 Assessment
- Analysis Directions for Word Recognition Assessment—Unit 3
- Analysis Directions for Story Comprehension Assessment—Unit 3
- Additional Support Activity Pages
- Activity Book Answer Key

ADDITIONAL MATERIALS FOR UNIT 3

Some additional materials are needed for specific lessons of Unit 3. These materials are always listed in the Lesson at a Glance chart at the beginning of each lesson. For your convenience, a complete list of additional materials is included here:

- green thin-tipped marker for each student (1)
- blank yellow index cards—five per student (2)
- blank yellow index cards for Tricky Word Wall (five for wall) (2)
- chart paper (1)
- digital components: Throughout this unit and others, whenever the lesson suggests the teacher model the completion of an activity page or prepare a chart to display, you may use the digital version provided in the digital components for this unit. (1)

BASIC CODE

Introduce /oo/ > 'oo'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will listen to and distinguish words with /oo/ and /ue/ vowel sounds in oral word pairs. **TEKS 1.2.A.iii; TEKS 1.2.A.v**

Students will read and write one-syllable words spelled with the vowel digraph /oo/ > 'oo'. **TEKS 1.2.B.iii**

Reading

Students will read the fable “King Log and King Crane” with purpose and understanding, and will answer literal, inferential, and evaluative questions about key details in the text, including the moral/life lesson.

TEKS 1.2.B.i; TEKS 1.4; TEKS 1.7.C

Language (Spelling)

Students will read and spell the Tricky Word *they* and one-syllable words containing the following sound/spellings; /ae/ > 'a_e'; /ee/ > 'ee'; /oe/ > 'o_e';

/ie/ > 'i_e'. **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

FORMATIVE ASSESSMENT

Activity Page 1.1

Write the Spelling/Word Box

TEKS 1.2.B.iii

Observation

Anecdotal Reading Record “King Log and King Crane”

TEKS 1.2.B.i; TEKS 1.4; TEKS 1.7.C

Observation

Discussion Questions “King Log and King Crane”

TEKS 1.7.C

Activity Page 1.2

Story Questions “King Log and King Crane”

TEKS 1.7.C

- TEKS 1.2.A** Demonstrate phonological awareness by (iii) distinguishing between long and short vowel sounds in one-syllable words; (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (i) decoding words in isolation and in context by applying common letter sound correspondences; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Minimal Pairs /oo/ and /ue/ (Phonological Awareness)	Whole Group	5 min.	
Introduce the Spelling /oo/ > 'oo' (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Vowel Digraph Chart (Digital Components) <input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Card for 'oo' > /oo/ (<i>soon</i>) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> green markers
Practice /oo/ > 'oo' (Phonics)	Whole Group	10 min.	<input type="checkbox"/> Activity Page 1.1
Reading			
Introduce the Reader and Story	Whole Group	5 min.	<input type="checkbox"/> <i>Fables</i> Big Book <input type="checkbox"/> Preview Spelling Chart (Digital Components)
Read "King Log and King Crane"	Whole Group	15 min.	<input type="checkbox"/> <i>Fables</i> Reader <input type="checkbox"/> Activity Page 1.2 <input type="checkbox"/> <i>Fables</i> Chart (Digital Components)
Language (Spelling)			
Introduce Spelling Words	Whole Group	10 min.	
Take-Home Material			
Spelling Words; Family Letter			<input type="checkbox"/> Activity Pages 1.3, 1.4

ADVANCE PREPARATION

Foundational Skills

- Gather the Spelling Card listed in the Lesson at a Glance.

➤ Digital Component 1.1

- Create a blank version of the vowel digraph chart from Practice /oo/ > 'oo' (Digital Component 1.1) on the board/chart paper, or use the digital version. You will use this chart throughout the unit, recording each new digraph spelling as it is taught.

oo	soon, room, boot

Reading

- Load the story “King Log and King Crane” from the *Fables* Reader from Teacher Resources on the program’s digital components site or prepare to display the *Fables* Big Book.
- At the start of each week, prepare the Anecdotal Reading Record provided in Teacher Resources. Over the course of the week, be sure to listen to each student read at least once and note student performance in the Anecdotal Reading Record.
- At the start of each week, prepare the Discussion Questions Observation Record provided in Teacher Resources. Over the course of the week, be sure to ask each student to respond to at least one discussion question. Make notes regarding each student’s ability to respond in complete sentences and answer literal, inferential, and evaluative questions.

➤ Digital Component 1.2

- Create the Preview Spellings chart (Digital Component 1.2) for Introduce the Story on the board/chart paper, or use the digital version.

➤ Digital Component 1.3

- Create a blank version of the Fables chart (Digital Component 1.3) for the Wrap-Up on the board/chart paper, or use the digital version. You will use this chart throughout the unit to record the title, characters, setting, main events, and moral of each fable. A completed version of this chart is found in the digital components for this unit (Digital Component 1.4).

Universal Access

- Bring in photographs of cranes to use when previewing the fable “King Log and King Crane.”
- Bring in pictures to represent some of the spelling words: *same, make, green, seed, stone, line, hide, they*.

Lesson 1: Introduce /oo/ > 'oo'

Foundational Skills



Primary Focus

Students will listen to and distinguish words with /oo/ and /ue/ vowel sounds in oral word pairs. **TEKS 1.2.A.iii; TEKS 1.2.A.v**



Students will read and write one-syllable words spelled with the vowel digraph /oo/ > 'oo'. **TEKS 1.2.B.iii**



MINIMAL PAIRS /OO/ AND /UE/ (5 MIN.)

Note: This first activity is a listening only activity that focuses on the sound differences between /oo/ and /ue/. Many of the word pairs on the next page use spellings that have not been taught. Do not write these words for students to read.

- Tell students that today they will learn a new sound—/oo/ as in *soon*.
- Have students say the /oo/ sound several times, stretching it out.
- Ask students if they can think of words that have the /oo/ sound in the middle (*spoon, loop, root, hoop, boot*). Have the class repeat the words and verify that the sound /oo/ is in the middle.
- Ask students if they can think of words that have the /oo/ sound at the end (*zoo, two, blue, moo, shoe*). Have the class repeat each word and verify that the /oo/ sound is at the end.
- Ask students whether /oo/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth and an unobstructed airflow.)
- Explain that when listening to words, it can be hard to hear the difference between the /oo/ sound as in *soon* and the /ue/ sound as in *cute*, which they learned to read and spell in Unit 2.
- Ask students to say /oo/ several times.
- Ask them to say /ue/ several times.
- Tell students that you are going to say word pairs. The words may sound similar, but only one word will contain the /oo/ sound and the other word will contain the /ue/ sound.



TEKS 1.2.A Demonstrate phonological awareness by (iii) distinguishing between long and short vowel sounds in one-syllable words; (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;
TEKS 1.2.B.iii Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

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

- Have students close their eyes and listen as you say the first word pair.
- Ask students which word contains the /oo/ sound.
- Have students repeat both words to hear and feel the difference in articulation.

- | | |
|--------------|--------------|
| 1. food—feud | 4. ooze—use |
| 2. pooh—pew | 5. fool—fuel |
| 3. ooh—you | |

Note: Many of these words may be unfamiliar to students. The purpose of this activity is for students to listen for the different sounds in each word, not to learn new vocabulary. However it may be helpful to pause after each word and use it in a sentence so students understand that two different words are being said.



Check for Understanding

Say the word pair *moon—boots*. Ask students if they hear the /oo/ sound in both words. Have the class use **Thumbs-Up/Thumbs-Down** to indicate if they hear the /oo/ sound in both words. Discuss the correct answer with the class (*thumbs-up*). Then, say the word pair *cube—room*. Ask students if they hear the /oo/ sound in both words. Have the class use **Thumbs-Up/Thumbs-Down** to indicate if they hear the /oo/ sound in both words. Discuss the correct answer with the class (*thumbs-down*), as well as which word has the /oo/ sound (*room*).

Support

To help students understand the sound /oo/, say the following word pairs aloud, one pair at a time: *moon—man*; *boot—bet*; *lip—loop*; *rim—room*. Ask students to repeat the words. Then, have students choose the word in each pair with the /oo/ sound.

Challenge

Ask students to think of other word pairs with /oo/ and /ue/. Have individual students say the word pairs to the class and ask which word has the /oo/ sound.



INTRODUCE THE SPELLING /OO/ > 'OO' (15 MIN.)

TEKS 1.2.B.iii

- Tell students that you are going to show them how to write the vowel sound /oo/.
- Write 'oo' on handwriting guidelines and describe what you are doing.
- State that the /oo/ sound is spelled as a vowel team, 'oo'. Model writing and saying the spelling two or three times.
- Have students trace the spelling on their desk with a pointed finger while saying the sound.



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

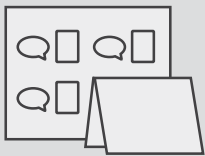


Check for Understanding

Walk around as students trace the 'oo' on their desks and listen to make sure that students are making the correct /oo/ sound.

- Write 'f' and 'ff' on the board/chart paper, and explain that 'f' and 'ff' are pronounced the same way. Write the words *if* and *stiff*, asking students to read both words to confirm that 'f' and 'ff' are both pronounced as /f/.
- Explain that the spellings for vowel sounds are different. Write 'o' and 'oo' on the board/chart paper.
- Point to the 'o' spelling and explain that when they see one 'o', they should say the /o/ sound as in *pop*.
- Point to the 'oo' spelling and explain that when they see the double-letter spelling 'oo', they should say the /oo/ sound as in *soon*.
- Turn to **Vowel Code Flip Book page 11**. Show students the Spelling Card for /oo/ > 'oo' (*soon*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.
- Have students turn to **Individual Code Chart page 4**. Have them locate and trace the code information for /oo/ > 'oo' in green marker. Make sure students are outlining the card with *soon* as the example word.
- Tell students that whenever the spelling 'oo' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

Code Materials



Activity Page 1.1



PRACTICE /oo/ > 'oo' (10 MIN.)

TEKS 1.2.B.iii

Write the Spelling/Word Box

- Have students take out Activity Page 1.1. Tell students to say the sound of each letter team and single-letter spelling that they write, going sound by sound to write the words.
- Have students look at the back of the activity page. As a class, read the words in the box at the top and identify the name for each picture below.
- Tell students to write each word under its matching picture.

Note: You can refer to the digraph 'oo' by its sound or by the letter names.



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

Continue to encourage students to say the sounds of the individual spellings as they write the words.

➤ Digital Component 1.1

- To summarize, write the spelling 'oo' on the blank chart you already created, reviewing its sound /oo/. Ask students to provide several examples of words in which 'oo' stands for /oo/ and write them in the chart.

oo	soon, room, boot



Activity Page 1.1: Write the Spelling/Word Box

Collect Activity Page 1.1 to review and monitor students' progress.

Lesson 1: "King Log and King Crane"

Reading



Primary Focus: Students will read the fable "King Log and King Crane" with purpose and understanding, and will answer literal, inferential, and evaluative questions about key details in the text, including the moral/life lesson.

✦ **TEKS 1.2.B.i; TEKS 1.4; TEKS 1.7.C**

INTRODUCE THE READER AND STORY (5 MIN.)

- Load the digital version of the story "King Log and King Crane" or use the *Fables Big Book*.
- Ask students to name some of the fables that they have heard in Kindergarten and Grade 1, such as "The Lion and the Mouse," "The Tortoise and the Hare," "The Wolf in Sheep's Clothing," etc.

Big Book



Page 2

✦ **TEKS 1.2.B.i** Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter sound correspondences; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response

- Show students the cover of their new Reader, *Fables*, and point to and read the title. Have students repeat the title of the Reader after you. Note that the Reader title, *Fables*, is not decodable; however individual story titles are.
- Ask students what they know about fables. Explain that a fable is a fictional, or made-up, short story. Look at the table of contents together, and note that many of the titles include animals. This is because the characters of fables (who the stories are about) are often animals that can speak and think like humans. Fables also try to teach a lesson, or a moral. For example, the fable “The Boy Who Cried Wolf” teaches us to always tell the truth.
- Again call students’ attention to the table of contents. Point to the first story, and read the title of today’s story, “King Log and King Crane.” Tell students that a crane is a large type of bird.

Preview Spellings

- Review the following spellings and Tricky Words before reading today’s story.

➤ Digital Component 1.2

/oo/ > ‘oo’	/ae/ > ‘a_e’	Tricky Words
fools	crane	once
soon	hate	we
too	made	were

Preview Core Vocabulary

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

gods—n., beings with special abilities and powers different from ordinary people or animals (2)

Example: The frog gods made it rain for many days.

fools—n., silly people (4)

Example: We looked like fools in our funny costumes.

tame—adj., calm; not wild (6)

Example: The dogs were very tame after our long walk.

Sayings and Phrases

made a bad trade—a saying meaning to not choose wisely or to make a bad decision (10)

Example: When we chose to see a movie over going to the park, we made a bad trade.

Vocabulary Chart for “King Log and King Crane”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		fools gods tame	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	made a bad trade		

Purpose for Reading

- Tell students that in today’s story, there are frogs who talk to the “frog gods.” The frog gods like to play tricks on animals and people. Ask students to read to find out the moral, or life lesson, of today’s story.

READ “KING LOG AND KING CRANE” (15 MIN.)

Whole Group

- Before reading today’s story, remind students that the tricky parts of Tricky Words are underlined to help us remember to be careful. Also, the spelling for today, ‘oo’ > /oo/, is in bold print.
- Ask one student at a time to read a paragraph from each page.
- You may use the following guidelines to pause and discuss the text that has just been read.

Page 2

- “We must have a king!” Why do you think the frogs feel as if they need a king? (*The story does not say; accept reasonable responses, such as they want someone to lead them or be in charge.*)

Page 4

- “We must hide from him in the grass!” At this point, what words would you use to describe the frogs? Why? (*Frightened; King Log is large and they do not know what to expect.*)

Reader



Page 2

Page 6

- "... send him soon!" How do you think the frog gods will react to the frogs' request for a new king? What do you think will happen next? (*The story does not say; accept reasonable responses, such as the frog gods may not pay any attention to the frogs since they already sent King Log.*)

Page 8

- "... ate lots of the frogs." Did the frogs get their wish for a strong king? (*They got more than they wished for!*)



Observation: Anecdotal Reading Record

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

Wrap-Up

- Introduce the Fables chart and the headings for each column of the chart to students. Complete each row, as appropriate, as you answer discussion questions.

➤ Digital Component 1.3

Name of the Tale	Who?	Where?	What?	What the Tale Tells Us
King Log and King Crane	frogs frog gods a crane	a pond	1. frogs ask for a king 2. frog gods send King Log 3. frogs ask for strong king 4. frog gods send King Crane	Do not ask for too much!

- Read these discussion questions and have students answer orally. Students should respond in complete sentences. When answering the question, ask students to cite the part of the story that guided their answer.



Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Are the frogs characters in this story?” “Do the frogs like King Log?”

Intermediate

After asking each question, provide students with a specific sentence frame: “The characters are . . .”

Advanced/Advanced High

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

ELPS 3.C; ELPS 4.J

Activity Page 1.2



Discussion Questions for “King Log and King Crane”

1. **Literal.** Who are the characters in the story?
 - » The frogs, the frog gods, and a crane are the characters in this story.
2. **Literal.** What do the frogs ask for at the beginning of the story?
 - » The frogs ask for a king at the beginning of the story.
3. **Inferential.** Why do the frog gods send them a log as their king?
 - » The frog gods want to play a joke on the frogs.
4. **Evaluative.** How do King Log and King Crane act differently?
 - » King Crane is fast and he eats frogs; King Log just sat there and did nothing.
5. **Evaluative.** What lesson do you think this fable has to teach us?
 - » Be happy with what you have; be careful what you wish for.



Observation: Discussion Questions

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

- Have students work individually or with a partner to complete Activity Page 1.2. Remind students to look back at the story to find the answers.

Note: Some of today’s questions have a space for students to mark the page number where they found the answer. Show students this feature of their activity pages. Briefly review the word *page* as it is a Tricky Word for students at this time. Review the completed activity page with students.



Activity Page 1.2: Story Questions

Collect Activity Page 1.2 to evaluate student progress answering questions about key details in the story, “King Log and King Crane.”

Lesson 1: Introduce Spelling Words

Language



Primary Focus: Students will read and spell the Tricky Word *they* and one-syllable words containing the following sound/spellings; /ae/ > 'a_e'; /ee/ > 'ee';

✦ /oe/ > 'o_e'; /ie/ > 'i_e'. **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

✦ INTRODUCE SPELLING WORDS (10 MIN.)

TEKS 1.2.C.i

- Explain that starting this week, students will be assigned a list of eight spelling words at the beginning of each week. Students are expected to practice and learn how to spell these words at home, so they will be ready to take an assessment on these words at the end of the week.
- Explain that there will also be one Tricky Word that they will need to learn to spell each week.
- Tell students that the spelling words for this week include the letter teams that they learned to read in Unit 2. Ask students for examples of some of those letter teams.
- Introduce the Dictation Journal to students. Explain that you will say a sentence that uses one of this week's spelling words and students will write the entire sentence in their Dictation Journal.
- Say, "The stone is red."
- Read and write each spelling word. Have students repeat each word after you. Ask individual students to spell each word aloud.

/ae/ > 'a_e'	/ee/ > 'ee'	/oe/ > 'o_e'	/ie/ > 'i_e'	Tricky Word
same	green	stone	line	they
make	seed		hide	

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

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

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Foundational Skills

Foundational Literacy Skills

Prior to introducing the spelling words, show students pictures or realia of some of the words (*green, seed, stone, line*).

Ask students to repeat each word. Proceed with introducing the spelling words.

ELPS 1.C; ELPS 3.J;

ELPS 5.C

Take-Home Material

SPELLING WORDS AND FAMILY LETTER

- Have students take home Activity Pages 1.3 and 1.4 to share with a family member.

Activity Pages
1.3, 1.4



Lesson 1: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

Phrases and Wiggle Cards

Throughout this unit, phrases and sentences are included that you may copy on index cards and ask students to read and/or act out. Phrases are meant to be read by students. Wiggle Cards are meant to be read and acted out. Use any of these at your discretion throughout the school day for a quick break and extra reading practice.

- | | | |
|----------------|------------------|------------------|
| 1. bad mood | 5. sad mood | 9. Swim in pool. |
| 2. loose tooth | 6. Mop the room. | 10. Scoop it up. |
| 3. big moon | 7. Make a loop. | |
| 4. Make food. | 8. rose in bloom | |

MORE HELP WITH SIMILAR SOUNDS

Sound Riddles

- Tell students that you are going to say some riddles, each of which has an answer that contains the /oo/ sound.
- Have students raise their hands if they think they know the answer.

1. This is a place where you go swimming in the summer. (*pool*)
2. This is a tool you use to sweep the floor. (*broom*)
3. This is what you eat when you are hungry. (*food*)
4. This is the color of the sky. (*blue*)
5. This is what you do between putting food in your mouth and swallowing. (*chew*)
6. This is what you see in the sky at night instead of the sun. (*moon*)

Which One—/oo/ or /ue/?

- Review the /oo/ sound spelled 'oo' as in *soon* by writing 'oo'—soon on the board/chart paper.
- Review the /ue/ sound spelled 'u_e' as in *cute* by writing 'u_e'—cute on the board/chart paper.
- Say each word in the box to contrast the sounds /oo/ and /ue/.
- Have students point to the correct spelling on their **Individual Code Chart**.

- | | | |
|---------------------------|---------------------------|---------------------------|
| 1. soon (<i>page 4</i>) | 3. food (<i>page 4</i>) | 5. cute (<i>page 3</i>) |
| 2. cube (<i>page 3</i>) | 4. boot (<i>page 4</i>) | 6. mute (<i>page 3</i>) |

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

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 526 and 681 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 528 and 688 of those words would be completely decodable.

The sound /oo/ is the 18th most common sound in English and is found in approximately 5 percent of English words.

The sound /oo/ is spelled 'oo' approximately 28 percent of the time.

The spelling alternatives 'o_e' as in *approve*, 'u' as in *super*, 'u_e' as in *tune*, 'ue' as in *blue*, 'ew' as in *new*, 'o' as in *do*, 'ou' as in *soup*, and 'ui' as in *fruit* will be taught in later grades.

TRICKY WORD AND WRITING

Introduce: Because; Plan a Fictional Narrative

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will provide the sounds for 'i', 'e', 'a', 'u', 'o', 'oo', and fourteen other spellings. **TEKS 1.2.B.iii**
- Students will read and write the Tricky Word *because*. **TEKS 1.2.B.vi; TEKS 1.2.C.iv**

Language (Spelling)

- Students will segment and blend phonemes during dictation to form one-syllable words with the sound /oo/ > 'oo'. **TEKS 1.2.C.i**

Writing

- Students will follow along as the teacher reads "King Log and King Crane"; will be introduced to the three-step writing process of plan, draft, and edit; and will fill out a story map to use in planning a draft of a written retelling of the story.
- TEKS 1.8.B; TEKS 1.11.A; TEKS 1.12.A**
- Students will identify key plot elements, including the story's main events, problem, and resolution as they read independently. **TEKS 1.8.C**

FORMATIVE ASSESSMENT

Written Response**Dictation with Words**

- TEKS 1.2.B.iii; TEKS 1.2.C.i**

Activity Page 2.1**Story Map "King Log and King Crane"**

- TEKS 1.8.B; TEKS 1.11.A; TEKS 1.12.A**

- TEKS 1.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.C.iv** Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list; **TEKS 1.2.C.i** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.11.A** Plan a first draft by generating ideas for writing such as by drawing and brainstorming; **TEKS 1.12.A** Dictate or compose literary texts, including personal narratives and poetry; **TEKS 1.8.C** Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Sound/Spelling Review (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Large Letter Cards for twenty spellings, including 'i', 'e', 'a', 'u', 'o', 'oo'
Introduce Tricky Word: <i>Because</i> (Word Recognition)	Whole Group	5 min.	<ul style="list-style-type: none"> <input type="checkbox"/> one blank index card per student <input type="checkbox"/> yellow index card for Tricky Word <i>because</i>
Language (Spelling)			
Dictation with Words	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> pencils <input type="checkbox"/> paper
Writing			
Fictional Narrative: Plan	Whole Group	35 min.	<ul style="list-style-type: none"> <input type="checkbox"/> The Writing Process Chart (Digital Components) <input type="checkbox"/> Story Map for "King Log and King Crane" (Digital Components) <input type="checkbox"/> Activity Page 2.1
Take-Home Material			
"King Log and King Crane"			<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 2.2

ADVANCE PREPARATION

Foundational Skills

- Gather twenty Large Letter Cards including those in the Lesson at a Glance.

Writing

➤ Digital Component 2.1

- Prepare to display the writing process graphic found in Teacher Resources. You can either draw the icons or make enlarged copies of the icons and attach them to the board/chart paper. Alternatively, you may use the digital version (Digital Component 2.1).

➤ Digital Component 2.2

- Create a blank version of the story map on Activity Page 2.1 (Digital Component 2.2) on the board/chart paper, or use the digital version.

Universal Access

- Bring in pictures of the following words for Dictation with Words: *moon*, *spoon*, *zoo*, *boots*, *room*, and *broom*.

Lesson 2: Tricky Word: *Because*

Foundational Skills

**Primary Focus**

Students will provide the sounds for 'i', 'e', 'a', 'u', 'o', 'oo', and fourteen other spellings. **TEKS 1.2.B.iii**



Students will read and write the Tricky Word *because*. **TEKS 1.2.B.vi; TEKS 1.2.C.iv**

SOUND/SPELLING REVIEW (10 MIN.)

Note: If you feel that students will benefit from reviewing more than twenty spellings at a time, use the Large Letter Cards for all of the spellings taught so far.

- Gather the Large Letter Cards for twenty spellings that have already been taught, including the vowel spellings 'i', 'e', 'a', 'u', 'o', and 'oo'.
- Be sure to separate the vowel spellings and consonant spellings and ask students to identify the two types of sounds.
- Hold up each card and have students say the sound represented on each card. If the spelling is a letter team, you could also have students name the letters.

Large Letter Cards

**Check for Understanding**

Hold up a card and say the sound represented on the card. Have the class use **Thumbs-Up/Thumbs-Down** to indicate if they agree or disagree with the sound you provided. Discuss the correct response. Continue with two or three cards, giving at least one incorrect sound to ensure students are engaged.



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

INTRODUCE TRICKY WORD: BECAUSE (5 MIN.)

- Write the Tricky Word *because* on the board/chart paper and ask students how they would pronounce it by blending. (They might say something like /b/ /e/ /k/ /a/ /u/ /s/ /e/ or they may simply not know how to approach decoding a multisyllable word.)
- Explain that we pronounce this word /b/ /ee/ /k/ /u/ /z/ as in, “I like apples because they are crunchy.”
- Tell students that learning the word *because* will help them with their writing.
- Circle the letter ‘b’ and the letter ‘c’ and explain that they are pronounced just as one would expect, as /b/ and /k/.
- Underline the letter ‘e’, the letters ‘au’, and the letters ‘se’, and explain that these are the tricky parts. The ‘e’ stands for the /ee/ sound. The letters ‘au’ stand for the /u/ sound, and the letters ‘se’ stand for the /z/ sound.
- Tell students that when reading *because*, they have to learn and remember that the entire word is pronounced /b/ /ee/ /k/ /u/ /z/.

Note: *Because* can be pronounced /b/ /ee/ /k/ /aw/ /z/, /b/ /ee/ /k/ /u/ /z/, or /b/ /u/ /k/ /u/ /z/. The variations in the pronunciation of *because* are due in part to syllable stress.

- Write *because* on the yellow index card and add it to the Tricky Word Wall.
- Have students copy the word on an index card and underline the tricky parts of the word.



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Foundational Skills

Foundational Literacy Skills

Give students a chance to say sentences using the word *because*. Talk about things students like, such as apples, ice cream, or dogs. Ask students to **Turn and Talk**, completing the sentence frame “I like ___ because . . .” for each thing students like.

ELPS 1.A; ELPS 1.E

Lesson 2: Dictation

Language



Primary Focus: Students will segment and blend phonemes during dictation to form one-syllable words with sound /oo/ > 'oo'. **TEKS 1.2.C.i**

DICTATION WITH WORDS (10 MIN.)

- Tell students to take out a pencil and a piece of paper.
- Tell students to write each word that you say. The words will contain the /oo/ sound spelled 'oo'. Write the spelling on the board/chart paper.
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds and then draw a line on their paper for each sound that they hear. For example, for the word *broom*, four lines would be drawn on the paper: ____ ____ ____ ____.
- Once students have drawn one line for each sound, remind them that the sound /oo/ is spelled with two letters.
- Have students write the spellings on their respective lines: b r oo m.
- Finally, ask students to read the word back to you.
- Continue with the rest of the words.
- Write the words on the board/chart paper and have students self-correct.

Note: It might be useful to have students use a different-colored pencil for self-correction, allowing you to see which spellings students need to practice.

- | | |
|----------|------------|
| 1. moon | 6. broom |
| 2. spoon | 7. zoom |
| 3. zoo | 8. noon |
| 4. boots | 9. spook |
| 5. room | 10. smooth |

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

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Foundational Skills

Foundational Literacy Skills

Show students a picture of each of the following dictation words: *moon*, *spoon*, *zoo*, *boots*, *room*, and *broom*. Say each word and ask students to repeat the word. Then, proceed with the dictation of those words.

ELPS 1.C; ELPS 3.J;

ELPS 5.C

Support

Have students refer to their Individual Code Charts if they are having difficulty remembering how to write the spellings.

Challenge

Allow students to write four additional /oo/ words (e.g., *mood*, *too*, *food*, *droop*).



Written Response: Dictation with Words

Collect students' dictation papers to review and monitor student progress.

Lesson 2: Plan a Fictional Narrative

Writing



Primary Focus: Students will follow along as the teacher reads “King Log and King Crane”; will be introduced to the three-step writing process of plan, draft, and edit; and will fill out a story map to use in planning a draft of a written retelling of the

✦ story. **TEKS 1.8.B; TEKS 1.11.A; TEKS 1.12.A**

Students will identify key plot elements, including the story's main events,

✦ problem, and resolution as they read independently. **TEKS 1.8.C**

FICTIONAL NARRATIVE: PLAN (35 MIN.)

The Writing Process

- Display the writing process graphic that you prepared prior to this lesson or the digital version. Keep this on display in your classroom for students to refer to anytime they are writing.

➤ Digital Component 2.1



✦ **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.11.A** Plan a first draft by generating ideas for writing such as by drawing and brainstorming; **TEKS 1.12.A** Dictate or compose literary texts, including personal narratives and poetry; **TEKS 1.8.C** Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.

- Explain that this chart shows three steps that good writers use when they write. Authors of their favorite books use these steps to help create their stories.
- Point to the *plan* step on the chart. Ask students what the person in the picture is doing. (*thinking*)
- Explain that before you begin writing, you have to think about the topic you want to write about and brainstorm, or come up with, ideas. This is called planning.
- Point to the *draft* step on the chart. Ask students what this picture shows. (*paper and pencil*)
- Explain that the next part of the writing process is to start organizing and writing down ideas on paper in complete sentences. This is called drafting, or writing a draft.
- Point to the *edit* step on the chart. Ask students what this picture shows. (*paper and eraser*)

Note: The word *edit* is a multisyllable word with decodable chunks. Students have not yet learned how to decode multisyllable words, but will learn to do so in the next unit.

- Explain that the last part of the process is to reread the draft, fix any mistakes, and/or think of better ways to say and write your ideas. This is called editing.
- Review the three steps of the writing process one more time by pointing to each icon and asking students to name each step.



Narratives

- Tell students that today you will work as a class to use the first step of the writing process—plan—to think about the story they read yesterday and retell it together, in a type of writing called a narrative.
- Explain that a narrative tells events of a story in order. It includes details about what happened in the story.

Review of Story Elements and Introduce Story Map **TEKS 1.8.C**

- Remind students that they have been talking about the terms *characters*, *setting*, and *plot* since they first heard stories read aloud in Kindergarten. Now they are going to use these same terms to organize their ideas as they think about writing a story, using a planning template known as a story map.
- Display the blank story map you prepared prior to this lesson.

➤ Digital Component 2.2

The Name of the Tale:	
Who? 	Where? 
What?	Once, there were . . .
	Next in the tale . . .
	At the end of the tale . . .

- Point to the story map, read the words in each section, and discuss which plot elements belong in each section.
- The first section at the top says, “The Name of the Tale.” The name of the tale is the title of the story or fable. The title is written in bold at the top of the first page of each tale. Tell students that the word *tale* is another word for *story* or *fable*. Students will use the word *tale* to refer to the story in their writing since *tale* is decodable.
- The next two sections of the template ask, “Who?” and “Where?” Information about the characters and setting of the tale will go in these boxes. Tell students that it is best to use words right from the tale to describe the characters and setting, as they are still beginning writers. Feel free to use the terms *characters* and *setting* with students orally, but please model writing using only decodable words.

➤ **TEKS 1.8.C** Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.

- The “What?” (or plot) section is broken into three sections. Students should retell what happened in the tale, from beginning to middle to end. The story map provides students with transition words and sentence starters that will help them sequence the events. For now, students should focus on identifying just three main events to retell the plot of the tale.
- Tell students that today they will use this story map to retell the story “King Log and King Crane.”

Analysis of Elements of a Fictional Story

- Explain that you will reread “King Log and King Crane” aloud while students follow along in their Readers, paying special attention to the name of the tale (title), the who (characters), the where (setting), as well as what happens in the tale at once (beginning), next (middle), and at the end.
- Reread “King Log and King Crane” aloud and have students follow along in their Readers as you do so.
- While reading the story, draw attention to the difference between narrative text and dialogue. Remind students that dialogue is the part of the story where the characters speak. Point out the quotation marks used to mark the exact words a character is speaking.
- After reading the story, have students look at Activity Page 2.1. Explain that this activity page is a story map just like the story map on display
- Tell students that you will fill in the story map on the board/chart paper at the same time that they fill in their activity pages. You will try to use only words from the story to fill out the story map.
- Explain that since students are in Grade 1, there are still many words that they have not yet learned to spell. If they want to write a word that is not in the story, they should try to sound out and write the word as best as they can, based on the spellings they know. Assure students that this is acceptable.
- Start first by asking students the name of the tale, or title of the story. Encourage them to copy the name of the tale from their Reader as you write it on the board/chart paper.
- In the “Who?” section, discuss the frogs, the frog gods, King Log, and King Crane as characters.
- In the “Where?” section, discuss the setting. Encourage students to name where the tale is set and provide at least one detail about what the setting is like. (*a pond with grass*)

Reader



Page 2

Activity Page 2.1



- In the “What?” section, remind students that the plot of a story can be divided into a beginning, middle, and end. Ask students to tell you what happened in the beginning of the story and then model writing this using the “Once, there were . . .” sentence starter. Model writing the following short notes, elaborating more fully as you talk through each point:
 - frogs
 - asked frog gods to send king
 - King Log
- Continue discussing and writing about the middle and the end of the story, using the “Next in the tale . . .” and “At the end of the tale . . .” sentence starters. Write short notes, not complete sentences. Emphasize that it is very important to write what happened in the correct order. Finish by pointing out the problem in the story. Guide students to identify the resolution by asking how the characters solve the problem.
- Tell students that in the next lesson, they will use the story map to help them rewrite the story. Save the completed story map for use in the next lesson.



Activity Page 2.1: Story Map

Collect Activity Page 2.1 to review and monitor students' progress. Save the completed paper for use in the next lesson.

End Lesson

Take-Home Material

“KING LOG AND KING CRANE”

- Have students take home Activity Page 2.2 so they can read “King Log and King Crane” and discuss it with a family member.

Activity Page 2.2



Lesson 2: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

Phrases and Wiggle Cards

- Follow procedure outlined in Lesson 1.

- | | | |
|-----------------|--------------------|------------------|
| 1. cool cat | 5. big hoop | 9. lunch at noon |
| 2. sweet tooth | 6. mop and broom | 10. at the zoo |
| 3. three scoops | 7. bride and groom | |
| 4. his food | 8. moon and sun | |

MORE HELP WITH SOUND/SPELLINGS

Match Me

- Prepare **Large Letter Cards** corresponding to the targeted sound/spellings.
- Tell students you will either say a sound or show a letter.
- If a sound is provided, students should write the corresponding spelling on **paper**.
- If a spelling is shown, students should provide the corresponding sound aloud when prompted.
- If anyone provides an incorrect answer, correct the error, and have students repeat the item.

MORE HELP WITH /OO/ > 'OO'

Push and Say

- Provide each student with a copy of the Push and Say Sound Boxes (**Activity Page TR 2.1**) and a set of Push and Say letter cards (**Activity Page TR 2.2**) required for the words selected for building.
- Say the first word from the following box.
- Students echo the word and then individually work to select the letter cards for the sound/spellings identified as they segment the word into phonemes.

- Have students place the Letter Cards directly below the boxes in the correct positions from left to right. Tell students they will not always use all the sound boxes.
- Once you see a student is ready, ask that student to push the cards into the boxes from left to right and say the sound as each letter card is pushed. Immediately, students should run their finger under the word in one smooth motion and say the whole word blended.
- Clear the board for the next word.

- | | |
|---------|----------|
| 1. boo | 6. food |
| 2. noon | 7. droop |
| 3. boot | 8. stool |
| 4. pool | 9. loon |
| 5. moo | 10. soon |

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 528 and 688 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 529 and 688 of those words would be completely decodable.

Because is one of the 200 most common words in most samples of written English. In a typical passage of 1,000 words, *because* occurs 0 to 1 time.

3

WRITING

Draft a Fictional Narrative

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will listen to and identify one-syllable words that have the /oo/ sound.

✦ **TEKS 1.2.A.vii**

Reading

Students will partner read “The Two Dogs” with purpose and understanding and will answer inferential and evaluative questions about the story.

✦ **TEKS 1.2.B.i; TEKS 1.2.B.ii; TEKS 1.4; TEKS 1.6.F; TEKS 1.8.B**

Writing

Students will use the story map completed in the previous lesson to write a draft retelling of “King Log and King Crane” as a class.

✦ **TEKS 1.11.B.i; TEKS 1.11.B.ii; TEKS 1.11.C; TEKS 1.11.D.v; TEKS 1.11.D.viii; TEKS 1.12.A**

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record “The Two Dogs”

✦ **TEKS 1.4**

Observation

Discussion Questions “The Two Dogs”

✦ **TEKS 1.6.F**

✦ **TEKS 1.2.A.vii** Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.11.B** Develop drafts in oral, pictorial, or written form by (i) organizing with structure; (ii) developing an idea with specific and relevant details; **TEKS 1.11.C** Revise drafts by adding details in pictures or words; **TEKS 1.11.D** Editing drafts using standard English conventions, including (v) adverbs that convey time; (viii) capitalization for the pronoun “I”; **TEKS 1.12.A** Dictate or compose literary texts, including personal narratives and poetry.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review the Sound /oo/ (Phonological Awareness)	Whole Group	10 min.	
Reading			
Introduce the Story	Whole Group	5 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Fables</i> Big Book
Read “The Two Dogs”	Partner/ Whole Group	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Fables</i> Reader <input type="checkbox"/> Fables Chart (Digital Components)
Writing			
Fictional Narrative: Write a Draft	Whole Group	25 min.	<ul style="list-style-type: none"> <input type="checkbox"/> The Writing Process Chart (Digital Components) <input type="checkbox"/> Story Map for “King Log and King Crane” (Digital Components) <input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> blank board/chart paper for draft

ADVANCE PREPARATION

Reading

- Load the story “The Two Dogs” from the *Fables* Reader from Teacher Resources on the program’s digital components site or prepare to display the *Fables* Big Book.

➤ Digital Component 3.1

- Create the Preview Spellings chart (Digital Component 3.1) for Introduce the Story on the board/chart paper, or use the digital version.
- Prepare to assign student pairs for partner reading.

➤ Digital Component 1.3

- Prepare to update the Fables chart that you began in Lesson 1. Today you will add details from “The Two Dogs” to the chart.

Writing

➤ Digital Components 2.1, 2.2

- You will need the completed story map from Lesson 2 (Digital Component 2.2) for the class rewriting of “King Log and King Crane.” Students will need Activity Page 2.1 from the last lesson. You will also need to display the writing process graphic (Digital Component 2.1).
- You will need some way to display what you are writing today, such as the board/chart paper, an overhead projector, or other means.

Universal Access

- Bring in photos or pictures of a boy with a loose tooth and other words with the /oo/ sound, such as *spoon*, *broom*, *pool*, *moon*, etc., for Review /oo/ > ‘oo’.



Lesson 3: Review the Sound /oo/

Foundational Skills



Primary Focus: Students will listen to and identify one-syllable words that have the /oo/ sound. **TEKS 1.2.A.vii**

REVIEW THE SOUND /OO/ › ‘OO’ (10 MIN.)**Sound Off**

- Remind students that the new sound they are learning is /oo/ as in *soon*.
- Have students say the /oo/ sound several times, stretching it out as they do so.
- Now ask students for examples of words that have the /oo/ sound in the middle.
- Tell students that you are going to read a story containing a number of examples of the /oo/ sound. The /oo/ sound can be in the middle or at the end of a word.

Note: This is a listening activity only. Do not write the story or words.

- Read the story, making an effort to emphasize the /oo/ sound in the words.
- Reread the story slowly. This time ask students to clap each time they hear the /oo/ sound.

Stew (clap) Booth's (clap) tooth (clap) is loose (clap). It is hard for Stew (clap) to (clap) chew (clap) his food (clap). Soon (clap) Stew (clap) will lose (clap) his loose (clap) tooth (clap). When Stew (clap) loses (clap) his tooth (clap), he will get a brand new (clap) tooth (clap)!

**Check for Understanding**

Walk around as you read the story and watch to make sure students are clapping each time they hear the /oo/ sound.

TEKS 1.2.A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends.

Foundational Skills**Foundational Literacy Skills**

Before reading the Sound Off story, show students photos or pictures of a boy with a loose tooth. Talk with students about what happens when a tooth is loose or if they have ever had a loose tooth. Show pictures of other words that include the /oo/ sound.

ELPS 1.A; ELPS 3.J;

ELPS 4.J

Support

To help students understand the sound /oo/, review some word pairs aloud, one pair at a time: *brim—broom*; *root—rot*; *son—soon*. Ask students to repeat the words. Then, students should say the word in each pair with the /oo/ sound.

Challenge

Ask students to write two or three silly sentences that contain some words with the /oo/ sound. Have students read their sentences to the class and ask students to clap when they hear words with the /oo/ sound.

Lesson 3: “The Two Dogs”

Reading



Primary Focus: Students will partner read “The Two Dogs” with purpose and understanding and will answer inferential and evaluative questions about the story. **TEKS 1.2.B.i; TEKS 1.2.B.ii; TEKS 1.4; TEKS 1.6.F; TEKS 1.8.B**

INTRODUCE THE STORY (5 MIN.)

Note: Today students will read with a partner. You may wish to review class guidelines for reading with a partner (how to take turns reading aloud, asking questions from page to page).

- Load the digital version of the story “The Two Dogs” or use the *Fables* Big Book.
- Ask students what kinds of stories have characters who are often animals that speak like people. These stories also have a moral or lesson. (*fables*)
- Tell students that today’s story is called “The Two Dogs.” One dog lives with humans, while the other lives out in the wild.

Preview Spellings

- Review the following spellings and Tricky Words before reading today’s story.

➤ Digital Component 3.1

/oe/ > ‘o_e’	/ae/ > ‘a_e’	Tricky Words
home	tame	one
shone	stared	once
rope	safe	two
	plates	

Preview Core Vocabulary

- Preview the following vocabulary before reading today’s story:

➤ **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions.

Big Book



Page 12

tame—adj., not wild; living with people in their home (12)

Example: Our dog is quiet and tame.

free—adj., able to do what one wants; wild (12)

Example: The free dog ran around the yard.

Note: Point out that the word *free* can have several meanings. Students may be more familiar with word *free* meaning “at no cost.” Explain that in the story they will read today, *free* is used to describe a dog who is free, that is, living in the wild, able to do what he wants.

plump—adj., well-fed; not thin (12)

Example: My dog is plump because she eats a lot of food.

scraps—n., small pieces of leftover food (14)

Example: Please put the scraps in the sink.

Vocabulary Chart for “The Two Dogs”

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

Purpose for Reading

- Tell students to read the story to find out what lesson the two dogs in this story teach us.

READ “THE TWO DOGS” (20 MIN.)

Partner Reading

- Tell students that if they finish reading earlier than others, they can reread “King Log and King Crane” with their partner; they should not read ahead in the Reader.

Reader



Page 12

Support

Encourage students to use their Individual Code Charts if they come to a spelling they do not know how to read.



Observation: Anecdotal Reading Record

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

Wrap-Up

- Gather the whole class and help students summarize the story and then discuss it further using the discussion questions. Use student responses to complete the Fables chart for “The Two Dogs.”

➤ Digital Component 1.3

Name of the Tale	Who?	Where?	What?	What the Tale Tells Us
The Two Dogs	wild dog tame dog	the tame dog's home	1. a wild dog and a tame dog meet 2. the wild dog talks to the tame dog 3. the tame dog offers to let the wild dog stay at his home 4. the wild dog notices that the tame dog is kept on a rope 5. the wild dog does not want to stay and runs away to be free	Be careful what you wish for! The grass is always greener on the other side.

Challenge

Ask students to decide which dog they would rather be and why. Use Think-Pair-Share and allow students to think about their answer, talk to their partner about it, and share their choice with the class. Encourage students to use evidence from the text to support their opinions.

- Tell students that you are going to help them give a summary of today's story. When we summarize, we retell just the important parts of the story, and not every single detail. A summary tells who was in the story and the main events.
- What happens first in “The Two Dogs?” (*A wild dog and a tame dog meet.*)
- What does the wild dog notice about the tame dog? (*The tame dog is plump.*)
- What does the wild dog ask the tame dog? (*Why are you plump and I am skinny?*)
- How does the tame dog answer? (*He says that he is fed food because he keeps the home where he lives safe.*)

- How does the story end? (*The wild dog notices a spot on the tame dog's neck. He learns that the tame dog is kept on a rope. The wild dog does not want a rope around his neck, so he runs away to be free.*)

Discussion Questions for “The Two Dogs”

1. Were there any parts of the story that were confusing to you?
 - » Answers may vary.
2. **Inferential.** The tame dog says his job is to keep the men safe when they sleep at home. What do you think the dog does to keep the men safe?
 - » The answer is not in the text, but might be that the dog barks if he hears noises.
3. **Inferential.** Why does the free dog think at first that the tame dog has a fine or easy life?
 - » The men he lives with feed him scraps of food so he is plump and not hungry.
4. **Inferential.** Why do you think the free dog is thin?
 - » The answer is not in the text, but might be that the free dog has to find his own food in the wild and he also gets a lot of exercise.
5. **Evaluative.** What do you think is the lesson, or moral, of today's story? What part of the story can you use to support your answer?
 - » Answers may vary, but may reflect the “be careful what you wish for” or “the grass is always greener on the other side” lesson. Explain that one dog thinks it's better to be free and do what you want, even if your life is a little harder, rather than being tied up and not doing what you want.



Observation: Discussion Questions

Call on different students to answer each discussion question and use the Discussion Questions Observation Record to make note of students' responses.



ENGLISH
LANGUAGE
LEARNERS

Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Is the tame dog plump?” “Is the free dog thin?”

Intermediate

After asking each question, provide students with a specific sentence frame: “The free dog is thin because . . .”

Advanced/Advanced High

Encourage students to expand and/or build from other students' responses.

ELPS 2.G; ELPS 4.E

Lesson 3: Draft a Fictional Narrative

Writing



Primary Focus: Students will use the story map completed in the previous lesson to write a draft retelling of “King Log and King Crane” as a class.

✦ **TEKS 1.11.B.i; TEKS 1.11.B.ii; TEKS 1.11.C; TEKS 1.11.D.v; TEKS 1.11.D.viii; TEKS 1.12.A**

FICTIONAL NARRATIVE: WRITE A DRAFT (25 MIN.)

✦ Review the Plan **TEKS 1.11.B.i; TEKS 1.11.B.ii; TEKS 1.11.C**

- Display the story map that you completed in the previous lesson and make sure students have Activity Page 2.1 from the last lesson in front of them.
- Point to the writing process graphic. Ask students to tell you the first step in the writing process. (*plan*)
- Remind students that during the last lesson, they worked together as a class to retell the story “King Log and King Crane.”
- Ask students: “What is the next step in the writing process?” (*draft*)

Write a Draft

Note: You will model writing a draft with the entire class participating orally. Students will not do any writing on their own today.

- Display the blank board/chart paper (or however you have determined to display your writing). Explain that you will write the draft in paragraph format. Also display the completed story map nearby.
- Write the name of the tale (“King Log and King Crane”) at the top of the page. Tell students that it is important to title their writing. Point out that the name of the tale is written on Activity Page 2.1 and the class story map.
- Next, tell students that the first sentence of the draft should introduce the who and where of the tale, or the characters and setting. Model how to indent the first sentence of a paragraph, using your pointer finger to determine spacing. (You may need to use more than one finger for the display copy.) Use this decodable sentence starter: *In the tale, “King Log and King Crane,” there were . . .*

✦ **TEKS 1.11.B** Develop drafts in oral, pictorial, or written form by (i) organizing with structure; (ii) developing an idea with specific and relevant details; **TEKS 1.11.C** Revise drafts by adding details in pictures or words; **TEKS 1.11.D** Editing drafts using standard English conventions, including (v) adverbs that convey time; (viii) capitalization for the pronoun “I”; **TEKS 1.12.A** Dictate or compose literary texts, including personal narratives and poetry.

Activity Page 2.1



- Have students consult the story map and Activity Page 2.1 to decide how to finish the sentence starter. For example: *In the tale, “King Log and King Crane,” there were some frogs in a pond who asked the frog gods to send them a king.*
- Encourage students to use words and phrases from the tale. Many Tricky Words have already been introduced and will be useful in linking these words and phrases into new sentences; students may refer to the Tricky Word Wall.

1. a	11. were	21. says	31. we
2. I	12. have	22. was	32. be
3. no	13. one	23. when	33. me
4. so	14. once	24. where	34. they
5. of	15. to	25. why	35. their
6. all	16. do	26. what	36. my
7. some	17. two	27. which	37. by
8. from	18. who	28. here	38. you
9. word	19. the	29. there	39. your
10. are	20. said	30. he/she	40. because

- Write the first sentence of the paragraph on the board/chart paper. For example: *In the tale, “King Log and King Crane,” some frogs in a pond asked the frog gods to send them a king.* Point out that the sentence starts with a capital letter and ends with a punctuation mark.
- Work with students to transform the notes on the story map/Activity Page 2.1 into the second, third, and fourth sentences. The story map provides students with sentence starters for the three body sentences of the paragraph. You may use those or choose from the decodable linking words below. For example: *Once, the frog gods sent a big log to be king of the frogs. The frogs were scared of the log, but then they were not. Next, the frogs asked the frog gods to send them a strong king. Last, the frog gods sent a crane to be king and the crane ate the frogs.*

Note: Be sure to use the following decodable linking words to describe the sequence of events (*once/one time, next, then, last, etc.*).

- | | |
|----------------------------|----------------------------------|
| 1. Once | 8. Next |
| 2. One time | 9. Then |
| 3. The tale kicks off with | 10. Last |
| 4. The tale is set in | 11. At the end |
| 5. Step one is | 12. The tale ends with |
| 6. So | 13. This tale tells us that |
| 7. But | 14. A good thing in this tale is |

- As you transcribe the oral sentences provided by students, ask them to remind you how sentences begin (*with a capital letter*) and end (*with a punctuation mark*). Remind them that the pronoun *I* is always capitalized.
- Tell students that the ending sentence of the story should wrap up the story and let the reader know it is finished. This is a good place to remind students that this particular tale is a fable. A good way to end the paragraph is to explain what the tale tells us, or the moral of the fable. For example: *This tale tells us to like what we have.*
- Write the ending sentence on the board/chart paper.
- Remind students that drafting is the second step in the writing process. In the draft they helped compose as a group today, they wrote a starting sentence that introduced the characters and setting, the next sentences that retold the order of the events in the plot, and an ending sentence that wrapped up the story by saying what the tale tells us or what we liked or did not like about the story.
- Tell students that in the next lesson, they will edit the story.



Check for Understanding

Call on different students to make oral contributions for each sentence to help monitor their understanding of writing sentences for the narrative.

End Lesson

Lesson 3: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

Phrases and Wiggle Cards

- Follow the procedure outlined in Lesson 1.

- | | |
|----------------------|--------------------|
| 1. Step in the pool. | 6. my tooth |
| 2. Get the food. | 7. Take the spoon. |
| 3. Wake up at noon. | 8. Make it smooth. |
| 4. in your room | 9. Get home soon. |
| 5. tree root | 10. Be cool. |

MORE HELP WITH /oo/ > 'oo'

Here's the Sound

- Have students write the target sound /oo/ on a **dry-erase board or paper**.
- Review the sound /oo/.
- Read each word aloud. Have students repeat each word after you and write it on their board or paper.
- Students should hold up the board or paper when they hear a word with the /oo/ sound.

- | | |
|---------|-----------|
| 1. pool | 6. broom |
| 2. zoo | 7. long |
| 3. pond | 8. top |
| 4. hoop | 9. too |
| 5. hot | 10. stoop |

Sound Off

- Review the sound /oo/ by reading each sentence aloud.
- Students should stand up each time they hear a word with the /oo/ sound. (Students should return to a seated position on your signal after standing.)
- Then, ask students to take turns saying their own sentences containing words with the /oo/ sound, and have the other students stand up when they hear words with the /oo/ sound.

1. Mom wants **to** (*stand*) wear **boots** (*stand*).
2. Did **you** (*stand*) put **food** (*stand*) in the **pool** (*stand*)?
3. It is **true** (*stand*) that I went **to** (*stand*) the **zoo** (*stand*).
4. I **knew** (*stand*) **you** (*stand*) liked it, **too** (*stand*).

WRITING

Edit a Fictional Narrative

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally review the short vowel sounds /i/, /e/, /a/, /u/, and /o/ in isolation. **TEKS 1.2.B.i**

Reading

Students will reread “The Two Dogs” with increased accuracy, appropriate rate, and expression and will answer literal and evaluative questions about the text.

TEKS 1.2.B.i; TEKS 1.4; TEKS 1.6.A; TEKS 1.6.G

Writing

Students will use a step-by-step checklist to edit a draft retelling the fable “King Log and King Crane” as a class. **TEKS 1.11.C; TEKS 1.11.D.i–x; TEKS 1.12.A**

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record “The Two Dogs”
(Group 1)

TEKS 1.4

Activity Page 4.1

Story Questions “The Two Dogs” (Group 2)

TEKS 1.6.G

TEKS 1.2.B.i Demonstrate and apply phonetic awareness by decoding words in isolation and in context by applying common letter sound correspondences; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.11.C** Revise drafts by adding details in pictures or words; **TEKS 1.11.D** Edit drafts using standard English conventions, including (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun “I”; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; **TEKS 1.12.A** Dictate or compose literary texts, including personal narratives and poetry.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Review Short Vowel Sounds (Phonics)	Whole Group	5 min.	<ul style="list-style-type: none"> ❑ Large Letter Cards for 'i', 'e', 'a', 'u', 'o'
Reading			
Reread "The Two Dogs"	Small Group/ Partner	25 min.	<ul style="list-style-type: none"> ❑ <i>Fables</i> Reader ❑ Activity Page 4.1
Writing			
Fictional Narrative: Edit a Draft	Whole Group	30 min.	<ul style="list-style-type: none"> ❑ picture of Mr. Mowse (Digital Components) ❑ Mr. Mowse's draft (Digital Components) ❑ The Writing Process Chart (Digital Components) ❑ Editing Checklist (Digital Components) ❑ blank board/chart paper

ADVANCE PREPARATION

Foundational Skills

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

Reading

- Plan which students need the greatest support in reading and place them in Group 1 to read aloud to you. Group 2 students will read with partners.
- Write the phrases for Small Group 2 on the board/chart paper.

Writing

➤ Digital Component 4.1

- You will introduce Mr. Mowse today. Be prepared to show the picture of Mr. Mowse in Teacher Resources or to display the digital version.

➤ Digital Component 4.2

- Copy Mr. Mowse's draft from Teacher Resources onto the board/chart paper or plan to use the digital version (Digital Component 4.2), skipping every other line in order to leave room for editing marks. You may wish to write the sentences using a different color in order to make it easier to refer to specific parts of the story.

➤ Digital Components 2.1, 4.3

- You will also need to display the writing process graphic from earlier lessons (Digital Component 2.1) and the editing checklist (Digital Component 4.3) on the board/chart paper, either from Teacher Resources or the digital version.

Universal Access

- Plan ways to act out the following short vowel action words with students in the Warm-Up: *kick, yell, clap, jump, hop*.

Lesson 4: Review Short Vowel Sounds

Foundational Skills

5M

Primary Focus: Students will orally review the short vowel sounds /i/, /e/, /a/, /u/, and /o/ in isolation. **TEKS 1.2.B.i**

WARM-UP (5 MIN.)**Review Short Vowel Sounds**

- Display the Large Letter Cards, placing 'i', 'e', 'a', 'u', and 'o' from left to right.
- Say each sound and have students repeat after you.
- Use these gestures to help students distinguish and articulate the subtle differences between the vowel sounds. Discontinue them as soon as they are no longer helpful.

Large Letter Cards



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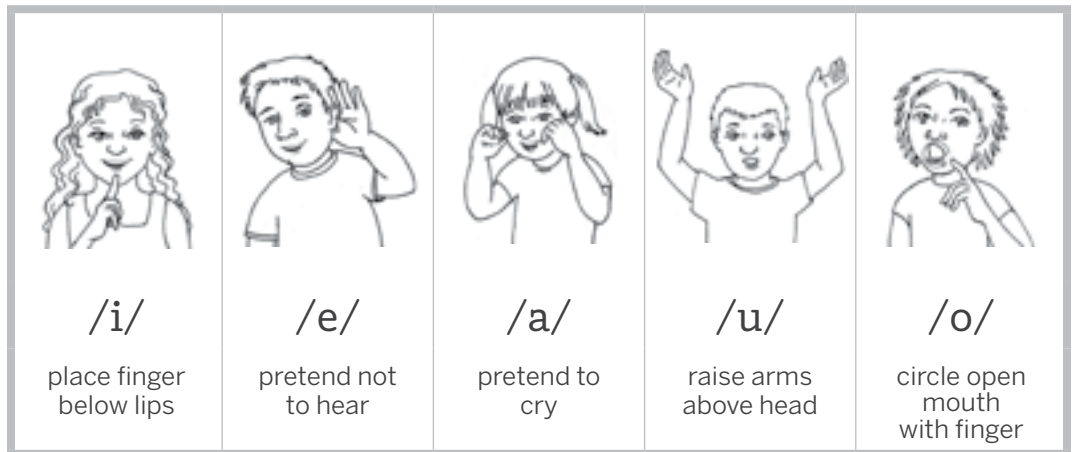
Foundational Skills

Foundational Literacy Skills

When reviewing the short vowel sounds, say a word that contains each sound, ask students to repeat, and then act out the word: *kick, yell, clap, jump, hop.*

ELPS 1.C; ELPS 2.G;**ELPS 3.A****Support**

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



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

TEKS 1.2.B.i Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter sound correspondences.



Check for Understanding

Show the Large Letter Card 'a' and say the sound /i/. Have students use **Thumbs-Up/Thumbs-Down** to tell you if you made the correct sound. Discuss the correct answer (*thumbs-down*) and the correct sound (/a/). Continue with the Large Letter Card 'o' and say the sound /o/. Have students use thumbs-up/thumbs-down to tell you if you made the correct sound. Discuss the correct answer. (*thumbs-up*)

Lesson 4: The Two Dogs Reading



Primary Focus: Students will reread "The Two Dogs" with increased accuracy, appropriate rate, and expression, and will answer literal and evaluative questions about the text. **TEKS 1.2.B.i; TEKS 1.4; TEKS 1.6.A; TEKS 1.6.G**

REREAD "THE TWO DOGS" (25 MIN.)

Small Group

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

Note: Some of today's questions have a space for students to mark the page number where they found the answer. Show students this feature of their activity pages. Briefly review the word *page* as it is a Tricky Word for students at this time.

Group 1: Have students take turns rereading aloud "The Two Dogs." Then work with students to complete Activity Page 4.1 question by question.



Observation: Anecdotal Reading Record

As you listen to students in Group 1 read "The Two Dogs," make notes regarding their individual reading ability in the Anecdotal Reading Record.

Reader



Page 12

Activity Page 4.1



TEKS 1.2.B.i Demonstrate and apply phonetic awareness by decoding words in isolation and in context by applying common letter sound correspondences; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance.



Reading

Exchanging Information
and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does the tame dog get food from the men?” “Does the thin dog run off?”

Intermediate

After asking each question, provide students with a specific sentence starter: “One dog is plump because . . .”
“The thin dog runs off because . . .”

Advanced/Advanced High

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

ELPS 2.G; ELPS 4.G

Challenge

Have students summarize the story with a partner.

Group 2: Tell students to take turns rereading “The Two Dogs.” Tell them that when they finish reading, they should work as partners to complete the story questions on Activity Page 4.1. Tell students that if they finish early, they can copy and illustrate one of the following phrases that are on the board/chart paper.

- | | |
|------------------|--------------------|
| 1. mop and broom | 3. bride and groom |
| 2. moon and sun | 4. cool as a cat |



Activity Page 4.1: Story Questions

Collect Activity Page 4.1 from Group 2 to monitor students’ understanding of “The Two Dogs.”

Lesson 4: Edit a Fictional Narrative
Writing



Primary Focus: Students will use a step-by-step checklist to edit a draft retelling of the fable “King Log and King Crane” as a class.

TEKS 1.11.C; TEKS 1.11.D.i-x; TEKS 1.12.A

FICTIONAL NARRATIVE: EDIT A DRAFT (30 MIN.)

Note: In today’s lesson, you will demonstrate editing a draft. This will allow you to model some basic editing conventions, such as neatly crossing out text and inserting words with carets.

TEKS 1.11.C Revise drafts by adding details in pictures or words; **TEKS 1.11.D** Edit drafts using standard English conventions, including (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun “I”; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; **TEKS 1.12.A** Dictate or compose literary texts, including personal narratives and poetry.

- Review with students how they planned and then drafted a retelling of “King Log and King Crane” as a class. Ask individual students to tell you what they did. (*planned the elements of the story on a story map; used the story map to orally transform the notes into complete sentences; the draft on the board/ chart paper discussed the characters and what happened in the beginning, then the middle, and the end of the story*)

➤ Digital Components 4.1, 4.2

- Tell students that when you came into the classroom today, you found another draft of a story that seems to have appeared overnight. Point to the copy you created in advance of Mr. Mowse’s draft. Tell students that this story was written by Mr. Mowse and show them his picture, which you prepared in advance.
- Explain that Mr. Mowse is a very shy character who likes to listen to the class instruction during the writing lessons. He then likes to try to write the same things they are learning. He is so shy, though, that he waits until everyone goes home to leave what he has written for the students to find the next day. Mr. Mowse likes to write, but he needs some help with editing.
- Read Mr. Mowse’s draft aloud. Some students may immediately notice some errors. Explain that this is what you will fix when you edit Mr. Mowse’s draft.
- Point to the writing process graphic, and explain that today they will work on the third step in the writing process: edit. Explain that editing is what we do when we take a draft and try to make it better. Even professional writers do not write perfect stories on the first try. They edit and rework their writing to make it better.
- Read the display copy of the editing checklist with students, noting that this checklist is completely decodable so students can read it, too.

➤ Digital Component 4.3

1. Check that the *name of the tale* is there.
2. Check that *where* is there.
3. Check that *who* is there and tell who they are.
4. Check that *what* is there with *once, next, and last*.
5. Aa, Bb, Cc
6. I
7. ? . !
8. Check that the words are spelled well.

Support

Explicitly model how to use the steps to check the draft. Make sure students understand what to look for in each step. In addition, make sure students understand why certain parts of the draft need to be fixed (missing capital letters at the beginning of sentences, missing quotation marks when characters are speaking, misspelled words).

- Explain that this is an editing checklist that has steps that someone editing a draft needs to check to make the writing in the draft better.
- Read the first step of the checklist.
- Ask the class if Mr. Mowse's draft has the name of the tale, or a title. (yes) Then make a check mark next to that step on the editing checklist.
- Work through the remaining steps and discuss whether the item can be checked off; if not, talk about what improvements could be made. Model making any changes to the draft that the class agrees would be changes for the better. For example, ask students if there are places where details could be added, perhaps better describing the characters, places, or things that happen in the story.

Note: For item 5 in the checklist, prompt students to check if capital letters are used correctly; for example at the beginning of a sentence. For item 6, prompt students to check if the correct punctuation is used.

- Use the following editing conventions when correcting the draft. Emphasize these conventions, explaining that this is how professional writers edit their work. Explain that students will use these very same marks when they edit their own work. Descriptions of these editing marks are presented here for your convenience.

Teacher Resource: Editing Marks

1. Cross out punctuation mistakes and write the correct punctuation mark above the wrong one.
2. Cross out capitalization mistakes and write the correct uppercase/lowercase letter above the wrong one.
3. Write a caret (^) where a word or punctuation mark needs to be inserted. Write the word or punctuation mark above the caret.
4. Correct spelling mistakes if students notice or question them. You should accept plausible spellings that use the sound/spelling correspondences taught thus far.

- Ask students if they have any other suggestions that would improve Mr. Mowse's writing. Explain that students should make any suggestions by asking a question.
- Model this by asking, "What if we tried . . . ?" or "Could we make the writing even better by . . . ?" Using this phrasing will make it clear that students are making suggestions for consideration, rather than mandating changes that must be made.

- If changes are suggested, check with the class to see if everyone agrees. Make the changes on the draft. At this stage, one or two suggestions are probably enough.
- Summarize by saying that students have now completed the three steps in the writing process: plan, draft, and edit.
- Ask students to talk about the steps they completed (planned their story on the story map on Activity Page 2.1, by specifying the title, characters, setting, and plot; drafted their story by writing the information from the plan onto board/chart paper; edited a draft by using an editing checklist and making changes to a draft to make it better).

Copying the Edited Draft—An Extra Step

- When you have finished editing Mr. Mowse’s draft, explain that if an author wants to share their writing so other people can read it, there is one extra step that they might want to take.
- Ask, “Do you think it would be easy or difficult for someone other than the author to read this draft? Why?”
- Explain that to share an edited draft with other people, it should be copied onto a clean piece of paper, incorporating all of the changes made on the draft. Let the class know that today you will not recopy Mr. Mowse’s draft.



Check for Understanding

Call on different students for each sentence to help monitor their understanding of editing a draft.

End Lesson

Lesson 4: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

Phrases and Wiggle Cards

- Follow procedure outlined in Lesson 1.

- | | |
|----------------|------------------|
| 1. big room | 6. Swim in pool. |
| 2. Slip up. | 7. Get a spoon. |
| 3. Tap it in. | 8. moon and sun |
| 4. Get in bed. | 9. Jog in boots. |
| 5. Drop it. | 10. Sit in tent. |

MORE HELP WITH SHORT VOWEL SOUNDS

Review the Short Vowel Gestures

Note: Articulation for the short vowel sounds may be supported by the gestures that represent the shapes of the letters.

- Review the gestures for short vowel sounds from the Warm-Up in order.
- Once students are confident in their pronunciation and can say the sounds clearly, have them say all five sounds front to back while using the gestures: /i/, /e/, /a/, /u/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds back to front while using the gestures: /o/, /u/, /a/, /e/, /i/.
- Show a gesture and ask students for the short vowel sound.
- Say a short vowel sound and ask students to show you the gesture.

Match Me

- Make a set of **index cards** with the short vowel sound/spellings 'i', 'e', 'a', 'u', 'o' for each student.
- Tell students you will say a sound; students should find and hold up the corresponding short vowel spelling on their index cards.

- Now tell students you will say different words; students should find and hold up the corresponding short vowel spelling.

1. pack	5. still	9. camp
2. bell	6. must	10. chill
3. shop	7. spend	11. job
4. list	8. nest	12. hug

- Now use the **Large Letter Cards for 'i', 'e', 'a', 'u', 'o'**. Show one spelling at a time and ask students to provide the corresponding sound when prompted.
- If anyone provides an incorrect answer, correct the error, and have students repeat the item.

5

ASSESSMENT AND BASIC CODE

Spelling Assessment and Introduce /oo/ > 'oo'

PRIMARY FOCUS OF LESSON

Language (Spelling)

Students will spell and write one-syllable words containing /ae/ > 'a_e', /ee/ > 'ee', /oe/ > 'o_e', /ie/ > 'i_e', and the Tricky Word *they* in a weekly spelling assessment.

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

Foundational Skills

✦ Students will review previously taught Tricky Words. **TEKS 1.2.B.vi; TEKS 1.2.C.iv**

Students will read and write one-syllable words spelled with the vowel digraph

✦ /oo/ > 'oo'. **TEKS 1.2.B.iii**

FORMATIVE ASSESSMENT

Activity Page 5.1

Spelling Assessment

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

Activity Page 5.2

Write the Spelling/Word Box

✦ **TEKS 1.2.B.iii**

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

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Spelling)			
Spelling Assessment	Whole Group	15 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> different colored pencils for self-correction
Foundational Skills			
Tricky Word Review (Word Recognition)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Tricky Word Cards
Introduce the Sound /oo/ (Phonological Awareness)	Whole Group	10 min.	
Introduce the Spelling /oo/ > 'oo' (Phonics)	Whole Group	15 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Card for 'oo' > /oo/ (<i>look</i>) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> green markers
Practice /oo/ > 'oo' (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Vowel Digraph Chart (Digital Components) <input type="checkbox"/> Activity Page 5.2
Take-Home Material			
"The Two Dogs"			<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 5.3

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 1.1

- Prepare to display the vowel digraph chart (Digital Component 1.1) that you began in Lesson 1.
- Ensure you have the Vowel Code Flip Book and the Spelling Card mentioned in the Lesson at a Glance for Introduce the Spelling /oo/ > 'oo'.

Universal Access

- Bring in pictures of words with the sound /oo/ spelled 'oo' for Introduce the Sound /oo/: *foot, cook, hook, hood, book, look.*

Lesson 5: Spelling Assessment

Language



Primary Focus: Students will spell and write one-syllable words containing /ae/ > 'a_e', /ee/ > 'ee', /oe/ > 'o_e', /ie/ > 'i_e', and the Tricky Word *they* in a weekly spelling assessment. **TEKS 1.2.B.iii; TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

SPELLING ASSESSMENT (15 MIN.)
TEKS 1.2.C.i

- Have students tear out Activity Page 5.1.
- Tell students that this is the one time during the week that they will not be allowed to consult their Individual Code Chart.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write down the word.
- Repeat this procedure with each of the remaining words.
- At the end, go back through the list and read each spelling word one more time.

- | | |
|---------|----------|
| 1. seed | 5. stone |
| 2. they | 6. green |
| 3. make | 7. same |
| 4. hide | 8. line |

- After all the words have been called out, tell students you will now dictate a sentence that uses a spelling word. They will write the entire sentence on the back of Activity Page 5.1. Say, "I will make dinner."
- Tell students that you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board/chart paper, instructing students to correct their work by crossing out any incorrect spelling and writing the correct spelling next to it. Students may enjoy correcting their own work in different-colored pencil.

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

Activity Page 5.1




Activity Page 5.1: Spelling Assessment

Collect Activity Page 5.1 to review and monitor students' progress. Use the Lesson 5 analysis chart and directions provided in Teacher Resources to analyze students' mistakes. This will help you to understand any error patterns evidenced by individual students' responses. Be sure to provide additional practice for any error patterns detected using materials from the Unit 2 Additional Support or Pausing Point.

Lesson 5: Introduce /oo/ > 'oo'

Foundational Skills



Primary Focus

✦ Students will review previously taught Tricky Words. **TEKS 1.2.B.vi; TEKS 1.2.C.iv**

Students will read and write one-syllable words spelled with the vowel digraph

✦ /oo/ > 'oo'. **TEKS 1.2.B.iii**

TRICKY WORD REVIEW (10 MIN.)

- Have students take out the Tricky Word cards they made in this unit and Unit 2 and place them on their desk.
- Explain that you will say one of the Tricky Words and that you want students to hold up the card for that word.
- Say one of the Tricky Words and have students hold up the correct card. Have one student say a phrase or sentence that contains the Tricky Word.
- Point to the correct Tricky Word on the wall.
- Repeat with as many words as time permits.
- Have students keep the index cards for later use.

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



Check for Understanding

Scan the word cards that students hold up in response to each word you say.

INTRODUCE THE SOUND /oo/ (10 MIN.)

I'm Thinking of Something

Note: Be careful not to confuse the /oo/ sound as in *look* in this lesson with the /oo/ sound in *soon* that was practiced in earlier lessons.

- Tell students that today they will listen for a new sound, /oo/, as in *look*.
- Have students say the /oo/ sound several times.
- Ask students to repeat a number of words that have the /oo/ sound in the middle: *foot, cook, hook, hood, book, look*.
- Ask students if /oo/ is a vowel sound or a consonant sound. (*Vowel sound, made with an open mouth and an unobstructed airflow.*)
- Tell students that you are thinking of a word that has /oo/ as its middle sound; you want them to guess what it is, but first you will give them a clue.
- Read the first clue and see if anybody can guess the answer. If students are stumped, read the second clue.

Cook

1. I'm thinking of someone who works in the kitchen.
2. This person makes yummy food.

- Once students guess the answer and say the word, have them isolate and say the /oo/ sound once more.
- Work through the remaining items.



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Foundational Skills

Foundational Literacy Skills

Prior to introducing words with the /oo/ sound in the middle, show students the pictures of *foot, cook, hook, hood, book, and look*. Ask students to repeat each word.

ELPS 1.A; ELPS 2.B;

ELPS 3.A

Challenge

After you work through the exercise, let students verbally give you clues for different words with the /oo/ sound.

Foot

1. I'm thinking of a body part that is attached to my leg.
2. I can use it to kick a soccer ball.

Book

1. I'm thinking of something we are learning to read.
2. There are lots of these in the library.

Wood

1. I'm thinking of something that comes from trees.
2. This is what we use to make tables and bookshelves.

Wool

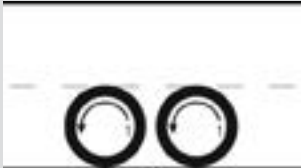
1. I'm thinking of something that covers sheep.
2. You can use this to knit sweaters, scarves, and mittens, too.

Good

1. I'm thinking of a word that is the opposite of *bad*.
2. This word rhymes with *wood*.

INTRODUCE THE SPELLING /OO/ › 'OO' (15 MIN.)

- Tell students that you are going to show them how to write the vowel sound /oo/.
- Write 'oo' on handwriting guidelines and describe what you are doing.
- Explain that the two letters work together as a team to stand for the /oo/ sound.
- Model writing the spelling two or three times.
- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Ask the class if they notice anything interesting about this spelling. (*It is the same spelling as for /oo/.*)
- Remind students that they have already learned some spellings that can be pronounced different ways; for example, the letter 's' can be pronounced /s/ or /z/, as in *cats* and *dogs*. The spelling 'oo' is similar in that it also has two possible pronunciations: /oo/ and /oo/.



- Point to the 'oo' spelling and explain that today, when students see the double-letter spelling 'oo', they should say the /oo/ sound as in *cook*.
- Turn to **Vowel Code Flip Book page 12**. Show students the Spelling Card for 'oo' > /oo/ (*look*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.

Support

One way to show the difference between /oo/ and /ou/ is to draw two small eyes inside the 'oo' for /oo/, as in *look*.

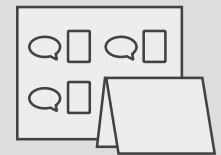


Vowel Code Flip Book

1. 'oo' > /oo/ (*look*) **page 12**

- Have students turn to **Individual Code Chart page 4**. Have them trace the code information for 'oo' > /oo/ in green marker.
- Tell students that whenever the spelling 'oo' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

Code Materials



PRACTICE /OO/ > 'OO' (10 MIN.)

Write the Spelling/Word Box

- Distribute Activity Page 5.2.
- Write the /oo/ spelling on the board/chart paper. Remind students that 'oo' is a letter team.
- Tell students to say the sound of each letter team and single-letter spelling that they write, going sound by sound to write the words.
- Look at the back of the activity page together as a class.
- Read the words in the box at the top of the activity page, and name the pictures below.
- Tell students to write the correct word underneath the picture. Review the activity page together as a class.

➤ Digital Component 1.1

- To summarize, write the spelling 'oo' on the second line of the vowel digraph chart you created in Lesson 1. Review that they have just learned that the spelling 'oo' can stand for the /oo/ sound. Ask students for several examples of words in which 'oo' stands for /oo/ and add them to the chart. Students may notice that the spelling 'oo' can represent two different sounds.

Activity Page 5.2



OO	soon, room, boot

Note: You can refer to the digraph 'oo' by its sound or by the letter names. Continue to encourage students to say the sound of each spelling as they write the words.



Activity Page 5.2: Write the Spelling/Word Box

Collect Activity Page 5.2 to review and monitor students' progress in writing one-syllable words spelled with the vowel digraph /oo/ > 'oo'.

End Lesson

Take-Home Material

“THE TWO DOGS”

- Have students take home Activity Page 5.3 to read the story “The Two Dogs” to a family member.

Activity Page 5.3



Lesson 5: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

Phrases and Wiggle Cards

- Follow procedure outlined in Lesson 1.

- | | |
|-------------------|-------------------|
| 1. a good job | 6. Look it up. |
| 2. made of wood | 7. shook hands |
| 3. off the hook | 8. Look at it. |
| 4. Hit the books. | 9. a good time |
| 5. Cook here. | 10. in good shape |

MORE HELP WITH /OO/

Chaining

- Tell students that they will be working on chains of words with the /oo/ sound.
- Write the first word and tell students to look at the letters from left to right. As they look at the letters, they need to remember the sounds the letters stand for and blend the sounds together to make the word.
- Make the letter change needed for the next word and describe the change as it is made. For example, when changing *crook* to *brook* say, “Now I’m changing the /c/ sound at the beginning of the word to the /b/ sound. What word did I make now?”
- Continue until the chain is complete.
- If support is needed, model the sounds and blending. Also encourage students to use the blending motions they have learned.

1. crook > brook > book > look > took > cook > hook > hood > wood
2. good > hood > hook > book > look > shook > nook > cook > took

Code Knowledge

Before today’s lesson: If students read 1,000 words in a trade book, on average between 529 and 688 of those words would be completely decodable.

After today’s lesson: If students read 1,000 words in a trade book, on average between 531 and 699 of those words would be completely decodable.

The sound /oo/ is the 39th most common sound in English and is found in approximately 2 percent of English words.

The sound /oo/ is spelled ‘oo’ approximately 39 percent of the time.

The spelling alternative ‘u’ as in *put* will be taught in Grade 2.

6

WRITING

Plan and Draft a Book Report

PRIMARY FOCUS OF LESSON

Reading

Students will read the “The Hares and the Frogs” with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the text, including the moral/life lesson.

✦ **TEKS 1.2.B.i; TEKS 1.4; TEKS 1.8.A; TEKS 1.8.B**

Writing

Students will use a story map to write a draft of a book report about “The Two Dogs.”

✦ **TEKS 1.1.C; TEKS 1.1.D; TEKS 1.11.D.ix; TEKS 1.12.B**

Language (Spelling)

Students will spell and write one-syllable words with /o/ > ‘o’, /o_e/ > ‘oe’, /oo/ > ‘oo’, /oo/ > ‘oo’, and the Tricky Word *why*.

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

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record “The Hares and the Frogs” (Group 1)

✦ **TEKS 1.4**

Observation

Discussion Questions “The Hares and the Frogs”

✦ **TEKS 1.8.B**

Activity Page 6.1

Story Questions “The Hares and the Frogs” (Group 2)

✦ **TEKS 1.8.A; TEKS 1.8.B**

Activity Page 6.3

Book Report Draft

✦ **TEKS 1.12.B**

✦ **TEKS 1.2.B.i** Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter sound correspondences; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading			
Introduce the Story	Whole Group	5 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Fables</i> Big Book
Read “The Hares and the Frogs”	Small Group/ Partner	15 min.	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Fables</i> Reader <input type="checkbox"/> Fables Chart (Digital Components) <input type="checkbox"/> Activity Page 6.1
Writing			
Book Report: Plan and Write a Draft	Whole Group	30 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Story Map for “The Two Dogs” (Digital Components) <input type="checkbox"/> The Writing Process Chart (Digital Components) <input type="checkbox"/> Activity Pages 6.2, 6.3
Language (Spelling)			
Introduce Spelling Words	Whole Group	10 min.	
Take-Home Material			
Spelling Words			<input type="checkbox"/> Activity Page 6.4

TEKS 1.1.D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; **TEKS 1.11.D.ix** Edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list.

ADVANCE PREPARATION

Note to Teacher

Today you will continue teaching students how to use the writing process. Students will learn to use the story retelling narrative practiced last week to write a book report on the story “The Two Dogs.” Like last week’s writing lessons, the book report writing lessons are highly scaffolded, with different steps conducted as whole class activities. This provides plentiful opportunities for you to model and provide feedback about the writing process, which is new to students. As time progresses and the writing process becomes more familiar, students will be asked in the upcoming units to write independently.

Reading

- Load the story “The Hares and the Frogs” from the *Fables* Reader from Teacher Resources on the program’s digital components site or prepare to display the *Fables* Big Book.
- Plan which students will read with partners and which students, needing more guidance, will read with you in Group 1.

➤ Digital Component 6.1

- Create the Preview Spellings chart (Digital Component 6.1) for Introduce the Story on the board/chart paper, or use the digital version.

➤ Digital Component 1.3

- Prepare to update the Fables chart that you began in Lesson 1. In this lesson, you will add details about the story “The Hares and the Frogs.”

Writing

➤ Digital Component 6.2

- You will need the completed story map from Lesson 2 (Digital Component 6.2) for the class rewriting of “The Two Dogs.” Students will need Activity Page 6.2.
- You will need some way to display what you are writing today, such as the board/chart paper, an overhead projector, or other means.

➤ Digital Component 2.2

- Prepare to display the writing process graphic you created in Lesson 2 or the digital version.

Universal Access

- Bring in pictures of the following words for Introduce the Spelling Words: *frog, moth, spoon, tooth, wood.*

Lesson 6: “The Hares and the Frogs”

Reading



Primary Focus: Students will read the “The Hares and the Frogs” with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the text, including the moral/life lesson.

TEKS 1.2.B.i; TEKS 1.4; TEKS 1.8.A; TEKS 1.8.B

INTRODUCE THE STORY (5 MIN.)

- Load the digital version of the story “The Hares and the Frogs” or use the *Fables Big Book*.
- Tell students that the title of today’s story is “The Hares and the Frogs.” Tell students that hares are also called jackrabbits. Hares look like rabbits and are very fast. They are a bit bigger than rabbits and build their homes above the ground.

Preview Spellings

- Please review the following spellings and Tricky Words using the chart you prepared in advance before reading today’s story:

➤ Digital Component 6.1

/ae/ > ‘a_e’	/oe/ > ‘o_e’	/oo/ > ‘oo’	Tricky Words
hare	quote	stood	do
scares		good	so
scared		look	were
		brook	are

Preview Core Vocabulary

- Please preview the following vocabulary before reading today’s story.

hare—n., an animal that looks like a rabbit, but is larger and lives above ground, instead of in a burrow (24)

Example: The hare hopped quickly across the field.

Big Book



Page 24

TEKS 1.2.B.i Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter sound correspondences; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions.

brook—n., a small stream (24)

Example: We played by the brook in the park.

bunch—n., a group (26)

Example: A bunch of children waited for the bus.

Vocabulary Chart for “The Hares and the Frogs”

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

Reader



Page 24

Activity Page 6.1



Purpose for Reading

- Tell students to read to find out the moral, or lesson, of today’s story.

READ “THE HARES AND THE FROGS” (15 MIN.)

Small Group

Group 2: Have students who are ready read the story with a partner. Tell them to complete Activity Page 6.1 with their partner when they have finished. Let them know that if they finish the story and activity page early, they should reread previous stories but should not read ahead.

Group 1: Have students who need more guidance and feedback work with you, taking turns to read the story aloud. Then guide students in completing Activity Page 6.1.



Observation: Anecdotal Reading Record

As you listen to students in Group 1 read “The Hares and the Frogs,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- Use the following discussion questions to guide your conversation about the story with the whole class. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer. Model for students how to go back to the text to find the answer, if needed. Use student responses to fill out the Fables chart for “The Hares and the Frogs.”

➤ Digital Component 1.3

Name of the Tale	Who?	Where?	What?	What the Tale Tells Us
The Hares and the Frogs	three hares frogs	the grass	1. hares talk about how sad it is to be a hare because they are not brave 2. hares run to hide after being scared 3. the hares scare frogs when they run 4. the hares decide that it is good to be a hare	Love who you are. There is always someone else who might be having a harder time than you.

Discussion Questions for “The Hares and the Frogs”

1. **Inferential.** What words would you use to describe the hares?
 - » Words to describe the hares are *sad* and *scared*.
2. **Literal.** What types of things scare the hares?
 - » A splash in the brook and the wind blowing in the grass scare the hares.
3. **Literal.** What happens when the hares run off to hide?
 - » When the hares run off to hide, they scare a bunch of frogs.
4. **Literal.** What does the last hare say after scaring the frogs?
 - » In the end, it is good to be a hare!
5. **Evaluative.** What do you think the moral or lesson is of this fable?
 - » Love who you are; there is always someone else who may be having a harder time than you; etc.

Challenge

Students can also summarize the story with a partner if they finish early. Remind students that when we summarize, we retell just the important parts of the story, and not every single detail. A summary tells who was in the story and the main events.



ENGLISH
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Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Are the hares sad and scared?” “Does a splash in the brook scare the hares?”

Intermediate

After asking each question, provide students with a specific sentence starter: “When the hare runs off to hide . . .”

Advanced/Advanced High

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

ELPS 2.G; ELPS 3.C



Observation: Discussion Questions

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

- If time permits, review the answers to Activity Page 6.1.



Activity Page 6.1: Story Questions

Collect Activity Page 6.1 from Group 2 to evaluate student progress answering questions about key details in the story, “The Hares and the Frogs.”

Lesson 6: Plan and Write a Draft Writing



Primary Focus: Students will use a story map to write a draft of a book report about “The Two Dogs.” **TEKS 1.1.C; TEKS 1.1.D; TEKS 1.11.D.ix; TEKS 1.12.B**

BOOK REPORT: PLAN AND WRITE A DRAFT (30 MIN.)

Note: You will work as a class first, to list the title, characters, setting, and events of the story “The Two Dogs” using the story map on Activity Page 6.2 and the chart you prepared in advance. Students will then work on writing their book reports using Activity Page 6.3.

Make a Plan

- Remind students that last week they practiced retelling a story they read by writing narratives. Today they will retell another story in a new type of writing called a book report. Their book report will be on “The Two Dogs.”

TEKS 1.1.C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; **TEKS 1.11.D.ix** Edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.

Activity Pages
6.2, 6.3



- Explain that one way a book report is different than a narrative (which just retells the story) is that in a book report, students can share their opinions, or what they think about the story. Their opinions include what they liked or did not like about the story, and why they liked or did not like that part of the story.
- Ask students to take out *Fables* and turn to the story “The Two Dogs.” Reread the story aloud, as students follow along.

➤ Digital Component 6.2

- Display the story map (identical to Activity Page 6.2) that you prepared in advance. Make sure students have Activity Page 6.2 in front of them. Work together as a class to record the name of the tale (title), the who (characters), the where (setting), and the what, including the once, next, and last (plot) of “The Two Dogs.” Make sure students copy this information onto their activity pages. Leave the story map on display until all students have copied the information.

Make a Draft

➤ Digital Component 2.2

- Display and point to the writing process graphic you prepared in advance.
- Ask students what step comes after “plan” in the writing process. (*draft*)
- Explain that they will draft their book report in paragraph format.
- Make sure students have both Activity Pages 6.2 and 6.3 on their desks. Tell students that Activity Page 6.2 will help them to organize information into a draft in paragraph format on Activity Page 6.3. They will write the information recorded on the story map in sentences: the title, characters, setting, plot, and lesson. They will also write any other thoughts they have about the story, such as whether they thought it was a good story or important lesson.
- Remind students to refer to their Individual Code Charts and Tricky Word Wall or cards to help them with spelling. However, be sure students understand that their primary focus in writing this draft is to get their thoughts organized into a paragraph.
- Tell students that the first thing they need to write on the draft is the name of the tale, or title. Tell students that a good title for a book report is the name of the tale, “The Two Dogs,” and encourage them to write the title on Activity Page 6.2 before moving to the next step.

Support

Continue to use the remaining bulleted prompts step-by-step with students needing more support.

Challenge

After completing the first sentence, you may allow some students to work independently using the activity page sentence starters to complete their draft.

- Remind students of the following things:
 - A sentence starts with a capital letter and ends with a punctuation mark.
 - The first sentence of a paragraph is indented. You may wish to remind students how to use their pointer fingers to help them indent.
 - Writing needs to have linking words, such as *once*, *next*, *then*, *last*, etc. Call students' attention to Activity Page 6.3, pointing out that the page already includes some sentence starters in different places with linking words.
- Tell students that the first sentence of the book report should introduce the name of the tale, the who (characters) and the where (setting). Tell students to look at the sentence starter, "In the tale, 'The Two Dogs,'" and ask for any suggestions students may have as to how to extend this sentence to include mention of the characters and setting. If students have difficulty, offer the following example: "In the tale, 'The Two Dogs,' a tame dog and a free dog meet at the tame dog's home."
- Tell students that they will next write about the what, or the plot of the tale. Remind students that they will retell what happened in the story in order. Encourage students to use the story map as well as the sentence starters to help them get started. Ask students to share their thoughts aloud for each sentence starter before starting to write. If needed, use this example: *Once, the free dog asked the tame dog why the tame dog was so plump. Next, the tame dog said, "I am plump because the men feed me and keep me on a rope." At the end, the free dog was glad to be free.*
- Tell students that they will next write about what the tale tells us. For example: *This tale tells us to like who we are.*
- Tell students that the last line is where they can share their thoughts about the story. Do they think this is a good story? Why or why not? For example: *I liked this tale because it tells us to like who we are. Or, I did not like this tale because one dog did not have a lot of food.*
- When students have finished their drafts, call all students back together and ask what step in the writing process comes after "draft". (*edit*)
- Tell students that in the next lesson, they will edit what they have written. To model how to edit a paper, you will select one student's report to share with the class. As a class, you will discuss what you like about the draft and offer suggestions on how the author could make it even better. Tell students to circle their name on Activity Page 6.3 if they are interested in having their draft reviewed and edited by the class.



Activity Page 6.3: Book Report Draft

Collect Activity Page 6.3 to evaluate students' drafts. Make sure they include the title, characters, setting, plot, and the moral or lesson. You will distribute these drafts back to students for editing in later lessons.

Lesson 6: Introduce Spelling Words

Language



Primary Focus: Students will spell and write one-syllable words with /o/ > 'o', /o_e/ > 'oe', /oo/ > 'oo', and the Tricky Word *why*.

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

INTRODUCE SPELLING WORDS (10 MIN.)

- Tell students that some of the spelling words for this week include letter teams and some do not.
- Read and write each spelling word and have students repeat the word after you.
- Ask students to use the words in a sentence, being sure to explain vocabulary for any words they may not know. The words for the week are:

/o/ > 'o'	/oe/ > 'o_e'	/oo/ > 'oo'	/oo/ > 'oo'	Tricky Word
frog	quote	spoon	wood	why
moth		tooth	took	

- Explain that you will say a sentence that uses one of this week's spelling words and students will write the entire sentence in their Dictation Journal.
- Say, "The frog has spots."
- Remind students they will have an assessment each week as well, so it is important to practice their spelling words at home.

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



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Foundational Skills

Foundational Literacy Skills

When introducing the spelling words, show pictures of the following: *frog, moth, spoon, tooth, wood.*

ELPS 1.A; ELPS 3.J

Take-Home Material

SPELLING WORDS

- Have students take home Activity Page 6.4 to practice spelling words at home.

Activity Page 6.4



Lesson 6: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

Phrases and Wiggle Cards

- Follow procedure outlined in Lesson 1.

- | | |
|-----------------|--------------------|
| 1. a good | 6. in a nook |
| 2. a good book | 7. took some wood |
| 3. my foot | 8. Have a look. |
| 4. Take a look. | 9. Cook some cake. |
| 5. on the hook | 10. in a brook |

- After you read aloud the last sentence from the Wiggle Cards, have students write the sentence in their Dictation Journal to practice spelling words in sentences correctly.

MORE HELP WITH /OO/ > 'OO' AND /OO/ > 'OO'

Push and Say

- Provide each student with the Push and Say Sound Boxes (**Activity Page TR 6.1**) and a set of Push and Say Letter Cards (**Activity Page TR 6.2**) required for the words selected for building.
- Follow the procedure in Lesson 2 using the words in the box.

- | | |
|---------|-----------|
| 1. book | 6. look |
| 2. nook | 7. wood |
| 3. foot | 8. shook |
| 4. good | 9. crook |
| 5. hood | 10. stood |

Chaining

- Tell students that you will be working on chains of words with the /oo/ sound as in *soon* and the /oo/ sound as in *look*.
- Follow the procedure in Lesson 5 using the chains in the box.

- | | |
|------------------|---|
| 1. / <u>oo</u> / | poof > pool > cool > tool > fool > food > mood > moon > noon > soon |
| 2. /oo/ | book > look > took > nook > shook > cook > hook > hood > good > goods |
| 3. / <u>oo</u> / | hoot > root > shoot > boot > booth > tooth > too > moo > moon > noon |
| 4. /oo/ | good > wood > hood > hook > book > nook > cook > took > look > shook |

7

TRICKY SPELLING AND WRITING

Introduce 'oo' > /oo/ or /oo/ and Edit a Book Report

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read words with the tricky spelling 'oo' and will sort words with

- ✦ 'oo' > /oo/ or /oo/. **TEKS 1.2.B.iii**
- ✦ Students will read and write Tricky Words *should*, *would*, and *could*. **TEKS 1.2.B.vi**

Writing

Students will use an editing checklist to edit a draft of a book report about "The Two Dogs," first as a class and then independently.

- ✦ **TEKS 1.1.1.D; TEKS 1.1.1.C; TEKS 1.1.1.D.ix; TEKS 1.1.1.D.x**

Language (Spelling)

Students will review one-syllable words containing /o/ > 'o', /oe/ > 'o_e', /oo/ > 'oo',

- ✦ /oo/ > 'oo', and the Tricky Word *why*. **TEKS 1.2.B.iii; TEKS 1.2.C.i**

FORMATIVE ASSESSMENT

Activity Page 6.3

Edited Draft of "The Two Dogs" Book Report

- ✦ **TEKS 1.1.1.D; TEKS 1.1.1.C; TEKS 1.1.1.D.ix; TEKS 1.1.1.D.x**

- ✦ **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; **TEKS 1.1.1.C** Revise drafts by adding details in pictures or words; **TEKS 1.1.1.D** Edit drafts using standard English conventions, including (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; **TEKS 1.2.C.i** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Introduce Tricky Spelling 'oo' > /oo/ or /oo/ (Phonics)	Whole Group/ Independent	25 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 7.1
Introduce Tricky Words: <i>Could</i> , <i>Should</i> , <i>Would</i> (Word Recognition)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> three yellow index cards for Tricky Word Wall <input type="checkbox"/> three index cards per student
Writing			
Book Report: Edit	Whole Group/ Independent	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> The Writing Process Chart (Digital Components) <input type="checkbox"/> display copy of selected student draft <input type="checkbox"/> Editing Checklist (Digital Components) <input type="checkbox"/> colored pencil or pen for each student (optional)
Language (Spelling)			
Review Spelling Words	Whole Group	5 min.	
Take-Home Material			
Tricky Spelling 'oo'			<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 7.2

ADVANCE PREPARATION

Note to Teacher

Today you will teach students the tricky spelling 'oo'. When a spelling is designated as a tricky spelling, it means that the particular spelling can be pronounced more than one way. The concept of tricky spellings is introduced in a very gradual way. In Kindergarten, students were taught that the letter 's' is a tricky spelling that can be pronounced as either /s/ or /z/ when encountered in a word.

There are a number of tricky spellings in the English language. The most challenging tricky spellings are those that represent different vowel sounds. These often present a challenge when students are just learning to read. Over the course of Grade 1, students will be taught several additional tricky spellings.

Thus far in this unit, students have learned that the spelling 'oo' can be pronounced as either /oo/ as in *soon* or /oo/ in *look*. However, up until this point, individual activity pages and/or stories have included words with only one of the spellings; students have not had to face the challenge of switching back and forth between the appropriate pronunciations when reading words with the 'oo' spelling. Beginning in today's lesson, words with the 'oo' spelling with both of the two possible pronunciations will be intermixed on activity pages and stories. You will use a very specific procedure to teach the tricky spellings of 'oo'. This procedure will become a specific type of lesson that is repeated in the remainder of Grade 1, in addition to the basic code and Tricky Word lessons that you have already been teaching.

Please take the time prior to this lesson to become very comfortable with hearing the difference between the two sounds—/oo/ and /oo/—as well as the tricky spelling lesson procedure. Many adults, after years of experience with print and rereading, do not consciously think about the difference between the sounds /oo/ and /oo/. However, improper pronunciation on your part may make decoding more difficult for students.

Foundational Skills

- Write the words *should*, *would*, and *could* on yellow index cards and be prepared to add them to the Tricky Word Wall during the Tricky Word activity.

Writing

- Select a student's draft book report from among the students who volunteered for the task yesterday. (Students volunteered their drafts by circling their name on Activity Page 6.3.) Copy the student's draft, including any misspellings or other errors, onto the board/chart paper, skipping every other line to leave room for editing. You may wish to number the sentences using a different color. This will make it easier to refer to specific parts of the story. The ideal draft for selection will be one that is good, but needing improvement in one or more of the areas indicated on the editing checklist.
- Be prepared to return all student drafts from Lesson 6, Activity Page 6.3, to students if you collected them in the previous lesson.
- Alert the student whose draft has been chosen at the start of the class. Please note that in the future, students will complete their own editing checklist. For now, however, they will continue to edit their writing as a whole group activity.

➤ Digital Component 2.1

- Be prepared to display the writing process graphic or the digital version.

➤ Digital Component 4.3

- Be prepared to display the editing checklist from Teacher Resources or the digital version.

Universal Access

- Bring in pictures that will help students understand the words *bloom*, *food*, *good*, *took*, *cook*, *cool* for Introduce Tricky Spelling 'oo' > /oo/ or /oo/.

Lesson 7: Introduce 'oo' > /oo/ or /oo/

Foundational Skills

**Primary Focus**

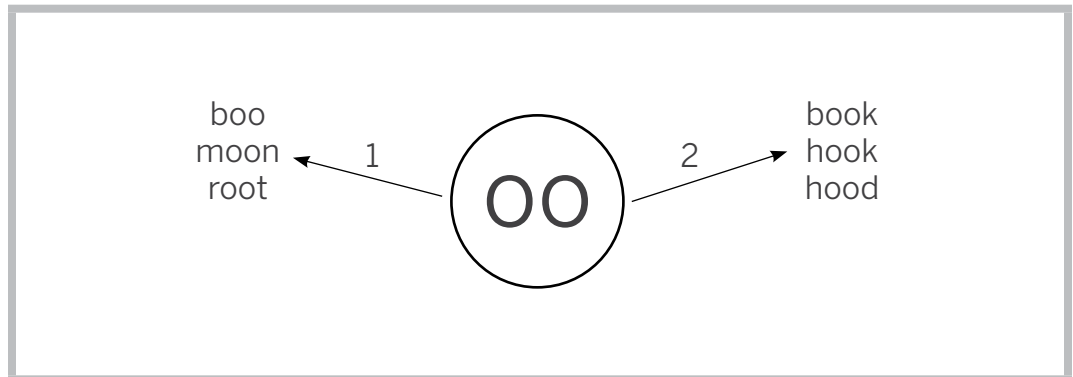
Students will read words with the tricky spelling 'oo' and will sort words with

✦ 'oo' > /oo/ or /oo/. **TEKS 1.2.B.iii**

✦ Students will read and write Tricky Words *should*, *would*, and *could*. **TEKS 1.2.B.vi**

INTRODUCE TRICKY SPELLING 'OO' → /OO/ OR /OO/ (25 MIN.)

Note: To illustrate the tricky spelling for today's lesson and show the possible pronunciations, you will make a diagram on the board/chart paper as illustrated below. Do not draw the entire diagram ahead of time; follow the step-by-step instructions that follow.



- First, write the words *boo*, *moon*, and *root* on the left side of the board/chart paper and read them aloud.
- Point out that the spelling 'oo' is pronounced /oo/ in these words.
- Write the words *book*, *hook*, and *hood* on the right side of the board/chart paper and read them aloud.
- Point out that, in these words, the spelling 'oo' is pronounced /oo/ rather than /oo/.
- Ask students how the spelling 'oo' could cause problems when they are reading.

✦ **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.B.vi** Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list.



Foundational Skills

Foundational Literacy Skills

Show students pictures to help them understand the words *bloom*, *food*, *good*, *took*, *cook*, *cool*. Have students repeat each word after you.

ELPS 1.C; ELPS 3.A;

ELPS 3.J

Activity Page 7.1



Support

Remind students to use the diagram at the top of Activity Page 7.1. Assist students with pronouncing the word both ways to determine the correct pronunciation.

- Explain that 'oo' is a "tricky spelling." The spelling is tricky because it can be pronounced more than one way. To figure out how to pronounce this tricky spelling in a word, the students may need to try to pronounce it both ways.
- To illustrate the problem, write the letters 'oo' on the board/chart paper between the two sets of words and circle the spelling.
- Draw one arrow from 'oo' to the /oo/ words and label it '1'. Explain that /oo/ is the most likely pronunciation and therefore the one they should try first.
- Draw a second arrow from 'oo' to the /oo/ words and label it '2'. Explain that /oo/ is a less likely option and that they should try this pronunciation only if the first option does not sound right, and does not produce a word they recognize.
- Practice this procedure by writing the following words on the board: *bloom*, *food*, *good*, *took*, *cook*, *cool*. Read the words first with the /oo/ pronunciation and ask if that sounds right. If it does not, read it with the /oo/ pronunciation.
- Leave the diagram on the board/chart paper so students can consult it as they work on the next exercise.
- Have students take out Activity Page 7.1.
- Remind students that the bolded spellings are examples of the tricky spelling 'oo' and that the letters in slashes stand for sounds.
- Ask students to read each word in the box and try pronouncing it first with the sound /oo/. Let students decide if the word sounds correct pronounced that way. If it does not, ask students to pronounce the word with the /oo/ sound.
- Have students copy the first two example words, *boo* and *book*, into the appropriate column. If students appear to understand the directions, have them complete the remainder of the activity page independently.

INTRODUCE TRICKY WORDS: COULD, SHOULD, WOULD (10 MIN.)

Note: The Tricky Words in this lesson are deliberately introduced in a different way than Tricky Words are usually taught. Instead of showing the word and asking students how it might be pronounced (print to sound) the usual approach, you will say the word and ask students how they would spell it (sound to print). Follow the directions below carefully.

Tricky Word: *Should*

- Tell students the first Tricky Word of the day is *should*. Use the word in a sentence.
- Have students repeat the word, and ask how they think it is spelled. (They likely will spell it *shood*, using the basic code spelling for /oo/ they have learned.)
- Write the actual spelling, *should*, on the board.
- Circle 'sh' for the first sound, /sh/. Explain that it is spelled 'sh', as the students would expect.
- Underline 'oul' for the second sound, /oo/. Explain that this is the tricky part of the word. They would probably expect the /oo/ sound to be spelled 'oo', but here it is spelled 'oul'.
- Circle 'd' for the last sound, /d/. Explain that this is spelled with a 'd', just as they would expect.
- Have students write the word *should* on their index cards, circling the 'sh', underlining the 'oul', and circling the 'd'.

Tricky Words: *Would* and *Could*

- Repeat this procedure for the Tricky Words *would* and *could*, explaining that these words are tricky in exactly the same way as *should*.

Practice Tricky Words

- Have students place the index cards they made for today's Tricky Words lesson on their desks.
- Explain that you will say one of the Tricky Words and that you want students to hold up the card for that word.
- Say one of the Tricky Words and have students hold up the correct card.
- Repeat several times if necessary.
- Have students keep the index cards for later use.

Note: After completing the Tricky Word lesson, you may attach your cards to the Tricky Word wall.

Challenge

Have individual students explain why *should*, *would*, and *could* are Tricky Words.

Lesson 7: Edit a Book Report

Writing



Primary Focus: Students will use an editing checklist to edit a draft of a book report about “The Two Dogs,” first as a class and then independently.

✦ **TEKS 1.1.D; TEKS 1.11.C; TEKS 1.11.D.ix; TEKS 1.11.D.x**

BOOK REPORT: EDIT (20 MIN.)

Note: Throughout the editing process, continue to reinforce the idea that making changes during the editing process is a positive step that all good writers do. The fact that changes are being suggested and made does not mean that the original draft was bad; it means that there are some ways to make the draft even better.

Review

➤ Digital Component 2.1

- Display and point to the writing process graphic. Remind students that they completed two of the steps of the writing process in the previous lesson for their book report of “The Two Dogs”: plan and write a draft. Ask students which step happens next in the writing process. (*edit*) Remind students that editing is what we do when we try to make a draft better.
- Remind students that in the previous lesson, you asked for volunteers willing to have their book reports shared and edited by the class. Explain that you chose one student’s draft and that you have already copied it onto a piece of chart paper. Now, you will guide the class as they tell the author what they like about the draft and provide a few friendly suggestions that might help the student make the story even better.

Present the Student’s Draft

- Display the student’s draft. Identify the author and invite the student to read the story aloud.
- Ask the class to give the author a round of applause and say, “Let’s hear it for our author!”

✦ **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; **TEKS 1.11.C** Revise drafts by adding details in pictures or words; **TEKS 1.11.D** Edit drafts using standard English conventions, including (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.

- Explain that you would like students to begin by telling the author something they liked about the story. Model this first for the class by telling the author something you liked.
- Invite other students to share positive feedback.

Edit the Student's Draft

- Display, point to, and read the copy of the editing checklist.

➤ Digital Component 4.3

1. Check that the *name of the tale* is there.
2. Check that *where* is there.
3. Check that *who* is there and tell who they are.
4. Check that *what* is there with *once*, *next*, and *at the end*.
5. Aa, Bb, Cc
6. ? . !
7. Check that the words are spelled well.

- Explain that an editing checklist has steps to make drafts even better. The steps are things the author should check in order to make their writing better.
- Read the first step of the checklist. Ask the class if the draft has the name of the tale, or title. If not, you will show students how to add the name of the tale, or title. If so, make a check mark next to that step on your editing checklist.
- Work through the remaining steps and discuss whether each item can be checked off; if not, talk about whether improvements could be made. Model making any changes to the draft that the class agrees would be changes for the better. For example, you can ask students if there are places where details could be added, describing the characters, places, or things that happened in the story. If students need prompting, call their attention to one sentence at a time, reading the sentence aloud. Ask them to repeat the sentence and add one specific detail.
- Use the following editing conventions when correcting the draft. Explicitly call students' attention to these conventions, explaining that this is how professional writers edit their work. Explain that they will use these same corrections when they edit their own work.

Support

Explicitly model how to use the steps to check the draft. Make sure students understand what to look for in each step. In addition, make sure students understand why certain parts of the draft need to be fixed (missing capital letters at the beginning of sentences, missing quotation marks when characters are speaking, misspelled words).

Teacher Resource: Editing Marks

1. Cross out punctuation mistakes and write the correct punctuation mark above the wrong one.
2. Cross out capitalization mistakes and write the correct uppercase/lowercase letter above the wrong one.
3. Write a caret (^) where a word or punctuation mark needs to be inserted. Write the word or punctuation mark above the caret.
4. Correct spelling mistakes if students notice or question them. You should accept plausible spellings that use the sound/spelling correspondences taught thus far.

- You can also ask students if they have any other suggestions that would improve the student's writing. Explain that they should make any suggestions by asking a question.
- Model this by saying, "Would it make the writing even better if we . . .?" Using this phrasing will make it clear that students are making suggestions for consideration, rather than mandating changes that must be made.
- If changes are suggested, check with the class to see if everyone agrees. Make the changes on the display book report. At this stage, two or three suggestions are probably enough.
- When you have completed the editing checklist with the class, be sure to once again thank the author for having volunteered their draft.

Students Edit Their Own Drafts

Note: Students may wish to edit in a different-colored pencil.

- Tell students that they will all now edit their own drafts. Hand back Activity Page 6.3.
- You will read the items on the editing checklist, and they will look at their own papers to see if they need edits.
- Ask the class if their own draft has the name of the tale, or title. If they do, tell them to give you a thumbs-up sign. If they are missing the name of the tale, tell them to write it down and give you the thumbs-up sign when they are finished.
- Work through the remaining editing checklist item by item and discuss whether the item can be checked off; if not, talk about what types of improvements could be made to make their writing better.
- Circulate around the room at this time to check on students' progress.

Activity Page 6.3





Activity Page 6.3: Edited Draft of “The Two Dogs” Book Report

Collect Activity Page 6.3 to review and monitor students’ understanding of editing a draft. You will distribute these in Lesson 8 so students can write their final copy.

Lesson 7: Spelling Word Review

Language



Primary Focus: Students will review one-syllable words containing /o/ > ‘o’,

/oe/ > ‘o_e’, /oo/ > ‘oo’, /oo/ > ‘oo’, and the Tricky Word *why*. **TEKS 1.2.B.iii; TEKS 1.2.C.i**

REVIEW SPELLING WORDS (5 MIN.)

- Remind students that many spelling words this week include the /o/, /oe/, /oo/, or /oo/ sounds.
- Write each of the following spelling words on the board, one at a time.
- Ask students to read the word and then tell you whether it has the /o/, /oe/, /oo/, or /oo/ sound.
- Then ask them to use the word in a sentence.

- | | |
|----------|----------------------------|
| 1. frog | 5. took |
| 2. moth | 6. spoon |
| 3. quote | 7. tooth |
| 4. wood | 8. Tricky Word: why |



Check for Understanding

Call on different students to read the words, to tell the vowel sound in the words, and to use the words in sentences.

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

Take-Home Material

TRICKY SPELLING 'OO'

- Tell students to take Activity Page 7.2 home and give it to a family member so they can practice reading words with the 'oo' spelling at home.

Activity Page 7.2



Lesson 7: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

Phrases and Wiggle Cards

- Follow procedure outlined in Lesson 1.

- | | |
|-------------------|----------------------|
| 1. a good mood | 6. Look at the moon. |
| 2. big rooms | 7. in the woods |
| 3. two good cooks | 8. Make it soon. |
| 4. Meet at noon. | 9. in the books |
| 5. Look it up. | 10. Look at me. |

MORE HELP WITH TRICKY SPELLING 'OO'

Make Words

Note: Students may make words including a final 's' (e.g., *zooms* or *books*).

- Make one copy of **Activity Page TR 7.1** (/oo/ and /oo/) for each student.
- First, have students complete the /oo/ portion of the activity page (front), then have students complete the /oo/ (back) portion. If students only need additional practice with one of the sound/spellings, then provide only the related portion of the activity page.

- Model how to use the letters to make words. Each word should include the letters in the center box ('oo'). Tracing the path between the letters may support students as they attempt sound/spelling combinations. For example, on the /oo/ page, trace 'b', 'oo', and 'm' to create *boom*.
- Have students record the words on the activity page. Some possible words include:

('oo' > /oo/) (front)	boot, broom, loom, moon, noon, root, room, soon
('oo' > /oo/) (back)	shook, brook, cook, book, hook, hood, took, stood

- Ensure comprehension by asking students to provide a sentence using the real words they make.
- More words can be created than the number of lines provided. For students who are capable of productively continuing to create additional words, the Extension Page (**Activity Page TR 7.2**) can be copied and provided.

PROGRESS MONITORING (OPTIONAL)

Vowel Digraph Word Reading: 'oo' > /oo/ or /oo/

- Make a copy of the word cards for Progress Monitoring 1 (**Activity Page TR 7.3**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 1 (**Activity Page TR 7.4**) for each student you are assessing.
- Model with the sample item.
- Show the cards to the student one at a time. Use the record sheet to record each word as the student reads.
- Place a check next to each word read correctly.
- For misread words, write exactly what students say as the word is sounded out. If students misread a word, prompt them to try to read the word again, letting them know their first attempt was incorrect.
- Students may benefit from the supports utilized during instruction such as blending motions and representing sounds with objects (e.g., Push and Say). Model and encourage their use with the sample item if needed. The goal is for students to eventually be capable of completing the tasks without physical supports or, at least, utilizing the supports independently (without your prompt).

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

- 8 points—excellent
- 6 or 7 points—good
- 5 points—fair
- Less than 5 points—poor

Goal: Achieve scores of good or excellent (6 points or higher).

Scores of 5 or less indicate additional reteaching and reinforcement is required.

Further analyze student errors to determine whether there are one or more particularly problematic sound/spellings. The subtotals for targeted sound/spellings at the bottom of the record sheets facilitate the identification of specific problem areas.

Also examine whether there are mispronunciations occurring more frequently in a given position in words. For example, does the student read the initial sound correctly, but misread the medial and/or final sound?

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

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 531 and 699 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 537 and 704 of those words would be completely decodable.

Would is one of the 50 most common words in most samples of written English. In a typical passage of 1,000 words, *would* occurs 3 to 4 times.

Could is one of the 70 most common words in most samples of written English. In a typical passage of 1,000 words, *could* occurs 1 to 4 times.

Should is one of the 200 most common words in most samples of written English. In a typical passage of 1,000 words, *should* occurs 0 to 2 times.

8

GRAMMAR AND WRITING

Identify Verbs and Publish a Book Report

PRIMARY FOCUS OF LESSON

Language (Grammar)

Students will learn that a verb is a word that names an action and will identify

- ✦ verbs in oral sentences. **TEKS 1.3.D**

Reading

Students will read the “The Two Mules” with purpose and understanding and will answer literal and evaluative questions about key details in the text.

- ✦ **TEKS 1.4; TEKS 1.6.G; TEKS 1.7.D; TEKS 1.8.A**

Writing

Students will use an edited draft of a book report on “The Two Dogs” to write a

- ✦ final copy of the report. **TEKS 1.1.D; TEKS 1.2.F**

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record “The Two Mules”
(Group 2)

- ✦ **TEKS 1.4**

Observation

Discussion Questions “The Two Mules”

- ✦ **TEKS 1.6.G**

Activity Page 8.1

Retell a Story “The Two Mules” (Group 1)

- ✦ **TEKS 1.6.G**

Exit Pass

Book Report

- ✦ **TEKS 1.1.D; TEKS 1.2.F**

- ✦ **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; **TEKS 1.2.F** Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Identify Verbs	Whole Group	10 min.	
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Fables</i> Big Book
Read "The Two Mules"	Small Group/ Partner	20 min.	<input type="checkbox"/> <i>Fables</i> Reader <input type="checkbox"/> Fables Chart (Digital Components) <input type="checkbox"/> Activity Page 8.1
Writing			
Book Report: Write a Final Copy	Independent	25 min.	<input type="checkbox"/> Activity Page 6.3 <input type="checkbox"/> writing paper for each student

ADVANCE PREPARATION

Reading

- Load the story “The Two Mules” from the *Fables* Reader from Teacher Resources on the program’s digital components site or prepare to display the *Fables* Big Book.
- Plan how you will pair Group 1 students as partners.

➤ Digital Component 8.1

- Create the Preview Spellings chart (Digital Component 8.1) for Introduce the Story on the board/chart paper, or use the digital version.

➤ Digital Component 1.3

- Prepare to update the Fables chart that you began in Lesson 1. Today, add details from “The Two Mules” to the chart.

Writing

- You will need students’ edited drafts from Lesson 7 (Activity Page 6.3) to return to students.

Universal Access

- Bring in pictures that demonstrate the following verbs or be prepared to act out each verb for Identify Verbs: *clap, bloom, dig, rub, plant*.

Lesson 8: Identify Verbs

Language



Primary Focus: Students will learn that a verb is a word that names an action and will identify verbs in oral sentences. **TEKS 1.3.D**

IDENTIFY VERBS (10 MIN.) **TEKS 1.3.D**

Note: In this grammar lesson you will write sentences on the board/chart paper and mark the verbs.

- Remind students that they have been learning about different parts of speech this year. They have learned about nouns, both common and proper nouns. Quickly review the definitions and several examples of common and proper nouns.
- Tell students they will learn about a new part of speech called verbs. Tell students that a word that names an action is a part of speech called a verb. Actions are things that you can do, like run and jump and read.
- On the board/chart paper, write: *Jump up and down.*
- Have students read the sentence, name the action, and then perform the action.
- Say, “*Jump* is an action word. A word that names an action is a part of speech called a verb.”
- Underline *jump* with a squiggly line and explain that you have underlined the action word.

Note: The squiggly line is used to underline action words because it gives the connotation of movement or action.

- On the board/chart paper, write: *Hop on one leg.*
- Have students read the sentence, name the action, and then perform the action.
- Say, “*Hop* is an action word. A word that names an action is a part of speech called a verb.”



**ENGLISH
LANGUAGE
LEARNERS**

Foundational Skills

Foundational Literacy Skills

Before the lesson, preteach the action words with movements: *clap* (clap hands), *bloom* (move hands in action of a flower blooming), *dig* (pretend to dig with a shovel), *rub* (move two hands together back and forth), and *plant* (pretend to hold a seed, put it in the earth and cover).

ELPS 1.A; ELPS 1.E

Challenge

Have a student come to the board/chart paper and underline the action word (verb) with a squiggly line. If time permits, you could also have students identify the nouns in these phrases.

TEKS 1.3.D Identify and use words that name actions, directions, positions, sequences, categories, and locations.

- Underline the word *hop* with a squiggly line and explain that you have underlined the action word.
- Continue in the same manner with the following sentences.

- | | |
|------------------------------|--------------------------|
| 1. <u>Clap</u> your hands. | 4. <u>Rub</u> your nose. |
| 2. <u>Bloom</u> like a rose. | 5. <u>Plant</u> a seed. |
| 3. <u>Dig</u> a hole. | |



Check for Understanding

On the board/chart paper, write: *Wave at me*. Use a squiggly line to underline the word *Wave* and ask students if *Wave* is the verb in that sentence. Have students use **Thumbs-Up/Thumbs-Down** to show if they agree or disagree. Proceed with one or two more sentences if time permits: *look up*; *bake a cake*. In the last example, underline *cake* with a squiggly line to see if students catch your mistake.

Lesson 8: “The Two Mules”

Reading



Primary Focus: Students will read the “The Two Mules” with purpose and understanding and will answer literal and evaluative questions about key details in the text. **TEKS 1.4; TEKS 1.6.G; TEKS 1.7.D; TEKS 1.8.A**

INTRODUCE THE STORY (5 MIN.)

- Load the digital version of the story “The Two Mules” or use the *Fables* Big Book.
- Tell students that the title of today’s story is “The Two Mules.” Ask students if they know what type of animal a mule is. Show students the picture of a mule on page 29. Tell students that mules resemble horses, and they are often used as pack animals to carry heavy loads. Even today, when we have machines like trains, cars, and trucks to carry things from one place to another, mules are still used in places where it might be difficult for these machines to be used, such as in the mountains.

Big Book



Page 28

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance.

- Also mention that mules are often described as stubborn animals, meaning that they do not seem to easily change their minds.

Preview Spellings

- Please preview the following spellings using the chart you prepared in advance before reading today’s story:

➤ Digital Component 8.1

/k/ > ‘ck’	/ue/ > ‘u_e’	Tricky Words
black	mule	should
pack		could
		would
		two

Preview Core Vocabulary

- Please preview the following vocabulary before reading today’s story.

set—v., put or place (28)

Example: Please set the plates on the table.

packs—n., sacks or containers for carrying things (28)

Example: We carried our packs on our backs.

fool—n., someone who does not use good sense and does silly things (32)

Example: Please sit still and do not be a fool.

Vocabulary Chart for “The Two Mules”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			
Multiple-Meaning Core Vocabulary Words			set packs fool
Sayings and Phrases			



Purpose for Reading

- Tell students to read to find out what the tale tells us, or the moral or lesson of today's story.

READ "THE TWO MULES" (20 MIN.)

Small Group

- Today, you will listen to Group 2 students read aloud, while the remaining students work with a partner.

Group 1: Tell students that today they will read the story with a partner and complete Activity Page 8.1 when they finish. Explain that on the activity page they will find a retelling of the story in which some words have been omitted. Instruct them to choose words from the box to complete each sentence. Tell them that if they finish early, they may reread previous stories.

Group 2: Have these students take turns reading the story aloud, while you make notes on the Anecdotal Reading Record. Once students have finished reading, work with them as a group to complete Activity Page 8.1. Have one student at a time read each sentence aloud, making a humming sound for any blank space in the sentence. Pause and allow all students to choose and write the correct word(s) from the box in any blank space(s).



Observation: Anecdotal Reading Record

As you listen to students in Group 2 read "The Two Mules," make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- Use the following discussion questions to guide your conversation about the story with the whole group. Remember to encourage students to answer in complete sentences. When answering the question, ask students to cite the part of the story that guided their answer. Use students' answers to fill out the Fables chart for "The Two Mules."

➤ Digital Component 1.3

Name of the Tale	Who?	Where?	What?	What the Tale Tells Us
The Two Mules	man mule with spots black mule	a trip	<ol style="list-style-type: none"> 1. a man goes on a trip with two mules carrying packs 2. the mule with spots asks the black mule to help him carry some of his packs, but the black mule will not 3. the mule with spots cannot go any further 4. the black mule has to carry all the packs 	Help others. Sometimes when you help someone else, you may actually help yourself.

Discussion Questions for “The Two Mules”

1. **Literal.** What was the man in the story doing?
 - » The man in the story went on a trip.
2. **Literal.** What did the mules have on their backs?
 - » The mules had packs on their backs.
3. **Literal.** What did the mule with the spots ask the black mule?
 - » The mule with spots asked the black mule to help him carry some of his packs.
4. **Literal.** Did the black mule help the spotted mule? Why or why not?
 - » No, the black mule did not help the spotted mule. The black mule said they both had five packs, so they had an equal amount.
5. **Literal.** What happened to the black mule after the mule with spots could not go any further?
 - » He had to carry all of the packs.
6. **Evaluative.** If the black mule had helped with mule with the spots, how might the ending of this story be different?
 - » Answers may vary.
7. **Evaluative.** What lesson do you think this fable tells us? What is the moral of the story?
 - » Help others; sometimes when you help someone else, you may actually be helping yourself.



Observation: Discussion Questions

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

- If time permits, review the answers to Activity Page 8.1.



Activity Page 8.1: Retell a Story

Collect Activity Page 8.1 from Group 1 to review and monitor students' understanding of the text.

Lesson 8: Publish a Book Report

Writing



Activity Page 6.3



Support

Remind students how to indent the paragraph. If needed, provide students with another sheet of paper that they can put under each line that they are copying from their edited drafts. This will make it easier to focus and help students make sure that they do not leave anything out.

Primary Focus: Students will use an edited draft of a book report on

✦ “The Two Dogs” to write a final copy of the report. **TEKS 1.1.D; TEKS 1.2.F**

BOOK REPORT: WRITE A FINAL COPY (25 MIN.)

Note: Some teachers refer to writing a final copy as publishing.

- Provide students with their edited drafts on Activity Page 6.3.
- Tell students that today is the last day they will work on their book reports in class. Remind them that they have gone through the three stages of the writing process: plan, draft, and edit.
- Tell students that today they will take their edited book reports and rewrite them in paragraph form onto clean pieces of paper.

✦ **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; **TEKS 1.2.F** Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

- Ask students to share their book reports, either with a partner or the entire class. If possible, display all finished book reports on a bulletin board. Remember later to place student reports in students' writing portfolios.



Exit Pass: Book Report

Collect students' book reports to monitor whether they were able to neatly copy their report from their edited draft as a clean copy. Check for omissions or errors, but count phonetically spelled words as acceptable even if they are not consistent with conventional spelling.

End Lesson

Lesson 8: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

Phrases and Wiggle Cards

- Follow procedure outlined in Lesson 1.

- | | |
|----------------------|-----------------------|
| 1. Clap your hands. | 6. Bloom like a rose. |
| 2. Plant a seed. | 7. Dig a hole. |
| 3. Jump up and down. | 8. Look up. |
| 4. Rub your nose. | 9. Act like a cat. |
| 5. Wave at me. | 10. Bake a cake. |

MORE HELP WITH IDENTIFYING NOUNS AND VERBS

Word Sort with Nouns and Verbs

- Write the decodable words from the following box on **cards**, one word per card.
- Create a T-chart on the board/chart paper with one column labeled with a picture of a noun and one column labeled with a picture of a verb.
- Ask students to read the words on the cards and determine if the words name a noun or a verb. Remind students that nouns are persons, places, or things. Verbs are action words.
- Have students place the word cards in the appropriate columns.

Nouns	Verbs
1. dog	6. swim
2. man	7. run
3. lime	8. kick
4. cat	9. sleep
5. pool	10. sit

Noun or Verb Game

- Prepare a list of nouns and verbs. If students are still developing their concept of a verb, start with present-tense verbs and include past-tense verbs as students are ready.
- Have students sit so it is easy for them to stand up or move (e.g., sitting in a circle on the rug as compared to in chairs at a table).
- Tell students you will say either a noun or a verb. If you say a noun, students should sit still. However, verbs are action words, so if you say a verb, students should show you the action.
- If students are successful with identifying and discriminating nouns and verbs, then the students could take turns providing a noun or verb for the game.

1. stand	6. dance
2. mule	7. sing
3. bird	8. hand
4. stomp	9. spoon
5. jump	10. twirl

BASIC CODE

Introduce /ou/ > 'ou'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will identify the following sound/spellings; /oo/ > 'oo', /oo/ > 'oo', /u/ > 'u', /a/ > 'a', /ae/ > 'a_e', /ie/ > 'i_e', /i/ > 'i', /o/ > 'o', /oe/ > 'o_e', /e/ > 'e',

✦ /ee/ > 'ee'. **TEKS 1.2.B.iii**

Students will hear and identify the /ou/ vowel sound at the beginning, middle, and

✦ end of words. **TEKS 1.2.A.vii**

Students will read and write one-syllable words with the sound/spelling

✦ /ou/ > 'ou'. **TEKS 1.2.B.iii**

Reading

Students will reread "The Two Mules" with increased accuracy, appropriate rate,

✦ and expression with partners or in a small group. **TEKS 1.4; TEKS 1.8.C**

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record "The Two Mules"
(Group 1)

✦ **TEKS 1.4**

✦ **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.A.vii** Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Speedy Sound Hunt (Phonics)	Whole Group	5 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Individual Code Chart
Introduce the Sound /ou/ (Phonological Awareness)	Whole Group	10 min.	
Introduce the Spelling /ou/ > 'ou' (Phonics)		15 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Card for /ou/ > 'ou' (<i>shout</i>) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> green markers
Practice /ou/ > 'ou' (Phonics)	Whole Group/ Partner	15 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Vowel Digraph Chart (Digital Components) <input type="checkbox"/> Activity Page 9.1
Reading			
Reread "The Two Mules"	Small Group/ Partner	15 min.	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Fables</i> Reader

ADVANCE PREPARATION

Foundational Skills

- Ensure you have the Vowel Code Flip Book and the Spelling Card mentioned in the Lesson at a Glance for Introduce the Spelling /ou/ > 'ou'.

➤ Digital Component 1.1

- Prepare to display the vowel digraph chart (Digital Component 1.1) that you began in Lesson 1.
- Plan to assign student pairs to complete the back of Activity Page 9.1 during Practice /ou/ > 'ou'.

Reading

- Plan to assign student pairs for Group 2.

Universal Access

- Bring in pictures of the following words with the /ou/ sound: *ouch*, *owl*, *couch*, *hound*, *cow* to use for Introduce the Spelling /ou/ > 'ou'.

Lesson 9: Introduce /ou/ > 'ou'

Foundational Skills

45M

Primary Focus

Students will identify the following sound/spellings: /oo/ > 'oo', /oo/ > 'oo', /u/ > 'u', /a/ > 'a', /ae/ > 'a_e', /ie/ > 'i_e', /i/ > 'i', /o/ > 'o', /oe/ > 'o_e', /e/ > 'e',

✦ /ee/ > 'ee'. **TEKS 1.2.B.iii**

Students will hear and identify the /ou/ vowel sound at the beginning, middle, and

✦ end of words. **TEKS 1.2.A.vii**

Students will read and write one-syllable words with the sound/spelling

✦ /ou/ > 'ou'. **TEKS 1.2.B.iii**

WARM-UP (5 MIN.)**Speedy Sound Hunt**

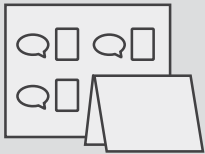
- Please review the vowel spellings using students' Individual Code Charts. Students will race to find the following sound/spelling correspondences in their Individual Code Chart.

- | | |
|---|---|
| 1. 'oo' > /oo/ (<i>soon</i>) page 4 | 7. 'i' > /i/ (<i>it</i>) page 1 |
| 2. 'oo' > /oo/ (<i>look</i>) page 4 | 8. 'o' > /o/ (<i>hop</i>) page 1 |
| 3. 'u' > /u/ (<i>but</i>) page 1 | 9. 'o_e' > /oe/ (<i>home</i>) page 3 |
| 4. 'a' > /a/ (<i>hat</i>) page 1 | 10. 'e' > /e/ (<i>pet</i>) page 1 |
| 5. 'a_e' > /ae/ (<i>cake</i>) page 2 | 11. 'ee' > /ee/ (<i>bee</i>) page 2 |
| 6. 'i_e' > /ie/ (<i>bite</i>) page 2 | |

- Tell students you will:
 - Review the vowel spellings they have already learned by playing a game using your Individual Code Charts. I will tell you a vowel sound. When I say 'go', I want to see who can find that sound in their Individual Code Chart, raise their hand, and then tell me the spelling for that sound and read the example word.

✦ **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.A.vii** Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends.

Code Materials



You may want to draw a copy of the speech bubble with the /ue/ sound on the board for use during this example so that students know what you mean when you say speech bubble.

- Tell students that you will do one for practice together. Say the /ue/ sound, telling all students to raise their hands when they find the speech bubble with the /ue/ sound.
- Now tell students to quickly scan all the spellings listed in the row next to the speech bubble, looking for any that are outlined in green. Tell them this is a quick way to find the spellings they have already learned. Tell all students to raise their hands when they find a green spelling for this speech bubble.
- Call on one student to give the spelling and read the example word as follows: /ue/ is spelled 'u_e' and the example word is *cute*.
- Tell students that you are ready to start the game. You will call on the first student to raise their hand after they have found the sound/spelling, and example word.
- Say to students, "I am thinking of the sound (insert sound from the box). Ready? Go!" Review with the sound-spelling correspondences provided in the box.

INTRODUCE THE SOUND /OU/ (10 MIN.)

Note: This is a listening exercise focusing on the /ou/ sound. The sound is spelled 'ou' and 'ow' (not yet taught). Please do not ask students to read the words.

- Tell students that today they will learn a new sound—/ou/ as in *shout*.
- Have students say the /ou/ sound several times, stretching it out.
- Ask students to repeat a number of words that have the /ou/ sound at the beginning: *ouch, out, owl*.
- Ask students to repeat a number of words that have the /ou/ sound in the middle: *shout, loud, round, couch, hound*.
- Ask students to repeat a number of words that have the /ou/ sound at the end: *how, now, cow*.
- Ask students whether /ou/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth and an unobstructed airflow.)

Sound Off

- Tell students that now you are going to read a story containing a number of examples of the /ou/ sound.



Foundational Skills

Foundational Literacy Skills

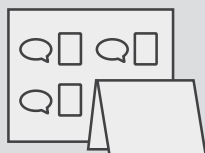
Some of the words that are used as examples are multisyllabic words.

In Cantonese, Hmong, Khmer, and Vietnamese languages multisyllabic words are rare or nonexistent. Be sure to differentiate each syllable and emphasize the /ou/ sound. Help students draw a connection to other digraphs previous learned and how two letters work together to make the same sound.

ELPS 1.A



Code Materials



- Tell students to touch their noses whenever they hear the /ou/ sound. Tell them to place their hand flat on their desk each time that they finish pointing to their nose.
- Read the story sentence by sentence, making an effort to emphasize the /ou/ sound when you come across it.
- Reread the first three sentences and ask students to count the /ou/ sounds that they hear.

One night last summer, I **slouched** (nose) on my **couch** (nose) as I read a book **about** (nose) **flowers** (nose). At a late **hour** (nose), I heard a startling **sound** (nose) **outside** (nose). Up in a church **tower** (nose) **crouched** (nose) a **proud**, (nose) **brown** (nose) **owl** (nose). He let **out** (nose) a **loud** (nose) **shout** (nose) and flew from the **tower** (nose) because he saw a **mouse** (nose). The quick, little **mouse** (nose) ran under a **house**, (nose) so the **proud**, (nose) **brown** (nose) **owl** (nose) began to **pout** (nose).

Note: Some students may realize that the words provided in the Sound Off activity have a spelling other than 'ou'. Should a student point this out, congratulate them for already knowing another spelling for the /ou/ sound. Tell them the class will learn these spellings at a later time.

INTRODUCE THE SPELLING /OU/ > 'OU' (15 MIN.)

TEKS 1.2.B.iii

Vowel Code Flip Book

1. 'ou' > /ou/ (*shout*) **page 13**

- Tell students that you are going to show them how to write the vowel sound /ou/.
- Write 'ou' on handwriting guidelines and describe what you are doing.
- Explain that the two letters work together as a team to stand for the /ou/ sound.

Note: There is not an /ou/ vowel pronunciation in Spanish. Students may need assistance with this digraph. Explain that to make the /ou/ sound, open your mouth and speak from the back of your throat, then close your mouth while continuing to speak from the back of the throat.

- Have students trace the spelling on their desks with a pointed finger while saying the sound.

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

- Turn to **Vowel Code Flip Book page 13**. Show students the Spelling Card for 'ou' > /ou/ (*shout*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.
- Have students turn to **Individual Code Chart page 4**. Have them trace the code information for 'ou' > /ou/ in green marker.
- Tell students that whenever the spelling 'ou' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.



Check for Understanding

Walk around as students trace the 'ou' on their desks and listen to make sure that students are making the correct sound.

Activity Page 9.1



Support

Encourage students to say the name of each picture with their partners and think about the vowel sound in the word.

Challenge

Have students write silly sentences containing words from Activity Page 9.1.

oo	soon, room, boot
oo	look, book, foot
ou	shout, out, found

PRACTICE /OU/ > 'OU' (15 MIN.)

TEKS 1.2.B.iii

Write the Spelling/Match Words and Pictures

- Have students take out Activity Page 9.1.
- Tell students to say the sound of each letter team and single-letter spelling that they write, going sound by sound to write the words.
- Have students look at the back of the activity page.
- Explain that for each word there are two pictures. Tell students to write each word under its matching picture.
- Have students work with a partner to complete the back of the activity page. Review as a class.

Digital Component 1.1

- To summarize, write the spelling 'ou' on the third line of the vowel digraph chart you created in Lesson 1. Review that the spelling 'ou' can stand for the /ou/ sound. Ask students for several examples of words in which 'ou' stands for /ou/ and add the words to the chart.
- Remember: You can refer to the digraph 'ou' by its sound or by the letter names. Continue to encourage students to say the sounds of the individual spellings as they write the words.

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

Lesson 9: “The Two Mules”

Reading



Primary Focus: Students will reread “The Two Mules” with increased accuracy, appropriate rate, and expression with partners or in a small group.

TEKS 1.4; TEKS 1.8.C

REREAD “THE TWO MULES” (15 MIN.)

Small Group

Group 1: Have students take turns reading the story aloud, while you make notes on the Anecdotal Reading Record.

Group 2: Tell students in this group that today they will reread the story “The Two Mules” with a partner. They may reread other stories if time permits. Students can also summarize the story with a partner if they finish early. Remind students that when we summarize, we retell just the important parts of the story, and not every single detail. A summary tells who was in the story and the main events.

Reader



Page 28



Observation: Anecdotal Reading Record

As you listen to students in Group 1 read “The Two Mules,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

End Lesson

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

Lesson 9: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

Phrases and Wiggle Cards

- Follow procedure outlined in Lesson 1.

- | | |
|--------------------------------|----------------------|
| 1. clouds and sun | 6. Sun is out. |
| 2. Let the cat out of the bag. | 7. round plate |
| 3. word of mouth | 8. trout for lunch |
| 4. a long, soft couch | 9. that sound |
| 5. Twist and shout. | 10. found a lost pup |

MORE HELP WITH /OU/ › 'OU'

Push and Say

- Provide each student with a copy of the Push and Say Sound Boxes (**Activity Page TR 9.1**) and a set of Push and Say Letter Cards (**Activity Page TR 9.2**) required for the words selected for building.
- Follow the procedure in Lesson 2 using the words in the box.

- | | |
|----------|------------|
| 1. out | 6. noun |
| 2. round | 7. ouch |
| 3. sound | 8. pound |
| 4. count | 9. proud |
| 5. cloud | 10. ground |

Chaining

- Tell students that they will be working on chains of words with the /ou/ sound.
- Follow the procedure in Lesson 5 using the chains in the box.

1. bound > sound > round > found > hound > pound > mound > mount > count
2. trout > grout > gout > out > ouch > couch > pouch > pout > out > shout

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 537 and 704 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 543 and 714 of those words would be completely decodable.

The sound /ou/ is the 33rd most common sound in English and is found in approximately 2 percent of English words.

The sound /ou/ is spelled 'ou' approximately 64 percent of the time.

The spelling alternative 'ow' as in cow will be taught in Grade 2.

ASSESSMENT, GRAMMAR, AND TRICKY WORD

Spelling Assessment, Identify Verbs, and Introduce: Down

PRIMARY FOCUS OF LESSON

Language (Spelling, Grammar)

Students will spell and write one-syllable words with /o/ > 'o', /oe/ > 'o_e', /oo/ > 'oo', /oo/ > 'oo', and the Tricky Word *why* in a weekly spelling

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

Students will identify, underline, and copy the verbs in written phrases.

✦ **TEKS 1.3.D**

Foundational Skills

Students will read and spell chains of one-syllable words with /u/ > 'u', /ou/ > 'ou', and /oo/ > 'oo'. **TEKS 1.2.A.iv; TEKS 1.2.B.iii**

Students will read and write the Tricky Word *down* and review previously taught Tricky Words. **TEKS 1.2.B.vi**

Reading

Students will read the "The Dog and the Mule" with purpose and understanding and will place sentence strips describing events from the story in the correct

✦ order. **TEKS 1.4; TEKS 1.6.G; TEKS 1.8.C**

FORMATIVE ASSESSMENT

Activity Page 10.1

Spelling Assessment

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

Activity Page 10.3

Sequence Story Events "The Dog and the Mule"

✦ **TEKS 1.6.G; TEKS 1.8.C**

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Spelling, Grammar)			
Spelling Assessment	Whole Group	15 min.	<input type="checkbox"/> Activity Page 10.1
Identify Verbs	Whole Group	10 min.	<input type="checkbox"/> Activity Page 10.2
Foundational Skills			
Teacher Chaining (Phonics)	Whole Group	10 min.	
Introduce Tricky Word: <i>Down</i> (Word Recognition)	Whole Group	10 min.	<input type="checkbox"/> yellow index card for Tricky Word Wall <input type="checkbox"/> one index card per student <input type="checkbox"/> students' Tricky Word Cards
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Fables</i> Big Book
Read "The Dog and the Mule"	Whole Group/ Independent	10 min.	<input type="checkbox"/> <i>Fables</i> Reader <input type="checkbox"/> Fables Chart (Digital Components) <input type="checkbox"/> Activity Page 10.3 <input type="checkbox"/> scissors <input type="checkbox"/> tape or glue
Take-Home Material			
"The Hares and the Frogs"			<input type="checkbox"/> Activity Page 10.4



TEKS 1.2.B.iii Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list; **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.2.A.iv** Demonstrate phonological awareness by recognizing the change in spoken word when a phoneme is added, changed, or removed; **TEKS 1.2.B.vi** Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

ADVANCE PREPARATION

Reading

- Load the story “The Dog and the Mule” from the *Fables* Reader from Teacher Resources on the program’s digital components site or prepare to display the *Fables* Big Book.

➤ Digital Component 10.1

- Create the Preview Spellings chart (Digital Component 10.1) for Introduce the Story on the board/chart paper, or use the digital version.

➤ Digital Component 1.3

- Prepare to update the Fables chart that you began in Lesson 1. Today, add details from “The Dog and the Mule” to the chart.
- Make sure that there are scissors and tape or glue for all students to complete Activity Page 10.3.

Universal Access

- Bring in pictures that demonstrate the following verbs or be prepared to act out each verb for Identify Verbs: *run, mop, cook, look, shake, pet*.
- Create a chart with verbs for Identify Verbs, including ones on Activity Page 10.2 (*run, mop, cook, look, shake, pet*), and draw a picture to illustrate each action.

Lesson 10: Spelling Assessment; Identify Verbs

Language



Primary Focus

Students will spell and write one-syllable words with /o/ > 'o', /oe/ > 'o_e', /oo/ > 'oo', /oo/ > 'oo', and the Tricky Word *why* in a weekly spelling assessment.

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

Students will identify, underline, and copy the verbs in written phrases.

✦ **TEKS 1.3.D**

SPELLING ASSESSMENT (15 MIN.)

Activity Page 10.1



- Have students tear out Activity Page 10.1.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

- | | |
|----------|----------|
| 1. why | 5. wood |
| 2. tooth | 6. moth |
| 3. frog | 7. spoon |
| 4. quote | 8. took |

- Tell students to write the sentence *Why not?* on the bottom lines. Slowly repeat this sentence twice. Remind students that sentences that ask questions end with a special punctuation mark.
- At the end, go back through the list and read each spelling word one more time.
- After all the words have been called out, tell students that you will now show them the correct spelling for each word so that they can correct their own work.

Note: Students may enjoy correcting their work in different-colored pencil.

- Say and write each word on the board/chart paper, instructing students to correct their work by crossing out any incorrect spelling and writing the correct spelling next to it.

✦ **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list; **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations.



Activity Page 10.1: Spelling Assessment

Collect Activity Page 10.1 to review and monitor students' progress in spelling. Use the Lesson 10 analysis chart and directions provided in Teacher Resources to analyze students' mistakes. This will help you to understand any error patterns evidenced by individual students' responses. Be sure to provide additional practice for error patterns detected using materials from Additional Support and the Pausing Point.



IDENTIFY VERBS (10 MIN.)

TEKS 1.3.D

- Remind students that they have been learning about different parts of speech. They learned about nouns, which are people, places, or things. They have also been learning about verbs. Ask students to tell you what verbs describe. (*action*)
- Have students take out Activity Page 10.2.
- On the board/chart paper, write the sentence: *Run up the hill*. This is also the first phrase on the activity page.
- Have students read it and ask them to name the verb. You may choose to have students run in place.
- Tell students that a word that describes an action is a part of speech called a verb.
- Underline the verb with a squiggly line and have students do the same on their activity page.
- Have students copy the verb on the line next to the sentence.
- Continue with the remaining sentences.

- | | |
|---------------------|--------------------|
| 1. Run up the hill. | 4. Look it up. |
| 2. Mop the room. | 5. Shake his hand. |
| 3. Cook good food. | 6. Pet the dog. |

Activity Page 10.2



ENGLISH
LANGUAGE
LEARNERS

Foundational Skills

Foundational Literacy Skills

While completing the activity page, have students refer to the chart that you created in advance illustrating different verbs.

ELPS 2.E

Challenge

Have students circle the nouns in each phrase on Activity Page 10.2.

Lesson 10: Chaining; Tricky Word: *Down*

Foundational Skills



Primary Focus

Students will read and spell chains of one-syllable words with /u/ > 'u', /ou/ > 'ou', and /oo/ > 'oo'. **TEKS 1.2.A.iv; TEKS 1.2.B.iii**



Students will read and write the Tricky Word *down* and review previously taught



Tricky Words. **TEKS 1.2.B.vi**

TEACHER CHAINING (10 MIN.)

- Write *nut* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove 'n' and add 'sh' to create *shut*.
- As you make this change, say, "If that is *nut*, what is this?"
- Ask students which sound you changed in the word *nut* to get the word *shut*. Ask them whether you changed the first, middle, or last sound.
- Continue this process with the remaining words.
- When you have come to the end of the chain, erase the board and begin the next chain.

1. nut > shut > shout > out > ouch > pouch > pooch > mooch > smooch
2. soon > moon > men > mend > mound > sound > pound > round > found

INTRODUCE TRICKY WORD: DOWN (10 MIN.)

Note: 'ow' is a spelling alternative for /ou/ that students will learn later in the program.

- Write the Tricky Word *down* on the board/chart paper and ask students how they would pronounce it by blending if it were not a Tricky Word. (They might say something like /d/ /o/ /w/ /n/.)



TEKS 1.2.A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a phoneme is added, changed, or removed; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (vi) identifying and reading at least 100 high-frequency words from a research-based list.

- Explain that we pronounce this word /d/ /ou/ /n/ as in: “She is walking down the stairs.”
- Circle the letter ‘d’ and explain that it is pronounced /d/, as they would expect.
- Underline the letters ‘o’ and ‘w’ and tell students that these letters are the tricky part of the word. They work together to stand for the /ou/ sound.
- Circle the letter ‘n’ and explain that it is pronounced /n/, as they would expect.
- Tell students that when reading *down*, they have to remember to pronounce the letter ‘o’ and ‘w’ as /ou/. When they write this word, they should try to remember to spell the /ou/ sound with the letters ‘o’ and ‘w’.
- Write the word *down* on the index card and add it to the Tricky Word Wall.
- Have students copy the word on an index card and underline the tricky parts of the word.

Tricky Word Practice

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



Check for Understanding

Point to a Tricky Word on the Tricky Word Wall and read it aloud (either correctly or incorrectly). Have students use **Thumbs-Up/Thumbs-Down** to show if you read the word correctly. Discuss the correct answer. Repeat for two or three additional words, as time permits.

Lesson 10: “The Dog and the Mule”

Reading



Primary Focus: Students will read the “The Dog and the Mule” with purpose and understanding and will place sentence strips describing events from the story in the correct order. **TEKS 1.4; TEKS 1.6.G; TEKS 1.8.C**

INTRODUCE THE STORY (5 MIN.)

Note: You will read today’s story as a class. Ask students to take turns reading aloud. At the end of each page, you will stop to ask questions about the story.

- Load the digital version of the story “The Dog and the Mule” or use the *Fables Big Book*.
- Tell students that today’s story is about a dog and a mule who live on a farm together. Ask students, “What types of words would you use to describe a dog? What about a mule?”

Preview Spellings

- Preview the following spellings using the chart you created or the digital version before reading today’s story:

➤ Digital Component 10.1

/ou/ > ‘ou’	Tricky Words
shout	who
out	would
	down

Big Book



Page 34

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

Preview Core Vocabulary

- Please preview the following vocabulary before reading today’s story:

pen—n., a fenced-in area (38)

Example: We keep the pigs in a pen.

Note: The word *pen* can also mean something you write with.

Vocabulary Chart for “The Dog and the Mule”

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

Purpose for Reading

- Tell students to read to find out how life is different for the dog and the mule, and what lesson, or moral, we can learn from today’s story.

READ “THE DOG AND THE MULE” (10 MIN.)

Whole Group Reading

Pages 34 and 35

- Ask, “How does the man feel about the dog?” (*The man loves the dog.*)
- Have students look at the picture on page 35, and ask how they think the man feels. (*He feels happy.*)
- Ask, “What parts of the story show what the man’s friendship is like with the dog?” (*The man gives the dog scraps of food; he lets the dog lick his spoon; he lets the dog sit on his lap; he rubs the dog and kisses him.*)

Pages 36 and 37

- Ask, “How does the mule feel? How do you know?” (*The mule looks sad.*)
- Ask, “What does it mean to feel left out?” (*You aren’t a part of something and you feel like you are missing out on it.*)

Reader



Page 34



Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases:
“Are the man and the dog friends?” “Did the mule feel sad?”

Intermediate

After asking each question, provide students with a specific sentence frame: “The mule feels _____ because . . .”
“The mule tries to be like the dog by . . .”

Advanced/Advanced High

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

ELPS 2.G; ELPS 4.F

Activity Page 10.3



Support

When assisting students, prompt them to show you where in the story they found each event.

- Ask, “Do you think the mule’s plan to act like a dog is a good one? Will it work? Why or why not?” (*Accept reasonable responses, such as: It is not a good plan because mules don’t belong inside of a house.*)

Pages 38 and 39

- Ask, “What does the mule do to try to be like the dog?” (*He comes in the house, puts his feet on the man, and licks him.*)
- Ask, “Why do you think the man was scared by the mule?” (*The man may have thought that the mule was going to hurt him; the man’s plate dropped and the man fell down.*)
- Ask, “What do you think the mule should do now?” (*Accept reasonable responses, such as: The mule should stay outside from now on.*)
- Ask, “What is the moral of the story?” (*Explain that the moral is that it’s better to be yourself than to act like someone else.*)

Wrap-Up

- Fill out the Fables chart for “The Dog and the Mule.”

➤ Digital Component 1.3

Name of the Tale	Who?	Where?	What?	What the Tale Tells Us
The Dog and the Mule	man dog mule	man’s house	<ol style="list-style-type: none"> 1. a man shows love to his dog, and his mule feels left out 2. the mule acts like a dog so the man will like him 3. the mule scares the man 4. the man make the mule run back to his pen 	Just be yourself.

- Have students cut out the events from the story “The Dog and the Mule.” Students should look back at their Reader to help them put each event in the correct order. Tell students to tape or glue the events in the correct order, beginning with “A man had a dog and a mule.” If time permits, review Activity Page 10.3 with the class.



Activity Page 10.3: Sequence Story Events

Collect Activity Page 10.3 to review and monitor students' progress in sequencing events.

End Lesson

Take-Home Material

“THE HARES AND THE FROGS”

- Have students take home Activity Page 10.4 to read and discuss with a family member.

Activity Page 10.4



Lesson 10: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

Phrases and Wiggle Cards

- Follow procedure outlined in Lesson 1.

- | | |
|---------------------|------------------------|
| 1. Shout at me. | 6. Run south. |
| 2. on the couch | 7. Sit down. |
| 3. Twist and shout. | 8. Make a sound. |
| 4. a round plate | 9. Look at the clouds. |
| 5. tooth in mouth | 10. a loud mouth |

MORE HELP WITH TRICKY SPELLING ‘OO’

Chaining

- Tell students that they will be working on chains of words with ‘oo’ > /oo/ or /oo/.
- Follow the procedure in Lesson 5 using the chains in the box.

1. 'oo' > /oo/, 'ou', and 'ee':
loop > coop > hoop > hoot > shoot > shout > sheet > sheep > jeep > deep
2. 'oo' > /oo/, 'ou', and 'ee':
foot > feet > sheet > shout > out > ouch > pouch > couch > crouch > grouch

MORE HELP IDENTIFYING VERBS

Noun or Verb Game

- Prepare a list of nouns and verbs. If students are still developing their concept of a verb, start with present-tense verbs and include past-tense verbs as students are ready.
- Have students sit so it is easy for them to stand up or move (e.g., sitting in a circle on the rug as opposed to in chairs at a table).
- Tell students you will either say a noun or a verb. If you say a noun, students should sit still. However, verbs are action words, so if you say a verb, students should show you the action.
- Once students are successful with identifying and discriminating nouns and verbs, have them take turns providing a noun or verb for the game.

- | | |
|----------------|------------------|
| 1. talk/talked | 6. laugh/laughed |
| 2. sleep/slept | 7. walk/walked |
| 3. tree | 8. foot |
| 4. friend | 9. jog/jogged |
| 5. flower | 10. table |

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 543 and 714 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 544 and 717 of those words would be completely decodable.

Down is one of the 80 most common words in most samples of written English. In a typical passage of 1,000 words, *down* occurs 0 to 3 times.

REVIEW

Spelling and Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will read and spell one-syllable words with 'oo' > /oo/ or /oo/ and previously taught sound/spellings. **TEKS 1.2.A.iv; TEKS 1.2.B.ii; TEKS 1.2.B.iii; TEKS 1.2.C.i**
- Students will alphabetize a series of words to the second letter. **TEKS 1.2.E**
- Students will answer yes/no questions featuring words with /ou/ > 'ou', /ou/ > 'ow', /oo/ > 'oo', and /oo/ > 'oo'; and will fill in the blanks in written sentences with words with /ee/ > 'ee', /ae/ > 'a_e', /oo/ > 'oo', /oo/ > 'oo', and /ou/ > 'ou'. **TEKS 1.2.B.iii**
- Students will read previously taught Tricky Words. **TEKS 1.2.B.vi**

Language (Spelling)

- Students will read and spell one-syllable words containing /oo/ > 'oo', /oo/ > 'oo', /ou/ > 'ou', and the Tricky Word *down*.
- TEKS 1.2.B.iii; TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

FORMATIVE ASSESSMENT

Activity Pages 11.1, 11.2

Yes or No?/Fill in the Blank

- TEKS 1.2.B.iii**

- TEKS 1.2.A.iv** Demonstrate phonological awareness by recognizing the change in spoken word when a phoneme is added, changed, or removed; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list; **TEKS 1.2.E** Alphabetize a series of words to the first or second letter and use a dictionary to find words; **TEKS 1.2.B.vi** Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Teacher Chaining (Phonics)	Whole Group	15 min.	
Alphabetizing to the Second Letter	Whole Group	5 min.	☐ Alphabetizing cards
Yes or No?/Fill in the Blank (Phonics)	Whole Group/ Small Group/ Partner/ Independent	20 min.	☐ Activity Pages 11.1, 11.2
Tricky Word Baseball (Word Recognition)	Whole Group	10 min.	☐ Baseball Diamond (Digital Components) ☐ Tricky Word Cards ☐ timer
Language (Spelling)			
Introduce Spelling Words	Whole Group	10 min.	
Take-Home Material			
Spelling Words			☐ Activity Page 11.3

ADVANCE PREPARATION

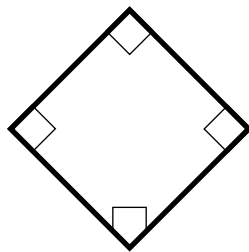
Foundational Skills

- Write the following words on index words cards for alphabetizing: *back, apple, cot, less, tale, rock, store, tell, small.*
- You will play a baseball game to review Tricky Words. Please write the following words on index cards (or remove them from your Tricky Word Wall) for review:

1. <u>a</u>	9. <u>from</u>	17. <u>two</u>	25. <u>what</u>
2. <u>l</u>	10. <u>word</u>	18. <u>who</u>	26. <u>which</u>
3. <u>no</u>	11. <u>were</u>	19. <u>said</u>	27. <u>here</u>
4. <u>so</u>	12. <u>have</u>	20. <u>says</u>	28. <u>there</u>
5. <u>of</u>	13. <u>one</u>	21. <u>was</u>	29. <u>could</u>
6. <u>all</u>	14. <u>once</u>	22. <u>when</u>	30. <u>should</u>
7. <u>some</u>	15. <u>to</u>	23. <u>where</u>	31. <u>would</u>
8. <u>are</u>	16. <u>do</u>	24. <u>why</u>	32. <u>down</u>

- Draw a baseball diamond on the board/chart paper or prepare to display the digital version.

➤ Digital Component 11.1



Universal Access

- Bring in pictures of the following words from Activity Page 11.1 for Yes or No?: *spoon, couch, ground, cake, mule.*
- Bring in pictures of the following spelling words for Introduce Spelling Words: *brook, booth, room, south, shout.*

Lesson 11: Review

Foundational Skills



Primary Focus

Students will read and spell one-syllable words with 'oo' > /oo/ or /oo/ and previously taught sound/spellings.

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

✦ Students will alphabetize a series of words to the second letter. **TEKS 1.2.E**

Students will answer yes/no questions featuring words with /ou/ > 'ou', /ou/ > 'ow', /oo/ > 'oo', and /oo/ > 'oo'; and will fill in the blanks in written sentences with words with /ee/ > 'ee', /ae/ > 'a_e', /oo/ > 'oo', /oo/ > 'oo', and /ou/ > 'ou'.

✦ **TEKS 1.2.B.iii**

✦ Students will read previously taught Tricky Words. **TEKS 1.2.B.vi**

TEACHER CHAINING (15 MIN.)

- Remind students that if we read a word that has the letter 'o', one 'o' is usually pronounced /o/, and two side by side are usually pronounced /oo/ or /oo/.
- Write *poof* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Replace 'f' with 'l' to create *pool*.
- As you make this change, say, "If that is *poof*, what is this?"
- Ask students which sound you changed in the word *poof* to get the word *pool*. Ask them whether you changed the first, middle, or last sound.
- Continue this process with the remaining words.
- When you have come to the end of the first chain, erase the board and begin the next chain.

✦ **TEKS 1.2.A.iv** Demonstrate phonological awareness by recognizing the change in spoken word when a phoneme is added, changed, or removed; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.C.i** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; **TEKS 1.2.E** Alphabetize a series of words to the first or second letter and use a dictionary to find words; **TEKS 1.2.B.vi** Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a re-search-based list.

1. poof > pool > cool > tool > fool > food > mood > moon > soon
2. brook > book > look > took > cook > hook > hood > wood > woof

- Tell students that the next two chains have more than one type of spelling they have learned.

1. tote > tot > tout > gout > out > pout > pot > pat > pan > pane
2. hound > round > bound > mound > mend > men > moon > boon > boot > bout

Note: If students are struggling with sounds in certain positions in words, please refer to activities in the Pausing Point that target initial, medial, and final sounds and/or the specific sound/spelling correspondences that students misread.



Check for Understanding

Call on individual students to tell you which sound was changed in each word, and call on individual students to segment and blend each word.

ALPHABETIZE TO THE SECOND LETTER (5 MIN.)

- Use the following strategies and routines to teach and reinforce how to alphabetize a series of words to the second letter.
- Write these words in a line on the board: *dog, cat, bird, ant, dull*. Say, “Let’s look at and say some words we have been learning and then list them in alphabetical order. Remember we start by looking at the first letter. The letter *a* comes before the letters *b*, *c*, and *d* in the alphabet, so I will write *ant* first in our list. The letter *b* comes after *a* and before *c* and *d*, so the next word in our list is *bird*.” Ask students which word should come next in your list. (*cat*) Say, “Yes. The letter *c* comes after *a* and *b* in the alphabet, and I will write *cat* under *bird*.”



ENGLISH
LANGUAGE
LEARNERS

Foundational Skills

Foundational Literacy Skills

The phrase “shoo a bug” on Activity Page 11.1 may be challenging for students. Act out the saying (e.g., wave your hands back and forth as if you are sweeping away a bug). As you do this, say “shoo bug, shoo.” Have students do the same.

**ELPS 1.C; ELPS 1.E;
ELPS 2.C**

Support

Work with a small group of students to read and complete Activity Pages 11.1 or 11.2. Use the pictures you brought in as needed.

- Then ask students what letter the remaining two words begin with. (*d*) Point out that to figure out the correct order of these words, you will have to look at the second letter of each word. Ask students which letter comes first: *u* or *o*. (*o*) Say, “Because *o* comes before *u*, we know that *dog* comes before *dull*.” Write *dog* and *dull* in order.
- Use the index cards prepared in advance with the words: *back, apple, cot, less, tale, rock, store, tell, small*. Distribute them to ten students who then stand randomly at the front of the class. Have another volunteer name which word comes first in alphabetical order. The student with that word should move to the left to start a line of words in alphabetical order. Continue having students name words until all of the cards are in order.

Challenge

Ask students to write two or three yes/no questions on the back of Activity Page 11.1. If time permits, allow them to share the questions with the class.

Activity Pages 11.1, 11.2



YES OR NO?/FILL IN THE BLANK (20 MIN.)

- Activity Pages 11.1 and 11.2 review previously taught sound/spelling correspondences. You may choose to complete these activity pages as a whole class or small group activity, or by having students work with a partner or independently.



Activity Pages 11.1, 11.2: Yes or No?/Fill in the Blank

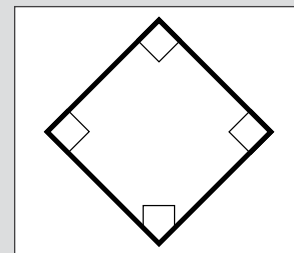
Collect students' completed Activity Pages 11.1 and 11.2 to review and monitor their understanding of previously taught sound/spelling correspondences.

TRICKY WORD BASEBALL (10 MIN.)

- Divide the class into two teams, having one team at a time line up in front of the baseball diamond drawing you prepared in advance. (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.”

➤ Digital Component 11.1

- Set a timer for 10 minutes and tell students that whichever team has the most runs when the timer rings is the winning team. Point out that accuracy is important, so they have to be careful reading the words. At the same time, speed is important as well, so they must pay close attention. The more turns each team member has to read words, the more likely their team is to score runs.
- Show a Tricky Word card and ask the first person on the team to read it aloud. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player then goes to the back of the team’s line, while the next player comes forward to read the next card. If the word is correctly read, draw a line from first to second base. Play continues this way. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for the team. Play continues for the team so long as no words are misread; when a word is misread, the next team takes its turn at bat.



Check for Understanding

Make note of any Tricky Words that are misread and by which student(s).

Lesson 11: Spelling Words

Language



Primary Focus: Students will read and spell one-syllable words containing /oo/ > 'oo', /oo/ > 'oo', /ou/ > 'ou', and the Tricky Word *down*.

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

INTRODUCE SPELLING WORDS (10 MIN.)

- Tell students that the spelling words for this week are made up of letter teams or vowel digraphs.
- Read and write each spelling word and have students repeat the word after you.
- Ask students to use the words in a sentence, making sure to explain vocabulary for any words they may not know. The words for the week are:

/oo/ > 'oo'	/oo/ > 'oo'	/ou/ > 'ou'	Tricky Word
brook stood	booth room	south proud shout	down

- Explain that you will say a sentence that uses one of this week's spelling words and students will write the entire sentence in their Dictation Journal.
- Say, "We stood over there."
- Remind students they will have an assessment each week, so it is important to practice their spelling words at home.

End Lesson

Take-Home Material

Activity Page 11.3



SPELLING WORDS

- Have students take home Activity Page 11.3 to practice their spelling words at home.

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

Lesson 11: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

Phrases and Wiggle Cards

- Follow procedure outlined in Lesson 1.

- | | |
|-------------------------|------------------------|
| 1. in my mouth | 6. out of wood |
| 2. on the moon | 7. loud zoom |
| 3. our couch | 8. Count the hooks. |
| 4. loud sound | 9. spoon in my mouth |
| 5. Crouch at the brook. | 10. Look in the pouch. |

- After you read aloud the last sentence from the Wiggle Cards, have students write the sentence in their Dictation Journal to practice spelling words in sentences correctly.

MORE HELP WITH AWARENESS OF SOUNDS

Chaining

- Follow the procedure in Lesson 5 using the chains in the box.

- | |
|---|
| 1. foot > feet > sheet > shout > out > ouch > pouch > couch > crouch > grouch |
| 2. hound > round > bound > mound > mend > men > moon > boon > boot > bout |

MORE HELP READING WORDS WITH /OO/ AND /OO/

Make Words

- Provide each student with **Activity Page TR 11.1** and a **pencil**.
- Follow the procedure in Lesson 7.
- More words can be created than the number of lines provided. For students who are capable of productively continuing to create additional words, the Extension Page (**Activity Page TR 11.2**) can be copied and provided.

12

BASIC CODE

Introduce /oi/ > 'oi'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will review the following sound/spellings: /a/ > 'a', /ae/ > 'a_e', /i/ > 'i', /ie/ > 'i_e', /u/ > 'u_e', /e/ > 'e', /ee/ > 'ee', /ou/ > 'ou', /oo/ > 'oo', /oo/ > 'oo'.

✦ **TEKS 1.2.B.iii**

Students will hear and say the /oi/ vowel sound at the beginning, middle, and end

✦ of words. **TEKS 1.2.A.vii**

Students will read and write one-syllable words spelled with the vowel digraph

✦ /oi > 'oi'. **TEKS 1.2.B.iii; TEKS 1.2.C.i**

Reading

Students will read "The Bag of Coins" with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the text.

✦ **TEKS 1.4; TEKS 1.6.G; TEKS 1.8.C**

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record "The Bag of Coins" (Group 1)

✦ **TEKS 1.4**

Observation

Discussion Questions "The Bag of Coins"

✦ **TEKS 1.6.G**

Activity Page 12.2

Story Questions "The Bag of Coins" (Group 2)

✦ **TEKS 1.6.G**

- ✦ **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.A.vii** Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.C.i** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Review Vowel Spellings (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Large Letter Cards: 'e', 'a', 'i', 'u', 'ee', 'ou', 'oo'
Introduce the Sound /oi/ (Phonological Awareness)	Whole Group	5 min.	
Introduce the Spelling /oi/ > 'oi' (Phonics)	Whole Group	15 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Vowel Digraph Chart (Digital Components) <input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Card for 'oi' > /oi/ (<i>oil</i>) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> green markers
Practice /oi/ > 'oi' (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 12.1
Reading			
Introduce the Story	Whole Group	5 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Fables</i> Big Book
Read "The Bag of Coins"	Small Group/ Partner	15 min.	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Fables</i> Reader <input type="checkbox"/> Fables Chart (Digital Components) <input type="checkbox"/> Activity Page 12.2
Take-Home Material			
Practice Pack			<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 12.3

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance for the Warm-Up.

➤ Digital Component 1.1

- Prepare to update the vowel digraph chart (Digital Component 1.1).
- Prepare the Vowel Code Flip Book and the Spelling Card mentioned in the Lesson at a Glance for Introduce the Spelling /oi/ > 'oi'.

Reading

- Load the story “The Bag of Coins” from the *Fables* Reader from Teacher Resources on the program's digital components site or prepare to display the *Fables* Big Book.

➤ Digital Component 12.1

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

➤ Digital Component 1.3

- Prepare to update the Fables chart that you began in Lesson 1. Today, add details from “The Bag of Coins” to the chart.
- Plan to assign student pairs for Group 2.

Universal Access

- Bring in pictures of the following words with the /oi/ sound: *oil, oyster, coin, coil, boy, toy* for Introduce the Sound /oi/.

Lesson 12: Introduce /oi/ > 'oi'

Foundational Skills



Primary Focus

Students will review the following sound/spellings: /a/ > 'a', /ae/ > 'a_e', /i/ > 'i', /ie/ > 'i_e', /u/ > 'u_e', /e/ > 'e', /ee/ > 'ee', /ou/ > 'ou', /oo/ > 'oo', /oo/ > 'oo'.

✦ **TEKS 1.2.B.iii**

Students will hear and say the /oi/ vowel sound at the beginning, middle, and end of words. **TEKS 1.2.A.vii**

✦ Students will read and write one-syllable words spelled with the vowel digraph /oi/ > 'oi'. **TEKS 1.2.B.iii; TEKS 1.2.C.i**

WARM-UP (10 MIN.)

Review Vowel Spellings

- Have the following Large Letter Cards available: 'e', 'a', 'i', 'u', 'ee', 'ou', and 'oo'.
- Present each pair of spellings, one spelling at a time, asking students to provide the sound represented by the spelling. To represent the first three vowel digraphs, hold two of the Large Letter Cards side by side.

- | | |
|--------------|--------------|
| 1. 'a'—'a_e' | 4. 'e'—'ee' |
| 2. 'i'—'i_e' | 5. 'ou'—'oo' |
| 3. 'u'—'u_e' | |

Note: If students only provide one sound for 'oo', remind them that it is a tricky spelling with two sounds, /oo/ and /oo/.

- If time permits, have students provide you with an example word for each spelling.

✦ **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.A.vii** Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.C.i** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Large Letter Cards



Support

Show students pictures of the following words as students say them: *oil*, *oyster*, *coin*, *coil*, *boy*, *toy*.

ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

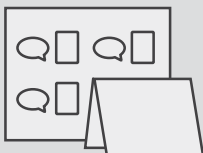
Foundational Literacy Skills

Make sure that you say the word slowly. Draw students' attention to the shape of your mouth. If needed, have students look at the shape of their mouth when they are making the sound.

ELPS 1.E



Code Materials



INTRODUCE THE SOUND /OI/ (5 MIN.)

- Tell students that they will learn another new sound today—/oi/ as in *oil*.
- Have students say the /oi/ sound several times, stretching it out.
- Ask students to repeat a number of words that have the /oi/ sound at the beginning: *oil*, *oink*, *oyster*.
- Ask students to repeat a number of words that have the /oi/ sound in the middle: *coin*, *join*, *point*, *coil*, *boil*.
- Ask students to repeat a number of words that have the /oi/ sound at the end: *joy*, *boy*, *toy*, *Roy*.
- Ask students if /oi/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth and an unobstructed airflow.)

INTRODUCE THE SPELLING /OI/ > 'OI' (15 MIN.)

Note: Ensure you have the Vowel Code Flip Book and the Spelling Card mentioned in the Lesson at a Glance section.

Vowel Code Flip Book

1. 'oi' > /oi/ (*oil*) **page 14**

- Tell students that you are going to show them how to write the vowel sound /oi/.
- Write 'oi' on handwriting guidelines and describe what you are doing.
- Explain that the two letters work together as a team to stand for the /oi/ sound.
- Model writing the spelling two or three more times.
- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Turn to **Vowel Code Flip Book page 14**. Show students the Spelling Card for /oi/ > 'oi' (*oil*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.

- Have students turn to **Individual Code Chart page 4**. Have them trace the code information for /oi/ > 'oi' in green marker.
- Tell students that whenever the spelling 'oi' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

➤ Digital Component 1.1

- To summarize, write the spelling 'oi' on the fourth line of the Vowel Digraph chart. Review that the spelling 'oi' can stand for the /oi/ sound. Ask students for several words in which 'oi' stands for /oi/. Write the student examples and/or *oil*, *point*, and *join* on to the chart.

oo	soon, room, boot
oo	look, book, foot
ou	shout, out, found
oi	oil, point, join

PRACTICE /OI/ > 'OI' (10 MIN.)

Write the Spelling/Word Box

Note: You may also refer to letter teams as digraphs.

- Write the /oi/ spelling on the board/chart paper and describe the motions as you write. Remind students that 'oi' is a letter team.
- Have students trace 'oi' on their desks with their fingers, saying the sound as they do.
- Have students take out Activity Page 12.1. Tell students to say the sound of each letter team and single-letter spelling that they write, going sound by sound to write the words.
- Look at the back of the activity page. Read the words in the box, then name the pictures below the box as a class.
- Tell students to read the words in the box at the top of the page and write each word under its matching picture.
- Remember: You may refer to the digraph 'oi' by its sound or by the letter names. Continue to encourage students to say the sounds of the individual spellings as they write the words.



Check for Understanding

Walk around as students trace 'oi' on their desks and listen to make sure that students are making the correct sound.

Activity Page 12.1



Support

Work with a small group to complete the back of Activity Page 12.1. Have students say the name of each picture aloud and ask students to find the correct word. Model how to cross off each word as it is used and encourage students to do so.

Lesson 12: "The Bag of Coins"

Reading



Primary Focus: Students will read "The Bag of Coins" with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the text. **TEKS 1.4; TEKS 1.6.G; TEKS 1.8.C**

INTRODUCE THE STORY (5 MIN.)

- Load the digital version of the story "The Bag of Coins" or use the *Fables* Big Book.
- Tell students that the title of today's story is "The Bag of Coins." It is about two people who go on a trip together and find a bag of coins.

Preview Spellings

- Please preview the following spellings using the chart you created or the digital version before reading today's story.

➤ Digital Component 12.1

/ou/ > 'ou'	/oi/ > 'oi'	Tricky Words
found	coins	who
loud		what
shout		my
count		all

Preview Core Vocabulary

- Please preview the following vocabulary before reading today's story. Note that today's vocabulary includes phrases that may be unfamiliar or confusing to students.

➤ **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

Big Book



Page 40

Sayings and Phrases

foot of a tree—the bottom of the tree (40)

Example: We sat at the foot of a tree and read a book.

a bad spot—in trouble; a bad situation (46)

Example: The girl was in a bad spot after taking the baby's toy.

Vocabulary Chart for “The Bag of Coins”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	foot of a tree a bad spot		

Purpose for Reading

- Ask students, “What do you think might happen when two people on a trip find one bag of coins?” Tell students to read to find out what happens.

READ “THE BAG OF COINS” (15 MIN.)

Small Group

Group 1: Read the story and guide students in completing Activity Page 12.2.

Group 2: Have students read the story with a partner and complete Activity Page 12.2. If students finish early, have them reread previous stories.



Observation: Anecdotal Reading Record

As you listen to students in Group 1 read “The Bag of Coins” make notes regarding their individual reading ability in the Anecdotal Reading Record.

Reader



Page 40

Activity Page 12.2



Challenge

Students can also summarize the story with a partner if they finish early. Remind students that when we summarize, we retell just the important parts of the story and not every single detail. A summary tells who was in the story and the main events.

Wrap-Up

- Use the following discussion questions to guide your conversation about the story with the whole group. Remember to encourage students to answer in complete sentences. When answering each question, ask students to cite the part of the story that guided their answer. Use students' answers to these questions to fill out the Fables chart for "The Bag of Coins."

➤ Digital Component 1.3

Name of the Tale	Who?	Where?	What?	What the Tale Tells Us
The Bag of Coins	two men	a trip	<ol style="list-style-type: none">1. one man discovers a bag of coins2. the other man feels upset because his friend will not share the coins3. a bunch of men show up after the bag is discovered and they are angry because they think the other men stole their coins4. the man with the coins is scared and says they are both in trouble5. the friend says only the man with the coins is in trouble because he found the coins and is keeping all of them	Do not take something that does not belong to you. It is important to share with your friends.

Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does one man discover a bag of coins?” “Does the man share the bag of coins?”

Intermediate

After asking each question, provide students with a specific sentence frame: “The man who discovers the coins is . . .”

Advanced/Advanced High

Encourage students to expand and/or build from other students’ responses. Model how to expand on others’ responses.

ELPS 2.G; ELPS 4.E

Discussion Questions for “The Bag of Coins”

- Literal.** What does one man discover while he is on a trip with his friend?
 - » One man discovers a bag of coins.
- Inferential.** How does the other man feel after the first man finds the coins? Why?
 - » The other man feels upset because his friend will not share the coins.
- Evaluative.** What words would you use to describe the man who discovered the coins?
 - » Answers may vary, but may include *greedy* or *unfair*.
- Literal.** Who shows up after the man discovers a bag of coins? Why are these men mad?
 - » A bunch of angry men show up after the bag of coins is discovered.
 - » The bag of coins that was at the foot of the tree belongs to them. They think the other men stole their coins.
- Literal.** The man with the bag of coins is scared of the angry men. He tells his friend that they are both now in trouble. What does the friend (without the coins) say to him now?
 - » He tells his friend that *they* are not in trouble. *He* is in trouble since he found the coins and said he was keeping all of them.
- Evaluative.** What do you think is the moral of this story?
 - » Answers may vary, but may include lessons about not taking something that doesn’t belong to you and/or about not sharing with your friends.



Observation: Discussion Questions

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

- If time permits, review the answers to Activity Page 12.2 with students.



Activity Page 12.2: Story Questions

Collect Activity Page 12.2 from Group 2 to monitor students' understanding of "The Bag of Coins."

End Lesson

Take-Home Material

PRACTICE PACK

- Send home Activity Page 12.3.

Activity Page 12.3



Lesson 12: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

Phrases and Wiggle Cards

- Follow procedure outlined in Lesson 1.

- | | |
|---------------------|---------------------|
| 1. Boil the fish. | 6. Join the fun. |
| 2. Cook in oil. | 7. Coil up. |
| 3. a moot point | 8. Do not point. |
| 4. Point and click. | 9. moist cake |
| 5. Flip a coin. | 10. Broil hot dogs. |

MORE HELP WITH AWARENESS OF SOUNDS

Push and Say

- Provide each student with the Push and Say Sound Boxes (**Activity Page TR 12.1**) and a set of Push and Say Letter Cards (**Activity Page TR 12.2**) required for the words selected for building.
- Follow the procedure in Lesson 2 using the words in the box.

- | | |
|----------|----------|
| 1. oil | 6. foil |
| 2. point | 7. hoist |
| 3. boil | 8. join |
| 4. coil | 9. soil |
| 5. coin | 10. void |

Chaining

- Tell students that they will be working on chains of words with the /oi/ sound.
- Follow the procedure in Lesson 5 using the chains in the box.

- | |
|--|
| 1. spoil > soil > oil > coil > coin > join > joint > joints > points > point |
| 2. foil > boil > broil > broils > roils > coils > boils > boil > soil > foil |

MORE HELP WITH IDENTIFYING VERBS

Wiggle Card Verbs

- Gather previously created **Wiggle Cards** or prepare them with the phrases below:

- | | |
|-----------------------|------------------------|
| 1. Count out loud. | 5. Join hands. |
| 2. Coil like a snake. | 6. Bloom like a rose. |
| 3. Jump up and down. | 7. Sweep with a broom. |
| 4. Look up. | 8. Point to your nose. |

- Have students sit so it is easy for them to stand up or move (e.g., sitting in a circle on the rug as compared to in chairs at a table).
- Tell students you will show them Wiggle Cards and they should first perform the action.
- Signal students to sit back down. Next, have them look at the same Wiggle Card and indicate when they identify the verb in the phrase (e.g., thumbs up or raised hand). Then select a student to say or point to the verb in the phrase. Ask students to tell you the past-tense of the verb in the phrase.
- Repeat with additional Wiggle Cards.

- **Option:** Instead of having students say or point to the verb within Wiggle Card phrases, have students write the verb (e.g., on a dry-erase board) to identify it each time.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 544 and 717 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 545 and 717 of those words would be completely decodable.

The students have now been taught at least one way to write 39 of the 44 sounds in English.

The sound /oi/ is the 43rd most common sound in English and is found in approximately 1 percent of English words.

The sound /oi/ is spelled 'oi' approximately 60 percent of the time.

The spelling alternative 'oy' as in *boy* is taught in Grade 2.

GRAMMAR

Identify Present- and Past-Tense Verbs

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally produce single-syllable words with the /oi/ sound.

✦ **TEKS 1.2.A.v**

Students will read and spell single-syllable words with /oo/ > 'oo', /oo/ > 'oo',

✦ /ou/ > 'ou', /oi/ > 'oi', and /ee/ > 'ee'. **TEKS 1.2.A.iv; TEKS 1.2.B.iii; TEKS 1.2.C.i**

Language (Grammar)

Students will identify the verb and distinguish between the present- and past-

✦ tense in oral sentences. **TEKS 1.11.D.ii**

Reading

Students will reread a story from *Fables* and will summarize the story or write and

✦ draw about their favorite scene in the story. **TEKS 1.4; TEKS 1.5; TEKS 1.6.G;**

TEKS 1.7.D; TEKS 1.8.C

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record (Group 1)

✦ **TEKS 1.4**

Exit Pass

Favorite Scene (Group 2)

✦ **TEKS 1.8.C**

- ✦ **TEKS 1.2.A** Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (iv) recognizing the change in spoken word when a phoneme is added, changed, or removed; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.C.i** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; **TEKS 1.11.D.ii** Edit drafts using standard English conventions, including past and present verb tense; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.5** Self-select text and interact independently with text for increasing periods of time; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review the Sound /oi/ (Phonological Awareness)	Whole Group	15 min.	
Large Card Chaining (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Large Letter Cards for 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'ch', 'sh', 'th', 'ee', 'oo', 'ou', 'oi'
Language (Grammar)			
Identify Present- and Past-Tense Verbs	Whole Group	10 min.	
Reading			
Reread Stories from the Reader	Small Group/ Partner/ Independent	20 min.	<input type="checkbox"/> <i>Fables</i> Reader <input type="checkbox"/> paper for each student

ADVANCE PREPARATION

Foundational Skills

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

Reading

- Plan which students will read on their own or with partners and which students will read with you.

Universal Access

- Bring in pictures or realia of the following words to use for Review the Sound /oi/: *soil, coins, boil, toy, foil, noise, choice, oil.*

Lesson 13: Review /oi/; Chaining

Foundational Skills



Primary Focus

Students will orally produce single-syllable words with the /oi/ sound.


 **TEKS 1.2.A.v**

Students will read and spell single-syllable words with /oo/ > 'oo', /oo/ > 'oo',

 /ou/ > 'ou', /oi/ > 'oi', and /ee/ > 'ee'. **TEKS 1.2.A.iv; TEKS 1.2.B.iii; TEKS 1.2.C.i**
REVIEW THE SOUND /OI/ (15 MIN.)

Note: This is a listening exercise focusing on the /oi/ sound. If students point out that the word *boy* is spelled with 'oy' and not 'oi', congratulate them for already knowing more than one spelling for the /oi/ sound. Let them know that they do not need to focus on the spellings for these riddles, but just to listen for the sound.

- Remind students of the sound /oi/ as in *oil*.
- Have students say /oi/ several times, stretching it out.
- Ask students to repeat a number of words that have the /oi/ sound at the beginning: *oil, oyster, oink*.
- Ask students to repeat a number of words that have the /oi/ sound in the middle: *coin, point, soil*.
- Ask students to repeat a number of words that have the /oi/ sound at the end: *toy, Roy, boy*.
- Tell students that you are going to say some riddles, each of which has an answer that contains the /oi/ sound.
- Have students raise their hands if they think they know the answer.

 **TEKS 1.2.A** Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (iv) recognizing the change in spoken word when a phoneme is added, changed, or removed; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.C.i** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.



Foundational Skills

Foundational Literacy Skills

Use pictures or realia for each riddle and reference the picture while you are saying the riddle. Allow students to point to the picture to answer and then you say the word.

ELPS 1.C

Challenge

Ask students to come up with riddles which have answers that contain the /oi/ sound. Allow students to tell the riddles to the class and have the class guess the answer.

Large Letter Cards



Soil 1. We plant flowers in this.	Foil 2. This is something shiny and crinkly that you can use to wrap leftovers.
Coins 3. This is a type of money that is round and shiny. A penny, nickel and dime are all . . .	Noise 4. If a book falls on the floor, it might make a loud sound or . . .
Boil 5. This is what water does when you heat it on the stove and it gets really hot.	Choice 6. If you can pick from two flavors of ice cream instead of just one, you have a . . .
Toy 7. This is something that you play with.	Oil 8. This is a liquid that you might pour from a bottle into a frying pan to cook something.

LARGE CARD CHAINING (15 MIN.)

- Pass out the following Large Letter Cards, reviewing each card's sound as you pass it out: 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'ch', 'sh', 'th', 'ee', 'oo', 'ou', 'oi'.
- Tell students that if they are holding a card with a spelling that is in the word *boot*, they should go to the front of the room and stand in the order that spells *boot*.
- If necessary, help students get in the correct order.
- Once students are standing in place, ask seated students to give a thumbs-up if the word looks like it is spelled correctly.
- Once the word has been spelled correctly, say to students, "If that is *boot*, show me *bout*."
- Students should rearrange themselves to make the new word.
- Ask students which sound they changed in the word *boot* to get the word *bout*. Ask them whether they changed the first, middle, or last sound.
- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards and proceed to the next chain.

1. boot > bout > shout > shoot > root > room > zoom > zoo > too > tooth
2. tool > toil > boil > foil > feel > fool > pool > pooch > pouch > couch
3. shook > look > nook > took > book > hook > hood > good > wood

Lesson 13: Present- and Past-Tense Verbs

Language



Primary Focus: Students will identify the verb and distinguish between the present- and past-tense in oral sentences. **TEKS 1.11.D.ii**

IDENTIFY PRESENT- AND PAST-TENSE VERBS (10 MIN.)

- Remind students that they have been learning about a part of speech called verbs. Ask students to give you examples of verbs, or actions.
- Say, “Today I bake a cake,” emphasizing the words *today* and *bake*.
- Have students identify the verb/action in the sentence. The verb *bake* is in the present tense, which means the action is happening now. Point out that the word *today* helps us know that the action is happening now and is the present tense.
- Say, “Yesterday I baked a cake,” emphasizing the words *yesterday* and *baked*, being sure to clearly pronounce the ending /t/ sound.
- Have students identify the verb/action in this sentence. Explain that *baked* is a verb/action word like *bake*. The verb *baked* is in the past tense, which means that the action has already happened. Point out that the word *yesterday* helps us know that the action already happened and is in the past.
- Repeat the words *bake* and *baked*, making sure students hear the difference. Point out that just the one extra sound at the end of *baked*, /t/, lets us know that the action already happened and the verb is in the past tense.
- Ask students to listen to the following sentences and identify the verb (action) in each: “Today I clap my hands” and “Yesterday I clapped my hands.”

TEKS 1.11.D.ii Edit drafts using standard English conventions, including past and present verb tense.

- Ask students whether *clapped* is happening now in the present or already happened in the past. Ask students how they know it happened in the past. (*There is an extra /t/ at the end of the verb and the word yesterday is in the sentence.*)
- Repeat with the following sentences.

1. Today I hop on one foot.
2. Yesterday I hopped on one foot.
3. I miss my friend Jamal today.
4. I missed my friend Jamal yesterday.

- Ask students to listen to the following sentences and identify the verb (action) in each: “I play ball today” and “Yesterday I played ball.”
- Ask students which verb they think is in the past tense, *play* or *played*? Reread the sentences. Point out that the extra sound at the end of *played* is /d/. Tell students that some verbs in the past tense have a /t/ at the end and some have a /d/.
- Repeat with the following sentences:

1. Today I listen to music.
2. I listened to music yesterday.
3. Today I clean my room.
4. Yesterday I cleaned my room.



Check for Understanding

Say the following sentence: “Today I walk to the park.” Ask students to identify the verb. (*walk*) Ask students if *walk* is a present- or past-tense verb. Have students use **Thumbs-Up/Thumbs-Down**—thumbs-up if *walk* means happening in the present or thumbs-down if *walk* means happening in the past. Discuss the correct answer. (*thumbs-up; walk is present-tense; walked is the past-tense*) Ask different students to tell you sentences that use the past tense of *walk*.

Lesson 13: Reread Stories from *Fables*

Reading

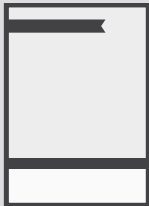


Primary Focus: Students will reread a story from *Fables* and will summarize the story or write and draw about their favorite scene in the story.

✦ **TEKS 1.4; TEKS 1.5; TEKS 1.6.G; TEKS 1.7.D; TEKS 1.8.C**

REREAD STORIES FROM THE READER (20 MIN.)

Reader



Small Group

- Today you will have students reread stories of their choice from *Fables*. You may also use exercises from the Additional Support section of previous lessons or the Pausing Point to work on other skills at this time.

Group 1: Have students reread a story from *Fables*. Ask them to summarize the story and share what they think the moral of the story is. Remind students that when we summarize, we retell just the important parts of the story and not every single detail. A summary tells who was in the story and the main events. Remind students in Group 1 that the moral of a story is the lesson learned from the story. **TEKS 1.5**



Observation: Anecdotal Reading Record

Listen as students in Group 1 reread a story and make notes in the Anecdotal Reading Record. Ask individual students to help summarize the story and share the moral of the story.

Group 2: Have students reread a story from *Fables*, either on their own or with a partner. Tell students to pick out their favorite scene from a story, illustrate it, and write a sentence or two about the drawing.

✦ **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.5** Self-select text and interact independently with text for increasing periods of time; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.



Exit Pass: Favorite Scene

Collect Group 2 students' papers to review each student's favorite scene sentences and illustration.

End Lesson

Lesson 13: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

Phrases and Wiggle Cards

- Follow procedure outlined in Lesson 1.

- | | |
|-------------------------|--------------------|
| 1. Point to me. | 6. Make a choice. |
| 2. Point to your teeth. | 7. in the oil |
| 3. Take the coins. | 8. Put in foil. |
| 4. a loud noise | 9. Broil the food. |
| 5. bag of coins | 10. Cook and boil. |

MORE HELP READING WORDS WITH /OI/

Make Words

- Provide each student with **Activity Page TR 13.1** and a **pencil**.
- Follow the procedure in Lesson 7 for Make Words.
- More words can be created than the number of lines provided. For students who are capable of productively continuing to create additional words, the Extension Page (**Activity Page TR 13.2**) can be copied and provided.

PROGRESS MONITORING (OPTIONAL)

Vowel Digraph Word Reading

- Make a copy of the Word Cards for Progress Monitoring 2 (**Activity Page TR 13.3**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 2 (**Activity Page TR 13.4**) for each student you are assessing.
- Follow the directions and scoring system in Lesson 7.

14

REVIEW

Digraphs

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read phrases with /ou/ > 'ou', /ou/ > 'ow', /oi/ > 'oi', /ae/ > 'a_e', /oo/ > 'oo', /oo/ > 'oo', /oe/ > 'o_e', and the Tricky Word *your*.

✦ **TEKS 1.2.B.iii**

Students will read and spell one-syllable words with /ou/ > 'ou', /oo/ > 'oo', /oi/ >

✦ 'oi', /ee/ > 'ee', and /oo/ > 'oo'. **TEKS 1.2.A.iv; TEKS 1.2.B.iii; TEKS 1.2.C.i**

Students will segment phonemes and count the sounds in one-syllable words with

✦ the vowel digraphs 'ou', 'oi', and 'oo'. **TEKS 1.2.B.iii**

Reading

Students will reread a story from *Fables* with increased accuracy and will either summarize the story or write and draw about their favorite scene in the story.

✦ **TEKS 1.4; TEKS 1.7.D; TEKS 1.8.C**

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record (Group 2)

✦ **TEKS 1.4**

Exit Pass

Favorite Scene (Group 1)

✦ **TEKS 1.8.C**

- ✦ **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.A.iv** Demonstrate phonological awareness by recognizing the change in spoken word when a phoneme is added, changed, or removed; **TEKS 1.2.C.i** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Wiggle Cards (Phonics)	Whole Group	10 min.	☐ Wiggle Cards (from this lesson and from previous lessons)
Large Card Chaining (Phonics)	Whole Group	15 min.	☐ Large Letter Cards 'm', 'n', 't', 'd', 'c', 'k', 'g', 's', 'p', 'b', 'l', 'r', 'h', 'j', 'sh', 'e', 'ee', 'oo', 'ou', 'oi'
Recognize Digraphs: How Many Sounds? (Phonics)	Small Group/ Independent	15 min.	☐ Activity Page 14.1
Reading			
Reread Stories from the Reader	Small Group/ Partner/ Independent	20 min.	☐ <i>Fables</i> Reader ☐ paper for favorite scene

ADVANCE PREPARATION

Foundational Skills

- Today's lesson reviews the previously taught sound/spelling correspondences. You will need to prepare Wiggle Cards for students to act out for a quick warm-up. You may use previous Wiggle Cards, including those created from Unit 2, as well as those below. You will need to write the following decodable phrases on a card or sentence strips large enough for students to be able to easily read them.

- | | |
|-----------------------|-------------------------|
| 1. Count out loud. | 6. Bloom like a rose. |
| 2. Coil like a snake. | 7. Point to your nose. |
| 3. Jump up and down. | 8. Point to your teeth. |
| 4. Look up and wave. | 9. Sweep with a broom. |
| 5. Join hands. | 10. Look at a pal. |

- Gather the Large Letter Cards listed in the Lesson at a Glance for Large Card Chaining.

Reading

- Plan to read with a different group of students than you worked with in the previous lesson.

Universal Access

- Bring in pictures or realia of the following words from Activity Page 14.1: *coins, broom, tooth, scoop, couch, hood.*

Lesson 14: Review

Foundational Skills



Primary Focus

Students will read phrases with /ou/ > 'ou', /ou/ > 'ow', /oi/ > 'oi', /ae/ > 'a_e', /oo/ > 'oo', /oo/ > 'oo', /oe/ > 'o_e', and the Tricky Word *your*.

✦ **TEKS 1.2.B.iii**

Students will read and spell one-syllable words with /ou/ > 'ou', /oo/ > 'oo',

✦ /oi/ > 'oi', /ee/ > 'ee', and /oo/ > 'oo'. **TEKS 1.2.A.iv; TEKS 1.2.B.iii; TEKS 1.2.C.i**

Students will segment phonemes and count the sounds in one-syllable words with

✦ the vowel digraphs 'ou', 'oi', and 'oo'. **TEKS 1.2.B.iii**

WARM-UP (10 MIN.)

Wiggle Cards

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

LARGE CARD CHAINING (15 MIN.)

- Pass out the following Large Letter Cards, reviewing each card's sound as you pass it out: 'm', 'n', 't', 'd', 'c', 'k', 'g', 's', 'p', 'b', 'l', 'r', 'h', 'j', 'sh', 'e', 'ee', 'oo', 'ou', 'oi'.
- Tell students that if they are holding a card with a spelling that is in *hound*, they should go to the front of the room and stand in the order that spells *hound*.
- If necessary, help students get in the correct order.
- Once students are standing in place, ask the class if the word looks correct.
- Once the word has been spelled correctly, ask, "If that is *hound*, show me *round*."
- Students should rearrange themselves to make the new word.
- Ask students what change they made to the word *hound* to get the word *round*.

✦ **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.A.iv** Demonstrate phonological awareness by recognizing the change in spoken word when a phoneme is added, changed, or removed; **TEKS 1.2.C.i** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Large Letter Cards



Activity Page 14.1



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Foundational Skills

Foundational Literacy Skills

As these words are read aloud, show students pictures or realia of the following words from Activity Page 14.1: *coins, broom, tooth, scoop, couch, hood*. Ask students to repeat these words.

ELPS 1.A

Support

Pull those students who need more support and/or immediate feedback together to complete the remainder of the Activity Page 14.1 with you in a small group.

Challenge

Have students write a silly sentence using two or three of the words from Activity Page 14.1.

- Continue this process until all the words in the first chain have been spelled.
- Have students trade cards and proceed to the next chain.

1. hound > round > bound > mound > mend > men > moon > boon > boot > bout
2. mood > moo > too > tool > toil > coil > coin > join > joint > point
3. loop > coop > hoop > hoot > shoot > shout > sheet > sheep > jeep > deep
4. join > coin > coil > cool > pool > spool > spoon > soon > seen > sheen
5. book > look > took > nook > shook > cook > hook > hood > good > goods



Check for Understanding

Call on individual students to tell you which sound was changed in each word, and call on individual students to segment and blend each word.

RECOGNIZE DIGRAPHS: HOW MANY SOUNDS? (15 MIN.)

- Have students take out Activity Page 14.1.
- Review the first example, asking students to read the word, noting how many sound/spellings are circled in the word, writing the correct number in the box, and then copying the word on the lines.
- Ask one student at a time to read each of the remaining words, 2–16, aloud, as the others follow along.
- Then direct students to complete the remainder of Activity Page 14.1 on their own.

Lesson 14: Review

Reading



Primary Focus: Students will reread a story from *Fables* with increased accuracy and will either summarize the story or write and draw about their favorite scene in the story. **TEKS 1.4; TEKS 1.7.D; TEKS 1.8.C**

REREAD STORIES FROM THE READER (20 MIN.)

Small Group

- Today you will have students reread stories of their choice from *Fables*. You may also use exercises from the Pausing Point or from Additional Support lessons in Unit 3 to work on other skills at this time.

Group 2: Have students reread a story from *Fables*. Ask them to summarize the story and share what they think the moral of the story is. Remind students that when we summarize, we retell just the important parts of the story, and not every single detail. A summary tells who was in the story and the main events.

Reader



Observation: Anecdotal Reading Record

Listen as students in Group 2 reread a story and make notes in the Anecdotal Reading Record. Ask individual students to help summarize the story and share the moral of the story.

Group 1: Have students reread a story from *Fables*, either on their own or with a partner. Students may pick out their favorite scene from a story, illustrate it, and write a sentence or two about the drawing.

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.



Exit Pass: Favorite Scene

Collect student papers from Group 2 and review each student's favorite scene, sentences, and illustration.

End Lesson

Lesson 14: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

Phrases and Wiggle Cards

- Follow procedure outlined in Lesson 1.

- | | |
|-----------------------|------------------------|
| 1. a good job | 6. made of wood |
| 2. big room | 7. Swim in a pool. |
| 3. Wake up at noon. | 8. word of mouth |
| 4. round plate | 9. Boil the fish. |
| 5. Point at the moon. | 10. Look in the pouch. |

MORE HELP WITH AWARENESS OF SOUNDS

Push and Say

- Provide each student with a copy of the Push and Say Sound Boxes (**Activity Page TR 14.1**) and a set of Push and Say Letter Cards (**Activity Page TR 14.2**) required for the words selected for building.
- Follow the procedure in Lesson 2 using the words in the box.

- | | |
|----------|-----------|
| 1. boot | 6. join |
| 2. loud | 7. droop |
| 3. good | 8. coil |
| 4. boil | 9. brook |
| 5. round | 10. count |

Phrase and Sentence Baseball

➤ Digital Component 11.1

- Select phrases and/or sentences from the list provided. Type the phrases and/or sentences or write them on paper strips for students to read. Draw a baseball diamond on the board/chart paper or use the digital version, and divide students into two teams.
- Students may be familiar with this game from playing the Baseball Game in previous lessons from the Teacher Guide. If not, tell students they will take turns and have 10 minutes to get as many runs as they can.
- Set the timer for 10 minutes and begin presenting phrases and sentences.
- With each correctly read phrase or sentence a team advances one base, earning runs each time they round home base.
- When a student misreads a phrase or sentence, the other team gets a turn at bat. Continue until the time is up.

- | | |
|-------------------------|-----------------------------------|
| 1. big room | 21. thick woods |
| 2. Toss a coin. | 22. Run south. |
| 3. lost and found | 23. Can we broil hot dogs? |
| 4. clouds and sun | 24. Do not point! |
| 5. red books | 25. The snake can coil up. |
| 6. loud mouth | 26. Join the fun! |
| 7. lost and found | 27. I found a lost pup. |
| 8. Boil crabs in a pot. | 28. What is that sound? |
| 9. up and down | 29. Can I get three scoops? |
| 10. Meet us at two. | 30. That bus can zoom! |
| 11. soft couch | 31. I am in a bad mood. |
| 12. the round moon | 32. The rose is in bloom. |
| 13. Look at the clouds. | 33. Will we have lunch at noon? |
| 14. bills and coins | 34. Will you help me look it up? |
| 15. two good cooks | 35. She shook hands with him. |
| 16. Boil the food. | 36. Look at that big plane! |
| 17. lunch at noon | 37. We made it here in good time! |
| 18. sweet sound | 38. He is in good shape. |
| 19. big foot | 39. The plate is round. |
| 20. loud mouth | 40. I had trout at lunch. |

15

BASIC CODE

Introduce
/aw/ > 'aw'

PRIMARY FOCUS OF LESSON

Language (Spelling)

Students will spell and write one-syllable words containing /oo/ > 'oo', /oo/ > 'oo', /ou/ > 'ou', and the Tricky Word *down* in a weekly spelling assessment.

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

Foundational Skills

Students will listen to and distinguish words with /o/ and /aw/ vowel sounds.

✦ **TEKS 1.2.A.v**

Students will read and write one-syllable words spelled with the sound/spelling

✦ /aw/ > 'aw'. **TEKS 1.2.B.iii; TEKS 1.2.C.i**

Students will review previously taught sound/spelling correspondences by acting

✦ out Wiggle Cards. **TEKS 1.2.B.iii**

FORMATIVE ASSESSMENT

Activity Page 15.1

Spelling Assessment

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

✦ **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list; **TEKS 1.2.A.v** Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Spelling)			
Spelling Assessment	Whole Group	15 min.	☐ Activity Page 15.1
Foundational Skills			
Introduce the Sound /aw/ (Phonics)	Whole Group	10 min.	
Introduce the Spelling /aw/ > 'aw' (Phonics)	Whole Group	15 min.	<ul style="list-style-type: none"> ☐ Vowel Code Flip Book ☐ Spelling Card 'aw' > /aw/ (paw) ☐ Individual Code Chart ☐ green markers
Practice /aw/ > 'aw' (Phonics)	Whole Group/ Independent	15 min.	<ul style="list-style-type: none"> ☐ Vowel Digraph Chart (Digital Components) ☐ Activity Page 15.2
Wiggle Cards	Whole Group	5 min.	☐ Wiggle Cards

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 1.1

- Prepare to update the vowel digraph chart during Practice /aw/ > 'aw'.
- Ensure you have the Vowel Code Flip Book and the Spelling Card mentioned in the Lesson at a Glance for Introduce the Spelling /aw/ > 'aw'.
- Gather the Wiggle Cards from previous lessons.

Universal Access

- Bring in pictures or realia of the following words with the /aw/ sound:
hawk, yawn, fawn, straw, jaw for Introducing the Sound /aw/.

Lesson 15: Spelling Assessment

Language



Primary Focus: Students will spell and write one-syllable words containing /oo/ >'oo', /oo/ >'oo', /ou/ >'ou', and the Tricky Word *down* in a weekly spelling

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

SPELLING ASSESSMENT (15 MIN.)

- Have students tear out Activity Page 15.1.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write down the word.
- Repeat this procedure with each of the remaining words.

- | | |
|----------|----------|
| 1. proud | 5. booth |
| 2. room | 6. south |
| 3. brook | 7. stood |
| 4. shout | 8. down |

- Tell students to write the sentence *Step down.* on the bottom lines. Slowly repeat this sentence twice. Remind students that sentences begin with an uppercase letter and end with a punctuation mark.
- At the end, go back through the list and read each spelling word one more time.
- After all the words have been called out, tell students that you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board/chart paper, instructing students to correct their work by crossing out any incorrect spelling and writing the correct spelling next to it.

Activity Page 15.1



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



Activity Page 15.1: Spelling Assessment

Collect Activity Page 15.1 to review and monitor student progress in spelling. Use the Lesson 15 analysis chart and directions provided in Teacher Resources to analyze student mistakes. This will help you to understand any error patterns evidenced by individual student responses so you can select appropriate remedial materials from Additional Support or the Pausing Point.

Lesson 15: Introduce /aw/ > 'aw'

Foundational Skills



Primary Focus

Students will listen to and distinguish words with /o/ and /aw/ vowel sounds.

✦ TEKS 1.2.A.v

Students will read and write one-syllable words spelled with the sound/spelling

✦ /aw/ > 'aw'. TEKS 1.2.B.iii; TEKS 1.2.C.i

Students will review previously taught sound-spelling correspondences by acting

✦ out Wiggle Cards. TEKS 1.2.B.iii

INTRODUCE THE SOUND /AW/ (10 MIN.)

Note: This can be a difficult sound discrimination exercise. Do not be surprised or overly concerned if some students are inconsistent in their ability to distinguish these very similar sounds.

- Tell students that today's sound is /aw/ as in *paw*.
- Have students say the /aw/ sound several times, stretching it out.
- Ask students to repeat a number of words that have the /aw/ sound at the beginning: *autumn, awful, awesome*.
- Ask students to repeat a number of words that have the /aw/ sound in the middle: *hawk, yawn, dawn, fawn*.

✦ **TEKS 1.2.A.v** Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.C.i** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

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Foundational Skills

Foundational Literacy Skills

Show students pictures or realia of the following words when you say them: *hawk, yawn, fawn, straw, jaw*.

ELPS 1.C

- Ask students to repeat a number of words that have the /aw/ sound at the end: *draw, straw, law, jaw*.
- Ask students whether /aw/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth and an unobstructed airflow.)

Minimal Pairs

- Explain that sometimes it can be hard to tell the difference between the /aw/ sound as in *paw* and the /o/ sound as in *pop*.
- Ask students to say /aw/ several times.
- Demonstrate the /o/ sound for students, then ask students to say /o/ several times.
- Pair students with a partner, asking them to face one another. Have students say *tot* and *taught* while watching each other's mouths. Ask them if they notice any difference in what the mouth is doing when they say these two vowel sounds. (The lips are pursed tighter for /aw/ and tend to jut out from the face.)
- Repeat this exercise with the words *Don* and *dawn*.
- Tell students that you are going to say word pairs. The words will be very similar, but one word will contain the /aw/ sound and the other word will contain the /o/ sound.
- Have students close their eyes and listen as you say the first word pair.
- Ask students which word contains the /aw/ sound.
- Have students repeat both words and look at their partner's mouth to figure out which word has the /aw/ sound.
- Work through the remaining pairs.

- | | |
|------------------|--------------|
| 1. caught—cot | 4. flaw—flop |
| 2. pauper—popper | 5. law—lot |
| 3. draw—drop | |

INTRODUCE THE SPELLING /AW/ › 'AW' (15 MIN.)

Note: Ensure you have the Vowel Code Flip Book and the Spelling Card mentioned in the Lesson at a Glance section.

Support

If students need additional support distinguishing the sounds /o/ and /aw/, encourage them to look in a mirror while saying the sounds. Talk about what they see.

/o/: Mouth is open wide and jaw is low (Remind students to use the gesture for the /o/ sound: circle open mouth with finger.)

/aw/: Mouth is open wide and jaw is low at first (as for /o/) but shifts incompletely to the articulation for /w/ with lips pursed.

Vowel Code Flip Book

1. 'aw' > /aw/ (paw) page 15

- Tell students that you are going to show them how to write the vowel sound /aw/.
- Write 'aw' on handwriting guidelines and describe what you are doing.
- Explain that the two letters work together as a team to stand for the /aw/ sound.

Note: There is not an /aw/ vowel pronunciation in Spanish. Students may need assistance with this sound. Explain that to make the /aw/ sound, open your mouth wide and make the sound by vibrating the back of your throat. Notice that your mouth is open wider than it is when you make the /oe/ sound.

- Model writing the spelling two or three more times.
- Have students trace the spelling on their desks with a pointed finger while saying the sound.



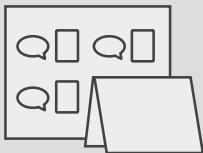
Check for Understanding

Walk around as students trace 'aw' on their desks and listen to make sure students are making the correct sound.

- Turn to **Vowel Code Flip Book page 15**. Show students the Spelling Card for /aw/ > 'aw' (paw). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.
- Have students turn to **Individual Code Chart page 4**. Have them locate and trace the code information for aw/ > 'aw' in green marker.
- Tell students that whenever the spelling 'aw' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.



Code Materials



PRACTICE /AW/ > 'AW' (15 MIN.)

Write the Sound/Matching

- Have students turn to Activity Page 15.2. Write the 'aw' spelling for /aw/ on the board/chart paper and describe the motions as you write. Remind students that 'aw' is a letter team, or a digraph.
- Tell students to say the sound of each letter team and single-letter spelling that they write, going sound by sound to write the words.
- Have students look at the back of the activity page.
- Explain that for each word there are two pictures.
- Tell students to write each word under its matching picture.

➤ Digital Component 1.1

- Summarize by writing the spelling 'aw' on the fifth line of the vowel digraph chart you created earlier in the unit. Review that the spelling 'aw' can stand for the /aw/ sound. Ask students for several words in which 'aw' stands for /aw/. Write the student examples and/or *paw*, *saw*, and *draw* to the chart.

WIGGLE CARDS (5 MIN.)

- Select a number of Wiggle Cards. Show students a card, ask a student to read it aloud, then have the class perform the action.

End Lesson

Lesson 15: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

Phrases and Wiggle Cards

- Follow procedure outlined in Lesson 1.

1. deer and fawn
2. a big yawn
3. the crack of dawn
4. the last straw
5. see saw
6. Sit on the lawn.
7. a cat's paw
8. word of mouth
9. Draw a man.
10. Swoop down like a hawk.

Activity Page 15.2



Challenge

Have students write the words for the pictures that do not have the /aw/ sound.

OO	soon, room, boot
OO	look, book, foot
OU	shout, out, found
Oi	oil, point, join
AW	paw, saw, draw

MORE HELP WITH VOWEL DISCRIMINATION

Which One?

- Use the words listed below to contrast the sounds /o/ and /aw/.
- Have students write one of the target sounds on **dry-erase boards**.
- Review the sounds /o/ and /aw/. When students hear a word with the target sound, have them hold up their boards.

- | | | |
|--------|---------|--------|
| 1. saw | 3. fond | 5. jaw |
| 2. son | 4. fawn | 6. jot |

MORE HELP WITH AWARENESS OF SOUNDS

Chaining

- Tell students that you will be working on chains of words with the /aw/ sound.
- Follow the procedure in Lesson 5 using the chains in the box.

- | |
|---|
| 1. paw > pawn > dawn > drawn > prawn > brawn > brawl > bawl > shawl |
| 2. jaw > raw > caw > paw > law > laws > lawn > dawn > pawn > yawn |

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 545 and 717 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 547 and 720 of those words would be completely decodable.

The sound /aw/ is the 24th most common sound in English and is found in approximately 1 percent of English words.

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

The spelling alternatives 'au' as in *August*, 'augh' as in *caught*, and 'ough' as in *sought* will be taught in later grades.

REVIEW

Nouns and Verbs

PRIMARY FOCUS OF LESSON

Language (Grammar)

- Students will identify common and proper nouns in oral phrases. **TEKS 1.11.D.iii**

Students will identify regular present- and past-tense verbs in oral sentences.

- TEKS 1.11.D.ii**

Foundational Skills

- Students will read previously taught Tricky Words. **TEKS 1.2.B.vi**

Reading

Students will read the “The Dog and the Ox” with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the

- text. **TEKS 1.4; TEKS 1.6.G**

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record

“The Dog and the Ox”

- TEKS 1.4**

Observation

Discussion Questions “The Dog and the Ox”

- TEKS 1.6.G**

Activity Page 16.1

Story Questions “The Dog and the Ox”

- TEKS 1.6.G**

- TEKS 1.11.D** Edit drafts using standard English conventions including (iii) singular, plural, common, and proper nouns; (ii) past and present verb tense; **TEKS 1.2.B.vi** Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Review Common and Proper Nouns	Whole Group	15 min.	
Identify Present- and Past-Tense Verbs	Whole Group	10 min.	
Foundational Skills			
Tricky Word Baseball (Word Recognition)	Whole Group	15 min.	<input type="checkbox"/> Tricky Word cards
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Fables</i> Reader
Read “The Dog and the Ox”	Whole Group	15 min.	<input type="checkbox"/> <i>Fables</i> Reader <input type="checkbox"/> Fables Chart (Digital Components) <input type="checkbox"/> Activity Page 16.1
Take-Home Material			
Tricky Word Practice			<input type="checkbox"/> Activity Page 16.2

ADVANCE PREPARATION

Note to Teacher

Lessons 16, 17, and 18 review many of the skills taught in Unit 3. These lessons will review the Tricky Words, sound/spelling correspondences, and grammar taught in Unit 3. While review activities are provided in these lessons, you may also look to the Pausing Point for additional review exercises.

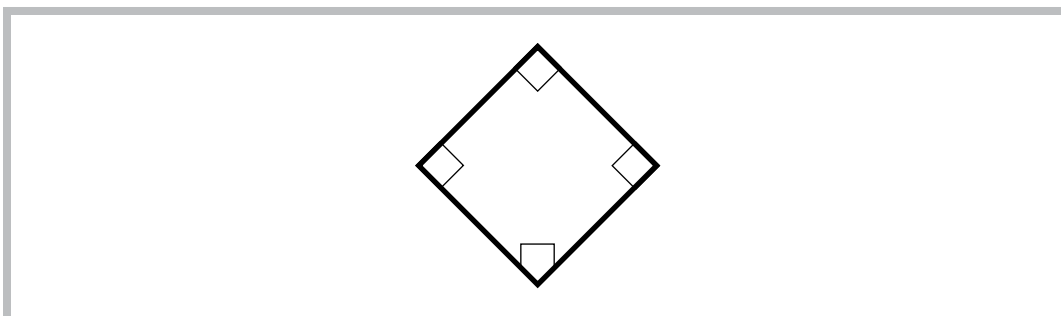
Foundational Skills

- Write the following Tricky Words on index cards for Tricky Word Baseball (or remove them from your Tricky Word Wall) for the review:

1. <u>a</u>	12. <u>have</u>	23. <u>where</u>
2. <u>I</u>	13. <u>one</u>	24. <u>why</u>
3. <u>no</u>	14. <u>once</u>	25. <u>what</u>
4. <u>so</u>	15. <u>to</u>	26. <u>which</u>
5. <u>of</u>	16. <u>do</u>	27. <u>here</u>
6. <u>all</u>	17. <u>two</u>	28. <u>there</u>
7. <u>some</u>	18. <u>who</u>	29. <u>could</u>
8. <u>are</u>	19. <u>said</u>	30. <u>should</u>
9. <u>from</u>	20. <u>says</u>	31. <u>would</u>
10. <u>word</u>	21. <u>was</u>	32. <u>because</u>
11. <u>were</u>	22. <u>when</u>	33. <u>down</u>

- Draw a baseball diamond on the board/chart paper or prepare to display the digital version.

➤ Digital Component 11.1



Reading

➤ Digital Component 16.1

- Create the Preview Spellings chart (Digital Component 16.1) for Introduce the Story on the board/chart paper, or use the digital version.

➤ Digital Component 1.3

- Prepare to update the Fables chart that you began in Lesson 1. Today, add details from “The Dog and the Ox” to the chart.

Universal Access

- Bring in pictures or realia of the following words to use for Introduce the Story: *ox*, *straw*, and *loft*.

Lesson 16: Review

Language



Primary Focus

✦ Students will identify common and proper nouns in oral phrases. **TEKS 1.11.D.iii**

Students will identify regular present- and past-tense verbs in oral sentences.

✦ **TEKS 1.11.D.ii**

REVIEW COMMON AND PROPER NOUNS (15 MIN.)

- Remind students that while they have been practicing how to identify verbs/ action words as a part of speech in this unit, they practiced the identification of another part of speech, nouns, in the previous unit.
- Ask, “What is a noun?” Review that a noun is a word that names a person, place, or thing.
- Say, “climbs up the mountain” and ask students to identify the noun in the phrase.
- Once students have identified *mountain* as a noun, ask students how they know it is a noun. Is it a person, place, or thing?
- Repeat, “climbs up the mountain” and ask students if there is a verb in this phrase and, if so, to identify it. If necessary, remind them that a verb is an action word.
- Continue in the same manner with the phrases and sentences in the box.

- | | |
|----------------------------|--------------------------|
| 1. The little girl smiles. | 4. walks down the street |
| 2. Ride a yellow bike. | 5. eats pizza |
| 3. My teacher claps. | 6. The tiny baby cries. |

- Now remind students that there are two kinds of nouns, common and proper nouns. The nouns that they have just identified were common nouns. Remind students that proper nouns name a specific person, place, or thing.
- Tell students that you are going to say some more phrases. This time you will ask them to also tell you whether any nouns are common or proper nouns.

✦ **TEKS 1.11.D** Edit drafts using standard English conventions including (iii) singular, plural, common, and proper nouns; (ii) past and present verb tense.

- Say, “walks to (name of your school)” and ask students to identify the noun and tell whether it is a common or proper noun. (*proper noun*)
- Continue in the same manner with the phrases and sentences below.

- | | |
|---|----------------------------------|
| 1. a tall boy | 4. Shop at (name of area store). |
| 2. John runs fast | 5. A dog barks. |
| 3. (name of school principal) whispers. | |



Check for Understanding

Say, “(name of a teacher at school) eats lunch.” Ask students for the noun in the sentence. Tell students that you think it is a common noun. Then, have students use **Thumbs-Up/Thumbs-Down** to show if they agree or disagree. (*thumbs-down*) Discuss the correct answer. If time permits, continue with one more example. Say, “a little cat.” Ask students for the noun. Tell students that you think it is a common noun. Then have students use Thumbs-Up/Thumbs-Down to show if they agree or disagree. (*thumbs-up*) Discuss the correct answer.

IDENTIFY PRESENT- AND PAST-TENSE VERBS (10 MIN.)

- Ask students to tell you what a verb is. (*an action word*) Remind them that several lessons ago you talked about two kinds of verbs—present-tense verbs show that an action is happening right now, in the present; and past-tense verbs show that the action already happened, in the past.
- Say, “Today, I jump up and down” and “Yesterday, I jumped up and down.” Ask students to tell you which sentence has a verb in the past tense that shows an action that has already happened.
- Once students have identified *jumped* as the past-tense verb, ask them to explain how they know it is past tense. If necessary, prompt students to mention that there are two clues—one clue is the use of the word *yesterday* which signals something already happened; the other clue is the extra /t/ sound at the end of the verb *jump*. Remind them that they learned that if the verb has an extra /t/ at the end of the verb, it likely is past tense and shows an action that has already happened.

- Now say, “Last night, I painted a picture.” and “Today I paint the fence with my brother.” Again, ask students to tell you which phrase has a verb in the past tense that shows an action that has already happened. Again, ask students to explain how they know *painted* is past tense, meaning it already happened. Be sure to point out that there are again two clues—*last night* and the extra /ed/ sound at the end of the verb *paint*. Remind them that they also learned that if the verb has an extra /ed/ at the end of the verb, it likely is past tense and shows an action that has already happened.
- Say each of the sentences in the box. Ask students to identify the verb and whether it is present tense, showing an action happening now, or past tense, showing an action that already happened.

1. I use my pencil right now.
2. Yesterday I used my crayons.
3. Last week I visited my grandmother.
4. Right now I skip down the hall.
5. I stopped at the red light yesterday.
6. I already finished my milk.

Challenge

Ask individual students or pairs of students to say additional sentences for the class. The class will identify the verb and tell whether it is present- or past-tense.

Lesson 16: Review

Foundational Skills



Primary Focus: Students will read previously taught Tricky Words. **TEKS 1.2.B.vi**

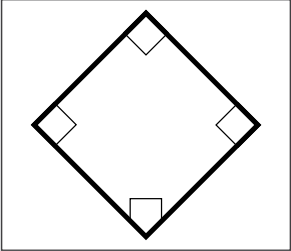
TRICKY WORD BASEBALL (15 MIN.)

➤ Digital Component 11.1

- Divide the class into two teams, having one team at a time come to line up in front of the baseball diamond drawing you prepared in advance. (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.”

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

- Set a timer for 10 minutes and tell students that whichever team has the most runs when the timer rings is the winning team. Point out that accuracy is important, so they have to be careful reading the words. At the same time, speed is important as well, so they must pay close attention. The more turns each team member has to read words, the more likely their team is to score runs.
- Show a Tricky Word card and ask the first person on the team to read it aloud. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player then goes to the back of the team’s line, while the next player comes forward to read the next card. If the word is correctly read, draw a line from first to second base. Play continues this way. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for the team. Play continues for the team so long as no words are misread; when a word is misread, the next team takes its turn at bat.



Check for Understanding

Make note of any Tricky Words that are misread and by which student(s).

Lesson 16: “The Dog and the Ox”

Reading

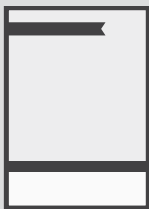


Primary Focus: Students will read the “The Dog and the Ox” with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the text. **TEKS 1.4; TEKS 1.6.G**

INTRODUCE THE STORY (5 MIN.)

- Ask students to turn to the table of contents. Tell them to locate the story that comes after “The Bag of Coins.” Ask students to tell you the title of the next story (“*The Dog and the Ox*”) and the starting page number (48).
- Tell students that today’s story features a type of animal called an ox. Tell students to turn to page 51 and point out the illustration of the ox. Explain that an ox is an animal that looks similar to a cow and is often found on farms. An ox may be used to do hard work, like pulling or carrying heavy things.

Reader



Page 48

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

Preview Spellings

- Please preview the following spellings using the chart you created before reading today’s story:

➤ Digital Component 16.1

/aw/ > ‘aw’	/oo/ > ‘oo’	/oo/ > ‘oo’	Tricky Words
straw	food	looks	because
saw		good	would
			could
			should

Preview Core Vocabulary

- Please preview the following vocabulary before reading today’s story:

straw—n., dried wheat or oat stems that are used for bedding for farm animals (48)

Example: The pigs were asleep on the straw on the barn floor.

Note: Hay is dried grass that some farm animals eat. Although straw may look similar to hay, straw is used for bedding and hay is used as feed. In this story, the dog mistakes the hay in a food box for straw.

loft—n., an open space or storage area at the top of a barn; straw is often stored in a loft (50)

Example: We climbed a ladder up to the loft in the barn.

Support

Show students pictures of *ox*, *straw*, and *loft*.

Vocabulary Chart for “The Dog and the Ox”

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



Foundational Skills

Print Awareness

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

ELPS 4.B

Purpose for Reading

- Tell students to read the story to find out what happens one day when the ox comes back to the barn after a long day’s work, looking for his food.

READ “THE DOG AND THE OX” (15 MIN.)

Whole Group

- Ask students to follow along in their Readers as you call on different students to read a paragraph at a time aloud.



Observation: Anecdotal Reading Record

Use the Anecdotal Reading Record to record student progress as you listen to them read “The Dog and the Ox.”

Wrap-Up

- When students have finished reading today’s story, use the discussion questions to ensure that they understood the story. Alternatively, you may stop and discuss the appropriate questions at the end of each page.
- Use student responses to update the Fables chart. The moral of this fable may be difficult for students to grasp. Guide them in understanding that the dog didn’t want to get up and let the ox eat because the dog thought the box was filled with straw for a nap. Explain that the lesson is that he should have listened when the ox suggested he sleep in the loft; he could have still had his nap and would not have been scolded by the man.

➤ Digital Component 1.3

Name of the Tale	Who?	Where?	What?	What the Tale Tells Us
The Dog and the Ox	dog ox	a barn	<ol style="list-style-type: none"> a dog takes a nap in a box that he thinks is for sleeping an ox comes home and sees the dog in his food box the ox asks the dog to move so he can eat, but the dog does not move because he is mad at the ox for waking him a man yells at the dog for sleeping in the food box and tells him to go sleep in the loft 	Be nice to others.



ENGLISH
LANGUAGE
LEARNERS

Discussion Questions for “The Dog and the Ox”

- Literal.** Why can't the ox eat the food?
 - » A dog is sleeping in it.
- Evaluative.** Why do you think the dog does not let the ox have his food?
 - » He is mad that the ox woke him up and he thinks the stuff in the box is straw for sleeping.
- Literal.** What happens when the man sees the dog?
 - » The man tells the dog he is a bad dog.
- Inferential.** Why do you think the man tells the dog he is bad? Where else might the dog have gone to sleep?
 - » There were other places where the dog could have slept. He could have slept in the loft.
- Inferential.** Look at the pictures on page 52 and 53. How do you think the dog feels when the man scolds him and calls him a bad dog? Why? What do you think happens next?
 - » The dog feels ashamed; his ears are back and he looks sad; the dog probably jumped off the food box.
- Evaluative.** *Think-Pair-Share:* Do you think the dog will jump in the ox's food box for a nap in the future? Why or why not?
 - » Answers may vary.

Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Did the dog take a nap?” “Was the dog mad?”

Intermediate

After asking each question, provide students with a specific sentence frame: “The ox can't eat the food because . . .” “The dog feels _____ because . . .”

Advanced/Advanced High

Encourage students to expand and/or build from other student responses. Teach students the sentence starters “I agree because . . .” or “I disagree because . . .”

ELPS 2.G; ELPS 4.F



Observation: Discussion Questions

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

- Have students complete Activity Page 16.1.
- If time permits, review the answers to Activity Page 16.1 with students.



Activity Page 16.1: Story Questions

Collect Activity Page 16.1 to monitor students' understanding of "The Dog and the Ox."

End Lesson

Take-Home Material

TRICKY WORD PRACTICE

- Have students take home Activity Page 16.2 to practice Tricky Words with a family member.

Lesson 16: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

Phrases and Wiggle Cards

- Follow procedure outlined in Lesson 1.

Activity Page 16.1



Support

Guide a small group of students as they complete Activity Page 16.1. Remind students to use the text to support their answers.

Activity Page 16.2



- | | |
|-------------------|-------------------------|
| 1. big room | 6. loud mouth |
| 2. Toss a coin. | 7. a big yawn |
| 3. lost and found | 8. Boil crabs in a pot. |
| 4. Draw a man. | 9. up and down |
| 5. red books | 10. Meet us at two. |

MORE HELP WITH TRICKY WORDS

Race to the Top

- Provide each student with a Race to the Top Game Board (**Activity Page TR 16.1**), a **game piece** (e.g., different colored cubes, various coins, odd-shaped buttons), and Tricky Word Cards (**Activity Page TR 16.2**).
- Place cards facedown in a pile. As cards are drawn, the Tricky Word is shown to the opposing player to be read. For correct answers, students move up a rung; for incorrect answers, students fall down a rung. First one who gets to the top wins.

MORE HELP WITH IDENTIFYING NOUNS AND VERBS

Noun or Verb Game

- Prepare a list of nouns and verbs. If students are still developing their concept of a verb, start with present-tense verbs and include past-tense verbs as students are ready.
- Have students sit so it is easy for them to stand up or move (e.g., sitting in a circle on the rug as compared to in chairs at a table).
- Tell students you will say either a noun or a verb. If you say a noun, students should sit still. However, verbs are action words, so if you say a verb, students should show you the action.
- If students are successful with identifying and discriminating nouns and verbs, then they could take turns providing a noun or verb for the game.

- | | |
|------------------|----------------------|
| 1. hop/hopped | 6. talk/talked |
| 2. horse | 7. skip/skipped |
| 3. ball | 8. house |
| 4. laugh/laughed | 9. stretch/stretched |
| 5. tree | 10. chair |

PROGRESS MONITORING (OPTIONAL)

Vowel Digraph Word Reading

- Make a copy of the Word Cards for Progress Monitoring 3 (**Activity Page TR 16.3**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 3 (**Activity Page TR 16.4**) for each student you are assessing.
- Follow the directions and scoring system in Lesson 7.

REVIEW

Vowel Digraphs

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally produce single-syllable words with the following sounds: /oo/, /oo/, /ou/, /oi/, and /aw/. **TEKS 1.2.A.v**

Students will read and spell one-syllable words with /oo/ > 'oo', /ee/ > 'ee', /ou/ > 'ou', /oi/ > 'oi', /oo/ > 'oo', and /aw/ > 'aw'. **TEKS 1.2.A.iv; TEKS 1.2.B.iii; TEKS 1.2.C.i**

Students will read words with the digraphs 'oo', 'ou', 'aw', 'oi', 'ee', and 'a_e', and will segment phonemes and count the sounds in the words. **TEKS 1.2.B.iii**

Reading

Students will read "The Fox and the Grapes" with purpose and understanding and will answer literal and evaluative questions about key details in the text.

TEKS 1.4; TEKS 1.6.G

FORMATIVE ASSESSMENT

Activity Page 17.1

How Many Sounds?

TEKS 1.2.B.iii

Observation

Anecdotal Reading Record "The Fox and the Grapes" (Group 1)

TEKS 1.4

Observation

Discussion Questions "The Fox and the Grapes"

TEKS 1.6.G

TEKS 1.2.A Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (iv) recognizing the change in spoken word when a phoneme is added, changed, or removed; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.C.i** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Complete the Sentences (Phonics)	Whole Group	10 min.	
Large Card Chaining (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Large Letter Cards for 'n', 't', 'd', 'c', 'k', 's', 'p', 'b', 'l', 'r', 'h', 'j', 'sh', 'i', 'a', 'ee', 'oo', 'ou', 'oi', 'aw'
Recognize Digraphs: How Many Sounds? (Phonics)	Independent/ Small Group	15 min.	<input type="checkbox"/> Activity Page 17.1
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spelling Chart (Digital Components) <input type="checkbox"/> <i>Fables</i> Reader
Read "The Fox and the Grapes"	Small Group/ Partner	15 min.	<input type="checkbox"/> <i>Fables</i> Reader <input type="checkbox"/> Fables Chart (Digital Components)
Take-Home Material			
"The Dog and the Ox"			<input type="checkbox"/> Activity Page 17.2

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance for Large Card Chaining.

Reading

➤ Digital Component 17.1

- Create the Preview Spellings chart (Digital Component 17.1) for Introduce the Story on the board/chart paper, or use the digital version.

➤ Digital Component 1.3

- Prepare to update the Fables chart that you began in Lesson 1. Today, add details from “The Fox and the Grapes” to the chart.
- Plan which students will read with partners and which students will read with you.

Universal Access

- Bring in pictures or realia of the following words to use when completing the sentences in the Warm-Up: *mouth, zoo, foot, straw, books*.

Lesson 17: Review

Foundational Skills

**Primary Focus**

Students will orally produce single-syllable words with the following sounds: /oo/,

✦ /oo/, /ou/, /oi/, and /aw/. **TEKS 1.2.A.v**

Students will read and spell one-syllable words with /oo/ > 'oo', /ee/ > 'ee', /ou/ > 'ou',

✦ /oi/ > 'oi', /oo/ > 'oo', and /aw/ > 'aw'. **TEKS 1.2.A.iv; TEKS 1.2.B.iii; TEKS 1.2.C.i**

Students will read words with the digraphs 'oo', 'ou', 'aw', 'oi', 'ee', and 'a_e', and will

✦ segment phonemes and count the sounds in the words. **TEKS 1.2.B.iii**

WARM-UP (10 MIN.)**Complete the Sentences**

- Tell students that you are going to say some incomplete sentences, each of which is missing its last word.
- Explain that the missing words contain the sound /oo/, /oo/, /ou/, /oi/, or /aw/. Write the spellings 'oo', 'ou', 'oi', and 'aw' on the board/chart paper.
- Read the first sentence.
- Have students raise their hands if they think they know the missing word.
- Once students have identified the correct word, have them repeat the word and its vowel sound. Repeat the word again slowly, asking students how many sounds they hear in the word. (3) If necessary, guide students in using gestures to segment the word. Draw an equivalent number of lines on the board/chart paper. Then repeat the word, sound by sound, asking students to tell you which sound/spellings to write in the blanks.
- Work through the remaining sentences.

✦ **TEKS 1.2.A** Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (iv) recognizing the change in spoken word when a phoneme is added, changed, or removed; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.C.i** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Foundational Skills

Foundational Literacy Skills

For each sentence have a picture or draw a picture as a prompt. Allow students to point to the picture to finish the sentence. If the students are able to do that, say the word that is shown in the picture, and have them repeat the word after you.

ELPS 1.C; ELPS 1.E

Large Letter Cards



1. The part of the body that you use to speak is your _____. (*mouth, 3*)
2. The sound a pig makes is _____. (*oink, 3*)
3. The place where you can watch lions and elephants is called a _____. (*zoo, 2*)
4. Food that has not been cooked is _____. (*raw, 2*)
5. You have five toes on each _____. (*foot, 3*)
6. When water is extremely hot, it starts to bubble and _____. (*boil, 3*)
7. I drank my milk with a _____. (*straw, 4*)
8. Babies cannot walk, but they can _____. (*crawl, 4*)
9. A ball is not square but _____. (*round, 4*)
10. In the library are a lot of _____. (*books, 4*)

LARGE CARD CHAINING (15 MIN.)

- Pass out the following Large Letter Cards, reviewing each card's sound as you pass it out: 'n', 't', 'd', 'c', 'k', 's', 'p', 'b', 'l', 'r', 'h', 'j', 'sh', 'i', 'a', 'ee', 'oo', 'ou', 'oi', 'aw'.
- Tell students that if they are holding a card with a spelling that is in *spin*, they should go to the front of the room and stand in the order that spells *spin*.
- Once students are standing in place, ask seated students if the word looks right.
- Once the word has been spelled correctly, say, "If that is *spin*, show me *spoon*."
- Students should rearrange themselves to make the new word.
- Ask students what change they made to the word *spin* to get the word *spoon*.
- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards and proceed to the next chain.

1. spin > spoon > soon > seen > seed > sad > lad > loud > cloud
2. pout > out > shout > shoot > loot > loop > loon > lawn > loin > join
3. seek > reek > creek > crook > brook > book > cook > hook > hawk



Check for Understanding

Call on individual students to tell you which sound was changed in each word, and call on individual students to segment and blend each word.

RECOGNIZE DIGRAPHS: HOW MANY SOUNDS? (15 MIN.)

- Have students take out Activity Page 17.1. Review the first example with students, asking them to read the word, noting how many sound/spellings are circled in the word, writing the correct number in the box, and then copying the word on the lines.
- Ask one student at a time to read aloud each of the remaining words, 2–16, as the others follow along.
- Then direct students to complete the remainder of Activity Page 17.1 on their own.



Activity Page 17.1: How Many Sounds?

Collect Activity Page 17.1 to monitor students' understanding of segmenting phonemes and counting sounds.

Lesson 17: "The Fox and the Grapes"

Reading



Primary Focus Students will read "The Fox and the Grapes" with purpose and understanding and will answer literal and evaluative questions about key details in the text. **TEKS 1.4; TEKS 1.6.G**

INTRODUCE THE STORY (5 MIN.)

- Ask students to turn to the table of contents. Tell them to locate the story that comes after "The Dog and the Ox" ("The Fox and the Grapes") and tell you the starting page number (54).



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

Activity Page 17.1



Support

You may choose to put those students who need more support and/or immediate feedback together to complete the remainder of Activity Page 17.1 with you in a small group.

Reader



Page 54

Preview Spellings

- Please preview the following spellings using the chart you prepared in advance before reading today’s story.

➤ Digital Component 17.1

/ou/ > ‘ou’	/oo/ > ‘oo’	/oo/ > ‘oo’	Tricky Words
ground	fool	look	from
sour		good	my
		stood	

Preview Core Vocabulary

- Please preview the following vocabulary before reading today’s story:

ripe—adj., ready to be eaten; juicy and sweet (54)

Example: The banana is ripe.

fool—n., someone who is silly (56)

Example: Please sit still and do not be a fool.

sour—adj., sharp- or tart-tasting, like a lemon (56)

Example: The lemon has a sour taste.

Vocabulary Chart for “The Fox and the Grapes”

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

Purpose for Reading

- Tell students to read this story about a fox to see what he thinks about some grapes that he finds.

READ “THE FOX AND THE GRAPES” (15 MIN.)

Small Group

Group 1: Have these students take turns reading the story aloud with you.

Group 2: Tell the students in this group that today they will read the story “The Fox and the Grapes” with a partner. They may reread other stories if time permits.

Challenge

Ask students to summarize the story with a partner.



Observation: Anecdotal Reading Record

Use the Anecdotal Reading Record to record student progress as you listen to them read “The Fox and the Grapes.”

Wrap-Up

- Use the following discussion questions to further guide your conversation about the story. Remember to encourage students to answer in complete sentences. When answering each question, ask students to cite the part of the story that guided their answer.
- Use students’ responses to complete the Fables chart. Students may have difficulty figuring out the moral or lesson of this fable on their own. Guide students in understanding that sometimes when you are disappointed because you can’t have something that you really want, it may be easier to accept the disappointment by trying to convince yourself or pretend that what you originally wanted was not really as wonderful as you thought.

➤ Digital Component 1.3

Name of the Tale	Who?	Where?	What?	What the Tale Tells Us
The Fox and the Grapes	fox	near a tree	<ol style="list-style-type: none">1. a fox decides to eat grapes for lunch2. the fox tries to get the grapes but cannot reach them3. the fox decides the grapes are sour and stops trying to eat them	You don’t always get everything you want.



Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Did the fox see grapes?” “Do the grapes look good?”

Intermediate

After asking each question, provide students with a specific sentence frame: “The fox decides he would like to eat . . .”
“The fox feels _____ because . . .”

Advanced/Advanced High

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

ELPS 2.G; ELPS 4.G

Discussion Questions for “The Fox and the Grapes”

1. **Literal.** At the beginning of the story, what does the fox decide he would like to eat for lunch?
 - » The fox decides he would like some ripe grapes for lunch.
2. **Literal.** How does the fox describe the grapes at the beginning of the story?
 - » The fox says, “Those grapes look good.”
3. **Literal.** What does the fox do to try to get the grapes? Does he succeed in getting the grapes?
 - » The fox stood on his back legs, hopped, and jumped to try to get the grapes
 - » No, the fox does not succeed.
4. **Evaluative.** How do you think the fox feels when he is not able to reach the grapes?
 - » Answers may vary, but should include the possibility that he feels disappointed, mad, or embarrassed.
5. **Evaluative.** Do you think the fox really thinks the grapes are sour? Why or why not? Why do you think he said they were sour?
 - » Answers may vary.



Observation: Discussion Questions

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

End Lesson

Take-Home Material

“THE DOG AND THE OX”

- Have students take Activity Page 17.2 home to read to a family member.

Activity Page 17.2



Lesson 17: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

Phrases and Wiggle Cards

- Follow procedure outlined in Lesson 1.

- | | |
|------------------------|------------------|
| 1. the round moon | 6. lunch at noon |
| 2. Look at the clouds. | 7. a cat's paw |
| 3. bills and coins | 8. big foot |
| 4. two good cooks | 9. loud mouth |
| 5. Boil the food. | 10. see saw |

MORE HELP WITH AWARENESS OF SOUNDS

Chaining

- Tell students that you will be working on chains of words with mixed vowel digraphs.
- Follow the procedure in Lesson 5 using the chains in the box.

- | |
|---|
| 1. coin > join > loin > lawn > law > raw > paw > pawn |
| 2. raw > law > lawn > loon > loot > boot > boo > boom > boon > moon |
| 3. foot > feet > sheet > shout > out > ouch > pouch > couch > crouch > grouch |

Bingo

- Make enough copies of the Bingo boards (**Activity Page TR 17.1**) for each student to have a game board.
- Make a copy of the Bingo word cards (**Activity Page TR 17.2**) and cut the words apart.
- Give students at least **nine tokens** (e.g., cubes, pennies, beans).
- Select and read one Bingo Card at a time. As word cards are read, students search for the word on their game board.

- Ask students to put their finger on the word if they find it and read it aloud to confirm they are correct before covering the space.
- When students are incorrect, use the opportunity to address the confusion.
- When students are correct ask, “How did you know that was _____?” (This verbalization of knowledge or strategies used is powerful for reinforcing learning.)
- The game may be played until one or all students get three spaces covered in a row, or until one or all students get “blackout” (covering the entire board).

18

REVIEW

Vowel Digraphs

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will identify the sound spellings /oo/ > 'oo', /oo/ > 'oo', /ou/ > 'ou',

✦ /oi/ > 'oi', /aw/ > aw', and /ee/ > 'ee'. **TEKS 1.2.B.i**

Students will read and write the Tricky Words *because, down, could, they, your,*

✦ *once, said, of, and would.* **TEKS 1.2.B.vi; TEKS 1.2.C.iv**

Students will read and spell one-syllable words with /oo/ > 'oo', /ee/ > 'ee',

✦ /aw/ > 'aw', /ou/ > 'ou', and /oi/ > 'oi'. **TEKS 1.2.A.iv; TEKS 1.2.B.iii; TEKS 1.2.C.i**

Reading

Students will reread “The Fox and the Grapes” with improved accuracy and will answer written short-answer questions about key details in the story.

✦ **TEKS 1.4; TEKS 1.6.G**

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record “The Fox and the Grapes”

✦ **TEKS 1.4**

Activity Page 18.2

Story Questions “The Fox and the Grapes”

✦ **TEKS 1.6.G**

✦ **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words in isolation and in context by applying common letter-sound correspondences; (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.C.iv** Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list; **TEKS 1.2.A.iv** Demonstrate phonological awareness by recognizing the change in spoken word when a phoneme is added, changed, or removed; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.C.i** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Speedy Sound Hunt (Phonics)	Whole Group	10 min.	☐ Individual Code Chart
Tricky Word Practice (Word Recognition)	Whole Group	15 min.	☐ Activity Page 18.1
Teacher Chaining (Phonics)	Whole Group	10 min.	
Reading			
Review and Practice	Small Group/ Partner/ Independent	25 min.	☐ <i>Fables</i> Reader ☐ Activity Page 18.2

ADVANCE PREPARATION

Reading

- Today's Reading lesson is longer than usual, permitting students to work in small groups, as partners, or independently, as you deem appropriate. Plan in advance which activities will best suit students' needs. Some suggestions are:
 - Have students who are ready reread "The Fox and the Grapes," independently or in pairs. An activity page with comprehension questions is provided, should you want to ask some or all students to reread the story and then answer the questions.
 - You may listen to particular students read "The Fox and the Grapes" aloud, taking notes on their progress using the Anecdotal Reading Record.
 - You are also encouraged to consider students' performance on the various review activities in Lessons 16 and 17 and to choose Additional Support or Pausing Point activities if some students still need practice on particular skills.

Universal Access

- Bring in pictures or realia of the following words to use during the Speedy Sound Hunt: *foil, boot, crawl, house, lawn*.

Lesson 18: Review

Foundational Skills



Primary Focus

Students will identify the sound spellings /oo/ > 'oo', /oo/ > 'oo', /ou/ > 'ou',

✦ /oi/ > 'oi', /aw/ > 'aw', and /ee/ > 'ee'. **TEKS 1.2.B.i**

Students will read and write the Tricky Words *because, down, could, they, your,*

✦ *once, said, of, and would.* **TEKS 1.2.B.vi; TEKS 1.2.C.iv**

Students will read and spell one-syllable words with /oo/ > 'oo', /ee/ > 'ee',

✦ /aw/ > 'aw', /ou/ > 'ou', and /oi/ > 'oi'. **TEKS 1.2.A.iv; TEKS 1.2.B.iii; TEKS 1.2.C.i**

WARM-UP (10 MIN.)

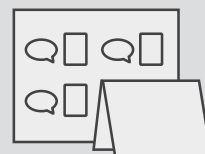
Speedy Sound Hunt

Note: You will review the vowel spellings with students' Individual Code Charts. Students will race to find the following sound/spelling correspondences in their Individual Code Charts:

- | | |
|---|---|
| 1. 'oo' > /oo/ (<i>soon</i>) page 4 | 4. 'oi' > /oi/ (<i>oil</i>) page 4 |
| 2. 'oo' > /oo/ (<i>look</i>) page 4 | 5. 'aw' > /aw/ (<i>paw</i>) page 4 |
| 3. 'ou' > /ou/ (<i>shout</i>) page 4 | 6. 'ee' > /ee/ (<i>bee</i>) page 2 |

- Share these directions with students:
 - “We are going to review the vowel spellings you have learned by having a race using your Individual Code Charts. I will tell you a word. Listen carefully for the vowel sound. When I say ‘go’, I want to see who can find that sound in their Individual Code Chart, raise their hand, and then tell me the spelling for that sound.”
- Tell students that you will do one together for practice. Say the word *foil*, asking students to say the vowel sound together (/oi/). Then tell students to raise their hands when they find the speech bubble with the /oi/ sound.

Code Materials



You may want to draw a copy of the speech bubble with the /oi/ sound on the board/chart paper for use during this example so students know what you mean when you say speech bubble.

✦ **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words in isolation and in context by applying common letter-sound correspondences; (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.C.vi** Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list; **TEKS 1.2.A.iv** Demonstrate phonological awareness by recognizing the change in spoken word when a phoneme is added, changed, or removed; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.C.i** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.



Foundational Skills

Foundational Literacy Skills

Show students pictures or realia of the following words when you say them during the game: *foil* (together for practice), *boot*, *crawl*, *house*, *lawn*.

ELPS 1.C; ELPS 1.E

- Now tell students to quickly scan all the spellings listed in the row next to the speech bubble, looking for any that are outlined in green. Tell them this is a quick way to find the spellings they have already learned. Tell all students to raise their hands when they find a green spelling for this speech bubble.
- Call on one student to give the spelling and read the example word as follows: /oi/ is spelled 'oi' and the example word is *oil*.
- Now tell students that you are ready to start the race. Tell students you will say a word and will call on the first student who raises their hand after they have found the sound and spelling.
- Say the words provided in the box below.

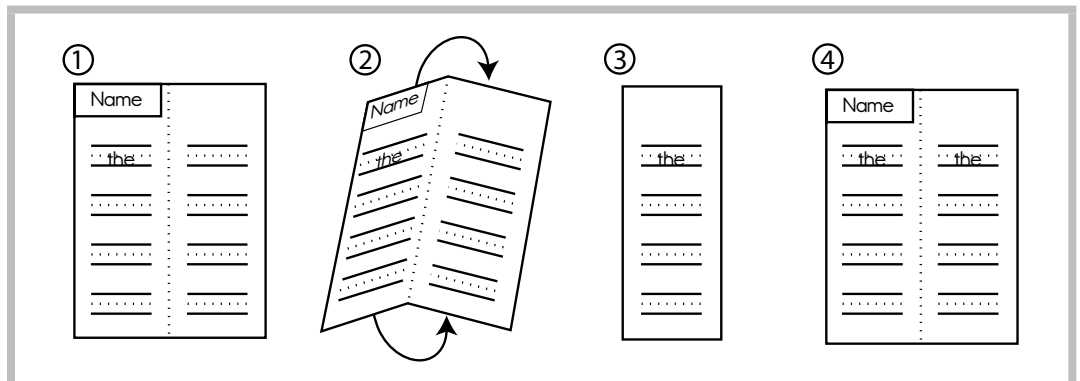
- | | |
|----------|----------|
| 1. foul | 6. meet |
| 2. boot | 7. house |
| 3. crawl | 8. lawn |
| 4. oink | 9. spoil |
| 5. good | 10. keep |

TRICKY WORD PRACTICE (15 MIN.)

Activity Page 18.1



- Ask students to remove Activity Page 18.1 from their Activity Books.
- Tell students that they are going practice reading and writing some of the Tricky Words that they have learned in this unit.
- Write the word *should* on the board/chart paper and have students read the word aloud.
- Tell students to copy the word *should* on the left side of their paper next to the number one. (See illustration 1.) They should say the name of each letter as they copy the word.



- Erase the word *should* from the board/chart paper.
- Have students fold their paper along the dotted middle line and place the paper so the word *should* is now facing the desk. (See illustration 2.)
- Ask students to write the word *should* from memory, saying the name of each letter as they write the word. (See illustration 3.)
- Tell students to unfold their paper and compare the word *should* that they just wrote with the one they copied. (See illustration 4.) Tell them to correct any errors if they misspelled the word.
- Repeat these steps with the remaining Tricky Words.

1. because	4. they	7. said
2. down	5. your	8. of
3. could	6. once	9. would

Challenge

Have individual students explain why *because*, *could*, and *said* are Tricky Words.



Check for Understanding

Walk around to monitor students as they write and correct any errors.

TEACHER CHAINING (10 MIN.)

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

1. spoon > soon > seen > see > saw > jaw > paw > raw > draw
2. pound > pond > bond > bound > sound > found > round > hound > mound > mount
3. spool > pool > cool > coil > oil > boil > foil > foul > fool > food

Lesson 18: "The Fox and the Grapes"

Reading



Primary Focus: Students will reread "The Fox and the Grapes" with improved accuracy and will answer written short-answer questions about key details in the story. **TEKS 1.4; TEKS 1.6.G**

REVIEW AND PRACTICE (25 MIN.)

- Choose from the following activities as you deem appropriate:
 - Have some or all students reread "The Fox and The Grapes" and complete the story questions on Activity Page 18.2.
 - Choose additional activities and activity pages from Additional Support lessons or Pausing Point as appropriate for students.



Observation: Anecdotal Reading Record

Use the Anecdotal Reading Record to record students' progress if you chose to listen to some students read aloud.



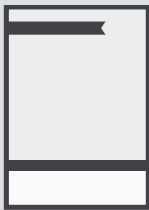
Activity Page 18.2: Story Questions

If you chose to have students reread "The Fox and the Grapes" and complete Activity Page 18.2, collect the activity page to monitor students' understanding.

End Lesson

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

Reader



Page 54

Activity Page 18.2



Support

Assist students as they complete Activity Page 18.2. Tell students to use text support. Students should find and read the line in the story that shows the answer.

Lesson 18: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

Phrases and Wiggle Cards

- Follow the procedure outlined in Lesson 1.

- | | |
|------------------------|------------------------|
| 1. Count out loud. | 6. Look at the clouds. |
| 2. Look up. | 7. strong jaw |
| 3. Join hands. | 8. Run south. |
| 4. Point to your desk. | 9. good mood |
| 5. Sweep with a broom. | 10. a big yawn |

MORE HELP WITH AWARENESS OF SOUNDS

Chaining

- Tell students that you will be working on chains of words with mixed vowel digraphs.
- Follow the procedure in Lesson 5 using the chains in the box.

- | |
|---|
| 1. foul > fool > foil > coil > toil > tool > tools > pools |
| 2. coin > join > loin > lawn > law > raw > paw > pawn |
| 3. foot > feet > sheet > shout > out > ouch > pouch > couch > crouch > grouch |

MORE HELP WITH TRICKY WORDS

Tricky Word Bingo

- Make enough copies of the Bingo boards (**Activity Page TR 18.1**) for each student to have a game board.
- Make a copy of the Bingo word cards (**Activity Page TR 18.2**) and cut the words apart.
- Give students at least **nine tokens** (e.g., cubes, pennies, beans).
- Follow the procedure in Lesson 17.

19

UNIT ASSESSMENT

Word Recognition and Story Comprehension

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and choose one-syllable words with /oi/ > 'oi', /ou/ > 'ou', /oo/ > 'oo', /oo/ > 'oo', /ie/ > 'i_e', /ae/ > 'a_e', /ar/ > 'ar', /oe/ > 'o_e', and

✦ /or/ > 'or'. **TEKS 1.2.B.iii**

Students will read phrases featuring words with /ou/ > 'ou', /oo/ > 'oo', /oi/ > 'oi',

✦ and /oo/ > 'oo'. **TEKS 1.2.B.iii**

Reading

Students will read “The Fox and the Crane” and will answer multiple-choice

✦ questions about key details in the text. **TEKS 1.6.G**

FORMATIVE ASSESSMENT

Activity Page 19.1

Word Recognition Assessment

✦ **TEKS 1.2.B.iii**

Activity Page 19.2

Story Comprehension Assessment “The Fox and the Crane”

✦ **TEKS 1.6.G**

✦ **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Word Recognition Assessment	Whole Group	25 min.	<input type="checkbox"/> Activity Page 19.1 <input type="checkbox"/> Record Sheet for Unit 3 Assessment
Wiggle Cards (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Wiggle Cards of your choice
Reading			
Story Comprehension Assessment "The Fox and the Crane"	Small Group/ Partner	20 min.	<input type="checkbox"/> <i>Fables</i> Reader <input type="checkbox"/> Activity Page 19.2 <input type="checkbox"/> Record Sheet for Unit 3 Assessment

ADVANCE PREPARATION

Note to Teacher

Today you will administer the Unit 3 assessment. The first assessment is a word recognition exercise that targets the sound/spelling correspondences taught in Unit 3. The second part assesses students' ability to read a story independently and answer comprehension questions. Please note that if students appear too tired or unable to concentrate after the first assessment, you may choose to do Pausing Point activities the remainder of the lesson, and complete the story reading assessment the next day.

Refer to the Record Sheet for the Unit 3 Assessment and the analysis directions for Word Recognition and Story Comprehension Assessments, found in Teacher Resources. If a student makes more than one error for any single sound/spelling on the Word Recognition assessment, their mastery of this spelling should be called into question.

- Gather Wiggle Cards from previous lessons to use in today's break. If you need additional Wiggle Cards, you may create new cards with the following phrases.

1. Count to five.
2. Look at a pal.
3. Point to me.
4. Smell the fresh blooms.
5. Make a "hoot hoot" sound.
6. Jump from foot to foot.

Lesson 19: Word Recognition Assessment

Foundational Skills

**Primary Focus**

Students will read and choose one-syllable words with /oi/ > 'oi', /ou/ > 'ou', /oo/ > 'oo', /oo/ > 'oo', /ie/ > 'i_e', /ae/ > 'a_e', /ar/ > 'ar', /oe/ > 'o_e', and

✦ /or/ > 'or'. **TEKS 1.2.B.iii**

Students will read phrases featuring words with /ou/ > 'ou', /oo/ > 'oo', /oi/ > 'oi',

✦ and /oo/ > 'oo'. **TEKS 1.2.B.iii**

WORD RECOGNITION ASSESSMENT (25 MIN.)**Administration**

- Have students turn to Activity Page 19.1.
- Tell students that for this activity, they must listen very carefully to you. For each number, you will say one word. They must find the word you say in that row and circle it.
- Say, "Find the first row of words. Listen carefully to this word: *point*. I will say the word again: *point*. Now find the word that you heard and circle it." You may repeat the word up to three times.
- Proceed with the rest of the words listed in the box, repeating the word at least twice for each item.

1. point	6. moist	11. smooth
2. wood	7. shout	12. mouth
3. food	8. look	13. shook
4. cloud	9. couch	14. boot
5. foil	10. join	15. stood

Scoring and Analysis

- Collect the activity pages. Use the Record Sheet for Unit 3 Assessment and the Analysis Directions for Word Recognition Assessment in Teacher Resources to record and analyze student responses.

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

Activity Page 19.1**Support**

Some students may find it helpful to use an index card or blank piece of paper to track each row so they can better focus on the choices in each row.

- If you have students who score below 12 out of 15 on this assessment, they may need more practice to master the sound/spelling correspondences taught in this unit. Refer to the Pausing Point for remedial material.

WIGGLE CARDS (15 MIN.)

- Show students the Wiggle Cards you have chosen. Have them stand and act out the action.

Lesson 19: Story Comprehension Assessment

Reading



Primary Focus: Students will read “The Fox and the Crane” and will answer multiple-choice questions about key details in the text. **TEKS 1.6.G**

STORY COMPREHENSION ASSESSMENT “THE FOX AND THE CRANE” (20 MIN.)

Administration

- Distribute Activity Page 19.2.
- Tell students to read the story from *Fables* called “The Fox and the Crane” by themselves. After they read the story, they should answer the questions on Activity Page 19.2. Remind students to look back at the story if they need help remembering details.

Scoring and Analysis

- Use the Record Sheet for Unit 3 Assessment and the Analysis Directions for Story Comprehension Assessment in Teacher Resources to record and analyze student responses.
- Students who scored 5 or more on the Story Comprehension Assessment are doing well. However, if some students score 4 or less on the assessment, look for opportunities during the remainder of the unit to have these students read “The Fox and the Crane” aloud to you. Try to determine whether the comprehension errors are a function of poor decoding skills.
- If a student performs poorly on both the Word Recognition and Story

TEKS 1.6.G Evaluate details to determine what is most important with adult assistance.

Reader



Page 66

Activity Page 19.2



Comprehension Assessments, assess and practice reading words with specific digraphs.

- If, however, a student does well on the Word Recognition Assessment, but poorly on the Story Comprehension Assessment, they may need more opportunities to build fluency and automaticity by rereading stories, as well as summarizing the stories as they read. Consider having this student practice reading the remaining stories in *Fables* several times before completing the related Pausing Point activity pages.

End Lesson

Pausing Point

This is the end of Unit 3. You should pause here and spend additional time (2 or 3 days) reviewing the material taught in Unit 3 as needed. Students can do any combination of the exercises listed here, in any order, but it is suggested that you continue the Warm-Up exercises. The exercises are listed by unit objectives. Exercises that were part of the Additional Support lessons are listed here only by name with reference to their respective lessons. All other exercises have full descriptions.

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

PAUSING POINT TOPIC GUIDE

Recognize and Isolate the Sounds Taught in Unit 3

Sound Off	Additional Support Lesson 3; Page 219
Minimal Pairs	Page 219
Sound Riddles	Additional Support Lesson 1; Page 220
Push and Say	Additional Support Lessons 2, 6, 9, 12, 14
Match Me	Additional Support Lessons 2, 4
Here's the Sound	Additional Support Lesson 3
Review the Short Vowel Gestures	Additional Support Lesson 4
Make Words	Additional Support Lessons 7, 11, 13
Consonant Blends	Page 221

More Help with Similar Sounds

Pat the Spelling	Page 221
Word Sort	Page 222
Which One?	Additional Support Lessons 1, 15

More Help with Digraphs

How Many Sounds?	Page 222
Highlight Digraphs	Page 222
Handwriting Activity Pages	Page 222

More Help with Tricky Words

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RECOGNIZE AND ISOLATE THE SOUNDS TAUGHT IN UNIT 3

Sound Off

- Follow the procedure in Lessons 9 and 12.
- Create your own sentences with words that feature the sound /oo/, /oo/, or /aw/. You can also use tongue twisters.
- **Variation:** Before beginning this exercise, have students write the target sound on paddle boards. Have students hold up their paddle boards when they hear a word with the sound.

Minimal Pairs

- Follow the procedure in Lesson 1, using the minimal pairs listed in the following boxes for the sound pairs /oo/—/oō/, and /oi/—/ou/.
- **Variation:** Before beginning this exercise, have students write one of the target sounds on paddle boards. Have students hold up their paddle boards when they hear a word with the sound.

Note: This is a listening exercise focusing on the sounds taught in this unit. They are spelled with both basic code spellings and alternative spellings that have not yet been taught. Please do not ask students to read these words.

Minimal Pairs for /oo/ and /oō/:

- | | |
|--------------|--------------|
| 1. food—foot | 5. coop—cook |
| 2. fool—full | 6. hoot—hood |
| 3. boot—book | 7. noon—nook |
| 4. pool—pull | 8. tool—took |

Minimal Pairs for /oi/ and /ou/:

- | | |
|-----------------|----------------|
| 1. foil—foul | 5. boy—bow |
| 2. hoist—housed | 6. broil—brown |
| 3. ploy—plow | 7. koi—cow |
| 4. soy—sow | 8. moist—mouse |

Sound Riddles

- Follow the procedure in Lesson 13, using the riddles in the following boxes.

/oo/:

1. This is a place where you go swimming in the summer. (*pool*)
2. This is a tool you use to sweep the floor. (*broom*)
3. This is what you eat when you are hungry. (*food*)
4. This is the color of the sky. (*blue*)
5. This is what you do between putting food in your mouth and swallowing. (*chew*)
6. This is what you see in the sky at night instead of the sun. (*moon*)

/oo/:

1. You have one of these at the end of each leg. (*foot*)
2. This is a place where there are a lot of trees. (*woods*)
3. This is the opposite of bad. (*good*)
4. This is a person who prepares food in a restaurant. (*cook*)
5. In this you can read stories, poems, or fables. (*book*)
6. This is a small stream or river. (*brook*)

/ou/:

1. This is what you might sit on while watching TV. (*couch*)
2. This is a small, furry animal with a long, thin tail and round ears. (*mouse*)
3. These are the fluffy, white things you sometimes see when you look up at the sky. (*clouds*)
4. This is the part of your face you use when you eat food. (*mouth*)
5. This is a type of building some people live in. (*house*)
6. This is an animal that lives on a farm, makes milk, and says “moo!” (*cow*)
7. This is a type of plant that has petals and a stem. (*flower*)
8. This is a wise, old animal that often says “hoot, hoot!” (*owl*)

/aw/:

1. This is the name for the foot of a cat or dog. (*paw*)
2. This is what babies do before they can walk. (*crawl*)
3. This is what you need to do when you get something stuck in your throat. (*cough*)
4. This is the name of a body part that you use for chewing. (*jaw*)

Consonant Blends

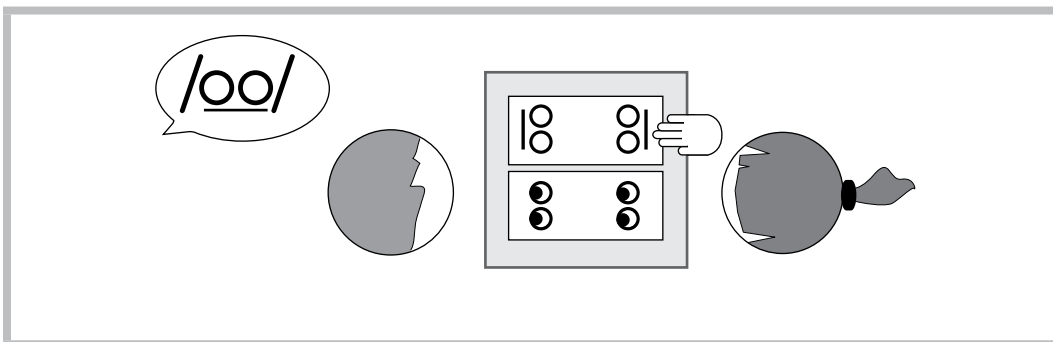
- Use this routine when teaching one-syllable spoken words.
- Say, “You are going to practice blending and segmenting words with consonant blends.”
- Say the word *skip*. Follow the routine above to blend and segment the word. Point out that the first two sounds, /s/ and /k/, blend together to make ‘sk’. Have students say ‘sk’ and notice how it feels on their tongues.
- Say the following words: *troll*, *branch*. Have students identify the blends and whether they are at the beginning or end of the words. Then have them blend and segment the phonemes using motions from the program.

✦ **TEKS 1.2.A.v; TEKS 1.2.A.vii**

MORE HELP WITH SIMILAR SOUNDS

Pat the Spelling

- Cut out a long, rectangular slip of paper and write ‘oo’ for /oo/ on each end. The spellings should face away from each other. Make another slip of paper for ‘u_e’ > /ue/. Place the slips of paper in a row on the floor between two children who are facing each other. (See illustration.)



- Explain that you will say a number of words and that you want the students to pat the correct sound/spelling for the vowel in the word as fast as possible.

✦ **TEKS 1.2.A** Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends.

- Use the words in the box to contrast the sounds /oo/ and /ue/.

/oo/ and /ue/:

- | | | |
|---------|---------|---------|
| 1. soon | 3. food | 5. cute |
| 2. cube | 4. boot | 6. mute |

- Follow the same procedure for 'oi' > /oi/ and 'ou' > /ou/.

/oi/ and /ou/:

- | | | |
|----------|----------|---------|
| 1. cloud | 3. point | 5. boil |
| 2. couch | 4. round | 6. coin |

Activity Pages
PP.1, PP.2



Word Sort

- Have students complete Activity Pages PP.1 and PP.2.
- **Variation:** Write the words on cards, one word per card, and hand them out. Have students sort the words by forming groups.

MORE HELP WITH DIGRAPHS

How Many Sounds?

- Have students complete Activity Page PP.3 (both sides).
- Remind students that some spellings consist of more than one letter (letter teams or digraphs).

Highlight Digraphs

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

- Write a number of decodable words that contain the digraphs taught in this unit on a sheet of paper.
- Ask students to read the words and highlight the digraphs.

Handwriting Activity Pages

- Have students complete Activity Pages PP.4, PP.5, and PP.6.

MORE HELP WITH TRICKY WORDS

Green Light, Yellow Light

- Print decodable words on green flash cards and Tricky Words on yellow flash cards.

Activity Pages
PP.3–PP.6



- Explain that the words printed on green paper are regular and can be read via blending. Green means go!
- Explain that the words printed on yellow paper are tricky. Yellow means proceed with caution.
- Shuffle the cards and have students read them one at a time.

Green Cards:

- | | | |
|----------|----------|-----------|
| 1. found | 5. out | 9. too |
| 2. look | 6. round | 10. food |
| 3. good | 7. saw | 11. oil |
| 4. our | 8. soon | 12. point |

Yellow Cards:

- | | | |
|----------|-----------|-------------|
| 1. have | 5. should | 9. do |
| 2. could | 6. down | 10. to |
| 3. would | 7. two | 11. who |
| 4. where | 8. my | 12. because |

Tricky Word Search

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

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

Hit the Tricky Word

Note: This game needs to be played outside.

- Write Tricky Words on sheets of large card stock or paper, one word per card, and tape them to an outside wall.

Activity Page PP.7



- Have a student throw a ball at a Tricky Word and then read it. The student who catches the ball after it bounces back is next.
- If the student cannot read the word, have the class read it. The student who caught the ball takes the next throw.

Tricky Word Practice

- Choose up to ten Tricky Words that students need to practice from the following box.
- Follow the procedure in Lesson 18 using Activity Page PP.7.

Tricky Words Taught/Reviewed So Far:

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

Handwriting Activity Pages with Tricky Words

- Have students complete Activity Page PP.8 (both sides).
- **Extension:** Have students underline the tricky part of each Tricky Word.

MORE HELP WITH VOWEL DIGRAPHS

Guess My Word

- Set up the pocket chart.
- Arrange cards for the following spellings along the top of the pocket chart: 'oo', 'ou', 'oi', and 'aw'.

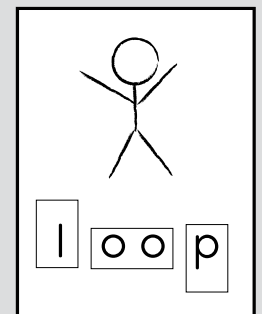
Activity Page PP.8



- Arrange a set of ten to fifteen consonant spellings along the bottom of the pocket chart.
- Think of a decodable word you can spell using the spellings shown, but do not tell the class your word.
- Tell students how many sounds are in your word.
- Invite students to try to guess the word by asking whether or not it contains specific sounds.
- If students ask about a sound that is in the word, move that spelling to the middle of the pocket chart. If there are spelling alternatives for that sound, ask students to pick the spelling. Correct if necessary.
- Continue until the word has been spelled in the center of the pocket chart.
- Repeat with additional words.
- **Extension:** If students need more handwriting practice, have them copy the words on paper.

Eraser Man

- Draw a stick figure on the board.
- Tell the class that you are thinking of a word.
- Write one box on the board for each spelling in the word. The height and width of each box should approximate the height and width of the spelling it represents (i.e., high-rising boxes for spellings that have ascenders, low-dipping boxes for spellings that have descenders, and wide boxes for digraphs).
- Ask a student to guess a sound.
- If the student guesses a sound that is in the word, fill in the corresponding box.
- If the student guesses a sound that is not in the word, erase one of the stick figure's body parts.
- Repeat until the stick figure has been completely erased (you win), or until the boxes are filled in (students win).
- Repeat with a second word, if there is time.



Wiggle Cards

- Make a set of cards with decodable phrases written on them. Each phrase should describe a motion or activity that the students can act out.
- Show students a Wiggle Card, have them read it, and let them perform the action.



- | | |
|-----------------------|-------------------------|
| 1. Count out loud. | 6. Bloom like a rose. |
| 2. Coil like a snake. | 7. Crawl on the ground. |
| 3. Jump up and down. | 8. Point to your nose. |
| 4. Look up. | 9. Point to your desk. |
| 5. Join hands. | 10. Sweep with a broom. |

Yes or No?

- Have students complete Activity Page PP.9 (both sides).

Choose the Right Word

- Write the words *foot*, *hound*, *jaw*, and *loud* on the board and read them aloud.
- Tell students that you are going to ask them some questions. They can find the answers on the board.
- Ask students, “Which word names a body part that can be found at the end of one of your legs?”
- Tell students to find the answer (*foot*) on the board and then copy it onto a sheet of paper.
- Continue this process with the three remaining sets of questions.

- | | |
|---|--|
| 1a. Which word is a body part that can be found at the end of one of your legs? (<i>foot</i>) | |
| 1b. Which word describes a dog that can sniff out clues and howls a lot? (<i>hound</i>) | |
| 1c. Which word is a body part you use to chew your food? (<i>jaw</i>) | |
| 1d. Which word means the opposite of <i>quiet</i> ? (<i>loud</i>) | |
| | |
| 2a. Which word describes what water does when it is really hot? (<i>boil</i>) | |
| 2b. Which word is a round piece of money? (<i>coin</i>) | |
| 2c. Which word is what you can sit on when you watch TV? (<i>couch</i>) | |
| 2d. Which word is a large bird of prey? (<i>hawk</i>) | |
| | |
| 3a. Which word is a fluffy, white thing you can see up in the sky? (<i>cloud</i>) | |
| 3b. Which word is a body part you use to talk? (<i>mouth</i>) | |
| 3c. Which word is something you put under your pillow when it falls out? (<i>tooth</i>) | |
| 3d. Which word is the man who marries a bride? (<i>groom</i>) | |

- 4a. Which word is something a cook makes? (*food*)
- 4b. Which word is someone who makes food? (*cook*)
- 4c. Which word is another name for *wet*? (*moist*)
- 4d. Which word means the opposite of *bad*? (*good*)

Teacher Chaining

- Follow the procedure in Lesson 10 using the chains in the box.

1. root > room > zoom > loom > bloom > boom > broom > brood > breed
2. good > wood > hood > hook > book > nook > cook > took > look > shook
3. foot > feet > sheet > shout > out > ouch > pouch > couch > crouch > grouch
4. spout > pout > pouch > pooch > pool > cool > coil > boil > oil > soil
5. spoon > spook > spool > spoil > soil > toil > tool > fool > foil > oil
6. jaw > raw > caw > paw > law > laws > lawn > dawn > pawn > yawn

Word Box

- Have students complete Activity Page PP.10 (both sides).

Label the Picture

- Have students complete Activity Page PP.11 (both sides).

Choose the Word

- Have students complete Activity Page PP.12 (both sides).

Dictation with Words

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of words. These words contain the spellings for /oo/, /oo/, /ou/, /oi/, and /aw/ taught in this unit. Write the spellings on the board.
- Tell students to write each word that you say.
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds in the word and then draw a line on their paper for each sound that they hear. For example, for the word *point*, four lines would be drawn on the paper: _ _ _ _.
- Once students have drawn one line for each sound in the word, remind them that the sound /oi/ is spelled with two letters.

Activity Pages
PP.10–PP.12



- Have students write the spellings on their respective lines: p o i n t .
- Finally, ask students to read the word back to you.
- Write the words on the board and have students self-correct.
- Instruct students to refer to the Individual Code Chart if they are having difficulty remembering how to write the spellings.

Note: It might be useful to have students use a different-colored pencil for self-correction, so you can see which spellings students most need to practice. Dictate as many words as time allows.

- | | | |
|-----------|------------|-----------|
| 1. point | 17. stoop | 33. crawl |
| 2. food | 18. spook | 34. scoop |
| 3. shout | 19. pout | 35. moist |
| 4. book | 20. join | 36. stood |
| 5. broom | 21. shook | 37. couch |
| 6. jaw | 22. coin | 38. crook |
| 7. foul | 23. hoof | 39. coil |
| 8. noun | 24. spout | 40. troop |
| 9. good | 25. broil | 41. bound |
| 10. pouch | 26. mouth | 42. loon |
| 11. toil | 27. saw | 43. joint |
| 12. hood | 28. wood | 44. droop |
| 13. hawk | 29. shoot | 45. foot |
| 14. proud | 30. loud | 46. soil |
| 15. wool | 31. crouch | 47. tools |
| 16. spoil | 32. mount | 48. pool |

Chaining Dictation

- Tell students to take out a pencil and a piece of paper.
- Tell students that you are going to say a number of words. Each word will differ from the previous one by only one sound.
- Have students write each word that you say.
- **Modification:** If necessary, ask students to count the sounds in each word and then draw a line on their paper for each sound that they hear. Then have students write each word, one spelling per line.

1. foul > fool > foil > coil > toil > tool > tools > pools
2. coin > join > loin > lawn > law > raw > paw > pawn

Large Card Chaining

- Pass out the following Large Letter Cards, reviewing each card's sound as you pass it out: 'm', 'n', 't', 'd', 'c', 'k', 'g', 's', 'p', 'b', 'l', 'r', 'h', 'j', 'sh', 'e', 'ee', 'oo', 'ou', 'oi'.
- Follow the procedure in Lesson 13 using the chains in the box.

1. hound > round > bound > mound > mend > men > moon > boon > boot > bout
2. mood > moo > too > tool > toil > coil > coin > join > joint > point
3. loop > coop > hoop > hoot > shoot > shout > sheet > sheep > jeep > deep
4. join > coin > coil > cool > pool > spool > spoon > soon > seen > sheen
5. book > look > took > nook > shook > cook > hook > hood > good > goods

MORE HELP WITH PHRASES AND SENTENCES

Word Recognition

- Distribute Activity Page PP.13.
- Tell students that you are going to say a number of phrases or sentences.
- Explain that for each phrase or sentence that you say, there are two printed on the activity page: the one you said and a different one.
- Tell students to circle each phrase or sentence that you say.
- **Extension:** Have students copy the circled phrases/sentence on a separate sheet of paper or in their Dictation Journal.

Activity Page PP.13





- | | |
|-------------------|-------------------------|
| 1. big room | 6. loud mouth |
| 2. Toss a coin. | 7. a big yawn |
| 3. lost and found | 8. Boil crabs in a pot. |
| 4. Draw a man. | 9. up and down |
| 5. red books | 10. Meet us at two. |

Dictation Fill in the Blank

- Distribute Activity Page PP.14.
- Tell students that you are going to say a number of phrases or sentences.
- Explain that the phrases or sentences are written on the activity page, but they are missing one word each.
- Tell students to fill in the blanks as you read the phrases and sentences aloud.
- Write the phrases on the board for students to self-correct.
- Instruct students to refer to their Individual Code Charts if they are having difficulty remembering how to write the spellings.
- When students have finished the activity page, have them practice reading the phrases and sentences aloud to a partner.
- **Extension:** Have students circle the nouns in the phrases.

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

- | | |
|------------------------|-------------------|
| 1. a big yawn | 5. two good cooks |
| 2. the round moon | 6. Boil the food. |
| 3. Look at the clouds. | 7. lunch at noon |
| 4. bills and coins | 8. a cat's paw |

Dictation with Phrases

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of phrases.
- Tell students to write each phrase that you say.

- For each phrase you say, hold up one finger for each word.
- Ask students to count the words and then draw a line on their paper for each word that they hear with a finger space in between the lines.
- Once students have drawn the lines, ask them to write each word, sound by sound. Finally, ask students to read the phrase back to you.
- Write the phrases on the board for students to self-correct.
- Instruct students to refer to their Individual Code Charts if they are having difficulty remembering how to write the spellings.
- When students have finished the sheet, have them practice reading the phrases to a partner.
- **Extension:** Have students circle the nouns in the phrases.

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

- | | |
|----------------|-------------------|
| 1. big foot | 6. sweet sound |
| 2. loud mouth | 7. soft couch |
| 3. see saw | 8. strong jaw |
| 4. run south | 9. lost and found |
| 5. thick woods | 10. fawn and deer |

Dictation with Sentences

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

- Instruct students to refer to their Individual Code Charts if they are having difficulty remembering how to write the spellings.
- When students have finished the sheet, have them practice reading the sentences aloud to a partner.
- **Extension:** Have students circle the nouns and underline the verbs in the sentences with a squiggly line.

Note: It might be useful to have students use a different-colored pencil for self-correction, so you can see which spellings students most need to practice. Dictate as many of the sentences as time allows.

1. The moon is round. (4)
2. Do not shout! (3)
3. The ground is so wet. (5)
4. Look at that black cat! (5)
5. We went to the brook. (5)
6. When will it boil? (4)
7. I need a spoon. (4)
8. He is in a good mood. (6)
9. What have you found? (4)
10. There should be two books left. (6)
11. The wind shook the trees. (5)
12. What a soft couch! (4)
13. I have red boots. (4)
14. What is that sound? (4)
15. Sit down on the bench! (5)
16. Which cloud looks like a dog? (6)
17. Would you join the Cub Scouts? (6)
18. Let the cat out of the bag. (7)

Sentence Strips

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

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

Sentence Challenge

Note: This game is best played in small groups or in centers. This exercise can be done with any sound/spelling taught so far. The word cards for each sound can be kept in an envelope.

- Write ten to fifteen decodable words on small cards. Each word should include the sound /ou/ spelled 'ou'.
- Lay out the cards and give each student a blank sheet of paper.
- Ask students to write a sentence that includes one of the words on the cards.
- Have students write a second sentence that contains two of the words on the cards.
- Have students write a third sentence that includes three of the words.
- Challenge students to keep going and see how many of the /ou/ words they can get into a single sentence.

**“The Tree and the Reeds” and “The Moon”****Discussion Questions for “The Tree and the Reeds”**

1. How should you hold a book?
 - » right side up with the front cover facing you.
2. Where should I look to find the page number for “The Tree and the Reeds”?
 - » In the table of contents
3. **Evaluative.** Does a tree fall over easily when the wind blows? Why not?
 - » A tree does not fall over easily when the wind blows because its roots keep it in the ground.
4. **Literal.** What happens to the reeds in the story when the wind blows?
 - » When the wind blows, reeds and grass bend and move in the wind.
5. **Inferential.** What does the tree in the story boast about?
 - » The tree in the story says that there is no wind that can crack him.
6. **Literal.** What happens to the tree the next week?
 - » The tree falls down from strong gusts of wind.
7. **Evaluative.** *Think-Pair-Share:* What lesson do you think this fable has to teach us?
 - » Answers may vary.

Discussion Questions for “The Moon”

1. How do I know what the title of the story is?
 - » I can read it on the title page or in the table of contents.
2. What is the purpose of the illustrations?
 - » to show what is happening in the story
3. **Literal.** What does the moon ask her mom to make?
 - » The moon asks her mom to make a dress.
4. **Inferential.** Why does the moon’s mom say that she cannot make a dress that would fit the moon?
 - » The moon’s mom cannot make a dress for the moon because the moon changes shapes.
5. **Evaluative.** *Think-Pair-Share:* What lesson do you think this fable has to teach us?
 - » Answers may vary.



Take-Home Stories: “The Fox and the Grapes,” “The Fox and the Hen,” and “The Fox and the Crane”

- Distribute Activity Pages PP.15–PP.17.
- Have students take the activity pages home and give them to a family member so they can practice reading the stories at home.

STORY QUESTIONS ACTIVITY PAGES

“The Tree and the Reeds” and “The Moon”

- Have students complete Activity Page PP.18 and PP.19.

MORE HELP WITH IDENTIFYING VERBS

Identify Verbs Using Pictures

- Gather a number of pictures that show various verbs, or actions.
- Have students work with partners to name the verb or action in the pictures.

Verb Charades

- Gather a number of pictures that show various verbs, or actions.
- Split students into small groups or partners.
- Have one student at a time act out the verb in each picture, and have their partners or group members guess the verb or action.
- **Extension:** Have the student who correctly guesses the verb use the verb in a sentence.

Word Sort with Nouns and Verbs

- Write the decodable words from the following box on cards, one word per card.
- Create a T-chart with one column labeled with a picture of a noun and one column labeled with a picture of a verb.
- Ask students to read the words on the cards and determine if the words name a noun or a verb. Remind students that nouns are persons, places, or things. Verbs are action words.
- Have students place the word cards in the appropriate columns.

Activity Pages
PP.15–PP.17



Activity Pages
PP.18 – PP.19



Nouns

1. dog
2. man
3. lime
4. fawn
5. coin
6. cloud
7. cat
8. pool

Verbs

9. swim
10. run
11. bike
12. crawl
13. kick
14. sleep
15. clap
16. shout

Identify Nouns and Verbs in Dictation

- Make sure each student has paper and pencil.
- Tell students that you will read five sentences to them. Students should write down the sentences you say.
- After students finish writing each sentence, ask them to draw a squiggly line under the verb (or action) in the sentence and to draw a box around the noun (or person, place, or thing) in the sentence. Remind students that there can be more than one noun in a sentence.

1. Gran draws.
2. The dog runs.
3. Jen bakes a cake.
4. We hop on one foot.
5. The kids swim in the pool.

Identify Verbs in Past and Present Tense Using Pictures

- Gather a number of pictures that show various verbs, or actions.
- Have students work with partners to name the verb or action in the pictures.
- Each pair should work together to use the verb or action in a sentence in the present tense and the past tense. Sentences might start with words like *today* or *yesterday*.

Verb Charades with Past and Present Tense

- Gather a number of pictures that show various verbs, or actions.

- Split students into small groups or partners.
- Have one student at a time act out the verb in each picture, and have their partners or group members guess the verb or action.
- Have the student who correctly guesses the verb change the verb to the past tense in a sentence beginning, “Yesterday . . .” Remind students that present-tense verbs show an action that is happening right now, in the present. Past-tense verbs show that an action has already happened in the past. Remind students that the past-tense verbs have an extra /t/ or /d/ at the end of the verb.

Word Sort with Past- and Present-Tense Verbs

- Write the decodable words from the following box on cards, one word per card.
- Create a T-chart with one column labeled with a picture indicating past (an arrow, etc.) and the other column labeled with a picture indicating present.
- Remind students that present-tense verbs show an action that is happening right now, in the present. Past-tense verbs show that an action has already happened in the past.
- Ask students to read the words on the cards and determine if they are in the past tense or the present tense. Remind students that the past-tense verbs have an extra /t/ or /d/ at the end of the verb. This sound is often spelled ‘ed’ in the past tense.
- Have students place the word cards in the appropriate columns.

Present-Tense Verbs	Past-Tense Verbs
1. use	7. used
2. bake	8. baked
3. boil	9. boiled
4. cook	10. cooked
5. splash	11. splashed
6. cheer	12. cheered

Find Verbs in Stories

- Assign one or more stories from *Fables* and have students copy the verbs on a sheet of paper.
- **Extension:** Have students change each verb from past to present tense.

Teacher Resources

Grade 1	Skills 3
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Teacher Guide

Teacher Resources

Tricky Word Family Letter

Tricky Word Flash Cards

Tricky Word Assessment Record: Beginning and End of Unit 3 (optional)

Tricky Word Assessment List

Anecdotal Reading Record—Unit 3

Discussion Questions Observation Record—Unit 3

The Writing Process

Story Map

Picture of Mr. Mowse

Mr. Mowse's Draft

Editing Checklist

Lesson 5: Spelling Analysis Directions

Lesson 5: Analysis of Student Errors

Lesson 10: Spelling Analysis Directions

Lesson 10: Analysis of Student Errors

Lesson 15: Spelling Analysis Directions

Lesson 15: Analysis of Student Errors

Record Sheet for Unit 3 Assessment

Analysis Directions for Word Recognition Assessment—Unit 3

Analysis Directions for Story Comprehension Assessment—Unit 3

Additional Support Activity Pages

Activity Book Answer Key

Texas Essential Knowledge and Skills Correlation Chart

English Language Proficiency Standards Correlation Chart

TRICKY WORD FAMILY LETTER

Dear Family Member,

In this unit, your student will continue to learn new Tricky Words. Tricky Words are words that do not follow the rules for encoding that your student has learned, so they simply must learn and remember how to read and spell them. The tricky parts of each word are underlined. Your student will be taught to read the following new words as Tricky Words: *because* (Lesson 2), *could*, *would*, *should* (Lesson 7), and *down* (Lesson 10). You are being provided with flash cards that include the new words learned in this unit. Your student should already be able to read all of the other Tricky Words on the flash cards successfully at the beginning of this unit, as they were taught in earlier units.

Please have your student cut out the flash cards. In order to build increasingly rapid, automatic recognition of these words, show the cards to your student in random order and have your student read them to you as quickly as possible several times each week.

he

down



my

the

because

why

she

they

who

once

to

we



are

you

could

two

were

one

be

do



a

noo

some

your

have

I

says

which

their

soo

where

should



of

there

me

all

by

when

was

word

from

what



said

here

would

TRICKY WORD ASSESSMENT RECORD: BEGINNING AND END OF UNIT 3 (OPTIONAL)

This is an optional assessment of previously taught Tricky Words. At the beginning and end of Unit 3, show the student the Tricky Word list that follows this record.

Ask the student to read each word on the page from left to right, top to bottom. Provide students with either a blank sheet of paper or card stock to place on the word list page directly under the row to be read. As students complete a row, they can slide the paper down just enough to read the next row.

Record each student's performance in the following chart, using + to indicate that the word was read correctly and – to indicate the word was read incorrectly; if the student misreads a completely different word, record the word read by the student. Mark as incorrect any word that the student does not read within 3–5 seconds.

Tricky Word	Beginning of Unit 3 Assessment: Date _____	End of Unit 3 Assessment: Date _____
1. he		
2. <u>down</u>		
3. <u>my</u>		
4. <u>the</u>		
5. <u>because</u>		
6. <u>why</u>		
7. <u>she</u>		
8. <u>they</u>		
9. <u>who</u>		
10. <u>once</u>		
11. <u>to</u>		
12. <u>we</u>		
13. <u>are</u>		
14. <u>you</u>		
15. <u>could</u>		
16. <u>two</u>		
17. <u>were</u>		
18. <u>one</u>		

19. <u>be</u>		
20. <u>do</u>		
21. <u>a</u>		
22. <u>no</u>		
23. <u>some</u>		
24. <u>your</u>		
25. <u>have</u>		
26. <u>I</u>		
27. <u>says</u>		
28. <u>which</u>		
29. <u>their</u>		
30. <u>so</u>		
31. <u>where</u>		
32. <u>should</u>		
33. <u>of</u>		
34. <u>there</u>		
35. <u>me</u>		
36. <u>by</u>		
37. <u>all</u>		
38. <u>was</u>		
39. <u>when</u>		
40. <u>from</u>		
41. <u>word</u>		
42. <u>said</u>		
43. <u>what</u>		
44. <u>would</u>		
45. <u>here</u>		
Subtotal	__ /45	__ /45

TRICKY WORD ASSESSMENT LIST

1. heu
2. down
3. my
4. the
5. because
6. why
7. she
8. they
9. who
10. once
11. to
12. we
13. are
14. yo
15. could
16. two
17. were
18. one
19. be
20. do
21. a
22. no
23. some
24. your
25. have
26. I
27. says

28. which 29. their 30. so
31. where 32. should 33. of
34. there 35. me 36. by
37. all 38. was 39. when
40. from 41. word 42. said
43. what 44. would 45. here

ANECDOTAL READING RECORD—UNIT 3

Name:

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

THE WRITING PROCESS



PLAN



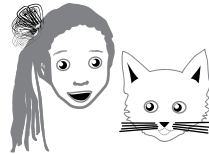
DRAFT



EDIT

The Name of the Tale:

Who?



Where?



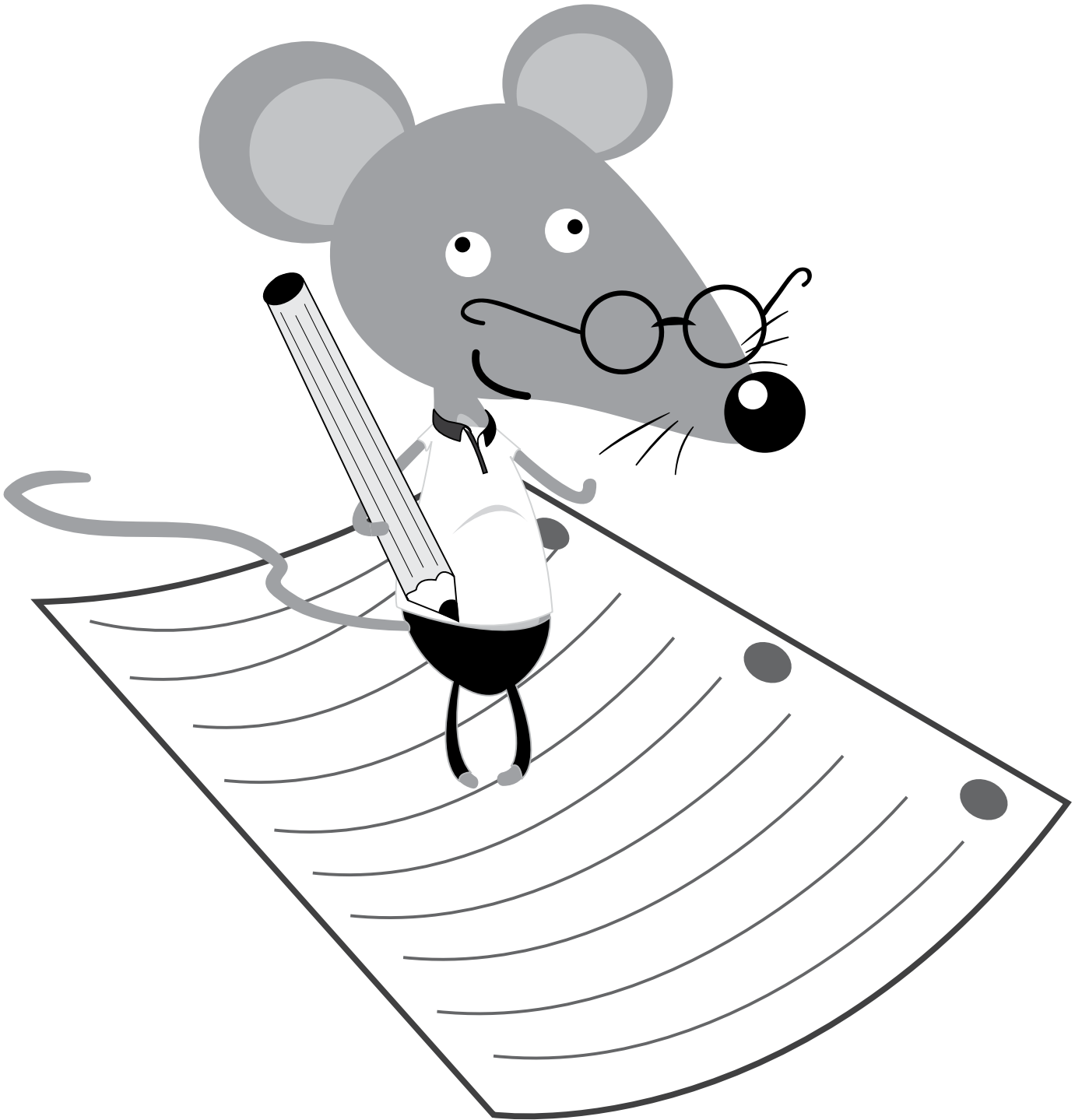
Once, there were . . .

Next in the tale . . .

At the end of the tale . . .

What?

PICTURE OF MR. MOWSE



King Log and King Crane

Once there were lots of frugs in a pond.

the frugs said to the frog gods, "We need a king!

the frog gods sent a log to the frogs. the log sat and sat

the frugs said to the frug gods, "This log is a bad king!"

The frog gods sent a crane to the frogs

The crane ran and ran and ate the frogs.

One frog said, "i want King Log back! King Crane is bad!"

The frog gods were made. They said, "No. You keep King Crane."

The frogs were sad

The End

EDITING CHECKLIST

1. Check that the <i>name of the tale</i> is there.	
2. Check that <i>where</i> is there.	
3. Check that <i>who</i> is there and tells who they are.	
4. Check that <i>what</i> is there with <i>once, next, and last</i> .	
5. Aa, Bb, Cc	
6. ? . !	
7. Check that the words are spelled well.	

LESSON 5: SPELLING ANALYSIS DIRECTIONS

Directions

Write students' names in the column provided. The words on today's spelling assessment are grouped on the analysis chart according to spelling patterns. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided. If a pattern is identified, speak with the student and ask them to explain their thinking to you. This may help you understand the each student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today's spelling words.

Column 1

What an error in this column means: The spelling 'ee' for the /ee/ sound is a vowel digraph, where two letters work together to stand for a single sound. This is a concept that some students may find difficult.

What you should do: You may wish to do Minimal Pairs activities to help students distinguish between the /e/ sound as in *met* and the /ee/ sound as in *meet*.

Column 2

What an error in this column means: Tricky Words are words that do not follow the rules for encoding that students have learned thus far. For now, students should memorize how to spell Tricky Words.

What you should do: Tricky Word *they* can be analyzed in two parts: the /th/ sound spelled 'th' and the /ae/ sound spelled 'ey'. Determine which sound the student had difficulty encoding in order to provide accurate remediation. Students demonstrating difficulty with the 'th' spelling for the /th/ sound may struggle with the concept of two letters working together to stand for one sound. Students demonstrating difficulty with the 'ey' spelling for the /ae/ sound should remember that this is the tricky part of the word and must be memorized.

Columns 3, 4, and 5

What an error in these columns means: The spellings 'a_e' for the /ae/ sound, 'i_e' for the /ie/ sound, and 'o_e' for the /oe/ sound are separated digraphs, a concept that some students may find difficult. Separated digraphs are two letters that work together to stand for a single sound, but are separated by a consonant sound.

What you should do: Please refer to the Unit 2 introduction for explicit explanations of how best to highlight separated digraphs for students.

Column 6

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty encoding the consonant clusters in *stone* and *green*. Please also consider the influence of students' home language on encoding. For example, students who spell the /ee/ sound with the 'i' spelling may be using the Spanish system of sound/spelling correspondences. You should acknowledge this as one of the spellings for the /ee/ sound that students will learn in later grades and guide students to use the 'ee' spelling for now. Students who speak Spanish as their home language may also spell the /th/ sound with the 'd' spelling, as the Spanish 'd' spelling is articulated in a similar location. Analyze any patterns and provide targeted remediation using previous Pausing Points.

LESSON 10: SPELLING ANALYSIS DIRECTIONS

Write students' names in the column provided. The words on today's spelling assessment are grouped on the analysis chart according to spelling patterns. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided. If a pattern is identified, speak with the student and ask them to explain their thinking to you. This may help you understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today's spelling words.

Column 1

What an error in this column means: Tricky Words are words that do not follow the rules for encoding that students have learned thus far. For now, students should memorize how to spell Tricky Words.

What you should do: Tricky Word *why* can be analyzed in two parts, both of which are tricky at this point in Grade 1: the /w/ sound spelled 'wh' and the /ie/ sound spelled 'y'.

Column 2

What an error in this column means: The spelling 'oo' for the /oo/ sound is a vowel digraph, where two letters work together to stand for a single sound. This is a concept that some students may find difficult.

What you should do: You may wish to start with the Tricky Spelling discussion in Lesson 7. You may also wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds.

Column 3

What an error in this column means: The spelling 'o' for the /o/ sound is the Basic Code spelling.

What you should do: You may wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds.

Column 4

What an error in this column means: The spelling 'o_e' for the /oe/ sound is a separated digraph, a concept that some students may find difficult. Separated digraphs are two letters that work together to stand for a single sound, but are separated by a consonant sound.

What you should do: Please refer to the Unit 2 introduction for explicit explanations of how best to highlight separated digraphs for students.

Column 5

What an error in this column means: The spelling 'oo' for the /oo/ sound is a vowel digraph, where two letters work together to stand for a single sound. This is a concept that some students may find difficult.

What you should do: You may wish to start with the Tricky Spelling discussion in Lesson 7. You may also wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds.

Column 6

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty encoding the consonant clusters in *frog* and *spoon*. Please also consider the influence of students' home language on encoding. For example, students who spell the /oo/ sound with the 'u' spelling may be using the Spanish system of sound/spelling correspondences. You should acknowledge this as one of the spellings for the /oo/ sound that students will learn in later grades and guide students to use the 'oo' spelling for now. Analyze any patterns and provide targeted remediation using previous Pausing Points.

This spelling assessment asks students to write a sentence. Make sure students capitalize the first letter of the first word in the sentence and add appropriate punctuation to the end of the sentence.

LESSON 15: SPELLING ANALYSIS DIRECTIONS

Directions

Write student names in the column provided. The words on today's spelling assessment are grouped on the analysis chart according to spelling patterns. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided. If a pattern is identified, speak with the student and ask them to explain their thinking to you. This may help you understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today's spelling words.

Column 1

What an error in this column means: The spelling 'oo' for the /oo/ sound is a vowel digraph, where two letters work together to stand for a single sound. Some students have difficulty with this concept.

What you should do: You may wish to start with the Tricky Spelling discussion in Lesson 7. You may also wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds.

Column 2

What an error in this column means: The spelling 'oo' for the /oo/ sound is a vowel digraph, where two letters work together to stand for a single sound. Some students have difficulty with this concept.

What you should do: You may wish to start with the Tricky Spelling discussion in Lesson 7. You may also wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds.

Column 3

What an error in this column means: The spelling 'ou' for the /ou/ sound is a vowel digraph, where two letters work together to stand for a single sound. Some students have difficulty with this concept.

What you should do: You may wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds.

Column 4

What an error in this column means: Tricky Words are words that do not follow the rules for encoding that students have learned thus far. For now, students should memorize how to spell Tricky Words.

What you should do: The first and third sounds in Tricky Word *down* are spelled just as you would

expect: 'd' for the /d/ sound and 'n' for the /n/ sound. The vowel sound in *down* is /ou/, which is represented by the 'ow' spelling. Remind students that this is the tricky part of the word and must be memorized.

Column 5

In the last column, specifically note any other confusion evidenced by individual student errors. Please also consider the influence of a student home language on encoding. For example, students who spell the /oo/ sound with the 'u' spelling may be using the Spanish system of sound/spelling correspondences. You should acknowledge this as one of the spellings for the /oo/ sound that students will learn in later grades and guide students to use the 'oo' spelling for now. Analyze any patterns and provide targeted remediation using previous Pausing Points.

ANALYSIS DIRECTIONS FOR WORD RECOGNITION ASSESSMENT—UNIT 3

Write students' names in the column provided. The words on the Word Recognition Assessment are grouped on the analysis chart according to the featured sound/spelling correspondence. Place an X in the column of any word that the student did not correctly identify.

Examine errors for patterns using the information provided. If a pattern is identified, speak with the student and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors.

Column 1

What an error in this column means: The spelling 'oi' for the /oi/ sound is a vowel digraph, where two letters work together to stand for a single sound. This concept can be difficult for some students.

What you should do: You may wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds. Please refer to the Pausing Point for additional activities.

Column 2

What an error in this column means: The spelling 'oo' for the /oo/ sound is a vowel digraph, where two letters work together to stand for a single sound. This concept can be difficult for some students.

What you should do: You may wish to review with the Tricky Spelling discussion in Lesson 7. You may also wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds. Please refer to the Pausing Point for additional activities.

Column 3

What an error in this column means: The spelling 'oo' for the /oo/ sound is a vowel digraph, where two letters work together to stand for a single sound. This concept can be difficult for some students.

What you should do: You may wish to review with the Tricky Spelling discussion in Lesson 7. You may also wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds. Please refer to the Pausing Point for additional activities.

Column 4

What an error in this column means: The spelling 'ou' for the /ou/ sound is a vowel digraph, where two letters work together to stand for a single sound. This concept can be difficult for some students.

What you should do: You may wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds. Please refer to the Pausing Point for additional activities.

Column 5

In this column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty with consonant clusters or consonant digraphs. Please also consider the influence of students' home language on encoding. For example, students who identified the /oo/ sound with the 'u' spelling may be using the Spanish system of sound/spelling correspondences. You should acknowledge this as one of the spellings for the /oo/ sound that students will learn in later grades and guide students to use the 'oo' spelling for now. Analyze any patterns and provide targeted remediation using previous Pausing Points.

ANALYSIS DIRECTIONS FOR STORY COMPREHENSION ASSESSMENT—UNIT 3

The questions on the Story Comprehension Assessment are grouped on the analysis chart according to whether the question is literal or evaluative. Place an X in the column of any question that the student did not correctly identify. For the Literal column, please mark the number of the question answered incorrectly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors. You may also use the previous Pausing Point to address errors.

Literal

What an error in this column means: Literal questions assess students' recall of key details from the story. These questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the story in which the specific answer to the question is provided.

What you should do: Remind students that they should always go back to the text to find an answer. Most questions ask them to retell details from the text, and students should always find the answer in the text and never skip this important step. Have students retell the plot of the story to you in order.

Evaluative

What an error in this column means: Evaluative questions ask students to build upon what they have learned from the text using analytical and application skills. These questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the story that substantiate the argument they are making or the opinion they are offering.

What you should do: Evaluative questions ask students to take what they have read and make a judgment or come to a conclusion about it. This evaluative question asks students to determine the lesson we learn from this fable. In prompting students to answer this question correctly, first make sure students understand the story at a literal level. Then, discuss with students what it means to play a trick on someone. What lesson could we use in our own lives from this story? That is what the tale tells us.

Additional Support Activity Pages

Grade 1	Skills 3
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Teacher Guide

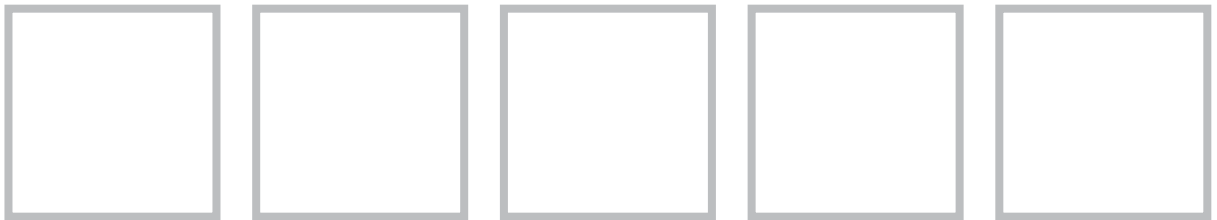
NAME: _____

DATE: _____

TR 2.1

Sound/Spellings: Push and Say Sound Boxes

Directions: Use this page for Push and Say. Students represent sounds with letter cards.

A horizontal row of five empty square boxes, each with a thin gray border, intended for students to write letter cards representing sounds.

NAME: _____


TR 2.2

DATE: _____

Sound/Spellings: Push and Say Letter Cards

Directions: Copy and cut out the letter cards for use with Push and Say. Consonants potentially used more than once when building words are provided twice.

a	b	b	c	<u>d</u>	<u>d</u>
e	f	g	g	h	i
j	k	k	l	m	m
<u>n</u>	<u>n</u>	o	<u>p</u>	<u>p</u>	r
s	s	t	t	<u>u</u>	v
w	x	y	z	z	ch
sh	sh	th	qu	ng	ck
ff	ll	ss	ee	oo	



NAME: _____

DATE: _____

TR 6.1

Sound/Spellings: Push and Say Sound Boxes

Directions: Use this page for Push and Say. Students represent sounds with letter cards.

--	--	--	--	--


NAME: _____

TR 6.2

DATE: _____

Sound/Spellings: Push and Say Letter Cards

Directions: Copy and cut out the letter cards for use with Push and Say. Consonants potentially used more than once when building words are provided twice.

a	b	b	c	<u>d</u>	<u>d</u> 
e	f	g	g	h	i
j	k	k	l	m	m
<u>n</u>	<u>n</u>	o	<u>p</u>	<u>p</u>	r
s	s	t	t	<u>u</u>	v
w	x	y	z	z	ch
sh	sh	th	qu	ng	ck
ff	ll	ss	ee	oo	

NAME: _____

DATE: _____

TR 7.1

Sound/Spellings: Make Words

Directions: Have students use the letters surrounding the vowel as beginning and ending sound/spellings to create words. Students write the words on the lines provided below.

b	r	l
z	oo	n
s	t	m

NAME: _____

DATE: _____

TR 7.1

CONTINUED

Sound/Spellings: Make Words

Directions: Have students use the letters surrounding the vowel as beginning and ending sound/spellings to create words. Students write the words on the lines provided below.

b	h	s
r	oo	t
c	d	k

NAME: _____

DATE: _____

TR 7.3

Progress Monitoring 1

Directions: Make a copy of the word cards and cut them out for use in the Vowel Digraph Word Reading Progress Monitoring.

food

scoop

took



smooth

noon

shook

cool

good

wool

NAME: _____

DATE: _____

TR 7.4

Record Sheet for Progress Monitoring 1

Word	Student Pronunciation				
Sample: food					
1. scoop	/s/	/k/	/oo/	/p/	____ /1
2. took	/t/	/oo/	/k/	-	____ /1
3. smooth	/s/	/m/	/oo/	/th/	____ /1
4. noon	/n/	/oo/	/n/	-	____ /1
5. shook	/sh/	/oo/	/k/	-	____ /1
6. cool	/k/	/oo/	/l/	-	____ /1
7. good	/g/	/oo/	/d/	-	____ /1
8. wool	/w/	/oo/	/l/	-	____ /1
Total Correct					____ /8

Note: Student performance with all phonemes should be noted for evaluation; however, only vowel digraphs are scored for this assessment.

/oo/ > 'oo' (1, 3, 4, 6) ____/4

/oo/ > 'oo' (2, 5, 7, 8) ____/4

NAME: _____

DATE: _____

TR 9.1

Sound/Spellings: Push and Say Sound Boxes

Directions: Use this page for Push and Say. Students represent sounds with letter cards.

--	--	--	--	--


NAME: _____

DATE: _____

TR 9.2

Sound/Spellings: Push and Say Letter Cards

Directions: Copy and cut out the letter cards for use with Push and Say. Consonants potentially used more than once when building words are provided twice.

a	b	b	c	<u>d</u>	<u>d</u> 
e	f	g	g	h	i
j	k	k	l	m	m
<u>n</u>	<u>n</u>	o	<u>p</u>	<u>p</u>	r
s	s	t	t	<u>u</u>	v
w	x	y	z	z	ch
sh	sh	th	qu	ng	ck
ff	ll	ss	ee	oo	ou

NAME: _____

DATE: _____

TR 11.1

Sound/Spellings: Make Words

Directions: Have students use the letters surrounding the vowel as beginning and ending sound/spellings to create words. Students write the words on the lines provided below.

c	r	p
l	ou	ch
t	n	d

NAME: _____

DATE: _____

TR 11.2

Sound/Spellings: Make Words Extension Page

Directions: Students record additional words created from the Make Words activity pages on the handwriting lines provided.

The page contains eight sets of handwriting lines. Each set consists of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are arranged in two columns of four rows each, providing a structured space for students to practice writing words.

NAME: _____

DATE: _____

TR 12.1

Sound/Spellings: Push and Say Sound Boxes

Directions: Use this page for Push and Say. Students represent sounds with letter cards.

--	--	--	--	--

NAME: _____


TR 12.2

DATE: _____

Sound/Spellings: Push and Say Letter Cards

Directions: Copy and cut out the letter cards for use with Push and Say. Consonants potentially used more than once when building words are provided twice.

a	b	b	c	<u>d</u>	<u>d</u>
e	f	g	g	h	i
j	k	k	l	m	m
<u>n</u>	<u>n</u>	o	<u>p</u>	<u>p</u>	r
s	s	t	t	<u>u</u>	v
w	x	y	z	z	ch
sh	sh	th	qu	ng	ck
ff	ll	ss	ee	oo	oi



NAME: _____

DATE: _____

TR 13.1

Sound/Spellings: Make Words

Directions: Have students use the letters surrounding the vowel as beginning and ending sound/spellings to create words. Students write the words on the lines provided below.

b	l	n
c	oi	t
j	p	s

NAME: _____

DATE: _____

TR 13.2

Sound/Spellings: Make Words Extension Page

Directions: Students record additional words created from the Make Words activity pages on the handwriting lines provided.

The page contains ten sets of handwriting lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.


NAME: _____

DATE: _____

TR 13.3

Progress Monitoring 2

Directions: Make a copy of the word cards and cut them out for use in the Vowel Digraph Word Reading Progress Monitoring.

food	coil	join 
count	pouch	sound
foil	soil	loud

NAME: _____

DATE: _____

TR 13.4

Record Sheet for Progress Monitoring 2

Word	Student Pronunciation				
Sample: food					
1. coil	/k/	/oi/	/l/	-	____ /1
2. join	/j/	/oi/	/n/	-	____ /1
3. count	/k/	/ou/	/n/	/t/	____ /1
4. pouch	/p/	/ou/	/ch/	-	____ /1
5. sound	/s/	/ou/	/n/	/d/	____ /1
6. foil	/f/	/oi/	/l/	-	____ /1
7. soil	/s/	/oi/	/l/	-	____ /1
8. loud	/l/	/ou/	/d/	-	____ /1
Total Correct					____ /8

Note: Student performance with all phonemes should be noted for evaluation; however, only vowel digraphs are scored for this assessment.

/ou/ > 'ou' (3, 4, 5, 8) ____/4

/oi/ > 'oi' (1, 2, 6, 7) ____/4

NAME: _____

DATE: _____

TR 14.1

Sound/Spellings: Push and Say Sound Boxes

Directions: Use this page for Push and Say. Students represent sounds with letter cards.

--	--	--	--	--

NAME: _____


DATE: _____

TR 14.2

Sound/Spellings: Push and Say Letter Cards

Directions: Copy and cut out the letter cards for use with Push and Say. Consonants potentially used more than once when building words are provided twice.

a	b	b	c	<u>d</u>	<u>d</u>
e	f	g	g	h	i
j	k	k	l	m	m
<u>n</u>	<u>n</u>	o	<u>p</u>	<u>p</u>	r
s	s	t	t	<u>u</u>	v
w	x	y	z	z	ch
sh	sh	th	qu	ng	ck
ff	ll	ss	oo	oi	ou



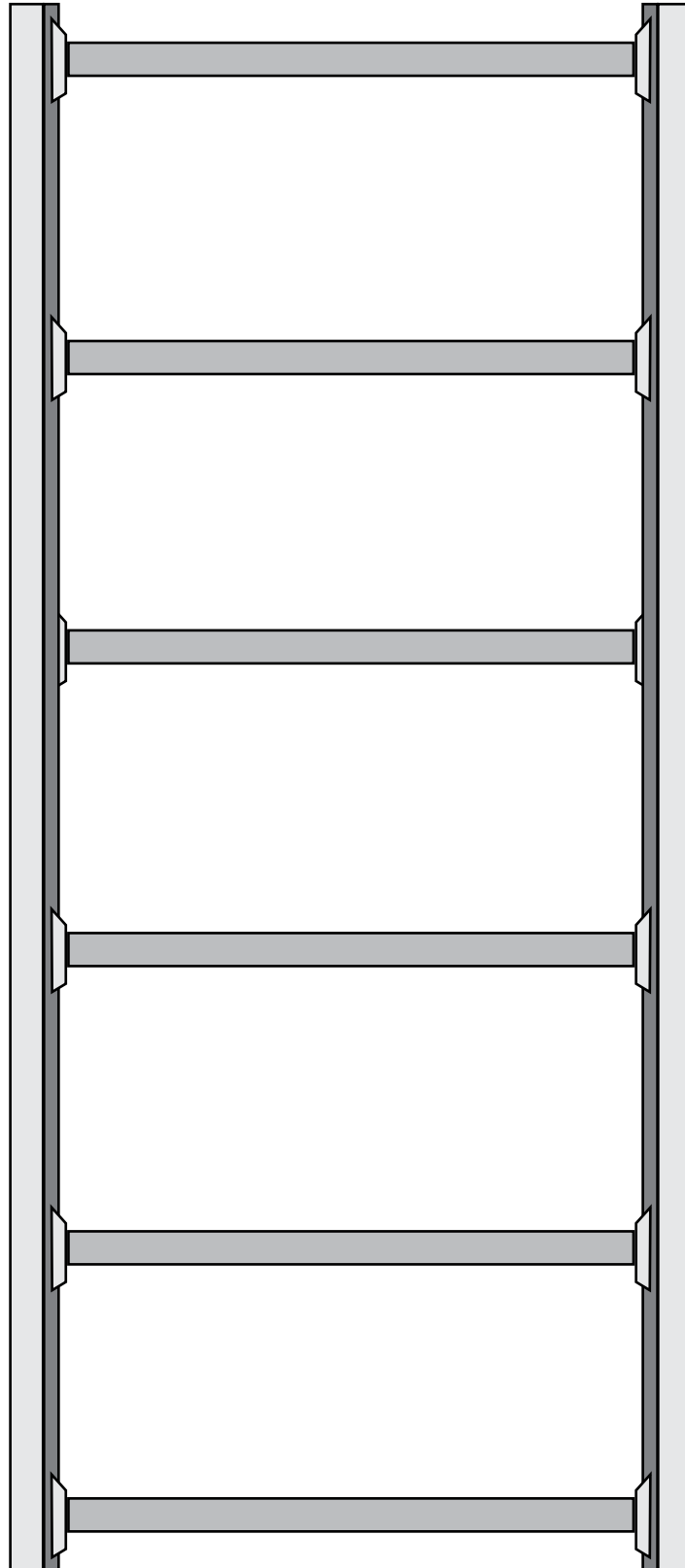
NAME: _____

DATE: _____

TR 16.1

Sound/Spellings: Race to the Top Game Board

Directions: Copy this page for the game Race to the Top.



NAME: _____

DATE: _____

TR 16.2

Tricky Words: Word Cards 1 (taught in Unit 3)

Directions: Copy (card stock is recommended to allow for reuse) and cut out Tricky Word Cards for use with Race to the Top.

becase

down



could

should

would

NAME: _____

DATE: _____


TR 16.2

CONTINUED

Tricky Words: Word Cards 2 (taught in Units 1 and 2)

Directions: Copy (card stock is recommended to allow for reuse) and cut out Tricky Word Cards for use with Race to the Top.

<u>a</u>	<u>all</u>	<u>are</u>
<u>be</u>	<u>by</u>	<u>do</u>
<u>from</u>	<u>have</u>	<u>he</u>
<u>here</u>	<u>I</u>	<u>me</u>
<u>my</u>	<u>no</u>	<u>of</u>
<u>once</u>	<u>one</u>	<u>said</u>
<u>says</u>	<u>she</u>	<u>so</u>



NAME: _____

DATE: _____


TR 16.2

CONTINUED

Tricky Words: Word Cards 3 (taught in Units 1 and 2)

Directions: Copy (card stock is recommended to allow for reuse) and cut out Tricky Word Cards for use with Race to the Top.

<u>some</u>	<u>the</u>	<u>their</u>
<u>there</u>	<u>they</u>	<u>to</u>
<u>two</u>	<u>was</u>	<u>we</u>
<u>were</u>	<u>what</u>	<u>when</u>
<u>where</u>	<u>which</u>	<u>who</u>
<u>why</u>	<u>word</u>	<u>you</u>
<u>your</u>		



NAME: _____

DATE: _____

TR 16.3

Progress Monitoring 3

Directions: Make a copy of the word cards and cut them out for use in the Vowel Digraph Word Reading Progress Monitoring.

food

saw

foil



jaw

good

paw

law

round

boots

NAME: _____

DATE: _____

TR 16.4

Record Sheet for Progress Monitoring 3

Word	Student Pronunciation				
Sample: food					
1. saw	/s/	/aw/	-	-	____ /1
2. foil	/f/	/oi/	/l/	-	____ /1
3. jaw	/j/	/aw/	-	-	____ /1
4. good	/g/	/oo/	/d/	-	____ /1
5. paw	/p/	/aw/	-	-	____ /1
6. law	/l/	/aw/	-	-	____ /1
7. round	/r/	/ou/	/n/	/d/	____ /1
8. boots	/b/	/oo/	/t/	/s/	____ /1
Total Correct					____ /8

Note: Student performance with all phonemes should be noted for evaluation; however, only vowel digraphs are scored for this assessment.

/oo/ > 'oo' (8) ____/1

/oi/ > 'oi' (2) ____/1

/oo/ > 'oo' (4) ____/1

/aw/ > 'aw' (1, 3, 5, 6) ____/4

/ou/ > 'ou' (7) ____/1

NAME: _____

DATE: _____

TR 17.1

Sound/Spellings: Bingo Boards 1

Directions: Copy and cut out the game boards (card stock is recommended to allow for reuse). Students apply phonics knowledge by reading words to play the traditional game Bingo.

foil	bound	zoom
cool	foul	paw
hoist	good	room

point	out	mood
droop	found	south
hawk	boo	shook

NAME: _____

DATE: _____

TR 17.1

CONTINUED

Sound/Spellings: Bingo Boards 2

Directions: Copy and cut out the game boards (card stock is recommended to allow for reuse). Students apply phonics knowledge by reading words to play the traditional game Bingo.

droop	crawl	spout
south	look	cool
tooth	point	out

good	foil	spook
tooth	shout	hawk
found	hoist	mood

NAME: _____

DATE: _____

TR 17.1

CONTINUED

Sound/Spellings: Bingo Boards 3

Directions: Copy and cut out the game boards (card stock is recommended to allow for reuse). Students apply phonics knowledge by reading words to play the traditional game Bingo.

bound	shout	boo
paw	room	foul
spook	foil	look

crawl	tooth	spout
good	hawk	zoom
south	cool	foul

NAME: _____

DATE: _____

TR 17.1

CONTINUED

Sound/Spellings: Bingo Boards 4

Directions: Copy and cut out the game boards (card stock is recommended to allow for reuse). Students apply phonics knowledge by reading words to play the traditional game Bingo.

shout	mood	spout
shook	point	zoom
crawl	spook	bound

found	droop	look
boo	out	room
paw	shool	hoist

NAME: _____

DATE: _____

TR 17.2

Sound/Spellings: Bingo Cards

Directions: Copy and cut out the word cards for use with Bingo Boards (card stock is recommended to allow for reuse).

boo	cool	mood	room
tooth	zoom	droop	spook
good	look	shook	out
foul	shout	south	bound
found	spout	foil	hoist
point	paw	hawk	crawl



NAME: _____

DATE: _____

TR 18.1

Tricky Words: Bingo Boards 1

Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply Tricky Word knowledge by reading words to play the traditional game Bingo.

me	here	could
says	would	why
they	by	she

be	two	once
my	their	could
because	would	he

NAME: _____

DATE: _____

TR 18.1

CONTINUED

Tricky Words: Bingo Boards 2

Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply Tricky Word knowledge by reading words to play the traditional game Bingo.

would	why	we
once	because	your
some	he	be

some	you	who
down	says	me
they	by	should

NAME: _____

DATE: _____

TR 18.1

CONTINUED

Tricky Words: Bingo Boards 3

Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply Tricky Word knowledge by reading words to play the traditional game Bingo.

no	they	you
my	down	should
why	me	says

your	would	two
she	their	because
some	here	you

NAME: _____

DATE: _____

TR 18.1

CONTINUED

Tricky Words: Bingo Boards 4

Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply Tricky Word knowledge by reading words to play the traditional game Bingo.

who	down	by
your	we	she
should	two	here

who	once	be
he	my	could
their	no	we

NAME: _____

DATE: _____

TR 18.2

Tricky Words: Bingo Cards



Directions: Copy (card stock is recommended to allow for reuse) and cut out the word cards for use with Bingo Boards. **Note:** This Bingo card set contains the words utilized on the Bingo Board, which is not all of the Tricky Words taught in Grade 1 Units 1–3.

because

down

could

should

would

be

by

he

me

my

she

their

they

we

you

your

here

no

once

says

some

two


who

why

ACTIVITY BOOK ANSWER KEY

NAME: _____ DATE: _____ 1.1 Activity Page

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



oo oo

oo oo

soon soon

soon

loot loot

loot



room room

room



Skills 3 1

In the box are six words. Print them on the lines where they fit best.



moon	spoon	tools
roots	broom	boots

moon roots

boots spoon

tools broom

Skills 3 2

NAME: _____ DATE: _____ 1.2 Activity Page

King Log and King Crane

1. What did the frogs ask the frog gods to send them?

- lots of food
- a log
- a king

Page 2

2. Did the frogs like King Log? Why or why not?

Answers may vary, but may include that the
frogs were scared of King Log, but then they
were not. King Log just sat there.

Page 4-6

Skills 3 3

3. Did the frogs like King Crane? Why or why not?

Answers may vary, but may
include that the frogs did not
like King Crane. He ate lots
of frogs.

Page 8-10

4. Who was mad in the end?

- King Log
- the frog gods
- the frogs

Page 10

Skills 3 4

The Hares and the Frogs

Directions: Have students reread the story and answer the questions. Tell them to record the page on which they found their answer.

1. Where did the hares have a chat?

- in the grass
- in a tree
- in a hut

Page 24

2. Why were two of the hares sad?

- They were fools.
- They were tame.
- They were not brave.

Page 24

3. What are some things that scare the hares?

Answers may vary, but may include that a splash in the brook and the wind in the grass scare the hares.

Page 24

4. Who was scared of the hares in the end?

The frogs are scared of the hares in the end.

Page 26

Directions: Read the words aloud as a class. Have students write the words with the /oo/ sound under the 'boo' header and the words with the /oo/ sound under the 'book' header.

① /oo/ as in soon		/oo/ as in look		②	
boo	book	bloom	food		
took	cool	good	cook		

<p>/oo/ as in boo</p> <p>boo</p>	<p>/oo/ as in book</p> <p>book</p>
bloom	took
food	good
cool	cook

The Two Mules

spots	strong	ten	packs
five	mules	lift	fool

A man went on a trip with two mules. The black mule was strong, but the mule with spots was not as strong. The mule with spots had to ask the black mule to help him with his packs. "I have my five packs and you have your

Directions: Have students read each sentence and write the word that fits best.

spots	strong	ten	packs
five	mules	lift	fool

----- five -----," said the black mule.

The mule with spots went on, but at last he fell and could not get up. The man set all

----- ten ----- packs on the black mule.

The black mule said, "What a

----- fool ----- I was! I did not help

the mule with spots when I should have! If I

had, I would not have to

----- lift ----- all of his packs as well

as mine."

40

Skills 3

NAME: _____
DATE: _____

9.1 Activity Page

ou

ou ou

out out

mouth

shout

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

Skills 3

41

Print the words on the lines where they fit best.

1. cloud



cloud

2. snout



snout

3. mouth



mouth

4. couch



couch

5. round



round

42

Skills 3

NAME: _____
DATE: _____

10.2 Activity Page

1. Run up the hill.

run

2. Mop the room.

mop

3. Cook good food.

cook

4. Look it up.

look

5. Shake his hand.

shake

6. Pet the dog.

pet

Directions: Have students underline the verbs with a squiggly line and then copy them on the lines. Have students copy their favorite sentence on the line beneath the box and illustrate it.

Answers may vary.

Skills 3

45

NAME: _____ 10.3 Activity Page
 DATE: _____

The Dog and the Mule

The mule set his feet on the man's lap and gave the man a big lick. (4)

The man let the dog lick him and his spoon. The man would rub the dog and kiss him. (2)

The man was scared. He made the mule run back out to his pen. (5)

The mule felt left out. The mule said, "I should act like a dog." (3)

A man had a dog and a mule. (1)

Directions: Have students cut out the events from the story "The Dog and the Mule." Tell them to look back at their Reader to find the correct order of events. They will then tape or glue the events in their right order on the next page.

Skills 3 47

NAME: _____ 11.1 Activity Page
 DATE: _____

Yes? No?

- Can a round spoon fit in your mouth? yes
- Is there a couch in the room? no
- Are there big cats at the zoo? yes
- Can you wave your hand to shoo a bug? yes
- Can you count the books? yes
- Is the ground down? yes
- Is a cake sweet? yes
- Can a mule cook food? no

Directions: Have students print yes or no on the lines.

Skills 3 53

NAME: _____ 11.2 Activity Page
 DATE: _____

Print the words on the lines where they fit best.

hares	shout	free	fools
brook	need	spoon	
packs	food	feet	

- The frogs said, "We need a king!"
- The frog gods said the frogs were fools.
- The tame dog got his food from men.
- The thin dog had to be free.
- There was a splash in the brook.

Skills 3 55

hares	shout	free	fools
brook	need	spoon	
packs	food	feet	

- The hares were scared all the time.
- The black mule did not help the mule with spots with his packs.
- The man let the dog lick his spoon.
- The mule put his feet on the man's lap.
- The man gave a shout and he was scared.

Skills 3 56

NAME: _____ 12.1 Activity Page
DATE: _____

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



oi oi

oi

oil oil

oil

boil boil

boil

coin coin

coin

Skills 3

59

In the box are six words. Print them on the lines where they fit best.

coin point soil
boil oil coil



coin



coil



point



boil



soil



oil

60

Skills 3

NAME: _____ 12.2 Activity Page
DATE: _____

The Bag of Coins

1. What did the man who found the coins tell the next man?

The man who found the coins said to the next man that the coins are his because he found them.

Page 42

2. Why was the bunch of men mad?

The bunch of men were mad because the man stole their bag of coins.

Page 44

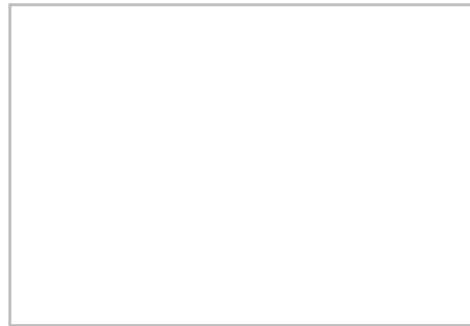
Skills 3

61

3. When the bunch of men came, the man with the coins said, "If they see us with the coins,
- they will be glad."
 - they will be scared."
 - we will be in a bad spot."

Page 46

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



Answers may vary.

62

Skills 3

NAME: _____ 16.1 Activity Page
DATE: _____

The Dog and the Ox

1. Where did the dog take his nap?

- in a loft
- in a den
- in a food box

Page 48

2. What did the dog do when the ox came back?

- He got off the box.
- He did not get off the box.
- He went to the loft.

Page 50

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

Skills 3

71

3. Why did the dog get off of the box in the end?

- The dog was mad.
- The ox said he could sleep in the loft.
- The man said there was straw in the loft and the dog must get up.

Page 52

Answers may vary.

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

72

Skills 3

NAME: _____ 16.2 Take Home
DATE: _____

Dear Family Member:

For Unit 3 of our English Language Arts program, your student has been taught to read the Tricky Words *should*, *could*, *would*, *because*, and *down*. Tricky Words are hard to read because they contain parts that are not pronounced the way one would expect. For this reason, students must memorize the word.

Have your student read the Tricky Words in the box and then the sentences below. Note that the tricky parts are underlined. Have your student write the matching Tricky Word for each sentence and write it on the line. Please note that there could be different answers for the sentences. Ask your student to read the completed sentence out loud, and ask if it makes sense. You may ask your student if there is another word that could fit in the sentence as well.

should could would because down

1. You should wash your hands.

2. could you hand me that?

Skills 3

73

should could would because down

3. I was glad because I ate cake for lunch.

4. I could jump up and sing.

5. The stars are up, not down.

74

Skills 3

NAME: _____ 17.1 Activity Page
DATE: _____

Directions: For each word, have students read the word and then circle and count the number of sound/spellings. Then have students copy the word on the lines.

1. cook 3 _____ cook
2. cloud 4 _____ cloud
3. lawn 3 _____ lawn
4. point 4 _____ point
5. sleep 4 _____ sleep
6. spoon 4 _____ spoon
7. brook 4 _____ brook
8. moist 4 _____ moist

Skills 3 75

9. shape 3 _____ shape
10. hawk 3 _____ hawk
11. pound 4 _____ pound
12. saw 2 _____ saw
13. pool 3 _____ pool
14. join 3 _____ join
15. shout 3 _____ shout
16. moist 4 _____ moist

Skills 3 76

NAME: _____ 18.2 Activity Page
DATE: _____

The Fox and the Grapes

1. What did the fox see?
 - a fat hen
 - a **faw**n
 - a bunch of ripe grapes

Page 54

2. To get the grapes, the fox . . .

Stood up on his back legs,
made a hop, and ran and
made a big jump.

Page 54-56

Skills 3 81

3. Can the fox tell that the grapes are sour? Why or why not?
No, the fox can not tell
that the grapes are sour
because he did not have
them at lunch.

Page 56

Answers may vary.

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

Skills 3 82

NAME: _____ 19.1 Assessment
DATE: _____

Directions: Have students circle the word their teacher says.

1. punt point put pout
2. wood want wool wet
3. foil food foot fed
4. clam clod coil cloud
5. foil fall for fell
6. mouth moist mount moth
7. shout shine soil shoot
8. look lake loot late

Skills 3

83

9. clap cot couch coil

10. joust jar Jill join

11. south smooth sand smooch

12. male mouth mill mope

13. shell shout share shook

14. boot bout bite boon

15. stand stood shout store

84

Skills 3

NAME: _____ 19.2 Assessment
DATE: _____

The Fox and the Crane

1. The fox asks the crane to have:
 - lunch with him
 - fun with him
 - a snack with him
2. The fox was up to a trick. He gave the crane some food:
 - in a flat stone dish
 - on big plate
 - in a bag
3. The crane could not get the food because:
 - he did not like it
 - of the shape of his bill
 - the dish was hot

Skills 3

85



4. The crane gave the milk to the fox:
 - on a big plate
 - in a flat stone dish
 - in a glass with a long, thin neck
5. The fox could not get the milk because:
 - the milk was bad
 - of the shape of his nose
 - of the shape of his bill
6. The tale tells us what?
 - If you trick a pal, he could trick you.
 - Milk is best from a tall glass.
 - A long bill is best.

86

Skills 3

NAME: _____ PP.1 Activity Page
 DATE: _____

pool shook tool cook
 hook zoom smooth took

 /oo/ as in boo
 /oo/ as in book

pool shook
 zoom hook
 tool cook
 smooth took

Directions: Have students write the words with the /oo/ sound under the 'boo' header and the words with the /oo/ sound under the 'book' header.

Skills 3 87

NAME: _____ PP.1 Activity Page
 DATE: _____

cute room hoop soon
 cube mute use loop

/ue/ as in cute /oo/ as in cool

cute hoop
 cube room
 mute soon
 use loop

Directions: Have students write the words with the /ue/ sound under the 'cute' header and the words with the /oo/ sound under the 'cool' header.

Skills 3 88

NAME: _____ PP.2 Activity Page
 DATE: _____

boil sound loud hoist
 join moist round foul

/oi/ as in oil /ou/ as in shout

boil loud
 join sound
 moist round
 hoist foul

Directions: Have students write the words with the /oi/ sound under the 'oil' header and the words with the /ou/ sound under the 'shout' header.

Skills 3 89

NAME: _____ PP.3 Activity Page
 DATE: _____

1. claws 4 claws
 2. hoist 4 hoist
 3. hoop 3 hoop
 4. loud 3 loud
 5. shook 3 shook
 6. draw 3 draw
 7. oil 2 oil
 8. shout 3 shout

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

Skills 3 91

9. good 3 good

10. mouth 3 mouth

11. hood 3 hood

12. yawn 3 yawn

13. point 4 point

14. proud 4 proud

15. paw 2 paw

16. look 3 look

92 Skills 3

NAME: _____ PP.9 Activity Page

DATE: _____

1. Is the moon made out of cake? no

2. Can a duck squawk? yes

3. Can a hawk swoop down? yes

4. Is straw a food? no

5. Are your pants made out of tin foil? no

6. Is a dime a coin? yes

7. Is there food on the ground? no/yes

8. Do you like to look at books? yes

Directions: Have students answer the questions by writing 'yes' or 'no' on the lines.

103 Skills 3

9. Is two plus two six? no

10. Can a hawk coil up like a snake? no

11. Do we use oil to cook? yes

12. Can you crawl as fast as you can run? no

13. Can you draw the sun? yes

14. Can you jump on one foot? yes

15. Can a broom sing a song? no

16. Do you have a green couch in your home? yes/no



104 Skills 3



NAME: _____ PP10 Activity Page



DATE: _____

In the box are six words. Print them on the lines where they fit best.

yawn	coin	crawl
foot	couch	broom

 yawn  couch



 foot  coin



 broom  crawl



105 Skills 3

In the box are six words. Print them on the lines where they fit best.

hook	soil	tooth
mouth	hawk	paw



 soil hawk





 mouth tooth





 hook paw



106 Skills 3



NAME: _____ PP.11 Activity Page
 DATE: _____



Print the words on the lines where they fit best.

1. food  
 food

2. cloud  
 cloud



3. joint  
 joint



4. moon  
 moon



5. straw  
 straw



107 Skills 3



Print the words on the lines where they fit best.

6. couch  
 couch

7. fawn  
 fawn

8. pool  
 pool

9. tooth  
 tooth



10. soil  
 soil

108 Skills 2



NAME: _____ PP.12 Activity Page
 DATE: _____

Print the names of the things on the lines.



hook	hat	hawk	hound
------	-----	------	-------



 hook hound

lap	loop	coins	canes
-----	------	-------	-------









 loop coins

book	broom	claw	cloud
------	-------	------	-------



 broom claw

109 Skills 2

Print the names of the things on the lines.

oil toil	paw pan
	
oil	paw
shout shack	mane moon
	
shout	moon
roots round	tool tooth
	
round	tooth

110 Skills 3

NAME: _____ PP.13 Activity Page
DATE: _____

1. big room big root

2. Toss a can. Toss a coin.

3. lost and found lost the fan

4. Draw a man. Draw a kid.

5. red boots red books

6. loud mouth loud moth

7. a big yawn a big lawn

8. Boil fish in a pot. Boil crabs in a pot.

9. up and down down and out

10. Join us at two. Meet us at two.

Directions: Have students circle the phrase or sentence that is said.

111 Skills 3

NAME: _____ PP.14 Activity Page
DATE: _____

1. a big yawn

2. the round moon

3. Look at the clouds.

4. bills and coins

5. two good cooks

6. Boil the food.

7. lunch at noon

8. a cat's paw

Directions: Have students fill in the blanks as the teacher says each phrase.

113 Skills 3

NAME: _____ PP.18 Activity Page
DATE: _____

The Tree and the Reeds

1. What stood next to a grove of reeds?
A proud tree stood next to a grove of reeds.

Page 70

2. What did the reeds do in the strong wind?
The reeds bent in the strong wind.

Page 70

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

121 Skills 3

3. What did the tree do in the strong wind?

The tree stood up to the strong wind.

Page 70

4. Name the noun in: "The reeds bent."

- The
- reeds
- bent

5. Name the noun in: "The tree fell."

- The
- tree
- fell

NAME: _____ PP.19 Activity Page
DATE: _____

The Moon

1. Will the moon's mom make a dress?

No, the moon's mom will not make a dress.

Page 76

2. Why can she not make a dress?

The moon's mom can not make a dress because the moon has lots of shapes and can not fit in a dress.

Page 78

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

3. If you could make a dress, what would it look like?

Answers may vary.

Directions: In the box, have students draw the dress they would make.



Answers may vary.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Skills 3

Correlation—Teacher’s Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
TEKS 1.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	
TEKS 1.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions	
TEKS 1.1.C	share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	U3: p. 70, U3: p. 76
TEKS 1.1.D	Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	U3: p. 70, U3: p. 76, U3: p. 82, U3: p. 89, U3: p. 96, U3: p. 104
TEKS 1.1.E	develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings	
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
(A) demonstrate phonological awareness by:		
TEKS 1.2.A.i	producing a series of rhyming words	
TEKS 1.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	
TEKS 1.2.A.iii	distinguishing between long and short vowel sounds in one-syllable words	U3: p. 9, U3: p. 12
TEKS 1.2.A.iv	recognizing the change in spoken word when a specified phoneme is added, changed, or removed	U3: p. 117, U3: p. 122, U3: p. 129, U3: p. 132, U3: p. 151, U3: p. 154, U3: p. 160, U3: p. 163, U3: p. 191, U3: p. 194, U3: p. 202, U3: p. 205
TEKS 1.2.A.v	blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends	U3: p. 9, U3: p. 12, U3: p. 151, U3: p. 154, U3: p. 168, U3: p. 172, U3: p. 191, U3: p. 194, U3: p. 221
TEKS 1.2.A.vi	manipulating phonemes within base words	
TEKS 1.2.A.vii	segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	U3: p. 36, U3: p. 39, U3: p. 107, U3: p. 110, U3: p. 138, U3: p. 141, U3: p. 221
(B) demonstrate and apply phonetic knowledge by:		
TEKS 1.2.B.i	decoding words in isolation and in context by applying common letter sound correspondences	U3: p. 9, U3: p. 15, U3: p. 36, U3: p. 40, U3: p. 49, U3: p. 52, U3: p. 53, U3: p. 70, U3: p. 73, U3: p. 202, U3: p. 205
TEKS 1.2.B.ii	decoding words with initial and final consonant blends, digraphs, and trigraphs	U3: p. 36, U3: p. 40, U3: p. 129, U3: p. 132
TEKS 1.2.B.iii	decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	U3: p. 9, U3: p. 12, U3: p. 13, U3: p. 14, U3: p. 23, U3: p. 26, U3: p. 60, U3: p. 63, U3: p. 64, U3: p. 70, U3: p. 79, U3: p. 82, U3: p. 86, U3: p. 92, U3: p. 107, U3: p. 110, U3: p. 112, U3: p. 113, U3: p. 117, U3: p. 120, U3: p. 122, U3: p. 129, U3: p. 132, U3: p. 136, U3: p. 138, U3: p. 141, U3: p. 151, U3: p. 154, U3: p. 160, U3: p. 163, U3: p. 168, U3: p. 171, U3: p. 172, U3: p. 191, U3: p. 194, U3: p. 202, U3: p. 205, U3: p. 210, U3: p. 213

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Skills 3		Correlation—Teacher’s Guide
TEKS 1.2.B.iv	using knowledge of base words to decode common compound words and contractions	
TEKS 1.2.B.v	decoding words with inflectional endings including <i>-ed</i> , <i>-s</i> , and <i>-es</i>	
TEKS 1.2.B.vi	identifying and reading at least 100 high-frequency words from a research-based list	U3: p. 23, U3: p. 26, U3: p. 60, U3: p. 64, U3: p. 82, U3: p. 86, U3: p. 117, U3: p. 122, U3: p. 129, U3: p. 132, U3: p. 177, U3: p. 183, U3: p. 202, U3: p. 205
(C) demonstrate and apply spelling knowledge by:		
TEKS 1.2.C.i	spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r- controlled syllables	U3: p. 9, U3: p. 20, U3: p. 23, U3: p. 28, U3: p. 60, U3: p. 63, U3: p. 70, U3: p. 79, U3: p. 82, U3: p. 92, U3: p. 117, U3: p. 120, U3: p. 129, U3: p. 132, U3: p. 136, U3: p. 138, U3: p. 141, U3: p. 151, U3: p. 154, U3: p. 160, U3: p. 163, U3: p. 168, U3: p. 171, U3: p. 172, U3: p. 191, U3: p. 194, U3: p. 202, U3: p. 205
TEKS 1.2.C.ii	spelling words with initial and final consonant blends, digraphs, and trigraphs	U3: p. 9, U3: p. 20, U3: p. 60, U3: p. 63, U3: p. 70, U3: p. 79, U3: p. 117, U3: p. 120, U3: p. 129, U3: p. 136, U3: p. 168, U3: p. 171
TEKS 1.2.C.iii	spelling words using sound-spelling patterns	U3: p. 9, U3: p. 20, U3: p. 60, U3: p. 63, U3: p. 70, U3: p. 79, U3: p. 117, U3: p. 120, U3: p. 129, U3: p. 136, U3: p. 168, U3: p. 171
TEKS 1.2.C.iv	spelling high-frequency words from a research-based list	U3: p. 9, U3: p. 20, U3: p. 23, U3: p. 26, U3: p. 60, U3: p. 63, U3: p. 64, U3: p. 70, U3: p. 79, U3: p. 117, U3: p. 120, U3: p. 129, U3: p. 136, U3: p. 168, U3: p. 171, U3: p. 202, U3: p. 205
TEKS 1.2.D	demonstrate print awareness by identifying the information that different parts of a book provide	U3: p. 234
TEKS 1.2.E	alphabetize a series of words to the first or second letter and use a dictionary to find words	U3: p. 129, U3: p. 132
TEKS 1.2.F	develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	U3: p. 96, U3: p. 104
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 1.3.A	use a resource such as a picture dictionary or digital resource to find words	
TEKS 1.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings.	
TEKS 1.3.C	identify the meaning of words with the affixes <i>-s</i> , <i>-ed</i> , and <i>-ing</i>	
TEKS 1.3.D	identify and use words that name actions, directions, positions, sequences, categories, and locations	U3: p. 96, U3: p. 99, U3: p. 117, U3: p. 120, U3: p. 121
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 1.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	U3: p. 9, U3: p. 15, U3: p. 36, U3: p. 40, U3: p. 49, U3: p. 53, U3: p. 70, U3: p. 73, U3: p. 96, U3: p. 100, U3: p. 107, U3: p. 114, U3: p. 117, U3: p. 124, U3: p. 138, U3: p. 144, U3: p. 151, U3: p. 158, U3: p. 160, U3: p. 165, U3: p. 177, U3: p. 184, U3: p. 191, U3: p. 196, U3: p. 202, U3: p. 208

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Skills 3

Correlation—Teacher’s Guide

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.		
TEKS 1.5	self-select text and interact independently with text for increasing periods of time.	U3: p. 151, U3: p. 158
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS 1.6.A	establish purpose for reading assigned and self-selected texts with adult assistance	U3: p. 49, U3: p. 53
TEKS 1.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	
TEKS 1.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	
TEKS 1.6.D	create mental images to deepen understanding with adult assistance	
TEKS 1.6.E	make connections to personal experiences, ideas in other texts, and society with adult assistance;	
TEKS 1.6.F	make inferences and use evidence to support understanding with adult assistance	U3: p. 36, U3: p. 40
TEKS 1.6.G	evaluate details to determine what is most important with adult assistance	U3: p. 49, U3: p. 53, U3: p. 96, U3: p. 100, U3: p. 117, U3: p. 124, U3: p. 138, U3: p. 144, U3: p. 151, U3: p. 158, U3: p. 177, U3: p. 184, U3: p. 191, U3: p. 196, U3: p. 202, U3: p. 208, U3: p. 210, U3: p. 214
TEKS 1.6.H	synthesize information to create new understanding with adult assistance	
TEKS 1.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS 1.7.A	describe personal connections to a variety of sources	
TEKS 1.7.B	write brief comments on literary or informational texts	
TEKS 1.7.C	use text evidence to support an appropriate response	U3: p. 9, U3: p. 15
TEKS 1.7.D	retell texts in ways that maintain meaning	U3: p. 96, U3: p. 100, U3: p. 151, U3: p. 158, U3: p. 160, U3: p. 165
TEKS 1.7.E	interact with sources in meaningful ways such as illustrating or writing	
TEKS 1.7.F	respond using newly acquired vocabulary as appropriate	
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS 1.8.A	discuss topics and determine theme using text evidence with adult assistance	U3: p. 70, U3: p. 73, U3: p. 96, U3: p. 100
TEKS 1.8.B	describe the main character(s) and the reason(s) for their actions	U3: p. 23, U3: p. 29, U3: p. 36, U3: p. 40, U3: p. 70, U3: p. 73

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Skills 3		Correlation—Teacher’s Guide
TEKS 1.8.C	describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently	U3: p. 23, U3: p. 29, U3: p. 31, U3: p. 107, U3: p. 114, U3: p. 117, U3: p. 124, U3: p. 138, U3: p. 144, U3: p. 151, U3: p. 158, U3: p. 160, U3: p. 165
TEKS 1.8.D	describe the setting	
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
TEKS 1.9.A	demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes;	
TEKS 1.9.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	
TEKS 1.9.C	discuss elements of drama such as characters and setting	
(D) recognize characteristics and structures of informational text, including:		
TEKS 1.9.D.i	the central idea and supporting evidence with adult assistance	
TEKS 1.9.D.ii	features and simple graphics to locate or gain information	
TEKS 1.9.D.iii	organizational patterns such as chronological order and description with adult assistance	
TEKS 1.9.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	
TEKS 1.9.F	recognize characteristics of multimodal and digital texts	
(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 1.10.A	discuss the author’s purpose for writing text	
TEKS 1.10.B	discuss how the use of text structure contributes to the author’s purpose	
TEKS 1.10.C	discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes	
TEKS 1.10.D	discuss how the author uses words that help the reader visualize	
TEKS 1.10.E	listen to and experience first- and third-person texts	
(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 1.11.A	plan a first draft by generating ideas for writing such as by drawing and brainstorming	U3: p. 23, U3: p. 29
(B) develop drafts in oral, pictorial, or written form by:		
TEKS 1.11.B.i	organizing with structure	U3: p. 36, U3: p. 44
TEKS 1.11.B.ii	developing an idea with specific and relevant details	U3: p. 36, U3: p. 44
TEKS 1.11.C	Revise drafts by adding details in pictures or words.	U3: p. 36, U3: p. 44, U3: p. 49, U3: p. 54, U3: p. 82, U3: p. 89
(D) edit drafts using standard English conventions, including:		

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Skills 3		Correlation—Teacher’s Guide
TEKS 1.11.D.i	complete sentences with subject-verb agreement	U3: p. 49, U3: p. 54
TEKS 1.11.D.ii	past and present verb tense	U3: p. 49, U3: p. 54, U3: p. 151, U3: p. 156, U3: p. 177, U3: p. 181
TEKS 1.11.D.iii	singular, plural, common, and proper nouns	U3: p. 49, U3: p. 54, U3: p. 177, U3: p. 181
TEKS 1.11.D.iv	adjectives, including articles	U3: p. 49, U3: p. 54
TEKS 1.11.D.v	adverbs that convey time	U3: p. 36, U3: p. 44, U3: p. 49, U3: p. 54
TEKS 1.11.D.vi	prepositions	U3: p. 49, U3: p. 54
TEKS 1.11.D.vii	pronouns, including subjective, objective, and possessive cases	U3: p. 49, U3: p. 54
TEKS 1.11.D.viii	capitalization for the beginning of sentences and the pronoun "I"	U3: p. 36, U3: p. 44, U3: p. 49, U3: p. 54
TEKS 1.11.D.ix	punctuation marks at the end of declarative, exclamatory, and interrogative sentences	U3: p. 49, U3: p. 54, U3: p. 70, U3: p. 76, U3: p. 82, U3: p. 89
TEKS 1.11.D.x	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	U3: p. 49, U3: p. 54, U3: p. 82, U3: p. 89
TEKS 1.11.E	publish and share writing	
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 1.12.A	dictate or compose literary texts, including personal narratives and poetry	U3: p. 23, U3: p. 29, U3: p. 36, U3: p. 44, U3: p. 49, U3: p. 54
TEKS 1.12.B	dictate or compose informational texts, including procedural texts	U3: p. 70, U3: p. 76
TEKS 1.12.C	dictate or compose correspondence such as thank you notes or letters	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 1.13.A	generate questions for formal and informal inquiry with adult assistance	
TEKS 1.13.B	develop and follow a research plan with adult assistance	
TEKS 1.13.C	identify and gather relevant sources and information to answer the questions with adult assistance	
TEKS 1.13.D	demonstrate understanding of information gathered with adult assistance	
TEKS 1.13.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Skills 3

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	U3: p. 27, U3: p. 39, U3: p. 65, U3: p. 79, U3: p. 99, U3: p. 112, U3: p. 164
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	U3: p. 20, U3: p. 28, U3: p. 52, U3: p. 87, U3: p. 133, U3: p. 155, U3: p. 172, U3: p. 195, U3: p. 206
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	U3: p. 27, U3: p. 99, U3: p. 133, U3: p. 142, U3: p. 195, U3: p. 206
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	
ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	U3: p. 12
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	U3: p. 12, U3: p. 65
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	U3: p. 12, U3: p. 133
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Skills 3		Correlation—Teacher’s Guide
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	U3: p. 121
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	U3: p. 43, U3: p. 52, U3: p. 54, U3: p. 75, U3: p. 126, U3: p. 147, U3: p. 187, U3: p. 199
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	U3: p. 12, U3 p. 52, U3: p. 65, U3: p. 87
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	U3: p. 19, U3: p. 75
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
ELPS 3.E	share information in cooperative learning interactions	
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Skills 3		Correlation—Teacher’s Guide
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	U3: p. 20, U3: p. 28, U3: p. 39, U3: p. 79, U3: p. 87
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	U3: p. 186
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	U3: p. 43, U3: p. 147
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	U3: p. 126, U3: p. 187
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	U3: p. 54, U3: p. 199
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	

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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	U3: p 19, U3: p 39
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	
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	U3: p. 20, U3: p. 28
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	U3: p. 54
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	

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