

# 4

Grade 3

**Skills 4** | Teacher Guide

Grade 3

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**Teacher Guide**

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ISBN: 979-8-89180-864-5

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Printed in the USA  
01 XXX 2024

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Part 1 (15 min.)			Part 2 (15 min.)	
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Part 1 (15 min.)			Part 2 (15 min.)	
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Part 1 (15 min.)			Part 2 (15 min.)	
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<b>Warm-Up</b> (3 min.) <ul style="list-style-type: none"> <li>Review Contractions</li> </ul>	<b>Phonics—Decoding</b> (6 min.) <ul style="list-style-type: none"> <li>Review Contractions</li> <li>Divide and Read Words with Syllable Patterns</li> </ul>	<b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Review Root Words and Affixes: <i>port, mot/mov, form, phon/phone, -able/-ible</i></li> </ul>	<b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read “Adaptable Animals” Independently</li> </ul>	<b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Encoding Review</li> </ul>

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Part 1 (15 min.)			Part 2 (15 min.)	
<b>Warm-Up</b> (3 min.) <ul style="list-style-type: none"> <li>Orally Substitute Sounds to Make New Words</li> </ul>	<b>Phonics—Decoding</b> (6 min.) <ul style="list-style-type: none"> <li>Read Homophones</li> <li>Divide and Read Words with the VC/CCV and VCC/CV Patterns</li> </ul>	<b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Prefixes: <i>dict, multi-</i></li> </ul>	<b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read “Riddle Game” with Accuracy</li> </ul>	<b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Homophones</li> </ul>

## Lesson 17 Review: Homophones

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Part 1 (15 min.)			Part 2 (15 min.)	
<b>Warm-Up</b> (3 min.) <ul style="list-style-type: none"> <li>Orally Substitute Sounds to Make New Words</li> </ul>	<b>Phonics—Decoding</b> (6 min.) <ul style="list-style-type: none"> <li>Read Homophones</li> <li>Divide and Read Words with the VC/CCV and VCC/CV Patterns</li> </ul>	<b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Prefixes: <i>dict</i>, <i>multi-</i></li> </ul>	<b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Reread “Riddle Game”</li> </ul>	<b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Homophones</li> </ul>

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Part 1 (15 min.)			Part 2 (15 min.)	
<b>Warm-Up</b> (3 min.) <ul style="list-style-type: none"> <li>Orally Substitute Sounds to Make New Words</li> </ul>	<b>Phonics—Decoding</b> (6 min.) <ul style="list-style-type: none"> <li>Read Homographs</li> <li>Construct and Read Words with the VC/CCV and VCC/CV Patterns</li> </ul>	<b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Suffixes: <i>graph</i>, <i>scrib/script</i></li> </ul>	<b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read “Photography and Cameras”</li> </ul>	<b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Homographs</li> </ul>

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## Lesson 20 Review: Mixed Review

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Part 1 (15 min.)			Part 2 (15 min.)	
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# Introduction

## UNIT 4 CONTENT

In Unit 4, students will review: (1) a number of spellings from Grade 2 with an emphasis on words with /ə/, alternative sound-spellings, contractions, possessives, homophones, and homographs; (2) words with common vowel-and-consonant syllabication patterns; and (3) words with common prefixes, suffixes, and roots.

## VOWEL SPELLINGS

In Unit 4, students continue to review the /ə/ sound and other tricky vowel spellings. They practice reading and writing different spellings of the /shən/ and /shəl/ sounds as well as tricky spellings of the /ə/ and /oo/ sounds.

The 'tion', 'sion', 'cian', 'tian', 'tial', and 'cial' spellings:

- /shən/ > 'tion' (*action*), 'sion' (*mission*), 'tian' (*Dalmatian*), 'cian' (*magician*)
- /zhən/ > 'sion' (*vision*)
- /shəl/ > 'tial' (*initial*), 'cial' (*special*)

Additional tricky spellings:

- /ə/ > 'o\_e' (*love*)
- /oo/ > 'o\_e' (*move*)

The vowel sound-spelling list for Unit 4 deepens students' understanding that the same sound can be made by a variety of spellings. In Unit 3, students reviewed that the /ə/ sound can be made by any vowel. This knowledge is strengthened in Unit 4 as students identify, read, and write words with various spellings that make the same /ə/ sound.

Unit 4 also furthers students' knowledge of tricky spellings. When a spelling can represent more than one sound, it is a tricky spelling. In Unit 2, students learned that the split digraph 'o\_e' can make the long /oe/ vowel sound (*cone*). In Unit 4, students learn that this spelling can also make the /ə/ sound (*glove*) and the /oo/ sound (*improve*). Tricky spellings often cause problems for students when they are reading. When they come upon an unfamiliar printed word with the split digraph 'o\_e', they may need to try pronouncing it as a long /oe/ vowel sound, the /ə/ sound, and the /oo/ sound to correctly identify the word.

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## CONSONANT SPELLINGS

Unit 4 focuses on some complexities in the English writing system: the existence of words that are made by combining two words as well as words that share the same spelling or pronunciation as other words. Unit 4 reviews:

- contractions (*can't, I'll*);
- possessives (*my dog's, both classes', the group's*);
- homophones (*hair/hare, write/right*); and
- homographs (*wind, dove*).

In Unit 4, students will apply their knowledge of consonant sound-spellings from previous units as they tackle how to identify, read, and spell contractions and possessives. For example, they will draw upon their knowledge that the tricky spelling 's' can stand for /s/ as in *cat's* or /z/ as in *dog's*. Likewise, they will use their knowledge of words that end in /v/ to form contractions such as *I've* and *would've*.

Students will also apply their knowledge of consonant sound-spellings and vowel sound-spellings as they practice identifying, reading, and spelling homophones and homographs. For instance, knowing that the /h/ sound can be made by both 'h' and 'wh' will help students review the homophone pair *whole* and *hole*. Likewise, knowing that the vowel 'i' can make the short /i/ vowel sound as well as the long /ie/ vowel sound will help them review both pronunciations of the homograph *live* as /l/ /i/ /v/ and /l/ /ie/ /v/.

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

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## SYLLABICATION

In Unit 4, students will review vowel-and-consonant syllabication patterns in two-syllable and multisyllabic words. The following patterns will be reviewed:

- VC/CV (*fic•tion*)
- CV/VC (*cre•ate*)
- V/CV (*hu•mor*)
- VC/V (*plan•et*)
- VCC/CV (*hand•book*)
- VC/CCV (*com•plex*)

Students will also practice using vowel-and-consonant patterns to divide words into syllables, both as a class and in independent work. Students will be given opportunities to first identify the vowels and consonants in words before applying their knowledge of syllabication patterns to divide the words into syllables.

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

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## MORPHOLOGY

Unit 4 focuses on the prefixes *mid-*, *post-*, *semi-*, *anti-*, and *multi-*; the suffixes *-tion*, *-sion*, *-scope*, *-able*, *-ible*, and *-ly*; and the roots *spect*, *meter/metr*, *port*, *mot/mov*, *form*, *phon/phone*, *dict*, *graph*, and *scrib/script*. Students will review how the affixes change the meaning and/or part of speech of the root word. They will practice reading the words and using them in sentences. Students will identify spelling changes such as dropping a final ‘e’, changing ‘y’ to ‘i’, or doubling a final consonant before adding a suffix.

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## WRITING

### Encoding

Students practice spelling and writing words and sentences with all of the target sound-spellings, morphemes, and syllable types covered in Unit 4. Dictation words include schwa sound-spellings; contractions, possessives, homophones, and homographs. In addition, students practice spelling multisyllabic words with the prefixes *mid-*, *post-*, *semi-*, *anti-*, and *multi-*; the suffixes *-tion*, *-sion*, *-scope*, *-able*, *-ible*, and *-ly*; and the roots *spect*, *meter/metr*, *port*, *mot/mov*, *form*, *phon/phone*, *dict*, *graph*, and *scrib/script*.

### Reading Comprehension Questions and Writing Extension

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

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

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## HIGH FREQUENCY IRREGULAR WORDS (TRICKY WORDS)

The digital components site includes a list of high-frequency irregular words used in the Unit 4 passages. The list also indicates each word’s correlation to other research-based lists (e.g., Dolch, Fry, and Zeno). Each Tricky Words lesson in the Additional Support section includes four to seven words from this list. Additional words from the Unit 4 Tricky Words list can be included or swapped out with the words in the lesson, if time allows and if students need practice with different words.

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## ASSESSMENT

### Dictation Pretest and Posttest

Unit 4 has an encoding pretest and posttest. Both assessments use the same words so you can monitor students' mastery of the sound-spellings addressed in the unit.

### Formative Assessments and Additional Support

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

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

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## TEACHER RESOURCES

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

- Anecdotal Reading Record—Unit 4
- Discussion Questions Observation Record—Unit 4
- Additional Support Activity Pages
- Activity Book Answer Key
- Additional Support Activity Page Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

## REVIEW

# Words with /shən/ > 'tion'

## PRIMARY FOCUS OF LESSON

## Warm-Up

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

## Phonics—Decoding

- Students will identify and read words with /shən/ > 'tion'. **TEKS 3.2.A.ii**
- Students will divide and read multisyllabic words with the VC/CV pattern.
- TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.i; TEKS 3.2.B.v**

## Morphology

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

## Reading

- Students will read “Volcanic Eruptions” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text.
- TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

## Phonics—Encoding

- Students will take the dictation pretest for Unit 4.
- TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

## FORMATIVE ASSESSMENT

## Activity Page 1.1

- VC/CV Words
- TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.i; TEKS 3.2.B.v**

## Observation

- Discussion Questions Observation Record
- TEKS 3.4**

## Activity Page 1.4

- Unit 4 Dictation Pretest
- TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;

## LESSON AT A GLANCE

	Time	Materials
<b>Part 1 (15 min.)</b>		
<b>Warm-Up</b>		
Review Words with /shən/ > 'tion'	3 min.	
<b>Phonics—Decoding</b>		
Read Words with /shən/ > 'tion'	3 min.	
Divide and Read Words with the VC/CV Pattern	3 min.	<input type="checkbox"/> Activity Page 1.1
<b>Morphology</b>		
Root Words and Suffixes: <i>-tion</i>	6 min.	<input type="checkbox"/> Activity Page 1.2
<b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b>		
<b>Part 2 (15 min.)</b>		
<b>Reading</b>		
Read "Volcanic Eruptions" with Accuracy	10 min.	<input type="checkbox"/> Activity Page 1.3
<b>Phonics—Encoding</b>		
Unit 4 Dictation Pretest	5 min.	<input type="checkbox"/> Activity Page 1.4

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## ADVANCE PREPARATION

### Reading

- Prepare the Unit 4 Discussion Questions Observation Record found in the Teacher Resources for use with students as they read aloud. Over the course of each week, be sure to ask each student to respond to at least one discussion question. Make notes regarding each student's ability to answer questions about characters, setting, and main event and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Phonics—Encoding

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

### Universal Access

- Gather pictures to represent the words in the Reading activity: *volcanic eruption*, *earth's crust*, *magma*, *lava*, and *vapor*.





Foundational Skills

Foundational Literacy Skills

**Beginning**

Review that there are regional differences in pronunciation of the /ə/ sound and that the /ə/ sound is called a “schwa.”

Ask students to identify words in their home language or English that people pronounce in different ways.

**Intermediate**

Have students complete sentence frames about the /ə/ sound. For example:  
*There are different ways to say the /ə/ sound. It depends on the \_\_\_\_\_ or \_\_\_\_\_. (word; where you are from).*

**Advanced/  
Advanced High**

Ask students to say something they recall about the schwa sound. For example, students may say that there are regional differences in how the schwa sound is pronounced. For example, sometimes it sounds more like /u/ and other times, it might sound more like /i/.

**ELPS 3.A**

Lesson 1: Review: Words with /shən/ > ‘tion’, Part 1

# Warm-Up



**Primary Focus:** Students will identify and blend words with /shən/ > ‘tion’.

**TEKS 3.2.A.ii**

**REVIEW WORDS WITH /SHƏN/ > ‘TION’ (3 MIN.)**

- Say, “Let’s review the /sh/ sound.”
- Have students say the /sh/ sound.
- Say the following words, having students repeat each: *shine, assure, sugar, and chef.*
- Point out that the words all have the /sh/ sound.
- Say, “Let’s also review the tricky schwa vowel sound.”
- Have students say the /ə/ sound.
- Say, “Remember schwa often sounds like /u/, but any of the vowels can make the schwa sound.”
- Write the following words, underlining the vowel that makes the /ə/ sound: *around, broken, comma, and item.* Read the words aloud, and have students repeat each word after you.
- Say, “Listen to the following words: *nation, lotion, fiction.* They all end with the /sh/ + /ə/ + /n/ sounds.” Have students repeat each word after you.
- Say /shən/ and have students repeat it.

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

Lesson 1: Review: Words with /shən/ > 'tion', Part 1

# Phonics—Decoding



## Primary Focus

Students will identify and read words with /shən/ > 'tion'. **TEKS 3.2.A.ii**

Students will divide and read multisyllabic words with the VC/CV pattern.

**TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.i; TEKS 3.2.B.v**

### READ WORDS WITH /SHƏN/ > 'TION' (3 MIN.)

- Say, “Remember, we can often break up words into smaller parts so that they’re easier to read.”
- Write *nation* on the board.
- Underline ‘tion’. Remind students that it is pronounced /shən/.
- Point to the first syllable and ask students what type of syllable it is. Then ask them to read it. (*open*; /*nae*/)
- Have students read the word aloud as you point to each syllable. (/nae/ /shən/, *nation*)
- Write *lotion* on the board. Underline ‘tion’ and ask students to pronounce it. (/shən/)
- Point to the first syllable and ask students what type of syllable it is. Then ask them to read it. (*open*; /*loe*/)
- Have students read the word aloud as you point to each syllable. (/loe/ /shən/, *lotion*)
- Repeat the routine with the following words: *fiction*, *function*, *potion*, and *section*.

### DIVIDE AND READ WORDS WITH THE VC/CV PATTERN (3 MIN.)

- Remind students that they can look for patterns to divide words into syllables as they read and spell words.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;  
**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

- Say, “When we encounter multisyllabic words, knowing how to break longer words into smaller parts can help us read and understand the words.”
- Say, “When two consonants stand between two vowels, the word is usually divided between the two consonants. This pattern is called VC/CV, or vowel + consonant / consonant + vowel.”
- Write *fiction* on the board again.
- Say, “I see a syllable pattern in this word.”
- Circle the vowels. Underline the consonants.
- Write VC/CV under the word and mark with a slash where to divide the word into its syllables. Say, “This word has a VC/CV pattern, so we divide the syllables between the consonants.”
- Demonstrate dividing syllables: *fic•tion*. Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Point out that ‘tion’ is also a final stable syllable. Remind students that they learned that a final stable syllable is one that is unstressed and uses a predictable sound spelling. Remind students that they have learned about the final stable syllables with /ə/ + /l/, and that they will continue to learn about final stable syllables with the /shən/ sound in Unit 4.
- Repeat the routine with the following words: *function, section, pencil, action, tennis, and suction*.
- Define the words as needed.
- Direct students to Activity Page 1.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Activity Page 1.1



### Check for Understanding

**Thumbs-Up/Thumbs-Down** Write the following word: *op•tion*. Have students give a thumbs-up if the word is divided correctly and a thumbs-down if it is not. (*thumbs-up*)

## Lesson 1: Review: Words with /shən/ > 'tion', Part 1

# Morphology



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

### ROOT WORDS AND SUFFIXES: *-TION* (6 MIN.)

- Write the suffix *-tion*. Say, “Remember, when a suffix is added to a root word, it can change the meaning of the word and part of speech.”
- Say, “When the suffix *-tion* is added to the end of a verb, it changes the word to a noun. The suffix *-tion* forms a noun and describes an action, state, or condition.”
- Write the word *rotate*. Explain that one meaning for the word *rotate* is to move around a center point, usually in a circular motion.
- Tell students that *rotate* is a verb.
- Say, “Let’s add the suffix *-tion* and change the word to a noun.”
- Demonstrate dropping the ‘e’ and adding the suffix *-tion* to form *rotation*.
- Say, “*Rotation* means ‘the act of rotating.’” Read the word aloud with students.
- Use the word in a sentence. Say, “I moved the handle all the way around in a single *rotation*.”
- Direct students to Activity Page 1.2 and review the instructions. Complete the first item as a class.
- Then have students work on the activity page with a partner. Circulate as students work, addressing misunderstandings.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

### Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *formation*, *evolution*, *disruption*, and *fascination*.

### Support

Review that a suffix is word ending. Write words with suffixes students are familiar with, such as *neighborhood* and *artist*, and have them underline the suffix. (*-hood*; *-ist*)

### Activity Page 1.2



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

## Challenge

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

## Activity Page 1.3



## Support

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

## Lesson 1: Review: Words with /shən/ > ‘tion’, Part 2

# Reading



**Primary Focus:** Students will read “Volcanic Eruptions” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text.

✚ **TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

### READ “VOLCANIC ERUPTIONS” WITH ACCURACY (10 MIN.)

- Direct students to Activity Page 1.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *evolution, disruption, influence* (have an effect on), *condensation, eruptions*
  - domain-specific language: *land formations, water vapor, underground rock slabs, plates, pressure buildup*
- Remind students that a synonym is a word that has a meaning that is the same as or similar to the meaning of another word. Explain that students can use synonyms to help them increase their understanding of the words in a text. For example, point out the following sentence: *A volcano is a hill or mountain with a crater, or hole, at the top.* Tell students that *crater* and *hole* are synonyms. Understanding the meaning of *hole* can help them understand the meaning of *crater*.
- Have students follow along as you read “Volcanic Eruptions.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read the first three or four paragraphs of the passage again, this time without awareness of phrasing and with a flat, expressionless voice. For example, “These rock slabs fit together like puzzle pieces. These slabs are called plates.”

✚ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



## Reading

### Reading Closely

#### Beginning

Ask students yes/no questions using simple phrases to summarize the text: *Is a volcano a mountain with a crater? Is the crater caused by an eruption? Did volcanoes help create the earth's oceans?*

#### Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words: *After a volcano erupts, \_\_\_\_\_ comes out of the crater.*

#### Advanced/ Advanced High

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

**ELPS 4.G; ELPS 4.I**

- Ask students to explain how your voice was different and to identify which reading was the most enjoyable to listen to.
- Confirm that your reading didn't sound conversational, you didn't use appropriate phrasing of words, and your reading didn't have the right rhythm.
- Say, "To read fluently, we have to read accurately and with expressive voices that sound the way the characters would talk. Listen as I reread these sentences: "These rock slabs fit together like puzzle pieces. These slabs are called plates."
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *magma*, *atmosphere*, and *fascination*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read. Encourage them to read with appropriate expression. Explain that they will be practicing reading with appropriate expression throughout the week.

## Wrap-Up

### Discussion Questions for "Volcanic Eruptions"

1. **Literal.** What is a volcano?
  - » A volcano is a hill or mountain with a crater, or hole, at the top.
2. **Literal.** What happens when lava cools?
  - » When lava cools, it becomes rock.
3. **Literal.** How do volcanic eruptions change the earth?
  - » Volcanic eruptions change the shape of the land and create new islands.
4. **Evaluative.** Why did the author include information about oceans in a passage about volcanoes?
  - » Volcanoes helped with the formation of the earth's oceans, and the oceans cover three-quarters of the earth.
5. **Literal.** What synonym in the passage helps you understand the meaning of *eruption*?
  - » *explosion*



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “Give a thumbs-up if you think I read this sentence with appropriate expression, and give a thumbs-down if you think I didn’t read it with appropriate expression: ‘These collisions cause a disruption to the earth’s crust and can form a volcano.’” [Read the sentence in a monotone voice.] (*thumbs-down*)



### Observation: Discussion Questions Observation Record

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

## Lesson 1: Review: Words with /shən/ > ‘tion’, Part 2

# Phonics—Encoding



**Primary Focus:** Students will take the dictation pretest for Unit 4.

**TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

### UNIT 4 DICTATION PRETEST (5 MIN.)

- Direct students to Activity Page 1.4. Review the instructions together.
- Tell students that they will spell words with different sound spellings that they will learn about in Unit 4.

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

Activity Page 1.4



- Remind them to use what they know about syllable division patterns as they spell the words.
- Say the word *transportation*. Repeat it. Have students write it on Activity Page 1.4.
- Repeat with the remaining words.

- |                   |                 |                  |
|-------------------|-----------------|------------------|
| 1. transportation | 4. dictation    | 7. indescribable |
| 2. persuasion     | 5. multilingual | 8. descriptively |
| 3. telephone      | 6. bibliography | 9. semiyearly    |

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

- |  |
|--|
| 1. She'd like to hear every option.        |
| 2. The man's Dalmatian loves the dog park. |

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

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly. You may accept *Dalmatian* spelled with an initial capital or lowercase letter.

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

~~~~~  
 End Lesson  
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## Lesson 1: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 1.1** for each student.
- Direct students to Activity Page 1.3.



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

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### TRICKY WORDS REVIEW

- Write the following words on index cards: *oceans*, *islands*, and *Hawaiian*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *oceans* and say, “This word is tricky because the ‘cean’ is pronounced /shən/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /oe/ for this letter. We say /shən/ for these letters. We say /z/ for this letter.” Point to the letters as you blend the sounds: /oe/ /shən/ /z/, *oceans*. Say, “*Oceans*! It’s a word we hear all the time, like when we say ‘Today, oceans cover nearly three-quarters of the earth.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *oceans*. What’s the word?”

- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

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

## 2

## REVIEW

Words with  
/shən/ > 'tion'

## PRIMARY FOCUS OF LESSON

## Warm-Up

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

## Phonics—Decoding

- ✦ Students will identify and read words with /shən/ > 'tion'. **TEKS 3.2.A.ii**
- Students will divide and read multisyllabic words with the VC/CV pattern.
- ✦ **TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.i; TEKS 3.2.B.v**

## Morphology

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

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

## Reading

Students will reread “Volcanic Eruptions” with a partner and will answer questions about key details in the text.

- ✦ **TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

## Phonics—Encoding

Students will spell and write words with /shən/ > 'tion'.

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

## FORMATIVE ASSESSMENT

Observation

“Volcanic Eruptions” Anecdotal Reading Record

- ✦ **TEKS 3.4**

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;
- TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e,

## LESSON AT A GLANCE

	Time	Materials
<b>Part 1 (15 min.)</b>		
<b>Warm-Up</b>		
Review Words with /shən/ > 'tion'	3 min.	
<b>Phonics—Decoding</b>		
Read Words with /shən/ > 'tion'	3 min.	<input type="checkbox"/> Activity Page 2.1
Divide and Read Words with the VC/CV Pattern	3 min.	
<b>Morphology</b>		
Root Words and Suffixes: <i>-tion</i>	6 min.	<input type="checkbox"/> Activity Page 2.2
<b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b>		
<b>Part 2 (15 min.)</b>		
<b>Reading</b>		
Reread "Volcanic Eruptions"	10 min.	<input type="checkbox"/> Activity Page 1.3
<b>Phonics—Encoding</b>		
Spell Words with /shən/ > 'tion'	5 min.	<input type="checkbox"/> dictation journal

changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## ADVANCE PREPARATION

### Reading

- Prepare one copy of the blank Unit 4 Anecdotal Reading Record for every student in your class. Label each record with a student's name. Place all these records in alphabetical order on a new clipboard with a pen so they are ready for use when students read aloud.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire text.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the text.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *volcanic eruption*, *earth's crust*, *magma*, *lava*, and *vapor*.

## Lesson 2: Review: Words with /shən/ &gt; 'tion', Part 1

## Warm-Up



**Primary Focus:** Students will identify and blend words with /shən/ > 'tion'.

✚ **TEKS 3.2.A.ii**

**REVIEW WORDS WITH /SHƏN/ > 'TION' (3 MIN.)**

- Write the spelling 'tion' on the board. Say, "Remember, we learned about this spelling. It has the /sh/ + /ə/ + /n/ sounds. It is pronounced /shən/."
- Say *lotion* in a segmented and blended fashion: /loē/ /shən/, *lotion*. Have students repeat it.
- Say the following words in a segmented and blended fashion and have students repeat each: /næ/ /shən/ *nation*; /fik/ /shən/ *fiction*; /fʌnk/ /shən/ *function*; /poe/ /shən/ *potion*; /sek/ /shən/ *section*.

## Lesson 2: Review: Words with /shən/ &gt; 'tion', Part 1

## Phonics—Decoding


**Primary Focus**

✚ Students will identify and read words with /shən/ > 'tion'. **TEKS 3.2.A.ii**

Students will divide and read multisyllabic words with the VC/CV pattern.

✚ **TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.i; TEKS 3.2.B.v**

**READ WORDS WITH /SHƏN/ > 'TION' (3 MIN.)**

- Say, "Remember, we can often break up words into smaller parts so that they're easier to read."
- Write *station* on the board.
- Underline 'tion'. Remind students that it is pronounced /shən/.

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;  
**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

- Point to the first syllable and ask students what type of syllable it is. Then ask them to read it. (*open*; /stæ/)
- Have students read the word aloud as you point to each syllable. (/stæ/ /shən/, *station*)
- Write *attention* on the board. Underline the spelling 'tion' and ask students to pronounce it. (/shən/)
- Ask, "Where does the first syllable end?" (*between the two t's*)
- Mark with a slash where the first syllable ends. Show the VC/CV pattern that was taught in Lesson 1.
- Point to the first syllable and ask students what type of syllable it is. Then ask them to read it. (*closed*; /at/)
- Point to the second syllable and ask students what type of syllable it is. Then ask them to read it. (*closed*; /ten/)
- Have students read the word aloud as you point to each syllable. (/at/ /ten/ /shən/)
- Say, "That doesn't sound right. Remember that in multisyllabic words, some syllables are stressed and others are unstressed. In unstressed open syllables, vowels make the /ə/ sound. Let me adjust the vowel sound to the schwa in the first syllable and try again."
- Read the word again, pronouncing the first syllable /ət/. Then have students read the word aloud.
- Repeat the routine with the following words: *addition*, *audition*, and *condition*.
- Define the words as needed.
- Direct students to Activity Page 2.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Activity Page 2.1



### **DIVIDE AND READ WORDS WITH THE VC/CV PATTERN (3 MIN.)**

- Remind students that they can look for patterns to divide words into syllables as they read and spell words.

- Say, “Remember, when two consonants stand between two vowels, the word is usually divided between the two consonants. This pattern is called VC/CV, or vowel + consonant / consonant + vowel.”
- Write *friction* on the board.
- Say, “I see a syllable pattern in this word.”
- Circle the vowels. Underline the consonants.
- Mark VC/CV under the word. Say, “This word has a VC/CV pattern, so we divide the syllables between the consonants.”
- Demonstrate dividing syllables: *fric•tion*. Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Write the following words on the board: *dinner, offend, publish, and practice*.
- Have volunteers take turns approaching the board to mark the vowels and then the consonants. Tell students to divide each word into its syllables. Then have students read the word aloud.

## Challenge

Have students scan text in the classroom, such as posters, book titles, or charts, for words with the VC/CV pattern. Have them list and divide the words.



### Check for Understanding

**Thumbs-Up/Thumbs-Down** Write the following word: *cus•tom*. Ask students to give a thumbs-up if the word is divided correctly and a thumbs-down if it is not. (*thumbs-up*)

## Lesson 2: Review: Words with /shən/ > ‘tion’, Part 1

# Morphology



## Support

If students struggle with completing the sentences on the activity page, direct them to cover the *-tion* suffix with their hands to see if they know the meaning of the root word. If they cannot identify a root word, encourage them to quietly read aloud each sentence twice, with each word option. Have them listen for which word sounds right to their ears.

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

### ROOT WORDS AND SUFFIXES: *-TION* (6 MIN.)

- Say, “Remember, when a suffix is added to a root word, it can change the meaning of the word and part of speech.”

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





## Language

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### Learning How English Works

#### Beginning

Use images and gestures to aid students' understanding of the *-tion* words on the activity page.

#### Intermediate

Ask yes or no questions to aid students' understanding of the *-tion* words on the activity page.

For example: *Does a volcano erupt? Do you go to a doctor if you think you have an infection?*

#### Advanced/

#### Advanced High

Encourage each student to expand and/or build on other students' responses; for example, by adding their own knowledge.

#### ELPS 4.A

### Activity Page 2.2

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- Say, "When the suffix *-tion* is added to the end of a verb, it changes the word to a noun. The suffix *-tion* forms a noun and describes an action, state, or condition."
- Write the word *act*. Tell students that *act* is a verb, a word that shows action.
- Say, "Let's add the suffix *-tion* and change the word to a noun. The root word ends in 't' and the suffix begins in 't'. So, let's drop the final 't' of the root word and add the suffix."
- Demonstrate adding the suffix *-tion* to form *action*.
- Ask a volunteer to use *action* in a sentence. (*Her quick action saved the boy's life.*)
- Repeat the routine with the following words: *add/addition; adopt/adoption; erupt/eruption; infect/infection; invent/invention*. As necessary, help students define words.
- Direct students to Activity Page 2.2 and review the instructions.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Lesson 2: Review: Words with /shən/ &gt; 'tion', Part 2

## Reading



**Primary Focus:** Students will reread “Volcanic Eruptions” with a partner and will answer questions about key details in the text.

**TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

### REREAD “VOLCANIC ERUPTIONS” (10 MIN.)

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

- Direct students back to the passage on Activity Page 1.3. Tell students that today they will reread “Volcanic Eruptions” with a partner.
- Take time to answer any questions that students may have about “Volcanic Eruptions.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Remind students what they learned about identifying synonyms in context, pointing out that a synonym is a word with a meaning that is the same as or similar to the meaning of another word.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

### Challenge

Have students identify words with skills they learned about in Unit 3 in the text, such as words with the *-ment* suffix or the *over-* prefix, and mark them in the text.

### Activity Page 1.3



**ENGLISH  
LANGUAGE  
LEARNERS**

### Reading

#### Reading Closely

#### Beginning

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

#### Intermediate

Have students share their annotations with another student.

#### Advanced/ Advanced High

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

#### ELPS 4.A

- After students read the passage, have them work together to
  - underline words with 'tion';
  - highlight two-syllable words with the VC/CV syllable pattern; and
  - write two words from the text that are synonyms.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



### Observation: "Volcanic Eruptions" Anecdotal Reading Record

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

## Lesson 2: Review: Words with /shən/ > 'tion', Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /shən/ > 'tion'.

**TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

### SPELL WORDS WITH /SHƏN/ > 'TION' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /shən/ > 'tion' that you say aloud.
- Remind them to use what they know about syllable division patterns as they spell the words.
- Say the word *suction*. Repeat it. Have students write it in their dictation journal.

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

- Repeat with the remaining words.

- |              |             |             |
|--------------|-------------|-------------|
| 1. suction   | 4. option   | 7. edition  |
| 2. portion   | 5. caution  | 8. solution |
| 3. condition | 6. equation | 9. vacation |

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

- |  |
|--|
| 1. This old book about the space station on the moon is fiction. |
| 2. What section of the book did you want to mention?             |

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

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

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



### Check for Understanding

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

End Lesson

## Lesson 2: Foundational Skills

# Additional Support

### PHONICS SUPPORT

- Write the following words on the board. Have students approach the board and mark words with the VC/CV pattern. Then have students read the word aloud.

1. <b>accept</b>	6. <b>rabbit</b>	11. <b>velvet</b>	16. <b>caption</b>
2. <b>distance</b>	7. <b>tennis</b>	12. <b>victim</b>	17. <b>swift</b>
3. <b>house</b>	8. <b>fairy</b>	13. <b>enough</b>	18. <b>dinner</b>
4. <b>brand</b>	9. <b>hiccup</b>	14. <b>publish</b>	19. <b>mitten</b>
5. <b>practice</b>	10. <b>state</b>	15. <b>comfort</b>	20. <b>test</b>

### SHARING

- Pair up students and have one person share the response they wrote about “Volcanic Eruptions” on **Activity Page TR 1.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

#### Response Starters for Writing About Text

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

## TRICKY WORDS REVIEW

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

### Additional Ways to Practice Tricky Words

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

## 3

## REVIEW

## Words with 'sion'

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will identify and blend words with 'sion'. **TEKS 3.2.A.ii**

## Phonics—Decoding

- Students will identify and read words with 'sion'. **TEKS 3.2.A.ii**

Students will divide and read multisyllabic words with the VC/CV pattern.

- TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.i; TEKS 3.2.B.v**

## Morphology

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

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

## Reading

Students will read "Soccer History Club" fluently and will answer questions about key details in the text.

- TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

## Phonics—Encoding

Students will spell and write words with 'sion'.

- TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

## FORMATIVE ASSESSMENT

## Activity Page 3.2

Words with the Suffix *-sion*

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

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

**LESSON AT A GLANCE**

	Time	Materials
<b>Part 1 (15 min.)</b>		
<b>Warm-Up</b>		
Review Words with 'sion'	3 min.	
<b>Phonics—Decoding</b>		
Read Words with 'sion'	3 min.	<input type="checkbox"/> Activity Page 3.1
Construct and Read Words with the VC/CV Pattern	3 min.	
<b>Morphology</b>		
Root Words and Suffixes: <i>-sion</i>	6 min.	<input type="checkbox"/> Activity Page 3.2
<b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b>		
<b>Part 2 (15 min.)</b>		
<b>Reading</b>		
Read "Soccer History Club"	10 min.	<input type="checkbox"/> Activity Pages 3.3, 3.4
<b>Phonics—Encoding</b>		
Spell Words with 'sion'	5 min.	<input type="checkbox"/> dictation journal



## ADVANCE PREPARATION

### Phonics—Encoding

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

### Universal Access

- Gather pictures to represent the words in the Reading activity: *midfield* (soccer), *bleacher*, and *biography*.

## Lesson 3: Review: Words with 'sion', Part 1

## Warm-Up



**Primary Focus:** Students will identify and blend words with /shən/ > 'sion'.

**TEKS 3.2.A.ii**

**REVIEW WORDS WITH 'SION' (3 MIN.)**

- Write 'tion' on the board.
- Say, "Remember, we learned about this spelling. It has the /sh/ + /ə/ + /n/ sounds. It is pronounced /shən/."
- Read the following words aloud and have students repeat them: *station*, *option*, *addition*, *adoption*, *attention*, *audition*, and *condition*.
- Say, "Now, listen to the following words: *mission*, *session*, *version*."
- Write *mission* on the board. Underline 'sion'.
- Tell students that 'sion' can also be pronounced /shən/.
- Say *mission*, and have students read it aloud after you.
- Repeat with *session*.
- Say *version* and have students read it aloud after you. Write the word on the board. Say, "*Version* is also spelled with 'sion', but the sound of the spelling is /zhən/ and not /shən/."
- Point out that in some cases, when a vowel or an 'r' comes before 'sion', the spelling makes the /zhən/ sound, as in *version* and *vision*, instead of the /shən/ sound as in *expansion*.

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

Lesson 3: Review: Words with 'sion', Part 1

# Phonics—Decoding



## Primary Focus

✦ Students will identify and read words with 'sion'. **TEKS 3.2.A.ii**

Students will divide and read multisyllabic words with the VC/CV pattern.

✦ **TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.i; TEKS 3.2.B.v**

### READ WORDS WITH 'SION' (3 MIN.)

- Emphasize that /shən/ can be spelled 'tion' or 'sion'.
- Write *session* on the board.
- Underline 'sion'. Remind students that 'sion' can be pronounced /shən/ or /zhən/.
- Read *session* syllable by syllable. Then read it as a whole word. Have students read it aloud, emphasizing the /shən/ pronunciation.
- Repeat the routine with the following words: *vision*, *division*, and *expansion*. Use a slash to mark each syllable first. Then read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Point out that *vision* and *division* have the /zhən/ sound. As students continue to practice reading words with 'sion' they will learn when to use the /shən/ or the /zhən/ pronunciations.
- Define the words as needed.
- Direct students to Activity Page 3.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Activity Page 3.1



✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;  
**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

## CONSTRUCT AND READ WORDS WITH THE VC/CV PATTERN (3 MIN.)

- Remind students that they can look for patterns to divide syllables as they read and spell words.
- Say, “Remember, when two consonants stand between two vowels, the word is usually divided between the two consonants. This pattern is called VC/CV, or vowel + consonant / consonant + vowel.”
- Write *version* again.
- Say, “I see a syllable pattern in this word.”
- Circle the vowels. Underline the consonants.
- Mark VC/CV under the word. Say, “This word has a VC/CV pattern, so we divide the syllables between the consonants.”
- Demonstrate dividing syllables with a slash: *ver•sion*. Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Write the following words: *tension, blanket, bobcat, and cactus*.
- Have volunteers take turns approaching the board to mark the vowels and then the consonants. Have students divide the word into syllables, and then have students read the word aloud.



### Check for Understanding

**Thumbs-Up/Thumbs-Down** Write the following word: *den•tist*. Ask students to give a thumbs-up if the word is divided correctly or a thumbs-down if it is not. (*thumbs-up*)



ENGLISH  
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## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Ask yes/no questions; for example, “Do ‘tion’ and ‘sion’ both make the /shən/ sound?” (yes)

#### Intermediate

Provide students with specific sentence frames; for example, *Both ‘tion’ and \_\_\_\_\_ make the /shən/ sound.*

#### Advanced/

#### Advanced High

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

#### ELPS 1.C

## Support

As you write words with the spelling ‘sion’ on the board, ask students to copy them down on a piece of scratch paper. Have students highlight or underline the spelling on their copy as you do it on the board.

### Lesson 3: Review: Words with ‘sion’, Part 1

# Morphology



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

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

It might be helpful to define the following root words to help students understand how the affix changes their meanings: *corrosion, admission, extension, omission.*

### ROOT WORDS AND SUFFIXES: *-SION* (6 MIN.)

- Say, “Remember, when a suffix is added to a root word, it can change the meaning of the word and its part of speech.”
- Say, “When the suffix *-sion* is added to the end of a verb, it changes the word to a noun. The suffix *-sion* forms a noun and describes an action, state, or condition.”
- Write the word *confess*.
- Say, “The word *confess* is a verb that means ‘to admit something.’”
- Say, “Let’s add the suffix *-sion* and change the word *confess* to a noun.”
- Write the following: ‘d’, ‘de’, ‘l’, ‘r’, ‘s’, and ‘t’.
- Say, “If a root word ends in ‘d’, ‘de’, ‘l’, ‘r’, ‘s’, or ‘t’, we drop the ending before adding the suffix. The root word *confess* ends in ‘s’, so we drop the ‘s’ before we add the suffix *-sion*.”
- Demonstrate adding the suffix *-sion* to form *confession*. Read the word aloud with students.
- Say, “*Confession* means ‘the act of admitting something’ or ‘something that is admitted.’”
- Use *confession* in a sentence: *Mara made a confession that she ate all the cookies.*
- Write the word *conclude*.
- Say, “*Conclude* is a verb that means ‘to bring to an end.’”
- Say, “Let’s add the suffix *-sion* and change the word to a noun.”
- Say, “The root word ends in ‘de’, so we will drop the ‘de’ before adding the suffix.”
- Demonstrate adding the suffix *-sion* to form *conclusion*. Read the word aloud with students.
- Say, “*Conclusion* can mean ‘an outcome,’ ‘the ending,’ or ‘a judgment.’”
- Use *conclusion* in a sentence: *In the conclusion of the book, the characters finally find the treasure.*

- Direct students to Activity Page 3.2 and review the instructions. Complete the first item as a class. Define words as needed. Tell students that the list of root word endings on the board might help them as they change the spelling before adding the suffix.
- Then have students work on the activity page. Circulate as students work.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

## Activity Page 3.2

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## Support

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

Activity Pages  
3.3, 3.4

## Lesson 3: Review: Words with ‘sion’, Part 2

## Reading



**Primary Focus:** Students will read “Soccer History Club” fluently and will answer questions about key details in the text.

**TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

## READ “SOCCER HISTORY CLUB” (10 MIN.)

- Direct students to Activity Page 3.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
  - words: *inseparable, envision, fusion, brainstorm, passions*
  - phrases: “historical accounts,” “shared vision,” “bond began to weaken”
- Remind students that an antonym is a word whose meaning is the opposite to the meaning of another word. Explain that students can use antonyms to help them increase their understanding of the text. For example, point out that in the text that *similar* and *different* are antonyms. Understanding the meaning of *similar* can help them understand the meaning of *different*.
- Have students follow along as you read “Soccer History Club.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *academy, precision, superior*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- Then have them turn to Activity Page 3.4 and complete the comprehension questions. If they don't complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

## Challenge

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



**ENGLISH  
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## Reading

### Reading Closely

#### Beginning

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

#### Intermediate

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

#### Advanced/ Advanced High

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

#### ELPS 4.1

### Lesson 3: Review: Words with 'sion', Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with 'sion'.

**TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

## SPELL WORDS WITH 'SION' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with 'sion' that you say aloud. Point out that sometimes words with this spelling make the /shən/ or the /zhən/ sound.
- Remind them to use what they know about syllable division patterns as they spell the words.
- Say the word *confession*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |               |              |                |
|---------------|--------------|----------------|
| 1. confession | 4. session   | 7. expansion   |
| 2. version    | 5. decision  | 8. impression  |
| 3. erosion    | 6. obsession | 9. progression |

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



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

1. In the conclusion of the book, the space mission fails.
2. The group made a decision to meet at the station.

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

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

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



### Check for Understanding

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

End Lesson

## Lesson 3: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 3.1** for each student.
- Direct students to Activity Page 3.3.
- Have them reread “Soccer History Club.”
- Review the writing prompt on **Activity Page TR 3.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.

- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

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## TRICKY WORDS REVIEW

- Write the following word on an index card: *figure*. You may create cards for additional Tricky Words in this unit or gather cards from previous units to include in this review.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *figure* and say, “This word is tricky because the ‘ure’ is pronounced /yər/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /f/ for this letter. We say /i/ for this letter. We say /g/ for this letter. We say /yər/ for these letters.” Point to the letters as you blend the sounds: /f/ /i/ /g/ /yər/, *figure*. Say, “*Figure!* It’s a word we hear all the time, like when we say ‘Maybe we can figure out how to combine our separate passions.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *figure*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.

- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

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

## REVIEW

## Words with 'sion'

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will identify and blend words with 'sion'. **TEKS 3.2.A.ii**

## Phonics—Decoding

- Students will identify and read words with 'sion'. **TEKS 3.2.A.ii**

Students will divide and read multisyllabic words with the VC/CV pattern.

- TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.i; TEKS 3.2.B.v**

## Morphology

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

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

## Reading

Students will read "Soccer History Club" fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

## Phonics—Encoding

Students will spell and write words with 'sion'.

- TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

## FORMATIVE ASSESSMENT

## Observation

## "Soccer History Club" Anecdotal Reading Record

- TEKS 3.4**

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

## LESSON AT A GLANCE

	Time	Materials
<b>Part 1 (15 min.)</b>		
<b>Warm-Up</b>		
Review Words with 'sion'	3 min.	
<b>Phonics—Decoding</b>		
Read Words with 'sion'	3 min.	
Construct and Read Words with the VC/CV Pattern	3 min.	<input type="checkbox"/> Activity Page 4.1
<b>Morphology</b>		
Root Words and Prefixes: <i>mid-</i> , <i>post-</i>	6 min.	<input type="checkbox"/> Activity Page 4.2
<b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b>		
<b>Part 2 (15 min.)</b>		
<b>Reading</b>		
Reread "Soccer History Club"	10 min.	<input type="checkbox"/> Activity Page 3.3
<b>Phonics—Encoding</b>		
Spell Words with 'sion'	5 min.	<input type="checkbox"/> dictation journal

## ADVANCE PREPARATION

### Reading

- Ensure you have the Unit 4 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire story.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the story.

### Phonics—Encoding

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

### Universal Access

- Gather pictures to represent the words in the Reading activity: *midfield* (soccer), *tension*, *bleacher*, and *biography*.

## Lesson 4: Review: Words with 'sion', Part 1

## Warm-Up



**Primary Focus:** Students will identify and blend words with 'sion'. **TEKS 3.2.A.ii**

**REVIEW WORDS WITH 'SION' (3 MIN.)**

- Write 'sion' on the board. Say, "Remember, we learned about this spelling. It has the /sh/ + /ə/ + /n/ sounds or the /zh/ + /ə/ + /n/ sounds. It can be pronounced /shən/ or /zhən/."
- Say the following words and have students repeat them: *mission, session, version, vision, division, expansion*.
- Write each word on the board. Circle the 'sion'.
- Remind students that 'sion' is pronounced /shən/ or /zhən/.
- Point to each word again and say it aloud, having students read it aloud after you. Ask students which sounds they hear in each word: /shən/ or /zhən/.

## Lesson 4: Review: Words with 'sion', Part 1

## Phonics—Decoding


**Primary Focus**

**Primary Focus:** Students will identify and read words with 'sion'. **TEKS 3.2.A.ii**

Students will divide and read multisyllabic words with the VC/CV pattern.

**TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.i; TEKS 3.2.B.v**

**READ WORDS WITH 'SION' (3 MIN.)**

- Remind students that /shən/ can be spelled 'tion' or 'sion'.
- Write *revision* on the board.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;  
**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

- Underline 'sion'. Point out that in this case it is pronounced /zhən/.
- Use a slash to mark each syllable. Read *revision* syllable by syllable. Then read it as a whole word. Have students read it aloud, emphasizing the /zhən/ pronunciation.
- Repeat the routine with the following words: *fusion*, *passion*, *tension*, *corrosion*, *illusion*, and *omission*.
- Define words as needed.



### Check for Understanding

Say, "I'm going to say some words. If you hear the /shən/ sound, raise your right hand. If you hear the /zhən/ sound, raise your left hand." Read the following words: *expression* (*right*), *vision* (*left*), *mission* (*right*), *decision* (*left*), *expansion* (*right*), and *illusion* (*left*).

## CONSTRUCT AND READ WORDS WITH THE VC/CV PATTERN (3 MIN.)

- Say, "Remember, when two consonants stand between two vowels, the word is usually divided between the two consonants. This pattern is called VC/CV."
- Direct students to Activity Page 4.1 and review the instructions. Complete the first item together.
- Write the word on the board with the syllables marked with a slash. For example: *mis•sion*. Point out the VC/CV pattern.
- Point to each syllable as you say the word aloud, and then have students read the word aloud.
- Circulate as students work with a partner on the activity page.
- If needed, have students complete the activity page at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

## Challenge

Challenge partners to come up with a sentence for each word they create on the activity page.

## Activity Page 4.1





## Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *postscript*, *postgraduate*, and *postseason*.

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## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Ask yes or no questions to reinforce words with the prefix *mid-*. For example: Does a midmorning walk happen in the beginning of the morning? (*no*) Does it happen in the middle of the morning? (*yes*)

#### Intermediate

Have volunteers complete this sentence frame: A *midmorning walk happens in the \_\_\_\_\_ of the morning.* (*middle*)

#### Advanced/

#### Advanced High

Have students answer a question to practice using words with the prefix *mid-*. For example: *What do you often do in the midmorning? In the midmorning, I am at recess.*

**ELPS 1.C**

## Lesson 4: Review: Words with 'sion', Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the prefixes *mid-* and *post-*.

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

### ROOT WORDS AND PREFIXES: *MID-*, *POST-* (6 MIN.)

- Say, "Remember, a prefix is a word part added to the beginning of a root word to change the meaning of the word."
- Say, "Let's focus on the prefix *mid-*." Write the prefix *mid-* on the board.
- Write *morning* on the board under the prefix. Read the word aloud with your students. Then add and underline the prefix *mid-*.
- Say, "The prefix *mid-* often means 'middle,' so *midmorning* means 'middle of the morning.'"
- Use the word in a sentence: *I usually take a midmorning walk.*
- Have students read the word aloud.
- Point out that the spelling of *morning* did not change when you added the prefix.
- Write the prefix *post-* on the board.
- Write *game* on the board under the prefix. Read the word aloud with your students. Then add and underline the prefix *post-*.
- Say, "The prefix *post-* often means 'after or following,' so *postgame* means 'after the game.'"
- Use the word in a sentence: *Are you going to the postgame party?*
- Have students read the word aloud.

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

- Point out to students that several words with *post-* are actually related to the mail, such as *postage*, *postmark*, *postal*, and do not refer to something that is “after or following.”
- Direct students to Activity Page 4.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Activity Page 4.2

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## Support

Have students work on one annotation at a time.

For example, first have them look for words with 'sion'. Then have them look for words with *mid-* and *post-*, and so on.

## Activity Page 3.3



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## Reading

## Reading Closely

**Beginning**

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

**Intermediate**

Have students share their annotations with another student.

**Advanced/  
Advanced High**

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

**ELPS 4.A**

## Lesson 4: Review: Words with 'sion', Part 2

## Reading



**Primary Focus:** Students will read "Soccer History Club" fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

**REREAD "SOCCER HISTORY CLUB" (10 MIN.)**

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

- Direct students back to the passage on Activity Page 3.3. Tell students that today they will reread "Soccer History Club" with a partner.
- Take time to answer any questions that students may have about "Soccer History Club."
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Remind students that an antonym is a word whose meaning is opposite to the meaning of another word. Explain that students can use antonyms to help them increase their understanding of the text.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- Tell students that after they finish reading, they should work together to
  - underline words with ‘sion’,
  - circle words with the prefixes *mid-* and *post-*,
  - highlight words with the VC/CV syllable pattern, and
  - write two words from the text that are antonyms.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



### Observation: “Soccer History Club” Anecdotal Reading Record

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

## Lesson 4: Review: Words with ‘sion’, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with ‘sion’.

**TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

### SPELL WORDS WITH ‘SION’ (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with ‘sion’ that you say aloud. Point out that words with this spelling can make either the /shən/ or the /zhən/ sound.
- Remind them to use what they know about syllable division patterns as they spell the words.

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

- Say the word *invasion*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |             |             |               |
|-------------|-------------|---------------|
| 1. invasion | 4. division | 7. passion    |
| 2. occasion | 5. fusion   | 8. conclusion |
| 3. revision | 6. tension  | 9. impression |

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

- |   |
|---|
| 1. Have you made a decision about which session you liked the most? |
| 2. I wrote a long and short version of the conclusion to the story. |

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

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

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



### Check for Understanding

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

## Lesson 4: Foundational Skills

# Additional Support

**PHONICS SUPPORT**

- Make one copy of **Activity Page TR 4.1** for each student.
- Review the directions as a class.
- When students are finished, ask pairs to check each other's work and take turns reading the words aloud.

**SHARING**

- Pair up students and have one person share the response they wrote about "Soccer History Club" on **Activity Page TR 3.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

**Response Starters for Writing About Text**

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

## TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *figure* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *fiiigyørrr*. Write the letters to spell *figure* on the board.
- Point to the word *figure* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /yər/ sound is spelled ‘ure.’”
- Show how the letters map to the sounds. Say, “We say /f/ for this letter. We say /i/ for this letter. We say /g/ for this letter. We say /yər/ for these letters.” Point to the letters as you blend the sounds: /f/ /i/ /g/ /yər/, *figure*. Say, “*Figure!* It’s a word we use all the time.”
- Repeat with any additional Tricky Words you reviewed in Lesson 3. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### Additional Ways to Practice Tricky Words

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

## REVIEW

# Mixed Review

## PRIMARY FOCUS OF LESSON

### Warm-Up

Students will review identifying and blending words with 'tion' and 'sion'.

✚ **TEKS 3.2.A.ii**

### Phonics—Decoding

Students will review identifying and reading words with 'tion' and 'sion'.

✚ **TEKS 3.2.A.ii**

Students will review dividing and reading multisyllabic words with the VC/CV

✚ pattern. **TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.i; TEKS 3.2.B.v**

### Morphology

Students will review using words with prefixes and suffixes.

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

### Reading

Students will read "Postgame Report" independently and will answer questions about key details in the text.

✚ **TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.5**

### Phonics—Encoding

Students will review spelling and writing words with 'tion' and 'sion'.

✚ **TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

## FORMATIVE ASSESSMENT

### Dictation Journal

### Phonics/Encoding Dictation

✚ **TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;  
**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;



## LESSON AT A GLANCE

	Time	Materials
<b>Part 1 (15 min.)</b>		
<b>Warm-Up</b>		
Review Words with 'tion' and 'sion'	3 min.	
<b>Phonics—Decoding</b>		
Read Words with 'tion' and 'sion'	3 min.	
Divide and Read Words with the VC/CV Pattern	3 min.	<input type="checkbox"/> Activity Page 5.1
<b>Morphology</b>		
Review Root Words and Affixes: <i>mid-</i> , <i>post-</i>	6 min.	<input type="checkbox"/> Activity Page 5.2
<b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b>		
<b>Part 2 (15 min.)</b>		
<b>Reading</b>		
Read "Postgame Report" Independently	10 min.	<input type="checkbox"/> Activity Pages 5.3, 5.4
<b>Phonics—Encoding</b>		
Encoding Review	5 min.	<input type="checkbox"/> dictation journal

(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

## ADVANCE PREPARATION

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### Phonics—Decoding

- Have students cut word cards on Activity Page 5.1.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *sports page* (newspaper), *Carli Lloyd* (2015 photo in uniform if possible), *spectators*, *World Cup* (women's trophy), *interview* (sports), *midfield* (soccer field).

## Lesson 5: Mixed Review, Part 1

# Warm-Up



**Primary Focus:** Students will review identifying and blending words with ‘tion’ and ‘sion’. **TEKS 3.2.A.ii**

### REVIEW WORDS WITH ‘TION’ AND ‘SION’ (3 MIN.)

- Draw a two-column chart like the one below.
- Pointing to each heading, say, “Remember, we learned about two spellings: ‘tion’ and ‘sion.’ They can both be pronounced /shən/, and ‘sion’ can also be pronounced /zhen/.”
- Say *mention*. Have students repeat the word.
- Write the word in the correct column. Underline ‘tion’.
- Repeat with the words below. Students will continue to add to this chart throughout the lesson.

Words with ‘tion’	Words with ‘sion’
<i>mention</i>	<i>decision</i>
<i>fraction</i>	<i>version</i>
<i>lotion</i>	<i>obsession</i>

## Lesson 5: Mixed Review, Part 1

# Phonics—Decoding



### Primary Focus

Students will review identifying and reading words with ‘tion’ and ‘sion’.

**TEKS 3.2.A.ii**

Students will review dividing and reading multisyllabic words with the VC/CV

pattern. **TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.i; TEKS 3.2.B.v**

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

### READ WORDS WITH 'TION' AND 'SION' (3 MIN.)

- Say, "Let's continue to review words with 'tion' and 'sion'!"
- Show the chart from the Warm-Up.
- Write *invention* in the correct column. Ask a volunteer to underline the 'tion' or 'sion' spelling.
- Have students work together to break up the word into syllables.
- Then have the class read the word aloud together.
- Repeat with the following words: *addition*, *solution*, *admission*, *confession*, *audition*, *invasion*, and *persuasion*.

### DIVIDE AND READ WORDS WITH THE VC/CV PATTERN (3 MIN.)

- Say, "Remember, when two consonants stand between two vowels, the word is usually divided between the two consonants. This pattern is called VC/CV."
- Write the word *tension* on the board.
- Circle the vowels. Underline the consonants.
- Mark VC/CV under the word. Say, "This word has a VC/CV pattern, so we divide the syllables between the consonants."
- Use a slash to demonstrate dividing syllables: *ten•sion*. Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Direct students to Activity Page 5.1 and review the instructions.
- Ask, "If I were to cut *uphill* into syllables, where should I do it?" (*after the 'p'*)
- Circulate as students work with a partner on the activity page.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



#### Check for Understanding

Say, "I'm going to say some words. If you hear the /shən/ sound, raise your hand." Read the following words: *edition* (yes), *smash* (no), *impression* (yes), *progression* (yes), *obsess* (no), *mission* (yes).

### Challenge

Have students come up with their own 'tion' and 'sion' words to add to the chart.

### Activity Page 5.1





Foundational Skills

Foundational Literacy Skills

**Beginning**

Ask yes or no questions to reinforce words with the prefix *post-*.

For example: Does a postconcert event happen before the concert? (*no*)  
Does it happen after the concert? (*yes*)

**Intermediate**

Have volunteers complete this sentence frame: A *postconcert event happens* \_\_\_\_\_ *the concert.* (*after*)

**Advanced/  
Advanced High**

Have students answer a question to practice using words with the prefix *post-*. For example:  
*What might you do at a postconcert event? I might discuss what I liked about the concert.*

**ELPS 1.C**

Activity Page 5.2



Lesson 5: Mixed Review, Part 1

# Morphology



**Primary Focus:** Students will review using words with prefixes and suffixes.

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

**REVIEW ROOT WORDS AND AFFIXES: MID-, POST- (6 MIN.)**

- Say, "Remember, the prefix *mid-* often means 'middle.'"
- Write *day* on the board. Then add the prefix *mid-*.
- Say, "The word *midday* means 'middle of the day.'"
- Ask a volunteer to use the word in a sentence: for example, *The midday sun is very hot.*
- Have students read the word aloud.
- Say, "Remember, the prefix *post-* often means 'after or following.'"
- Write *concert* on the board. Then add the prefix *post-*.
- Say, "The word *postconcert* means 'after the concert.'"
- Ask a volunteer to use the word in a sentence: *At a postconcert event, we met the musicians.*
- Have students read the word aloud.
- Direct students to Activity Page 5.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

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

## Lesson 5: Mixed Review, Part 2

## Reading



**Primary Focus:** Students will read “Postgame Report” independently and will answer questions about key details in the text.

**TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.5**

### READ “POSTGAME REPORT” INDEPENDENTLY (10 MIN.)

- Tell students that they will be reading “Postgame Report” independently. Direct students to Activity Page 5.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *intense, dedication, recognition, displayed, humbly*
  - phrases: “insights and reflections,” “her mission was clear,” “eruption of joyful clapping”
  - domain-specific language: *midfielder, postseason, post-match, World Cup*
- Remind students that a synonym is a word whose meaning is the same as or similar to the meaning of another word. An antonym is a word whose meaning is the opposite of the meaning of another word. Explain that students can use synonyms and antonyms to help them increase their understanding of the text. For example, point out that the underlined antonyms in the text show how focused Lloyd was. *The stadium atmosphere felt tense with nervous energy. Even under such tension, Carli showed her calm and focused attitude.*
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *emotional, especially, performance*).
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.

### Activity Pages 5.3, 5.4



### Support

Have students focus on one annotation at a time. For example, first have them read and underline words with ‘tion’ or ‘sion’. During the next reading, have them circle words with *mid-* or *post-*, and so on.

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

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.5** Self-select text and read independently for a sustained period of time.



## Reading

### Reading Closely

#### Beginning

Assist students in creating columns on their own paper for each category (e.g., words with 'tion' and 'sion'). Provide them with or help them identify one example word from the passage for each category.

Then have them find one additional example on their own or with a partner by focusing on one paragraph at a time.

#### Intermediate

Have students work with a partner to annotate the text.

#### Advanced/ Advanced High

After students have worked independently to annotate the text, ask them to share their work with a partner.

**ELPS 4.A**

- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
  - underline words with 'tion' and 'sion',
  - circle words with the prefixes *mid-* and *post-*,
  - highlight at least ten words with the VC/CV syllable pattern, and
  - write two words from the text that are synonyms and two words that are antonyms.
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 5.4 independently.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

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

## Lesson 5: Mixed Review, Part 2

# Phonics—Encoding



**Primary Focus:** Students will review spelling and writing words with 'tion' and 'sion'

**TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

### ENCODING REVIEW (5 MIN.)

- Explain that students will write in their dictation journal.

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

- Tell students that they will be spelling some words with 'mid' and 'post' and some words with 'tion' and 'sion' that you say aloud. Point out that words with this spelling can make either the /shən/ or the /zhən/ sound.
- Remind them to use what they know about syllable division patterns as they spell the words.
- Say the word *eruption*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |              |                 |               |
|--------------|-----------------|---------------|
| 1. eruption  | 4. postelection | 7. admission  |
| 2. expansion | 5. adoption     | 8. posttest   |
| 3. midyear   | 6. inversion    | 9. midsection |

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

- |  |
|--|
| 1. In math, we do addition and division.           |
| 2. What solution will fix the erosion on the hill? |

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

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

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



### Dictation Journals: Phonics/Encoding Dictation

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



## Lesson 5: Foundational Skills

# Additional Support

**WRITING EXTENSION**

- Make one copy of **Activity Page TR 5.1** for each student.
- Direct students to Activity Page 5.3.
- Have them reread “Postgame Report.”
- Review the writing prompt on **Activity Page TR 5.1**.
- Tell students they will write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “Postgame Report” on **Activity Page TR 5.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

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

### TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lesson 1 and Lesson 3 (*oceans, islands, Hawaiian, figure*) and any other Tricky Words that you reviewed in the lessons. Write the following new words on an index card: *obvious* and *atmosphere*.
- Use the cards with the new words. Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Display and point to the word *obvious* and say, “This word is tricky because the ‘i’ is pronounced /ee/, and the ‘ous’ is pronounced /əs/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /o/ for this letter. We say /b/ for this letter. We say /v/ for this letter. We say /ee/ for this letter. We say /əs/ for these letters.” Point to the letters as you blend the sounds: /o/ /b/ /v/ /ee/ /əs/, *obvious*. Say, “*Obvious!* It’s a word we use all the time, like when we say ‘Her training and intense passion were obvious with every move she made.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *obvious*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the /əs/ sound spelled ‘ous.’” Write *curious* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.

- Add the Tricky Word cards from Lesson 1 and Lesson 3. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

### **Additional Activities to Review All Tricky Words from This Week**

#### **(1) Tricky Words Race**

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

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

## **(2) Call, Flip, Read, Roll**

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

## 6

## REVIEW

# Words with /shən/ > ‘tian’, ‘cian’

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will identify and blend words with /shən/ > ‘tian’, ‘cian’. **TEKS 3.2.A.ii**

## Phonics—Decoding

- Students will identify and read words with /shən/ > ‘tian’, ‘cian’. **TEKS 3.2.A.ii**
- Students will divide and read multisyllabic words with the V/CV and VC/V patterns.
- TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.v**

## Morphology

- Students will identify the meaning of and use the suffix *-scope* and the root words *spect* and *meter/metr*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will read “Dr. Dalmatian” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text.

- TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

## Phonics—Encoding

Students will spell and write words with /shən/ > ‘tian’, ‘cian’.

- TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

## FORMATIVE ASSESSMENT

Activity Page 6.1

Read Words with /shən/ &gt; ‘tian’, ‘cian’

- TEKS 3.2.A.ii**

Observation

Discussion Questions Observation Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;
- TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final

## LESSON AT A GLANCE

	Time	Materials
<b>Part 1 (15 min.)</b>		
<b>Warm-Up</b>		
Review Words with /shən/ > 'tian', 'cian'	3 min.	
<b>Phonics—Decoding</b>		
Read Words with /shən/ > 'tian', 'cian'	3 min.	<input type="checkbox"/> Activity Page 6.1
Divide and Read Words with V/CV and VC/V Patterns	3 min.	
<b>Morphology</b>		
Root Words and Affixes: <i>-scope, spect, meter/met</i>	6 min.	<input type="checkbox"/> Activity Page 6.2
<b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b>		
<b>Part 2 (15 min.)</b>		
<b>Reading</b>		
Read “Dr. Dalmatian” with Accuracy	10 min.	<input type="checkbox"/> Activity Page 6.3
<b>Phonics—Encoding</b>		
Spell Words with 'tian' and 'cian'	5 min.	<input type="checkbox"/> dictation journal

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

## ADVANCE PREPARATION

### Reading

- Ensure you have the Unit 4 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *pediatrician*, *Dalmatian dog*, *stethoscope*, *barometer*, *thermometer*, and *spectacles*.



## Lesson 6: Review: Words with /shən/ &gt; 'tian', 'cian', Part 1

## Warm-Up



## Foundational Skills

## Foundational Literacy Skills

Make sure students feel the same articulation when they say words that end 'tian' and 'cian'. Have them repeat the words *Martian* and *magician* again, paying special attention to how their mouths feel as they say the end sound of each word. Talk about what their mouths are doing and how it feels. Have students look in a mirror to see that their mouth looks the same as they say the word endings, even though the word endings have different spellings. Students can also look at each other's mouths as they say the sounds. Talk about why their mouths make the same motion when saying each word ending with a different spelling.

ELPS 2.A; ELPS 2.B;

ELPS 2.C; ELPS 3.A

**Primary Focus:** Students will identify and blend words with /shən/ > 'tian', 'cian'.

✚ **TEKS 3.2.A.ii**

## REVIEW WORDS WITH /SHƏN/ &gt; 'TIAN', 'CIAN' (3 MIN.)

- Say, "Today we will review another way to combine the /sh/ sound with the schwa sound."
- Say /shən/, and have students repeat.
- Remind students that any vowel can make the /ə/ sound in an unstressed syllable and that /sh/ can be made by several spellings, such as 'sh', 'ss', 's', and 'ch'. The sound is also part of the sound-spellings 'tion' and 'sion'.
- Say *Martian*, emphasizing /shən/ in the final syllable. Have students repeat.
- If needed, explain that *Martian* is an adjective used to describe a feature of the planet Mars; for example, *the Martian atmosphere*.
- Write *Martian* on the board, and underline the spelling 'tian'.
- Say *magician*, emphasizing /shən/ in the final syllable. Have students repeat.
- Write *magician* on the board, and underline the spelling 'cian'.
- Leave the words *Martian* and *magician* on the board to use in the next activity.

## Lesson 6: Review: Words with /shən/ &gt; 'tian', 'cian', Part 1

## Phonics—Decoding



## Primary Focus

✚ Students will identify and read words with /shən/ > 'tian', 'cian'. **TEKS 3.2.A.ii**

Students will divide and read multisyllabic words with the V/CV and VC/V patterns.

✚ **TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.v**

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.



## Support

Define any unfamiliar words from the lesson and activity page for students. For example, *Grecian* is an adjective used to describe anything related to the country Greece. *Egyptian* can be both a noun, meaning a person from Egypt, or an adjective used to describe anything related to that country. *Dalmatian* is a breed of dog from the Dalmatia region of the country of Croatia.

*Martian*, *Grecian*, *Egyptian*, and *Dalmatian* are capitalized because they describe things related to a specific planet, country, or region.

## Challenge

Write the words *beautician* and *technician* on the board, and provide definitions. Challenge students to use each in a sentence.

## Activity Page 6.1



## READ WORDS WITH /SHƏN/ > 'TIAN', 'CIAN' (3 MIN.)

- Say, "Both *Martian* and *magician* end with /shən/."
- Point to the underlined word endings. Say, "'tian' and 'cian' are tricky spellings that are pronounced /shən/."
- Point to *Martian* and say the word again.
- Say, "In this word, the spelling 'tian' makes the sounds /shən/."
- Write the words *Egyptian* and *Dalmatian* on the board, and underline the 'tian' endings.
- Use a slash to mark each syllable in the words.
- Point to each word as you read it aloud: first, syllable by syllable, and then, as a whole word. Have students read each word aloud with you.
- Point to *magician* and say the word again.
- Say, "In this word, the spelling 'cian' makes the sounds /shən/."
- Write the words *Grecian* and *musician* on the board, and underline the 'cian' endings.
- Use a slash to mark each syllable in the words.
- Point to each word as you read it aloud: first, syllable by syllable, and then, as a whole word. Have students read each word aloud with you.
- Direct students to Activity Page 6.1 and review the instructions.
- Have students read the words individually. Then read the words as a class, ensuring that students have correctly divided the words and identified syllables containing the /shən/ sound.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## DIVIDE AND READ WORDS WITH V/CV AND VC/V PATTERNS (3 MIN.)

- Remind students that vowels can make long and short vowel sounds.
- Review the short vowel sounds /a/, /e/, /i/, /o/, and /u/. Then review the long vowel sounds /ae/, /ee/, /ie/, /oe/, and /ue/.

## Support

Explain to students that in both the VC/V pattern and the V/CV pattern, V stands for *vowel* and C stands for *consonant*.

- Write *silent* on the board.
- Say, “We know that every syllable has a vowel sound. Let’s find and circle the vowels and underline the consonants. We’ve learned how to divide words that have the CV/VC pattern. I don’t see this pattern here; I see a different pattern. I see the VCV, or vowel + consonant + vowel, pattern.”
- Write VCV under the word.
- Say, “I need to figure out whether to divide this word after or before the consonant ‘l.’”
- Say, “Let me try to divide the word after the consonant.” Put a slash after the ‘l’ to divide the word into the syllables: *sil•ent*.
- Say, “Both the first and second syllables are closed, so the vowel sound is short.” As you read the word *silent*, pronounce the first syllable with the /i/ sound: /sil/ /ent/.
- Say, “That does not sound right to me. Let me try to divide the word before the consonant.” Put a slash before the ‘l’ to divide the word into the syllables: *si•lent*.
- Say, “Now, the first syllable is open, so the vowel sound is long.” As you read the word *silent*, pronounce the first syllable with the /ie/ sound: /sie/ /lent/.
- Say, “That sounds much better. /sie/ /lent/: *silent*! This is the V/CV pattern.”
- Write *camel* on the board.
- Say, “Remember, every syllable has a vowel sound. Let’s find and circle the vowels and underline the consonants.”
- Write VCV under the word.
- Say, “We see the VCV, or vowel + consonant + vowel, pattern. We want to know whether we should divide this word after or before the consonant ‘m.’”
- Say, “Let’s try to divide the word after the consonant.” Put a slash after the ‘m’ to divide the word into the syllables: *cam•el*.
- Say, “Both the first and second syllables are closed, so the vowel sound is short.” Let’s read each syllable together, and then read the whole word. Read the word *camel* with students: first, syllable by syllable, and then as a whole word. /cam/ /el/: camel. This is the VC/V pattern.”



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Write and read aloud the word *flavor*. Ask students to give a thumbs-up if they agree or a thumbs-down if they disagree that the word *flavor* should be broken into syllables after the long /ae/ sound, making a V/CV pattern. (*thumbs-up*)

## Lesson 6: Review: Words with /shən/ > 'tian', 'cian', Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use the suffix *-scope* and the root words *spect* and *meter/metr*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### ROOT WORDS AND AFFIXES: *-SCOPE, SPECT, METER/METR* (6 MIN.)

- Write *microscope* on the board.
- Say, "The word *microscope* has two parts: *micro-* and *-scope*."
- Remind students that a prefix is a word part that is added to the beginning of a word to change its meaning and that a suffix is a word part added to the end of a word to change its meaning.
- Say, "We already reviewed that the prefix *micro-* means 'small.' Today, we will look at the suffix that comes at the end of *microscope*, *-scope*."
- Explain that the suffix *-scope* means "an instrument to observe."
- Say, "Let's put these word parts together. If *micro-* means 'small' and *-scope* means 'an instrument to observe,' then *microscope* means 'an instrument to observe small things.' *Micro-* refers to what the instrument does (observes small things) and not what it is (a small instrument)."
- Explain that sometimes words can be made by attaching a prefix directly to a suffix, but often prefixes and suffixes are added to roots. A root is a word part from which other words are created.

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

- Write *spect* and *meter* on the board.
- Tell students that *spect* and *meter* are roots. *Spect* means “to see, watch, or observe.” *Meter* means “related to measuring.”
- Explain that we add prefixes or suffixes to roots to form words. Note that sometimes the spelling of the root *meter* changes to *metr* when adding a suffix, like in the word *geometry*.
- Write *inspector* on the board. Circle the root *spect*, and underline the prefix *in-* and the suffix *-or*.
- Say, “The word *inspector* has three parts: *in-*, *spect*, and *-or*.” Have students repeat each word part.
- Say, “Let’s put these word parts together. The prefix *in-* means ‘within’ or ‘inside.’ The root *spect* means ‘to see, watch, or observe.’ The suffix *-or* means ‘a person who does something.’ So *inspector* means ‘a person who looks into things.’”
- Write *pedometer* on the board. Circle the root *meter*, and underline the prefix *ped-*
- Say, “The word *pedometer* has two parts: *ped-* and *meter*.” Have students repeat each word part. Note that the leftover ‘o’ does not contribute to the word’s meaning.
- Say, “Let’s put these word parts together. The prefix *ped-* means ‘foot,’ and the root *meter* means ‘related to measuring.’ So *pedometer* means ‘a device for measuring a person’s footsteps.’”
- Direct students to Activity Page 6.2 and review the instructions.
- Have students work in pairs to complete the activity page in class.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *retrospect*, *prospect*, *perimeter*. Model for students how to look up words in the dictionary when the root word is not a standalone word in English. For example, you can look up *retrospect* and point out that the word *retro* means “back” so knowing that the root *spect* means “to see” helps you define *retrospect* as “looking back” or “thinking about the past.”

## Activity Page 6.2



## Lesson 6: Review: Words with /shən/ &gt; 'tian', 'cian', Part 2

## Reading



**Primary Focus:** Students will read “Dr. Dalmatian” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text. **TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

**READ “DR. DALMATIAN” WITH ACCURACY (10 MIN.)**

## Activity Page 6.3



## Support

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

- Direct students to Activity Page 6.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *specializes, spectacular, potential/potentially, assured, substantial*
  - phrases: “essential role,” “positive perspective,” “spectrum of emotions”
  - domain-specific language: *stethoscope, barometer, technician, chest X-ray, charting, symptoms, reactions*
- Tell students that an idiom is a kind of expression that has a meaning different from the literal meaning of its words. For example, if you are “in good hands,” it means that you are being well cared for. Prompt students to look for idioms as you read the passage and think about their impact on the story, and provide support for their meanings. (*felt under the weather, cut corners, in good hands, called it a day, hit the sack*)
- Have students follow along as you read “Dr. Dalmatian.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read the first three or four paragraphs of the passage again, this time without awareness of phrasing and with a flat, expressionless voice.
- Ask students to explain how your voice was different and to identify which reading was the most enjoyable to listen to.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



## Reading

### Reading Closely

#### Beginning

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

#### Intermediate

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

#### Advanced/ Advanced High

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

#### ELPS 4.G

- Confirm that your reading didn't sound conversational, you didn't use appropriate phrasing of words, and your reading didn't have the right rhythm.
- Say, "To read fluently, we have to read accurately and with expressive voices that sound the way the characters would talk. Listen as I reread the sentence: 'Almost like a magician, Dr. Dalmatian had a spectacular way of making his patients feel better.'"
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *initials*, *pediatrician*, *appointment*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read. Encourage them to read with appropriate expression. Explain that they will be practicing reading with appropriate expression throughout the week.

## Wrap-Up

### Discussion Questions for "Dr. Dalmatian"

1. Why does Dr. Dalmatian have his silly nickname?
  - » He wears a fuzzy white coat with black spots and has three Dalmatian dogs.
2. What does Dr. Dalmatian do with his bone-shaped thermometer?
  - » He uses it to take temperatures.
3. What idea does the author express about Sebastian with the idiom "felt under the weather"?
  - » Sebastian felt sick.
4. What is wrong with Sebastian?
  - » He has a bad cold.
5. Do you think Sebastian's parents still felt worried after they left Dr. Dalmatian's office? Why or why not?
  - » They probably felt less worried because Sebastian only has a cold and because Dr. Dalmatian took good care of him.



### Check for Understanding

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



### Observation: Discussion Questions Observation Record

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

## Lesson 6: Review: Words with /shən/ > 'tian', 'cian', Part 2 Phonics—Encoding



**Primary Focus:** Students will spell and write words with /shən/ > 'tian', 'cian'.

**TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

### SPELL WORDS WITH 'TIAN' AND 'CIAN' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with 'tian' and 'cian' that you say aloud.
- Remind them to use what they know about syllable division patterns as they spell the words.
- Say the word *Martian*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

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

- |             |                  |                 |
|-------------|------------------|-----------------|
| 1. Martian  | 4. Egyptian      | 7. physician    |
| 2. Grecian  | 5. mathematician | 8. politician   |
| 3. musician | 6. electrician   | 9. pediatrician |

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

- |   |
|---|
| 1. The magician put on a show.          |
| 2. I have a pet Dalmatian named Millie. |

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

**Note:** You may accept *Dalmatian* spelled with an initial capital or lowercase letter.

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

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

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

## Lesson 6: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 6.1** for each student.
- Direct students to Activity Page 6.3.
- Have them reread "Dr. Dalmatian."
- Review the writing prompt on **Activity Page TR 6.1**.



- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

### TRICKY WORDS REVIEW

- Write the following words on index cards: *exhausted* and *routine*. Create or gather additional Tricky Word cards to include in this review.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *routine* and say, “This word is tricky because the ‘ou’ is pronounced /oo/ and the ‘i’ is pronounced /ee/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /r/ for this letter. We say /oo/ for these letters. We say /t/ for this letter. We say /ee/ for this letter. We say /n/ for this letter. We do not say anything for this letter.” Point to the letters as you blend the sounds: /r/ /oo/ /t/ /ee/ /n/, *routine*. Say, “*Routine!* It’s a word we hear all the time, like when we say ‘This was an important step in Dr. Dalmatian’s routine.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *routine*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.

- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

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

## 7

## REVIEW

# Words with /shəl/ > ‘tial’, ‘cial’

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will identify and blend words with /shəl/ > ‘tial’, ‘cial’. **TEKS 3.2.A.ii**

## Phonics—Decoding

- Students will identify and read words with /shəl/ > ‘tial’, ‘cial’. **TEKS 3.2.A.ii**
- Students will divide and read multisyllabic words with the V/CV and VC/V patterns.
- TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.v**

## Morphology

- Students will identify the meaning of and use the suffix *-scope* and the root words *spect* and *meter/metr*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will reread “Dr. Dalmatian” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

## Phonics—Encoding

Students will spell and write words with /shəl/ > ‘tial’, ‘cial’.

- TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

## FORMATIVE ASSESSMENT

Observation

“Dr. Dalmatian” Anecdotal Reading Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;
- TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful;

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials           |
|------------------------------------------------------------------------------------------------|---------|---------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                     |
| <b>Warm-Up</b>                                                                                 |         |                     |
| Review /shəl/ > 'tial', 'cial'                                                                 | 3 min.  |                     |
| <b>Phonics—Decoding</b>                                                                        |         |                     |
| Read Words with /shəl/ > 'tial', 'cial'                                                        | 3 min.  |                     |
| Divide and Read Words with V/CV and VC/V Patterns                                              | 3 min.  | ☐ Activity Page 7.1 |
| <b>Morphology</b>                                                                              |         |                     |
| Root Words and Affixes: <i>–scope, spect, meter/met</i>                                        | 6 min.  | ☐ Activity Page 7.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                     |
| <b>Part 2 (15 min.)</b>                                                                        |         |                     |
| <b>Reading</b>                                                                                 |         |                     |
| Reread “Dr. Dalmatian”                                                                         | 10 min. | ☐ Activity Page 6.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                     |
| Spell Words with 'tial', 'cial'                                                                | 5 min.  | ☐ dictation journal |

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## ADVANCE PREPARATION

### Reading

- Ensure you have the Unit 4 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire story.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the story.

### Phonics—Encoding

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

### Universal Access

- Gather pictures to represent the words in the Reading activity: *pediatrician*, *Dalmatian dog*, *stethoscope*, *barometer*, *thermometer*, and *spectacles*.

## Lesson 7: Review: Words with /shəl/ &gt; 'tial', 'cial', Part 1

## Warm-Up



**Primary Focus:** Students will identify and blend words with /shəl/ > 'tial', 'cial'.

**TEKS 3.2.A.ii**

**REVIEW /SHƏL/ > 'TIAL', 'CIAL' (3 MIN.)**

- Say, “Today we will review another way to combine the /sh/ sound with the schwa sound.”
- Say /sh/ sound and the /ə/ (schwa) sound, and have students repeat.
- Remind students that any vowel can make the /ə/ sound in an unstressed syllable and that /sh/ can be made by several spellings, such as ‘sh’, ‘ss’, ‘s’, and ‘ch’. The sound is also part of the sound-spellings ‘tion’, ‘sion’, ‘tian’, and ‘cian’.
- Say *partial*, emphasizing the /sh/ and /ə/ in the final syllable. Have students repeat.
- Write *partial* on the board, and underline the spelling ‘tial’.
- Say *social*, emphasizing the /sh/ and /ə/ in the final syllable. Have students repeat.
- Write *social* on the board, and underline the spelling ‘cial’.
- Leave the words *partial* and *social* on the board to use in the next activity.

**Support**

Clarify for students that the /sh/ sound is made by the letters ‘ti’ in *partial* and by ‘ci’ in *social*.


**Check for Understanding**

**Thumbs-Up/Thumbs-Down:** Write and read aloud the word *partial*. Tell students that *partial* is an adjective that means “only in part or incomplete.” Ask students to give a thumbs-up if they agree or a thumbs-down if they disagree that the word *partial* ends in the same sound as the words *martial* and *social*. (*thumbs-up*)

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



Foundational Skills

Foundational Literacy Skills

Have students compare and contrast their articulation when they say words that end in 'tial' and 'tian'. Ask them to say the words *Martian* and *magician*, focusing on how their mouths feel as they say the end of each word. Talk about what is the same (the /sh/ and /ə/ sounds) and what is different (the final consonant sound).

Have students look in a mirror to see how the movements they make with their mouths while saying each word are similar and different. Students can also look at each other's mouths as they say the words. Talk about why their mouths make these motions when saying each word ending with a different spelling.

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

**ELPS 2.C; ELPS 3.A**

Lesson 7: Review: Words with /shəl/ > 'tial', 'cial', Part 1

# Phonics—Decoding



**Primary Focus**

Students will identify and read words with /shəl/ > 'tial', 'cial'. **TEKS 3.2.A.ii**

Students will divide and read multisyllabic words with the V/CV and VC/V patterns.

**TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.v**

**READ WORDS WITH /SHƏL/ > 'TIAL', 'CIAL' (3 MIN.)**

- Say, "We have reviewed several tricky spellings that can make the /shən/ sounds."
- Write the words *nation*, *mission*, *Martian*, and *magician* on the board and underline the /shən/ endings: 'tion', 'sion', 'tian', and 'cian'. Read each word aloud with students.
- Explain that 'tial' and 'cial' are other tricky spellings that can also make the /shə/ sounds, but followed by /l/ instead of by /n/.
- Point to *partial*. Say, "In this word, the spelling 'tial' makes the sounds /shəl/."
- Use a slash to mark each syllable in the word.
- Read the word aloud: first, syllable by syllable, and then, as a whole word. Have students read the word aloud with you.
- Write the words *initial* and *essential* on the board, and underline the 'tial' endings.
- Use a slash to mark each syllable in the words.
- Point to each word as you read it aloud: first, syllable by syllable, and then, as a whole word. Have students read each word aloud with you.
- Point to *social*. Say, "In this word, the spelling 'cial' makes the sounds /shəl/."
- Use a slash to mark each syllable in the word.
- Read the word aloud: first, syllable by syllable, and then, as a whole word. Have students read each word aloud with you.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

- Write the words *special* and *official* on the board, and underline the 'tial' endings.
- Use a slash to mark each syllable in the words.
- Point to each word as you read it aloud: first, syllable by syllable, and then, as a whole word. Have students read each word aloud with you.

### **DIVIDE AND READ WORDS WITH V/CV AND VC/V PATTERNS (3 MIN.)**

- Remind students that they can look for patterns to divide words into syllables as they read and spell words.
- Write V/CV and VC/V on the board.
- Point to V/CV. Say, "When we divide before the consonant, the first syllable is open and the vowel has a long sound. This is a V/CV pattern."
- Point to VC/V. Say, "When we divide after the consonant, the first syllable is closed and the vowel has a short sound. This is a VC/V pattern."
- Direct students to Activity Page 7.1 and review the instructions.
- Model the first word for students. Write the word *legal* on the board.
- Say, "I need to figure out whether to divide this word after or before the consonant 'g'."
- Say, "Let me try to divide the word after the consonant." Put a slash after the 'g' to divide the word into the syllables: *leg•al*.
- Say, "Both the first and second syllables are closed, so the vowel sound is short." As you read the word *legal*, pronounce the first syllable with the /e/ sound: /leg/ /al/.
- Say, "That does not sound right to me. Let me try to divide the word before the consonant." Put a slash before the 'g' to divide the word into the syllables: *le•gal*.
- Say, "Now, the first syllable is open, so the vowel sound is long." As you read the word *legal*, pronounce the first syllable with the /ee/ sound: /lee/ /gal/.
- Say, "That sounds much better, but still sounds a bit off. Remember that in unstressed syllables, the vowel can change to the schwa sound. Let me try to read the word again with the schwa. /lee/ /gəl/: *legal!* *Legal* follows the V/CV pattern, so we will color this box red."
- Instruct students to color the box red.

#### Activity Page 7.1



#### Support

Review how to differentiate short vowel sounds /a/, /e/, /i/, /o/, and /u/ from long vowel sounds /ae/, /ee/, /ie/, /oe/, and /ue/.



- Complete the activity page as a class. Have student volunteers first identify how to divide each word into syllables and read each word aloud to check and identify which pattern each word follows. Offer corrections as needed.

## Lesson 7: Review: Words with /shəl/ > 'tial', 'cial' Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use the suffix *-scope* and the root words *spect* and *meter/metr*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### ROOT WORDS AND AFFIXES: *-SCOPE, SPECT, METER/METR* (6 MIN.)

#### Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *stethos* (“chest”); *retro* (“past, behind, back”); and *therm* (“heat”).

#### Challenge

Write the word *altimeter*. Tell students that this word has two word parts: *alti-* and *meter*. Explain that the prefix *alti-* means “high.” Have students use this information along with their knowledge of the root *meter* to determine what an *altimeter* measures (*how high something is*) and what kind of vehicle might have one (*aircraft, spacecraft, etc.*).

- Write the word parts *-scope*, *spect*, and *meter/metr* on board.
- Tell students that *spect* and *meter/metr* are word roots and *-scope* is a suffix.
- Remind students that a root is a word part from which other words are created, and a suffix is a word part added to the end of a root to change its meaning or part of speech.
- Write the word *stethoscope* on the board, and have a volunteer read it aloud. Offer corrections in pronunciation as needed.
- Ask, “Which word part do you recognize in the word *stethoscope*?” (*-scope*)
- Say, “The suffix *-scope* means ‘an instrument to observe.’ A stethoscope is an instrument doctors use to observe heartbeats or other sounds in the body.”
- Write the word *retrospect* on the board, and have a volunteer read it aloud. Offer corrections in pronunciation as needed.
- Ask, “Which word part do you recognize in the word *retrospect*?” (*spect*)
- Say, “The root *spect* means ‘to see, watch, or observe.’ *Retrospect* means ‘a look back on past events.’”

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

- Write the word *metronome* on the board, and have a volunteer read it aloud. Offer corrections in pronunciation as needed.
- Ask, “Which word part do you recognize in the word *metronome*?” (*metr*)
- Point out that the root *meter* is spelled *metr* in this word.
- Say, “The root *meter/metr* means ‘related to measuring.’ A metronome is a device that clicks on a regular beat to help musicians keep time while playing or singing.”
- Direct students to Activity Page 7.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Activity Page 7.2

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## Lesson 7: Review: Words with /shəl/ &gt; 'tial', 'cial', Part 2

## Reading



**Primary Focus:** Students will reread “Dr. Dalmatian” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

**REREAD “DR. DALMATIAN” (10 MIN.)**

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

- Direct students back to the passage on Activity Page 6.3. Tell students that today they will reread “Dr. Dalmatian” with a partner.
- Take time to answer any questions that students may have about “Dr. Dalmatian.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Remind students that an idiom is a kind of expression that has a meaning different from the literal meaning of its words.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.

- TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## Activity Page 6.3



ENGLISH  
LANGUAGE  
LEARNERS



Reading

Reading Closely

**Beginning**

Work with student pairs to identify a few two-syllable words with a VC/V pattern.

**Intermediate**

Have students share their annotations with another student.

**Advanced/**
**Advanced High**

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

**ELPS 4.A**

- After students read the passage, have them work together to
  - underline words with /shəl/ > 'tial', 'cial';
  - circle words with *-scope, spect, meter/metr*;
  - highlight words with *-tian* and *-cian*; and
  - write one idiom and its meaning.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



### Observation: "Dr. Dalmatian" Anecdotal Reading Record

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

## Lesson 7: Review: Words with /shəl/ > 'tial', 'cial', Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /shəl/ > 'tial', 'cial'.

**TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

### SPELL WORDS WITH 'TIAL', 'CIAL' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with 'tial' and 'cial' that you say aloud.
- Remind them to use what they know about syllable division patterns as they spell the words.
- Say the word *initial*. Repeat it. Have students write it in their dictation journal.

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

## Support

The double letters in *essential* and *official* may prove particularly difficult for students to spell. Prioritize the correct spelling of 'tial' and 'cial' in these words and help students to correct mistakes in their spellings of the rest of the word.

- Repeat with the remaining words.

- |            |               |              |
|------------|---------------|--------------|
| 1. initial | 4. potential  | 7. essential |
| 2. partial | 5. beneficial | 8. official  |
| 3. facial  | 6. artificial | 9. special   |

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

- |                               |
|-------------------------------|
| 1. Dogs are social animals.   |
| 2. That commercial was funny. |

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

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

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

End Lesson

### Lesson 7: Foundational Skills

# Additional Support

## PHONICS SUPPORT

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

## SHARING

- Pair up students and have one person share the response they wrote about “Dr. Dalmatian” on **Activity Page TR 6.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

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

## TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *routine* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *rrrooteen*. Write the letters to spell *routine* on the board.
- Point to the word *routine* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /oo/ sound is spelled ‘ou’ and the /ee/ sound is spelled ‘i.’”
- Show how the letters map to the sounds. Say, “We say /r/ for this letter. We say /oo/ for these letters. We say /t/ for this letter. We say /ee/ for this letter. We say /n/ for this letter. We do not say anything for this letter.” Point to the

letters as you blend the sounds: /r/ /oo/ /t/ /ee/ /n/, *routine*. Say, “*Routine!* It’s a word we use all the time.”

- Repeat with the word *exhausted* and any additional words you reviewed. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### **Additional Ways to Practice Tricky Words**

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

## 8

## REVIEW

# Words with /ə/ > 'o\_e'

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will identify and blend words with /ə/ > 'o\_e'. **TEKS 3.2.A.ii**

## Phonics—Decoding

- Students will identify and read words with /ə/ > 'o\_e'. **TEKS 3.2.A.ii**

Students will divide and read multisyllabic words with the V/CV and VC/V patterns.

- TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.v**

## Morphology

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

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

## Reading

Students will read “Bacteria Fighters!” fluently and will answer questions about key details in the text.

- TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.3.D; TEKS 3.4**

## Phonics—Encoding

- Students will spell and write words with /ə/ > 'o\_e'. **TEKS 3.2.B.i; TEKS 3.2.B.v**

## FORMATIVE ASSESSMENT

## Activity Page 8.2

Root Words and Prefixes: *semi-*, *anti-*

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

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.



## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                        |
|------------------------------------------------------------------------------------------------|---------|--------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                                  |
| <b>Warm-Up</b>                                                                                 |         |                                                  |
| Review Words with /ə/ > 'o_e'                                                                  | 3 min.  |                                                  |
| <b>Phonics—Decoding</b>                                                                        |         |                                                  |
| Read Words with /ə/ > 'o_e'                                                                    | 3 min.  | <input type="checkbox"/> Activity Page 8.1       |
| Divide and Read Words with V/CV and VC/V Patterns                                              | 3 min.  |                                                  |
| <b>Morphology</b>                                                                              |         |                                                  |
| Root Words and Prefixes: <i>semi-</i> , <i>anti-</i>                                           | 6 min.  | <input type="checkbox"/> Activity Page 8.2       |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                                  |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                                  |
| <b>Reading</b>                                                                                 |         |                                                  |
| Read "Bacteria Fighters!"                                                                      | 10 min. | <input type="checkbox"/> Activity Pages 8.3, 8.4 |
| <b>Phonics—Encoding</b>                                                                        |         |                                                  |
| Spell Words with /ə/ > 'o_e'                                                                   | 5 min.  | <input type="checkbox"/> dictation journal       |

## ADVANCE PREPARATION

### Phonics—Decoding

Write the following chart on the board to use during the Warm-Up.

| Sound-Spelling | /ə/ Example       |
|----------------|-------------------|
| 'a'            | <u>a</u> bout     |
| 'e'            | bel <u>o</u> ng   |
| 'i'            | bas <u>i</u>      |
| 'o'            | reason <u>o</u>   |
| 'el'           | bag <u>e</u> l    |
| 'al'           | pet <u>a</u> l    |
| 'le'           | puzz <u>l</u> e   |
| 'il'           | penc <u>i</u> l   |
| 'ul'           | mind <u>fu</u> l  |
| 'tion'         | nati <u>o</u> n   |
| 'sion'         | missi <u>o</u> n  |
| 'cian'         | musici <u>a</u> n |
| 'tian'         | Marti <u>a</u> n  |
| 'tial'         | parti <u>a</u> l  |
| 'cial'         | speci <u>a</u> l  |

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

### Phonics—Encoding

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

### Universal Access

- Gather pictures to represent the word in the Reading activity: *bacteria* (several kinds) and *antibodies*.

## Lesson 8: Review: Words with /ə/ &gt; 'o\_e', Part 1

## Warm-Up



**Primary Focus:** Students will identify and blend words with /ə/ > 'o\_e'.

**TEKS 3.2.A.ii**

**REVIEW WORDS WITH /ə/ > 'O\_E' (3 MIN.)**

- Say, "We have already reviewed many sound-spellings with the schwa sound."
- Display the chart below that you created in Advance Preparation. Review the sound-spellings with /ə/ that students have already learned by pointing out each sound-spelling and example word, reading the words aloud, and having students repeat the words after you.

| Sound-Spelling | /ə/ Example       |
|----------------|-------------------|
| 'a'            | ab <u>o</u> t     |
| 'e'            | bel <u>o</u> ng   |
| 'i'            | bas <u>i</u> l    |
| 'o'            | reas <u>o</u> n   |
| 'el'           | bag <u>e</u> l    |
| 'al'           | pet <u>a</u> l    |
| 'le'           | puzz <u>l</u> e   |
| 'il'           | penc <u>i</u> l   |
| 'ul'           | mind <u>fu</u> l  |
| 'tion'         | nati <u>o</u> n   |
| 'sion'         | missi <u>o</u> n  |
| 'cian'         | musici <u>a</u> n |
| 'tian'         | Marti <u>a</u> n  |
| 'tial'         | parti <u>a</u> l  |
| 'cial'         | speci <u>a</u> l  |

- Say, "Today we will review another sound-spelling with schwa."
- Say *love*, emphasizing the /ə/ sound in the middle of the word. Have students repeat.

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

- Write *love* on the board, and underline the spelling 'o\_e'.
- Leave the word *love* on the board to use in the next activity.



### Check for Understanding

**Turn and Talk:** Assign partners. Have one partner say and write a word other than *love* with the /ə/ sound. Have the other partner identify and circle the sound-spelling within the word that makes the /ə/ sound. Students should then reverse roles. Tell students to signal when both partners have contributed to the conversation. Ask students to share the words and sound-spellings with the class.

## Lesson 8: Review: Words with /ə/ > 'o\_e', Part 1

# Phonics—Decoding



### Primary Focus

- Students will identify and read words with /ə/ > 'o\_e'. **TEKS 3.2.A.ii**
- Students will divide and read multisyllabic words with the V/CV and VC/V patterns.
- TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.v**

### READ WORDS WITH /ə/ > 'O\_E' (3 MIN.)

- Remind students that any vowel can make the /ə/ sound in an unstressed syllable.
- Explain that 'o\_e' can also make the /ə/ sound.
- Point to *love* and say the word again.
- Say, "This word is pronounced /l/ /ə/ /v/ because the spelling 'o\_e' makes the /ə/ sound."
- Say, "We're already learned that the spelling 'o\_e' can also make the /oe/ sound. When we see words with the 'o\_e' spelling, we can say them aloud to figure out which sound the spelling makes."

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;
- TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

### Challenge

Write the word *dove*. First ask students to say the word with the /ə/ sound for the 'o\_e' spelling. Then have them say the word again using the /oe/ sound for the 'o\_e' spelling. Ask, "Which is the correct way to say this word: with the schwa sound or with the /oe/ sound? Or are both correct?" (*both*) Explain that *dove* has multiple meanings and pronunciations. Challenge students to define both meanings. (*a kind of bird, the past tense of dive*)

## Activity Page 8.1

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### Support

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Clarify that the 'o\_e' spelling can make the /ə/ sound anywhere within a word, not just at the end.

Provide students with the following examples: *money, oven, and shovel.*

- Write the word *cone* on the board. First say the word with the /ə/ sound and then say it again with the /oe/ sound.
- Say, "Which is the correct way to say this word: with the /ə/ sound or with the /oe/ sound?" (*the /oe/ sound*) Read the word aloud with students.
- Write *done* on the board. First say the word with the /ə/ sound and then say it again with the /oe/ sound.
- Say, "Which is the correct way to say this word: with the /ə/ sound or with the /oe/ sound?" (*the /ə/ sound*) Read the word aloud with students.
- Direct students to Activity Page 8.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

### **DIVIDE AND READ WORDS WITH V/CV AND VC/V PATTERNS (3 MIN.)**

- Remind students that they can look for patterns to divide words into syllables as they read and spell words.
- Write V/CV and VC/V on the board.
- Point to V/CV. Say, "When we divide before the consonant, the first syllable is open and the vowel has a long sound. This is a V/CV pattern."
- Point to VC/V. Say, "When we divide after the consonant, the first syllable is closed and the vowel has a short sound. This is a VC/V pattern."
- Write the words *magic, novel, open, clover, and frozen* on the board.
- Ask student volunteers use a slash to divide the words and read them aloud. (*mag•ic, nov•el, o•pen, clo•ver, fro•zen*). Remind students that they may have to adjust the vowel sound to the schwa in unstressed syllables.

## Lesson 8: Review: Words with /ə/ > 'o\_e', Part 1

# Morphology



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

### ROOT WORDS AND PREFIXES: SEMI-, ANTI- (6 MIN.)

- Write *semi-* and *anti-* on the board, and read them aloud.
- Explain that *semi-* and *anti-* are prefixes. They can be added to the beginning of a word to change or add to its meaning.
- Point to *semi-*. Explain that the 'i' in *semi-* has a long 'e' sound. Tell students that *semi-* means "half, or partly." Write the definition on the board next to the prefix. Have students repeat the prefix and its definition.
- Point to *anti-*. Explain that the 'i' in *anti-* has a short 'i' sound before a consonant but a long 'e' sound before a vowel. Tell students that *anti-* means "against; opposite." Write the definition on the board next to the prefix. Have students repeat the definition of the prefix and both of its possible pronunciations.
- Divide students into four groups. Assign one of the following words to each group: *semifinal*, *semisweet*, *antilock*, and *antitheft*.
- Have groups discuss what their word might mean. Then ask them to share their ideas with the class. Confirm or correct each meaning.
- Direct students to Activity Page 8.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *formal* ("relating to or following a rule or custom").



**ENGLISH  
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## Language

### Learning How English Works

#### Beginning

Review the meaning of the prefix *semi-* with a demonstration. Draw a colon and a semicolon on the board. Say, "A *semicolon* is a punctuation mark that has the same top half as a colon."

#### Intermediate

Ask students to act out a word with the prefix *semi-* or the prefix *anti-*. For example, a student may ask classmates to stand together in a *semicircle* at the front of the room.

#### Advanced/ Advanced High

Have students say a sentence using a word with prefix *semi-* or the prefix *anti-*.

#### ELPS 1.E

## Activity Page 8.2



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

## Lesson 8: Review: Words with /ə/ &gt; 'o\_e', Part 2

## Reading



**Primary Focus:** Students will read “Bacteria Fighters!” fluently and will answer questions about key details in the text.

**TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.3.D; TEKS 3.4**

### READ “BACTERIA FIGHTERS!” (10 MIN.)

- Direct students to Activity Page 8.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *semiannual, beneficial, semi-effective, prescribe, hygiene*
  - phrases: “gut bacteria,” “natural defenses,” “unwelcome guests”
  - domain-specific language: *bacteria, digestion, bacterial infections, strep throat, antidotes*
- Remind students that an idiom is a kind of expression that has a meaning different from the literal meaning of its words. For example, “The homework is a piece of cake” means “The homework is easy.” Prompt students to look for idioms as you read the passage and think about their impact on the text, and provide support for their meanings. (*out of sorts, at bay, once in a blue moon, struck gold, stay fit as fiddles*)
- Have students follow along as you read “Bacteria Fighters!”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *organisms, antibodies, and frequent*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (v) decoding words using knowledge of prefixes; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

### Activity Pages 8.3, 8.4



### Support

Remind students to scan or reread the passage to look for key details as they complete the comprehension questions.

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

- Then have them turn to Activity Page 8.4 and complete the comprehension questions. If they don't complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



**ENGLISH  
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## Reading

### Reading Closely

#### Beginning

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

#### Intermediate

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

#### Advanced/ Advanced High

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

**ELPS 4.1**



### Check for Understanding

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

## Lesson 8: Review: Words with /ə/ > 'o\_e', Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /ə/ > 'o\_e'.

**TEKS 3.2.B.i; TEKS 3.2.B.v**

### SPELL WORDS WITH /ə/ > 'O\_E' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /ə/ > 'o\_e' that you say aloud.
- Remind them to use what they know about syllable division patterns as they spell the words.
- Say the word *none*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

|          |          |          |
|----------|----------|----------|
| 1. none  | 4. cover | 7. money |
| 2. love  | 5. glove | 8. above |
| 3. dozen | 6. done  | 9. shove |

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

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.



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

1. This honey was made by local bees.
2. Beth used a shovel to plant foxglove flowers in her garden.

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

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

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

End Lesson

## Lesson 8: Foundational Skills

# Additional Support

### WRITING EXTENSION

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

## TRICKY WORDS REVIEW

- Write the following word on an index card: *hygiene*. Create or gather cards for additional Tricky Words to review in this lesson.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *hygiene* and say, “This word is tricky because the ‘y’ is pronounced /ie/ and the ‘ie’ is pronounced /ee/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /h/ for this letter. We say /ie/ for this letter. We say /j/ for this letter. We say /ee/ for these letters. We say /n/ for this letter. We do not say anything for this letter.” Point to the letters as you blend the sounds: /h/ /ie/ /j/ /ee/ /n/, *hygiene*. Say, “*Hygiene!* It’s a word we hear all the time, like when we say ‘Good hygiene habits include frequent hand washing.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *hygiene*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.

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

## REVIEW

# Words with /oo/ > 'o\_e'

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will identify and blend words with /oo/ > 'o\_e'. **TEKS 3.2.A.ii**

## Phonics—Decoding

- Students will identify and read words with /oo/ > 'o\_e'. **TEKS 3.2.A.ii**
- Students will construct and read multisyllabic words with the V/CV and VC/V patterns. **TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.v**

## Morphology

- Students will identify the meaning of and use words with the prefixes *semi-* and *anti-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

## Reading

Students will reread “Bacteria Fighters!” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.3.D; TEKS 3.4**

## Phonics—Encoding

- Students will spell and write words with /oo/ > 'o\_e'. **TEKS 3.2.B.i; TEKS 3.2.B.v**

## FORMATIVE ASSESSMENT

## Observation

## “Bacteria Fighters” Anecdotal Reading Record

- TEKS 3.4**

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

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                  |
|------------------------------------------------------------------------------------------------|---------|--------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                            |
| <b>Warm-Up</b>                                                                                 |         |                                            |
| Review Words with /oo/ > 'o_e'                                                                 | 3 min.  |                                            |
| <b>Phonics—Decoding</b>                                                                        |         |                                            |
| Read Words with /oo/ > 'o_e'                                                                   | 3 min.  |                                            |
| Construct and Read Words with V/CV and VC/V Patterns                                           | 3 min.  | <input type="checkbox"/> Activity Page 9.1 |
| <b>Morphology</b>                                                                              |         |                                            |
| Root Words and Prefixes: <i>semi-</i> , <i>anti-</i>                                           | 6 min.  | <input type="checkbox"/> Activity Page 9.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                            |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                            |
| <b>Reading</b>                                                                                 |         |                                            |
| Reread "Bacteria Fighters!"                                                                    | 10 min. | <input type="checkbox"/> Activity Page 8.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                            |
| Spell Words with /oo/ > 'o_e'                                                                  | 5 min.  | <input type="checkbox"/> dictation journal |

## ADVANCE PREPARATION

### Morphology

- Prepare the following chart in advance.

| Root   | Definition                                                                                                                          | New Word |
|--------|-------------------------------------------------------------------------------------------------------------------------------------|----------|
| annual | happening twice a year                                                                                                              |          |
| social | against being with other people                                                                                                     |          |
| rural  | somewhat far from a city                                                                                                            |          |
| virus  | used to protect against becoming infected with an illness; or used to protect a computer from a code that will disrupt its function |          |

### Reading

- Ensure you have the Unit 4 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire text.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the text.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Phonics—Encoding

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

### Universal Access

- Gather pictures to represent the words in the Reading activity: *bacteria* (several kinds) and *antibodies*.

## Lesson 9: Review: Words with /oo/ &gt; 'o\_e', Part 1

## Warm-Up



**Primary Focus:** Students will identify and blend words with /oo/ > 'o\_e'.

✚ **TEKS 3.2.A.ii**

**REVIEW WORDS WITH /OO/ > 'O\_E' (3 MIN.)**

- Say, "We already reviewed one way to make the /oo/ sound."
- Write *moon* on the board, and read it aloud.
- Say, "In words like *moon*, the /oo/ sound is made by the spelling 'oo'. Today we will review another spelling that can make the /oo/ sound."
- Say *move*, emphasizing the /oo/ sound in the middle of the word.
- Write *move* on the board, and underline the spelling 'o\_e'.
- Leave the word *move* on the board to use in the next activity.

## Lesson 9: Review: Words with /oo/ &gt; 'o\_e' Part 1

## Phonics—Decoding


**Primary Focus**

✚ Students will identify and read words with /oo/ > 'o\_e'. **TEKS 3.2.A.ii**

Students will construct and read multisyllabic words with the V/CV and VC/V

✚ patterns. **TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.v**

**READ WORDS WITH /OO/ > 'O\_E' (3 MIN.)**

- Remind students that they have already reviewed the /oo/ sound.
- Say, "Sometimes the spelling 'oo' makes the /oo/ sound."
- Write the words *moon* and *soon* on the board. Have students read them aloud.

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

### Support

Provide additional practice to reinforce that the spelling of words that end with 'o\_e' can change when adding a suffix. Write the words *remove* and *prove*. Read each aloud and have students repeat. Then work with students to form the words *removal* and *proven*.



## Foundational Skills

### Foundational Literacy Skills

To provide students an additional opportunity to practice distinguishing /oo/ from /ə/ and /oe/, write and read aloud the following words: *remove*, *above*, *bone*, *come*, *disprove*, and *vote*. Have students identify which words have the /oo/ sound (*remove*, *disprove*), which have the /ə/ sound (*above*, *come*), and which have the /oe/ sound (*bone*, *vote*).

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

- Remind students that they have already reviewed the spelling 'o\_e'.
- Say, "Sometimes the spelling 'o\_e' makes the /oe/ sound."
- Write the words *cove* and *stove* on the board. Underline the 'o\_e' spellings in each word.
- Point to each word, read it aloud, and have students read it aloud.
- Say, "The spelling 'o\_e' can also make the /ə/ sound."
- Write the words *shove* and *love* on the board. Underline the 'o\_e' spellings in each word.
- Point to each word, read it aloud, and have students read it aloud.
- Say, "The spelling 'o\_e' can also make the /oo/ sound."
- Point to *move* from the Warm-Up and say the word again.
- Say, "This word is pronounced /m/ /oo/ /v/ because the spelling 'o\_e' makes the /oo/ sound."
- Write the words *remove*, *approve*, and *improvement* on the board. Underline the 'o\_e' spellings in each word.
- Point to each word, read it aloud, and have students read it aloud.
- Point out that the word *improvement* is made from the root *improve* and the suffix *-ment*.
- Explain that when adding a suffix to a word that ends in 'o\_e', the final 'e' is sometimes removed before adding the suffix.
- Point to *approve* again. Model how to remove the final 'e' and add the suffix *-al* to make *approval*.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Write and read aloud the word *prove*. Ask students to give a thumbs-up if they agree or a thumbs-down if they disagree that the word *prove* has the /oo/ sound. (*thumbs-up*)



## CONSTRUCT AND READ WORDS WITH V/CV AND VC/V PATTERNS (3 MIN.)

### Activity Page 9.1



### Challenge

Challenge partners or small groups to use as many words from the activity page as they can to create a paragraph or short story.

- Direct students to Activity Page 9.1 and review the instructions.
- Explain that you will be creating words with a V/CV pattern in Part 1 of the activity page. Remind students that when with the V/CV pattern, we divide before the consonant. The first syllable is open and the vowel has a long sound.
- Model how to complete the first item in Part 1. Read the first syllable *hu-* aloud. Explain to students that you are going to construct words by adding ending syllables from the word bank.
- Ask, “Which ending created a real word? Which word did it create? (*man, human*) Read the completed word.
- Complete the rest of Part 1 of the activity page as a class.
- Explain that you will be creating words with a VC/V pattern in Part 2 of the activity page. Remind students that when with the VC/V pattern, we divide after the consonant. The first syllable is closed and the vowel has a short sound.
- Model how to complete the first item of Part 2. Read the first syllable *lin-* aloud. Explain to students that you are going to construct words by adding ending syllables from the word bank.
- Ask, “Which ending created a real word? Which word did it create? (*-en, linen*) Read the completed word.
- Complete the rest of Part 2 of the activity page as a class.

### Lesson 9: Review: Words with /oo/ > ‘o\_e’, Part 1

# Morphology



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

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

## ROOT WORDS AND PREFIXES: SEMI-, ANTI- (6 MIN.)

- Write *semi-* and *anti-* on the board.
- Explain that *semi-* and *anti-* are prefixes. They can be added to the beginning of a word to change or add to its meaning.
- Remind students that *semi-* means “half, or partly” and *anti-* means “against, or opposite.”
- Display the following chart you prepared in advance. Discuss the roots and definitions with students. You will fill in the new word column with students:

| Root   | Definition                                                                                                                          | New Word              |
|--------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| annual | happening twice a year                                                                                                              | ( <i>semiannual</i> ) |
| social | against being with other people                                                                                                     | ( <i>antisocial</i> ) |
| rural  | somewhat far from a city                                                                                                            | ( <i>semirural</i> )  |
| virus  | used to protect against becoming infected with an illness; or used to protect a computer from a code that will disrupt its function | ( <i>antivirus</i> )  |

- Explain that you are going to read each root and definition aloud. Students will decide which prefix, *semi-* or *anti-*, should be added to the root to make a word that matches the definition.
- Read *annual* aloud. Tell students that *annual* means “once a year.”
- Read the definition “happening twice a year” aloud. Ask, “Which prefix should we add to *annual* to create a word that means ‘happening twice a year’?” (*semi-*)
- Write the word *semiannual* next to the definition on the board. Read the word aloud, and then have students read the word aloud.
- Repeat with the remaining roots and definitions, providing definitions of the roots as needed.
- Direct students to Activity Page 9.2, review the instructions, and complete the first item as a class.
- Have students pick one root from the activity page and work with a partner to discuss how adding a new affix would change the meaning of the word. Then, have students share their partner’s response.

### Support

Remind students that the ‘i’ in *anti-* is pronounced with a short ‘i’ sound when it appears before a consonant, and it has a long ‘e’ sound before a vowel.

### Activity Page 9.2



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

## Lesson 9: Review: Words with /oo/ &gt; 'o\_e', Part 2

## Reading



**Primary Focus:** Students will reread “Bacteria Fighters!” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.3.D; TEKS 3.4**

### REREAD “BACTERIA FIGHTERS!” (10 MIN.)

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

- Direct students back to the passage on Activity Page 8.3. Tell students that today they will reread “Bacteria Fighters!” with a partner.
- Take time to answer any questions that students may have about “Bacteria Fighters.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Remind students that an idiom is a kind of expression that has a meaning different from the literal meaning of its words.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- Tell students that after they finish reading, they should work together to
  - underline words with /oo/ > 'o\_e'.

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (v) decoding words using knowledge of prefixes; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

### Support

Have students first look for words with the prefix *semi-*, and then have them look for words with the prefix *anti-*.

### Activity Page 8.3



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### Reading

#### Reading Closely

#### Beginning

Work with student pairs to identify a few words with /oo/ > 'ove'.

#### Intermediate

Have students share their annotations with another student.

#### Advanced/ Advanced High

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

#### ELPS 4.A

- circle words with the prefixes *semi-* or *anti-*,
  - highlight multisyllabic words with V/CV patterns, and
  - write one idiom and its meaning.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
  - Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

**Note:** As you go over student responses, check for students who circled words with /ə/ > ‘o\_e’ and /oe/ > ‘o\_e’. Have them reread the word to ensure correct pronunciation, and point out that even though those words may have ‘o\_e’ spelling, they do not make the /oo/ sound.



### Check for Understanding

**Think-Pair-Share:** Give students one minute to look at their annotations and think about some of their choices. Have pairs of partners explain their annotations to each other. Tell students to signal when both partners have contributed to the conversation. Call on students to share some of their annotations with the group.



### Observation: “Bacteria Fighters!” Anecdotal Reading Record

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

## Lesson 9: Review: Words with /oo/ > ‘o\_e’, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /oo/ > ‘o\_e’.

**TEKS 3.2.B.i; TEKS 3.2.B.v**

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

## SPELL WORDS WITH /OO/ > 'O\_E' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /oo/ > 'o\_e' that you say aloud.
- Remind them to use what they know about syllable division patterns as they spell the words.
- Say the word *move*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |            |               |                |
|------------|---------------|----------------|
| 1. move    | 4. disprove   | 7. removal     |
| 2. prove   | 5. proven     | 8. approval    |
| 3. approve | 6. disapprove | 9. improvement |

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

- |                                      |
|--------------------------------------|
| 1. Please remove your shoes.         |
| 2. I want to improve my math skills. |

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

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

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

## Lesson 9: Foundational Skills

# Additional Support

**PHONICS SUPPORT**

- Make one copy of **Activity Page TR 9.1** for each student.
- Review the directions. Answer any questions that students have, and then ask students to complete the activity. Assist students as needed to ensure they can recognize each word.
- When students are finished, ask pairs to share and check each other's work.

**SHARING**

- Pair up students and have one person share the response they wrote about “Bacteria Fighters” on **Activity Page TR 8.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

**Response Starters for Writing About Text**

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

## TRICKY WORDS REVIEW

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

### Additional Ways to Practice Tricky Words

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



## 10

## REVIEW

## Mixed Review

## PRIMARY FOCUS OF LESSON

## Warm-Up

Students will review blending words with /ə/ > 'o\_e', /oo/ > 'o\_e', and /oe/ > 'o\_e'.

✚ **TEKS 3.2.A.ii**

## Phonics—Decoding

Students will review reading words with /shən/ > 'tian', 'cian'; /shəl/ > 'tial', 'cial';

✚ /ə/ > 'o\_e'; and /oo/ > 'o\_e'. **TEKS 3.2.A.ii**

Students will review dividing and reading multisyllabic words with the VC/V and V/

✚ CV patterns. **TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.v**

## Morphology

Students will review identifying the meaning of and using prefixes and root words.

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

## Reading

Students will read “Tools of the Trade” independently and will answer questions about key details in the text.

✚ **TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.5**

## Phonics—Encoding

Students will review spelling and writing words with /ə/ and /oo/.

✚ **TEKS 3.2.B.i; TEKS 3.2.B.v**

## FORMATIVE ASSESSMENT

## Dictation Journal

## Phonics/Encoding Dictation

✚ **TEKS 3.2.B.i; TEKS 3.2.B.v**

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

## LESSON AT A GLANCE

|                                                                                                 | Time    | Materials                                          |
|-------------------------------------------------------------------------------------------------|---------|----------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                         |         |                                                    |
| <b>Warm-Up</b>                                                                                  |         |                                                    |
| Review /ə/ > 'o_e', /oo/ > 'o_e', and /oe/ > 'o_e'                                              | 3 min.  |                                                    |
| <b>Phonics—Decoding</b>                                                                         |         |                                                    |
| Read Words with /shən/ > 'tian', 'cian'; /shəl/ > 'tial', 'cial'; /ə/ > 'o_e'; and /oo/ > 'o_e' | 3 min.  |                                                    |
| Read Words with the VC/V and V/CV Patterns                                                      | 3 min.  | <input type="checkbox"/> Activity Page 10.1        |
| <b>Morphology</b>                                                                               |         |                                                    |
| Root Words and Affixes: <i>-scope, spect, meter/ metr, semi-, anti-</i>                         | 6 min.  | <input type="checkbox"/> Activity Page 10.2        |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b>  |         |                                                    |
| <b>Part 2 (15 min.)</b>                                                                         |         |                                                    |
| <b>Reading</b>                                                                                  |         |                                                    |
| Read "Tools of the Trade" Independently                                                         | 10 min. | <input type="checkbox"/> Activity Pages 10.3, 10.4 |
| <b>Phonics—Encoding</b>                                                                         |         |                                                    |
| Encoding Review                                                                                 | 5 min.  | <input type="checkbox"/> dictation journal         |

## ADVANCE PREPARATION

### Warm-Up

- Create a set of three index cards labeled /oo/, /ə/, and /oe/ for each student.

### Phonics—Decoding

- Before the lesson, display signs or cards in each corner of the classroom with the following categories:
  - /shən/ > 'tian', 'cian'
  - /shəl/ > 'tial', 'cial'
  - /ə/ > 'o\_e'
  - /oo/ > 'o\_e'
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *metronome*, *multimeter*, *commercial buildings* (pair of office buildings), *curling iron*, *files* (for fingernails), *manicure* (woman having her nails done), *stethoscope*, and *protractor*.

## Lesson 10: Mixed Review, Part 1

## Warm-Up



**Primary Focus:** Students will review blending words with /ə/ > 'o\_e', /oo/ > 'o\_e', and /oe/ > 'o\_e'. **TEKS 3.2.A.ii**

**REVIEW /ə/ > 'O\_E', /OO/ 'O\_E', AND /OE/ > 'O\_E' (3 MIN.)**

- Distribute the sets of index cards you prepared in advance to each student. Explain that you will say a series of words, and students will raise the appropriate card when they hear the sound that the spelling 'o\_e' makes.
- Say *move*, emphasizing the /oo/ sound at the end of the word.
- Tell students to raise the index card that matches the sound the 'o\_e' spelling in *move* makes: /oo/, /ə/, or /oe/. (/oo/)
- Repeat with the following words: love (/ə/), home (/oe/), above (/ə/), bone (/oe/), shove (/ə/), improve (/oo/).



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**Foundational Literacy Skills**

When you distribute the sound index cards to students, also provide an oral and written example word for each, such as *prove*: /oo/, *glove*: /ə/, and *cove*: /oe/. Encourage students to use the example words as a reference as they identify sounds during the Warm-Up activity.

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

**ELPS 2.E**

**Challenge**

Extend the activity by challenging student volunteers to suggest additional words for their classmates to identify.

## Lesson 10: Mixed Review, Part 1

## Phonics—Decoding


**Primary Focus**

Students will review reading words with /shən/ > 'tian', 'cian'; /shəl/ > 'tial', 'cial'; /ə/ > 'o\_e'; and /oo/ > 'o\_e'. **TEKS 3.2.A.ii**

Students will review dividing and reading multisyllabic words with the VC/V and V/CV patterns. **TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.v**

**READ WORDS WITH /SHƏN/ > 'TIAN', 'CIAN'; /SHƏL/ > 'TIAL', 'CIAL'; /Ə/ > 'O\_E'; AND /OO/ > 'O\_E' (3 MIN.)**

- Direct students' attention to the signs or cards in the corners of the classroom that you prepared in advance. Remind students that these are the sounds and spellings we have been reviewing this week. Read each card or sign as you point to each one.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

## Support

Review the rules for using long and short vowel sounds to divide words into syllables. Words have a V/CV pattern if the first vowel has a long sound and we divide after the following consonant: *bro•ken*. Words have a VC/V pattern if the first vowel has a short sound and we divide after the following consonant: *hab•it*.

## Activity Page 10.1



- Say, “I am going to write some words. We will read a word together. Then you will walk calmly to the corner of the classroom that matches the word.”
- Write the word *social* on the board, and read it aloud. Have students read the word aloud.
- Ask, “What sound-spelling do you see in the word *social*?” (/shəl/ > ‘cial’)
- Have students move to the corner of the classroom labeled /shəl/ > ‘cial’.
- Repeat with the following words: *approve*, *Egyptian*, *improvement*, *money*, *initial*, *electrician*, and *govern*.

## READ WORDS WITH THE VC/V AND V/CV PATTERNS (3 MIN.)

- Direct students to Activity Page 10.1 and review the instructions.
- Have student pairs work together to complete the activity page in class.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



### Check for Understanding

**Turn and Talk:** Ask pairs to share and compare their completed activity page with another pair. Have them self-correct their work as needed. Tell students to signal when both pairs have shared and compared.

## Lesson 10: Mixed Review, Part 1

# Morphology



**Primary Focus:** Students will review identifying the meaning of and using prefixes and root words.

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

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

**ROOT WORDS AND AFFIXES: –SCOPE, SPECT, METER/METR, SEMI–, ANTI– (6 MIN.)**

- Divide students into five groups. Assign each group one of the following roots/affixes: *–scope*, *spect*, *meter/metr*, *semi–*, and *anti–*.
- Have each group come up with a written or oral sentence using a word that features their assigned root or affix.
- Ask one member from each group to share their sentence with the class. Record students' sentences on the board, providing corrections as needed. Ensure that the sentence demonstrates an understanding of the meaning of the word. Provide support as needed.
- Direct students to Activity Page 10.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Activity Page 10.2



## Support

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

Activity Pages  
10.3, 10.4



## Challenge

Have students use a different color to highlight multisyllabic words with the V/CV pattern.

Part 2

### Lesson 10: Mixed Review, Part 2

# Reading



**Primary Focus:** Students will read “Tools of the Trade” independently and will answer questions about key details in the text.

**TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.5**

## READ “TOOLS OF THE TRADE” INDEPENDENTLY (10 MIN.)

- Tell students they will be reading “Tools of the Trade” independently. Direct students to Activity Page 10.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *residential, precision, accuracy, digital, inspections*
  - phrases: “facial treatment,” “arrange their melody into a masterpiece,” “commercial buildings”
  - domain-specific language: *metronome, nonconductive gloves, antibiotics, anti-frizz treatment, virtual learning*
- Remind students that an idiom is an expression that has a meaning different from the literal meaning of its words. For example, “hold your horses” means “wait” or “slow down.” Prompt students to look for idioms as you read the passage and think about their impact on the text, and provide support for their meanings. (*game changers, get the rundown, like a million bucks, a whole heap*)
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *electricity, geometry, spectacular*).
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
  - underline words with with /shən/ > 'tian', 'cian' or /shəl/ > 'tial', 'cial';
  - put a box around words with /ə/ > 'o\_e' or /oo/ > 'o\_e';
  - circle words with the roots and affixes *-scope, spect, meter/metr, semi-, anti-*;
  - highlight multisyllabic words with the VC/V pattern; and
  - write one idiom and its meaning.
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 10.4 independently. If they don't complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



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## Reading

### Reading Closely

#### Beginning

Form small groups and have students focus on one annotation at a time. For example, first have them read and underline words with /shən/ > 'tian', 'cian' or /shəl/ > 'tial', 'cial'. For the next reading, have them put a box around words with /ə/ > 'o\_e' or /oo/ > 'o\_e', and so on.

#### Intermediate

Have students work with a partner to annotate the text.

#### Advanced/

#### Advanced High

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

**ELPS 4.A**



### Check for Understanding

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

## Lesson 10: Mixed Review, Part 2

# Phonics—Encoding



**Primary Focus:** Students will review spelling and writing words with /ə/ and /oo/.

**TEKS 3.2.B.i; TEKS 3.2.B.v**

### ENCODING REVIEW (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with prefixes and suffixes and some words with /ə/ and /oo/ that you say aloud.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.



- Remind them to use what they know about syllable division patterns as they spell the words.
- Say the word *magician*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |                 |               |                |
|-----------------|---------------|----------------|
| 1. magician     | 4. inspection | 7. thermometer |
| 2. government   | 5. Martian    | 8. disapproval |
| 3. semiofficial | 6. telescope  | 9. antisocial  |

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

- |                                  |
|----------------------------------|
| 1. We put a cover on the pool.   |
| 2. The musician plays the drums. |

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

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

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



### Dictation Journals: Phonics/Encoding Dictation

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

## Lesson 10: Foundational Skills

# Additional Support

**WRITING EXTENSION**

- Make one copy of **Activity Page TR 10.1** for each student.
- Direct students to Activity Page 10.3.
- Have them reread “Tools of the Trade.”
- Review the writing prompt on **Activity Page TR 10.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “Tools of the Trade” on **Activity Page TR 10.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

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

### TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lesson 6 and Lesson 8 (*exhausted*, *routine*, *hygiene*) and the additional Tricky Words that you reviewed in the lessons. Write the following new words on an index card: *million*, *iron*, *crucial* and *physicians*.
- Use the cards with the new words. Say, "Today we will review some more Tricky Words together. You can sound out these words, just like you've been doing. But some letter sounds in these words are pronounced differently than we would expect."
- Display and point to the word *crucial* and say, "This word is tricky because the 'u' is pronounced /oo/, and the 'cial' is pronounced /shəl/."
- Show how the letters map to the sounds. Say, "Let's sound out this word. My turn first."
- Point to the letters as you say them. Say, "In this word, we blend and say /k/ /r/ for these letters. We say /oo/ for this letter. We say /shəl/ for these letters." Point to the letters as you blend the sounds: /c/ /r/ /oo/ /shəl/, *crucial*. Say, "*Crucial!* It's a word we use all the time, like when we say 'Electricians use important and crucial safety gear.'"
- Say, "Now it's your turn. When I touch the letters, you say the sounds and then read the word." Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, "We say *crucial*. What's the word?" Ask them to sound it out and then read it again. Say, "It is helpful to remember another word that has the /shəl/ sound spelled 'cial.'" Write *special* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.

- Add the Tricky Word cards from Lesson 6 and Lesson 8. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

## **Additional Activities to Review All Tricky Words from This Week**

### **(1) Tricky Words Race**

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

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

## **(2) Call, Flip, Read, Roll**

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

## REVIEW

# Contractions with *Would* and *Had*

## PRIMARY FOCUS OF LESSON

## Warm-Up

Students will identify and blend contractions with the words *would* and *had*.

✦ TEKS 3.2.A.iii

## Phonics—Decoding

✦ Students will read contractions with *would* and *had*. TEKS 3.2.A.iii; TEKS 3.2.B.iii

Students will divide and read multisyllabic words with the CV/VC pattern.

✦ TEKS 3.2.A.iv; TEKS 3.2.B.v

## Morphology

Students will identify the meaning of and use the root words *port* and *mot/mov*.

✦ TEKS 3.3.C

## Reading

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

✦ TEKS 3.1.A; TEKS 3.2.A.iii; TEKS 3.3.B; TEKS 3.4

## Phonics—Encoding

Students will spell and write words that are contractions.

✦ TEKS 3.2.B.i; TEKS 3.2.B.iii

## FORMATIVE ASSESSMENT

## Activity Page 11.1

## Divide and Read Words with CV/VC Pattern

✦ TEKS 3.2.A.iv

## Observation

## Discussion Questions Observation Record

✦ TEKS 3.4

✦ **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.3.C** Identify the meaning of and

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                   |
|------------------------------------------------------------------------------------------------|---------|---------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                             |
| <b>Warm-Up</b>                                                                                 |         |                                             |
| Review Contractions with <i>Would</i> and <i>Had</i>                                           | 3 min.  |                                             |
| <b>Phonics—Decoding</b>                                                                        |         |                                             |
| Read Contractions with <i>Would</i> and <i>Had</i>                                             | 3 min.  |                                             |
| Divide and Read Words with the CV/VC Pattern                                                   | 3 min.  | <input type="checkbox"/> Activity Page 11.1 |
| <b>Morphology</b>                                                                              |         |                                             |
| Root Words: <i>port, mot/mov</i>                                                               | 6 min.  | <input type="checkbox"/> Activity Page 11.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                             |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                             |
| <b>Reading</b>                                                                                 |         |                                             |
| Read “Violet’s Poems” with Accuracy                                                            | 10 min. | <input type="checkbox"/> Activity Page 11.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                             |
| Spell Contractions with <i>Would</i> and <i>Had</i>                                            | 5 min.  | <input type="checkbox"/> dictation journal  |

use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## ADVANCE PREPARATION

### Morphology

Create the chart below to use during the activity. The chart will be used in Lesson 12 as well.

| Root Word      | Meaning | Example(s) | Sentence(s) |
|----------------|---------|------------|-------------|
| <i>port</i>    |         |            |             |
| <i>mot/mov</i> |         |            |             |

### Reading

- Ensure you have the Unit 4 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Phonics—Encoding

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

### Universal Access

- Gather pictures to represent the words in the Reading activity: *flyer* (event publicity), *platform* (stage), *formula* (math), *paper boat*, *commotion* (cheering), and *beamed* (face).





Foundational Skills

Foundational Literacy Skills

**Beginning**

Remind students that contractions are words that are made by shortening and combining two words. Ask, “Can you think of a contraction in your home language?”

**Intermediate**

Remind students that contractions are words that are made by shortening and combining two words. Ask, “Can you think of a contraction in your home language? What words does it combine?”

**Advanced/**

**Advanced High**

Remind students that contractions are words that are made by shortening and combining two words. Ask, “Can you think of contractions in your home language? What words do they combine? Explain if it is or is not similar to a contraction in English.”

**ELPS 1.A; ELPS 2.C**

Lesson 11: Review: Contractions with *Would* and *Had*, Part 1

# Warm-Up



**Primary Focus:** Students will identify and blend contractions with the words *would* and *had*. **TEKS 3.2.A.iii**

**REVIEW CONTRACTIONS WITH WOULD AND HAD (3 MIN.)**

- Say, “In this lesson, we are going to practice using contractions. Contractions are words that are made by shortening and combining two words. The word *he’d* is an example of a contraction.”
- Separate the pronoun and the contraction: /hee/ + /d/. Then say them together: *he’d*. Have students repeat the separated and blended word.
- Say, “*He’d* is a combination of the words *he would* or *he had*.”
- Say, “Instead of saying the sentence, ‘He would go,’ we can use *he’d* to shorten the sentence to ‘He’d go.’ Instead of saying the sentence, ‘He had gone,’ we can use *he’d* to shorten the sentence to ‘He’d gone.’”
- Say, “When we read the word *he’d*, we can use clues in the rest of the sentence to decide whether the contraction replaces *he would* or *he had*.”
- Say, “We can make contractions with different pronouns and the verbs *would* and *had*.”
- Have students pronounce the following contractions: *I’d*, *you’d*, *we’d*, *she’d*, *they’d*, and *it’d*.

Lesson 11: Review: Contractions with *Would* and *Had*, Part 1

# Phonics—Decoding



**Primary Focus**

Students will read contractions with *would* and *had*. **TEKS 3.2.A.iii; TEKS 3.2.B.iii**

Students will divide and read multisyllabic words with the CV/VC pattern.

**TEKS 3.2.A.iv; TEKS 3.2.B.v**

**TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

## READ CONTRACTIONS WITH *WOULD* AND *HAD* (3 MIN.)

- Write the phrases *she would* and *she had* on the board.
- Underline *would* and *had*. Say, “If we want to make a contraction out of these words, we’ll have to change the spelling. To form a contraction, we add an apostrophe to the pronoun and shorten the words *had* or *would*.”
- Model adding an apostrophe to *she* and crossing out the letters to shorten *would*: *She’~~would~~*.
- Model adding an apostrophe to *she* and crossing out the letters to shorten *had*: *She’~~had~~*.
- Say, “*She would* and *she had* can become *she’d*.”
- Write *she’d* on the board. Have students read the word aloud. Ask a volunteer to use the word in a sentence.
- Repeat the routine with the contractions *I’d*, *you’d*, *we’d*, *they’d*, and *it’d*, writing the pronoun and the verbs *would* and *had*, writing the contraction, and having students read the contraction aloud.
- Write the following sentences on the board:
  - *I’d take the bus to school if I were you.*
  - *I’d taken the bus to school that day.*
- Say, “When I read these sentences, it is not immediately clear whether the contraction shortens *would* or *had*. To find out, I can place *would* and *had* back into the sentence to see if it makes sense.”
- Read the first sentence. Have students repeat it. Ask, “If the sentence read *I had take the bus to school if I were you*, would that make sense?” (*no*)
- Ask, “If the sentence read *I would take the bus to school if I were you*, would that make sense?” (*yes*)
- Repeat the routine with the second sentence.

## DIVIDE AND READ WORDS WITH THE CV/VC PATTERN (3 MIN.)

- Remind students that they can look for patterns to divide syllables.
- Write the word *meow* on the board. Circle the vowels.

## Support

Provide students with tools for recognizing when a contraction is a shortening of *would* or *had*. Remind them that *would* often appears in sentences with the word *if*. For example: *I’d go to the play if I did not have homework*. Meanwhile, *had* often appears next to a verb. For example: *I’d walked for a mile before I remembered my backpack*.

## Activity Page 11.1



- Say, “I am going to try dividing this word after the first vowel, ‘e’, which would make an open syllable. Open syllables often make a long vowel sound. That would mean this word is pronounced /mee/ • /ou/. I recognize that word, so I think I divided it correctly.”
- Write CV/VC under the word. Say, “This word has a CV/VC pattern, so we divide the syllables between the vowels.”
- Demonstrate dividing the syllables with a slash: *me•ow*. Point out the syllable type (open; vowel combination). Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Repeat the routine with the following: *di•et*, *li•ar*, *sci•ence*, and *po•et•ry*.
- Direct students to Activity Page 11.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



### Check for Understanding

Have students raise one, two, three, or four fingers to indicate the number of syllables in these words: *gradual*, *evaluate*, *trial*, and *ruin*.

## Lesson 11: Review: Contractions with *Would* and *Had*, Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use the root words *port* and *mot/mov*. **TEKS 3.3.C**

### ROOT WORDS: *PORT, MOT/MOV* (6 MIN.)

- Display the chart below that you created in Advance Preparation with the roots *port* and *mot/mov* in the first column.

**TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

| Root Word      | Meaning | Example(s) | Sentence(s) |
|----------------|---------|------------|-------------|
| <i>port</i>    |         |            |             |
| <i>mot/mov</i> |         |            |             |

- Remind students that a root is a word part from which other words are created.
- Say, “The root *port* means ‘to carry.’” Write the definition in the second column.

| Root Word      | Meaning  | Example(s) | Sentence(s) |
|----------------|----------|------------|-------------|
| <i>port</i>    | to carry |            |             |
| <i>mot/mov</i> |          |            |             |

- Write the word *transport* in the third column. Have students read it aloud.

| Root Word      | Meaning  | Example(s) | Sentence(s) |
|----------------|----------|------------|-------------|
| <i>port</i>    | to carry | transport  |             |
| <i>mot/mov</i> |          |            |             |

- Say, “This word has two parts: *trans* and *port*.”
- Say, “We have learned that the prefix *trans-* means ‘across’ or ‘beyond.’ The root *port* means ‘to carry.’ Therefore, we can tell that the word *transport* means ‘to carry from one place to another.’”
- Write the following sentence in the fourth column and underline the word *transports*: *The boat transports people from one island to another.* Have students read it aloud.

| Root Word      | Meaning  | Example(s) | Sentence(s)                                                   |
|----------------|----------|------------|---------------------------------------------------------------|
| <i>port</i>    | to carry | transport  | The boat <u>transports</u> people from one island to another. |
| <i>mot/mov</i> |          |            |                                                               |

## Support

Some words that use these roots are not easily decodable even if students understand the meaning of the root. Examples include *emotion*, *remove*, *remote*, and *report*. Remind students that a dictionary can help them define unfamiliar words.

- Say, “The roots *mot* and *mov* are similar. Both mean ‘to move.’” Write the definition in the second column.

| Root Word      | Meaning  | Example(s) | Sentence(s)                                                   |
|----------------|----------|------------|---------------------------------------------------------------|
| <i>port</i>    | to carry | transport  | The boat <u>transports</u> people from one island to another. |
| <i>mot/mov</i> | to move  |            |                                                               |

- Write the word *motor* in the third column. Have students read it aloud.

| Root Word      | Meaning  | Example(s) | Sentence(s)                                                   |
|----------------|----------|------------|---------------------------------------------------------------|
| <i>port</i>    | to carry | transport  | The boat <u>transports</u> people from one island to another. |
| <i>mot/mov</i> | to move  | motor      |                                                               |

- Say, “*Motor* has two parts: *mot* and *-or*.”
- Say, “The root *mot* means ‘to move.’ We have learned that the suffix *-or* means ‘a person or thing that does something.’ Therefore, we can tell that a *motor* is something that causes something to move.”
- Write the following sentence in the fourth column and underline the word *motor*: *The car is fast because it has a powerful motor.* Have students read it aloud.

| Root Word      | Meaning  | Example(s) | Sentence(s)                                                   |
|----------------|----------|------------|---------------------------------------------------------------|
| <i>port</i>    | to carry | transport  | The boat <u>transports</u> people from one island to another. |
| <i>mot/mov</i> | to move  | motor      | The car is fast because it has a powerful <u>motor</u> .      |

- Write the word *movement* under the word *motor*.
- Say, “*Movement* has two parts: *mov* and *-ment*. Notice that in this case the root is spelled with an ‘e.’”
- Say, “The root *mov* means ‘to move.’ We have learned that the suffix *-ment* means ‘the action or the state of doing something.’ Therefore, we can tell that *movement* means ‘the action or state of moving.’”

- Write the following sentence in the fourth column and underline the word *movements*: *Athletes practice running, jumping, and other movements.* Have students read it aloud.

| Root Word      | Meaning  | Example(s) | Sentence(s)                                                      |
|----------------|----------|------------|------------------------------------------------------------------|
| <i>port</i>    | to carry | transport  | The boat <u>transports</u> people from one island to another.    |
| <i>mot/mov</i> | to move  | motor      | The car is fast because it has a powerful <u>motor</u> .         |
|                |          | movement   | Athletes practice running, jumping, and other <u>movements</u> . |

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

### Activity Page 11.2



Lesson 11: Review: Contractions with *Would* and *Had*, Part 2

## Reading



**Primary Focus:** Students will read “Violet’s Poems” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the

text. **TEKS 3.1.A; TEKS 3.2.A.iii; TEKS 3.3.B; TEKS 3.4**

**READ “VIOLET’S POEMS” WITH ACCURACY (10 MIN.)**

## Activity Page 11.3



## Support

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

- Direct students to Activity Page 11.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *promote, teleport, portable, free-form, genuine*
  - phrases: “formula of joy,” “beamed with pride,” “triumphant as a champion”
  - domain-specific language: *art form*
- Tell students that they can use context clues to find the meanings of unfamiliar words. Model using context clues to determine the meaning of the word *flyer* in the sentence: “One day a flyer caught Violet’s attention.” Draw their attention to the beginning of the next sentence.
- Point out to students that there is a poem within the story. Remind students that poems often include rhyming words, figurative language, and phrases that help readers visualize events, characters, and feelings.
- Have students follow along as you read “Violet’s Poems.”
- Read the story once without interruption, modeling how to read accurately and at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read the first three or four paragraphs of the passage again, this time without awareness of phrasing and with a flat, expressionless voice. For example, “Violet was a poet. She’d spend hours writing poems in her diary.”
- Ask students to explain how your voice was different and to identify which reading was the most enjoyable to listen to.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



## Reading

### Reading Closely

#### Beginning

Ask students yes/no questions using simple phrases to summarize the story: Does Violet write poems? (*yes*) Does she read her poem only to Noelle? (*no*)

#### Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words: *Violet reads her poem to an \_\_\_\_\_. (audience) After reading the poem out loud, Violet feels more \_\_\_\_\_. (confident)*

#### Advanced/ Advanced High

Encourage students to expand or build on other students' responses.

**ELPS 4.G; ELPS 4.I**

- Confirm that your reading did not sound conversational, you did not use appropriate phrasing of words, and your reading did not have the right rhythm.
- Say, "To read fluently, we have to read accurately and with expressive voices that sound the way the characters would talk. Listen as I reread the sentence: "Violet was a poet. She'd spend hours writing poems in her diary."
- Read a few lines of the story again, modeling how to sound out unfamiliar words (e.g., *intimidating*, *courageous*, and *commotion*) so you read accurately. Point out that rereading unfamiliar words is one way students can monitor their comprehension, or make sure they understand what they read.
- Have students practice pronouncing the words with you.
- Read the story once more with the whole class as a choral read.

## Wrap-Up

### Discussion Questions for "Violet's Poems"

1. **Literal.** What does Noelle suggest that Violet do?
  - » Noelle suggests that Violet share her poems at a poetry showcase.
2. **Literal.** What phrase provides a context clue to the meaning of the word *showcase*?
  - » Possible response: The phrase "read their poems to an audience" provides a context clue.
3. **Literal.** How does Violet feel when she is on the platform?
  - » Violet feels nervous and wishes she could teleport away.
4. **Inferential.** What is the message of Violet's poem?
  - » Answers will vary. Sample response: The poem provides the message that creating art makes the world a more exciting place.
5. **Literal.** How does reading a poem at the showcase change Violet?
  - » Violet becomes more confident about her poetry.





### Observation: Discussion Questions Observation Record

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

## Lesson 11: Review: Contractions with *Would* and *Had*, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words that are contractions.

**TEKS 3.2.B.i; TEKS 3.2.B.iii**

### SPELL CONTRACTIONS WITH *WOULD* AND *HAD* (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling contractions with *would* or *had* that you say aloud.
- Say the word *I'd*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |           |          |
|-----------|----------|
| 1. I'd    | 5. she'd |
| 2. we'd   | 6. he'd  |
| 3. they'd | 7. it'd  |
| 4. you'd  |          |

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

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

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

**Note:** Tell students that the sentences include names. They should listen to the names and try their best to spell them.

1. Lien and Hong An said they'd start reading the book tonight.
2. Hanif wanted to know who'd already eaten lunch today.

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

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

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



### Check for Understanding

Circulate as students complete the encoding activity. Monitor students' comprehension and provide assistance when necessary.

End Lesson

## Lesson 11: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 11.1** for each student.
- Direct students to Activity Page 11.3.
- Have them reread "Violet's Poems."
- Review the writing prompt on **Activity Page TR 11.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.

- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

---

### TRICKY WORDS REVIEW

- Write the following word on an index card: *courageous*. Create or gather some additional Tricky Word cards to review in this lesson.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *courageous* and say, “This word is tricky because the ‘ou’ is pronounced /ə/. The ‘ae’ is pronounced /æ/, and the ‘geous’ is pronounced /jəs/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /k/ for this letter. We say /ə/ for these letters. We say /r/ for this letter. We say /æ/ for these letters. We say /jəs/ for these letters.” Point to the letters as you blend the sounds: /k/ /ə/ /r/ /æ/ /jəs/, *courageous*. Say, “*Courageous!* It’s a word we hear all the time, like when we say ‘Violet would have to let go of her fears and be courageous.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *courageous*. What’s the word?”
- Repeat the steps when introducing the remaining review words, mapping the correct sounds to the letters in the irregular word.

- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

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

## 12

## REVIEW

# Contractions with *Will* and *Are*

## PRIMARY FOCUS OF LESSON

## Warm-Up

Students will identify and blend contractions with the words *will* and *are*.

✦ **TEKS 3.2.A.iii**

## Phonics—Decoding

✦ Students will read contractions with *will* and *are*. **TEKS 3.2.A.iii; TEKS 3.2.B.iii**

Students will divide and read multisyllabic words with the CV/VC pattern.

✦ **TEKS 3.2.A.iv; TEKS 3.2.B.v**

## Morphology

Students will identify the meaning of and use the root words *port*, *mot/mov*, and

✦ *form*. **TEKS 3.3.C**

## Reading

Students will reread “Violet’s Poems” fluently with a partner.

✦ **TEKS 3.1.D; TEKS 3.2.A.iii; TEKS 3.2.A.iv; TEKS 3.4**

## Phonics—Encoding

Students will spell and write words that are contractions.

✦ **TEKS 3.2.B.i; TEKS 3.2.B.iii**

## FORMATIVE ASSESSMENT

## Observation

## Observation: “Violet’s Poems” Anecdotal Reading

✦ **Record** **TEKS 3.2.A.iii; TEKS 3.2.A.iv; TEKS 3.4**

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

**LESSON AT A GLANCE**

|                                                                                                | Time    | Materials                                   |
|------------------------------------------------------------------------------------------------|---------|---------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                             |
| <b>Warm-Up</b>                                                                                 |         |                                             |
| Review Contractions with <i>Will</i> and <i>Are</i>                                            | 3 min.  |                                             |
| <b>Phonics—Decoding</b>                                                                        |         |                                             |
| Read Contractions with <i>Will</i> and <i>Are</i>                                              | 3 min.  | <input type="checkbox"/> Activity Page 12.1 |
| Divide and Read Words with the CV/VC Pattern                                                   | 3 min.  |                                             |
| <b>Morphology</b>                                                                              |         |                                             |
| Root Words: <i>port, mot/mov, form</i>                                                         | 6 min.  | <input type="checkbox"/> Activity Page 12.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                             |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                             |
| <b>Reading</b>                                                                                 |         |                                             |
| Reread “Violet’s Poems”                                                                        | 10 min. | <input type="checkbox"/> Activity Page 11.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                             |
| Spell Contractions with <i>Will</i> and <i>Are</i>                                             | 5 min.  | <input type="checkbox"/> dictation journal  |

## ADVANCE PREPARATION

### Warm-Up

- To learn more about how your students' language varieties may affect their pronunciation of certain sounds as they decode words, refer to the Language Varieties' Influence on Letter Sounds document, available under the General English Learners resource in the program's digital components site

### Morphology

Get the chart from Lesson 11 and add another row to use during the activity.

| Root Word      | Meaning | Example(s) | Sentence(s) |
|----------------|---------|------------|-------------|
| <i>port</i>    |         |            |             |
| <i>mot/mov</i> |         |            |             |
| <i>form</i>    |         |            |             |

### Reading

- Ensure you have the Unit 4 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire story.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the story.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

## Phonics—Encoding

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

## Universal Access

- Gather pictures to represent the words in the Reading activity: *flyer* (event publicity), *platform* (stage), *formula* (math), *paper boat*, *commotion* (cheering), and *beamed* (face).



Lesson 12: Review: Contractions with *Will* and *Are*, Part 1

## Warm-Up



**Primary Focus:** Students will identify and blend contractions with the words *will* and *are*. **TEKS 3.2.A.iii**

**REVIEW CONTRACTIONS WITH WILL AND ARE (3 MIN.)**

- Say, “In this lesson, we are going to practice using contractions. Contractions are words that are made by shortening and combining two words. The word *we’ll* is an example of a contraction.”
- Separate the sounds of the pronoun and the contraction: /wee/ + /I/. Then say them together: *we’ll*. Have students repeat the separated and blended word.
- Say, “*We’ll* is a combination of the words *we will*.”
- Say, “Instead of saying the sentence, ‘We will see,’ we can use *we’ll* to shorten the sentence to ‘*We’ll see*.’”
- Have students pronounce the following contractions: *I’ll*, *you’ll*, *he’ll*, *she’ll*, *it’ll*, and *they’ll*.
- Say, “If we want to form a contraction of the words *we are*, we can use the contraction *we’re*.”
- Tell students that *we’re* is usually pronounced /w/ /ə/ /r/ or /w/ /i/ /r/. Say the blended word: *we’re*. Have students repeat the separated and blended word.
- Say, “Instead of saying the sentence, ‘We are cold,’ we can use *we’re* to shorten the sentence to ‘*We’re cold*.’”
- Have students pronounce the following contractions: *they’re*, *you’re*.

### Support

Explain that language variety (regional inflection) plays an important role in how contractions are pronounced. For example, *we’ll* may be pronounced /w/ /i/ /l/ in certain regions of the United States. Likewise, *you’re* may be pronounced /y/ /er/, /y/ /or/, and /y/ /ue/ /r/.



**TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations.

Lesson 12: Review: Contractions with *Will* and *Are*, Part 1

# Phonics—Decoding



## Primary Focus

- Students will read contractions with *will* and *are*. **TEKS 3.2.A.iii; TEKS 3.2.B.iii**
- Students will divide and read multisyllabic words with the CV/VC pattern.
- TEKS 3.2.A.iv; TEKS 3.2.B.v**

### READ CONTRACTIONS WITH *WILL* AND *ARE* (3 MIN.)

- Write the phrases *you will* and *you are* on the board.
- Underline *will* and *are*. Say, “If we want to make a contraction out of these words, we’ll have to change the spelling.”
- Model adding an apostrophe to *you* and crossing out the letters to shorten *will*: *You’ will*.
- Say, “To form the contraction *you’ll*, we add an apostrophe to the pronoun and shorten the word *will*. *You will* can become *you’ll*.”
- Write *you’ll* on the board. Have students read the word aloud. Ask a volunteer to use the word in a sentence.
- Model adding an apostrophe to *you* and crossing out the letter ‘a’ to shorten *are*: *You’ are*.
- Say, “To form the contraction *you’re*, we add an apostrophe to the pronoun and shorten the word *are*. *You are* can become *you’re*.”
- Write *you’re* on the board. Have students read the word aloud. Ask a volunteer to use the word in a sentence.
- Repeat the routine with the contractions *I’ll*, *he’ll/she’ll*, *it’ll*, *they’ll*, *what’ll* *who’ll*, *they’re*, *what’re*, and *we’re*.
- Direct students to Activity Page 12.1 and review the instructions.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

- **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations;
- **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations;
- **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

## Activity Page 12.1





### Check for Understanding

**Thumbs-Up/Thumbs-Down** Write these contractions on the board and have students confirm whether they are correct: *I'll* (thumbs-up), *I're* (thumbs-down), *it're* (thumbs-down), *it'll* (thumbs-up).

### Support

Explain that some CV/VC words have more than two consecutive vowels. If a vowel is part of a digraph, such as 'qu,' the word is still considered CV/VC. Demonstrate this pattern with the word *quiet*, which divides between the vowels that are not a part of the 'qu' digraph: *qui•et*.

### DIVIDE AND READ WORDS WITH THE CV/VC PATTERN (3 MIN.)

- Remind students that they can look for patterns to divide words into syllables as they read and spell words.
- Write the word *create*.
- Circle the vowels. Underline the consonants.
- Say, "I see two vowels together in this word. I know that sometimes the vowels 'ea' can work together to make one sound, like /ee/ or /e/. I'll try to read this word that way first."
- Pronounce the word /k/ /r/ /ee/ /t/.
- Say, "That doesn't sound right. I'm going to try dividing the word after the first 'e' which would mean it is an open syllable. I know that open syllables often make a long vowel sound. That would mean the second syllable has a pattern I recognize: 'a\_e' which often makes the long /ae/ sound."
- Pronounce the word /k/ /r/ /ee/ • /ae/ /t/, /kree/ /aet/.
- Say, "*Create* is a word I have heard before."
- Write CV/VC under the word. Say, "This word has a CV/VC pattern, so we divide the syllables between the vowels."
- Demonstrate dividing the syllables with a slash: *cre•ate*. Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Write the following words: *trial, triumph, fluid, realize*.
- Have volunteers take turns approaching the board to mark the vowels and then the consonants. Then have students divide the word into syllables. Have them identify each syllable type to help them decode syllable by syllable first, and then the whole word.

Lesson 12: Review: Contractions with *Will* and *Are*, Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use the root words *port*, *mot/mov*, and *form*. **TEKS 3.3.C**

## ROOT WORDS: *FORM* (6 MIN.)

- Add to the chart below created in Lesson 11. Write the root *form* in the first column, in the last row.

| Root Word      | Meaning  | Example(s) | Sentence(s)                                                      |
|----------------|----------|------------|------------------------------------------------------------------|
| <i>port</i>    | to carry | transport  | The boat <u>transports</u> people from one island to another.    |
| <i>mot/mov</i> | to move  | motor      | The car is fast because it has a powerful <u>motor</u> .         |
|                |          | movement   | Athletes practice running, jumping, and other <u>movements</u> . |
| <i>form</i>    |          |            |                                                                  |

- Say, “The root *form* has two meanings. It can mean ‘the shape of’ or ‘resembling something.’” Write the definitions in the second column.

| Root Word      | Meaning                              | Example(s) | Sentence(s)                                                      |
|----------------|--------------------------------------|------------|------------------------------------------------------------------|
| <i>port</i>    | to carry                             | transport  | The boat <u>transports</u> people from one island to another.    |
| <i>mot/mov</i> | to move                              | motor      | The car is fast because it has a powerful <u>motor</u> .         |
|                |                                      | movement   | Athletes practice running, jumping, and other <u>movements</u> . |
| <i>form</i>    | the shape of or resembling something |            |                                                                  |

- Write the word *uniform* in the third column. Have students read it aloud.

**TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

## Challenge

Based on your knowledge of the root *form* and the meaning of *transformation*, what do you think the word *formation* means? (“the act or process of giving something its shape”)

## Challenge

In this lesson, students learned about the meaning of *uniform* as an adjective. Ask, “What does *uniform* mean as a noun?” (*a type of dress worn by members of a group, such as students or athletes*)



Language

Learning How English Works

Review the meaning of prefixes and suffixes. Say, “The word part *trans-* is a prefix. Do prefixes appear at the start or at the end of words?” (*start*) “The word part *-tion* is a suffix.

Do suffixes appear at the start or at the end of words?” (*end*)

**ELPS 4.A**

| Root Word      | Meaning                              | Example(s)        | Sentence(s)                                                                                                                  |
|----------------|--------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------|
| <i>port</i>    | to carry                             | transport         | The boat <u>transports</u> people from one island to another.                                                                |
| <i>mot/mov</i> | to move                              | motor<br>movement | The car is fast because it has a powerful <u>motor</u> .<br>Athletes practice running, jumping, and other <u>movements</u> . |
| <i>form</i>    | the shape of or resembling something | uniform           |                                                                                                                              |

- Say, “We have learned that the prefix *uni-* means ‘single’ or ‘one.’ The root *form* in this case means ‘the shape of.’ Therefore, we can tell that when things are *uniform*, they are the same shape, size, or condition.”
- Write the following sentence in the fourth and underline the word *uniform*:  
*The desks are uniform in size, so all students have the same amount of space.*  
Have students read it aloud.

| Root Word      | Meaning                              | Example(s)        | Sentence(s)                                                                                                                  |
|----------------|--------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------|
| <i>port</i>    | to carry                             | transport         | The boat <u>transports</u> people from one island to another.                                                                |
| <i>mot/mov</i> | to move                              | motor<br>movement | The car is fast because it has a powerful <u>motor</u> .<br>Athletes practice running, jumping, and other <u>movements</u> . |
| <i>form</i>    | the shape of or resembling something | uniform           | The desks are <u>uniform</u> in size, so all students have the same amount of space.                                         |

- Write the word *transformation* in the third column of the chart. Read the word and then have students read it aloud.

| Root Word   | Meaning  | Example(s) | Sentence(s)                                                   |
|-------------|----------|------------|---------------------------------------------------------------|
| <i>port</i> | to carry | transport  | The boat <u>transports</u> people from one island to another. |

|                |                                      |                        |                                                                                      |
|----------------|--------------------------------------|------------------------|--------------------------------------------------------------------------------------|
| <i>mot/mov</i> | to move                              | motor                  | The car is fast because it has a powerful <u>motor</u> .                             |
|                |                                      | movement               | Athletes practice running, jumping, and other <u>movements</u> .                     |
| <i>form</i>    | the shape of or resembling something | uniform transformation | The desks are <u>uniform</u> in size, so all students have the same amount of space. |

- Say, “Some words with these roots can be hard to break apart and understand. It can be useful to read the sentence in which a word appears to gather clues about its meaning. We call this context clues.”
- Write the following sentence in the fourth column and underline the word *transformation*: *The transformation of water into ice is called freezing.* Have students read it aloud.

| Root Word      | Meaning                              | Example(s)             | Sentence(s)                                                                          |
|----------------|--------------------------------------|------------------------|--------------------------------------------------------------------------------------|
| <i>port</i>    | to carry                             | transport              | The boat <u>transports</u> people from one island to another.                        |
| <i>mot/mov</i> | to move                              | motor                  | The car is fast because it has a powerful <u>motor</u> .                             |
|                |                                      | movement               | Athletes practice running, jumping, and other <u>movements</u> .                     |
| <i>form</i>    | the shape of or resembling something | uniform transformation | The desks are <u>uniform</u> in size, so all students have the same amount of space. |
|                |                                      |                        | The <u>transformation</u> of water into ice is called freezing                       |

- Say, “By reading this sentence, we can tell that *transformation* describes a type of change. I know that the prefix *trans-* means ‘across’ or ‘beyond,’ the root *form* can mean ‘the shape of,’ and the suffix *-tion* describes an action, state, or condition.”
- Say, “By combining the context of the sentence with its word parts, I can guess that *transformation* means ‘the action of completely changing shape.’”
- Direct students to Activity Page 12.2 and review the instructions.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Activity Page 12.2



Lesson 12: Review: Contractions with *Will* and *Are*, Part 2

## Reading



**Primary Focus:** Students will reread “Violet’s Poems” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.iii; TEKS 3.2.A.iv; TEKS 3.4**

**REREAD “VIOLET’S POEMS” (10 MIN.)**

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

- Direct students back to the passage on Activity Page 11.3. Tell students that today they will reread “Violet’s Poems” with a partner.
- Take time to answer any questions that students may have about “Violet’s Poems.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Remind students that they can use context clues to find the meanings of unfamiliar words.
- Have partners use one of the partner reading routines to read the text.
- Remind students to listen carefully while their partner reads.
- Students may ask their partners questions about the text and discuss what they read.
- After students read the passage, have them work together to
  - underline three contractions;
  - circle three words with *port*, *mot/mov*, and *form*;

 Activity Page 11.3
 

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 Challenge
 

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

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (iii) decoding compound words, contractions, and abbreviations; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- highlight three words with the CV/VC syllable pattern; and
- write one unfamiliar word that you can define with context clues.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



### Check for Understanding

**Question-Pair-Share:** Have partners think of questions about the text to ask each other. Remind students to be sure to cite specifics from the passage to support their answer. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner’s question and the answer with the group.



### Observation: “Violet’s Poems” Anecdotal Reading Record

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

## Lesson 12: Review: Contractions with *Will* and *Are*, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words that are contractions.

✚ **TEKS 3.2.B.i; TEKS 3.2.B.iii**

### SPELL CONTRACTIONS WITH *WILL* AND *ARE* (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling contractions with *will* and *are* that you say aloud.

✚ **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) spelling compound words, contractions, and abbreviations.





## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Have students complete the contraction to finish this sentence frame: *The students are learning.*  
*They' \_\_\_\_\_ learning. (re)*

#### Intermediate

Have students complete the contractions to finish this sentence frame: *The students are learning.*  
*They' \_\_\_\_\_ sure that they' \_\_\_\_\_ pass the test. (re; ll)*

#### Advanced/

#### Advanced High

Work with students to define a word from the dictation to use in their sentences.

**ELPS 3.A**

- Say the word *you'll*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

**Note:** The contractions *we're* and *we'll* have different regional pronunciations. You may want to read the words several times, adjusting the pronunciation to include the long, short, and schwa vowel sounds. You may want to present each contraction in a sentence.

- |           |            |           |
|-----------|------------|-----------|
| 1. you'll | 4. they'll | 7. we'll  |
| 2. he'll  | 5. they're | 8. we're  |
| 3. you're | 6. what'll | 9. who'll |

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

- |                                                                    |
|--------------------------------------------------------------------|
| 1. We'll see if it'll rain later today before we plant the garden. |
| 2. They're not going there until Monday.                           |

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

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

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

End Lesson

## Lesson 12: Foundational Skills

# Additional Support

### PHONICS SUPPORT

- Make one copy of **Activity Page TR 12.1** for each student.
- Have them mark correct and incorrect divisions of words into syllables.

## SHARING

- Pair up students and have one person share the response they wrote about “Violet’s Poems” on **Activity Page TR 11.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

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

## TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *courageous* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *kəreɪjəs*. Write the letters to spell *courageous* on the board.
- Point to the word *courageous* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /ə/ sound is spelled ‘ou’. The /æ/ sound is spelled ‘a’, and the /jəs/ sound is spelled ‘geous.’”

- Show how the letters map to the sounds. Say, “We say /k/ for this letter. We say /ə/ for this letter. We say /r/ for this letter. We say /æ/ for this letter. We say /jəs/ for these letters.” Point to the letters as you blend the sounds: /k/ /ə/ /r/ /æ/ /jəs/, *courageous*. Say, “*Courageous!* It’s a word we use all the time.”
- Repeat with any additional words you reviewed. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### **Additional Ways to Practice Tricky Words**

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

## REVIEW

# Contractions with *Have, Has, and Not*

## PRIMARY FOCUS OF LESSON

## Warm-Up

Students will identify and blend contractions with the words *have*, *has*, and *not*.

✦ TEKS 3.2.A.iii

## Phonics—Decoding

Students will create and read contractions with *have*, *has*, and *not*.

✦ TEKS 3.2.A.iii; TEKS 3.2.B.iii

Students will construct and read multisyllabic words with the CV/VC pattern.

✦ TEKS 3.2.A.iv; TEKS 3.2.B.v

## Morphology

Students will identify the meaning of and use the root words *phone* and *phon*.

✦ TEKS 3.3.C

## Reading

Students will read “The Queen of Soul: A Musical Biography” fluently and will answer questions about key details in the text.

✦ TEKS 3.1.A; TEKS 3.2.A.iii; TEKS 3.2.A.iv; TEKS 3.3.B; TEKS 3.4

## Phonics—Encoding

Students will spell and write words that are contractions.

✦ TEKS 3.2.B.i; TEKS 3.2.B.iii

## FORMATIVE ASSESSMENT

Activity Page 13.2

✦ Root Words: *phon/phone*

TEKS 3.3.C

- ✦ **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.B** Use context within and beyond a sentence to

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                   |
|------------------------------------------------------------------------------------------------|---------|-----------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                             |
| <b>Warm-Up</b>                                                                                 |         |                             |
| Review Contractions with <i>Have, Has, and Not</i>                                             | 3 min.  |                             |
| <b>Phonics—Decoding</b>                                                                        |         |                             |
| Read Contractions with <i>Have, Has, and Not</i>                                               | 3 min.  | ☐ Activity Page 13.1        |
| Construct and Read Words with the CV/VC Pattern                                                | 3 min.  |                             |
| <b>Morphology</b>                                                                              |         |                             |
| Root Words: <i>phon/phone</i>                                                                  | 6 min.  | ☐ Activity Page 13.2        |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                             |
| <b>Part 2 (15 min.)</b>                                                                        |         |                             |
| <b>Reading</b>                                                                                 |         |                             |
| Read “The Queen of Soul: A Musical Biography”                                                  | 10 min. | ☐ Activity Pages 13.3, 13.4 |
| <b>Phonics—Encoding</b>                                                                        |         |                             |
| Spell Contractions with <i>Have, Has, and Not</i>                                              | 5 min.  | ☐ dictation journal         |

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

## ADVANCE PREPARATION

### Morphology

- Gather pictures to represent words that use the root *phon/phone* that may be unfamiliar to students: *saxophone*, *megaphone*, and *symphony*.

### Reading

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

### Phonics—Encoding

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

### Universal Access

- Gather pictures to represent the words in the Reading activity: *Aretha Franklin*, *minister (church)*, *lyrics*, *Rock & Roll Hall of Fame*, *inauguration*, and *saxophones*.

Lesson 13: Review: Contractions with *Have*, *Has*, and *Not*, Part 1

## Warm-Up



**Primary Focus:** Students will identify and blend contractions with the words *have*, *has*, and *not*. **TEKS 3.2.A.iii**

**REVIEW CONTRACTIONS WITH HAVE, HAS, AND NOT (3 MIN.)**

- Say, “In this lesson, we are going to continue to practice using contractions. Contractions are words that are made by shortening and combining two words. The word *I’ve* is an example of a contraction.”
- Separate the word from the contraction in *I’ve*: /ie/ /v/. Then say them together: *I’ve*. Have students repeat the separated and blended word.
- Say, “*I’ve* is a combination of the words *I have*.”
- Say, “Instead of saying the sentence, ‘I have been to the city,’ we can use *I’ve* to shorten the sentence to ‘I’ve been to the city.’”
- Have students pronounce the following contractions: *you’ve*, *we’ve*, *they’ve*.
- Say, “We can also use this contraction with the verbs *could*, *would*, and *should*. An example of this type of contraction is *could’ve*.”
- Separate the word from the contraction in *could’ve*: /kood/ /əv/. Then say them together: *could’ve*. Have students repeat the separated and blended word.
- Say, “Instead of saying the sentence, ‘We could have met,’ we can use *could’ve* to shorten the sentence to ‘We could’ve met.’”
- Have students pronounce the following contractions: *should’ve*, *would’ve*.
- Say, “Contractions can also shorten sentences with the word *not*. These contractions are called negative contractions. An example of this type of contraction is *hasn’t*.”
- Separate the word from the contraction in *hasn’t*: /haz/ /ənt/. Then say them together: *hasn’t*. Have students repeat the separated and blended word.
- Say, “Instead of saying the sentence, ‘It has not rained,’ we can use the negative contraction *hasn’t* to shorten the sentence to ‘It hasn’t rained.’”

**TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviation.

- Have students pronounce the following contractions: *haven't, hadn't, can't, wouldn't, couldn't, don't, doesn't, didn't, isn't, aren't, wasn't, weren't*.
- Say, “The contraction of *will not* is irregular. When we combine these words, we use the contraction *won't*.” Have students repeat *won't*.

## Challenge

Ask students to form their own sentences with contractions featuring *has, have, and not*.

### Lesson 13: Review: Contractions with *Have, Has, and Not*, Part 1

# Phonics—Decoding



## Primary Focus

Students will create and read contractions with *have, has, and not*.


 **TEKS 3.2.A.iii; TEKS 3.2.B.iii**

Students will construct and read multisyllabic words with the CV/VC pattern.

 **TEKS 3.2.A.iv; TEKS 3.2.B.v**

## READ CONTRACTIONS WITH *HAVE, HAS, AND NOT* (3 MIN.)

- Write the phrase *I have* on the board. Have students read the phrase aloud.
- Say, “If we want to make a contraction out of these words, we’ll have to change the spelling.”
- Model adding an apostrophe to *I* and crossing out the letters to shorten *have*: *I’ have*.
- Say, “To form the contraction *I’ve*, we add an apostrophe to the pronoun and shorten the word *have*. *I have* can become *I’ve*.”
- Write *I’ve* on the board. Have students read the word aloud. Ask a volunteer to use the word in a sentence.
- Write the phrase *she has* on the board. Have students read the phrase aloud.
- Model adding an apostrophe to *she* and crossing out the letters to shorten *has*: *she’ has*.
- Say, “To form the contraction *she’s*, we add an apostrophe to the pronoun and shorten the word *has*. *She has* can become *she’s*.”

 **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviation;  
**TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations;  
**TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.



- Write *she's* on the board. Have students read the word aloud.
- Write the phrase *Casey has* on the board. Have students read the phrase aloud.
- Say, "We can also form contractions with proper nouns. In this case, we add an apostrophe to the proper noun and shorten the word *has*. *Casey has* can become *Casey's*."
- Explain that we can also use the contraction 's for the word *is*. Point out to students that depending on context, or the information in the story, *Casey's* may mean *Casey has* or *Casey is*.

**Note:** Adding an apostrophe to a noun also creates the possessive form of the noun. Students will review possessive nouns in the next lesson.

- Write the phrase *has not* on the board. Have students read the phrase aloud.
- Say, "To form the contraction *hasn't*, we make the phrase into one word and replace the 'o' in the word *not* with an apostrophe. *Has not* can become *hasn't*."
- Write *hasn't* on the board. Have students read the word aloud.
- Repeat the routine with the contractions *we've*, *could've*, *couldn't*, *won't*.
- Direct students to Activity Page 13.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Activity Page 13.1



### CONSTRUCT AND READ WORDS WITH THE CV/VC PATTERN (3 MIN.)

- Remind students that they can look for patterns to divide words into syllables as they read and spell words.
- Write the word *readmit* on the board.
- Circle the vowels. Underline the consonants.
- Say, "I recognize the VC/CV pattern here, so I will divide these two syllables." Mark the syllables in *ad•mit* with a slash.
- Say, "I see two vowels together in this word. I know that sometimes the vowels 'ea' can work together to make one sound, like /ee/ or /e/. We also

learned that when two vowels stand between two consonants, the word can be divided between the two vowels. This pattern is called CV/VC."

- Say, "I want to know whether I should divide this word after or before the second vowel, 'a'."
- Say, "I see letters that might be a vowel team I've learned about: 'ea'. I can read the word with a long /ee/ sound for the vowel team 'ea' to see if I should divide the word after the vowel 'a'."
- Read the word *readmit* with the long vowel sound /ee/ for the vowel team 'ea': /r/ /ee/ /d/ /m/ /i/ /t/, /reed/ /mit/.
- Say, "That does not sound right to me. I'm going to try dividing the word after the 'e' which would mean it is an open syllable. I know that open syllables often make a long vowel sound."
- Read the word *readmit* syllable by syllable, with separate vowel sounds for 'e' and 'a': /ree/ /ad/ /mit/.
- Say, "That sounds much better, but still sounds a bit off. Remember that in unstressed syllables, the vowel can change to the schwa. Let me try to read the word again with the schwa: /ree/ /əd/ /mit/. *Readmit* is a word I have heard before. To readmit means to allow someone to enter a space again."
- Write CV/VC under the word. Say, "This word has a CV/VC pattern, so we divide the syllables between the vowels."
- Mark with a slash where the first syllable ends: *re•ad•mit*.
- Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Repeat the routine with the following words: *a•re•a*, *fli•er*, *cas•u•al*, *bi•ol•o•gy*.



### Check for Understanding

**Turn and Talk:** Have student pairs come up with a word that follows the CV/VC pattern. Tell students to signal when both partners have contributed to the conversation. Then have pairs share their words with the class.

Lesson 13: Review: Contractions with Have, Has, and Not, Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use the root words

✚ *phon/phone*. **TEKS 3.3.C**

## ROOT WORDS: PHON/PHONE (6 MIN.)

- Write the root *phon/phone* on the board.
- Remind students that a root is a word part from which other words are created.
- Say, “The root *phon* or *phone* means ‘sound or voice.’” Write the word *telephone* on the board. Have students read the word aloud.
- Say, “This word has two parts: *tele-* and *phone.*”
- Say, “We have learned that the prefix *tele-* means ‘distant or far’ and the root *phone* means ‘sound or voice.’ Therefore, we can tell that a *telephone* is something that carries sounds over distances.”
- Repeat the routine with the word *microphone*. (*The prefix micro-*, meaning “small,” combines with the root *phone*, meaning “sound or voice,” to refer to a device that makes a quiet sound louder.)
- Direct students to Activity Page 13.2 and review the instructions.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

### Activity Page 13.2



### Support

Many words that use the root *phon/phone* are technical terms that may be unfamiliar to students.

As time allows before or after students complete the activity page, it may be useful to display images for the words *saxophone*, *megaphone*, and *symphony*.

✚ **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

Lesson 13: Review: Contractions with *Have*, *Has*, and *Not*, Part 2

## Reading



**Primary Focus:** Students will read “The Queen of Soul: A Musical Biography” fluently and will answer questions about key details in the text.

**TEKS 3.1.A; TEKS 3.2.A.iii; TEKS 3.2.A.iv; TEKS 3.3.B; TEKS 3.4**

**READ “THE QUEEN OF SOUL: A MUSICAL BIOGRAPHY” (10 MIN.)**

- Direct students to Activity Page 13.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *notable*, *pursuit*, *relatable*, *genuine*, *valuable*
  - phrases: “voice’s power could fill a room,” “touch every listener’s heart,” “dedicated to her craft”
  - domain-specific language: *soul music*, *the industry*, *lyrics*
- Remind students that they can use context clues to find the meanings of unfamiliar words. Model using context clues to determine the meaning of the word *sizable* in the sentence: “She sang for a sizable crowd, a huge group of more than one million people.”
- Have students follow along as you read “The Queen of Soul: A Musical Biography.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *characterized* and *symphonies*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (iii) decoding compound words, contractions, and abbreviations; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Activity Pages  
13.3, 13.4



**ENGLISH  
LANGUAGE  
LEARNERS**

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

Remind students that the consonant cluster ‘ph’ is pronounced /f/. Have students practice saying the words *phone* and *graph*.

**Intermediate**

Remind students that the consonant cluster ‘ph’ is pronounced /f/. Have students practice saying the words *phonics*, *symphony*, and *telegraph*.

**Advanced/  
Advanced High**

Remind students that the consonant cluster ‘ph’ is pronounced /f/. Ask, “What words use these letters?” Have students practice pronouncing the words *phonics*, *symphony*, and *telegraph*.

**ELPS 3.A**



Reading

Reading Closely

**Beginning**

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

**Intermediate**

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

**Advanced/  
Advanced High**

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

**ELPS 4.1**

Support

Before reading “The Queen of Soul: A Musical Biography,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

- Then have them turn to Activity Page 13.4 and complete the comprehension questions. If they don't complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

**Turn and Talk:** Have students work in pairs to identify unfamiliar words. Prompt pairs to use context clues to find the meaning of these words in the text. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.

Lesson 13: Review: Contractions with *Have, Has, and Not*, Part 2

Phonics—Encoding



**Primary Focus:** Students will spell and write words that are contractions.

**TEKS 3.2.B.i; TEKS 3.2.B.iii**

**SPELL CONTRACTIONS WITH HAVE, HAS, AND NOT (5 MIN.)**

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling contractions with *has, have, and not* that you say aloud.
- Say the word *isn't*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |           |              |              |
|-----------|--------------|--------------|
| 1. isn't  | 4. won't     | 7. shouldn't |
| 2. it's   | 5. wasn't    | 8. I've      |
| 3. hadn't | 6. should've | 9. weren't   |

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations.

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

1. Dan's already finished the test.
2. They could've come, but they didn't.

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

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

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

End Lesson

### Lesson 13: Foundational Skills

# Additional Support

## WRITING EXTENSION

- Make one copy of **Activity Page TR 13.1** for each student.
- Direct students to Activity Page 13.3.
- Have them reread “The Queen of Soul: A Musical Biography.”
- Review the writing prompt on **Activity Page TR 13.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.

## Support

Students may not be familiar with the spelling of the proper noun *Dan*. If they struggle to understand the word, have them substitute their own names.

- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

### TRICKY WORDS REVIEW

- Write the following word on an index card: *lyrics*. Create or gather some additional Tricky Word cards to review in this lesson.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *lyrics* and say, “This word is tricky because the ‘yr’ is pronounced /eer/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /l/ for this letter. We say /eer/ for these letters. We say /i/ for this letter. We say /k/ for this letter. We say /s/ for this letter.” Point to the letters as you blend the sounds: /l/ /eer/ /i/ /k/ /s/, *lyrics*. Say, “*Lyrics!* It’s a word we hear all the time, like when we say ‘The song’s lyrics express moving and relatable emotions.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *lyrics*. What’s the word?”
- Repeat the steps when introducing the remaining review words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.

- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

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



## 14

## REVIEW

## Possessives

## PRIMARY FOCUS OF LESSON

## Warm-Up

- ✦ Students will identify and blend possessives. **TEKS 3.2.A.i**

## Phonics—Decoding

- ✦ Students will create and read possessives. **TEKS 3.2.A.i; TEKS 3.11.D.vii**
- Students will construct and read multisyllabic words with the CV/VC pattern.
- ✦ **TEKS 3.2.A.iv; TEKS 3.2.B.v**

## Morphology

- Students will identify the meaning of and use words with the suffixes *-able* and *-ible*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

- Students will reread “The Queen of Soul: A Musical Biography” fluently with a partner. **TEKS 3.1.D; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.B; TEKS 3.3.C; TEKS 3.4**

## Phonics—Encoding

- ✦ Students will spell and write possessives. **TEKS 3.2.B.iv; TEKS 3.11.D.vii**

## FORMATIVE ASSESSMENT

## Observation

## “The Queen of Soul: A Musical Biography” Anecdotal Reading Record

- ✦ **TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.4**

- ✦ **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; **TEKS 3.11.D.vii** Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as *VCCV*, *VCV*, and *VCCCV* with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as *VCCV*, *VCV*, and *VCCCV*; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (*into*), *non-*, *dis-*, *in-* (*not*, *non*), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                            |
|------------------------------------------------------------------------------------------------|-------------|---------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                             |
| <b>Warm-Up</b>                                                                                 |             |                                             |
| Review Possessives                                                                             | 3 min.      |                                             |
| <b>Phonics—Decoding</b>                                                                        |             |                                             |
| Read Possessives                                                                               | 3 min.      |                                             |
| Construct and Read Words with the CV/VC Pattern                                                | 3 min.      | <input type="checkbox"/> Activity Page 14.1 |
| <b>Morphology</b>                                                                              |             |                                             |
| Root Words and Suffixes: <i>-able/-ible</i>                                                    | 6 min.      | <input type="checkbox"/> Activity Page 14.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                             |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                             |
| <b>Reading</b>                                                                                 |             |                                             |
| Reread “The Queen of Soul: A Musical Biography”                                                | 10 min.     | <input type="checkbox"/> Activity Page 13.3 |
| <b>Phonics—Encoding</b>                                                                        |             |                                             |
| Spell Possessives                                                                              | 5 min.      | <input type="checkbox"/> dictation journal  |

## ADVANCE PREPARATION

### Warm-Up

- Write the following sentences on chart paper or on the board and keep them covered.
  - That is Josie's dog.
  - The cat is hers.
  - The boys' bird is green.
  - The car is theirs.
  - The hat is yours.
  - James's pen is blue.
  - The dog's ball is soft.

### Reading

- Ensure you have the Unit 4 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire text.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the text.

### Phonics—Encoding

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

### Universal Access

- Gather pictures to represent the words in the Reading activity:  
*Aretha Franklin, minister (church), lyrics, Rock & Roll Hall of Fame, inauguration, and saxophones.*

## Lesson 14: Review: Possessives, Part 1

## Warm-Up



**Primary Focus:** Students will identify and blend possessives. **TEKS 3.2.A.i**

**REVIEW POSSESSIVES (3 MIN.)**

- Get the chart paper with the sentences that you've prepared. Uncover sentences one at a time.
- Say, "In this lesson, we are going to review how to use possessives. Possessives are words that describe ownership."
- Tell students that you are going to speak sentences aloud. Have them listen for the part of the sentence that is possessive, or shows ownership.
- Say, "That is Josie's dog." Uncover the sentence.
- Ask, "To whom does the dog in this sentence belong?" (*Josie*) Underline *Josie's*.
- Say, "The word *Josie's* is possessive. Notice that we use an apostrophe to show that Josie is the owner of the dog."
- Say, "The cat is hers." Uncover the sentence.
- Ask, "To whom does the cat in this sentence belong?" (*her*) Underline *hers*.
- Say, "In this case, we used a pronoun as the possessive. Notice that the possessive pronoun does not use an apostrophe."
- Say, "The boys' bird is green." Uncover the sentence.
- Ask, "To whom does the bird in this sentence belong?" (*the boys*) Underline *boys'*.
- Say, "The word *boys'* is possessive. Notice that when the noun is plural the apostrophe comes after the 's'."
- Repeat the routine with the following sentences:
  - *The car is theirs.*
  - *The hat is yours.*
  - *James's pen is blue.*
  - *The dog's ball is soft.*

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

Lesson 14: Review: Possessives, Part 1

# Phonics—Decoding



## Primary Focus

✦ Students will create and read possessives. **TEKS 3.2.A.i; TEKS 3.11.D.vii**

Students will construct and read multisyllabic words with the CV/VC pattern.

✦ **TEKS 3.2.A.iv; TEKS 3.2.B.v**

## Support

Students have previously learned that adding an apostrophe and an 's' to a word can replace the verbs *is* or *has*. Explain that when they see a word with an apostrophe and an 's', they'll have to use context to decide if the word is a contraction replacing *has*, a contraction replacing *is*, or if the word is possessive.

### READ POSSESSIVES (3 MIN.)

- Remind students that possessives are used to describe ownership.
- Demonstrate forming possessives by writing your name and then the word *class*.
- Say, "To make my name possessive, I will add an apostrophe and an 's.'" Write the apostrophe and 's' after your name on the board.
- Ask for three student volunteers. Have the volunteers write their names on the board.
- Have the volunteers add an apostrophe and an 's' to make their names possessive. Have students read the possessive name aloud.
- Circle the word *class* on the board. Ask, "How would we make this noun possessive to show that something belongs to the class?" (*class's*) Write *class's* on the board. Have students read it aloud.
- Ask, "What if we want to make this noun plural and possessive to show that something belongs to more than one class?" (*classes'*) Write the word *classes'* on the board. Have students read it aloud. Say, "Remember that when the noun is plural the apostrophe comes after the 's'."

### CONSTRUCT AND READ WORDS WITH THE CV/VC PATTERN (3 MIN.)

- Direct students to Activity Page 14.1 and review the instructions.

## Activity Page 14.1



✦ **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; **TEKS 3.11.D.vii** Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

- Demonstrate how to complete the activity page by pointing out the syllables *qui-* and *-et* in the first two columns.
- Write *quiet* on the board. Have students draw a line to connect the two syllables. Then have them write the word in the third column on their activity page and read the completed word.
- Have partners complete the rest of the activity page together.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



### Check for Understanding

Circulate as partners complete the syllable activity. Monitor students’ comprehension and provide assistance when necessary.

## Lesson 14: Review: Possessives, Part 1

# Morphology



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



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### ROOT WORDS AND SUFFIXES: *-ABLE/-IBLE* (6 MIN.)

- Remind students that a suffix is a word part that is added to the end of a word.
- Write the suffixes *-able* and *-ible* on the board. Have students read the suffixes aloud.
- Say, “The suffixes *-able* and *-ible* mean ‘can be done.’”
- Write the word *readable* on the board. Underline the suffix *-able*.
- Say, “At the start of this word I see the root word *read*.” Circle *read*. Have students read the root aloud.

### Language

#### Learning How English Works

Remind students that the prefixes *un-* and *im-* most often mean “not” or “the opposite of.” Knowledge of these prefixes can help them determine the meanings of the words *impossible* and *unable* in Part 2 of the activity page.

**ELPS 2.C**

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

## Support

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It might be helpful to define the following root words to help students understand how the affix changes their meaning: *ador* (“to love”), *vis* (“to see”), and *pos* (“can be done”).

## Activity Page 14.2

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## Challenge

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Have students form their own sentences with a word from the activity page.

- Say, “I know the suffix *-able* means ‘can be done.’ If I put the word parts together, I can tell that *readable* means ‘can be read.’”
- Write the word *reversible* on the board. Underline the suffix *-ible*.
- Say, “At the start of this word I see part of the word *reverse*. Unlike words with *-able*, words that end in *-ible* usually do not include the full root.” Circle *revers-*. Have students read the root aloud.
- Say, “I know the suffix *-ible* means ‘can be done.’ If I put the word parts together, I can tell that *reversible* means ‘able to be reversed.’”
- Direct students to Activity Page 14.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the affix changed the meaning of the root word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Lesson 14: Review: Possessives, Part 2

## Reading



**Primary Focus:** Students will reread “The Queen of Soul: A Musical Biography” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.B; TEKS 3.3.C; TEKS 3.4**

### REREAD “THE QUEEN OF SOUL: A MUSICAL BIOGRAPHY” (10 MIN.)

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

- Direct students back to the passage on Activity Page 13.3. Tell students that today they will reread “The Queen of Soul: A Musical Biography” with a partner.
- Take time to answer any questions that students may have about “The Queen of Soul: A Musical Biography.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Remind students that they can use context clues to find the meanings of unfamiliar words.
- Have partners use one of the partner reading routines to read the text.
- Remind students to listen carefully while their partner reads.
- Students may ask their partners questions about the text and discuss what they read.

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

### Support

Have students work on one annotation at a time. For example, first have them look for possessives. Then have them look for words with the two suffixes.

### Activity Page 13.3



**ENGLISH  
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### Reading

#### Reading Closely

#### Beginning

Work with student pairs to identify a few possessives.

#### Intermediate

Have students share their annotations with another student.

#### Advanced/ Advanced High

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

**ELPS 4.A**



- After students read the passage, have them work together to
  - underline three possessives;
  - circle three words with the suffixes *-ible/-able*;
  - highlight three words with the CV/VC syllable pattern; and
  - write one unfamiliar word that you can define with context clues.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



Observation: “The Queen of Soul: A Musical Biography”  
Anecdotal Reading Record

As you listen to each student read “The Queen of Soul: A Musical Biography,” make notes about the student’s reading, such as errors in fluency and prosody, in the Anecdotal Reading Record.

Lesson 14: Review: Possessives, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write possessives.

**TEKS 3.2.B.iv; TEKS 3.11.D.vii**

## SPELL POSSESSIVES (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling possessive words. Explain that you will say a short sentence aloud, and they will spell the correct form of the possessive in that sentence.
- Say, “The men’s hats are large,” and emphasize the possessive word *men’s*. Repeat the possessive word. Have students write the word in their dictation journal. Say, “In your journal, write *men’s*.”

**TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.11.D.vii** Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

- Repeat with the remaining sentences with possessive words.

- |                                       |                                                             |                                         |
|---------------------------------------|-------------------------------------------------------------|-----------------------------------------|
| 1. The <i>men's</i> hats are large.   | 4. Is that bus <i>ours</i> ?                                | 7. All <i>foxes'</i> fur grows.         |
| 2. Those books are <i>theirs</i> .    | 5. Only peel one <i>potato's</i> skin.                      | 8. <i>People's</i> opinions can change. |
| 3. <i>Ohio's</i> capital is Columbus. | 6. The student counted her left <i>hand's</i> five fingers. | 9. The dog chases <i>its</i> tail.      |

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

- |                                       |
|---------------------------------------|
| 1. Both schools' students learn math. |
| 2. James's house is next to yours.    |

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

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

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



### Check for Understanding

Circulate as students complete the encoding activity. Monitor students' comprehension and provide assistance when necessary.

## Lesson 14: Foundational Skills

# Additional Support

## PHONICS SUPPORT

- Make one copy of **Activity Page TR 14.1** for each student.
- Have them complete the sentences by filling in the blanks with the correct possessive.

## SHARING

- Pair up students and have one person share the response they wrote about “The Queen of Soul: A Musical Biography” on **Activity Page TR 13.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

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

## TRICKY WORDS REVIEW

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

### Additional Ways to Practice Tricky Words

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

## 15

## REVIEW

## Mixed Review

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will review identifying contractions. **TEKS 3.2.A.iii**

## Phonics—Decoding

Students will review reading and creating contractions.

- TEKS 3.2.A.iii; TEKS 3.2.B.iii**

- Students will review dividing and reading multisyllabic words with syllable patterns. **TEKS 3.2.A.iv; TEKS 3.2.B.v**

## Morphology

Students will review identifying the meaning of and using root words and suffixes.

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

## Reading

Students will read “Adaptable Animals” independently and will answer questions about key details in the text.

- TEKS 3.2.A.iii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.B; TEKS 3.3.C; TEKS 3.5**

## Phonics—Encoding

Students will review spelling and writing words that are contractions.

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

## FORMATIVE ASSESSMENT

## Dictation Journal



## Phonics/Encoding Dictation

**TEKS 3.2.B.iii; TEKS 3.2.B.iv**

- TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                                   |
|------------------------------------------------------------------------------------------------|-------------|----------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                                    |
| <b>Warm-Up</b>                                                                                 |             |                                                    |
| Review Contractions                                                                            | 3 min.      |                                                    |
| <b>Phonics—Decoding</b>                                                                        |             |                                                    |
| Review Contractions                                                                            | 3 min.      |                                                    |
| Divide and Read Words with Syllable Patterns                                                   | 3 min.      | <input type="checkbox"/> Activity Page 15.1        |
| <b>Morphology</b>                                                                              |             |                                                    |
| Review Root Words and Affixes: <i>port, mot/mov, form, phon/phone, -able/-ible</i>             | 6 min.      | <input type="checkbox"/> Activity Page 15.2        |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                                    |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                                    |
| <b>Reading</b>                                                                                 |             |                                                    |
| Read “Adaptable Animals” Independently                                                         | 10 min.     | <input type="checkbox"/> Activity Pages 15.3, 15.4 |
| <b>Phonics—Encoding</b>                                                                        |             |                                                    |
| Encoding Review                                                                                | 5 min.      | <input type="checkbox"/> dictation journal         |

## ADVANCE PREPARATION

### Warm-Up

- Create signs for each corner of the classroom to prepare for the Four Corners game: *would/had, have, will, and are*.

### Phonics—Encoding

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

### Universal Access

- Gather pictures to represent the words in the Reading activity: *expedition* (zoology), *Arctic*, *blubber* (animal), *Arabian desert*, *navigation system* (electronic), and *chameleon*.

## Lesson 15: Mixed Review, Part 1

## Warm-Up



**Primary Focus:** Students will review identifying contractions. **TEKS 3.2.A.iii**

**REVIEW CONTRACTIONS (3 MIN.)**

- Say, “We are going to play a game to practice recognizing contractions.”
- Point to the signs in the corners of the room that you prepared in advance.
- Say, “I will read a list of contractions. Listen carefully for which word is shortened to form the contraction, either *would/had*, *have*, *will*, or *are*. I will repeat the word a second time. Then calmly go to the corner labeled with that word.”
- Begin the activity by reading the word *would’ve*. Repeat the word.
- Tell students to choose the corner that corresponds to the shortened verb.
- Confirm that *would’ve* is a contraction of *would* and *have*; therefore, *have* is the shortened verb.
- Repeat the exercise with the following words: *they’re*, *we’ll*, *could’ve*, *she’d*, *it’ll*.

## Lesson 15: Mixed Review, Part 1

## Phonics—Decoding


**Primary Focus**

**Primary Focus:** Students will review reading and creating contractions. **TEKS 3.2.A.iii; TEKS 3.2.B.iii**

Students will review dividing and reading multisyllabic words with syllable

**Primary Focus:** patterns. **TEKS 3.2.A.iv; TEKS 3.2.B.v**

- **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations;
- **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations;
- **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.



### Challenge

Ask students to use one of the contractions in a sentence.

#### REVIEW CONTRACTIONS (3 MIN.)

- Say, “We are going to play a game to practice recognizing contractions.”
- Say, “I will write a list of contractions. If the contraction is negative, calmly and slowly stand up. Otherwise, remain seated. When I ask, answer with what two words the contraction combines.”
- Write the word *haven’t* on the board. Prompt students to stand up.
- Say, “The word *haven’t* is a negative contraction. What words does it combine?” (*have and not*)
- Prompt students to sit back down.
- Repeat the routine with the following words: *isn’t, would’ve, we’ll, they’re, it’d, Kim’s, won’t, that’d*.

#### DIVIDE AND READ WORDS WITH SYLLABLE PATTERNS (3 MIN.)

- Direct students to Activity Page 15.1, and read the passage aloud. Draw students’ attention to the word *define* in the first sentence.
- Write the word *define* on the board. Circle the vowels.
- Say, “I’ll try to figure out how to read this word by first looking at the vowels. Circle the vowels and underline the consonant. I need to figure out whether to divide this word after or before the consonant ‘f’. Let me try to divide the word after the consonant.” Put a slash after the ‘f’ to divide the word into the syllables: *def•ine*.
- Say, “The first second syllable is closed, so the vowel sound is short.” As you read the word *define*, pronounce the first syllable with the /e/ sound: /def/ /ien/.
- Say, “That does not sound right to me. Let me try to divide the word before the consonant.” Put a slash before the ‘f’ to divide the word into the syllables: *de•fine*.
- Say, “Now, the first syllable is open, so the vowel sound is long.” As you read the word *define*, pronounce the first syllable with the /ee/ sound: /dee/ /fien/.
- Say, “That sounds much better, but still sounds a bit off. Remember that in unstressed syllables, the vowel can change to the schwa sound. Let me try to read the word again with the schwa. /də/ /fien/: *define*. That makes sense! The word follows the V/CV pattern.”

- Have students read the word aloud and write the divided word in the V/CV column in the chart on the activity page.
- Assign students to pairs.
- Have partners complete the rest of Activity Page 15.1.
- After pairs finish the activity page, read aloud each bold word from the passage again, and have student volunteers write each divided word on the board.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Activity Page 15.1



### Check for Understanding

Circulate as students complete the activity page. Monitor students' comprehension and provide assistance when necessary.

## Lesson 15: Mixed Review, Part 1

# Morphology



**Primary Focus:** Students will review identifying the meaning of and using root words and suffixes. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### REVIEW ROOT WORDS AND AFFIXES: **PORT, MOT/MOV, FORM, PHONE/PHONE, -ABLE/-IBLE (6 MIN.)**

- Write the words *formless*, *mover*, *portable*, and *microphone* on the board. Have students read each word aloud.
- Ask, "Which of these words uses the root *port*? (*portable*) Underline the root in *portable*."
- Say, "I know the root *port* means 'to carry.'" Write *to carry* under the root.
- Circle the suffix *-able*. Ask, "What does the suffix *-able* mean?" (*can be done*) Write *can be done* under the suffix.

## Support

If students struggle to choose definitions in the activity page, write the words on the board and underline the roots and/or suffixes to help students recognize the patterns of meaning.

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

## Activity Page 15.2

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## Foundational Skills

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### Foundational Literacy Skills

#### Beginning

Ask yes or no questions to reinforce words with the suffixes and/or roots covered this week. For example: *Is a mountain portable? (no) Is a backpack portable? (yes)*

#### Intermediate

Have volunteers complete this sentence frame: *It is important for backpacks to be \_\_\_\_\_ so students can easily take them to school.*  
(portable)

#### Advanced/

#### Advanced High

Have students answer a question to practice using words with the suffixes and/or roots covered this week. For example: *What objects are portable? A calculator is portable.*

**ELPS 1.C**

- Say, "If I combine the root and the suffix, I see that *portable* means 'can be carried.'"
- Ask, "Which of these words uses the root *mot* or *mov*? (*mover*) Underline the root in *mover*."
- Say, "I know the root *mov* means 'to move.'" Write *to move* under the root."
- Circle the suffix *-er*. Say, "I know the suffix *-er* means 'someone or something that does an action.'"
- Say, "If I combine the root and the suffix, I see that *mover* means 'something or someone that moves or causes something else to move.'"
- Repeat the routine with the remaining words.
- Direct students to Activity Page 15.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the affix changed the meaning of the root word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Lesson 15: Mixed Review, Part 2

## Reading



**Primary Focus:** Students will read “Adaptable Animals” independently and will answer questions about key details in the text.

**TEKS 3.2.A.iii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.B; TEKS 3.3.C; TEKS 3.5**

### READ “ADAPTABLE ANIMALS” INDEPENDENTLY (10 MIN.)

- Tell students that they will be reading “Adaptable Animals” independently. Direct students to Activity Page 15.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *portable, isolated, navigating, insulator*
  - phrases: “built-in solution,” “living navigation systems,” “masters of disguise,” “function properly”
  - domain-specific language: *zoology expeditions, landscape, nutrients, predators, prey*
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *fascinating, Madagascar, and chameleons*).
- Remind students that they can use context clues to find the meanings of unfamiliar words. Model using context clues to determine the meaning of the word *adapt* in the sentence: “I’ve found that many animal groups are able to change over time to adapt to challenges in their environments.” (*change over time*)
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (iii) decoding compound words, contractions, and abbreviations; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

Activity Pages  
15.3, 15.4



## Support

Have students focus on one annotation at a time.

For example, first have them read and underline words with contractions.

On the next read, have them highlight words with the root word *port*, and so on.

Before reading “Adaptable Animals,” show the images you prepared in advance.

Have students repeat the word after you, as you show each image.

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## Reading

Reading Closely

### Beginning

Ask students yes/no questions using simple phrases to summarize the text: Does Ninette study animals? (yes) Does Ninette work at a zoo? (no)

### Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words: *When Ninette went to the Arctic, she studied \_\_\_\_\_.* (polar bears)

### Advanced/ Advanced High

Encourage students to expand or build on other students' responses.

**ELPS 4.G; ELPS 4.I**

- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
  - underline three contractions;
  - draw a box around three words with *port*, *mot/mov*, *form*, or *phon/phone*;
  - circle three words with *-ible* and *-able*;
  - highlight three multisyllabic words with the VC/CV pattern; and
  - write one unfamiliar word that they can define with context clues.
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 15.4 independently.
- If time allows, have students complete the activity page in class. If not, ask students to complete it at home. If they don't complete it, instruct them to work on it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Lesson 15: Mixed Review, Part 2

# Phonics—Encoding



**Primary Focus:** Students will review spelling and writing words that are contractions. **TEKS 3.2.B.iii; TEKS 3.2.B.iv**

### ENCODING REVIEW (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling some words with prefixes and suffixes and some words that are contractions and possessives. Explain that you will say a short sentence aloud for the contractions and possessives, and they will spell the correct form of the possessive or contraction in that sentence.
- Say, “You’re my best friend,” and emphasize the contraction *you’re*. Repeat the contraction. Have students write the word in their dictation journal. Say, “In your journal, write *you’re*.”
- Repeat with the remaining sentences with contractions and possessive words. Then, say the word *teleportation*. Repeat it. Have students write it in their journal. Repeat with the remaining words.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (iii) spelling compound words, contractions, and abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- |                                                  |                  |                |
|--------------------------------------------------|------------------|----------------|
| 1. You're my best friend.                        | 4. teleportation | 7. formable    |
| 2. I wish I <i>would've</i> worn a jacket.       | 5. motivation    | 8. microphone  |
| 3. The <i>women's</i> restroom is down the hall. | 6. removable     | 9. convertible |

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

- |                                                   |
|---------------------------------------------------|
| 1. It'd be good if you didn't lose the pen's cap. |
| 2. Who'll eat Chris's apple if he doesn't?        |

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

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

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



### Check for Understanding

Circulate as students complete the encoding activity. Monitor students' comprehension and provide assistance when necessary.



### Dictation Journals: Spelling Dictation

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

## Lesson 15: Foundational Skills

# Additional Support

**WRITING EXTENSION**

- Make one copy of **Activity Page TR 15.1** for each student.
- Direct students to Activity Page 15.3.
- Have them reread “Adaptable Animals.”
- Review the writing prompt on **Activity Page TR 15.1**
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “Adaptable Animals” on **Activity Page TR 15.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

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

### TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lesson 11 and Lesson 13 (*courageous*, *lyrics*) and any additional Tricky Words that you reviewed in the lessons. Write the following new words on an index card: *chameleon*, *imagine*, *direction*, and *built*.
- Use the cards with the new words. Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Display and point to the word *built* and say, “This word is tricky because the ‘ui’ is pronounced /i/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, say /b/ for this letter. We say /i/ for these letters. We say /l/ for this letter. We say /t/ for this letter.” Point to the letters as you blend the sounds: /b/ /i/ /l/ /t/, *built*. Say, “*Built!* It’s a word we use all the time, like when we say ‘Camels have a built-in solution for that.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *built*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the /i/ sound spelled ‘ui.’” Write *guilt* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.



- Add the Tricky Word cards from Lesson 11 and Lesson 13. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

### **Additional Activities to Review All Tricky Words from This Week**

#### **(1) Tricky Words Race**

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

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

## **(2) Call, Flip, Read, Roll**

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

## 16

## REVIEW

## Homophones

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will orally substitute initial sounds to make new words. **TEKS 3.2.A.i**

## Phonics—Decoding

- Students will identify and read homophones. **TEKS 3.2.A.i; TEKS 3.3.D**
- Students will divide and read multisyllabic words with the VC/CCV and VCC/CV patterns. **TEKS 3.2.A.i; TEKS 3.2.A.iv**

## Morphology

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

## Reading

Students will read “Riddle Game” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text.

- TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.3.D; TEKS 3.4**

## Phonics—Encoding

Students will spell and write words that are homophones.

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

## FORMATIVE ASSESSMENT

## Activity Page 16.1

## Read Homophones

- TEKS 3.2.A.i; TEKS 3.3.D**

## Observation

## Discussion Questions Observation Record

- TEKS 3.4**

- TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (ii) spelling homophones; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | Time    | Materials                                   |
|------------------------------------------------------------------------------------------------|---------|---------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                             |
| <b>Warm-Up</b>                                                                                 |         |                                             |
| Orally Substitute Sounds to Make New Words                                                     | 3 min.  |                                             |
| <b>Phonics—Decoding</b>                                                                        |         |                                             |
| Read Homophones                                                                                | 3 min.  | <input type="checkbox"/> Activity Page 16.1 |
| Divide and Read Words with the VC/CCV and VCC/CV Patterns                                      | 3 min.  |                                             |
| <b>Morphology</b>                                                                              |         |                                             |
| Root Words and Prefixes: <i>dict</i> , <i>multi</i> –                                          | 6 min.  | <input type="checkbox"/> Activity Page 16.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                             |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                             |
| <b>Reading</b>                                                                                 |         |                                             |
| Read “Riddle Game” with Accuracy                                                               | 10 min. | <input type="checkbox"/> Activity Page 16.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                             |
| Spell Homophones                                                                               | 5 min.  | <input type="checkbox"/> dictation journal  |

## ADVANCE PREPARATION

### Phonics—Decoding

- Prepare a chart to present the VCC/CV and VC/CCV Patterns. Save this chart for Lesson 17.

| Pattern | Rule                                                   | Examples                                              |
|---------|--------------------------------------------------------|-------------------------------------------------------|
| VC/CCV  | divide before a consonant blend or a consonant digraph | <i>hun•dred</i><br><i>com•plex</i><br><i>ex•plode</i> |
| VCC/CV  | divide after a consonant blend or a consonant digraph  | <i>pump•kin</i><br><i>king•dom</i><br><i>ath•lete</i> |

### Reading

- Ensure you have the Unit 4 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *multilingual* (text in three or more languages) and *multicolored notecards* (3 by 5).

## Lesson 16: Review: Homophones, Part 1

## Warm-Up



**Primary Focus:** Students will orally substitute initial sounds to make new words.

**TEKS 3.2.A.i**

**ORALLY SUBSTITUTE SOUNDS TO MAKE NEW WORDS (3 MIN.)**

- Remind students that changing one sound in a word can change its meaning.
- Say the word *puzzle*. Demonstrate how to make a new word by changing the sound at the beginning of the word.
- Say, "If I change the /p/ at the beginning of *puzzle* to /m/, I can make the word *muzzle*."
- Continue the routine with the remaining examples. Have students create new words by changing the sound at the beginning of each word.

| Example | Possible New Word |
|---------|-------------------|
| loyal   | <i>royal</i>      |
| vocal   | <i>local</i>      |
| medal   | <i>pedal</i>      |
| sandal  | <i>candle</i>     |
| dental  | <i>mental</i>     |

**Support**

Remind students to be careful to only change the beginning sound and not other sounds within each word. For example, changing *puzzle* to *nozzle* would require substituting the first two sounds.

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

Lesson 16: Review: Homophones, Part 1

# Phonics—Decoding



## Primary Focus

✦ Students will identify and read homophones. **TEKS 3.2.A.i; TEKS 3.3.D**

✦ Students will divide and read multisyllabic words with the VC/CCV and VCC/CV patterns. **TEKS 3.2.A.i; TEKS 3.2.A.iv**

### READ HOMOPHONES (3 MIN.)

- Tell students that homophones are words that sound the same but are spelled differently.
- Write the words *piece* and *peace* on the board. Point to each word and read it aloud. Then have students read them aloud.
- Say, “These words sound the same, but they have different spellings and meanings. They are homophones.”
- Point to *piece* again. Say, “This word means ‘one part of something.’”
- Point to *peace* again. Say, “This word means ‘a state of calm or quiet.’”
- Work with students to generate sentences using each homophone.
- Repeat with the homophones *meet/meat* and *real/reel*.
- Direct students to Activity Page 16.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

### DIVIDE AND READ WORDS WITH THE VC/CCV AND VCC/CV PATTERNS (3 MIN.)

- Remind students that they can look for patterns of vowels and consonants to divide syllables in order to make it easier to read longer words.

✦ **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.

## Challenge

Provide small groups with another homophone pair, such as *here/hear*, *your/you’re*, or *fair/fare*, and challenge them to write a set of fill-in-the-blank sentences to exchange with another group.

## Activity Page 16.1





## Language

### Learning How English Works

#### Beginning

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

#### Intermediate

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

#### Advanced/ Advanced High

Students can work on the activity independently.

#### ELPS 1.F

- Display the chart you prepared in advance.
- Point out the VC/CCV pattern, and read aloud the rule for dividing words with the VC/CCV pattern.
- Draw students' attention to the divided word *hun•dred*. Say, "This word has three consonants ('n', 'd', and 'r') between two vowels ('u' and 'e')."
- Explain that when three consonants appear between two vowels, the word is often divided after the first consonant, but the division depends on whether two of the consonants blend together. Consonant blends stay together in a syllable. Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Say, "The word *hundred* follows the VC/CCV pattern because we divide the word before the consonant blend 'dr'."
- Write *concentrate* on the board.
- Circle the vowels in *concentrate*, and underline the consonants. Draw students' attention to the three consonants ('n', 't', 'r') between the two vowels ('e', 'a').
- Say, "In this word, the 't' and 'r' blend, so they stay together in the third syllable."
- Draw slashes to break the word into syllables: *con•cen•trate*. Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Point out the VCC/CV pattern on the chart, and read aloud the rule for dividing words with the VCC/CV pattern.
- Draw students' attention to the divided word *pump•kin*. Point out that the word *pumpkin* has three consonants ('m', 'p', and 'k') between two vowels ('u' and 'i').
- Say, "In this case, 'm' and 'p' form a consonant blend that should stay together in the syllable, so we divide after the second consonant. The word follows the VCC/CV pattern because we divide the word after the consonant blend 'mp.'" Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Write the word *handsome* on the board. Circle the vowels and underline the consonants, pointing out that the blend 'nd' appears as the first two consonants in the VCC/CV pattern.
- Say, "In this case, 'n' and 'd' are a consonant blend that should stay together in a syllable, so we divide after the second consonant."



- Demonstrate dividing the syllables with a slash: *hand•some*. Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Repeat with the words *explosion* (*ex•plo•sion*) and *mushroom* (*mush•room*).
- Remind students that words with double consonants are usually divided between the consonants, as in *ad•dress*.
- Point out that consonant digraphs (two consonants that work together to make a single sound) count as one consonant, as with the 'th' in *earth•ly*.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Write the syllable division *subt•rac•tion* on the board. Say the word *subtraction* aloud, emphasizing the consonant blend 'tr'. Ask students to give a thumbs-up if they agree or a thumbs-down if they disagree that this is the correct way to divide *subtraction* into syllables. (*thumbs-down*)

## Lesson 16: Review: Homophones, Part 1

# Morphology



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

### ROOT WORDS AND PREFIXES: *DICT*, *MULTI-* (6 MIN.)

- Write the word parts *dict* and *multi-* on the board.
- Tell students that *dict* is a root and *multi-* is a prefix.
- Remind students that a root is a word part from which other words are created, and a prefix is a word part added to the beginning of a root to change its meaning.
- Write the word *predict* on the board.
- Point out that the word *predict* has two parts: the prefix *pre-* and the root *dict*.

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

### Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *multifunctional* and *multimedia*.

- Say, “We already reviewed that the prefix *pre-* means ‘before.’ The root *dict* means ‘say, tell, or speak.’”
- Say, “Let’s put these word parts together. If *pre-* means ‘before’ and *dict* means ‘say, tell, or speak,’ then *predict* means ‘to say something before it happens.’”
- Write the words *contradict*, *dictionary*, and *verdict* on the board. Work as a class to break each word into its parts. Circle the roots and underline the affixes. (*contradict*: *contra-*, *dict*; *dictionary*: *dict*, *-tion*, *-ary*; *verdict*: *ver*, *dict*). Then have students read each word aloud. Provide corrections and definitions as needed.
- Write the word *multitask* on the board.
- Point out that the word *multitask* has two parts: the prefix *multi-* and the root *task*.
- Tell students that the prefix *multi-* means “many or much,” and a task is something that has to be done.
- Say, “Let’s put these word parts together. If *multi-* means ‘many or much’ and *task* means ‘something that needs to be done,’ then *multitask* means ‘to do many things at once.’”
- Say, “We can use a dictionary or we can think about how the word is used in a sentence to check our definition. Listen to this sentence: *Florence had so many things to do before noon that she had to multitask to get them all done.* This sentence tells me that Florence had to do many things at one time, so our definition is correct. To *multitask* means ‘to do many things at one time.’”
- Write the words *multicultural*, *multitask*, and *multilevel* on the board. Work as a class to break each word into its parts. Circle the roots and underline the affixes. (*multicultural*: *multi-*, *cultur*, *-al*; *multitask*: *multi-*, *task*; *multilevel*: *multi-*, *level*). Then have students read each word aloud. Provide corrections and definitions as needed.
- Direct students to Activity Page 16.2 and review the instructions. Read the paragraph aloud for students, and have them follow along.
- Have students pick one word with an affix from the activity page and work with a partner to discuss how the affix changed the meaning of the root word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Activity Page 16.2

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## Lesson 16: Review: Homophones, Part 2

## Reading



**Primary Focus:** Students will read “Riddle Game” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text. **TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.3.D; TEKS 3.4**

**READ “RIDDLE GAME” WITH ACCURACY (10 MIN.)**

## Activity Page 16.3



## Support

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

- Direct students to Activity Page 16.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *multilingual, multitude, dictated, complex*
  - phrases: “excitement multiplied,” “What’s the verdict?” “exploded with laughter”
- Remind students that homophones are pairs or sets of words that have the same pronunciation but different meanings and spellings. Prompt students to look for homophones as you read the passage and use context to determine the correct meaning.
- Have students follow along as you read “Riddle Game.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read the first three or four paragraphs of the passage again, this time without awareness of phrasing and with a flat, expressionless voice. For example, “So, he decided to entertain the children with an exciting word game.”
- Ask students to explain how your voice was different and to identify which reading was the most enjoyable to listen to.
- Confirm that your reading didn’t sound conversational, you didn’t use appropriate phrasing of words, and your reading didn’t have the right rhythm.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (v) decoding words using knowledge of prefixes; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



## Reading

### Reading Closely

#### Beginning

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

#### Intermediate

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

#### Advanced/ Advanced High

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

#### ELPS 4.G

- Say, “To read fluently, we have to read accurately and with expressive voices that sound the way the characters would talk. Listen as I reread the sentence: “So, he decided to entertain the children with an exciting word game.”
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *multiple* and *indicated*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read. Encourage them to read with appropriate expression. Explain that they will be practicing reading with appropriate expression throughout the week.

## Wrap-Up

### Discussion Questions for “Riddle Game”

1. **Literal.** What kinds of words does Uncle Alfredo put in the riddles?
  - » Uncle Alfredo puts homophones in the riddles.
2. **Literal.** What homophones appear in the first two paragraphs of the story?
  - » The word *eight* appears in the first paragraph, and the word *ate* appears in the second paragraph.
3. **Literal.** What is another word for *also*?
  - » *Too* is another word for *also*.
4. **Literal.** Did anyone win the game? Explain why or why not.
  - » Nobody won. The game finished in a three-way tie.
5. **Inferential.** Do you think the children solved many riddles or only a few riddles? Why?
  - » The children probably solved many riddles, because the text says they played the game for a long time.



### Check for Understanding

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



### Observation: Discussion Questions Observation Record

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

## Lesson 16: Review: Homophones, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words that are homophones.

**TEKS 3.2.B.ii; TEKS 3.2.B.iv**

### SPELL HOMOPHONES (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words that are homophones. Explain that you will say a short sentence aloud, and they will identify and spell the correct form of the homophone in that sentence.
- Say, “Melba rode a horse” and emphasize the homophone *rode*. Repeat the homophone. Say, “In your journal, write *rode*.”
- Repeat with the remaining sentences with homophones.

- |                                       |                                         |                                       |
|---------------------------------------|-----------------------------------------|---------------------------------------|
| 1. Melba <i>rode</i> a horse.         | 4. Taylor went <i>to</i> the store.     | 7. Mei <i>heard</i> a noise.          |
| 2. Delia combed her <i>hair</i> .     | 5. Ali will <i>write</i> a short story. | 8. Janina saw a <i>herd</i> of goats. |
| 3. Paul raised his <i>right</i> hand. | 6. Gabriel has <i>two</i> sisters.      | 9. Kyle crossed the <i>road</i> .     |

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

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (ii) spelling homophones; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

1. A rabbit is smaller than a hare.
2. I like bananas, but I like peaches too.

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

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

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

~~~~~~  
End Lesson  
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## Lesson 16: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 16.1** for each student.
- Direct students to Activity Page 16.3.
- Have them reread “Riddle Game.”
- Review the writing prompt on **Activity Page TR 16.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
  - include clear and accurate description, examples, and details to describe both meanings of each homograph pair and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

## TRICKY WORDS REVIEW

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

### **Additional Ways to Practice Tricky Words**

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



## 17

## REVIEW

## Homophones

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will orally substitute medial sounds to make new words. **TEKS 3.2.A.i**

## Phonics—Decoding

- Students will identify and read homophones. **TEKS 3.2.A.i; TEKS 3.3.D**

Students will divide and read multisyllabic words with the VC/CCV and VCC/CV

- patterns. **TEKS 3.2.A.i; TEKS 3.2.A.iv**

## Morphology

Students will identify the meaning of and use words with the root *dict* and the

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

## Reading

Students will reread “Riddle Game” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.3.D; TEKS 3.4**

## Phonics—Encoding

Students will spell and write words that are homophones.

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

## FORMATIVE ASSESSMENT

## Observation

## Observation: “Riddle Game” Anecdotal Reading Record

- TEKS 3.2.A.i; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.4**

- TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (ii) spelling homophones; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                            |
|------------------------------------------------------------------------------------------------|-------------|---------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                             |
| <b>Warm-Up</b>                                                                                 |             |                                             |
| Orally Substitute Sounds to Make New Words                                                     | 3 min.      |                                             |
| <b>Phonics—Decoding</b>                                                                        |             |                                             |
| Read Homophones                                                                                | 3 min.      | <input type="checkbox"/> Activity Page 17.1 |
| Divide and Read Words with the VC/CCV and VCC/CV Patterns                                      | 3 min.      |                                             |
| <b>Morphology</b>                                                                              |             |                                             |
| Root Words and Prefixes: <i>dict</i> , <i>multi-</i>                                           | 6 min.      | <input type="checkbox"/> Activity Page 17.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                             |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                             |
| <b>Reading</b>                                                                                 |             |                                             |
| Reread “Riddle Game”                                                                           | 10 min.     | <input type="checkbox"/> Activity Page 16.3 |
| <b>Phonics—Encoding</b>                                                                        |             |                                             |
| Spell Homophones                                                                               | 5 min.      | <input type="checkbox"/> dictation journal  |

## ADVANCE PREPARATION

### Phonics—Decoding

- Prepare a list of scrambled homophones that students will match.

|                                  |                                      |
|----------------------------------|--------------------------------------|
| 1. course - a golf course        | A. led - led the way                 |
| 2. lead - lead pipes             | B. which - which one                 |
| 3. fur - the dog's fur           | C. hole - hole in the ground         |
| 4. one - one thing after another | D. see - see the light               |
| 5. whole - a whole egg           | E. fir - fir trees                   |
| 6. maid - a maid cleaning        | F. rows - rows of crops              |
| 7. threw - threw the ball        | G. coarse - coarse to the touch      |
| 8. sea - swim in the sea         | H. through - path through the forest |
| 9. witch - a black witch hat     | I. made - made a sandwich            |
| 10. rose - a red rose            | J. won - won the game                |

- Use the chart you prepared in Lesson 16, to present the VCC/CV and VC/CCV Patterns.

| Pattern | Rule                                                   | Examples                                              |
|---------|--------------------------------------------------------|-------------------------------------------------------|
| VC/CCV  | divide before a consonant blend or a consonant digraph | <i>hun•dred</i><br><i>com•plex</i><br><i>ex•plode</i> |
| VCC/CV  | divide after a consonant blend or a consonant digraph  | <i>pump•kin</i><br><i>king•dom</i><br><i>ath•lete</i> |

### Reading

- Ensure you have the Unit 4 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire story.

- Have one student be the leader, reading a line at a time for the partner to echo.
- Have students read chorally, keeping their voices together to read the story.

### **Universal Access**

- Gather pictures to represent the words in the Reading activity: *multilingual* (text in three or more languages) and *multicolored notecards (3 by 5)*.

## Lesson 17: Review: Homophones, Part 1

## Warm-Up



**Primary Focus:** Students will orally substitute medial sounds to make new words.

**TEKS 3.2.A.i**

**ORALLY SUBSTITUTE SOUNDS TO MAKE NEW WORDS (3 MIN.)**

- Remind students that changing one sound in a word can change its meaning.
- Say the word *flip*. Demonstrate how to make a new word by changing a sound in the middle of the word.
- Say, “If I change the /i/ in the middle of *flip* to /a/, I can make the word *flap*.”
- Continue the routine with the remaining examples. Have students create new words by changing one sound in the middle of each word.

| Example | Possible New Word |
|---------|-------------------|
| clock   | <i>click</i>      |
| stomp   | <i>stamp</i>      |
| track   | <i>trick</i>      |
| think   | <i>thank</i>      |
| miss    | <i>mess</i>       |

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

If students struggle with identifying a sound to change in each word, have them first identify the vowel sound in each word. Then have them substitute different vowel sounds until they've created a word.

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

**ELPS 3.A**


**Check for Understanding**

**Thumbs-Up/Thumbs-Down:** Say the words *grass* and *glass*. Ask students to give a thumbs-up if they agree or a thumbs-down if they disagree that you can change *grass* into *glass* by changing one sound. (*thumbs-up*)

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

Lesson 17: Review: Homophones, Part 1

# Phonics—Decoding



## Primary Focus

Students will identify and read homophones. **TEKS 3.2.A.i; TEKS 3.3.D**

Students will divide and read multisyllabic words with the VC/CCV and VCC/CV

patterns. **TEKS 3.2.A.i; TEKS 3.2.A.iv**

### READ HOMOPHONES (3 MIN.)

- Display the list of scrambled homophone pairs you prepared in advance.
- Explain that the class will work together to match all the homophones in the first column with the ones in the second column.
- Read aloud the homophone *course* and its short phrase, and then have students read the word aloud.
- Ask, “Which homophone in the second column matches this one?” (*coarse*) Read aloud the homophone *coarse* and its short phrase, and then have students read the word aloud.
- Continue with the remaining homophones.
- Direct students to Activity Page 17.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

### DIVIDE AND READ WORDS WITH THE VC/CCV AND VCC/CV PATTERNS (3 MIN.)

- Remind students that they can look for patterns of vowels and consonants to divide syllables, in order to make it easier to read longer words.
- Display the chart you prepared in advance for Lesson 16.

**TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.

## Activity Page 17.1



## Challenge

Challenge student volunteers to define each word in the homophone pairs. Provide corrections as needed.

- Explain that when three consonants appear between two vowels, the word is often divided after the first consonant, but the division depends on whether two of the consonants blend together. Consonant blends stay together in a syllable.
- Point to VC/CCV on the chart. Say, “If the single consonant appears before the consonant blend, the word has a VC/CCV pattern, like *com•plex*.”
- Point to VCC/CV on the chart. Say, “If the consonant blend appears before the single consonant, the word has a VCC/VC pattern, like *king•dom*.”
- Write the words *sandwich*, *conclusion*, *extremely*, and *inspection*.
- Ask student volunteers to approach the board. First ask them to mark vowels and consonants and identify blends/digraphs. Then have them use a slash to divide the word into syllables and read it aloud. (*sand•wich*, *con•clu•sion*, *ex•tre•me•ly*, *in•spec•tion*)

## Lesson 17: Review: Homophones, Part 1

# Morphology



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

### ROOT WORDS AND PREFIXES: *DICT*, *MULTI-* (6 MIN.)

- Write the word parts *dict* and *multi-* on the board.
- Remind students that *dict* is a root that means “say, tell, or speak” and *multi-* is a prefix that means “many or much.”
- Divide students into small groups.
- Ask students in each group to work together to write sentences. First, have them write sentences that include words with the root *dict*. Then have them write sentences that include words with the prefix *multi-*.
- Have groups swap sentences and identify the *dict* and *multi-* words.

### Support

If students struggle to generate *dict* and *multi-* words, provide examples such as *contradict*, *indicate*, *predict*, *multipurpose*, *multiuse*, and *multivitamin*.

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

- Collect students' sentences. Read the sentences aloud, and work with the class to define the *dict* and *multi-* words words used.
- Direct students to Activity Page 17.2 and review the instructions.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Activity Page 17.2

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## Lesson 17: Review: Homophones, Part 2

## Reading



**Primary Focus:** Students will reread “Riddle Game” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.3.D; TEKS 3.4**

**REREAD “RIDDLE GAME” (10 MIN.)**

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

- Direct students back to the passage on Activity Page 16.3. Tell students that today they will reread “Riddle Game” with a partner.
- Take time to answer any questions that students may have about “Riddle Game.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
  - underline words that are homophones,
  - circle words that have prefix *multi-* or root *dict*, and
  - highlight multisyllabic words with the VCCCV pattern.

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (v) decoding words using knowledge of prefixes; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## Activity Page 16.3



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Reading

Reading Closely

**Beginning**

Work with student pairs to identify a few words that are homophones.

**Intermediate**

Have students share their annotations with another student.

**Advanced/  
Advanced High**

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

**ELPS 4.A**

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

## Challenge

Challenge students to annotate the homophones by writing other spellings or meanings they know.



### Observation: “Riddle Game” Anecdotal Reading Record

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

## Lesson 17: Review: Homophones, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words that are homophones.

**TEKS 3.2.B.ii; TEKS 3.2.B.iv**

### SPELL HOMOPHONES (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words that are homophones. Explain that you will say a short sentence aloud, and they will identify and spell the correct form of the homophone in that sentence.
- Say, “I ate a whole apple” and emphasize the homophone *whole*. Repeat the homophone. Have students write the correct form of the homophone in their dictation journal.
- Repeat with the remaining sentences with homophones.

- |                                     |                                       |                                       |
|-------------------------------------|---------------------------------------|---------------------------------------|
| 1. I ate a <i>whole</i> apple.      | 4. I can see you.                     | 7. The sun <i>rose</i> at 6:00 a.m.   |
| 2. He <i>won</i> a contest.         | 5. The dog dug a <i>hole</i> .        | 8. <i>Their</i> cat is named Mittens. |
| 3. The glass is over <i>there</i> . | 6. She planted seeds in <i>rows</i> . | 9. The octopus lives in the sea.      |

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (ii) spelling homophones; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

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

1. I lost one sock.
2. They're best friends.

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

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

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

End Lesson

## Lesson 17: Foundational Skills

# Additional Support

### PHONICS SUPPORT

- Make one copy of **Activity Page TR 17.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are finished writing, ask pairs to share and check each other's work.

### SHARING

- Pair up students and have one person share the response they wrote about "Riddle Game" on **Activity Page TR 16.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.

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

### Response Starters for Writing About Text

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

### TRICKY WORDS REVIEW

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

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

### **Additional Ways to Practice Tricky Words**

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

## REVIEW

## Homographs

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will orally substitute final sounds to make new words. **TEKS 3.2.A.i**

## Phonics—Decoding

- Students will identify and read homographs. **TEKS 3.2.A.i; TEKS 3.3.D**
- Students will divide and read multisyllabic words with the VC/CCV and VCC/CV patterns. **TEKS 3.2.A.i, TEKS 3.2.A.iv**

## Morphology

- Students will identify the meaning of and use words with the roots *graph* and *scrib/script*. **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will read “Photography and Cameras” fluently and will answer questions about key details in the text.

- TEKS 3.1.A; TEKS 3.2.A.i, TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

## Phonics—Encoding

- Students will spell and write words that are homographs. **TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Activity Page 18.2

Root Words and Suffixes: *graph, scrib/script*

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

- TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *igh, ough, and en*; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                          |
|------------------------------------------------------------------------------------------------|---------|----------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                                    |
| <b>Warm-Up</b>                                                                                 |         |                                                    |
| Orally Substitute Sounds to Make New Words                                                     | 3 min.  |                                                    |
| <b>Phonics—Decoding</b>                                                                        |         |                                                    |
| Read Homographs                                                                                | 3 min.  |                                                    |
| Construct and Read Words with the VC/CCV and VCC/CV Patterns                                   | 3 min.  | <input type="checkbox"/> Activity Page 18.1        |
| <b>Morphology</b>                                                                              |         |                                                    |
| Root Words and Suffixes: <i>graph, scrib/script</i>                                            | 6 min.  | <input type="checkbox"/> Activity Page 18.2        |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                                    |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                                    |
| <b>Reading</b>                                                                                 |         |                                                    |
| Read “Photography and Cameras”                                                                 | 10 min. | <input type="checkbox"/> Activity Pages 18.3, 18.4 |
| <b>Phonics—Encoding</b>                                                                        |         |                                                    |
| Spell Homographs                                                                               | 5 min.  | <input type="checkbox"/> dictation journal         |

## ADVANCE PREPARATION

### Phonics—Decoding

- Prepare a chart to present the VC/CCV and VCC/CV Patterns

| Pattern | Rule                                                   | Examples                                              |
|---------|--------------------------------------------------------|-------------------------------------------------------|
| VC/CCV  | divide before a consonant blend or a consonant digraph | <i>hun•dred</i><br><i>com•plex</i><br><i>ex•plode</i> |
| VCC/CV  | divide after a consonant blend or a consonant digraph  | <i>pump•kin</i><br><i>king•dom</i><br><i>ath•lete</i> |

### Reading

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

### Universal Access

- Gather pictures to represent the words in the Reading activity: *cameras*, *landscapes*, *cuddly pets*, *whooping cranes*, *construction cranes*, *viewfinder* (camera), *shutter* (camera), *zoom lens*, *digital cameras*, and *microchip*.



## Lesson 18: Review: Homographs, Part 1

## Warm-Up



**Primary Focus:** Students will orally substitute final sounds to make new words.

 **TEKS 3.2.A.i**

### ORALLY SUBSTITUTE SOUNDS TO MAKE NEW WORDS (3 MIN.)


- Remind students that changing one sound in a word can change its meaning.
- Say the word *flip*. Demonstrate how to make a new word by changing the final sound of the word.
- Say, “If I change the /p/ at the end of *flip* to /k/, I can make the word *flick*.”
- Continue the routine with the remaining examples. Have students create new words by changing the final sound of each word.

| Example | Possible New Word |
|---------|-------------------|
| steep   | <i>steel</i>      |
| wheat   | <i>wheel</i>      |
| gate    | <i>game</i>       |
| bite    | <i>bike</i>       |
| snack   | <i>snap</i>       |



#### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say the words *grab* and *grasp*. Ask students to give a thumbs-up if they agree or a thumbs-down if they disagree that you can change *grab* into *grasp* by changing one sound. (*thumbs-down*)

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

Lesson 18: Review: Homographs, Part 1

# Phonics—Decoding



## Primary Focus

Students will identify and read homographs. **TEKS 3.2.A.i; TEKS 3.3.D**

Students will divide and read multisyllabic words with the VC/CCV and VCC/CV

patterns. **TEKS 3.2.A.i, TEKS 3.2.A.iv**

### READ HOMOGRAPHS (3 MIN.)

- Say, “Homographs are words that are spelled the same but may have different pronunciations and have different meanings.”
- Say *wind* (/i/) and *wind* (/ie/) as you write the words on the board. Have students read the words aloud.
- Say, “These words are spelled the same, but they make different sounds and have different meanings. They are homographs. The meaning tells us how to pronounce this homograph.”
- Say, “The *wind* blew hard during the storm.”
- Say, “Please *wind* the yarn into a ball.”
- Work with students to generate additional sentences using each homograph.
- Repeat the routine with the following homographs:
  - *tear*: “Did you *tear* the paper?” “A *tear* rolled down his cheek.”
  - *read*: “I like to *read*.” “I *read* an article yesterday.”
  - *present*: “I gave my brother a *present*.” “We need to *present* our ideas to the class.”
  - *record*: “My dad will *record* the concert.” “A diary is a written *record* of a person’s life.”
  - *desert*: “Cacti thrive in the *desert*.” “Birds will *desert* their nests when they migrate for the winter.”

## Challenge

Challenge partners or small groups to use as many words from the activity page as they can to create a paragraph or short story.

**TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.

## CONSTRUCT AND READ WORDS WITH THE VC/CCV AND VCC/CV PATTERNS (3 MIN.)

### Activity Page 18.1



- Display the chart you prepared in advance.
- Point out the VC/CCV pattern, and read aloud the rule for dividing words with the VC/CCV pattern. Repeat with the VCC/CV pattern.
- Direct students to Activity Page 18.1 and review the instructions.
- Explain that you will be creating words with a VC/CCV or VCC/CV pattern in both parts of the activity page. In Part 1, students will be choosing second syllables to complete VC/CCV or VCC/CV words. In Part 2, students will be choosing first syllables to complete VC/CCV or VCC/CV words.
- Model how to complete the first item in Part 1. Read the first syllable, 'fair', aloud. Explain to students that you are going to construct words by adding ending syllables from the Syllable Bank.
- Ask, "Which ending created a real word?" (*ground*) "Which word did it create?" Read the word aloud with students. (*fairground*)
- Complete the rest of Part 1 of the activity page as a class.
- Model how to complete the first item of Part 2. Read the syllable *-treme* aloud. Explain to students that you are going to construct words by adding beginning syllables from the Syllable Bank.
- Ask, "Which beginning syllable created a real word?" (*ex*) "Which word did it create?" Read the word aloud with students. (*extreme*)
- Complete the rest of Part 2 of the activity page as a class.

## Lesson 18: Review: Homographs, Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the roots *graph* and *scrib/script*.

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

### ROOT WORDS AND SUFFIXES: GRAPH, SCRIB/SCRIPT (6 MIN.)

- Write *telegraph* on the board, and read it aloud. Then have students read it aloud.
- Say, “The word *telegraph* has two parts: the prefix *tele-* and the root *graph*.”
- Remind students that a root is a word part from which other words are created, and a prefix is a word part added to the beginning of a root to change its meaning.
- Say, “We already reviewed that the prefix *tele-* means ‘distant or far’ and that a *telegraph* is a device that allows people to send written messages across far distances.”
- Write the root *graph* on the board.
- Ask, “Based on this information, we can figure out that the root *graph* means ‘write or draw.’”
- Write the words *autograph*, *paragraph*, and *graphics* on the board. Ask student volunteers to read the words aloud and provide definitions: *autograph* (“a signature, or a type of writing that is unique to the self”), *paragraph* (“written sentences or parts of writing that are organized under one another to make a text”), and *graphics* (“pictures or drawings”). Provide examples of the words in sentences if students cannot decode and define the words. Offer corrections as needed.
- Write the word *scribble* on the board, and read it aloud. Then have students read it aloud.

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

## Support

It might be helpful to define the following root words to help students understand how the affix changes their meanings: *scriptwriter* and *postscript*.



**ENGLISH  
LANGUAGE  
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## Language

### Learning How English Works

#### Beginning

Review the meaning of the root *graph* with a demonstration. Point to the graphite tip of a pencil. Say, “A tip of a pencil is made of *graphite*. We use *graphite* to write.”

#### Intermediate

Ask students to act out a word with the root *graph* or the root *scrib/script*. For example, a student may mimic taking a photograph.

#### Advanced/ Advanced High

Have students say a sentence using a word with the root *graph* or the root *scrib/script*.

**ELPS 1.E**

## Activity Page 18.2

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- Ask a student volunteer to define the word. (*to write quickly or messily*)
- Write the root *scrib/script* on the board.
- Say, “The root *scrib/script* also means ‘to write.’”
- Write the words *describe*, *manuscript*, and *prescription* on the board: *describe* (“*to give an account of; to tell about*”), *manuscript* (“*a text that has not yet been published*”) and *prescription* (“*instructions written by a doctor for medicine or treatment*”). Ask student volunteers to read the words aloud and provide definitions. Provide examples of the words in sentences if students cannot decode and define the words. Offer corrections as needed.
- Direct students to Activity Page 18.2 and review the instructions.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Lesson 18: Review: Homographs, Part 2

## Reading



**Primary Focus:** Students will read “Photography and Cameras” fluently and will answer questions about key details in the text.

**TEKS 3.1.A; TEKS 3.2.A.i, TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

### READ “PHOTOGRAPHY AND CAMERAS” (10 MIN.)

- Direct students to Activity Page 18.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *producing, duplicate, graphic*
  - phrases: “earthly landscapes,” “capture images,” “scribble descriptive words”
  - domain-specific language: *macro lens, microchip, visual effects, shutter*
- Remind students that homographs are pairs or sets of words that have the same spelling but different meanings and possibly different pronunciations. Prompt students to look for homographs as you read the passage and use context to determine the correct meaning.
- Have students follow along as you read “Photography and Cameras.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *viewfinder* and *techniques*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

### Support

Have students reread or scan the text to look for key ideas and details as they answer the comprehension questions.

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



**ENGLISH  
LANGUAGE  
LEARNERS**

### Reading

#### Reading Closely

#### Beginning

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

#### Intermediate

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

#### Advanced/ Advanced High

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

#### ELPS 4.1



- Then have them turn to Activity Page 18.4 and complete the comprehension questions. If they don't complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

**Turn and Talk:** Have student pairs discuss and compare their answers to the comprehension questions. Remind students to be sure to cite specifics from the passage to support their answers. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.

## Lesson 18: Review: Homographs, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words that are homographs.

 **TEKS 3.2.B.iv**

### SPELL HOMOGRAPHS (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words that are homographs. Explain that you will say a short sentence aloud, and they will spell the homograph in that sentence.
- Say, “The wind blew the leaves” and emphasize the homograph *wind*. Repeat the homograph. Have students write the homograph in their dictation journal.
- Repeat with the remaining sentences with homographs.

 **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

- |                                            |                                                   |                                                                          |
|--------------------------------------------|---------------------------------------------------|--------------------------------------------------------------------------|
| 1. The <i>wind</i> blew the leaves.        | 4. It is your turn to <i>present</i> your report. | 7. I like to <i>read</i> before I go to sleep.                           |
| 2. Have you <i>read</i> that book?         | 5. The toy car moves when you <i>wind</i> it up.  | 8. Sheila wrapped the <i>present</i> .                                   |
| 3. Penny wiped a <i>tear</i> from her eye. | 6. We will <i>record</i> a message.               | 9. Do you know the school <i>record</i> for the number of wins in a row? |

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

- |                                      |
|--------------------------------------|
| 1. Be careful not to tear the paper. |
| 2. It is very hot in the desert.     |

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

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

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

~~~~~  
 End Lesson  
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## Lesson 18: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 18.1** for each student.
- Direct students to Activity Page 18.3.
- Have them reread “Photography and Cameras.”
- Review the writing prompt on **Activity Page TR 18.1**.



- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

### TRICKY WORDS REVIEW

- Write the following word on an index card: *material*. Choose additional Tricky Words to review.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *material* and say, “This word is tricky because the ‘er’ is pronounced /ir/. The ‘i’ is pronounced /ee/, and the ‘al’ is pronounced /əl/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /m/ for this letter. We say /ə/ for this letter. We say /t/ for this letter. We say /ir/ for these letters. We say /ee/ for this letter. We say /əl/ for these letters.” Point to the letters as you blend the sounds: /m/ /ə/ /t/ /ir/ /ee/ /əl/, *material*. Say, “*Material!* It’s a word we hear all the time, like when we say ‘Film is a thin, clear material that changes when light enters through the lens.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *material*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.

- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

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

## 19

## REVIEW

## Homographs

## PRIMARY FOCUS OF LESSON

## Warm-Up

- ✦ Students will identify and read homographs. **TEKS 3.2.A.i**

## Phonics—Decoding

- ✦ Students will identify and read homographs. **TEKS 3.2.A.i; TEKS 3.3.D**

Students will divide and read multisyllabic words with the VC/CCV and VCC/CV

- ✦ patterns. **TEKS 3.2.A.i; TEKS 3.2.A.iv**

## Morphology

Students will identify the meaning of and use of adjectives with *-ly*.

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

## Reading

Students will read “Photography and Cameras” fluently with a partner.

- ✦ **TEKS 3.1.D; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

## Phonics—Encoding

- ✦ Students will spell and write words that are homographs. **TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Observation

## “Photography and Cameras” Anecdotal Reading Record

- ✦ **TEKS 3.2.A.iv; TEKS 3.4**

- ✦ **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | Time    | Materials                                   |
|------------------------------------------------------------------------------------------------|---------|---------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                             |
| <b>Warm-Up</b>                                                                                 |         |                                             |
| Read Homographs                                                                                | 3 min.  |                                             |
| <b>Phonics—Decoding</b>                                                                        |         |                                             |
| Read Homographs                                                                                | 3 min.  | <input type="checkbox"/> Activity Page 19.1 |
| Divide and Read Words with the VC/CCV and VCC/CV Patterns                                      | 3 min.  |                                             |
| <b>Morphology</b>                                                                              |         |                                             |
| Suffixes: adjectives with <i>-ly</i>                                                           | 6 min.  | <input type="checkbox"/> Activity Page 19.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                             |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                             |
| <b>Reading</b>                                                                                 |         |                                             |
| Reread “Photography and Cameras”                                                               | 10 min. | <input type="checkbox"/> Activity Page 18.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                             |
| Spell Homographs                                                                               | 5 min.  | <input type="checkbox"/> dictation journal  |

## ADVANCE PREPARATION

### Reading

- Ensure you have the Unit 4 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire text.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the text.

### Phonics—Decoding

- Prepare a chart to present the VCC/CV and VC/CCV Patterns

| Pattern | Rule                                                   | Examples                                              |
|---------|--------------------------------------------------------|-------------------------------------------------------|
| VC/CCV  | divide before a consonant blend or a consonant digraph | <i>hun•dred</i><br><i>com•plex</i><br><i>ex•plode</i> |
| VCC/CV  | divide after a consonant blend or a consonant digraph  | <i>pump•kin</i><br><i>king•dom</i><br><i>ath•lete</i> |

### Universal Access

- Gather pictures to represent the words in the Reading activity: *cameras*, *landscapes*, *cuddly pets*, *whooping cranes*, *construction cranes*, *viewfinder* (camera), *shutter* (camera), *zoom lens*, *digital cameras*, and *microchip*.

## Lesson 19: Review Homographs, Part 1

## Warm-Up



📌 **Primary Focus:** Students will identify and read homographs. **TEKS 3.2.A.i**

### READ HOMOGRAPHS (3 MIN.)

- Remind students that homographs are two or more words that are spelled the same but can have different pronunciations and have different meanings.
- Ask, “Do homographs have different meanings?” (yes)
- Say *bow* (/oe/) and *bow* (/ou/) as you write the words on the board. Have students read the words aloud.
- Say, “Pretend like you are tying a bow (/oe/).” Do the action with the students.
- Say, “Take a bow (/ou/).” Do the action with the students.
- Read aloud *close* (/s/) and *close* (/z/) as you write the words on the board. Have students read the words aloud.
- Say, “Put two objects on your desk close to each other (/s/).” Do the action with the students.
- Say, “Pretend to close a window (/z/).” Do the action with the students.

### Challenge

Have students generate sentences with the pairs of homographs used in the Warm-Up.



**ENGLISH  
LANGUAGE  
LEARNERS**

### Foundational Skills

#### Foundational Literacy Skills

#### Beginning

Ask yes or no questions to reinforce homographs in the activity. For example: When you bow (/ou/), do you bend your body forward? (yes) Is a bow (/oe/) something you can make with string or ribbon? (yes)

#### Intermediate

Have volunteers complete this sentence frame: *When you get next to someone, you stand \_\_\_\_\_ to them.* (close [/s/])

#### Advanced/ Advanced High

Have students answer a question to practice using homographs from the activity. For example: *Where might you put a bow (/oe/)? (in your hair)*

**ELPS 1.C**

## Lesson 19: Review: Homographs, Part 1

## Phonics—Decoding



### Primary Focus

📌 Students will identify and read homographs. **TEKS 3.2.A.i; TEKS 3.3.D**

Students will divide and read multisyllabic words with the VC/CCV and VCC/CV

📌 patterns. **TEKS 3.2.A.i; TEKS 3.2.A.iv**

📌 **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.

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### READ HOMOGRAPHS (3 MIN.)

- Say, “Let’s continue to review homographs.”
- Say, “Remember, homographs are two or more words that are spelled the same but can have different pronunciations and have different meanings.”
- Say *dove* (/ə/) and *dove* (/oɛ/) as you write the words on the board. Have students read the words aloud.
- Say, “These words are spelled the same, but they make different sounds and have different meanings. They are homographs.”
- Write the following sentence on the board: *A dove is a kind of bird.* Say, “A *dove* (/ə/) is a kind of bird.”
- Write the following sentence on the board: *Mia dove into the pool.* Say, “Mia *dove* (/oɛ/) into the pool.”
- Work with students to generate additional sentences using each homograph.
- Repeat the routine with the following homographs:
  - *live*: “Where do you *live*?” “I love listening to *live* music.”
  - *content*: “The video’s *content* was interesting.” “Seeing a rainbow makes me feel *content*.”
  - *object*: “What is that *object* in the distance?” “My parents will *object* to us having ice cream for breakfast.”
- Direct students to Activity Page 19.1 and review the instructions.
- Complete the first item as a class.
- Circulate as students work on the activity page.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

#### Activity Page 19.1

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### DIVIDE AND READ WORDS WITH THE VC/CCV AND VCC/CV PATTERNS (3 MIN.)

- Remind students that they can look for patterns of vowels and consonants to divide syllables, in order to make it easier to read longer words.
- Display the chart you prepared in advance.
- Point out the VC/CCV pattern and read aloud the rule for dividing words with the VC/CCV pattern.

- Using a slash, write the following incorrect syllable division of *conclusion* on the board: *conc•lu•sion*.
- Say, “Raise your right hand if you think I divided the word correctly. Raise your left hand if you think I divided the word incorrectly.” (*left hand; incorrect*)
- Have a student approach the board to correctly divide the word: *con•clu•sion*. Remind students that consonant blends like ‘cl’ stay together in the same syllable.
- Have students read the word aloud.
- Point out the VC/CCV pattern, and read aloud the rule for dividing words with the VC/CCV pattern.
- Using a slash, write the following incorrect syllable division of *explosion* on the board: *exp•lo•sion*.
- Say, “Raise your right hand if you think I divided the word correctly. Raise your left hand if you think I divided the word incorrectly.” (*left hand; incorrect*)
- Have a student approach the board to correctly divide the word: *ex•plo•sion*. Remind students that consonant blends like ‘pl’ stay together in the same syllable.
- Have students read the word aloud.
- Write the following correct syllable division of *concentrate* on the board: *con•cen•trate*.
- Say, “Raise your right hand if you think I divided the word correctly. Raise your left hand if you think I divided the word incorrectly.” (*right hand; correct*)
- Have students read the word aloud.
- Repeat with the following VCC/CV words: *pumpkin, sandwich, mushroom, punctuation*.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Write and read aloud the word *exclusion* and the syllable division *ex•clu•sion*. Ask students to give a thumbs-up if they agree or a thumbs-down if they disagree that this is the correct way to divide *exclusion* into syllables. (*thumbs-up*)



Lesson 19: Review Homographs; Part 1

# Morphology



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

## SUFFIXES: *-LY* (ADJECTIVES) (6 MIN.)

- Say, “Remember, a suffix is a word part added to the end of a root to change its meaning or part of speech.”
- Write the suffix *-ly* on board.
- Say, “Remember, the suffix *-ly* is often added to the end of a root word to make an adverb.”
- Write the following sentence: *The girls laughed loudly.* Read the sentence aloud.
- Ask, “Which word describes how students laughed?” (*loudly*)
- Ask, “What is the root word of *loudly*?” (*loud*)
- Say, “The adverb *loudly* means ‘in a loud way.’”
- Ask volunteers to identify other adverbs they have learned about that end in *-ly*. Write each on the board, and have students read them aloud. (e.g., *calmly, bravely, quietly*)
- Say, “The suffix *-ly* can also be added to a root word to create an adjective.”
- Write the word *friend* on the board. Have students read it aloud. Point out that *friend* is a noun.
- Demonstrate adding the suffix *-ly* to create *friendly*.
- Use the word in a sentence: *When we were sick, our friendly neighbor made us soup.*
- Ask students to define *friendly* in their own words. (e.g., *kind, pleasant, nice*)

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

- Repeat the routine with the following root words: *mother, kind, live, body, hour, love*. Point out spelling changes as needed, such as dropping changing 'y' to 'i' before adding *-ly* to form *bodily*.
- Direct students to Activity Page 19.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Activity Page 19.2

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## Support

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It might be helpful to define the following root words to help students understand how the affix changes their meaning: *fondly, monthly, and sickly*.

## Lesson 19: Review: Homographs, Part 2

## Reading



**Primary Focus:** Students will read “Photography and Cameras” fluently with a partner. **TEKS 3.1.D; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

**REREAD “PHOTOGRAPHY AND CAMERAS” (10 MIN.)**

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

- Direct students back to the passage on Activity Page 18.3. Tell students that today they will reread “Photography and Cameras” with a partner.
- Take time to answer any questions that students may have about “Photography and Cameras.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- Tell students that after they finish reading, they should work together to
  - underline homographs,
  - circle words with the suffix *-ly*, and
  - highlight words with the syllable patterns VC/CCV and VCC/CV.

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## Activity Page 18.3



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

**Observation: “Photography and Cameras”**  
**Anecdotal Reading Record**



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

**Lesson 19: Review: Homographs, Part 2**

# Phonics—Encoding



**Primary Focus:** Students will spell and write words that are homographs.

**TEKS 3.2.B.iv**

**SPELL HOMOGRAPHS (5 MIN.)**

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words that are homographs. Explain that you will say a sentence aloud, and they will identify and spell the homograph pair in that sentence.
- Say, “The dove dove out of the tree. Write the homograph in your journal.” (*dove*) Have students write only the homograph in their dictation journal.
- Repeat with the remaining sentences.

**Support**

Have students work on one annotation at a time. For example, first have them look for homographs. Then have them look for words with the suffix *-ly*, and so on.



**ENGLISH LANGUAGE LEARNERS**

**Reading**

**Reading Closely**

**Beginning**

Work with student pairs to identify a few words with the suffix *-ly*.

**Intermediate**

Have students share their annotations with another student.

**Advanced/Advanced High**

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

**ELPS 4.A**

**TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

- |                                                                              |                                                                                                        |                                                                       |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| 1. The <i>dove</i> <i>dove</i> out of the tree.                              | 4. I like to <i>wind</i> my way around the beach path on days when there is a lot of <i>wind</i> .     | 7. Do you <i>object</i> to moving that <i>object</i> to the bookcase? |
| 2. He shed a <i>tear</i> when he saw the <i>tear</i> in his book.            | 5. I used to <i>live</i> in a lush, green place where there were many <i>live</i> plants.              | 8. The doctor <i>wound</i> a bandage around the <i>wound</i> .        |
| 3. When she took a <i>bow</i> on stage, the <i>bow</i> fell out of her hair. | 6. First <i>close</i> the door, and then put your wet shoes <i>close</i> to your umbrella in the hall. | 9. Let's <i>record</i> a video for the official <i>record</i> .       |

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

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

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



### Check for Understanding

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

Students may benefit from completing the activity in pairs. Consider pairing stronger students with those who may need extra help.

## Lesson 19: Foundational Skills

# Additional Support

### PHONICS SUPPORT

- Make one copy of **Activity Page TR 19.1** for each student.
- Review the directions as a class.
- When students are finished, ask pairs to share and check each other's work.

### SHARING

- Pair up students and have one person share the response they wrote about “Photography and Cameras” on **Activity Page TR 18.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

#### Response Starters for Writing About Text

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

## TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *material* and use it in a sentence. Then elongate the sounds as you repeat the word slowly: *mətireeəl*. Write the letters to spell *material* on the board.
- Point to the word *material* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /ir/ sound is spelled ‘er’, the /ee/ sound is spelled ‘i’, and the /əl/ sound is spelled ‘al.’”
- Show how the letters map to the sounds. Say, “We say /m/ for this letter. We say /ə/ for this letter. We say /t/ for this letter. We say /ir/ for these letters. We say /ee/ for this letter. We say /əl/ for these letters.” Point to the letters as you blend the sounds: /m/ /ə/ /t/ /ir/ /ee/ /əl/, *material*. Say, “*Material!* It’s a word we use all the time.”
- Repeat with the additional words you reviewed. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### Additional Ways to Practice Tricky Words

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

- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.



## 20

## REVIEW

## Mixed Review

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will review orally substituting sounds to make new words. **TEKS 3.2.A.i**

## Phonics—Decoding

Students will review the homophones they studied this week.

- TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.3.D**

- Students will review sorting words by syllable division patterns. **TEKS 3.2.A.iv**

## Morphology

Students will review identifying the meaning of and using words with roots and

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

## Reading

Students will read “How to Grow a Sunflower” independently and will answer questions about key details in the text.

- TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.3.C; TEKS 3.3.D; TEKS 3.5**

## Phonics—Encoding

Students will complete the dictation posttest for Unit 4.

- TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

## FORMATIVE ASSESSMENT

Activity Page 20.5

Unit 4 Dictation Posttest

- TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (iii) decoding compound words, contractions, and abbreviations; (v) decoding words using knowledge of prefixes; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                                   |
|------------------------------------------------------------------------------------------------|-------------|----------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                                    |
| <b>Warm-Up</b>                                                                                 |             |                                                    |
| Review: Substitute Sounds to Make New Words                                                    | 3 min.      |                                                    |
| <b>Phonics—Decoding</b>                                                                        |             |                                                    |
| Review Homophones                                                                              | 3 min.      | <input type="checkbox"/> Activity Page 20.1        |
| Review Syllable Division Patterns                                                              | 3 min.      |                                                    |
| <b>Morphology</b>                                                                              |             |                                                    |
| Review Root Words and Affixes                                                                  | 6 min.      | <input type="checkbox"/> Activity Page 20.2        |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                                    |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                                    |
| <b>Reading</b>                                                                                 |             |                                                    |
| Read “How to Grow a Sunflower” Independently                                                   | 10 min.     | <input type="checkbox"/> Activity Pages 20.3, 20.4 |
| <b>Phonics—Encoding</b>                                                                        |             |                                                    |
| Unit 4 Dictation Posttest                                                                      | 5 min.      | <input type="checkbox"/> Activity Page 20.5        |

## ADVANCE PREPARATION

### Phonics—Decoding

- Have students cut word cards on Activity Page 20.1 for the Homophone Matchmaker game.
- Create a two-column chart on the board for use in the Syllable Division activity.

| Word     | Group |
|----------|-------|
| broken   |       |
| handsome |       |
| member   |       |
| cabin    |       |
| quiet    |       |
| pencil   |       |
| control  |       |
| flavor   |       |
| sandwich |       |
| liar     |       |
| shovel   |       |
| angry    |       |

- Prepare a chart to present the VC/CV, CV/VC, VC/V, V/CV, VCC/CV and VC/CCV Patterns

| Pattern | Rule                                                                                                              | Examples                                              |
|---------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| VC/CV   | When two consonants stand between two vowels, we usually divide the word between the two consonants.              | <i>din•ner</i><br><i>prac•tice</i><br><i>cac•tus</i>  |
| CV/VC   | When two vowels stand between two consonants, we usually divide the word between the two vowels.                  | <i>me•ow</i><br><i>po•em</i><br><i>sci•ence</i>       |
| VC/V    | When one consonant stands between two vowels, we divide after the consonant if the first vowel has a short sound. | <i>fin•ish</i><br><i>cam•el</i><br><i>mag•ic</i>      |
| V/CV    | When one constant stands between two vowels, we divide before the consonant if the first vowel has a long sound.  | <i>si•lent</i><br><i>a•gent</i><br><i>hu•man</i>      |
| VC/CCV  | When three consonants stand between two vowels, we divide before a consonant blend or a consonant digraph.        | <i>hun•dred</i><br><i>com•plex</i><br><i>ex•plode</i> |
| VCC/CV  | When three consonants stand between two vowels, we divide after a consonant blend or a consonant digraph.         | <i>pump•kin</i><br><i>king•dom</i><br><i>ath•lete</i> |

### Universal Access

- Gather pictures to represent the words in the Reading activity: *sunflower*, *pot* (large flower pot), *trowel*, *potting soil* (open bag), *watering can*.

## Lesson 20: Mixed Review, Part 1

# Warm-Up



**Primary Focus:** Students will review orally substituting sounds to make new words. **TEKS 3.2.A.i**

### REVIEW: SUBSTITUTE SOUNDS TO MAKE NEW WORDS (3 MIN.)

- Explain that you are going to say words. Students will change sounds at the beginning, middle, or end of the word to make a new word.
- Say the word *bean* as you write it on the board. Demonstrate how to make a new word by changing the sound at the end of the word. Read the word.
- Say, “If I change the /n/ at the end of *bean* to /t/, I can make the word *beat*.”
- Create the chart below and write the words one at a time.
- Have students read the word aloud.
- Then have them create a new word by changing the sound at the beginning, middle, or end of each word. Accept all correct responses and write them on the board.
- Have students read the new words aloud.

| Example | Possible New Word |
|---------|-------------------|
| draft   | <i>drift</i>      |
| flame   | <i>frame</i>      |
| sling   | <i>cling</i>      |
| crank   | <i>prank</i>      |
| form    | <i>fort</i>       |

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

Lesson 20: Mixed Review, Part 1


# Phonics—Decoding



## Primary Focus

Students will review the homophones they studied this week.

 **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.3.D**


 Students will review sorting words by syllable division patterns. **TEKS 3.2.A.iv**

### REVIEW HOMOPHONES (3 MIN.)

- Tell students that they are going to play a game of Homophone Matchmaker. Have students work in pairs.
- Refer students to the Word Cards on Activity Page 20.1 that they cut apart in advance.
- Have students shuffle the cards and place them face down on the table or floor, in rows and columns.
- Explain how the game is played:
  - Students take turns flipping over two cards at a time to try to make a match.
  - Students should read the cards aloud to determine if the cards match, or they sound the same.
  - If there is a match, the student who flipped the cards over keeps the matching pair. If the cards do not match, the student turns them over and tries again.
  - When students find a match, ask them to use each word of the pair in an oral sentence.
- Circulate as students work, clearing up misunderstandings.

### REVIEW SYLLABLE DIVISION PATTERNS (3 MIN.)

- Tell students that they are going to play a game to review syllable division patterns.

 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.

Activity Page 20.1





Language

Learning How English Works

**Beginning**

Review the meaning of words from the cards with a demonstration. For example, point to the card for *road*. Pretend to drive. Say, "I am driving down a road."

**Intermediate**

Ask students to act out a word from the word cards. For example, a student may shake their head for *no*.

**Advanced/  
Advanced High**

Have students define a word from the cards in their own words.

**ELPS 1.E**

- Display the chart you prepared in advance as a reference for students.
- Divide the class into six groups. Designate a division pattern for each group:
  - Group 1: VC/CV
  - Group 2: CV/VC
  - Group 3: VC/CCV
  - Group 4: VCC/CV
  - Group 5: VC/V
  - Group 6: V/CV
- Display the two-column chart you prepared in advance. Ask students to identify the words that match their designated rule. Have a representative from each group approach the board one at a time to write the group number next to the appropriate word(s) on the board.
- Review responses and make corrections as needed using the second column of the chart below.

| Word     | Group |
|----------|-------|
| broken   | 6     |
| handsome | 4     |
| member   | 1     |
| cabin    | 5     |
| quiet    | 2     |
| pencil   | 1     |
| control  | 3     |
| flavor   | 6     |
| sandwich | 4     |
| liar     | 2     |
| shovel   | 5     |
| angry    | 3     |



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Write the word *complete* on the board. Say, “This word belongs to Group 3.” Have students give a thumbs-up if they agree or a thumbs-down if they don’t. (*thumbs-up; it is a VC/CCV word*)

## Lesson 20: Mixed Review, Part 1

# Morphology



### Support

In their own words, have students explain the difference between a prefix and a suffix. (*A prefix is a word part that goes at the beginning of a root word; a suffix is a word part that goes at the end of a root word.*)

### Activity Page 20.2



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

### REVIEW ROOT WORDS AND AFFIXES (6 MIN.)

- Tell students that they are going to work in pairs to review root words and affixes.
- Direct students to Activity Page 20.2 and review the instructions.
- Sort a few roots and affixes as a class.
- Have partners work on the activity page in class.
- Circulate as students work. If needed, students may complete the activity page at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

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



## Support

Have students focus on one annotation at a time.

For example, first have them read and write one contraction. For the next reading, have them write one possessive, and so on.

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

Activity Pages  
20.3, 20.4

## Lesson 20: Mixed Review, Part 2

## Reading



**Primary Focus:** Students will read “How to Grow a Sunflower” independently and will answer questions about key details in the text.

✚ **TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.3.C; TEKS 3.3.D; TEKS 3.5**

**READ “HOW TO GROW A SUNFLOWER”  
INDEPENDENTLY (10 MIN.)**

**Note:** The passage is a procedural text about growing a sunflower plant. You may wish to point out some of the text features of procedural texts with students, such as bulleted material list, numbered steps, and domain-specific language related to gardening.

- Tell students they will be reading “How to Grow a Sunflower” independently. Direct students to Activity Page 20.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *precision, depth, diameter, unsightly, transportable*
  - phrases: “green thumb,” “simple formula”
  - domain-specific language: *pot’s base, hydrate, sprout, development, harvested*
- Remind students that homophones are pairs or sets of words that have the same pronunciation but different meanings and spellings and that homographs are pairs or sets of words that have the same spelling but different meanings and possibly different pronunciations. Prompt students to look for homographs and homophones as you read the passage and use context to determine the correct meaning.
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *descriptive, resemble, indication*).

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



## Language

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### Learning How English Works

#### Beginning

Help students with the challenging grammatical structure in the first sentence: “Growing a sunflower can be an enjoyable and rewarding activity.” Explain the gerund by saying that growing a sunflower is something that people do. Doing this is enjoyable, and *rewarding* means that you can learn from it.

#### Intermediate

Direct students to the sentence in the first paragraph “Whether you’re someone who’s known for having a green thumb or not, it’ll prepare you for what to expect throughout the process.” Explain that the idiom “having a green thumb” means that a person is good at growing plants.

#### Advanced/

#### Advanced High

Have partners break down the sentences in the first paragraph into simple sentences.

#### ELPS 4.A

- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis and inflection, or expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and write examples of the following:
  - a pair of homophones
  - a pair of homographs
  - a contraction
  - a possessive
  - a word with ‘tion’
  - a word with ‘sion’
  - a word with ‘cian’
  - a word with ‘cial’
  - a word with ‘tial’
  - a word with the prefix *mid-*, *semi-*, or *multi-*
  - a word with the suffix *-ible*, *-able*, or *-ly*
  - a word with the root *meter/metri*, *port*, *spect*, *mot/mov*, *form*, *dict*, *graph*, or *scrib/script*
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 20.4 independently. If they don’t complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

Lesson 20: Mixed Review, Part 2

# Phonics—Encoding



**Primary Focus:** Students will complete the dictation posttest for Unit 4.

 **TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

## UNIT 4 DICTATION POSTTEST (5 MIN.)

Activity Page 20.5




- Direct students to Activity Page 20.5. Review the instructions together.
- Tell students that they will be spelling words that you say aloud.
- Remind them to use what they know about syllable division patterns as they spell the words.
- Say the word *transportation*. Repeat it. Have students write it on Activity Page 20.5.
- Repeat with the remaining words.

- |                   |                 |                  |
|-------------------|-----------------|------------------|
| 1. transportation | 4. dictation    | 7. indescribable |
| 2. persuasion     | 5. multilingual | 8. descriptively |
| 3. telephone      | 6. bibliography | 9. semiyearly    |

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

- |                                            |
|--------------------------------------------|
| 1. She'd like to hear every option.        |
| 2. The man's Dalmatian loves the dog park. |

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

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

**Note:** You may accept *Dalmatian* spelled with an initial capital or lowercase letter.

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

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

End Lesson

## Lesson 20: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 20.1** for each student.
- Direct students back to Activity Page 20.4, “How to Grow a Sunflower.”
- Have students reread “How to Grow a Sunflower.”
- Review the writing prompt on **Activity Page TR 20.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “How to Grow a Sunflower” on **Activity Page TR 20.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.

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

### Response Starters for Writing About Text

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

### TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lesson 16 and Lesson 18 (*English, material*). and the additional Tricky Words you reviewed.
- Say, “Now we’re going to practice reading all the words we learned and practiced this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.

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

## **Additional Activities to Review All Tricky Words from This Week**

### **Tricky Words Race**

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

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

### **Call, Flip, Read, Roll**

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



# Teacher Resources

|         |          |
|---------|----------|
| Grade 3 | Skills 4 |
|---------|----------|

**Teacher Guide**



# Teacher Resources

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**ANECDOTAL READING RECORD—UNIT 4**

**Name:**

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:



# Additional Support Activity Pages

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|         |          |
|---------|----------|
| Grade 3 | Skills 4 |
|---------|----------|

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**Teacher Guide**





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 4.1

## Sort Words with 'tion' and 'sion'

Read the words in the Word Bank. Complete the chart with words from the Word Bank.

### Word Bank

|            |          |             |          |
|------------|----------|-------------|----------|
| solution   | invasion | station     | audition |
| vacation   | revision | conclusion  | decision |
| impression | action   | progression | portion  |
| eruption   | occasion | section     | erosion  |

| <b>Words with 'tion'</b> | <b>Words with 'sion'</b> |
|--------------------------|--------------------------|
| portion                  | occasion                 |
| audition                 | impression               |
| station                  | invasion                 |
| section                  | revision                 |
| eruption                 | conclusion               |
| action                   | progression              |
| solution                 | decision                 |
| vacation                 | erosion                  |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 5.1

Reread “Postgame Report.” What evidence does the author give to support her belief that Carli Lloyd is a great soccer player?

**Sample response:** The author describes how Lloyd scored three goals in a World Cup final. She also showed quick thinking on many occasions. She made good decisions during the match.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 7.1

## Words with /shəl/ > 'tial', 'cial'

Read the words. Circle the words that make the /shəl/ sound. Choose one circled word to use in your own sentence.

1. commercial

2. potential

3. final

4. special

5. detail

6. beneficial

7. unofficial

8. serial

9. partial

10. trial

Responses will vary. Possible response: Last weekend was special

---

because my cousins came to visit.

---



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 9.1

## Sort Words with /oo/ and /ə/

Read the words in the Word Bank. Then, sort the words in the Word Bank according to whether the spelling 'o\_e' makes the /oo/ sound or the /ə/ sound. Read the words in each column to check your work.

### Word Bank

|       |         |         |        |          |
|-------|---------|---------|--------|----------|
| glove | approve | improve | some   | shove    |
| move  | dozen   | govern  | proven | disprove |

| <b>/oo/</b> | <b>/ə/</b> |
|-------------|------------|
| move        | glove      |
| improve     | dozen      |
| proven      | govern     |
| approve     | some       |
| disprove    | shove      |





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 12.1

## Divide and Read Words with the CV/VC Pattern

Read the divided CV/VC words. If the word is correctly divided, mark C on the line. If the word is incorrectly divided, rewrite the entire word and show where it should be divided.

1. pli•a•ble \_\_\_\_\_ **C** \_\_\_\_\_
2. de•fiant \_\_\_\_\_ **de•fi•ant** \_\_\_\_\_
3. sup•plie•r \_\_\_\_\_ **sup•pli•er** \_\_\_\_\_
4. li•ar \_\_\_\_\_ **C** \_\_\_\_\_
5. dia•logu•e \_\_\_\_\_ **di•a•logue** \_\_\_\_\_
6. real•ity \_\_\_\_\_ **re•al•i•ty** \_\_\_\_\_
7. re•ar•range \_\_\_\_\_ **C** \_\_\_\_\_
8. man•ual \_\_\_\_\_ **man•u•al** \_\_\_\_\_
9. va•rie•ty \_\_\_\_\_ **va•ri•e•ty** \_\_\_\_\_
10. ce•real \_\_\_\_\_ **ce•re•al** \_\_\_\_\_





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 14.1

## Form Possessives

Read each sentence. Complete the sentences by adding the possessive form of the noun or pronoun in parentheses. Read the completed sentences.

1. The brush is hers (her).
2. Hye-Jin's (Hye-Jin) team won the game!
3. Which dog is yours (your)?
4. Iowa's (Iowa) capital is Des Moines.
5. We were amazed by the foxes' (foxes) speed.
6. I found someone's (someone) wallet.
7. I want to live in a house just like my grandmother's (grandmother).
8. Both classes' (classes) students write letters to each other.
9. We followed the canoe's (canoe) path.
10. Friday's (Friday) dance class is canceled.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 17.1

## Divide Words with the VC/CCV and VCC/CV Patterns

For each word below, underline the consonants and circle the vowels. Then draw a box around consonant blends or digraphs. Divide the word into syllables on the line. Then read the word.

1. sample     sa•mple

2. sandwich     sand•wich

3. hundred     hu•ndred

4. explain     ex•plain

5. pilgrimage     pi•lgrim•age

6. mushrom     mush•rom

7. surprising     sur•pris•ing

8. completely     com•plete•ly

9. apartment     a•part•ment

10. explanation     ex•pla•na•tion



NAME: \_\_\_\_\_


DATE: \_\_\_\_\_

# TR 19.1

## Create Words from Syllables

Cut out the Syllable Cards. Then join Syllable Cards to create words. Read the words you create.

**sample, hundred, kitten, pilgrimage; surprising; completely; explanatory**

|     |       |      |      |     |                                                                                     |
|-----|-------|------|------|-----|-------------------------------------------------------------------------------------|
| ex  | plete | Grim | sam  | ten |  |
| sur | age   | ing  | plan | ly  |                                                                                     |
| hun | com   | a    | ple  | y   |                                                                                     |
| tor | kit   | dred | pris | pil |                                                                                     |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 20.1

Reread “How to Grow a Sunflower.” This kind of passage is called a procedural text because it describes the procedure, or steps, needed to complete a task. Imagine you need to explain to a friend how you do one of your favorite activities. Write the steps for the activity in your own procedural text. Remember that the steps must go in order and be clear enough for someone who has never done the task before to follow. You may also need to make a list of materials needed to complete the task.

**Sample response:**

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### **How to Make an Almond Butter and Jelly Sandwich**

---

**Materials:**

---

- almond butter
  - strawberry jelly
  - plate
  - sandwich bread
  - butter knife or spatula
- 

**Steps:**

---

1. Place two slices of bread on the plate.
  2. Open the almond butter and use the knife to spread the almond butter on one side of one slice of the bread.
  3. Clean off the knife.
  4. Open the strawberry jelly and use the knife to spread the jelly on one side of the other slice of bread.
  5. Gently place the jelly side of the second slice of bread down so it touches the almond butter side of the first slice.
  6. Enjoy!
-

# ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1.1 ACTIVITY PAGE

## VC/CV Words

For each of the words below, circle the vowels. Underline the consonants. Then, mark the VC/CV pattern under each word. Divide the syllables between the consonants and write the divided word on the line. Then read the word.

- friction  
VC/CV  
fric·tion
- random  
VC/CV  
ran·dom
- tractor  
VC/CV  
trac·tor
- option  
VC/CV  
opt·ion
- velvet  
VC/CV  
vel·vet
- except  
VC/CV  
ex·cept
- mention  
VC/CV  
men·tion
- fabric  
VC/CV  
fab·ric

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1.2 ACTIVITY PAGE

## Root Words and Suffixes: -tion

### Part I

Read the information in the chart. Complete the chart with the correct verb or noun.

| Root Word (verb) | Definition                                                          | Word with -tion (noun) | Definition                                                            |
|------------------|---------------------------------------------------------------------|------------------------|-----------------------------------------------------------------------|
| infect           | to spread an illness, disease, or condition to someone or something | infection              | the state of being infected with a disease or condition               |
| add              | to increase                                                         | addition               | the act of adding something                                           |
| devote           | to give time or resources to a person, cause, or activity           | devotion               | the act of devoting time or resources to a person, cause, or activity |
| invent           | to create or design something new                                   | invention              | the act of inventing something                                        |
| erupt            | to force out lava, steam, or fire                                   | eruption               | the act of erupting                                                   |

### Part II

Read the sentences below. Use a word ending in -tion from Part I to complete each sentence. Then, read each completed sentence.

- The eruption of the volcano spilled lava across the island.
- He used addition to add up how much money his groceries would cost.
- She shows her devotion to literature by reading for hours in the library.
- Washing your hands is a good way to prevent the spread of germs that can cause infection.
- The invention of the telephone allowed people from across the world to communicate.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- underline words with 'tion'
- highlight two-syllable words with the VC/CV syllable pattern

Below the passage, write two words from the text that are synonyms.

### Volcanic Eruptions

Volcanoes have played an important role in the earth's formation and evolution over time. And they continue to influence and shape our planet.

#### What is a volcano?

A volcano is a hill or mountain with a crater, or hole, at the top. Lava, gas, and vapor erupt from the crater.

#### Why do volcanoes erupt?

The earth's crust includes underground rock slabs. These rock slabs fit together like puzzle pieces. These slabs are called plates. Sometimes these plates move and crash into each other. These collisions cause a disruption to the earth's crust and can form a volcano.

A volcanic eruption can happen slowly or as a big explosion. Certain conditions, like pressure buildup, cause volcanic eruptions. Melted rock, or magma, erupts out of the volcano's opening. The boiling hot magma released from a volcano is called lava. Lava is so incredibly hot that it can reach 2,000 degrees! The lava cools and leads to the formation of rock.



**What happens after a volcano erupts?**

Volcanic eruptions can cause a lot of damage and destruction. But they also lead to many new land formations. These land formations cover a big part of the earth's landscape. Over time, these eruptions form new islands or extend existing land. The Hawaiian Islands are an example. They were entirely formed by the action of volcanic eruptions.

Volcanic eruptions release water vapor and other gases into the air. The earth's atmosphere is mostly the collection of these gases. The atmosphere is the layer of gas surrounding the planet. This layer protects the earth and traps in heat.

In addition, volcanoes have also helped with the formation of the earth's oceans. The extreme heat from the volcanic eruptions caused huge amounts of condensation. This process of water vapor turning into liquid eventually led to the formation of oceans. Today, oceans cover nearly three-quarters of the earth.

Volcanoes have long been a source of fascination and wonder. They do more than cause damage and destruction. They also help form and shape our planet and its atmosphere. Learning this kind of information about volcanoes helps people understand our planet's growth and development.

**Synonyms:** Possible responses: evolution/development; eruption/explosion; damage/destruction; boiling/hot; cause/lead to; huge/big

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**1.4** ACTIVITY PAGE

**Unit 4 Dictation Pretest**

Write each word that your teacher dictates.

1. transportation
2. persuasion
3. telephone
4. dictation
5. multilingual
6. bibliography
7. indescribable
8. descriptively
9. semiyearly

Write the entire sentence that your teacher dictates.

1. She'd like to hear every option.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. The man's Dalmatian loves the dog park.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Choose a word from the list above and use it to write your own sentence.

Responses will vary. Possible response: Jared is a musician who plays three instruments.  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**2.1** ACTIVITY PAGE

**Identify Words with /shən/**

Underline each word with the /shən/ sound spelled 'tion'. Then divide all the words into their syllables. Read the underlined words.

- |                             |                            |
|-----------------------------|----------------------------|
| 1. <u>a c • t i o n</u>     | 7. s h o w                 |
| 2. s h o u t                | 8. s h o p • p e r         |
| 3. <u>f r a c • t i o n</u> | 9. <u>n a • t i o n</u>    |
| 4. f i s • s u r e          | 10. <u>p o r • t i o n</u> |
| 5. <u>m e n • t i o n</u>   | 11. s u g • a r            |
| 6. <u>l o • t i o n</u>     | 12. <u>o p • t i o n</u>   |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**2.2** ACTIVITY PAGE

### Complete Sentences

Complete each sentence with one of the words provided. Read the completed sentence.

1. The doctor told Sam that he had an ear infection. (infection/eruption)
2. The two new players were a good addition to the team. (adoption/addition)
3. A siren signaled the volcano's eruption. (invention/eruption)
4. The internet is an invention that changed the world. (emotion/invention)
5. The rotation of its wheels helps a car move forward and backward. (rotation/emotion)
6. The new parents signed the adoption papers. (adoption/rotation)

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**3.1** ACTIVITY PAGE

### Identify Words with 'sion'

Underline each words with the /shən/ or /zhən/ sound spelled 'sion'. Then divide the underlined words into their syllables. Read the underlined words.

1. m i s s i o n      6. i n v a s i o n
2. s h a w l      7. p u s h i n g
3. v i s i o n      8. e x p a n s i o n
4. s h o r t      9. p r e s s u r e
5. v e r s i o n      10. d i v i s i o n

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**3.2** ACTIVITY PAGE

### Words with the Suffix -sion

Read each verb. Add the suffix *-sion* to the following verbs to form nouns. Remember to change the spelling of the root word as needed before adding the suffix. Read the new words.

1. decide      decision
2. expand      expansion
3. erode      erosion
4. invade      invasion
5. invert      inversion
6. impress      impression
7. progress      progression
8. obsess      obsession

Choose two of the nouns you wrote above. Write your own definition of the noun and check it against the definition in a dictionary.

1. Noun Responses will vary. Possible response: obsession

My definition:

something someone is very interested in

Dictionary definition:

something that is always on someone's mind

2. Noun \_\_\_\_\_

My definition:

Dictionary definition:

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**3.3** ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with 'sion'.
- Circle words with the prefixes *mid-* and *post-*.
- Highlight words with the VC/CV syllable pattern.

Below the passage, write two words from the text that are antonyms.

### Soccer History Club

Quincy and Emmett attended a mid-sized middle school named Precision Academy. The two boys had been best friends since kindergarten. Quincy and Emmett shared many similar interests. They did everything together.

However, midway through the school year, Quincy and Emmett started to feel tension, or stress, in their friendship. They each started to love different things. Their bond began to weaken as they each pursued their individual passions.

Quincy loved soccer. He played the midfield position for their school's soccer team. Quincy often said, "There's something special about watching a soccer ball as it soars through midair."

On the other hand, Emmett loved learning about history and important historical figures. He was always reading biographies and various historical accounts.

Quincy started to spend his afternoons on the soccer field. Meanwhile, Emmett started to spend all his time in the library. Slowly, they stopped

hanging out. They were once inseparable. But now there was a division between them.

During a postseason practice, Quincy realized he missed their shared jokes. He missed their post-school walks home. Feeling lonely in the library, Emmett realized he missed their friendly debates on whether soccer or books were superior.

One midweek afternoon, Quincy decided to have a discussion with Emmett. "I miss hanging out with you. We have different interests. But maybe we can find a way to pursue them while we work to strengthen our friendship."

"You're right, Quincy. I miss you too. Maybe we can figure out how to combine our separate passions," replied Quincy.

"Let's do it!" they both exclaimed.

They began working together to envision, or brainstorm, an activity combining their interests. They quickly came up with a shared vision.

During their midday lunch, the duo played a one-on-one soccer match on the field. Quincy taught Emmett how to kick the soccer ball. They followed it up with a postgame reading session on the bleachers. The boys each read biographies about the greatest soccer players of all time. This fusion of interests was a success! Quincy and Emmett remembered how much they enjoyed spending time together.

Soon, many of their Precision Academy classmates joined Quincy and Emmett during their midday soccer and reading sessions. Their creative idea to combine their interests inspired the first "Soccer History Club" at Precision Academy.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**3.3** ACTIVITY PAGE  
CONTINUED

Quincy and Emmett had almost lost their friendship at one point. But together, they worked to regain it and make it stronger. They also gained respect for each other's passions. The Soccer History Club also inspired the students of Precision Academy to learn and try new interests.

Antonyms: Possible response: similar/different; weaken/strengthen, started/stopped, shared/separate

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**3.4** ACTIVITY PAGE

### "Soccer History Club" Comprehension Questions

1. What is Precision Academy?

Precision Academy is a mid-sized middle school.

2. What does Quincy like and what does Emmett like?

Quincy likes soccer and Emmett likes books.

3. What kind of books does Emmett like?

He likes history books.

4. Why does the author use antonyms instead of synonyms to show the friendship between Quincy and Emmett?

They like different things, which makes the friendship difficult.

\_\_\_\_\_

\_\_\_\_\_

5. What is the name of the group that Quincy and Emmett start?

They start the Soccer History Club.

\_\_\_\_\_

\_\_\_\_\_

6. Do you think the two boys came up with a good solution to their problem? Why?

Possible response: I think their solution was good because their friendship became strong again.

\_\_\_\_\_

NAME: \_\_\_\_\_

4.1

ACTIVITY PAGE

DATE: \_\_\_\_\_

### Create Words with Syllables

Join syllables from the syllable banks to create words. Each word has two syllables. Read the list of complete words.

#### First Syllable Bank

|      |     |     |      |      |
|------|-----|-----|------|------|
| mis  | ver | doc | flag | chap |
| blan | mag | hot | mis  | den  |

#### Second Syllable Bank

|      |      |     |      |      |
|------|------|-----|------|------|
| sion | dog  | net | ter  | pole |
| take | sion | tor | tist | ket  |

Answers will vary: mission, version, hotdog, magnet, mistake, doctor, flagpole, dentist, chapter, blanket, docket, hotter, mister

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

4.2

ACTIVITY PAGE

DATE: \_\_\_\_\_

### Complete Sentences

Add either the prefix *mid-* or the prefix *post-* to each root word to complete the sentence. Then read each completed sentence. Remember, *mid-* often means "middle" and *post-* often means "after or following."

- Lunch is a midday (day) meal.
- The postgame (game) party is at Coach Lee's house.
- After we returned from our trip, we had a postholiday (holiday) talk about the fun we had.
- Please take a short rest break midway (way) through the test.
- It's midwinter (winter), and the ground is covered with snow.
- Who caught the ball in the midfield (field)?
- Ana's postcollege (college) plan is to get a job in Portland after graduation.
- Ms. Stein had posttest (test) meetings to tell students how they did.

NAME: \_\_\_\_\_

5.1

ACTIVITY PAGE

DATE: \_\_\_\_\_

### Divide VC/CV Words by Syllables

Mark the VC/CV pattern on each word. Read each word. Then cut the word into syllables.

up•hill, tin•sel, sig•nal, rep•tile, sec•tion,  
san•dal, sun•set, sub•mit, ver•sion

|         |         |
|---------|---------|
| uphill  | tinsel  |
| signal  | reptile |
| section | sandal  |
| sunset  | submit  |
| version |         |

**Identify and Define Words with mid- and post-**

Read the following paragraphs. Underline words with *mid-* or *post-*. Then choose two of the words you underlined to define in your own words. Write the words and definitions on the lines below.

It was a midsummer day at the ballpark. Karl was an outfielder. So far, Karl's game had not been great. He had missed two fly balls. But then things changed. The batter hit the ball. Karl saw it in midair. It was coming toward him. He caught it!

At the postgame talk, Coach Beth said, "I'm proud of Karl! Midway through the game, he had a great catch. Soon, we will play in the big postseason game. When we do, I'll expect great catches just like Karl's!"  
 Responses will \_\_\_\_\_ Responses will vary: something that happens after a game

Word: vary: postgame Definition: \_\_\_\_\_  
 Word: \_\_\_\_\_ Definition: \_\_\_\_\_

Read "Postgame Report" once. Reread the passage and mark up the text as follows:

- Underline words with 'tion' and 'sion'.
- Circle words with the prefixes *mid-* and *post-*.
- Highlight at least ten words with the VC/CV syllable pattern.

Below the passage, write two words from the text that are synonyms and two words that are antonyms.

**Postgame Report**

Gabriela was doing a midweek clean-up when she found an old newspaper. She turned to the sports page and began reading.

**Women's World Cup Final**

July 5, 2015

Vancouver, Canada - The Women's World Cup final match was both intense and emotional! Spectators observed lots of action, especially from midfielder Carli Lloyd #10. Carli performed her role to perfection. She led the US Women's Soccer Team to an impressive victory over Japan. This postgame report will provide valuable insights and reflections on Carli's performance.

The game had a midday start. Known as one of the greatest midfielders in the history of women's soccer, Carli looked ready to win. She took her position at the field midpoint. Her mission was clear. She was set on

helping her team accomplish their shared vision. Their goal was to win the international World Cup title. They would not accept defeat.

The stadium atmosphere felt tense with nervous energy. Even under such tension, Carli showed her calm and focused attitude. Her training, dedication, and intense passion were obvious with every move she made. The rival team could tell she had taken her practice sessions very seriously.

The highlight of the midfielder's amazing performance came when she scored a hat trick. A hat trick is a situation in which a player makes three goals in one game. She did this before the midway point of the match!

Her two first goals came in the first five minutes! She scored the third goal from the midfield at sixteen minutes. This action sparked an eruption of joyful clapping and shouting in the stadium. It was sure to earn recognition as one of the best goals in World Cup history!

In addition to her impressive goals, the midfielder displayed quick thinking on many occasions. Carli made smart game-time decisions. These added strength to the team. The US Women's Soccer Team won the game and the World Cup Title. The final score was 5-2.

At the end of the game Carli participated in a post-match interview. She humbly claimed that the whole team's effort led to the win. She now plans to get some rest in the postseason. She looks forward to preparing for the next mission."

Gabriela finished reading and set the newspaper down. She felt a great sense of motivation and inspiration. Gabriela grabbed her soccer ball and ran outside.

1. Synonyms: win/victory, impressive/amazing, showed/displayed
2. Antonyms: end/start, tense/calm, win or victory/defeat, finished/began

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**5.4** ACTIVITY PAGE

**“Postgame Report” Comprehension Questions**

1. What event is the text about and when did it take place?

It is about the Women’s World Cup final in 2019.  
\_\_\_\_\_  
\_\_\_\_\_

2. What special achievement did Carli Lloyd have during the event?

She scored a hat trick, which is three goals in one match.  
\_\_\_\_\_  
\_\_\_\_\_

3. Which country did the United States women play against during the event?

The United States played against Japan.  
\_\_\_\_\_  
\_\_\_\_\_

4. Which two synonyms show that the author believes that Lloyd is a very talented soccer player?

impressive and amazing  
\_\_\_\_\_  
\_\_\_\_\_

5. How did Gabriela feel after reading about Carli Lloyd?

Gabriela felt motivated and inspired.  
\_\_\_\_\_  
\_\_\_\_\_

6. Do you think soccer is an exciting sport? Why?

Possible response: I think soccer is not very exciting because usually only a few goals are scored.  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**6.1** ACTIVITY PAGE

**Read Words with /shən/ > ‘tian’, ‘cian’**

Divide the words into syllables. Read each word. Circle words that make the /shən/ sound. Read the circled words.

- 1. Dal·ma·tian                      6. pe·di·a·trician
- 2. ph·y·sician                      7. ma·th·e·ma·tician
- 3. cap·tain
- 4. Mar·tian                          8. tou·can
- 5. e·lec·trician                      9. Eg·yptian
- 10. po·litician

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**6.2** ACTIVITY PAGE

**Root Words and Affixes: –scope, spect, meter/metr**

Read each word part and meaning. Then form a word by combining the word parts. Write a definition of the word based on the word parts. Use a dictionary to confirm your definition as needed.

1. 

|                   |              |                          |                                           |
|-------------------|--------------|--------------------------|-------------------------------------------|
| <b>Word Parts</b> | tele-        | -scope                   | telescope                                 |
| <b>Meaning</b>    | distant, far | an instrument to observe | an instrument to observe far-away objects |
2. 

|                   |              |                           |                              |
|-------------------|--------------|---------------------------|------------------------------|
| <b>Word Parts</b> | in-          | spect                     | inspect                      |
| <b>Meaning</b>    | within, into | to see, watch, or observe | to look closely at something |
3. 

|                   |        |                          |                                                        |
|-------------------|--------|--------------------------|--------------------------------------------------------|
| <b>Word Parts</b> | peri-  | -scope                   | periscope                                              |
| <b>Meaning</b>    | around | an instrument to observe | an instrument to observe all around an area from above |
4. 

|                   |                 |                      |                                                           |
|-------------------|-----------------|----------------------|-----------------------------------------------------------|
| <b>Word Parts</b> | dia-            | meter                | diameter                                                  |
| <b>Meaning</b>    | across, through | related to measuring | the length of a line drawn through the center of a circle |
5. 

|                   |        |                      |                                   |
|-------------------|--------|----------------------|-----------------------------------|
| <b>Word Parts</b> | peri-  | meter                | perimeter                         |
| <b>Meaning</b>    | around | related to measuring | a line or boundary around an area |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**6.3** ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with /shal/ > 'tial,' cial'.
- Circle words with *-scope, spect, meter/metr.*
- Highlight words with *-tian* and *-cian*.
- Write one idiom and its meaning.

**Dr. Dalmatian**

Dr. Dalmatian was a pediatrician, a doctor who specializes in children's health. Almost like a magician, Dr. Dalmatian had a spectacular way of making his patients feel better. He played an essential role in his community.

Dr. Dalmatian was given his silly nickname because he wore a fuzzy white coat with black spots. As an owner of three adorable Dalmatian dogs, he loved this fun nickname. He carried a red paw-shaped stethoscope around his neck. He had his initials, D. D., printed on it.

Every morning, the friendly pediatrician rode his bike to the office. It was only a kilometer away, slightly more than half a mile. Before he left home, he checked his barometer, which helped to predict sudden changes in the weather. This was an important and crucial step in his routine. He didn't want to get caught in a storm and potentially ruin his coat.

At the office, he had many special medical tools. His thermometer was shaped like a bone. He used it to take temperatures. His paw-shaped stethoscope helped him examine hearts and lungs. His fun tools and gentle

tone made doctor's appointments less scary for his patients. He was detailed and helpful. He never cut corners when it came to taking care of others.

One day, a child named Sebastian came to Dr. Dalmatian's office. The child felt under the weather. He had a serious and substantial fever. He also had a rough cough. Sebastian's parents felt a spectrum of emotions, especially stress and worry. But the friendly pediatrician was ready to help!

Dr. Dalmatian carefully inspected the patient using his special stethoscope and thermometer. He had a special technician perform a chest X-ray on the child. This was to check for any serious lung illnesses.

The pediatrician adjusted his reading spectacles and began charting Sebastian's symptoms. Dr. Dalmatian determined that Sebastian had a bad cold. He assured the worried parents that the child was in good hands. He suggested that Sebastian take some medicine for the next few days. Dr. Dalmatian carefully described what to expect as Sebastian got better. The pediatrician also explained any potential reactions to the medication. Finally, Dr. Dalmatian gave Sebastian a sticker with a Dalmatian puppy on it for being such a brave patient.

At 5:00 p.m., Dr. Dalmatian called it a day. He reflected on all that had happened as he pedaled his bike toward home. He was glad he was able to help Sebastian and his other patients. His positive perspective was one of the reasons he was such a great doctor! Exhausted, he hit the sack early and prepared to do it again the next day.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**6.3** ACTIVITY PAGE  
CONTINUED

**Idiom:** Possible response: felt under the weather \_\_\_\_\_

**Meaning:** Possible response: was feeling sick \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**7.1** ACTIVITY PAGE

**Read Words with V/CV and VC/V Patterns**

Divide the following words into their syllables. Use a slash mark to divide each word either before or after the consonant. Read each word, syllable by syllable, to make sure you put the slash in the right spot. Color words with the V/CV pattern red. Color words with the VC/V pattern blue.

|               |                |               |                |               |
|---------------|----------------|---------------|----------------|---------------|
| legal<br>red  | river<br>blue  | robin<br>blue | spider<br>red  | pilot<br>red  |
| broken<br>red | dragon<br>blue | bonus<br>red  | legend<br>blue | topic<br>blue |
| melon<br>blue | flavor<br>red  | recess<br>red | planet<br>blue | human<br>red  |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**7.2** ACTIVITY PAGE

**Root Words and Affixes: -scope, spect, meter/metr**

Read each sentence and word part(s). Fill in each blank by adding *-scope*, *spect*, or *meter/metr* to form the complete word. Read the sentence with the new word.

1. The thermometer (thermo-) showed that the boy has a fever.
2. Kim used a telescope (tele-) to look at the stars.
3. The fireworks show was a spectacular (-acular) sight.
4. A health inspector (in-, -or) makes sure restaurants are clean and safe.
5. The doctor used a stethoscope (stetho-) to listen to my heart.
6. We put up a fence around the perimeter (peri-) of our yard.
7. In retrospect (retro-), or now that I think about it, having ice cream for breakfast was a bad idea because now I have a stomach ache.
8. Jamie needed to reinspect (re-, in-) his backpack when could not find his book.
9. In science class, we examined leaves with a microscope (micro-).
10. The speedometer (speedo-) shows how fast a car is moving.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**8.1** ACTIVITY PAGE

**Read Words with /ə/ > 'o\_e'**

**Part I**

Read each word aloud. Circle the words that have the /ə/ sound. Remember to say each word with the /ə/ sound and then say it again with the /oe/ sound to check your answers.

1. glove
2. none
3. broke
4. robe
5. cover
6. nose
7. dozen
8. globe
9. notepad
10. welcome

**Part II**

Choose two of the circled words and use them in your own sentences.

Responses will vary. Possible response: I drew on the notepad. Tim bought a dozen eggs.

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---

---

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**8.2** ACTIVITY PAGE

**Root Words and Prefixes: semi-, anti-**

**Part I**

Read each sentence and circle the word with *semi-* or *anti-*.

1. The chess club has semiweekly training sessions.
2. My mom's new car has an antitheft alarm system.
3. The winners of the spelling bee stood in a semicircle to receive their trophies.
4. A new food for senior cats claims to have antiaging ingredients.
5. Cohn's water bottle has an antileak top.
6. Never try to walk across a lake surface when it is semisolid.
7. Jaden's glasses have antifog lenses.
8. The dress code for the school dance is semiformal.



**Part II**

Complete the chart by matching each word in the word bank with its meaning.

**Word Bank**

|           |            |            |            |
|-----------|------------|------------|------------|
| antiaging | semicircle | semisolid  | antifog    |
| antileak  | antitheft  | semiformal | semiweekly |

| Meaning                                         | Word       |
|-------------------------------------------------|------------|
| not too formal                                  | semiformal |
| half a circle                                   | semicircle |
| used to prevent the effects of aging            | antiaging  |
| preventing the buildup of water drops and vapor | antifog    |
| happening twice a week                          | semiweekly |
| used to prevent theft                           | antitheft  |
| aiming to prevent leaks                         | antileak   |
| being part solid and part liquid                | semisolid  |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

Follow along as your teacher reads the passage "Bacteria Fighters!"

When you reread the passage with a partner, mark up the text as follows:

- Underline words with /oo/ > 'ove'.
- Circle words with the prefixes *semi-* or *anti-*.
- Highlight multisyllabic words with V/CV patterns.
- Write one idiom and its meaning.

**Bacteria Fighters!**

Bacteria are tiny living organisms. They can be found almost anywhere! Trillions of bacteria can be found in and on the human body. That's a huge number! Some bacteria can be beneficial and help keep people healthy. For example, some helpful gut bacteria assist with food digestion. But other bacteria are unwelcome guests that can make people feel sick and out of sorts. These types of illnesses are called bacterial infections.

The best way to keep bacterial infections at bay is to prevent them from happening. Scientists have proven that proper hygiene can be quite effective. Hygiene is what people do to keep themselves clean. It must be practiced often, not just once in a blue moon. Good hygiene habits include frequent hand washing. People can remove bacteria by washing their hands with soap and warm water for at least twenty seconds. This helps get rid of bacteria before they enter the body.

If bacterial infections occur, human bodies have natural defenses that help get rid of them. These defenses are called antibodies. Antibodies fight and remove unwelcome bacteria. They try to make sure none remain.

Antibodies do their best to keep people healthy. But sometimes they are only semi-effective and may not fully work.

Scientists thought they had struck gold when they discovered antibiotics. Antibiotics are antidotes or medicines that fight bacterial infections more effectively. This awesome discovery has greatly improved the way doctors cure once fearsome illnesses. Antibiotics have become a popular treatment for bacterial infections. Doctors carefully prescribe antibiotics for only certain illnesses, like strep throat.

Antibodies and antibiotics help humans fight off troublesome bacteria. While these are powerful tools, good hygiene is also very helpful as a way to prevent bacterial infections. Good hygiene practices and semiannual health check-ups can help people stay fit as fiddles.

**Idiom:** Possible response: struck gold

**Meaning:** Possible response: was very lucky

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**"Bacteria Fighters!" Comprehension Questions**

1. What are bacteria?

Bacteria are tiny living organisms found in and on the human body.

2. Are all bacteria harmful? Explain your answer.

Not all bacteria are harmful. Some bacteria help keep us healthy. For example, gut bacteria helps with food digestion.

3. Hand-washing is one healthy hygiene habit. What is a healthy hygiene habit you practice?

I cover my mouth when I cough.

4. What are antibiotics used for?

Antibiotics are used to fight bacterial infections.

\_\_\_\_\_

\_\_\_\_\_

5. What does the idiom "fit as a fiddle" mean?

It means healthy and strong.

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**9.1** ACTIVITY PAGE

### Construct Words with V/CV and VC/V Patterns

#### Part I

Read each first syllable listed below the syllable bank. Choose an ending syllable from the bank to make a two-syllable word with a V/CV pattern. Then write the complete word. Read the completed word to check your work.

#### Ending-Syllable Bank

|     |      |      |     |     |
|-----|------|------|-----|-----|
| ken | side | cate | man | nus |
|-----|------|------|-----|-----|

1. hu • man      human
2. be • side      beside
3. bo • nus      bonus
4. lo • cate      locate
5. ta • ken      taken

#### Part II

Read each first syllable listed below the syllable bank. Choose an ending syllable from the bank to make a two-syllable word with a VC/V pattern. Then write the complete word. Read the completed word to check your work.

#### Ending-Syllable Bank

|    |    |    |    |    |
|----|----|----|----|----|
| et | id | im | en | ic |
|----|----|----|----|----|

1. lin • en      linen
2. den • im      denim
3. sol • id      solid
4. clos • et      closet
5. clin • ic      clinic

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**9.2** ACTIVITY PAGE

### Root Words and Prefixes: *semi-*, *anti-*

Read each sentence and root. Fill in each blank by adding *semi-* or *anti-* to form the complete word. Read the sentence with the new word.

1. We can use a semicolon  
(colon) to combine two sentences.
2. Our school puts antislip  
(slip) mats near the doors when it rains.
3. The plane's windshield is made of antifog  
(fog) glass.
4. Some people bought tickets to see the semipopular  
(popular) band in concert.
5. The car's antilock  
(lock) brakes keep its wheels from locking, which helps us drive safely in snow.
6. People sat in a semicircle  
(circle) to watch the puppet show.
7. The school's newsletter is published semimonthly  
(monthly).
8. Pasta sauce is sold in an antileak  
(leak) package so that it won't make a mess.
9. The clerk removed the antitheft  
(theft) device when we paid for the jacket.
10. The recipe calls for semisweet  
(sweet) chocolate.

NAME: \_\_\_\_\_ **10.1** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Read Words with V/CV and VC/V Patterns**

Read each word in the word bank. Then, sort the words in the word bank according to whether they have a V/CV pattern or VC/V pattern. Read each column of words to check your work.

**Word Bank**

|        |       |       |        |       |
|--------|-------|-------|--------|-------|
| comet  | bonus | seven | open   | visit |
| locate | pilot | pedal | planet | humor |

| V/CV   | VC/V   |
|--------|--------|
| humor  | visit  |
| bonus  | planet |
| locate | seven  |
| pilot  | pedal  |
| open   | comet  |

8. The driver looks at the speedometer to make sure he is not driving too fast.
9. I was so glad I had the mechanic refill my car's antifreeze before it snowed.
10. The goalie made a spectacular save at the buzzer.

NAME: \_\_\_\_\_ **10.2** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Root Words and Affixes: -scope, spect, meter/metri, semi-, anti-**

Read the words in the word bank and each sentence. Then, complete the sentences with words from the word bank. Read each completed sentence.

**Word Bank**

|            |            |             |             |            |
|------------|------------|-------------|-------------|------------|
| antifreeze | semiannual | speedometer | spectacular | telescope  |
| microscope | inspect    | antivirus   | thermometer | semiformal |

- The detective will inspect the scene for clues.
- Let's use our telescope to look at the moon.
- My favorite store has a semiannual sale twice a year.
- The scientist uses a microscope to look at plant cells.
- The thermometer shows that the temperature outside is below freezing.
- We need to install antivirus software on the computer to protect it from harmful programs.
- The invitation says the dress code for the party is semiformal, so I will wear my nice shoes.

NAME: \_\_\_\_\_ **10.3** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

Read "Tools of the Trade." Then reread the passage and mark up the text as follows:

- Underline words with /shən/ > 'tīan, 'cīan' or /shəl/ > 'tīal, 'cīal'.
- Put a box around words with /ə/ > 'ə\_ē' or /oo/ > 'o\_e'.
- Circle words with the roots and affixes -scope, spect, meter/metri, semi-, anti-.
- Highlight multisyllabic words with the VC/V pattern.
- Write one idiom and its meaning.

**Tools of the Trade**

What tools might a famous musician need to make their next hit song? They'd likely need an instrument like a guitar or a piano. They might need a microphone and a spectacular voice. A metronome might also keep their song's beat steady and computer software can arrange their melody into a masterpiece!

Like musicians, other professionals also use special tools. They each have different purposes. They are used to complete different aspects, or parts, of each job. These tools are real game changers because they help get the job done. Let's get the rundown on the tools used in some professions.

Electricians use tools to run inspections and fix troublesome issues. Their work requires precision and accuracy. Electricians use tools like multimeters to test the electricity in residential and commercial buildings. They also use important and crucial safety gear during each inspection. For example, their nonconductive gloves protect them from the risk of electric shocks.

Beauticians use **products** and tools to make clients feel like a million bucks. A beautician might use a curling iron and an anti-frizz treatment to prepare **someone's** hair for a semi-fancy event. They may use **special** creams as part of a facial treatment. They might also use nail **products**, like files and polish, to give clients a **lovely** manicure.

Physicians or doctors use tools to monitor and **improve** their patients' health. These tools help them identify potential illnesses. Physicians use **stethoscopes** to check on hearts and lungs. They use thermometers to measure body temperatures. They also **sometimes** use medicines like **antibiotics** to treat infections.

Teachers use tools to help students learn fun and exciting things. They might use books to teach reading or **semicircle**-shaped protractors to teach **geometry**! They might use rulers marked with **centimeters** and **millimeters** to teach students how to measure objects. Teachers may also use digital tools for virtual learning settings.

Professionals have different tools that are **essential** to their work. This is only a **partial** list! There's a whole heap more to discover.

**Idiom:** Possible response: like a million bucks

**Meaning:** Possible response: excellent

NAME: \_\_\_\_\_ 10.4 ACTIVITY PAGE  
DATE: \_\_\_\_\_

### "Tools of the Trade" Comprehension Questions

1. Which professionals use microphones and metronomes?

**Musicians use microphones and metronomes.**

2. What are multimeters used for?

**They are used to test electricity.**

3. What idea does the author express with the idiom "like a million bucks" in the fourth paragraph?

**The author is saying that a beautician makes a client feel very good.**

4. What word means the same thing as the word *physician*?

**The word *doctor* means the same thing as *physician*.**

5. Which teacher tools are mentioned in the text?

**Books, protractors, rulers, and digital tools are mentioned.**

6. Choose a profession that you think is especially important to society. Why do you think it is important?

**Sample response: Physicians are important because they can help sick people get better, and they can even save lives.**

NAME: \_\_\_\_\_ 11.1 ACTIVITY PAGE  
DATE: \_\_\_\_\_

### Divide and Read Words with CV/VC Pattern

Divide the following words into their syllables. Read each syllable. Then read each word.

- fluent **flu•ent**
- realize **re•a•lize**
- diagram **di•a•gram**
- client **cli•ent**
- trial **tri•al**
- scientist **sci•en•tist**
- diary **di•a•ry**
- chaos **cha•os**
- violin **vi•o•lin**
- reliant **re•li•ant**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

11.2 ACTIVITY PAGE

### Root Words: *port, mot/mov*

Read each definition and word choice. Circle the word that matches the definition.

1. someone who travels in a motor vehicle

transport      motorist

2. a story told through moving images

motion      movie

3. not moving

report      motionless

4. the action of carrying something from one place to another

motorist      transportation

5. to travel great distances in an instant

transport      teleport

6. a person who carries something from one place to another

transporter      moving

7. to get rid of

remove      motion

8. to carry a message

report      remove

9. a hotel for motorists

movie      motel

10. to carry away; to send to another country

export      report

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

11.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- underline contractions;
- circle words with the roots *port, mot/mov*, and *form*;
- highlight words with the CV/VC syllable pattern; and
- write one unfamiliar word that you can define with context clues.

### Violet's Poems

Violet was a poet. She'd spend hours writing poems in her diary. She had a talent for using words to describe emotions. But she'd never shared them with anyone except her best friend, Marius.

One day, a flyer caught Violet's attention. The paper announced a poetry showcase at the local theater. Here, people would have a formal space to read their poems to an audience.

"Maybe you could share your poems and promote yourself as a writer," said Marius. "You'd be great! Your poems are so creative! They transport people to amazing imaginary places."

"I don't know, Marius. Sharing my poems with an audience feels intimidating and scary. But I'll think about it," Violet replied.

"You're so talented," Marius said, trying to motivate her. "Writing is your art form. They're going to love your poems."

Violet thought about the poetry showcase. She decided that she wanted to share her poems with the world. So, she'd have to let go of her fears and be courageous. "Okay," she thought. "I'll do it."

On the big day, Violet felt her pulse racing. The audience watched as she approached the platform that would be her stage. They'd quickly gone silent. Violet gripped the poem in her shaking hand. She stood nervous and motionless, wishing she could teleport away.

After a few moments, she took a deep breath and began to read her poem out loud. At first, her voice was only a whisper. But it gradually grew stronger and more confident. Her voice sounded clear and steady through the portable microphone. She read:

"Exciting World

We'll color the sky purple and blue.

A formula of joy for me and you.

We'll report our dreams, both big and small.

Life is a riddle to be solved, after all.

On a paper boat, we'll take a sail.

Stories will form just like fairy tales.

With a violin, we'll create a tune,

Beneath the free-form stars and moon.

Life's a dance, so we'll keep on moving.

In this exciting world that's always blooming."

Joyful commotion filled the room when she'd finished reading. Violet's face beamed with pride. She'd done it. She'd shared a poem with the members of the audience, and they loved it. She felt as triumphant as a champion.

NAME: \_\_\_\_\_ 11.3 ACTIVITY PAGE  
DATE: \_\_\_\_\_ CONTINUED

"That was awesome. I knew you'd be incredible!" said Marius with genuine praise and congratulations.

The once shy poet had transformed into a confident poet. She'd continue to read and share her creative poems at the theater. Her poems sparked Violet's courage to write and perform even more. They'd also motivated others to explore writing as an art form.

Unfamiliar word: Possible response: platform \_\_\_\_\_

Context Clues: Possible response: stage \_\_\_\_\_

Meaning of word: Possible response: a kind of stage \_\_\_\_\_

NAME: \_\_\_\_\_ 12.1 ACTIVITY PAGE  
DATE: \_\_\_\_\_

### Read Contractions with *Will* and *Are*

#### Part I

Combine the words to form contractions. Read the contractions.

- they are they're
- they had they'd
- they will they'll
- it would it'd
- you are you're
- I will I'll
- I had I'd
- I would I'd
- we are we're
- you will you'll

#### Part II

Choose two contractions from Part I. Use them to write your own sentences.

Responses will vary. Possible response: I'd like to go to the park. \_\_\_\_\_

I'll call you later. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_ 12.2 ACTIVITY PAGE  
DATE: \_\_\_\_\_

Read the words in the word bank. Then read each sentence. Complete the sentences with words from the word bank. Read the completed sentence.

#### Word Bank

|           |           |            |           |
|-----------|-----------|------------|-----------|
| landforms | uniform   | formless   | reforming |
| form      | formation | transforms | informal  |

- A prince transforms into a frog in the fairytale.
- All the team's players wear the same uniform.
- The candle melted into a formless puddle.
- Please form a line and wait to enter the theater.
- Mountains, valleys, and other shapes on Earth's surface are landforms.
- The eruption of a volcano caused the formation of islands that appeared in the sea.
- Once a snowball has melted, reforming its shape is difficult.
- A formal event is shaped by rules, but an informal event is not.

NAME: \_\_\_\_\_ 13.1 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Read Contractions with *Have, Has, and Not***

**Part I**

Read the contractions in the word bank. Sort the contractions in the word bank according to which words they shorten. Read the words in each column.

**Word Bank**

|          |           |         |       |         |       |
|----------|-----------|---------|-------|---------|-------|
| could've | we've     | weren't | he's  | they've | it's  |
| couldn't | Khadija's | I've    | won't | she's   | isn't |

| have     | has       | not      |
|----------|-----------|----------|
| could've | she's     | isn't    |
| we've    | he's      | weren't  |
| they've  | Khadija's | couldn't |
| I've     | it's      | won't    |

**Part II**

Choose two contractions from the word bank above and use them to write your own sentences.

Responses will vary. Possible response: It's time to go to the party.

He's waiting outside.

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NAME: \_\_\_\_\_ 13.2 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Root Words: *phon/phone***

**Part I**

Underline the root *phon* or *phone* in the words below. Then read each word and meaning.

| Word               | Meaning                                               |
|--------------------|-------------------------------------------------------|
| tele <u>phone</u>  | a device that sends sounds over distances             |
| smart <u>phone</u> | a cell phone that can use the Internet                |
| saxo <u>phone</u>  | a musical instrument                                  |
| sym <u>phony</u>   | a musical piece played by many musicians at once      |
| homoph <u>ones</u> | words that sound the same but are spelled differently |
| pho <u>nic</u> s   | the study of sounds made by letters                   |
| pho <u>ne</u> d    | called on the telephone                               |
| mega <u>phone</u>  | a device that makes a person's voice louder           |

**Part II**

Choose three words with the root *phon* or *phone* and use them to write your own sentences.

Responses will vary. Possible response: Abe phoned his uncle.

The words "bear" and "bare" are homophones. Celia plays the saxophone in the school band.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**13.3** ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline possessives.
- Circle words with the suffixes *-ible/-able*.
- Highlight words with the CV/VC syllable pattern.
- Write one unfamiliar word that you can define with context clues.

### The Queen of Soul: A Musical Biography

Aretha Franklin was a notable Black American soul music artist. Soul music is characterized by lively beats and powerful, emotional vocals.

Franklin's work in the music business made many valuable contributions to the industry. Her remarkable voice earned her the title "Queen of Soul." She's one of the world's best-selling musical artists ever.

The famed artist's life began on March 25, 1942, in Memphis. Her family moved to Detroit when she was five. Franklin had a genuine talent. She probably hadn't realized yet how much it would change her life.

Franklin's father was a minister in a Detroit church. There, she'd join the church's choir and learn to sing. As a young girl, her voice's power could fill a room and touch every listener's heart, even without a microphone.

At just 14 years old, Franklin recorded her first album. Two years later, in 1958, Franklin went on tour, traveling and performing in different parts of the country. By the age of 18, she'd made the same journey as so many other notable and hopeful artists had. She moved to the New York City area. There, she continued her pursuit of becoming a famous singer.

Franklin didn't achieve great fame right away. Her career grew gradually. It wasn't until 1967 that she recorded and released the song "Respect." This mighty tune has since become many of her fans' all-time favorites. Like great poetry, its lyrics express moving and relatable emotions. The song's inspiring message is about believing in yourself and asking to be treated fairly.

During the 1970s, "the Queen of Soul's" music was everywhere. People loved listening and dancing to Franklin's enjoyable melodies. Her songs were played daily through countless music lovers' radios.

By the 1980s, she'd won many music awards. Franklin became the first woman to be given a spot in the Rock & Roll Hall of Fame. This is a huge honor, one that is considered a triumph in the music industry. The fame and awards didn't prevent Franklin from staying dedicated to her craft. It seems that she had a sensible and down-to-earth approach to her career.

Franklin continued to release a variety of popular hit songs until the early 2000s. In 2009, Franklin sang at Barack Obama's presidential inauguration. She sang for a sizable crowd, a huge group of more than one million people.

Aretha Franklin died in Detroit on August 16, 2018. Her incredible legacy and lasting influence continue to live on. Many people still put on their headphones and listen to her timeless music today. Some orchestras play symphonies to remember and celebrate her music. They use saxophones, horns, trumpets, and other instruments to recreate her songs.

Aretha Franklin's life tells the story of a capable and hardworking musical artist. Her story inspires many and demonstrates that achieving your dreams isn't impossible.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**13.3** ACTIVITY PAGE  
CONTINUED

Unfamiliar word: Possible response: tour

Context Clues: Possible response: traveling, performing

Meaning of word: Possible response: a tour is a traveling performance

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**13.4** ACTIVITY PAGE

### "The Queen of Soul: A Musical Biography" Comprehension Questions

1. Based on its use in the text, what do you think the word *industry* means?

The word industry means "a type of business."

2. What kind of music was Aretha Franklin famous for?

Franklin was famous for soul music.

3. How is soul music different from other kinds of music?

Soul music is characterized by lively beats and powerful, emotional vocals.



4. Which of Franklin's songs is a favorite of many of her fans?  
The song "Respect" is a fan favorite.  
 \_\_\_\_\_  
 \_\_\_\_\_

5. Why is Franklin's spot in the Rock & Roll Hall of Fame an especially big honor?  
Franklin was the first woman to be given a spot.  
 \_\_\_\_\_  
 \_\_\_\_\_

6. What is an important lesson we can learn from Franklin's biography?  
Answers will vary. Sample answer: It can take a while, but hard work will make achieving your dream possible.  
 \_\_\_\_\_  
 \_\_\_\_\_

NAME: \_\_\_\_\_ **14.1** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Construct and Read Words with CV/VC Pattern**

Create words by drawing lines to connect first syllables from the first column with second syllables from the middle column. Each word has two syllables. Then write the new word in the last column. Read the new words.

| Syllable Bank   |                  |          |
|-----------------|------------------|----------|
| First Syllables | Second Syllables | New Word |
| qui             | em               | quiet    |
| po              | et               | poem     |
| ru              | ence             | ruin     |
| tri             | id               | triumph  |
| flu             | umph             | fluid    |
| du              | in               | dual     |
| pli             | al               | pliers   |
| di              | os               | dial     |
| sci             | ers              | science  |
| cha             | al               | chaos    |

NAME: \_\_\_\_\_ **14.2** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Root Words and Suffixes: -able/-ible**

**Part I**

Read each sentence and circle the word with *-able* or *-ible*.

- The Garcias' puppies are adorable.
- I cannot come to school because I have a horrible cold.
- Do you think cats are likable animals?
- Anything is possible in a fairytale.
- As long as it is not too hot, I find summer enjoyable.
- Weather is influenced by invisible forces.
- Lunch is available for students in the cafeteria.
- Removing the battery disables a smartphone.

**Part II**

Read the words in the word bank. Complete the chart by matching each word in the word bank with its meaning.

**Word Bank**

|          |            |            |        |
|----------|------------|------------|--------|
| portable | impossible | measurable | unable |
| movable  | flexible   | visible    | usable |

| Meaning                | Word       |
|------------------------|------------|
| can be measured        | measurable |
| can be flexed, or bent | flexible   |
| can be used            | usable     |
| can be carried         | portable   |
| not able               | unable     |
| can be seen            | visible    |
| cannot be or happen    | impossible |
| can be moved           | movable    |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**15.1** ACTIVITY PAGE

### Divide and Read Words with Syllable Patterns

Read the passage below. Then sort the bold words according to their syllable patterns. Divide the word into its syllables in the chart.

How do you **define** your **creative talents**? If you have a **passion** for **fiction**, you might **devote** yourself to a **novel**. If you are a **poet**, you might **edit** and **recite** your words. Those interested in **music** could learn the **violin**. The **magic** of the **theater** allows **actors** to bring joy to audience **members**.

| VC/CV    | V/CV    | VC/V     | CV/VC      |
|----------|---------|----------|------------|
| fic•tion | de•fine | tal•ents | cre•a•tive |
| ac•tors  | de•vote | nov•el   | po•et      |
| pas•sion | re•cite | mag•ic   | vi•o•lin   |
| mem•bers | mu•sic  | ed•it    | the•a•ter  |

7. someone who carries a message or the news

transporter      reporter

8. powered by a motor

motivate      motorized

9. cannot be seen

invisible      motionless

10. a musical piece played by many musicians at once

megaphone      symphony

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**15.2** ACTIVITY PAGE

### Review Root Words and Affixes: *port, mot/mov, form, phone/phone, -able/-ible*

Read each definition. Circle the word that matches the definition.

1. can be carried

porter      portable

2. the act or process of moving

motion      movie

3. to carry away; to send to another country

export      reform

4. to change from one thing to another

transform      platform

5. can be shaped

movable      formable

6. to make better by reshaping or reorganizing

reform      formless

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**15.3** ACTIVITY PAGE

Read "Adaptable Animals." Then reread the passage and mark up the text as follows:

- underline contractions
- draw a box around words with *port, mot/mov, form, or phone/phon*
- circle words with *-ible* and *-able*
- highlight multisyllabic words with the CV/VC pattern
- write one unfamiliar word that you can define with context clues

### Adaptable Animals

To: Florence Fong

From: Ninette Ramos

Subject: My Recent Zoology Expeditions

Hi, Florence.

I hope you're doing well! I'm typing this email from my smartphone. I'm happy to report that I've been having a blast on my zoology expeditions. I've been researching animals wherever they live. I'd like to share some of what I've learned.

I've found that many animal groups are able to change over time to adapt to challenges in their environments. They've slowly changed things like how they move, eat, rest, and protect themselves in order to survive. Let's take an imaginary journey and discuss some amazing, adaptable animals. I think they're just so fascinating!

Let's start our journey in the freezing Arctic. Have you noticed that polar bears don't seem cold in their environment? If we humans were there, we'd be freezing cold! That's because polar bears have a thick layer of blubber or fat under their skin. This blubber works as an insulator for the polar bears' body heat. Like a portable electric blanket, their blubber keeps them toasty and comfortable. They've got their warmth moving with them!

Now, let's teleport to the remote and isolated Arabian desert. Imagine you're a camel moving through this very hot landscape. You'd probably think, "I can't survive in these hot temperatures without food and water!" But guess what? Camels have a built-in solution for that! They have humps on their backs that store nutrients. Nutrients help bodies stay healthy and function properly. When food and water become scarce or hard to find, a camel's body transforms these stored nutrients into energy and water. They can go a couple of weeks without eating or drinking! Aren't camels incredible?

Let's move on to the mountains of Mexico. What if you were a bat navigating the dark caves in these mountains? Without light, it'd be hard to see and move in the right direction. Nothing would be visible! Well, bats solve this problem with echolocation. Echolocation is when bats use sound waves to find their way in the dark. Bats' noses, mouths, and ears make sounds that bounce off nearby objects. This echo tells the bat how far away something is! If you think about it, they're like living navigation systems.

Lastly, let's end our adventure in the rainforests of Madagascar, home to colorful chameleons. A chameleon's skin is like a transforming uniform. Its skin can change color to match its surroundings. Chameleons are able to become practically invisible within their environments. This camouflage

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **15.3** ACTIVITY PAGE  
CONTINUED

is a valuable survival tool that helps them escape predators and catch prey. They're the masters of disguise!

Now we've finished our journey. It's remarkable how these animals have adapted in such creative ways.

I can't wait to share more about my zoology expeditions. What've you been up to? Maybe we'll catch up and talk on the phone soon.

Take care,  
Ninette

Unfamiliar word: Possible response: camouflage \_\_\_\_\_

Context Clues: Possible response: skin can change color to match its surroundings \_\_\_\_\_

Meaning of word: Possible response: camouflage is when something can change to match its surroundings and blend in \_\_\_\_\_

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **15.4** ACTIVITY PAGE

**"Adaptable Animals" Comprehension Questions**

- Based on its use in the fourth paragraph, what do you think the word *scarce* means?  
The word *scarce* means "hard to find."  
\_\_\_\_\_  
\_\_\_\_\_
- What does Ninette study?  
She studies animal adaptations.  
\_\_\_\_\_  
\_\_\_\_\_
- How many animals does Ninette mention in her email?  
She mentions four animals.  
\_\_\_\_\_  
\_\_\_\_\_

- How can camels go many days without eating or drinking?  
Their humps store nutrients and water.  
\_\_\_\_\_  
\_\_\_\_\_
- How do chameleons protect themselves?  
They hide by changing their skin color to match their surroundings.  
\_\_\_\_\_  
\_\_\_\_\_
- Which animal adaptation is most interesting to you? Explain why.  
Bats' echolocation is most interesting to me. They can find their way in the dark by using sound waves.  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

16.1 ACTIVITY PAGE

### Read Homophones

Read the homophones in the word bank. Then, complete the sentences by choosing the correct homophone from the word bank. Read each completed sentence.

#### Word Bank

|      |       |       |      |        |
|------|-------|-------|------|--------|
| rode | heard | bare  | herd | flower |
| meet | bear  | flour | road | meat   |

1. Tulips are my favorite kind of flower.
2. The herd of cattle grazed in the field.
3. This cookie recipe calls for one cup of flour.
4. Have you heard the new song by your favorite band?
5. It was fun to meet our new neighbors at the block party.
6. A bear uses its paws to scoop up fish from the river.
7. We rode the roller coaster four times!

8. Mom prefers chili with meat in it.
9. The city crew fixes the potholes in the road.
10. I forgot to put on socks, so my bare feet are cold!

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

16.2 ACTIVITY PAGE

### Root Words and Prefixes: *dict*, *multi-*

Read the following paragraph. Circle words with the root *dict*. Underline words with the prefix *multi-*.

Many people think of libraries as quiet places to read and do research. Libraries have dictionaries, encyclopedias, and reference books on multiple topics. Some people may be surprised to learn that libraries are multifunctional spaces. Libraries have multimedia materials, such as movies and video games. Some libraries have collections of board games, cookware, and tools. Libraries also have multipurpose rooms. They host multicultural events and other gatherings. Some celebrations have music and dancing. This contradicts the idea that you always have to be quiet in the library. You can never predict what you will find at a library!

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

16.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words that are homophones.
- Circle words that have the prefix *multi-* or the root *dict*.
- Highlight multisyllabic words with the VCC/CV and VC/CCV patterns.

### Riddle Game

Eight-year-olds Astrid, Westley, and Andrea were looking for something fun to do together. Alfredo, Andrea's uncle, was visiting that day. Uncle Alfredo spoke English, Spanish, and French! As a multilingual person, he loved exploring words and solving problems. So, he decided to entertain the children with an exciting word game.

After the group ate lunch, Uncle Alfredo explained, "The dictionary defines homophones as 'words that sound alike but have different spellings and meanings.' There's a ton of them in the English language! Let's try to solve multiple homophone riddles. Whoever solves the most riddles wins. Ready?"

The children nodded in agreement. Uncle Alfredo grabbed a handful of multicolored notecards. He picked up a card and wrote a riddle on it. He read out loud, "I am what you use your eyes to do. I am also a large and salty body of water. What two words am I?"

The children tried to solve the riddle. Astrid considered a multitude of answers. "I've got it! The answer is see and sea," she said.

"Correct!" Uncle Alfredo responded. "You use your eyes to see. And the sea is a large, salty body of water. How do you spell the two words?"

"S-E-E and S-E-A," Astrid dictated as Uncle Alfredo wrote the words on the card.

"Yes, you won this round," Uncle Alfredo added. "Let's try a more complex one. I wonder if you can predict the next two words. I am the opposite of left. I am also what you would do with a pen on paper."

Westley instantly giggled. "That's easy! It's right and write! R-I-G-H-T and W-R-I-T-E."

"Yes! That's exactly it," Uncle Alfredo said.

The children's excitement multiplied as they listened to the third riddle. "I am another word for also. But I am also more than one but less than three."

The children concentrated. After a moment, Andrea exclaimed, "It's too and two! T-O-O and T-W-O."

"Good job!" Uncle Alfredo said.

They continued playing and solving riddles for a long time. When they finished, Westley indicated that he was interested in the scores written on the cards. He asked, "What's the verdict? Who won the game?"

"I know you all did your best. But there is no winner. It's a three-way tie!" Uncle Alfredo explained.

Together, Astrid, Westley, and Andrea exploded with laughter.

"That's fine," Astrid said. "That was so much fun!"

The children thanked Uncle Alfredo for the fantastic game. They asked if they could play it again the next time he visited.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

171 ACTIVITY PAGE

### Read Homophones

Read the words in the word bank. Then, complete the chart by matching each homophone in the word bank with its meaning.

#### Word Bank

|      |       |       |      |
|------|-------|-------|------|
| deer | minor | no    | know |
| sale | sail  | miner | dear |

| Meaning                             | Word  |
|-------------------------------------|-------|
| to travel by ship                   | sail  |
| a four-legged mammal with brown fur | deer  |
| a negative response                 | no    |
| a person who works in a mine        | miner |
| valued, special, or important       | dear  |
| exchanging goods for money          | sale  |
| someone who is younger than 18      | minor |
| to be aware of something            | know  |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

172 ACTIVITY PAGE

### Root Words and Prefixes: *dict*, *multi*

Read each word part and meaning. Form a word by combining the word parts. Then write a definition of the word based on the word parts. Use a dictionary to confirm your definition.

|    |                   |                |                     |                                               |
|----|-------------------|----------------|---------------------|-----------------------------------------------|
| 1. | <b>Word Parts</b> | <i>contra-</i> | <i>dict</i>         | <b>contradict</b>                             |
|    | <b>Meaning</b>    | against        | say, tell, or speak | to say the opposite of something already said |

|    |                   |            |                     |                                                         |
|----|-------------------|------------|---------------------|---------------------------------------------------------|
| 2. | <b>Word Parts</b> | <i>ver</i> | <i>dict</i>         | <b>verdict</b>                                          |
|    | <b>Meaning</b>    | true       | say, tell, or speak | the finding or decision made in a trial; final decision |

|    |                   |               |               |             |                         |
|----|-------------------|---------------|---------------|-------------|-------------------------|
| 3. | <b>Word Parts</b> | <i>multi-</i> | <i>lingua</i> | <i>-al</i>  | <b>multilingual</b>     |
|    | <b>Meaning</b>    | many or much  | tongue        | relating to | speaking many languages |

|    |                   |             |                     |                   |                                                                |
|----|-------------------|-------------|---------------------|-------------------|----------------------------------------------------------------|
| 4. | <b>Word Parts</b> | <i>pre-</i> | <i>dict</i>         | <i>-tion</i>      | <b>prediction</b>                                              |
|    | <b>Meaning</b>    | before      | say, tell, or speak | action or process | the act of saying something about the future before it happens |

|    |                   |               |                              |             |                                                 |
|----|-------------------|---------------|------------------------------|-------------|-------------------------------------------------|
| 5. | <b>Word Parts</b> | <i>multi-</i> | <i>nation</i>                | <i>-al</i>  | <b>multinational</b>                            |
|    | <b>Meaning</b>    | many or much  | a political state or country | relating to | involving several political states or countries |

|    |                   |               |               |                   |             |                                            |
|----|-------------------|---------------|---------------|-------------------|-------------|--------------------------------------------|
| 6. | <b>Word Parts</b> | <i>multi-</i> | <i>direct</i> | <i>-tion</i>      | <i>-al</i>  | <b>multidirectional</b>                    |
|    | <b>Meaning</b>    | many or much  | straight      | action or process | relating to | able to move in several directions at once |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

18.1 ACTIVITY PAGE

### Construct Words with the VC/CCV and VCC/CV Patterns

#### Part I

Read each first syllable. Choose an ending syllable from the syllable bank to make a two-syllable word with a VC/CCV or VCC/CV pattern. Then write the complete word and identify whether the word follows the VC/CCV or VCC/CV pattern.

#### Syllable Bank

|       |      |        |     |       |
|-------|------|--------|-----|-------|
| tract | back | ground | ful | spect |
|-------|------|--------|-----|-------|

1. fair • ground fairground, VC/CCV
2. hump • back humpback, VCC/CV
3. in • spect inspect, VC/CCV
4. sub • tract subtract, VC/CCV
5. wish • ful wishful, VCC/CV

**Part II**  
Read each second syllable. Choose a beginning syllable from the syllable bank to make a two-syllable word with a VC/CCV or VCC/CV pattern. Then write the complete word and identify whether the word follows the VC/CCV or VCC/CV pattern.

#### Syllable Bank

|    |      |     |     |      |
|----|------|-----|-----|------|
| ex | sand | pil | hun | half |
|----|------|-----|-----|------|

1. ex • treme extreme, VC/CCV
2. sand • wich sandwich, VCC/CV
3. hun • dred hundred, VC/CCV
4. half • way halfway, VCC/CV
5. pil • grim pilgrim, VC/CCV

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

18.2 ACTIVITY PAGE

### Root Words: *graph, scrib/script*

Read the following paragraph. Circle words with the root *graph*. Underline words with the root *scrib/script*. Then choose two words to define in your own words. Write your definitions on the lines below. Use a dictionary to confirm your definitions.

My third grade class decided to publish a newsletter. We began by scribbling down all our ideas. Then we chose assignments and got to work. Tam wrote a biography about our teacher. Jayden described his team's last soccer game. Mila drafted a paragraph about the school play. Carter included a transcript of the principal's weekly announcements. Then we added images to our manuscript. Leilani shared photographs she took at the school dance. Sanjay designed graphics to create a logo. We shared our newsletter with the school. Many students asked if they could subscribe. Our readers cannot wait for our next issue!

Word: Possible response: biography \_\_\_\_\_

Definition: Possible response: a written story of someone's life \_\_\_\_\_

Word: Possible response: transcript \_\_\_\_\_

Definition: Possible response: a written copy of spoken or recorded information \_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

18.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline homographs.
- Circle words with the suffix *-ly*.
- Highlight words with the syllable patterns VC/CCV and VCC/CV.

### Photography and Cameras

Photography is the art of taking and producing photographs. Photographers use cameras to take photographs of all kinds of things. They capture photos of nature and earthly landscapes from various geographical locations. They snap photos of cuddly pets and large flocks of birds, such as whooping cranes. They might take photos of friendly people and kind faces. Photographers may even capture images of city skylines and construction cranes.

While writers type or sometimes scribble descriptive words onto paper to tell a story, photographers use cameras to capture graphic moments with exciting images. So, how do cameras work? And how do photographers use them?

Cameras come in all types of sizes and shapes. Some cameras are big and heavy. Some are small and light. Some cameras can even fit in a pocket! Regardless of size, all cameras record images by using a lens, or a special piece of glass, to capture light.

Photographers use a small part of the camera called the viewfinder to take photos. They look into the viewfinder to preview the subject they want

to capture. Then, they press a button to capture a photo. Afterward, they process the image using various techniques to prepare it for printing or sharing.

All cameras also have special **controls**. These features help **photographers** capture images with a variety of artistic visual effects. One feature is the shutter. The shutter **controls** the amount of **light** that enters the camera. A **photographer** can adjust the shutter to make an image clearer or blurrier. Another feature is the **type** of lens. A zoom lens can make objects appear closer than they would with a normal lens. A macro lens captures details on a close-up object.

Many **photographers** use cameras with film to capture images. Film is a thin, clear material that changes when **light** enters through the lens. The **light** creates an image on the film. Someone must **carefully** remove the film from the camera. Then, they must treat it with special chemicals and **lights** to create **prints**. This process is called developing. If a **photographer** wants more than one copy of the image, they can make **duplicate prints** using the same process.

**Photographers** also use digital cameras and smartphones to take **photographs**. These cameras do not use film. They capture **light** from the lens and turn it into a digital image, which is stored on a microchip. **Photographers** sometimes load these digital images onto a computer or device where they can share them **electronically**. Then, they may use a printer to **print** and **duplicate** images.

**Photographers** use cameras in various ways to **transform** the scenes they see into captivating images. Whether it's **silly** faces, **lovely** landscapes, or **daily** life, cameras help **describe** a moment with the perfect image.

### “Photography and Cameras” Comprehension Questions

1. What is photography?  
Photography is the art of taking photographs.  
\_\_\_\_\_  
\_\_\_\_\_
2. What is the meaning of the word *type* in the second paragraph? How do you know?  
In the second paragraph, the word *type* means “to write with an electronic device.” The word *scribbles* give a context clue to the meaning of the homograph.  
\_\_\_\_\_
3. How does a camera record an image?  
A camera records an image by using a lens to capture light.  
\_\_\_\_\_  
\_\_\_\_\_

4. What is the purpose of a camera shutter?  
A shutter controls the amount of light that enters the camera.  
\_\_\_\_\_  
\_\_\_\_\_
5. Where does a smartphone camera store an image?  
A smartphone camera stores an image on a microchip.  
\_\_\_\_\_  
\_\_\_\_\_
6. If you could take a picture of something at school, what would you take a picture of? Explain why.  
Answers will vary. Sample response: I would take a picture of my friends making silly faces.  
\_\_\_\_\_  
\_\_\_\_\_

### Write Sentences with Homographs

Read each sentence below aloud. The bolded word is a homograph with another word. Think about a homograph for the bolded word. Write a sentence with that word.

1. Kelly puts a **bow** in her hair.  
Sample response: Should we bow after the play?  
\_\_\_\_\_
2. Please **close** the windows in the bedroom.  
Sample response: My school is close to my house.  
\_\_\_\_\_
3. The **dove** has soft, white wings.  
Sample response: Trent dove into the pond.  
\_\_\_\_\_
4. The **wind** blew over the trash can.  
Sample response: Wind the string tightly around this hook.  
\_\_\_\_\_
5. I will **present** my report today.  
Sample response: My mom bought me a present.  
\_\_\_\_\_
6. Dr. Lee looked at Max’s **wound**.  
Sample response: We wound our way along the path.  
\_\_\_\_\_

**Adjectives with -ly**

Read the words in the word bank. Work with your partner to complete each sentence with an adjective from the word bank. Write the word on the blank in both partners' Activity Book. Read the completed sentences.

**Word Bank**

|          |        |        |
|----------|--------|--------|
| kindly   | costly | lovely |
| friendly | hourly | daily  |

- Dad said that we should save our money to attend the show because the tickets are costly.
- Kindly Mrs. Appleton offered to watch our cat when we are away.
- The friendly new student says hello to everyone.
- What is the hourly rate for renting a bike?
- These lovely flowers brighten the room!
- We read the daily newspaper every morning.

**Homophone Matchmaker**

Cut out the Word Cards. Use them to play the game with a partner.

fair/fare; fur/fir; which/witch; hour/our; know/no; road/rode

|       |      |      |       |
|-------|------|------|-------|
| fair  | fur  | no   | witch |
| which | rode | our  | fare  |
| fir   | hour | know | road  |

**Roots and Affixes**

**Part I:** Sort the following roots and affixes into the correct column of the chart.

|        |       |        |        |       |       |
|--------|-------|--------|--------|-------|-------|
| semi-  | scrip | -ly    | -scope | dict  | mot   |
| -ible  | anti- | phone  | form   | post- | -sion |
| multi- | -tion | script | spect  | phon  | port  |
| graph  | mov   | meter  | mid-   | -able |       |

| Prefix | Suffix | Root   |
|--------|--------|--------|
| anti-  | -ly    | scrib  |
| multi- | -tion  | script |
| semi-  | -sion  | graph  |
| post-  | -scope | dict   |
| mid-   | -able  | phon   |
|        | -ible  | phone  |
|        |        | form   |
|        |        | mov    |
|        |        | mot    |
|        |        | port   |
|        |        | spect  |
|        |        | meter  |

**Part II:** Write 3-5 sentences using words you choose from the word bank. Each sentence should include at least one word from the word bank.

|           |           |             |           |            |
|-----------|-----------|-------------|-----------|------------|
| predict   | scribble  | midday      | telephone | microscope |
| transport | available | thermometer | decision  | inspect    |

Responses will vary. Possible response: May I scribble on this paper? Have you made a decision about what to make for dinner? Lunch is a midday meal.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



- Keep an eye on your sunflower's development. If your sunflower starts looking unsightly, it might need help. If its leaves are wilting or turning partially yellow, it might need more water or less direct sunlight.
- Repeat steps 6 and 7 as you watch it grow. Take photographs of your sunflower to record its growth.
- After some time, you might notice the back of the sunflower looks brown or feels dry. This is an indication or sign that your sunflower is ready to be harvested! That means removing the flower head and leaving a few centimeters of the stem. The seeds can then be roasted or used for planting another sunflower.

You don't need to be a magician to grow a sunflower! You can experience the fun and amazing process by following this simple formula. It involves careful watering, monitoring, and harvesting. Hopefully, these instructions motivate you to try growing a sunflower yourself.

- a pair of homophones your/you're, to/too
- a pair of homographs plant/plant, leaves/leave
- a contraction you're, who's, it'll, you'll, Let's, it's, don't
- a possessive your, pot's, it's
- a word with 'tion' instructions, indication
- a word with 'sion' precision

- a word with 'cian' magician
- a word with 'cial' especially
- a word with 'tial' partially
- a word with the prefix *mid-*, *semi-*, or *multi-* midsize, multiple, semi-full, midpoint, semi-wet
- a word with the suffix *-ible*, *-able*, or *-ly* enjoyable, lovely, easily, transportable, especially, carefully, possible, weekly, partially
- a word with the root *meter/metr*, *port*, *mot/mov*, *spect*, *form*, *dict*, *graph*, or *scrib/script* descriptive, predict, thermometer, diameter, transportable, move, important, transporting, inspect, photographs, indication, removing, centimeters, formula, motivate

### "How to Grow a Sunflower" Comprehension Questions

- How does the author describe a sunflower that has finished growing?  
The author says that it is tall and strong.
- How do the procedure numbers provide you with a context clue for the meaning of the idiom *kick off*?  
Kick off appears at the start of Step 1, which indicates the idiom means "to start something."
- Which item in the materials list is used for digging?  
The hand shovel, or trowel, is used for digging.

- Where should the sunflower seed be planted?  
The seed should be planted in the middle of the pot, about an inch down in the soil.
- What should you do if the leaves start to turn yellow?  
You should water the sunflower less or remove it from direct sunlight.
- Do you think it would be easy to grow a sunflower? Why?  
I think it would not be easy because I would need to gather many materials and then check the plant often while it is growing.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**20.5** ACTIVITY PAGE

### Unit 4 Dictation Posttest

Write each word that your teacher dictates.

1. transportation
2. persuasion
3. telephone
4. dictation
5. multilingual
6. bibliography
7. indescribable
8. descriptively
9. semiyearly

Write the entire sentence that your teacher dictates.

1. She'd like to hear every option.  
\_\_\_\_\_  
\_\_\_\_\_
2. The man's Dalmatian loves the dog park.  
\_\_\_\_\_  
\_\_\_\_\_

Choose a word from the list above and use it to write your own sentence.

Responses will vary. Possible response: The flowers smell lovely.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ADDITIONAL SUPPORT ACTIVITY PAGE ANSWER KEY

NAME: \_\_\_\_\_ TR 1.1  
 DATE: \_\_\_\_\_

Reread "Volcanic Eruptions." Using details from the passage, describe three effects caused by volcanic eruptions.

Sample response: Volcanic eruptions release gasses that make up the earth's atmosphere. Major eruptions caused condensation, which led to the formation of earth's oceans. Volcanic eruptions also create new islands.

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

Skills 4

NAME: \_\_\_\_\_ TR 3.1  
 DATE: \_\_\_\_\_

Reread "Soccer History Club." Using details from the passage, tell about two changes that happen in Quincy and Emmett's friendship during the story. Why do these changes happen?

Sample response: Quincy and Emmett's friendship changes two times in the passage. First their friendship weakens because they like different things and start to spend less time together. Then they miss each other and start the Soccer History Club. This makes their friendship strong again.

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

Teacher Resources

NAME: \_\_\_\_\_ TR 4.1  
 DATE: \_\_\_\_\_

### Sort Words with 'tion' and 'sion'

Read the words in the Word Bank. Complete the chart with words from the Word Bank.

**Word Bank**

|            |          |             |          |
|------------|----------|-------------|----------|
| solution   | invasion | station     | audition |
| vacation   | revision | conclusion  | decision |
| impression | action   | progression | portion  |
| eruption   | occasion | section     | erosion  |

| Words with 'tion' | Words with 'sion' |
|-------------------|-------------------|
| portion           | occasion          |
| audition          | impression        |
| station           | invasion          |
| section           | revision          |
| eruption          | conclusion        |
| action            | progression       |
| solution          | decision          |
| vacation          | erosion           |

Skills 4

NAME: \_\_\_\_\_ TR 5.1  
 DATE: \_\_\_\_\_

Reread "Postgame Report." What evidence does the author give to support her belief that Carli Lloyd is a great soccer player?

Sample response: The author describes how Lloyd scored three goals in a World Cup final. She also showed quick thinking on many occasions. She made good decisions during the match.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Teacher Resources





NAME: \_\_\_\_\_ TR 14.1  
DATE: \_\_\_\_\_

### Form Possessives

Read each sentence. Complete the sentences by adding the possessive form of the noun or pronoun in parentheses. Read the completed sentences.

1. The brush is hers (her).
2. Hye-jin's (Hye-jin) team won the game!
3. Which dog is yours (your)?
4. Iowa's (Iowa) capital is Des Moines.
5. We were amazed by the foxes' (foxes) speed.
6. I found someone's (someone) wallet.
7. I want to live in a house just like my grandmother's (grandmother).
8. Both classes' (classes) students write letters to each other.
9. We followed the canoe's (canoe) path.
10. Friday's (Friday) dance class is canceled.

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Skills 4

NAME: \_\_\_\_\_ TR 15.1  
DATE: \_\_\_\_\_

Reread "Adaptable Animals." Choose one of the animals described in the email. Explain how it has adapted to challenges in its environment. Include evidence from the text in your response.

Sample response: Polar Bears have adapted to the extreme cold of the Arctic. They have a layer of blubber under their skin. The thick blubber insulates them from the cold.

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Teacher Resources

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NAME: \_\_\_\_\_ TR 16.1  
DATE: \_\_\_\_\_

Reread "Riddle Game." Write your own riddle that challenges a partner to guess the two homophones of your choice. Ask a partner to solve it.

*Example: I am an ingredient you use when baking. I am also a kind of brightly colored plant. What homophone pair am I? (flour and flower)*

Sample response: I am one way you were able to sense a large group of stampeding animals getting closer. I am also the name of the large group of animals itself. What homophone pair am I? (heard and herd)

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Skills 4

NAME: \_\_\_\_\_ TR 17.1  
DATE: \_\_\_\_\_

### Divide Words with the VC/CCV and VCC/CV Patterns

For each word below, underline the consonants and circle the vowels. Then draw a box around consonant blends or digraphs. Divide the word into syllables on the line. Then read the word.

1. s a m p l e     sam•ple
2. s a n d w i c h     sand•wich
3. h u n d r e d     hun•dred
4. e x p l a i n     ex•plain
5. p i l g r i m a g e     pil•grim•age
6. m u s h r o o m     mush•room
7. s u r p r i s i n g     sur•pris•ing
8. c o m p l e t e l y     com•plete•ly
9. a p a r t m e n t     a•part•ment
10. e x p l a n a t i o n     ex•pla•na•tion

Teacher Resources

291

NAME: \_\_\_\_\_ TR 18.1  
DATE: \_\_\_\_\_

Reread "Photography and Cameras." Using details from the passage, explain how a photographer can take a picture using film and then turn it into a printed image.

Sample response: The photographer uses film in the camera and  
takes a picture. The photographer develops the film by putting  
it in special chemicals. Then the photographer makes a print of  
the film.

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Skills 4

NAME: \_\_\_\_\_ TR 19.1  
DATE: \_\_\_\_\_

### Create Words from Syllables

Cut out the Syllable Cards. Then join Syllable Cards to create words. Read the words you create.

sample, hundred, kitten, pilgrimage; surprising; completely; explanatory

|     |       |      |      |     |
|-----|-------|------|------|-----|
| ex  | plete | Grim | sam  | ten |
| sur | age   | ing  | plan | ly  |
| hun | com   | a    | ple  | y   |
| tor | kit   | dred | pris | pil |

Teacher Resources

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NAME: \_\_\_\_\_ TR 20.1  
DATE: \_\_\_\_\_

Reread "How to Grow a Sunflower." This kind of passage is called a procedural text because it describes the procedure, or steps, needed to complete a task. Imagine you need to explain to a friend how you do one of your favorite activities. Write the steps for the activity in your own procedural text. Remember that the steps must go in order and be clear enough for someone who has never done the task before to follow. You may also need to make a list of materials needed to complete the task.

Sample response: \_\_\_\_\_

How to Make an Almond Butter and Jelly Sandwich

Materials: \_\_\_\_\_

- almond butter
- strawberry jelly
- plate
- sandwich bread
- butter knife or spatula

Steps: \_\_\_\_\_

1. Place two slices of bread on the plate.
2. Open the almond butter and use the knife to spread the almond butter on one side of one slice of the bread.
3. Clean off the knife.
4. Open the strawberry jelly and use the knife to spread the jelly on one side of the other slice of bread.
5. Gently place the jelly side of the second slice of bread down so it touches the almond butter side of the first slice.
6. Enjoy!

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Skills 4

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3**

**Unit 4**

**Correlation—Teacher’s Guide**

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

|            |                                                                                                                                                                                |                                                                                                                                                                                          |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS 3.1.A | listen actively, ask relevant questions to clarify information, and make pertinent comments                                                                                    | U4: p. 5, U4: p. 12, U4: p. 30, U4: p. 38, U4: p. 68, U4: p. 76, U4: p. 95, U4: p. 102, U4: p. 133, U4: p. 142, U4: p. 163, U4: p. 171, U4: p. 202, U4: p. 210, U4: p. 229, U4: p. 237   |
| TEKS 3.1.B | follow, restate, and give oral instructions that involve a series of related sequences of action                                                                               |                                                                                                                                                                                          |
| TEKS 3.1.C | speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively |                                                                                                                                                                                          |
| TEKS 3.1.D | work collaboratively with others by following agreed-upon rules, norms, and protocols                                                                                          | U4: p. 18, U4: p. 25, U4: p. 43, U4: p. 50, U4: p. 82, U4: p. 90, U4: p. 107, U4: p. 115, U4: p. 148, U4: p. 158, U4: p. 176, U4: p. 183, U4: p. 216, U4: p. 224, U4: p. 242, U4: p. 250 |
| TEKS 3.1.E | develop social communication such as conversing politely in all situations                                                                                                     |                                                                                                                                                                                          |

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate and apply phonetic knowledge by:

|                |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS 3.2.A.i   | decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en                                                                                         | U4: p. 176, U4: p. 179, U4: p. 180, U4: p. 202, U4: p. 205, U4: p. 206, U4: p. 210, U4: p. 216, U4: p. 220, U4: p. 221, U4: p. 224, U4: p. 229, U4: p. 232, U4: p. 233, U4: p. 237, U4: p. 242, U4: p. 245, U4: p. 256, U4: p. 260, U4: p. 261                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| TEKS 3.2.A.ii  | decoding multisyllabic words with closed syllables; open syllables; VCe syllables, vowel teams; including digraphs and diphthongs; r-controlled syllables; and final stable syllables | U4: p. 5, U4: p. 8, U4: p. 9, U4: p. 12, U4: p. 18, U4: p. 21, U4: p. 25, U4: p. 30, U4: p. 33, U4: p. 34, U4: p. 38, U4: p. 43, U4: p. 46, U4: p. 50, U4: p. 55, U4: p. 58, U4: p. 61, U4: p. 68, U4: p. 71, U4: p. 76, U4: p. 82, U4: p. 85, U4: p. 86, U4: p. 90, U4: p. 95, U4: p. 98, U4: p. 99, U4: p. 102, U4: p. 107, U4: p. 110, U4: p. 115, U4: p. 120, U4: p. 123, U4: p. 126, U4: p. 256, U4: p. 261, U4: p. 264                                                                                                                                                                                                                                                                  |
| TEKS 3.2.A.iii | decoding compound words, contractions, and abbreviations                                                                                                                              | U4: p. 133, U4: p. 136, U4: p. 142, U4: p. 148, U4: p. 152, U4: p. 153, U4: p. 158, U4: p. 163, U4: p. 166, U4: p. 167, U4: p. 171, U4: p. 188, U4: p. 191, U4: p. 195, U4: p. 256, U4: p. 264                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| TEKS 3.2.A.iv  | decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts                                                                          | U4: p. 5, U4: p. 9, U4: p. 12, U4: p. 18, U4: p. 21, U4: p. 25, U4: p. 30, U4: p. 34, U4: p. 38, U4: p. 43, U4: p. 46, U4: p. 50, U4: p. 55, U4: p. 58, U4: p. 61, U4: p. 68, U4: p. 71, U4: p. 76, U4: p. 82, U4: p. 86, U4: p. 90, U4: p. 95, U4: p. 99, U4: p. 102, U4: p. 107, U4: p. 110, U4: p. 115, U4: p. 120, U4: p. 123, U4: p. 126, U4: p. 133, U4: p. 136, U4: p. 148, U4: p. 153, U4: p. 158, U4: p. 163, U4: p. 167, U4: p. 171, U4: p. 176, U4: p. 180, U4: p. 183, U4: p. 188, U4: p. 191, U4: p. 195, U4: p. 202, U4: p. 206, U4: p. 210, U4: p. 216, U4: p. 221, U4: p. 224, U4: p. 229, U4: p. 233, U4: p. 237, U4: p. 242, U4: p. 245, U4: p. 250, U4: p. 256, U4: p. 261 |
| TEKS 3.2.A.v   | decoding words using knowledge of prefixes                                                                                                                                            | U4: p. 43, U4: p. 48, U4: p. 55, U4: p. 60, U4: p. 61, U4: p. 95, U4: p. 101, U4: p. 102, U4: p. 107, U4: p. 112, U4: p. 115, U4: p. 120, U4: p. 124, U4: p. 126, U4: p. 202, U4: p. 208, U4: p. 210, U4: p. 216, U4: p. 222, U4: p. 224, U4: p. 229, U4: p. 235, U4: p. 237, U4: p. 256, U4: p. 264                                                                                                                                                                                                                                                                                                                                                                                          |



## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

### Unit 4

### Correlation—Teacher’s Guide

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS 3.2.A.vi                                                                                                                                                                                                           | decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants                               | U4: p. 5, U4: p. 11, U4: p. 12, U4: p. 18, U4: p. 23, U4: p. 25, U4: p. 30, U4: p. 35, U4: p. 38, U4: p. 43, U4: p. 48, U4: p. 50, U4: p. 55, U4: p. 60, U4: p. 61, U4: p. 68, U4: p. 74, U4: p. 76, U4: p. 82, U4: p. 88, U4: p. 90, U4: p. 120, U4: p. 124, U4: p. 126, U4: p. 176, U4: p. 181, U4: p. 183, U4: p. 188, U4: p. 193, U4: p. 195, U4: p. 229, U4: p. 235, U4: p. 237, U4: p. 242, U4: p. 248, U4: p. 250, U4: p. 256, U4: p. 263, U4: p. 264                                  |
| TEKS 3.2.A.vii                                                                                                                                                                                                          | identifying and reading high-frequency words from a research-based list                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>(B) demonstrate and apply spelling knowledge by:</b>                                                                                                                                                                 |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| TEKS 3.2.B.i                                                                                                                                                                                                            | spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables | U4: p. 5, U4: p. 9, U4: p. 14, U4: p. 18, U4: p. 21, U4: p. 26, U4: p. 30, U4: p. 34, U4: p. 39, U4: p. 43, U4: p. 46, U4: p. 51, U4: p. 55, U4: p. 58, U4: p. 62, U4: p. 68, U4: p. 78, U4: p. 82, U4: p. 91, U4: p. 95, U4: p. 103, U4: p. 107, U4: p. 116, U4: p. 120, U4: p. 127, U4: p. 133, U4: p. 144, U4: p. 148, U4: p. 159, U4: p. 163, U4: p. 172, U4: p. 256, U4: p. 266                                                                                                          |
| TEKS 3.2.B.ii                                                                                                                                                                                                           | spelling homophones                                                                                                                                                                   | U4: p. 202, U4: p. 212, U4: p. 216, U4: p. 225                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| TEKS 3.2.B.iii                                                                                                                                                                                                          | spelling compound words, contractions, and abbreviations                                                                                                                              | U4: p. 133, U4: p. 136, U4: p. 144, U4: p. 148, U4: p. 153, U4: p. 159, U4: p. 163, U4: p. 167, U4: p. 172, U4: p. 188, U4: p. 191, U4: p. 196                                                                                                                                                                                                                                                                                                                                                |
| TEKS 3.2.B.iv                                                                                                                                                                                                           | spelling multisyllabic words with multiple sound-spelling patterns                                                                                                                    | U4: p. 176, U4: p. 184, U4: p. 188, U4: p. 196, U4: p. 202, U4: p. 212, U4: p. 216, U4: p. 225, U4: p. 229, U4: p. 238, U4: p. 242, U4: p. 251                                                                                                                                                                                                                                                                                                                                                |
| TEKS 3.2.B.v                                                                                                                                                                                                            | spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV                                                                                                      | U4: p. 5, U4: p. 9, U4: p. 14, U4: p. 18, U4: p. 21, U4: p. 26, U4: p. 30, U4: p. 34, U4: p. 39, U4: p. 43, U4: p. 46, U4: p. 51, U4: p. 55, U4: p. 58, U4: p. 62, U4: p. 68, U4: p. 71, U4: p. 78, U4: p. 82, U4: p. 86, U4: p. 91, U4: p. 95, U4: p. 99, U4: p. 103, U4: p. 107, U4: p. 110, U4: p. 116, U4: p. 120, U4: p. 123, U4: p. 127, U4: p. 133, U4: p. 136, U4: p. 148, U4: p. 153, U4: p. 163, U4: p. 167, U4: p. 176, U4: p. 180, U4: p. 188, U4: p. 191, U4: p. 256, U4: p. 266 |
| TEKS 3.2.B.vi                                                                                                                                                                                                           | spelling words using knowledge of prefixes                                                                                                                                            | U4: p. 43, U4: p. 48, U4: p. 55, U4: p. 60, U4: p. 95, U4: p. 101, U4: p. 107, U4: p. 112, U4: p. 120, U4: p. 124, U4: p. 202, U4: p. 208, U4: p. 216, U4: p. 222, U4: p. 229, U4: p. 235                                                                                                                                                                                                                                                                                                     |
| TEKS 3.2.B.vii                                                                                                                                                                                                          | spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants                               | U4: p. 5, U4: p. 11, U4: p. 14, U4: p. 18, U4: p. 23, U4: p. 26, U4: p. 30, U4: p. 35, U4: p. 39, U4: p. 43, U4: p. 48, U4: p. 51, U4: p. 55, U4: p. 60, U4: p. 62, U4: p. 68, U4: p. 74, U4: p. 78, U4: p. 82, U4: p. 88, U4: p. 91, U4: p. 120, U4: p. 124, U4: p. 176, U4: p. 181, U4: p. 188, U4: p. 193, U4: p. 229, U4: p. 235, U4: p. 242, U4: p. 248, U4: p. 256, U4: p. 263, U4: p. 266                                                                                              |
| TEKS 3.2.C                                                                                                                                                                                                              | alphabetize a series of words to the third letter                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| TEKS 3.2.D                                                                                                                                                                                                              | write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>(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:</b> |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| TEKS 3.3.A                                                                                                                                                                                                              | use print or digital resources to determine meaning, syllabication, and pronunciation                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| TEKS 3.3.B                                                                                                                                                                                                              | use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words                                                                      | U4: p. 133, U4: p. 142, U4: p. 163, U4: p. 171, U4: p. 176, U4: p. 183, U4: p. 188, U4: p. 195                                                                                                                                                                                                                                                                                                                                                                                                |

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3**

**Unit 4**

**Correlation—Teacher’s Guide**

|                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS 3.3.C                                                                                                                                                                                                                                                                                                  | identify the meaning of and use words with affixes such as <i>im-</i> (into), <i>non-</i> , <i>dis-</i> , <i>in-</i> (not, non), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-ful</i> | U4: p. 5, U4: p. 11, U4: p. 18, U4: p. 23, U4: p. 30, U4: p. 35, U4: p. 43, U4: p. 48, U4: p. 55, U4: p. 60, U4: p. 68, U4: p. 74, U4: p. 82, U4: p. 88, U4: p. 95, U4: p. 101, U4: p. 107, U4: p. 112, U4: p. 120, U4: p. 124, U4: p. 133, U4: p. 138, U4: p. 148, U4: p. 155, U4: p. 163, U4: p. 170, U4: p. 176, U4: p. 181, U4: p. 183, U4: p. 188, U4: p. 193, U4: p. 195, U4: p. 202, U4: p. 208, U4: p. 216, U4: p. 222, U4: p. 229, U4: p. 235, U4: p. 242, U4: p. 248, U4: p. 256, U4: p. 263, U4: p. 264 |
| TEKS 3.3.D                                                                                                                                                                                                                                                                                                  | identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text                                                                                | U4: p. 5, U4: p. 12, U4: p. 18, U4: p. 25, U4: p. 30, U4: p. 38, U4: p. 43, U4: p. 50, U4: p. 55, U4: p. 61, U4: p. 68, U4: p. 76, U4: p. 82, U4: p. 90, U4: p. 95, U4: p. 102, U4: p. 107, U4: p. 115, U4: p. 120, U4: p. 126, U4: p. 202, U4: p. 206, U4: p. 210, U4: p. 216, U4: p. 221, U4: p. 224, U4: p. 229, U4: p. 233, U4: p. 237, U4: p. 242, U4: p. 245, U4: p. 250, U4: p. 256, U4: p. 261, U4: p. 264                                                                                                 |
| (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 3.4                                                                                                                                                                                                                                                                                                    | use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text                                                                                                       | U4: p. 5, U4: p. 12, U4: p. 18, U4: p. 25, U4: p. 30, U4: p. 38, U4: p. 43, U4: p. 50, U4: p. 68, U4: p. 76, U4: p. 82, U4: p. 90, U4: p. 95, U4: p. 102, U4: p. 107, U4: p. 115, U4: p. 133, U4: p. 142, U4: p. 148, U4: p. 158, U4: p. 163, U4: p. 171, U4: p. 176, U4: p. 183, U4: p. 202, U4: p. 210, U4: p. 216, U4: p. 224, U4: p. 229, U4: p. 237, U4: p. 242, U4: p. 250                                                                                                                                   |
| (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.         |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 3.5                                                                                                                                                                                                                                                                                                    | self-select text and read independently for a sustained period of time                                                                                                                    | U4: p. 55, U4: p. 61, U4: p. 120, U4: p. 126, U4: p. 188, U4: p. 195, U4: p. 256, U4: p. 264                                                                                                                                                                                                                                                                                                                                                                                                                       |
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:                                                               |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 3.6.A                                                                                                                                                                                                                                                                                                  | establish purpose for reading assigned and self-selected texts                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 3.6.B                                                                                                                                                                                                                                                                                                  | generate questions about text before, during, and after reading to deepen understanding and gain information                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 3.6.C                                                                                                                                                                                                                                                                                                  | make and correct or confirm predictions using text features, characteristics of genre, and structures                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 3.6.D                                                                                                                                                                                                                                                                                                  | create mental images to deepen understanding                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 3.6.E                                                                                                                                                                                                                                                                                                  | make connections to personal experiences, ideas in other texts, and society                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 3.6.F                                                                                                                                                                                                                                                                                                  | make inferences and use evidence to support understanding                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 3.6.G                                                                                                                                                                                                                                                                                                  | evaluate details read to determine key ideas                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 3.6.H                                                                                                                                                                                                                                                                                                  | synthesize information to create new understanding                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 3.6.I                                                                                                                                                                                                                                                                                                  | monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| (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:                                                                          |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

### Unit 4

### Correlation—Teacher’s Guide

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| TEKS 3.7.A                                                                                                                                                                                                                                                                                                                            | describe personal connections to a variety of sources including self-selected texts                                                                    |  |
| TEKS 3.7.B                                                                                                                                                                                                                                                                                                                            | write a response to a literary or informational text that demonstrates an understanding of a text                                                      |  |
| TEKS 3.7.C                                                                                                                                                                                                                                                                                                                            | use text evidence to support an appropriate response                                                                                                   |  |
| TEKS 3.7.D                                                                                                                                                                                                                                                                                                                            | retell and paraphrase texts in ways that maintain meaning and logical order                                                                            |  |
| TEKS 3.7.E                                                                                                                                                                                                                                                                                                                            | interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating                                                  |  |
| TEKS 3.7.F                                                                                                                                                                                                                                                                                                                            | respond using newly acquired vocabulary as appropriate                                                                                                 |  |
| TEKS 3.7.G                                                                                                                                                                                                                                                                                                                            | discuss specific ideas in the text that are important to the meaning                                                                                   |  |
| <p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>                    |                                                                                                                                                        |  |
| TEKS 3.8.A                                                                                                                                                                                                                                                                                                                            | infer the theme of a work, distinguishing theme from topic                                                                                             |  |
| TEKS 3.8.B                                                                                                                                                                                                                                                                                                                            | explain the relationships among the major and minor characters                                                                                         |  |
| TEKS 3.8.C                                                                                                                                                                                                                                                                                                                            | analyze plot elements, including the sequence of events, the conflict, and the resolution                                                              |  |
| TEKS 3.8.D                                                                                                                                                                                                                                                                                                                            | explain the influence of the setting on the plot                                                                                                       |  |
| <p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> |                                                                                                                                                        |  |
| TEKS 3.9.A                                                                                                                                                                                                                                                                                                                            | demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths |  |
| TEKS 3.9.B                                                                                                                                                                                                                                                                                                                            | explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems                                                     |  |
| TEKS 3.9.C                                                                                                                                                                                                                                                                                                                            | discuss the elements in drama such as characters, dialogue, setting, and acts                                                                          |  |
| <p>(D) recognize characteristics and structures of informational text, including:</p>                                                                                                                                                                                                                                                 |                                                                                                                                                        |  |
| TEKS 3.9.D.i                                                                                                                                                                                                                                                                                                                          | the central idea with supporting evidence                                                                                                              |  |
| TEKS 3.9.D.ii                                                                                                                                                                                                                                                                                                                         | features such as sections, tables, graphs, timelines, bullets, numbers, bold and italicized font to support understanding                              |  |
| TEKS 3.9.D.iii                                                                                                                                                                                                                                                                                                                        | organizational patterns such as cause and effect and problem and solution                                                                              |  |
| <p>(E) recognize characteristics and structures of argumentative text by:</p>                                                                                                                                                                                                                                                         |                                                                                                                                                        |  |
| TEKS 3.9.E.i                                                                                                                                                                                                                                                                                                                          | identifying the claim                                                                                                                                  |  |
| TEKS 3.9.E.ii                                                                                                                                                                                                                                                                                                                         | distinguishing facts from opinion                                                                                                                      |  |
| TEKS 3.9.E.iii                                                                                                                                                                                                                                                                                                                        | identifying the intended audience or reader                                                                                                            |  |
| TEKS 3.9.F                                                                                                                                                                                                                                                                                                                            | recognize characteristics of multimodal and digital texts                                                                                              |  |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

### Unit 4

### Correlation—Teacher’s Guide

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| (10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to: |                                                                                                                                                                   |  |
| TEKS 3.10.A                                                                                                                                                                                                                                                                                                                                                                                                   | explain the author’s purpose and message within a text                                                                                                            |  |
| TEKS 3.10.B                                                                                                                                                                                                                                                                                                                                                                                                   | explain how the use of text structure contributes to the author’s purpose                                                                                         |  |
| TEKS 3.10.C                                                                                                                                                                                                                                                                                                                                                                                                   | explain the author’s use of print and graphic features to achieve specific purposes                                                                               |  |
| TEKS 3.10.D                                                                                                                                                                                                                                                                                                                                                                                                   | describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes       |  |
| TEKS 3.10.E                                                                                                                                                                                                                                                                                                                                                                                                   | identify the use of literary devices, including first- or third-person point of view                                                                              |  |
| TEKS 3.10.F                                                                                                                                                                                                                                                                                                                                                                                                   | discuss how the author’s use of language contributes to voice                                                                                                     |  |
| TEKS 3.10.G                                                                                                                                                                                                                                                                                                                                                                                                   | identify and explain the use of hyperbole                                                                                                                         |  |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:                                                                                                                                         |                                                                                                                                                                   |  |
| TEKS 3.11.A                                                                                                                                                                                                                                                                                                                                                                                                   | plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping |  |
| (B) develop drafts into a focused, structured, and coherent piece of writing by:                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                   |  |
| TEKS 3.11.B.i                                                                                                                                                                                                                                                                                                                                                                                                 | organizing with purposeful structure including an introduction and conclusion                                                                                     |  |
| TEKS 3.11.B.ii                                                                                                                                                                                                                                                                                                                                                                                                | developing an engaging idea with relevant details                                                                                                                 |  |
| TEKS 3.11.C                                                                                                                                                                                                                                                                                                                                                                                                   | revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity                       |  |
| (D) edit drafts using standard English conventions, including:                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                   |  |
| TEKS 3.11.D                                                                                                                                                                                                                                                                                                                                                                                                   | edit drafts using standard English conventions                                                                                                                    |  |
| TEKS 3.11.D.i                                                                                                                                                                                                                                                                                                                                                                                                 | complete simple and compound sentences with subject-verb agreement                                                                                                |  |
| TEKS 3.11.D.ii                                                                                                                                                                                                                                                                                                                                                                                                | past, present, and future verb tense                                                                                                                              |  |
| TEKS 3.11.D.iii                                                                                                                                                                                                                                                                                                                                                                                               | singular, plural, common, and proper nouns                                                                                                                        |  |
| TEKS 3.11.D.iv                                                                                                                                                                                                                                                                                                                                                                                                | adjectives, including their comparative and superlative forms                                                                                                     |  |
| TEKS 3.11.D.v                                                                                                                                                                                                                                                                                                                                                                                                 | adverbs that convey time and adverbs that convey manner                                                                                                           |  |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

### Unit 4

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| TEKS 3.11.D.vi                                                                                                                                                                                                                                      | prepositions and prepositional phrases                                                                                                                          |  |
| TEKS 3.11.D.vii                                                                                                                                                                                                                                     | pronouns, including subjective, objective, and possessive cases                                                                                                 |  |
| TEKS 3.11.D.viii                                                                                                                                                                                                                                    | coordinating conjunctions to form compound subjects, predicates, and sentences                                                                                  |  |
| TEKS 3.11.D.ix                                                                                                                                                                                                                                      | capitalization of official titles of people, holidays, and geographical names and places                                                                        |  |
| TEKS 3.11.D.x                                                                                                                                                                                                                                       | punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series                                  |  |
| TEKS 3.11.D.xi                                                                                                                                                                                                                                      | correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words                                                       |  |
| TEKS 3.11.E                                                                                                                                                                                                                                         | publish written work for appropriate audiences                                                                                                                  |  |
| <p>(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:</p>               |                                                                                                                                                                 |  |
| TEKS 3.12.A                                                                                                                                                                                                                                         | compose literary texts, including personal narratives and poetry, using genre characteristics and craft                                                         |  |
| TEKS 3.12.B                                                                                                                                                                                                                                         | compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft |  |
| TEKS 3.12.C                                                                                                                                                                                                                                         | compose argumentative texts, including opinion essays, using genre characteristics and craft                                                                    |  |
| TEKS 3.12.D                                                                                                                                                                                                                                         | compose correspondence such as thank you notes or letters                                                                                                       |  |
| <p>(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:</p> |                                                                                                                                                                 |  |
| TEKS 3.13.A                                                                                                                                                                                                                                         | generate questions on a topic for formal and informal inquiry                                                                                                   |  |
| TEKS 3.13.B                                                                                                                                                                                                                                         | develop and follow a research plan with adult assistance                                                                                                        |  |
| TEKS 3.13.C                                                                                                                                                                                                                                         | identify and gather relevant information from a variety of sources                                                                                              |  |
| TEKS 3.13.D                                                                                                                                                                                                                                         | identify primary and secondary sources                                                                                                                          |  |
| TEKS 3.13.E                                                                                                                                                                                                                                         | demonstrate understanding of information gathered                                                                                                               |  |
| TEKS 3.13.F                                                                                                                                                                                                                                         | recognize the difference between paraphrasing and plagiarism when using source materials                                                                        |  |
| TEKS 3.13.G                                                                                                                                                                                                                                         | create a works cited page                                                                                                                                       |  |
| TEKS 3.13.H                                                                                                                                                                                                                                         | use an appropriate mode of delivery, whether written, oral, or multimodal, to present results                                                                   |  |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

### Unit 4

### Correlation—Teacher’s Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

|          |                                                                                                                                                                                                                                |                                                         |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| ELPS 1.A | use prior knowledge and experiences to understand meanings in English                                                                                                                                                          | U4: p. 136                                              |
| 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                                                              | U4: p. 35, U4: p. 48, U4: p. 60, U4: p. 194, U4: p. 245 |
| 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                                                           | U4: p. 101, U4: p. 235, U4: p. 262                      |
| ELPS 1.F | use accessible language and learn new and essential language in the process                                                                                                                                                    | U4: p. 207                                              |
| ELPS 1.G | demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations                                   |                                                         |
| ELPS 1.H | develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations |                                                         |

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

|          |                                                                                                                                                   |                                                          |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| ELPS 2.A | distinguish sounds and intonation patterns of English with increasing ease                                                                        | U4: p. 71, U4: p. 86, U4: p. 111, U4: p. 123, U4: p. 220 |
| 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 | U4: p. 71, U4: p. 86, U4: p. 111, U4: p. 123, U4: p. 220 |
| ELPS 2.C | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions                 | U4: p. 71, U4: p. 86, U4: p. 136, U4: p. 181             |
| ELPS 2.D | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed                           |                                                          |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

| <b>Unit 4</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                  | <b>Correlation—Teacher’s Guide</b>                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| ELPS 2.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language                                                                                                                                                                                                       | U4: p. 123                                                         |
| ELPS 2.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment                                                                                                                                                                                           |                                                                    |
| ELPS 2.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar                                                                                                                                                                 |                                                                    |
| ELPS 2.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations                                                                                                                                                                                                            |                                                                    |
| ELPS 2.I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs                                                                   |                                                                    |
| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p> |                                                                                                                                                                                                                                                                                                                                                  |                                                                    |
| ELPS 3.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible                                                                                                                                          | U4: p. 8, U4: p. 71, U4: p. 86, U4: p. 160, U4: p. 171, U4: p. 220 |
| ELPS 3.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication |                                                                    |
| ELPS 3.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired                                                                                                                                                                            |                                                                    |
| ELPS 3.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency                                                                                                                                                                                                              |                                                                    |
| ELPS 3.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | share information in cooperative learning interactions                                                                                                                                                                                                                                                                                           |                                                                    |
| ELPS 3.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments                                       |                                                                    |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

### Unit 4

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| ELPS 3.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics                                                                                            |                                                                                                                                           |
| ELPS 3.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | narrate, describe, and explain with increasing specificity and detail as more English is acquired                                                                                                                                                                                                |                                                                                                                                           |
| ELPS 3.I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | adapt spoken language appropriately for formal and informal purposes                                                                                                                                                                                                                             |                                                                                                                                           |
| ELPS 3.J                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment                                                                                                                                   |                                                                                                                                           |
| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For Kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> |                                                                                                                                                                                                                                                                                                  |                                                                                                                                           |
| ELPS 4.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words                                                        | U4: p. 24, U4: p. 25, U4: p. 50, U4: p. 62, U4: p. 90, U4: p. 115, U4: p. 127, U4: p. 156, U4: p. 183, U4: p. 224, U4: p. 251, U4: p. 265 |
| ELPS 4.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | recognize directionality of English reading such as left to right and top to bottom                                                                                                                                                                                                              |                                                                                                                                           |
| ELPS 4.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials                                                                                                                   |                                                                                                                                           |
| ELPS 4.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text                                                                                                               |                                                                                                                                           |
| ELPS 4.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned                                                                                                                                                           |                                                                                                                                           |
| ELPS 4.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language      |                                                                                                                                           |
| ELPS 4.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs                                                                  | U4: p. 13, U4: p. 77, U4: p. 143, U4: p. 196, U4: p. 211                                                                                  |
| 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 | U4: p. 13, U4: p. 39, U4: p. 103, U4: p. 143, U4: p. 172, U4: p. 196, U4: p. 237                                                          |



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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        |  |
| ELPS 4.K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs                                                                              |  |
| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For Kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> |                                                                                                                                                                                                                                                                                                      |  |
| ELPS 5.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | learn relationships between sounds and letters of the English language to represent sounds when writing in English                                                                                                                                                                                   |  |
| ELPS 5.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | write using newly acquired basic vocabulary and content-based grade-level vocabulary                                                                                                                                                                                                                 |  |
| ELPS 5.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired                                                                                                                                           |  |
| ELPS 5.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired                                                                                                 |  |
| ELPS 5.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly |  |
| ELPS 5.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired                                                                                                     |  |
| ELPS 5.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired                                                                                                                                                              |  |

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ISBN 9798891808645



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