

3

Grade 2

Skills 3 | Teacher Guide

Grade 2

Skills 3

Teacher Guide

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Introduction

UNIT 3 OVERVIEW

This unit is devoted to introducing spelling alternatives for vowel sounds. Vowel sounds and their spellings are the most challenging part of the English writing system. There are only two vowel sounds that are almost always spelled one way. One is /a/, which is almost always spelled 'a' as in *at*. The other is /ar/, which is almost always spelled 'ar' as in *car*. The other sixteen vowel sounds have at least one significant spelling alternative. Several of them have many spelling alternatives.

Vowel Spellings and Sounds

The sounds and spellings taught in this unit are:

- /ae/ spelled 'a_e' (*cake*), 'a' (*paper*), 'ai' (*wait*), 'ay' (*day*)
- /oe/ spelled 'o_e' (*home*), 'o' (*open*), 'oa' (*boat*), 'oe' (*toe*)
- /ie/ spelled 'i_e' (*bite*), 'i' (*biting*), 'ie' (*tie*)
- /ue/ spelled 'ue' (*cue*), 'u_e' (*cute*), 'u' (*unit*)
- /aw/ spelled 'aw' (*paw*), 'au' (*Paul*), 'augh' (*caught*)

Each sound is given a multiday treatment. On the first day you will do a board sort to preview the spellings for the sound. You will also set up a Spelling Tree—a graphic organizer that allows you to sort words by spelling—adding new words over a period of several lessons. You will update this Spelling Tree as students are formally introduced to the spelling alternatives for the sound and perform a series of word sorts.

Tricky Spellings

Some of the spellings introduced in this unit are “shared” between two sounds. For example, the spelling 'o' is introduced as a spelling alternative for the /oe/ sound, as in *open*. However, students should already know that 'o' is the basic code spelling for the /o/ sound as in *hot*. We can say this spelling is shared between /o/ and /oe/. Or, we can say it is ambiguous because it can stand for either /o/ or /oe/. Because this spelling can stand for more than one sound, it is called a tricky spelling. Tricky spellings pose a problem for the reader. When a reader comes across an unfamiliar word containing the 'o' spelling, he or she may need to try pronouncing the tricky spelling in different ways to determine the actual pronunciation of the word.

The following tricky spellings are taught in this unit:

- 'o' can be pronounced /o/ (*hop*) or /oe/ (*open*)
- 'a' can be pronounced /a/ (*hat*) or /ae/ (*paper*)

- 'i' can be pronounced /i/ (*it*) or /ie/ (*biting*)
- 'u' can be pronounced /u/ (*but*) or /ue/ (*unit*)

Tricky Words

A set of Tricky Words is reviewed in Lesson 1. From this point on, Tricky Words are introduced on an as-needed basis.

The following Tricky Word is introduced in the Reader and should be pretaught before the story is assigned:

- Pausing Point: “The Math Contest”: *minute*

When introducing this word, be sure to draw attention to the parts read (and spelled) just as students would expect based on what they have learned so far. Also, identify the tricky parts of the word.

As you introduce new spelling patterns, you will notice some words previously introduced as Tricky Words include the newly taught spelling patterns and no longer need to be classified as Tricky Words. For example, once you have taught 'o' as a spelling alternative for /oe/, the words *no* and *so* no longer need to be treated as Tricky Words. They can be described as members of a larger spelling pattern including words like *go* and *most*. As spelling patterns are introduced, the corresponding words should be removed from the Tricky Word Wall.

Decodable Reader: *Kids Excel*

The Reader for this unit is *Kids Excel*. This fictional Reader consists of profiles of kids who excel at various activities—spelling, swimming, playing soccer, jumping rope, splashing, math, rock skipping. Each profile progresses across several selections.

Close Reading

At the Grade 2 reading level, the focus is on text-dependent questions and close reading. Once again in this unit, direction is included for teachers to utilize a close reading approach with several stories from the Reader. These lessons are carefully crafted to focus students on the text itself and precisely what meanings can be derived from close examination of said text.

Additionally, you will note that wherever these lessons occur (Lessons 4, 8, 11, 19, and 20 of this unit), the commitment to placement of decodable text in the Reader and Activity Book does not waiver. Close reading lessons will intensify as the units progress. You will find the close reading lessons occurring about once a week. Please note: For some weeks where writing or assessment are the focus, there may not be sufficient time available to conduct a close reading lesson.

Grammar

The grammar lessons for Unit 3 have students continuing to focus on capitalization, quotation marks, and ending punctuation. In addition, Unit 3 focuses on common and proper nouns, antonyms and synonyms, and verbs.

- Throughout the unit, students may also practice decoding and spelling abbreviations used in titles, addresses, and dates.
- Tell students that using the word *mister* or *missus* before a person's name is usually a way of showing respect. Explain that when we abbreviate these words to go before a person's name, we write it *Mr.* and *Mrs.* Write these on the board and have students say *mister* and *missus* with you.
- Explain that *Mrs.* is used before the name of a married woman, and *Ms.* (an abbreviation for *miss*) is used before the name of a girl or an unmarried woman. Tell students that *Ms.* can also be used if they aren't sure whether a woman is married or not.
- On their own paper, have students write the title and name of an adult they respect.
- Explain that we also use abbreviations for parts of addresses, such as *street*, *place*, *boulevard*, *drive*, and so on. Write the abbreviation for each on the board.
- Have students write their address using the abbreviated forms you provided. Remind students that we capitalize the first letter of these abbreviations when they are part of a proper noun. (e.g., *Park Ave.*)
- Finally, explain that abbreviations can also be used for months of the year and days of the week. Write *Monday*, *Mon.*, *January*, and *Jan.* on the board.
- Have students write today's date, including the day of the week, on their own paper. (e.g., *Fri., Nov. 11, 2022*) **TEKS 2.2.B.iv; TEKS 2.2.C.iii**

Spelling

Weekly spelling lists and assessments continue in this unit. The spelling lists continue to be made up of words with previously taught letter-sound correspondences.

During writing activities, students will have an opportunity to practice correctly spelling high-frequency words and multisyllabic words with sound-spellings they have learned. Refer to the scope and sequence as needed to determine if the sound-spelling has been previously taught, and focus on those words in their when reviewing their writing. Many writing assignments also use an editing checklist, so students should be checking their spelling before submitting their assignment.

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

- For the Dictation Journal, you can either have students use a journal they use for other writing activities or you may wish to create a small dictation journal for each student. Stapling five pieces of paper together is all you will need for each journal. (1) **TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.iv**

TEKS 2.2.B.iii 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; (iv) decoding compound words, contractions, and common abbreviations; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable 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 common abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

Writing

In Unit 3, students will practice writing their own personal narrative. Mr. Mowse makes another appearance in this unit to help students practice editing.

At this point, students have learned one way to write every sound in English except for the very rare /zh/ as in *treasure*. (They should also know a number of spelling alternatives for consonant sounds.) They should therefore be able to write a plausible, if not dictionary-correct, spelling for any word in their oral vocabulary. As the year goes on they will learn more and more of the spelling alternatives they will need to achieve dictionary-correct spelling. However, it will take some time for most students to begin to spell with a high level of accuracy, particularly when it comes to spelling vowel sounds.

Spelling achievement will generally trail reading achievement. Students must first be introduced to the spelling alternatives and learn to decode them while reading. Then, after a certain amount of exposure to the spellings in written words, students will begin to select the correct spelling in their own writing. Some students move fairly rapidly from seeing spelling alternatives in print and completing word sorts to using the correct spellings in their writing. Others take much longer to master conventional spelling. It is not unusual for this to take several years and it is not surprising given the complicated nature of the sound/spelling correspondence system of the English language. Nevertheless, the orderly, systematic way in which the spelling code is taught in this program should lead to noticeable improvements in spelling ability.

Remember to collect student writing for their portfolios. Most students enjoy looking back at their writing from time to time throughout the year to see how much they have grown as writers.

UNIT 3 ASSESSMENT

Formative Assessments and Additional Support

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

An analysis of students’ performance on weekly spelling assessments may also be a valuable tool in gaining insight into specific gaps in code knowledge for individual students. You are encouraged to use the spelling analysis tool provided with each assessment to summarize data about the types of errors students make.

You will also be prompted to listen to students read orally, making notes on the Anecdotal Reading Record, as well as collect data on students’ responses to story discussion questions. In addition, you will be prompted to collect specific activity pages to monitor progress on the spelling alternatives and tricky spellings taught in this unit.

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

Student Performance Assessments

You will be prompted to administer a midpoint Dictation Decoding Assessment in Lesson 15. Students will be asked to look at several words on the designated activity page and then circle the written word that matches the spoken word you say. The target words include the vowel sound/spellings taught in this unit thus far; distractors have been intentionally selected because they represent frequent sound/spelling confusions. Student performance on this assessment is a good indicator of whether students have mastered the new sound/spellings taught thus far. A multipart end-of-unit Student Performance Assessment occurs in Lesson 25, which includes another Dictation Decoding Assessment. Students will also be asked to independently read a new story in *Kids Excel* silently and then answer written comprehension questions about the selection. Finally, the Grammar Assessment evaluates students' understanding of common and proper nouns, verbs, and the correct formation of plurals.

PAUSING POINT

An extensive listing of additional activities to teach and practice the Unit 3 skills can be found in Pausing Point section included at the end of the last lesson. It is strongly recommended that you pause for 4 or 5 days and provide targeted remediation for individual or groups of students in any areas in which they performed poorly on the end-of-unit assessment.

FLUENCY PACKET

A separate component, the *Fluency Packet*, is available on the program's digital components site. This component has been designed to complement the unit. In it you will find a poem, an informational piece titled "Did You Know?", a Reader's Theater, a realistic fiction selection, and a science or social studies selection. See the directions in the *Fluency Packet* for further guidance.

APPENDIX

This unit again includes the resource Using Chunking to Decode Multisyllable Words for your reference.

TEACHER RESOURCES

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

- Spelling Tree Leaf Template and Odd Duck Template
- Spelling Alternatives Observation Record (/ae/, /oe/)
- Spelling Alternatives Observation Record (/ie/, /ue/)
- Discussion Questions Observation Record

- Anecdotal Reading Record
- Spelling Analysis Directions and Spelling Analysis charts (Lessons 5, 10, 15, and 20)
- Mid-Point Word Recognition Assessment Analysis
- Sunshine the Mule Game Board and Cards
- The Writing Process graphic
- The Five Ws graphic
- Mr. Mowse’s Planning Template
- Mr. Mowse’s Draft
- Optional Fluency Assessment—“The Slug Trainer”
- W.C.P.M. Calculation Sheet
- Word Recognition Assessment Record Sheet
- Reading Comprehension Assessment Record Sheet
- Grammar Assessment Record Sheet
- Additional Support Activity Pages
- Activity Book Answer Key
- Appendix: Using Chunking to Decode Multisyllable Words

ADDITIONAL MATERIALS NEEDED IN UNIT 3

Some additional materials (most typically available in Grade 2 classrooms) are needed for specific lessons of Unit 3. These materials are always listed in the Lesson at a Glance chart at the beginning of each lesson. For your convenience, a complete list of these additional materials is included here. The number in parentheses indicates the first lesson in which the materials are used:

- brown, green, and yellow paper, scissors, marker, and tape for Spelling Trees (1)
- unruled 4" x 6" or 5" x 7" yellow index cards (1)
- thin-tipped green markers for each student (2)
- unruled 4" x 6" or 5" x 7" white index cards (5)
- chart paper (21)
- digital components: Throughout this unit and others, whenever the lesson suggests you model the completion of an activity page or prepare a chart to display, you may use the digital version provided on the program’s digital components site.

SPELLING ALTERNATIVES

The /ae/ Sound and Its Spellings

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally provide six to eight words containing the /a/ sound, and will work as a class to produce words with the following sound/spellings: /ae/ > 'a_e',

✦ 'a', 'ai', and 'ay'. **TEKS 2.2.A.ii; TEKS 2.2.B.iii**

Students will sort words with the /a/ sound/spellings and words with /ae/ sound/

✦ spellings on the class Spelling Trees. **TEKS 2.2.B.iii**

Students will read and review at least twenty previously taught Tricky Words.

✦ **TEKS 2.2.B.iii; TEKS 2.2.B.vii**

Reading

Students will read "A Letter from the Publisher" with purpose and understanding and will answer oral literal and inferential questions about key details in the text.

✦ **TEKS 2.1.A; TEKS 2.6.A**

Language

Students will practice spelling words with /er/ > 'er', /or/ > 'or', /ar/ > 'ar', and the

✦ Tricky Word *some*. **TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.iv**

FORMATIVE ASSESSMENT

Observation

Spelling Alternatives /ae/ and /a/

✦ **TEKS 2.2.B.iii**

Observation

Discussion Questions "A Letter from the Publisher"

✦ **TEKS 2.1.A**

✦ **TEKS 2.2.A.ii** Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

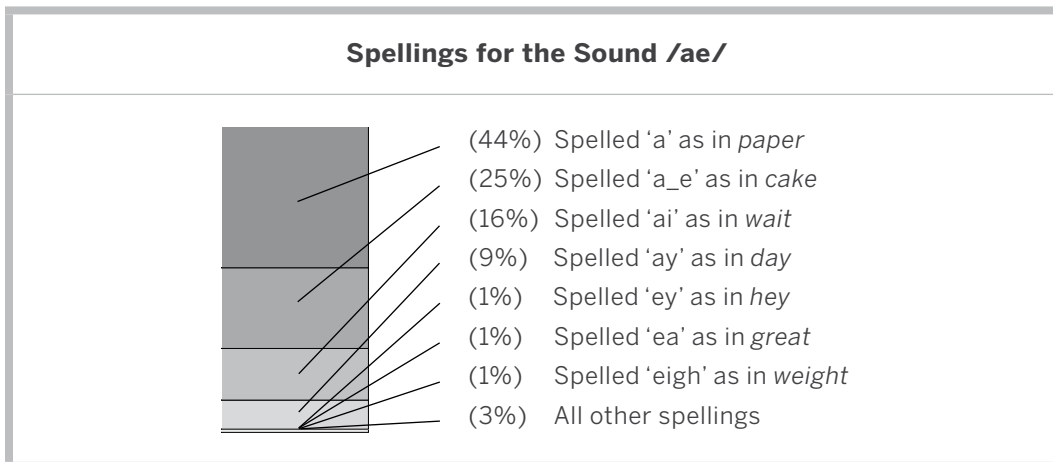
LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Board Sort /ae/ > 'a', 'ai', and 'ay' (Phonics)	Whole Group	10 min.	
Spelling Trees /ae/ and /a/ (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Spelling Tree templates <input type="checkbox"/> brown, green, and yellow paper <input type="checkbox"/> marker <input type="checkbox"/> tape <input type="checkbox"/> blank spelling leaves and odd ducks
Word Baseball (Word Recognition)	Whole Group	10 min.	<input type="checkbox"/> yellow index cards <input type="checkbox"/> Baseball Diamond (Digital Components)
Reading			
Introduce the Reader and the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Kids Excel</i> <input type="checkbox"/> magazines <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "A Letter from the Publisher"	Whole Group	10 min.	<input type="checkbox"/> <i>Kids Excel</i>
Language (Spelling)			
Introduce Spelling Words	Whole Group	5 min.	<input type="checkbox"/> Activity Page 1.1
Take-Home Material			
Spelling Words; "A Letter from the Publisher"			<input type="checkbox"/> Activity Pages 1.1–1.3

ADVANCE PREPARATION

Note to Teacher

Over the next several lessons, you will teach spelling alternatives for the /ae/ sound. The spellings include the basic code spelling 'a_e' as in *cake* and the spelling alternatives 'a' as in *paper*, 'ai' as in *wait*, and 'ay' as in *day*. The chart shows you which of these spellings are most common for this sound. Students should already know the basic code spelling 'a_e' as in *cake*. Some of them may also be familiar with the spellings 'ay', 'ai', and 'a'.



Here are some patterns for your information:

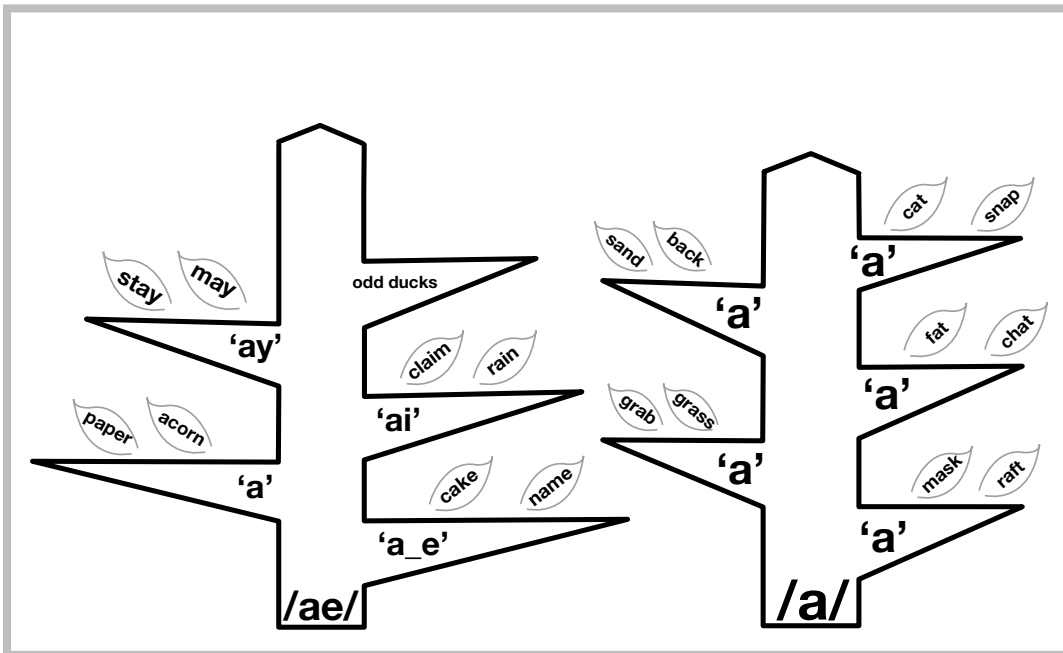
- The 'a_e' separated digraph spelling is never used for the final sound in a word or syllable; there is always a consonant sound that follows /ae/, and the spelling for that consonant sound is inserted between the 'a' and the 'e' (*ape*, *rate*, *make*).
- Many 'a_e' words change to words spelled with only 'a' when a suffix is added (e.g., *name* > *naming* and *bake* > *baking*). The 'e' is dropped when a suffix beginning with a vowel sound is added.
- The 'a' spelling is actually more common than the basic code spelling 'a_e'. However, it was not chosen as the basic code spelling for two reasons: 1. 'a' is the basic code spelling for /a/ as in *cat*, and 2. 'a' > /ae/ is rare in one-syllable words of the sort used in beginning reading materials (*strange*, *waste*); it is primarily found in multisyllable words (*naming*, *paper*, *April*).
- 'ai' is generally used in the initial position of a syllable (*aim*, *aid*) or the medial position of a syllable (*pail*, *paint*) and is almost always followed by a consonant spelling. It is rarely used in the final position of a syllable.
- 'ay' is generally used in the final position of a syllable (*say*, *pay*); it is rarely found in the initial position or the medial position of a syllable.

- The spellings **'ey'**, **'ea'**, and **'eigh'** are included in the Spellings for the Sound /ae/ graph, but they are not taught in Unit 3.

Foundational Skills

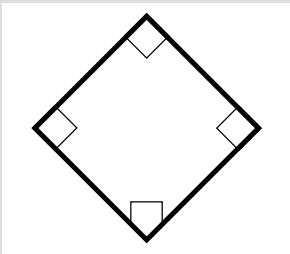
- Over the course of this unit, you will be asked to make and display nine Spelling Trees. If wall space for display is limited, you may decide instead to use a chart tablet to create all of your Spelling Trees during the year. Dedicate the chart pad to Spelling Trees so you and students can use the pad as a quick reference. Draw only one tree per page.
- In this lesson you will be asked to create two Spelling Trees: one for the short vowel /a/ sound and its spelling 'a' and one for the long vowel /ae/ sound and its four spellings ('a_e', 'a', 'ai', and 'ay') introduced in this unit. You should have the tree assembled and ready to be displayed before you begin the exercise. For best results, try to make the tree at least 24" x 18", preferably a good deal larger.
- Make each trunk of the Spelling Trees out of brown construction paper or draw the trunk on white chart paper. Each tree for this lesson should have five branches forking off from the central trunk. The branches vary in length and correlate with the power bar on the Spelling Cards. For example, the 'a' spelling is the most common spelling for the long vowel /ae/ sound, so its branch is the longest on the /ae/ Tree. The shortest branch on the tree is on the top for odd ducks; see explanation below.
- For the /ae/ Tree, use four branches for the more common spellings ('a_e', 'a', 'ai', and 'ay'), and one branch at the top for odd ducks. Odd ducks are words having the /ae/ sound spelled in a way not explicitly taught in this unit. The /a/ Tree should have five branches of the same length, all for words with /a/.
- Label five of the branches on the /a/ Tree 'a'. The branches should all be the same length.
- Make multiple copies on green paper of the leaf template found in Teacher Resources at the back of this volume. The leaves should be big enough to write words on, small enough so you can fit at least twenty-five to thirty words on the Spelling Tree, but not so small that the words are unreadable when mounted on the wall. The leaves are for words that contain one of the spelling patterns.
- Write /ae/ words such as *same, lake, baking, paper, rain, wait, day, say* on the leaves. Also write these /a/ words on leaves: *back, sand, grass, grab, snap, chat, raft, and mask*.

- On yellow paper, make multiple copies of the odd duck template found in Teacher Resources at the back of this volume. For /ae/, the odd ducks include 'eigh' as in *eight*, 'ey' as in *hey*, 'ea' as in *great*, 'ei' as in *vein*, 'e' as in *José*, 'ae' as in *sundae*, and 'et' as in *ballet*. You do not need to write any words in advance on the odd duck templates; just have these available during the lesson should students offer any odd duck spellings for the long vowel /ae/ sound.
- Completed Spelling Trees are shown here:



- Prepare the Spelling Alternatives Observation Record provided in Teacher Resources. Over the course of the unit, be sure to ask each student to decode words with each new sound/spelling.
- Choose twenty or more words from the following box and write them on separate index cards to use for Word Baseball.

1. and	12. do	23. look	34. see	45. were
2. a	13. from	24. my	35. so	46. when
3. are	14. have	25. must	36. tell	47. which
4. am	15. here	26. no	37. to	48. went
5. all	16. is	27. not	38. there	49. where
6. at	17. it	28. one	39. the	50. who
7. an	18. if	29. once	40. us	51. yes
8. by	19. I	30. off	41. was	52. you
9. but	20. in	31. pull	42. word	53. your
10. best	21. keep	32. said	43. what	
11. can	22. let	33. says	44. why	



➤ Digital Component 1.1

- Draw a baseball diamond (Digital Component 1.1) for Word Baseball on the board/chart paper, or use the digital version.

Reading

- Bring in examples of magazines from school and/or home for Introduce the Story.
- At the start of each week, prepare the Discussion Questions Observation Record provided in Teacher Resources. Over the course of the week, be sure to ask each student to respond to at least one discussion question. Make notes regarding each student's ability to respond in complete sentences and answer literal, inferential, and evaluative questions about characters, setting, and main events.

➤ Digital Component 1.2

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

Universal Access

Bring in pictures of a lake, someone baking, a paper, rain, sand, grass, a raft, and a mask to use for the Spelling Tree. You may also want to plan to act out or bring in an object to depict the words *day*, *back*, and *snap*.

Lesson 1: Spelling Alternatives

Foundational Skills



Primary Focus

Students will orally provide six to eight words containing the /a/ sound, and will work as a class to produce words with the following sound/spellings: /ae/ > 'a_e',

✦ 'a', 'ai', and 'ay'. **TEKS 2.2.A.ii; TEKS 2.2.B.iii**

Students will sort words with the /a/ sound/spellings and words with /ae/ sound/spellings on the class Spelling Trees. **TEKS 2.2.B.iii**

Students will read and review at least twenty previously taught Tricky Words.

✦ **TEKS 2.2.B.iii; TEKS 2.2.B.vii**

BOARD SORT /AE/ > 'A', 'AI', AND 'AY' (10 MIN.)

Note: As in Unit 2, Unit 3 focuses on vowel sounds. Students will learn many new vowel sounds and spellings, but today they will first review the basic code for the short vowel sound /a/.

- Write 'a' on the board/chart paper, and ask students what sound they would make if they saw this spelling. (/a/ as in cat)
- Ask students to share at least six to eight words containing the short vowel /a/ sound. Write the words on the board/chart paper and circle the 'a' in each word, reminding students the spelling 'a' represents the short vowel /a/ sound.
- Tell students today they will focus on the long vowel sound /ae/, as in *bake*. Have students say the sound /ae/.
- Remind students they have already learned one spelling for this sound, the separated digraph 'a_e'. Write 'a_e' on the board/chart paper, and ask students what sound they would make if they saw this spelling. (/ae/ as in cake)
- Ask students to provide two or three words that have the 'a_e' spelling. Record these words on the board/chart paper under the column 'a_e'; use two-finger pointing, as you did in Unit 2, to highlight the spelling and also circle it with a horseshoe loop.
- Tell students there are other ways to write the /ae/ sound and over the next few days, they are going to learn several additional spellings for the sound.

✦ **TEKS 2.2.A.ii** Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vii) identifying and reading high-frequency words from a research-based list.

- Write the following headers on the board/chart paper in columns, next to the 'a_e' column: 'a', 'ai', and 'ay'.
- Ask students to share any words containing the /ae/ sound (not the letter 'a' but the sound /ae/).
- Sort the /ae/ words students provide according to spellings. Write each word and circle the letters that stand for the /ae/ sound in the word. For example, if a student says *plane*, list the word under the heading 'a_e' and circle the 'a' and 'e'. If a student says *play*, list the word under the heading 'ay' and circle the 'ay'. If a student says *playdate*, list the word twice, once under the heading for 'ay', with the 'ay' circled, and once under the heading for the 'a_e', with 'a' and 'e' circled.
- Call students' attention to the four spelling patterns for the long vowel sound, /ae/.
- This chart shows examples of words students may provide. Each column represents the major spellings of the long vowel sound /ae/.

Note: If students provide a word that contains an /ae/ spelling not taught in this unit (e.g., *eight* or *weigh*), record the word in the column labeled 'odd ducks' to acknowledge that the student correctly provided a word with the /ae/ sound, but with a spelling not yet taught. However, do not list words in the odd ducks column unless students suggest these words.

/ae/ > 'a_e'	/ae/ > 'a'	/ae/ > 'ai'	/ae/ > 'ay'	odd ducks
same	baking	rain	day	great
lake	paper	wait	say	hey
				weigh

- Students will most likely suggest examples of most of the major spelling patterns, but you should introduce any spellings listed that are not offered spontaneously by students. You can do this by writing one of the sample words on the board/chart paper, reading the word to students, and then asking them which letters stand for the /ae/ sound in the word.
- Leave the words on the board/chart paper, as you will add some of them to the Spelling Tree in the next exercise.

SPELLING TREES /AE/ AND /A/ (20 MIN.)

- Show students the Spelling Trees you prepared in advance, and explain that you will use one tree to help them keep track of the spellings for the long vowel /ae/ sound and the other to keep track of spellings for the short vowel /a/ sound.
- Explain to students the branches are like the power bar because they show how common a spelling is for a sound; longer branches represent more common spellings, and shorter branches represents less common spellings.
- Point out that the odd ducks branch is the shortest. Explain that words with unusual spellings are called odd ducks. Odd ducks are Tricky Words, and like Tricky Words, odd ducks are on yellow paper (whereas words that can be sounded out are on green paper).
- Show students the leaves with words containing short vowel /a/ spellings you prepared in advance. Ask students to read one word at a time. Then ask a student to tell you which tree this leaf/word belongs to and attach it to the tree. Continue until all of the /a/ leaves have been read and displayed on the tree. Call students' attention to the fact that the short vowel /a/ sound is spelled only one way: every word with the /a/ sound is spelled with 'a', and all of the branches of the /a/ Tree represent the exact same spelling.
- Show students the leaves you prepared with the long vowel /ae/ sound. First show and read words the with the 'a_e' spelling, emphasizing that this is the long vowel /ae/ sound. Again ask students to tell you where the leaves belong and attach them to the correct branch of the tree.
- Continue by showing students the other leaves with long vowel /ae/ sounds and different spellings. You should read the words aloud to students, because these spellings have not been taught, emphasizing the long vowel /ae/ sound.
- Ask a student to tell you where each leaf/word belongs and add it to the correct branch of the /ae/ Spelling Tree. After all words have been read and attached to the tree, point out that unlike the short vowel /a/ sound, the long vowel /ae/ sound can be spelled in several different ways. Point out each branch on the /ae/ tree and its specific spelling.
- Choose one or two words from the board sort containing each spelling to write on a leaf. Copy the word, read it aloud, and have a student attach it to the correct branch. If students came up with any odd ducks during the board sort, they can be copied onto the yellow duck-shaped cards.
- Tell students you will be using the Spelling Tree as an organizer for the next several lessons of work on the sound /ae/ and its spellings. Students will have chances to add more words to the tree.



ENGLISH
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Foundational Skills

Foundational Literacy Skills

Before reading the leaves for the Spelling Tree, show the images you prepared in advance. Have students repeat the word after you as you show each image.

ELPS 1.D; ELPS 3.J



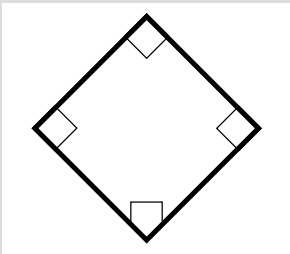
Observation: Spelling Alternatives

Ask as many students as possible to read a word and place the leaf on the Spelling Tree. Make note of their individual ability to decode words with /ae/ and /a/ in the Spelling Alternatives Observation Record.

WORD BASEBALL (10 MIN.)

➤ Digital Component 1.1

- Call students' attention to the baseball diamond you prepared in advance.
- Tell students that today you will play a baseball game to review Tricky Words and words with previously taught sound/spellings. Remind students that being able to quickly decode words can help them become fluent readers.
- Divide the class into two teams, having one team at a time line up in front of the board/chart paper. (You may prefer to have students stay seated and divide the class into teams by the location that they are seated.) Each team takes a "turn at bat" as follows:
 - Using the cards you prepared in advance, choose a card and ask the first person on the team to read it aloud. If the word is read correctly, draw a line from home plate to first base, signifying a "hit." This player then goes to the back of his or her team's line, while the next player comes forward to read the next card. If he or she reads the word correctly, draw a line from first to second base. Play continues in this manner. If the fourth player reads the word correctly, draw a line from third base to home plate and mark "1 run" for the team. Play continues for this team so long as no words are misread; when one word is misread, the next team takes its turn at bat.
- Set a timer for ten minutes, and tell students that whichever team has the most runs when the timer rings wins. Point out that accuracy is important, but so is speed when reading words quickly. The more players on their team who have a turn to read words, the more likely their team is to score runs.



Lesson 1: “A Letter from the Publisher”

Reading



Primary Focus: Students will read “A Letter from the Publisher” with purpose and understanding and will answer oral literal and inferential questions about key details in the text. **TEKS 2.1.A; TEKS 2.6.A**

INTRODUCE THE READER AND THE STORY (5 MIN.)

- Distribute the Reader *Kids Excel*. Discuss with students what it means to excel. (*Excel means to work hard to do something very well.*)
- Explain the title of the Reader, *Kids Excel*, is supposed to be the name of a magazine. Each story in the Reader is written as if it were an article in the magazine.
- Discuss that many magazines are composed of nonfiction, or informational articles, meaning the stories report real-life occurrences. The characters in *Kids Excel* are fictional (made-up), but the stories are realistic. This means the genre for *Kids Excel* is realistic fiction. You may show students examples of magazines you brought in from home and/or school.
- Tell students the first story is titled “A Letter from the Publisher.” Ask them if they know what publishers do. (*They are the people in charge of printing magazines and books.*)
- Ask students to look at the table of contents and tell you the page on which “A Letter from the Publisher” begins. (*page 2*)
- Have students turn to the page. Point out this is set up like a letter, so there is a beginning greeting (salutation), the body of the letter (the main points), and the signature (written name) line.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

Reader



Page 2

Support

You may want to spend time discussing realistic versus unrealistic events. You can use stories from *Bedtime Tales* to demonstrate unrealistic events, such as a running/talking pancake, talking animals, and animals setting up house together.

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
TEKS 2.6.A Establish purpose for reading assigned and self-selected texts.

➤ Digital Component 1.2

/a/ > 'a'	-ing Words	Other Multisyllable Words
math	running	different
chat	jumping	inspire
ask	skipping	effect
dads	standing	

- If necessary, remind students how to chunk each word to read it syllable by syllable and then blend to read the entire word.

Note: For more information on syllable division and chunking, see Appendix B.

Preview Core Vocabulary

- Preview the following vocabulary with students before reading the story.

jot—v., to write something down quickly (3)

Example: I could only jot Mom a quick note because I was late for the bus.

inspires—v., produces a positive feeling and/or sets a good example (3)

Example: You can inspire your little brother to do his homework if you always do yours.

effect—n., the result of something (3)

Example: The effect of regularly brushing your teeth is having no cavities when you visit the dentist.

Challenge

Ask students to create original sentences with the core vocabulary words.

Vocabulary Chart for “A Letter from the Publisher”

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

Purpose for Reading

- Tell students the first story, “A Letter from the Publisher,” will give them a better idea of what the Reader, *Kids Excel*, will be about. Tell them to read carefully to find out the name of the publisher and learn what he does.

READ “A LETTER FROM THE PUBLISHER” (10 MIN.)

Whole Group

- Read the story as a group aloud.

Wrap-Up

- Discuss the following questions as a class. Encourage students to respond in complete sentences.

Discussion Questions for “A Letter from the Publisher”

1. **Inferential.** What is *Kids Excel*?
 - » *Kids Excel* is a magazine about kids who are good at things.
2. **Literal.** Who is the publisher?
 - » The publisher is Mark Deeds.
3. **Inferential.** What does it mean to publish something?
 - » To publish something means to print it.
4. **Literal.** Mr. Deeds visits with kids who excel at things. What are some of the activities at which the kids excel?
 - » The kids excel at skipping rocks, math, and sports like swimming or jumping rope.



Observation: Discussion Questions

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



ENGLISH
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LEARNERS

Reading

Reading Closely

Beginning

Reframe questions as simple-choice or yes/no questions: “Is the publisher of *Kids Excel* named Mark Deeds?”

Intermediate

Provide students with a specific sentence frame: “*Kids Excel* is a magazine about kids who . . .”

Advanced/Advanced High

Encourage students to use key details in complete sentences by restating their responses as a complete sentence.

ELPS 2.G; ELPS 4.G

Lesson 1: Spelling

Language



Primary Focus: Students will practice spelling words with /er/ > 'er', /or/ > 'or', /ar/ > 'ar', and the Tricky Word *some*. **TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.iv**

INTRODUCE SPELLING WORDS (5 MIN.)

TEKS 2.2.C.i

- Tell students the spelling words this week have r-controlled vowels. Remind students they practiced r-controlled vowels in Unit 2.
- Ask students if they remember the three vowels sometimes controlled by 'r' ('a', 'e', and 'o')
- Write three columns on the board/chart paper with the headings 'er', 'or', and 'ar'. Write the spelling words under the appropriate columns.
- The spelling words for this week are:

'er' > /er/	'or' > /or/	'ar' > /ar/	Tricky Word
sister	born	mark	some
letter	sports	started	
expert	short	backyard	

- Read each of the words aloud with students, focusing on the r-controlled sounds. Tell students the Tricky Word for the week is *some*.
- Tell students that they will write an entire sentence that you dictate using one of the spelling words. Students may use their Dictation Journal.
- Dictate the following sentence: *We started playing football.*
- Remind students to practice their words at home each night with a family member.

End Lesson

Take-Home Material

SPELLING WORDS; "A LETTER FROM THE PUBLISHER"

- Have students take home Activity Pages 1.1, 1.2, and 1.3 to practice spelling words, and reading and responding to questions, with a family member.

TEKS 2.2.B.iii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

Activity Page 1.1



Activity Pages 1.1–1.3



Lesson 1: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- Wiggle Cards describe a motion or activity students can act out. You may want to designate a box or container to hold the cards. Wiggle Cards are invaluable to use at any point during the day, not just during reading but whenever you feel students need a transition activity to refocus attention.
- Write each sentence on an **index card or sentence strip**.
- Show students a Wiggle Card, have them read it, and let them perform the action. To provide additional practice with spelling words in sentences, you may choose to have students write the sentence from each Wiggle Card in their Dictation Journal as you dictate it.

- | | |
|------------------------|------------------------|
| 1. Slide like a snake. | 3. Point to your nose. |
| 2. Hike up a hill. | 4. Smell a rose. |

MORE HELP WITH READING

Word Block

- Make one copy of the Word Block game board (**Activity Page TR 1.1**) for each student pair.
- Prepare two sets of word cards (**Activity Page TR 1.2**) with Tricky Words. If possible, print each set on a different colored paper to differentiate between players.
- Have students take turns drawing a card from the pile and then reading the word on the card. When a student correctly reads a card, he or she may place it in any square on the grid.
- Explain that the object of the game is to try to get five cards in a straight line (horizontally or vertically). Like in the game tic-tac-toe, students can use their cards to block an opponent from getting five in a row, as well as to try to get five of their own cards in a row.

2

SPELLING ALTERNATIVES

Introduce
/ae/ > ‘ai’ and ‘ay’

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will distinguish between the /a/ and /ae/ sounds in oral one-syllable words and will point to the respective sounds on the Spelling Tree.

✦ **TEKS 2.2.A.ii**

✦ Students will read one-syllable words with /ae/ > ‘ai’ and ‘ay’. **TEKS 2.2.B.i**

Students will write one- and two-syllable words with /ae/ > ‘ai’, ‘ay’, and ‘a_e’ in

✦ sorted columns. **TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.iv**

Reading

Students will read “The Spelling Bee” with purpose and understanding, will answer written short-answer and multiple-choice questions about the key details in the text,

✦ and will identify words in the text with /ae/ and /a/ sound/spellings. **TEKS 2.1.A;**

TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.B.iv; TEKS 2.2.C.iii; TEKS 2.4; TEKS 2.6.B

FORMATIVE ASSESSMENT

Observation

Spelling Alternatives /ae/ and /a/

✦ **TEKS 2.2.B.i; TEKS 2.2.B.iii**

Activity Page 2.1

Word Sort /ae/ > ‘ai’, ‘ay’, and ‘a_e’

✦ **TEKS 2.2.B.i; TEKS 2.2.B.iii**

Observation

Anecdotal Reading Record “The Spelling Bee”

✦ **TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.4**

Activity Page 2.2

Story Questions “The Spelling Bee”

✦ **TEKS 2.1.A; TEKS 2.2.B.i; TEKS 2.2.B.iii**

✦ **TEKS 2.2.A.ii** Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (iii) 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 compound words, contractions, and common abbreviations; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable 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 common abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.4** 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 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Review /ae/ and /a/ (Phonics)	Whole Group	5 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Spelling Trees from Lesson 1
Introduce /ae/ > 'ai' and 'ay' (Phonics)	Whole Group	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Cards for /ae/ > 'ai' (<i>wait</i>), /ae/ > 'ay' (<i>day</i>) <input type="checkbox"/> tape <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> green markers
Practice /ae/ > 'ai', 'ay', and 'a_e' (Phonics)	Whole Group	15 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Word Sort (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Kids Excel</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "The Spelling Bee"	Partner	15 min.	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Kids Excel</i> <input type="checkbox"/> Activity Page 2.2
Take-Home Material			
Are the Sounds the Same?			<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 2.3

ADVANCE PREPARATION

Foundational Skills

- Write the following words on leaves to add to the Spelling Tree for this lesson: *pain, train, mail, snail, may, ray, stay, pray, play, mermaid, rainstorm, painter, daytime, hayride, payment, yesterday, subway.*
- Have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.
- You may wish to tab Vowel Code Flip Book page 8 for Introduce /ae/ > 'ai' and 'ay'.

➤ Digital Component 2.1

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

Reading

➤ Digital Component 2.2

- Create the Preview Spellings chart (Digital Component 2.2) for Introduce the Story on the board/chart paper, or use the digital version.
- Create a Know-Wonder-Learn (KWL) chart about spelling bees on chart paper to use when you introduce the story. There will be three columns: the 'K' is for what students already know, the 'W' is for what students wonder, or want to know, and the 'L' is for what they learn.
- At the start of each week, prepare the Anecdotal Reading Record provided in Teacher Resources. Over the course of the week, be sure to listen to each student read at least once.
- Write the following phrases and sentences on the board/chart paper for students who finish early to copy and illustrate:

- | | |
|-----------------------|-------------------------------|
| 1. dog days of summer | 6. no pain, no gain |
| 2. day in and day out | 7. Two can play at that game. |
| 3. Make my day. | 8. bait and switch |
| 4. Hit the hay. | 9. Take a rain check. |
| 5. no way | 10. at a snail's pace |

Universal Access

- Gather images to depict the following items: a cab, a bat, a lake, a dad, and rain to use for the Warm-Up.
- Gather images to depict the following items : a train, mail, a snail, a mermaid, a rainstorm, a hayride, a subway, and someone praying to use for the Spelling Tree.

Lesson 2: Spelling Alternatives

Foundational Skills



Primary Focus

Students will distinguish between the /a/ and /ae/ sounds in oral one-syllable

✦ words and will point to the respective sounds on the Spelling Tree. **TEKS 2.2.A.ii**

✦ Students will read one-syllable words with /ae/ > 'ai' and 'ay'. **TEKS 2.2.B.i**

Students will write one- and two-syllable words with /ae/ > 'ai', 'ay', and 'a_e' in

✦ sorted columns. **TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.iv**

ENGLISH
LANGUAGE
LEARNERS



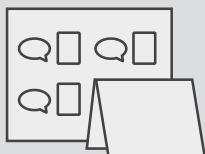
Foundational Skills

Foundational Literacy Skills

Before reading the leaves for the Spelling Tree, show the images you prepared in advance. Have students repeat the word after you as you show each image.

ELPS 1.D; ELPS 3.J

Code Materials



WARM-UP (5 MIN.)

Review /ae/ and /a/

- The point of this review is to provide practice hearing the difference between the /a/ and /ae/ sounds.
- Remind students the focus of this unit is on vowel sounds and their spellings.
- Show students the Spelling Trees created in the last lesson. Point to a few of the leaves from the /a/ Tree and read the words, reminding students that this tree has words with the short vowel /a/ sound. Do the same for the /ae/ Tree.
- Read the following list of one-syllable words to students. After saying the word aloud, instruct students to first repeat the word, then the vowel sound heard in the word, and then point to the tree for the sound: *bat, same, lake, pad, bad, dad, wait, day, say, rain, cab.*

INTRODUCE /AE/ > 'AI' AND 'AY' (20 MIN.)

- Point to the /ae/ Spelling Tree. Tell students today they will focus on two spellings for the /ae/ sound.
- Explain the first spelling is 'ai' as in *wait*.
- Read the 'ai' words aloud from the Spelling Tree.
- The spellings can be found on the following pages in the Vowel Code Flip Book and in students' Individual Code Charts.

✦ **TEKS 2.2.A.ii** Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (iii) by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

Vowel Code Flip Book	Individual Code Chart
1. /ae/ > 'ai' (<i>wait</i>) page 8	3. /ae/ > 'ai' (<i>wait</i>) page 8
2. /ae/ > 'ay' (<i>day</i>) page 8	4. /ae/ > 'ay' (<i>day</i>) page 8

- Turn to **Vowel Code Flip Book page 8** and put the Spelling Card for 'ai' on the appropriate space. Discuss the power bar.
- Distribute the green markers.
- Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate card for 'ai' on the chart as well as the spelling.
- Write the following words on the board/chart paper one at a time, underlining the spellings. Read each word aloud as a class.

1. aim	4. sail
2. pain	5. mail
3. aid	6. paid

- Explain the second spelling is 'ay' as in *day*.
- Read the 'ay' words from the previous lesson located on the Spelling Tree.
- Turn to **Vowel Code Flip Book page 8** and put the Spelling Card for 'ay' on the appropriate space. Discuss the power bar.
- Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate card for 'ay' on the chart as well as the spelling.
- Write the following words on the board/chart paper one at a time, underlining the spellings. Read each word aloud as a class.

1. may	4. play
2. pay	5. way
3. say	6. tray

- Shuffle the leaves you have prepared with the 'ai' and 'ay' spellings.
- Hold up one of the leaves you prepared, and ask students to read the word. Then select a student to tape the leaf to the appropriate branch.

Challenge

Ask students to write different one- and two-syllable words with the 'ai' and 'ay' spelling patterns to include on the Spelling Trees.

Challenge

Ask students to write different one- and two-syllable words with the 'ai' and 'ay' spelling patterns to include on the Spelling Trees.

- Ask students to look at the Individual Code Chart. Ask students which of the three spellings they have learned for /ae/ has the longest power bar. Explain that 'a_e' is used as a spelling for /ae/ in more words than 'ai', and 'ai' in more words than 'ay'.



Observation: Spelling Alternatives

Ask as many students as possible to read a word and place the leaf on the Spelling Tree. Make note of their individual ability to decode words with /ae/ and /a/ in the Spelling Alternatives Observation Record.

PRACTICE /AE/ › 'AI', 'AY', AND 'A_E' (15 MIN.)

Word Sort

› Digital Component 2.1

- Ask students to turn to Activity Page 2.1 while you display the digital version.
- Explain that all the words in the box contain the sound /ae/; the words either have the spellings 'ai', 'ay', or 'a_e'.
- Point out the three columns below the word box. Tell students each column stands for one of the /ae/ spellings: 'ai', 'ay', and 'a_e'.
- Tell students you want them to help you sort the words according to spellings and write them in the proper columns.
- Point out the first word, *stain*, has already been sorted.
- Ask a student to read the second word in the box, *paid*, and ask the other students which letters spell the /ae/ sound, telling them to circle this spelling. Then ask where you should write the word.
- Add the word to the correct column. Have the class do the same on their activity pages. Then use the word in an oral sentence to illustrate its meaning.
- Repeat this process until all of the words have been sorted.
- Ask students if the spelling 'ai' is used at the end of any words. (*no*) Tell them this spelling tends to be followed by a consonant spelling.
- Ask students if 'ay' is used at the end of any words in the sort. Tell them this spelling (unlike 'ai') tends to be at the end of the word (or syllable, as in *playing*). It does not tend to be at the beginning of the word or in the middle. It is most commonly a word-ender.

Activity Page 2.1



Support

Ask students to read and clap the words to identify one- and two-syllable words for review.

- Have students use the back of Activity Page 2.1 to write a sentence using as many of the words from the list as possible.



Activity Page 2.1: Word Sort

Collect Activity Page 2.1 to review and monitor student progress decoding words with /ae/ > 'ay' and 'ai'.

Lesson 2: “The Spelling Bee”

Reading



Primary Focus: Students will read “The Spelling Bee” with purpose and understanding, will answer written short-answer and multiple-choice questions about the key details in the text, and will identify words in the text with /ae/ and

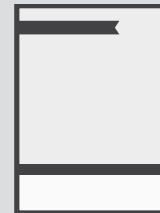
/a/ sound/spellings. TEKS 2.1.A; TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.B.iv;

TEKS 2.2.C.iii; TEKS 2.4; TEKS 2.6.B

INTRODUCE THE STORY (5 MIN.)

- Remind students the new Reader is about kids who excel at different things. Ask students what it means to excel. (*It means to work hard and do something very well.*)
- Tell students to open to the table of contents and find the story that comes after “A Letter from the Publisher.” Ask students for the title. (*“The Spelling Bee”*)
- Point out that this story and the three that follow it in the table of contents are printed in the same color. Ask students to read the titles of the stories printed in orange and note that they all appear to be about the same topic. This series of stories is about a spelling bee.
- Tell students that they will see several titles used in the Reader. Write *Mister Lopez* and *Miss Day* on the board. Have students share how they could use abbreviations for these titles instead of writing them out. (*Mr. and Mrs.*)
- Refer to the KWL chart you prepared in advance. Tell students that strong readers ask questions before they start reading in order to gain information about what they are about to read. **TEKS 2.6.B**

Reader




Page 4

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (iii) 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 compound words, contractions, and common abbreviations; **TEKS 2.2.C.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations; **TEKS 2.4** 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 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.

- Ask students what they know about spelling bees, and record their answers in the "K" column. Then ask students what they would like to learn about spelling bees, and record responses in the "W" column. You will fill out the "L" column after students read the last story in the series, "Miss Baker."

Note: If students provide incorrect information for the "K" column, you can still record their answers. When you fill out the "L" column of the chart, you can edit incorrect information at that time.

Preview Spellings

- Refer to the chart of words with vowel teams and digraphs that you prepared  in advance to preview the spellings before reading the story. **TEKS 2.2.B.iii**

Digital Component 2.2

/ae/ > 'ay'	/ae/ > 'ai'	/ae/ > 'a_e'	Multisyllable Words
days	Gail	state	expert
say	chair	stage	expect
Sunday	waited	mistake	hundred
stay	airplane	airplane	Sunday
			waited
			airplane
			mistake

- If necessary, remind students how to chunk the word to read it syllable by syllable and then blend to read the entire word.

Note: For more information on syllable division and chunking, see Appendix B.

Preview Core Vocabulary

- Preview the following vocabulary with students before reading the story.

ding—n., a word used for a ringing bell (5)

Example: Mom heard a ding on her cell phone telling her she had a call.

runner-up—n., a competitor who comes in second place in a competition (6)

Example: My best friend just missed first place, but she was the runner-up for the art contest.



TEKS 2.2.B.iii 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.

Sayings and Phrases

dark horse—an idiom to describe a little-known competitor who surprises others by doing well (7)

Example: Jonathan was the "dark horse" in the sack race—he won even though no one thought he would!

Vocabulary Chart for “The Spelling Bee”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		runner-up	
Multiple-Meaning Core Vocabulary Words			ding
Sayings and Phrases	dark horse		

Purpose for Reading

- Ask students to read the story to learn answers to the "W" questions in the KWL chart. Have students read with a partner.
- Remind students to use their Individual Code Charts to help sound out words. Students may also look to the Spelling Trees for additional help.

READ “THE SPELLING BEE” (15 MIN.)

Partner Reading

- Have students take turns reading the story with a partner.
- Have students complete Activity Page 2.2 when they finish reading the story. Encourage students to look back in the story for the answers.
- If students finish early, they may illustrate one of the words or phrases on the board/chart paper. Have students write a caption for their images.

Activity Page 2.2



Observation: Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. As you listen to students read “The Spelling Bee,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- Ask students if they learned anything new that can be recorded in the "L" column of the KWL chart.
- Ask students if they learned anything new that can be recorded in the "K" column of the KWL chart.



Activity Page 2.2: Story Questions

Collect Activity Page 2.2 to review and monitor students' ability to answer questions about key details in the text.

End Lesson

Take-Home Material

ARE THE SOUNDS THE SAME?

- Have students take home Activity Page 2.3 to practice sound/spellings at home.

Activity Page 2.3



Lesson 2: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- Wiggle Cards describe a motion or activity students can act out. You may want to designate a box or container to hold the cards. Wiggle Cards are invaluable to use at any point during the day, not just during reading but whenever you feel students need a transition activity to refocus attention.
- Write each sentence on an **index card or sentence strip**.
- Show students a Wiggle Card, have them read it, and let them perform the action. To provide additional practice with spelling words in sentences, you may choose to have students write the sentence from each Wiggle Card in their Dictation Journal as you dictate it.

1. Say your name.
2. Act like you are in pain.
3. Act like it's raining.
4. Shake your brain.

MORE HELP WITH SPELLING ALTERNATIVES FOR /AE/

Race to the Top

- Make one copy of the Race to the Top game board (**Activity Page TR 2.1**) for each student.
- Copy and cut out one set of word cards (**Activity Page TR 2.2**) for each student pair and place cards facedown in a pile.
- Have students take turns drawing a card and reading the word on the card.
- Students move up a rung on the ladder for each word they read correctly.
- The first one to the top wins!

Fill in the Blank

- Make one copy of **Activity Page TR 2.3** for each student.
- Have students fill in the blanks with words from the word bank.

Scrambled Sentences

- Make a copy of **Activity Page TR 2.4** or write the sentences from the box onto a piece of paper.
- Have students read each sentence several times aloud.
- Cut the sentences into their individual words and place them into envelopes (one sentence per envelope).
- Have students unscramble the sentences. Point out that some of the words can be rearranged in different configurations and still be correct.
- Have students copy the sentences on paper, including correct punctuation.

1. Kay is getting her face painted.
2. The mouse is in grave danger!
3. James is playing with his train.

Wait, Snail, Wait!

- Make one copy of **Activity Page TR 2.5** for each student.
- Have students read the activity page with another student using Two Voices (alternating lines between two readers), then switch parts.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 644–801 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 657–816 of those words would be completely decodable.

'ai' and 'ay' are both generally pronounced /ae/.

SPELLING ALTERNATIVES

Introduce /ae/ > 'a' and Tricky Spelling 'a'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will compare and contrast one-syllable words with 'a' > /a/ with two-syllable words with 'a' > /ae/ and will review all the spellings taught for the

✦ sound /ae/. **TEKS 2.2.B.i; TEKS 2.2.B.iii**

Students will segment, blend, and spell one-syllable words with /ae/ > 'ai,'

✦ 'ay,' 'a_e'. **TEKS 2.2.A.iii; TEKS 2.2.B.i**

Students will write one- and two-syllable words with /ae/ > 'ai,' 'ay,' 'a_e,' and 'a,' and 'a' > /a/ in sorted columns.

✦ **TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.B.v; TEKS 2.2.C.i; TEKS 2.2.C.iv**

Reading

Students will read "And Then There Were Two" with purpose and understanding, will answer written short-answer questions about the story, and will answer oral literal and evaluative questions about key details in the text.

✦ **TEKS 2.1.A; TEKS 2.2.B.iv; TEKS 2.2.C.iii; TEKS 2.4; TEKS 2.6.A; TEKS 2.7.C**

FORMATIVE ASSESSMENT

Activity Page 3.1

Word Sort /ae/ and /a/

✦ **TEKS 2.2.B.i; TEKS 2.2.B.iii**

Observation

Anecdotal Reading Record "And Then There Were Two"

✦ **TEKS 2.4**

Activity Page 3.2

Story Questions "And Then There Were Two"

✦ **TEKS 2.7.C**

Observation

Discussion Questions "And Then There Were Two"

✦ **TEKS 2.1.A**

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Introduce /ae/ > 'a' and Tricky Spelling 'a' (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Cards for /ae/ > 'a' (<i>paper</i>) <input type="checkbox"/> tape <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> green markers
Teacher Chaining (Phonics and Word Recognition)	Whole Group	10 min.	
Practice /ae/ > 'a', 'a_e', 'ai', and 'ay' and Tricky Spelling 'a' (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> Word Sort (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Kids Excel</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "And Then There Were Two"	Partner	15 min.	<input type="checkbox"/> <i>Kids Excel</i> <input type="checkbox"/> Activity Page 3.2
Take-Home Material			
"The Spelling Bee"			<input type="checkbox"/> Activity Page 3.3



TEKS 2.2.B Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (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 compound words, contractions, and common abbreviations; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable 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 common abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.A.iii** Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed; **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.4** 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 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.7.C** Use text evidence to support an appropriate response.

ADVANCE PREPARATION

Note to Teacher

Today you will begin teaching students how to decode two-syllable words with open syllables. When only one consonant stands between two vowels, divide the word in front of the consonant and sound it out as an open syllable. You may wish to refer to the Appendix: Using Chunking to Decode Multisyllable Words for additional information about these types of syllables.

Foundational Skills

- Write the following words on leaves to add to the Spelling Tree for this lesson: *paper, caper, basic, radar, raven, wager, David, laser, acorn, agent*.
- You should bold or underline the /ae/ > 'a' spellings on the leaves.
- Have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green markers readily available for Introduce /ae/ > 'a' and Tricky spelling 'a'.
- You may wish to tab Vowel Code Flip Book page 8.

➤ Digital Component 3.1

- Create an enlarged version of Activity Page 3.1 (Digital Component 3.1) to display for Spelling Sort, or prepare to display the digital version.

Reading

➤ Digital Component 3.2

- Create the Preview Spellings chart (Digital Component 3.2) for Introduce the Story on the board/chart paper, or use the digital version.
- Post the KWL chart about spelling bees for students to refer back to during their reading.
- Write the following phrases and sentences on the board/chart paper for students who finish early to copy and illustrate:

- | | |
|--|--------------------|
| 1. April showers bring May flowers. | 5. parents |
| 2. in the Sunday paper | 6. sooner or later |
| 3. The acorn doesn't fall far from the tree. | 7. baking cupcakes |
| 4. I'm saving my cash. | |

Universal Access

- Bring in images or objects to depict the following items for the Spelling Tree:
a piece of paper or newspaper, a radar, a raven, a laser, and an acorn.

Lesson 3: Spelling Alternatives

Foundational Skills



Primary Focus

Students will compare and contrast one-syllable words with 'a' > /a/ with two-syllable words with 'a' > /ae/ and will review all the spellings taught for the

✦ sound /ae/. **TEKS 2.2.B.i; TEKS 2.2.B.iii**

Students will segment, blend, and spell one-syllable words with /ae/ > 'ai,' 'ay', and 'a_e'. **TEKS 2.2.A.iii; TEKS 2.2.B.i**

Students will write one- and two-syllable words with /ae/ > 'ai,' 'ay,' 'a_e', and 'a,' and 'a' > /a/ in sorted columns.

✦ **TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.B.v; TEKS 2.2.C.i; TEKS 2.2.C.iv**

INTRODUCE /AE/ > 'A' AND TRICKY SPELLING 'A' (15 MIN.)

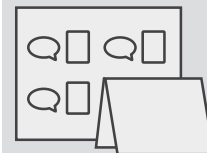
- Remind students they recently learned two new spellings for the /ae/ sound: 'ai' and 'ay'. Point to the 'ai' and 'ay' branches, and have students read some of the words aloud. Also review 'a_e'. Tell students they now know three spellings for the long vowel sound /ae/.
- Today students will focus on another spelling for the /ae/ sound, the spelling 'a'. Point out the 'a' branch on the /ae/ Spelling Tree, noting the length of the branch. Tell students the letter 'a' can sometimes be used to represent the long vowel /ae/ sound and sometimes the short vowel /a/ sound. So the 'a' can be a tricky spelling.
- The spellings can be found on the following pages in the Vowel Code Flip Book and in students' Individual Code Charts:

Vowel Code Flip Book	Individual Code Chart
1. /ae/ > 'a' (<i>paper</i>) page 8	1. /ae/ > 'a' (<i>paper</i>) page 8

- Turn to **Vowel Code Flip Book page 8** and show students the 'a' Spelling Card for /ae/, as well as the target word *paper* on the card. Write the word *paper* on the board/chart paper and point to the 'a'. Explain that when the letter 'a' comes at the end of a syllable, it represents the /ae/ sound.

✦ **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.A.iii** Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.

Code Materials



**ENGLISH
LANGUAGE
LEARNERS**

Foundational Skills

Foundational Literacy Skills

Before reading the leaves for the Spelling Tree, show the images you prepared in advance. Have students repeat the word after you as you show each image.

ELPS 1.D; ELPS 3.J

Sound out the word with students using the /ae/ sound. Put the Spelling Card on the appropriate space. Discuss the power bar.

- Distribute the green markers. Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate card and spelling on the chart.
- Show students the leaves with the 'a' spelling for /ae/ one by one. Ask students to read the word aloud. Use the words in an oral sentence. Ask a student to tape the leaf to the Spelling Tree.
- Call attention to the location of the 'a' in these words in which the 'a' represents the /ae/ sound. Point out the patterns: the words are two-syllable words, and the 'a' is at the end of the syllable (or stands alone in the syllable). It follows the VCV syllable pattern, in which the syllable is divided after the first vowel.

Note: Use the routine in the Additional Support section as needed to reinforce syllable division patterns VCV, VCCV, and VCCCV.

- Compare and contrast words where 'a' represents the /a/ sound with words where 'a' represents the /ae/ sound. Write the words in the box below on the board/chart paper to demonstrate the spelling pattern.
- Point out 'a' represents the /a/ sound when a consonant follows the 'a'.

Note: Sometimes a consonant also comes before the 'a'.

- Point out 'a' represents the /ae/ sound in many two-syllable words when the 'a' comes at the end of a syllable.
- Explain this is why it is helpful to see a two-syllable word written with a space between the syllables. When students see two-syllable words written in parts where the 'a' comes at the end of a syllable, they will know the 'a' represents the /ae/ sound.

- | | |
|--------------------|-------------------|
| 1. cap vs. caper | 3. wag vs. wager |
| 2. tack vs. taking | 4. back vs. baker |

- Tell students they now know four spellings for the /ae/ sound: 'ai', 'ay', 'a', and 'a_e'.



TEACHER CHAINING (10 MIN.)

TEKS 2.2.A.iii

- Write the word *rain* on the board/chart paper.
- Read the word aloud to students, first in a segmented fashion and then blended.



TEKS 2.2.A.iii Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.

- Ask, “What happens when I add the letter ‘b’ to the word *rain*?” Say the word *brain* aloud, first in segmented fashion and then blended. Then write *brain* on the board/chart paper, emphasizing that adding the letter ‘b’ changed *rain* to *brain*.
- Continue this process with the remaining words.

1. rain > brain > grain > gain > main > pain > paint > saint > faint
2. hay > may > way > bay > lay > clay > slay > stay > sway > say
3. aid > paid > pain > rain > drain > train > rain > ran > rain > ray > say
4. aid > paid > pad > paid > pay > say > pay > pray > play > plane > plain

PRACTICE /AE/ › ‘A’, ‘A_E’, ‘AI’, AND ‘AY’ AND TRICKY SPELLING ‘A’ (15 MIN.)

Word Sort

➤ Digital Component 3.1

- Ask students to turn to Activity Page 3.1 while you display the digital version.
- Explain that the words in the box all have the letter ‘a’ as part of their spelling. There are words with both the long vowel /ae/ and the short vowel /a/.
- Point out the columns below the word box. Tell students these columns represent /a/ and /ae/ spellings. Read the spellings aloud.
- Tell students you want them to sort the words by spelling and write them in the proper columns.
- The first five words have already been sorted. Read the words aloud.
- Ask a student to read the next word in the box: *shame*. Ask students to first circle the /ae/ spelling and then tell you where you should write the word *shame*.
- Add the word to the proper column. Have the class do the same on their activity pages.
- Repeat this process for the remaining words. Be sure to have students first read the words aloud, circle the /ae/ spelling, and then sort according to the spelling. Point out the spellings and patterns while sorting the words. For example, the words with the long /ae/ sound spelled as ‘a’ are two-syllable words with the ‘a’ spelling at the end of the first syllable. Explain that all the words in the box contain the sound /ae/; the words either have the spellings ‘a,’ ‘ai,’ ‘ay,’ or ‘a_e’.
- Have students use the back of Activity Page 3.1 to write a sentence with as many of the words from the list as possible.

Support

Ask students what sound you changed to make each new word.

Activity Page 3.1





Activity Page 3.1: Word Sort

Collect Activity Page 3.1 to review and monitor student progress decoding words with /ae/ and /a/.

Lesson 3: “And Then There Were Two”



Reading

Primary Focus: Students will read “And Then There Were Two” with purpose and understanding, will answer written short-answer questions about the story, and will answer oral literal and evaluative questions about key details in the text.

✦ **TEKS 2.1.A; TEKS 2.2.B.iv; TEKS 2.2.C.iii; TEKS 2.4; TEKS 2.6.A; TEKS 2.7.C**

INTRODUCE THE STORY (5 MIN.)

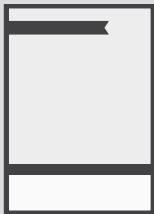
- Tell students today’s story is the next in the series about the spelling bee. Ask students how “The Spelling Bee” ended. (*Gail and Carlos were the last two contestants in the spelling bee.*)
- Ask students to look at the table of contents, find the starting page number for “And Then There Were Two,” and turn to the story.
- Point out that there are captions printed below some of the images. Captions are words and/or phrases that tell what is happening in the image. Tell students that captions can also help them understand the story or text.
- Ask a student to read the caption under the first image in the story, “Carlos Lopez spelling in the air.” Ask students how the caption relates to the image.
- Encourage students to look at the images and read the captions when they read.
- Remind students what they have learned about abbreviating titles. As they read, have them take notes about titles they encounter (*mister* and *miss*) and provide abbreviations for them on their own paper.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

✦ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.2.B.iv** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations; **TEKS 2.2.C.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations; **TEKS 2.4** 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 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.7.C** Use text evidence to support an appropriate response.

Reader



Page 8

➤ Digital Component 3.2

/ae/ > 'ay'	/ae/ > 'ai'	/ae/ > 'a_e'	Multisyllable words
way	air	face	mister
	aim	gave	finger
	nailed		fifteen
			upset
			penicillin

Preview Core Vocabulary

- Preview the following vocabulary with students before reading the story.

winc—**v.**, made a face as if in pain (10)

Example: The lion winced when the mouse pulled the thorn out of its paw.

slipup—**n.**, a mistake (11)

Example: The teacher made a slipup when she misspelled a word on the whiteboard.

Sayings and Phrases

fine form—peak performance (8)

Example: The quarterback was in “fine form” when he threw five touchdowns in one game.

took a shot—gave a try, did your best (10)

Example: It never hurts to “take a shot” when you have the chance to do something new.

a good sport—someone who has good manners in a competition (12)

Example: It is as important to be a “good sport” when you win as it is when you lose.

Vocabulary Chart for “And Then There Were Two”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		winc	
Multiple-Meaning Core Vocabulary Words		slipup	
Sayings and Phrases	fine form took a shot a good sport		



Purpose for Reading

- Remind students they should read to discover the answers to the 'W' questions they created for the KWL chart. They should also read the story to better understand the image and caption: *Carlos Lopez spelling in the air*.

READ "AND THEN THERE WERE TWO" (15 MIN.)

Partner Reading

- Have students read with a partner. Remind students to use the Individual Code Chart to help sound out words. Students may also refer to the Spelling Trees for additional help.
- Ask students to complete Activity Page 3.2 when they finish reading the story. Encourage them to look back in the story for the answers.
- If students finish early, they may illustrate one of the words or phrases on the board/chart paper. Have students write a caption for their images.



Observation: Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. As you listen to students read "And Then There Were Two," make notes regarding their individual reading ability in the Anecdotal Reading Record.



Activity Page 3.2: Story Questions

Collect Activity Page 3.2 to review and monitor students' ability to answer questions about key details in the text.

Wrap-Up

- Discuss the following questions, encouraging students to answer in complete sentences.



Reading

Reading Closely

Beginning

Reframe questions as simple choice or yes/no questions: “Was (Gail/Nathan/Amber) one of the last two contestants?”

Intermediate

Provide students with a specific sentence frame: “Carlos was a good _____.”

Advanced/Advanced High

Encourage students to use key details in complete sentences by restating their responses as a complete sentence.

ELPS 2.G; ELPS 4.G

Discussion Questions for “And Then There Were Two”

1. **Literal.** Who is the queen of the bee?
 - » Gail Day is the queen of the bee.
2. **Literal.** Was Carlos Lopez a good sport when he lost? How?
 - » Yes, Carlos Lopez was a good sport.
3. **Evaluative.** What are some ways to be a good sport?
 - » Answers may vary but should include examples from the text, such as shaking hands, hugging, and congratulating someone.
4. **Literal.** What did Gail Day win as a prize?
 - » Gail Day won \$500 as a prize.



Observation: Discussion Questions

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

End Lesson

Take-Home Material

“THE SPELLING BEE”

- Have students take home Activity Page 3.3 to practice reading to a family member.

Activity Page 3.3



Lesson 3: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- Wiggle Cards describe a motion or activity students can act out. You may want to designate a box or container to hold the cards. Wiggle Cards are invaluable to use at any point during the day, not just during reading but whenever you feel students need a transition activity to refocus attention.

- Write each sentence on an **index card** or **sentence strip**.
- Show students the Wiggle Card, have them read it, and let them perform the action. To provide additional practice with spelling words in sentences, you may choose to have students write the sentence from each Wiggle Card in their Dictation Journal as you dictate it.

- | | |
|------------------------------------|------------------------------|
| 1. Act like you are baking a cake. | 3. Act like you are skating. |
| 2. Make a face. | 4. Start waving. |

MORE HELP WITH SPELLING ALTERNATIVES FOR /AE/

Roll, Flip, Read

- Create a set of cards for each student (**Activity Page TR 3.1**). Write a number (1–12) on the reverse side of each card.
- Have students lay cards facedown on the table or floor in front of them.
- To play, either call out a number (1–12) or have the student roll a die (one or two), then “flip” a card that corresponds to the number rolled and read the word on the card.
- If the student reads the word correctly, they may leave the card flipped over. If they do not read it correctly, they flip it back over and their turn ends.
- The first student to flip and read all their cards is the winner!
- This game may be played independently for individual practice.

Teacher Chaining

- Write the word *day* on a the board/chart paper.
- Ask students to read the word, first in a segmented fashion and then blended.
- Remove the ‘d’ and add a ‘j’ to create the word *jay*. As you make this change, say to students, “If that is *day*, what is this?”
- Continue this process with the remaining words.

- | |
|---|
| 1. day > jay > may > pay > play > clay > lay |
| 2. pay > day > way > lay > slay > stay |
| 3. aim > aid > raid > paid > pain > paint > pains |

Syllable Division Patterns

- Point out that students can use what they know about syllable types, such as VCV, VCCV, and VCCCV, and chunking to read and spell these words.

- Write *caper*, *finger*, and *improve* on the board.
- Say, “In *caper*, I see two vowel sounds (/ae/ and /er/) on either side of one consonant.
- Say, “When only one consonant comes between two vowels, I divide after the first vowel sound. So I will divide the word like this *ca•per*.”
- Point to *finger*.
- Say, “In this word, I see two vowels on either side of two consonants.”
- Underline the vowels.
- Say, “When two consonants come between two vowels, I divide the word between the consonants: *fin•ger*.”
- Point to *improve*.
- Say, “In this word, I see a vowel on either side of three consonants in a row.”
- Underline the vowels.
- Say, “When three consonants come between two vowels, I divide either before or after the first two consonants, depending on the consonants. In this case, ‘p’ and ‘r’ blend together, so I will divide the syllables like this: *im•prove*.”

MORE HELP READING AND WRITING SENTENCES

Sentence Strips

- Make one copy of **Activity Page TR 3.2** for each student and cut apart the sentences, or cut out several **long strips of paper** and write each sentence on a strip of paper.
- Have students practice reading each sentence aloud.
- Have students rewrite one of the sentences on a separate piece of paper. You may also let students illustrate the sentence.

Code Knowledge

Before today’s lesson: If students read 1,000 words in a trade book, on average 657–816 of those words would be completely decodable.

After today’s lesson: If students read 1,000 words in a trade book, on average 665–819 of those words would be completely decodable.

‘a’ is a tricky spelling; it can be pronounced /a/ as in *cat*, /ae/ as in *table*, /o/ as in *water*, and schwa as in *about*.

4

SPELLING ALTERNATIVES

Tricky Spelling
'a' > /a/ and /ae/

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will review the sound/spellings /s/ > 'c' and 'ce'; and /j/ > 'g' and 'ge'.

✦ **TEKS 2.2.C.iv**

Students will read one- and two-syllable words with /ae/ > 'a_e', 'ai', 'ay', and 'a',

✦ **TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.C.v**

Students will read two-syllable words with tricky spelling 'a', will segment words with tricky spelling 'a' into syllables, and will complete fill-in-the-blank sentences with words featuring 'a' > /ae/ and /a/.

✦ **TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.B.v; TEKS 2.2.C.i; TEKS 2.2.C.iv**

Reading

Students will read "Born to Spell?" with purpose and understanding and will close read the text by answering text dependent questions, discussing Tier 2 vocabulary and discussing difficult passages from the text.

✦ **TEKS 2.2.B.iii; TEKS 2.2.B.iv; TEKS 2.2.C.iii; TEKS 2.8.B**

FORMATIVE ASSESSMENT

Activity Page 4.1

Tricky Spelling 'a'

✦ **TEKS 2.2.B.i; TEKS 2.2.B.iii**

Observation

Discussion Questions "Born to Spell?"

✦ **TEKS 2.8.B**

Activity Page 4.2

Compare and Contrast Venn Diagram

✦ **TEKS 2.8.B**

✦ **TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (iii) 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 compound words, contractions, and common abbreviations; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable 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 common abbreviations; (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; **TEKS 2.8.B** Describe the main characters' internal and external traits.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Consonant Code Flip Book (Phonics)	Whole Group	5 min.	<input type="checkbox"/> Consonant Code Flip Book
Review /ae/ Sound and Spellings (Phonics)	Whole Group	15 min.	
Tricky Spelling 'a' (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> Tricky Spelling 'a' (Digital Components) <input type="checkbox"/> Tug of War (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Kids Excel</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Close Read "Born to Spell?"	Partner/Whole Group	15 min.	<input type="checkbox"/> <i>Kids Excel</i> <input type="checkbox"/> Activity Page 4.2

ADVANCE PREPARATION

Foundational Skills

- Write the following words on leaves: *mistake, raisin, cascade* (write this on two leaves as it has both the short /a/ and long /ae/ sounds), *daydream, crayon, waitress, bacon, driveway, basin, maker, daytime, crater, label, wafer*.
- Do not bold or underline the spellings on the leaves; students will complete this as part of the lesson.

➤ Digital Component 4.1

- Copy the words with alternate syllable division (Digital Component 4.1) on the board/chart paper to display for Tricky Spelling 'a', or prepare to display the digital version.

➤ Digital Component 4.2

- Create an enlarged version of the Tug of War image for tricky spelling 'a' (Digital Component 4.2) to display for Tricky Spelling, or use the digital version.

Reading

➤ Digital Component 4.3

- Create the Preview Spellings chart (Digital Component 4.3) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Bring in images or objects to depict the following items for the Spelling Tree: a raisin, a crayon, a waitress, bacon, a driveway, a basin, a crater, a label, and a wafer.

Lesson 4: Spelling Alternatives

Foundational Skills



Primary Focus

Students will review the sound/spellings /s/ > 'c' and 'ce', and /j/ > 'g' and 'ge'.

✦ **TEKS 2.2.C.iv**

Students will read one- and two-syllable words with /ae/ > 'a_e', 'ai', 'ay', and 'a'.

✦ **TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.C.v**

Students will read two-syllable words with tricky spelling 'a', will segment words with tricky spelling 'a' into syllables, and will complete fill-in-the-blank sentences with words featuring 'a' > /ae/ and 'a' > /a/.

✦ **TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.B.v; TEKS 2.2.C.i; TEKS 2.2.C.iv**

WARM-UP (5 MIN.)

Consonant Code Flip Book

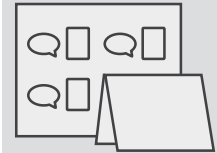
- Review spellings 'c' and 'ce' as /s/; 'g' and 'ge' as /j/. Point to spellings on the Consonant Code Flip Book, and ask students what sound they would say if they saw each spelling in a word. Ask students to tell you at least three words containing the spelling. Write the words provided by students on the board.
- Remind students these are tricky spellings; spellings that can stand for more than one sound.

REVIEW /AE/ SOUND AND SPELLINGS (15 MIN.)

- Point to the branches on the /ae/ Spelling Tree, and read one word from each branch.
- Additionally, write the words you previously recorded on the leaves on the board.

- ✦ **TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable 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, including words with double consonants in the middle of the word.

Code Materials



**ENGLISH
LANGUAGE
LEARNERS**

Foundational Skills

Foundational Literacy Skills

Before reading the leaves for the Spelling Tree, show the images you prepared in advance. Have students repeat the word after you as you show each image.

ELPS 1.D; ELPS 3.J

1. 'a_e': mistake, cascade
2. 'ai': raisin, waitress
3. 'ay': crayon, daydream, driveway, daytime
4. 'a': bacon, basin, maker, crater, label, wafer

- Ask students to read each word on the board.
- After students read each word, summarize the information about the sound and spelling.
- Distribute the prepared leaves with the /ae/ sound to student pairs.
- Tell students to read the word together and circle the spelling.
- Ask each student pair to show the class their leaf, read the word aloud, and say which /ae/ and/or /a/ spelling the word contains. Students can then tape their leaf to the appropriate branch on the /ae/ Spelling Tree.



TRICKY SPELLING 'A' (20 MIN.)

TEKS 2.2.C.v

- Write the word *cabin* on the board, but do not read the word aloud or ask students to say the word at this time.
- Write *ca|bin* and *cab|in* underneath *cabin*. Explain that both of these are ways students might try chunking the letters into syllables.
- Tell students, "I am going to say a sentence using this word. I want you to listen carefully and then decide how to read and say this word."
- Say, "My family and I are going camping in the woods this weekend, and we are going to stay in a _____."
- Point to the syllables of the first word and model how to sound out each syllable as it is divided. *Ca|bin* is pronounced /k/ /ae/ /b/ /i/ /n/, with the (long vowel) /ae/ sound. This is the way we would divide the syllables using the syllable division pattern VCV, but this tricky spelling doesn't follow the same rule.
- Now point to the syllables in the second word *cab | in* and model sounding out the word as it is divided, /kab/ /in/ with the /a/ sound.
- Ask students which pronunciation is a word that makes sense. (*cab | in*)
Circle *cab | in*.



TEKS 2.2.C.v Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.

- Review the spelling patterns of the long /ae/ versus the short /a/ sound (i.e., 'a' is pronounced /ae/ at the end of the syllable and /a/ if there are consonants on either side).
- Repeat this procedure with the remaining words and oral sentences, using the chart you prepared in advance.

➤ Digital Component 4.1

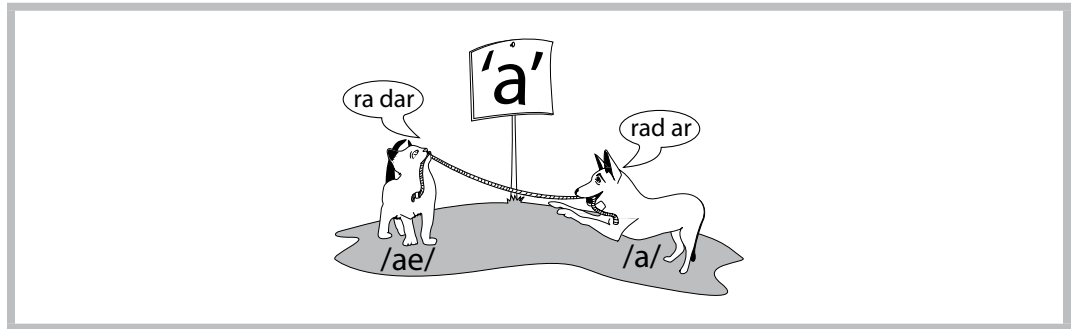
label la bel lab el	radar ra dar rad ar
camel ca mel cam el	radish ra dish rad ish
magic ma gic mag ic	fragrant fra grant frag rant
salad sa lad sal ad	

- Use the target word in an oral sentence, alternately pointing to and saying the /ae/ and /a/ sound, depending on how the syllables are divided. Ask students which word makes sense and then circle the correct word.
- Remind students if the 'a' has a consonant on either side, it represents the /a/ sound; if it comes at the end of a syllable, it represents the /ae/ sound.
- Remember, do not write the sentences, just display the written words with alternate syllable division.

1. The box needs to have a **la|bel/lab|el** on it.
2. He was on a big **ca|mel/cam|el** in the desert.
3. I liked the **ma|gic/mag|ic** show.
4. She had a **sa||lad/sal||ad** for lunch.
5. The ship is on the **ra|dar/rad|ar** map.
6. I had a **ra|dish/rad|ish** in my salad.
7. The roses were so **fra|grant/frag|rant**.

- Display the Tug of War image you created in advance.

➤ Digital Component 4.2



- Explain that seeing the letter 'a' in a word creates a “tug-of-war,” with each of the /a/ and /ae/ sounds pulling on it. When reading, students need to practice breaking words into chunks, trying out each sound, and then choosing the sound that makes sense.
- Ask students to complete Activity Page 4.1 independently. Have students use the back of Activity Page 4.1 to write a sentence with as many of the words from the box as possible.

Activity Page 4.1



Activity Page 4.1: Tricky Spelling 'a'

Collect Activity Page 4.1 to review and monitor student progress decoding words with tricky spelling 'a' > /ae/ and /a/.

Lesson 4: “Born to Spell?”

Reading



Primary Focus: Students will read “Born to Spell?” with purpose and understanding and will close read the text by answering text dependent questions, discussing Tier 2 vocabulary and discussing difficult passages from the text.

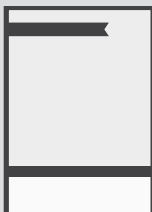
✦ **TEKS 2.2.B.iii; TEKS 2.2.B.iv; TEKS 2.2.C.iii; TEKS 2.8.B**

INTRODUCE THE STORY (5 MIN.)

- Tell students to open the Reader to the table of contents. Ask students what story comes after “And Then There Were Two.” (“Born to Spell?”) Ask students for the starting page number for “Born to Spell?” (page 14)

✦ **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (iii) 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 compound words, contractions, and common abbreviations; **TEKS 2.2.C.iii** Demonstrate spelling knowledge by spelling compound words, contractions, and common abbreviations; **TEKS 2.8.B** Describe the main characters' internal and external traits.

Reader



Page 14

- Explain that when we say someone was born to do something, like spelling, it means they were always naturally good at it.
- Point out the title of the story has a question mark. This means we are not sure whether or not Gail was born to spell, meaning we do not know if she has been a good speller all her life.
- Remind students of what they have learned about reading and spelling abbreviations for titles and parts of an address. Explain that in this passage, they will see these words spelled out, and they will use their own paper to write the abbreviations (e.g., *Davis St.* and *Ms. Baker*).

Preview Spellings

- Refer to the chart of words with vowel teams and digraphs that you prepared in advance to preview the spellings before reading the story. **TEKS 2.2.B.iii**

➤ Digital Component 4.3

/ae/ > 'ay'	/ae/ > 'ai'	/ae/ > 'a_e'	/ae/ > 'a'	/ar/ > 'ar'
driveway	training	Baker	David	start
say	pair	mistakes	Davis	part
clay	explained			
	paint			

Preview Core Vocabulary

- Preview the following phrase with students.

Sayings and Phrases

hot shot—someone who is very skilled at doing something (16)

Example: When the player won the free throw contest his teammates called him a “hot shot.”

Vocabulary Chart for “Born to Spell?”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	hot shot		

➤ **TEKS 2.2.B.iii** 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.

Purpose for Reading

- Tell students to read “Born to Spell?” closely to find out how Gail got started as a speller.

Partner Reading

- Read the first two lines of the story. Ask students, “Who is telling this story?” (*Mark Deeds*) Explain that all of the stories in *Kids Excel* are written by the publisher, Mark Deeds. This means Mark is the narrator, the person who tells the story. We get to read about Gail and her family from the narrator’s point of view.
- Ask students what type of punctuation marks are used to let the reader know who is speaking. Remind students that when characters talk back and forth to one another, this is called dialogue.
- Have students read “Born to Spell?” in pairs.

CLOSE READ “BORN TO SPELL?” (15 MIN.)

Close Reading

- After students have finished reading “Born to Spell?” with their partners, lead students in a close reading of the text:
 - ask text-dependent questions that require students to draw on evidence from the text;
 - identify and discuss general academic (Tier 2) vocabulary;
 - discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
 - engage students in a culminating writing activity where they compare and contrast two characters from the text using a Venn diagram.

Support

Encourage students to watch for the new sound/spellings they have learned, and to use the Individual Code Chart while reading if they need help sounding out a word.



Observation: Discussion Questions

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

Teacher Overview

Key Idea and Details: This story tells the reader the origin of Gail Day’s spelling ability. Key details of the text include that Gail’s parents were not super spellers and they did not teach Gail to spell as part of her home life growing up. Gail’s mother and Gail agree that Miss Baker, Gail’s second grade teacher, gave Gail her start as a spelling champ.

Synopsis: The story “Born to Spell?” provides the reader some background information on how Gail Day became a spelling champion.

Lesson

Text from Reader

The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.

Vocabulary Instruction

As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.

Text-Dependent Questions

After any targeted vocabulary has been defined and/or discussed, ask the text-based question.

Begin with a “winnable” question that will help orient students to the text.

The sequence of questions should build a gradual understanding of the key details of the text.

Questions should focus on a word, phrase, sentence, or paragraph.

Responses

Answers should reference the text.

Multiple responses may be provided using different pieces of evidence.

Inferences must be grounded logically in the text.

Page 14

How did Gail Day get to be so good at spelling?

Was she born to spell?

Were her parents spelling champs? Did they start training Gail to spell when she was just a babe?

Nope.

I went to West Beach to meet Gail and her parents a week after the bee. Gail’s parents met me in the driveway.

born to spell—implies someone has a natural ability to do something without any training or instruction in the skill
champ—a shorter version of the word *champion*. A champ is someone who excels at a specific skill and has won first place in contests.

driveway—a private road connecting a street to a home

What does Mark wonder about Gail Day before interviewing her family?

Mark wonders if Gail Day was born to spell.

Lesson

<p>Text from Reader</p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>	<p>Vocabulary Instruction</p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>	<p>Text-Dependent Questions</p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based question.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p>	<p>Responses</p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p>Page 15</p> <p>Gail’s mom, Karen Day, is an artist who paints and works with clay. Gail’s dad, David Day, drives a truck. They are as nice a pair as you will ever meet. But they are not spelling champs.</p> <p>“Spelling was not my best subject,” Karen explained as we sat in the living room of the house she and David rent on Davis Street in West Beach.</p> <p>“I was not bad at spelling,” she added, “but I was not the best in my class.”</p> <p>David Day broke into a big grin. “Let’s just say I’m not a spelling champ like Gail! It seems like she never makes a mistake!”</p>	<p>clay—a special kind of mud that becomes hard when dried</p> <p>pair—Two of something. The homophone of <i>pair</i> is <i>pear</i>—a kind of sweet fruit that grows on trees. Another homophone for <i>pair</i> is <i>pare</i>, which means to trim off the extra parts of something.</p>	<p>Reread paragraph 1 on page 15. Describe what Gail’s parents are like.</p>	<p>Gail’s mom, Karen Day, is an artist who paints and works with clay. Gail’s dad, David Day, drives a truck. They are as nice a pair as you will ever meet. But they are not spelling champs.</p>

Lesson

<p>Text from Reader</p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>	<p>Vocabulary Instruction</p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>	<p>Text-Dependent Questions</p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based question.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p>	<p>Responses</p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p>Page 16</p> <p>Karen and Gail smiled. Karen whispered to me, “When we were dating, David used to write me notes. They were so cute, but there were some spelling mistakes in them.”</p>		<p>How does Karen Day describe David’s notes? Look in the text and find two descriptions.</p>	<p>Karen Day says the notes were cute. The notes had some spelling mistakes in them.</p>
<p>“When could you tell Gail was a hot shot at spelling?” I asked.</p>	<p>hot shot—a person who is very successful at a certain task</p>	<p>Mark uses the saying <i>hot shot</i> to describe Gail. What does <i>hot shot</i> mean?</p>	<p>Support students in using the other information to determine the words <i>hot shot</i> mean really good at something, in this case spelling. We can infer this because the text says, “Let’s just say I’m not a spelling champ like Gail!”; “I could tell she was good at this, but I did not see just how good she was for a long time.”</p>

Lesson

<p>Text from Reader</p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>	<p>Vocabulary Instruction</p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>	<p>Text-Dependent Questions</p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based question.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p>	<p>Responses</p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p>“Well,” David said, “I could tell she was good at it, but I did not see just how good she was for a long time. Shucks, I am so proud of her!”</p>	<p>shucks—an expression used by some to show embarrassment</p>		
<p>Page 17</p> <p>“When I look back on it,” Karen Day said, “it seems to me it all started in second grade, when Gail was in Miss Baker’s class.”</p> <p>Gail nodded and said, “It was Miss Baker who got me started. Miss Baker was the best!”</p>		<p>Who are the characters in the selection?</p>	<p>The characters in the story are Gail, her parents: David and Karen Day, and Mark Deeds.</p>
		<p>What is the setting of the selection?</p>	<p>The selection is set at the home of Gail Day and her parents.</p>



Check for Understanding

Have students **Turn and Talk** to a partner and compare and contrast the two main characters from the story, Gail’s parents, Karen and David Day. They may refer to the story as necessary.

Wrap-Up

- Ask students to turn to Activity Page 4.2 and sort the words and phrases to compare and contrast two characters from the story, Karen and David Day, using a Venn diagram. Encourage students to refer to *Kids Excel* as necessary.



Activity Page 4.2: Compare and Contrast

Collect Activity Page 4.2 to review and monitor students’ ability to compare and contrast two characters from “Born to Spell?” using a Venn diagram.

End Lesson

Activity Page 4.2



Lesson 4: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- Write each sentence on an **index card** or **sentence strip**.
- Show students a Wiggle Card, have them read it, and let them perform the action. To provide additional practice with spelling words in sentences, you may choose to have students write the sentence from each Wiggle Card in their Dictation Journal as you dictate it.

- | | |
|--|---|
| 1. Act like you are sailing a ship. | 3. Act like you are tossing a softball. |
| 2. Act like you are playing in the rain. | 4. Go at a snail’s pace. |

MORE HELP WITH TRICKY SPELLING 'A'

Stomp the Sound

- Cut out several long **strips of paper**.
- Write 'ae' on each end of one strip, with the sounds facing away from each other. Repeat for 'a'. Make a set of spellings for each pair of students.
- Have student pairs face each other, then place the strips of paper side-by-side on the floor between the two with the spellings lined up at their feet.
- Explain that you will say words that have either the /ae/ or the /a/ vowel sound. As soon as students hear the word, they should stomp the correct spelling for the vowel sound.
- Practice with the first two words: *stamp* and *snail*. Then, select words from the box to read in random order.

Note: You may want to emphasize and stretch out the /a/ or /ae/ as you say the words in a segmented fashion.

- | | | |
|------------|---------------|---------------|
| 1. stamp | 9. happen | 17. mermaid |
| 2. snail | 10. hayride | 18. subway |
| 3. payment | 11. fragrant | 19. fragment |
| 4. places | 12. yesterday | 20. math |
| 5. caper | 13. packing | 21. painted |
| 6. after | 14. cape | 22. making |
| 7. later | 15. basic | 23. mattress |
| 8. acorn | 16. major | 24. rainstorm |

MORE HELP WITH SOUND/SPELLING /AE/ > 'A_E'

Word Block

- Make one copy of the Word Block game board (**Activity Page TR 1.1**) for each student pair.
- Prepare two sets of word cards (**Activity Page TR 4.1**). If possible, print each set on a different colored paper to differentiate between players.
- Have students take turns drawing a card from the pile and then reading the word on the card. When a student correctly reads a card, he or she may place it in any square on the grid.

- Explain that the object of the game is to try to get five cards in a straight line (horizontally or vertically). Like in the game tic-tac-toe, students can use their cards to block an opponent from getting five in a row, as well as to try to get five of their own cards in a row.

MORE HELP READING AND WRITING SENTENCES

Sentence Strips

- Make one copy of **Activity Page TR 4.2** for each student and cut apart the sentences, or cut out several **long strips of paper** and write each sentence on a strip of paper.
- Have students practice reading each sentence aloud.
- Have students rewrite one of the sentences on a separate piece of paper. You may also let students illustrate the sentence.

5

ASSESSMENT

Spelling
Assessment

PRIMARY FOCUS OF LESSON

Language (Spelling)

Students will spell and write one- and two-syllable words with the sound/spellings /er/ > 'er', /ar/ > 'ar', /or/ > 'or', and the Tricky Word *some*.

✦ **TEKS 2.2.B.iii; TEKS 2.2.C.i**

Foundational Skills

Students will read words with /ae/ > 'ai', 'ay', 'a_e', and 'a' and will write words with those features to answer written questions.

✦ **TEKS 2.2.B.iii**

Language (Spelling)

Students will orally spell one- and two-syllable words with /or/ > 'or', /ar/ > 'ar',

✦ /er/ > 'er', and /ae/ > 'ai', 'ay', 'a_e'. **TEKS 2.2.B.iii; TEKS 2.2.C.i**

FORMATIVE ASSESSMENT

Activity Page 5.1

Spelling Assessment

✦ **TEKS 2.2.B.iii; TEKS 2.2.C.i**

Activity Page 5.3

Spelling Alternatives /ae/ > 'a_e', 'a', 'ai', 'ay'

✦ **TEKS 2.2.B.iii**

✦ **TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and 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

	Grouping	Time	Materials
Language (Spelling)			
Spelling Assessment	Whole Group	15 min.	☐ Activity Page 5.1
Foundational Skills			
Practice /ae/ > 'a_e', 'a', 'ai', and 'ay' (Phonics)	Whole Group	25 min.	☐ Activity Pages 5.2, 5.3 ☐ Sound/Spellings (Digital Components)
Language (Spelling)			
Team Spelling Bee	Whole Group	20 min.	

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 5.1

- Create an enlarged version of Activity Page 5.2 (Digital Component 5.1) to display for Practice /ae/ > 'a_e', 'a', 'ai', and 'ay', or use the digital version.

Universal Access

- Bring in and/or use images from the previous lessons to depict the following words for Practice /ae/ > 'a_e', 'a', 'ai', and 'ay': *ape, acorn, bacon, bay, cake, chain, clay, gray, hay, jail, laser, maid, nail, plane, paper, pray, race, raisin, stake, sail, train, tray.*
- Bring in and/or use images from the previous lessons to depict the following words for use for Team Spelling Bee: *bump, vent, spin, thorn, chin, foot, park, cork, cook, fern, card, catfish, sunset, cake, paint, nail, pray, train, lake.*

Lesson 5: Spelling Assessment

Language



Primary Focus: Students will spell and write one- and two-syllable words with the sound/spellings /er/ > 'er', /ar/ > 'ar', /or/ > 'or', and the Tricky Word *some*.

✦ **TEKS 2.2.B.iii; TEKS 2.2.C.i**

✦ **SPELLING ASSESSMENT (15 MIN.)** **TEKS 2.2.C.i**

- Read the first spelling word with an *r*-controlled syllable, use it in a sentence, and then read the word once more, allowing students time to write the word on Activity Page 5.1.
- Repeat this procedure with each of the remaining words.
- At the end, reread each spelling word once more.

- | | |
|-----------|-------------|
| 1. sister | 6. short |
| 2. letter | 7. mark |
| 3. expert | 8. started |
| 4. born | 9. backyard |
| 5. sports | 10. some |

- Direct students' attention to the lines on the bottom of the activity page. Tell students to write the sentence *My sister likes some horses*. Slowly repeat this sentence twice.
- After all the words have been called out, tell students you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words, and then move on to the sentence.

✦ **TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.
TEKS 2.2.C.i Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

Activity Page 5.1





Activity Page 5.1: Spelling Test

Collect Activity Page 5.1 to review and monitor students' spelling performance. At a later time today, you may find it helpful to use the analysis tools provided in Teacher Resources to analyze students' mistakes to identify any new or persistent patterns among individual students.

Lesson 5: Spelling Alternatives

Foundational Skills



Primary Focus: Students will read words with /ae/ > 'ai', 'ay', 'a_e', and 'a' and will write words with those features to answer written questions.

TEKS 2.2.B.iii

PRACTICE /AE/ > 'A_E', 'A', 'AI', AND 'AY' (25 MIN.)

Digital Component 5.1

- Have students tear out pages 5.2 and 5.3 while you display the digital version.
- Refer to the chart on Activity Page 5.2 that shows a set of words with the /ae/ sound. Explain that the words have been sorted into columns according to the spelling used for /ae/.
- Activity Page 5.3 has a set of questions for students to answer using the chart on page 5.2.
- Ask students to first read aloud all of the words, column by column, on Activity Page 5.2. Students should be able to read the words quickly and fluently once they recognize the pattern.
- Ask a student to read the first question on Activity Page 5.3, and have students search for the answer on Activity Page 5.2.
- Once students have provided the correct answer, model writing the answer on the display copy of Activity Page 5.3. Have students do the same on their pages.

TEKS 2.2.B.iii 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.

Activity Pages 5.2, 5.3



ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Before reading the words from the chart, show the images you prepared in advance. Have students repeat the word after you as you show each image.

ELPS 1.D; ELPS 3.J

- Have students complete Activity Page 5.3 independently, circulating to provide support to those students who need it.
- Have students select a few words from the chart to add to the Spelling Tree.



Activity Page 5.3: Sound/Spellings

Collect Activity Page 5.3 to review and monitor student progress decoding words with /ae/ > 'a_e', 'a', 'ai', and 'ay'.

Lesson 5: Spelling Bee

Language



Primary Focus: Students will orally spell one- and two-syllable words with /or/ > 'or', /ar/ > 'ar', /er/ > 'er', and /ae/ > 'ay', 'ai', and 'a_e'.

TEKS 2.2.B.iii; TEKS 2.2.C.i

TEAM SPELLING BEE (20 MIN.)

- Tell students they are going to take part in a spelling bee today, like Gail. Tell students you expect them to be good sports like Carlos. (You may wish to review examples of how good sports behave during competitions.)
- Let students know the spelling words will only use the spellings they have learned. They should think carefully about what they have learned so far when spelling their words.
- Divide students into four groups. Have the groups sit together. Have a piece of paper or whiteboard available. Tell students you will ask each group to spell a word out loud. Explain that when you say the word, each member of the group should practice spelling and writing the word. The group members should briefly confer and then select a spokesperson to spell the word aloud the way the majority of the group members agree.

TEKS 2.2.B.iii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- While waiting for their turn, members of the other groups should also confer on the spelling of the same word. If Group 1 spells the word correctly, they earn a point for their team. If they miss the word, Group 2 will have a chance to spell the same word. If Group 2 spells the word Group 1 missed, they will earn two points. If Group 2 misses the word, Group 3 will have a chance to spell the word, also earning two points.
- You may wish to keep score on the board.
- Here are the words for the spelling bee:

1. short	12. chat	23. invent
2. that	13. foot	24. sunset
3. limp	14. park	25. pay
4. bump	15. soon	26. pain
5. spend	16. cork	27. cake
6. vent	17. verb	28. paint
7. spin	18. cook	29. nail
8. span	19. fern	30. pray
9. damp	20. card	31. train
10. thorn	21. upset	32. lake
11. chin	22. catfish	



Check for Understanding

As students participate in the Spelling Bee, make note of particular sound/spellings that appear to pose a problem for students.

End Lesson

Lesson 5: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- Write each sentence on an **index card or sentence strip**.
- Show students a Wiggle Card, have them read it, and let them perform the action.

- | | |
|---------------------------------------|---------------------|
| 1. Shake like a leaf. | 5. Grab your arm. |
| 2. Play the flute. | 6. Rake the leaves. |
| 3. Wave your arms in the air. | 7. Fake a pain. |
| 4. Act like you are painting a fence. | 8. Act like a crab. |

MORE HELP WITH SPELLING ALTERNATIVES

Race Against the Clock

- Create a set of word cards for each student (**Activity Page TR 5.1**). Assign each word a point value based on the difficulty of the word; you may want to assign one point for one-syllable words and two points for two-syllable words.
- Each player gets a preset time limit to attempt to read as many words as possible within the time. Students get points for the words they read correctly and get no points for words they misspell or skip.

PROGRESS MONITORING (OPTIONAL)

- Make a copy of the Word Cards for Progress Monitoring 1 (**Activity Page TR 5.2**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 1 (**Activity Page TR 5.3**) for each student you are assessing.
- Model with the sample item.
- Show the cards to the student one at a time. Use the Record Sheet to record each word as the student reads.
- Place a check next to each word read correctly.

- For misread words, write exactly what students say as the word is sounded out. If students misread a word, prompt them to try to read the word again, letting them know their first attempt was incorrect.

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

- 11 or 12 points—excellent
- 8–10 points—good
- Less than 8 points—poor

Goal: Achieve scores of good or excellent (11 points or higher).

Scores of 7 or less indicate additional reteaching and reinforcement is required. Further analyze student errors to determine whether there are one or more particularly problematic sound-spellings. The subtotals for targeted sound/spellings at the bottom of the Record Sheet facilitate the identification of specific problem areas.

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

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

SPELLING ALTERNATIVES

The /oe/ Sound and Its Spellings

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will provide words for sorted columns featuring /oe/ > 'o_e', 'o', 'oe', and 'oa', and will read words with these features and attach them to the appropriate branch of the Spelling Tree. **TEKS 2.2.B.iii**

Students will read and answer yes/no questions featuring words with /ae/ sound/ spellings and will read pairs of words with /a/ and /ae/ spelling patterns and will determine if the spellings produce identical sounds.

TEKS 2.2.B.iii

Reading

Students will read “Miss Baker” with purpose and understanding, and will answer oral literal and evaluative questions about key details in the text.

TEKS 2.2.B.iii; TEKS 2.2.B.v; TEKS 2.4; TEKS 2.6.G

Language (Spelling)

Students will spell words with tricky spellings 'c' > /k/ and /s/, and 'g' > /g/ and /j/ and the Tricky Word *are*. **TEKS 2.2.C.i; TEKS 2.2.C.iv**

FORMATIVE ASSESSMENT

Observation	Spelling Alternatives /oe/ and /o/ TEKS 2.2.B.iii
Activity Pages 6.1, 6.2	Yes or No?/Same or Different? TEKS 2.2.B.iii
Observation	Anecdotal Reading Record “Miss Baker” TEKS 2.4
Observation	Discussion Questions “Miss Baker” TEKS 2.6.G

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.4** 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 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

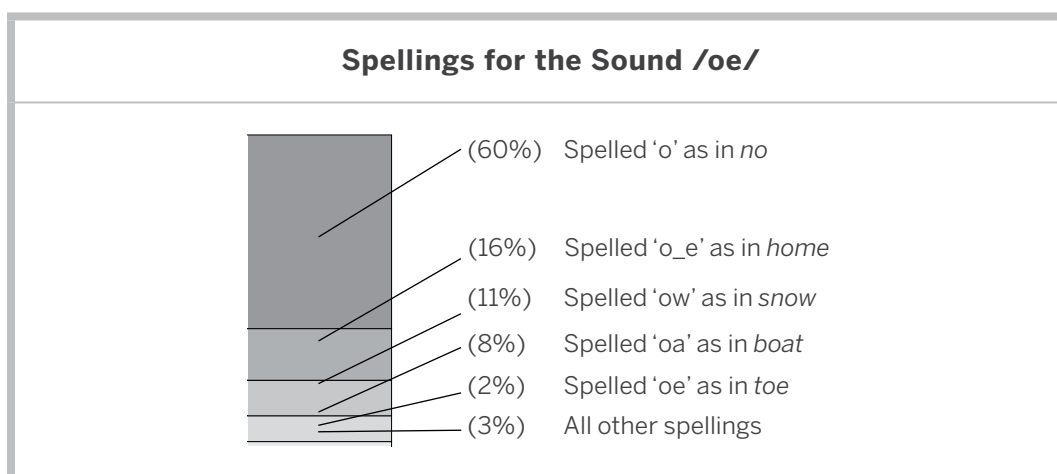
LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Board Sort /o/ and /oe/ (Phonics)	Whole Group	10 min.	
Spelling Trees /o/ and /oe/ (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Spelling Tree templates <input type="checkbox"/> brown, green, and yellow paper <input type="checkbox"/> scissors <input type="checkbox"/> marker <input type="checkbox"/> tape <input type="checkbox"/> blank spelling leaves and odd ducks
Sound/Spellings Review (Phonics)	Small Group	15 min.	<input type="checkbox"/> Activity Pages 6.1, 6.2
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Kids Excel</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read “Miss Baker”	Whole Group	10 min.	<input type="checkbox"/> <i>Kids Excel</i>
Language			
Introduce Spelling Words	Whole Group	5 min.	<input type="checkbox"/> Activity Page 6.3
Take-Home Material			
Spelling Words; “Miss Baker”			<input type="checkbox"/> Activity Pages 6.3–6.5

ADVANCE PREPARATION

Note to Teacher

Over the next several lessons you will teach spelling alternatives for the /oe/ sound. The spellings to be treated include the basic code spelling 'o_e' as in *home* and the spelling alternatives 'o' as in *open*, 'oa' as in *boat*, and 'oe' as in *toe*. The chart below shows you which of these spellings are most common for this sound. The spelling 'ow' for /oe/ will be taught later, since students just learned in Unit 2 to link the spelling 'ow' with /ow/. Students should already know the basic code spelling 'o_e' as in *home*. Some may be familiar with the spellings 'o', 'ow', 'oa', and 'oe' from Grade 1.



Here are some patterns for your information:

- The 'o' spelling is actually much more common than the basic code spelling 'o_e'. However, it was not chosen as the basic code spelling for two reasons: (1) 'o' is the basic code spelling for /o/ as in *hot*, and (2) 'o' > /oe/ is less common in one-syllable words used in beginning reading materials (*most, no, so, go*) than it is in multisyllable words (*only, noble, solo, hoping*).
- Many 'o_e' words change to just 'o' when a suffix is added (e.g., *hope* > *hoping* and *joke* > *joker*).
- At the beginning of a word, 'o' and 'oa' are the most likely spellings (*over, obey, oak, oat*); 'ow' is rarely used (*own*).
- In the middle of a word, with consonant spellings on either side, 'o', 'oa', and 'o_e' are all used (*fold, groan, hope*); 'ow' is rare (*grown*); and 'oe' is rarely, if ever, used.

- At the end of a word, 'o', '**ow**', and '**oe**' are used (*hippo, snow, toe*); 'oa' is very rare (*cocoa*).
- The spellings '**ou**' as in *shoulder* and '**ough**' as in *though* are rare and are not taught in this program. Students can be introduced to these spellings as they happen to discover them, or they can learn words containing these spellings as Tricky Words.

Foundational Skills

- You will need to create two more Spelling Trees, one for the /oe/ sound and its spellings and another for the /o/ sound and its spellings. Each tree should have five branches. Follow the directions from Lesson 1 regarding assembly of the Spelling Tree. Have the materials needed to construct the Spelling Tree ready before you begin the exercise. If lack of wall space is an issue, display the Spelling Trees on a chart tablet.
- You are encouraged to keep the Spelling Tree for /ae/ on display or accessible for viewing even as you begin working on /oe/. The trees are useful resources for students to consult when spelling. If the /ae/ and /a/ trees are movable, you may wish to move them to a less central location.
- Label the trunk of one Spelling Tree /o/ and the other /oe/.
- For the /oe/ Spelling Tree, use four branches for the spellings ('o_e', 'o', 'oe', 'oa'); and one branch at the top for odd ducks. Odd ducks are words having the /oe/ sound spelled in a way not explicitly taught in this unit. The second Spelling Tree should have five branches, all for words with short /o/.
- Label five of the branches on the /o/ Spelling Tree 'o'. The branches should be the same length.
- Label the /oe/ Spelling Tree branches individually as 'o_e', 'o', 'oe', 'oa', and odd ducks.
- Write these /oe/ words on the leaves: *coat, goes, road, so, poke, hoe, open, toe*. Also write these /o/ words on other leaves: *cot, rod, top, stop, chop, clock, rotten*.

Reading

➤ Digital Component 6.1

- Create the Preview Spellings chart (Digital Component 6.1) for Introduce the Story on the board/chart paper, or use the digital version.
- Write the following words and phrases on the board/chart paper for students who finish early:

- | | |
|-----------------|-----------------|
| 1. champ | 5. nailed it |
| 2. hot shot | 6. runner-up |
| 3. slipup | 7. Take a shot. |
| 4. in fine form | 8. a good sport |

Universal Access

- Bring in images or objects to depict a coat, a road, a hoe, a cot, a rod, a top, and a clock to use for the Spelling Tree. You may also want to plan to act out or bring in an object to depict the words *toe*, *stop*, and *chop*.

Lesson 6: Spelling Alternatives

Foundational Skills



Primary Focus

Students will provide words for sorted columns featuring /oe/ > 'o_e', 'o', 'oe', and 'oa', and will read words with these features and attach them to the appropriate branch of the Spelling Tree. **TEKS 2.2.B.iii**

Students will read and answer yes/no questions featuring words with /ae/ sound/ spellings and will read pairs of words with /a/ and /ae/ spelling patterns and will determine if the spellings produce identical sounds.

TEKS 2.2.B.iii

BOARD SORT /O/ AND /OE/ (10 MIN.)

- Remind students that Unit 2 and Unit 3 focus on vowel sounds. Today they will review the basic code for the /o/ sound. Write 'o' on the board and ask students what sound they would make if they saw this spelling. (/o/ as in hop)
- Ask students to share six to eight words containing the /o/ sound. Write the words on the board, and circle the 'o' in each word. Point out that in all of these words the /o/ sound is spelled as 'o'.
- Tell students the new vowel sound for today is the /oe/ sound, as in *open*. Have students say the sound /oe/.
- Remind students they have already learned one spelling for this sound, 'o_e'.
- Ask students to provide six to eight words with the 'o_e' spelling. Record these words on the board under the column 'o_e'; use two-finger pointing as you did in Unit 2 to highlight the spelling and circle it with a horseshoe loop.
- Tell students there are other ways to write the /oe/ sound and, over the next few days, they are going to learn several additional spellings for the sound.
- Write the following headers on the board in columns: 'o_e', 'o', 'oe', and 'oa'.
- Ask students to share any words containing the /oe/ sound (not the letter 'o'; but the sound /oe/).

TEKS 2.2.B.iii 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.

- Sort the /oe/ words students provide according to the spellings, and circle the letters standing for the /oe/ sound in each word. For example, if a student says *boat*, list the word under the heading 'oa'. If a student says *rowboat*, list the word twice, under 'oa' and odd ducks.
- Call students' attention to the four spelling patterns for the /oe/ sound.
- Below are examples of words students may provide. Each column represents the major spellings of the long vowel sound /oe/ taught in this unit.

Note: If students provide a word that contains an /oe/ spelling not taught in this unit (e.g., *snow* or *crow*), record the word in the column labeled 'odd ducks' to acknowledge that the student correctly provided a word with the /oe/ sound, but with a spelling not yet taught. However, do not list words in the odd ducks column unless students suggest these words.

/oe/ > 'o_e'	/oe/ > 'o'	/oe/ > 'oe'	/oe/ > 'oa'	odd ducks
tote	no	toe	goat	snow
stone	hotel	doe	float	crow

- Students will most likely suggest examples of most of the major spelling patterns, but you should not introduce any spellings listed that are not offered spontaneously by students (with the exception of odd ducks). You can do this by writing one of the sample words on the board, reading the word to students, and then asking them which letters stand for the /oe/ sound in the word.
- Leave the words from the sort on the board, as you will add some of them to the Spelling Tree in the next exercise.

SPELLING TREES /O/ AND /OE/ (15 MIN.)

- Show students the new Spelling Trees, and explain you are going to use one tree to help them keep track of the spellings for the /oe/ sound and the other to keep track of spellings for the /o/ sound.
- Point out that the odd ducks branch is the shortest. Words with unusual spellings are called odd ducks. Odd ducks are Tricky Words, and like Tricky Words, odd ducks are on yellow paper.
- Explain that the branches are like the power bar because they show how common a spelling is for a sound; longer branches represent more common spellings, and shorter branches represent less common spellings.



ENGLISH
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Foundational Skills

Foundational Literacy Skills

Before reading the leaves for the Spelling Tree, show the images you prepared in advance. Have students repeat the word after you as you show each image.

ELPS 1.D; ELPS 3.J

- Show students the /o/ leaves you prepared in advance. Ask students to read one word at a time. Then ask a student to tell you which Spelling Tree the leaf belongs to and tape it to the tree. Continue until all of the /o/ leaves have been read and displayed on the tree. Call students' attention to the fact that the /o/ sound is spelled only one way: every word with the /o/ sound is spelled with 'o', and all the branches of the /o/ Spelling Tree represent the exact same spelling.
- Show students the leaves you prepared with the /oe/ sound. First read the words with the 'o_e' spelling, emphasizing this is the /oe/ sound. Again, ask students to tell you where the leaves/words belong and tape them to the correct branch of the Spelling Tree.
- Continue showing students the other leaves with the /oe/ sound and different spellings. You should read the words aloud to students since these spellings have not yet been explicitly taught, emphasizing the /oe/ sound. Ask a student to tell you where each leaf/word belongs and tape it to the correct branch of the /oe/ Spelling Tree.
- After all words have been read and taped to the tree, point out that, unlike the /o/ sound, the /oe/ sound can be spelled in several different ways. Point out each branch and its specific spellings.
- Choose one or two words of each spelling from the word sort to write on a leaf. Copy the word, read it aloud, and have a student attach it to the correct branch. If students came up with any odd ducks during the board sort, they can be copied onto the yellow duck-shaped cards.
- Ask a student to tell you on which branch each leaf belongs and tape it to the Spelling Tree.
- Explain that you will be using the Spelling Tree as an organizer for the next several lessons of work on the /oe/ sound and its spellings. Students will have chances to add more words to the tree.



Observation: Spelling Alternatives

Ask as many students as possible to read a word and place the leaf on the Spelling Tree. Make note of their individual ability to decode words with /oe/ and /o/ in the Spelling Alternatives Observation Record.

SOUND/SPELLINGS REVIEW (15 MIN.)

Small Group

Group 1: Work with students needing extra help with the /ae/ sound to complete Activity Page 6.1 and/or 6.2. You may also use the Spelling Trees to show students words with these spellings and practice reading words aloud.

Group 2: Have students complete Activity Page 6.1 and/or 6.2 independently.

Activity Pages 6.1, 6.2



Activity Pages 6.1, 6.2: Yes or No?/Same or Different?

Collect Activity Pages 6.1 and 6.2 to review and monitor students' ability to read words with /ae/ spelling patterns and answer related questions.

Lesson 6: "Miss Baker" Reading



Primary Focus: Students will read "Miss Baker" with purpose and understanding and will answer oral literal and evaluative questions about key details in the text.

✦ **TEKS 2.2.B.iii; TEKS 2.2.B.v; TEKS 2.4; TEKS 2.6.G**

INTRODUCE THE STORY (5 MIN.)

- Tell students this is the last story in the series about the spelling bee. Ask students to recall who helped Gail become a good speller. (*her second grade teacher, Miss Baker*)
- Today they will read about how Miss Baker helped Gail become such a good speller.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

Note: "Miss Baker" does not contain any of the new /oe/ spellings. However, it does have /ae/ spellings that you may wish to preview. Use the syllable division routine in the Additional Support section to help students with decoding the words.

✦ **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.4** 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 2.6.G** Evaluate details read to determine key ideas.

Reader



Page 18

➤ Digital Component 6.1

/ae/ > 'ay'	/ae/ > 'ai'	/ae/ > 'a_e'	/ae/ > 'a'	Multisyllable Words
play	explaining	flame	paper	understand
stay	pain	make		English
	train	Baker		Spanish
				Latin
				myself
				explaining
				Baker

Preview Core Vocabulary

- Preview the following word with students.

champ—n., short for *champion* (18)

Example: The fastest runner was the champ at the track meet two years in a row.

Vocabulary Chart for “Miss Baker”

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

Purpose for Reading

- Tell students to read the story carefully to find out how Miss Baker helped make Gail such a good speller. Remind students to pay attention to images throughout the story.

READ “MISS BAKER” (10 MIN.)

Whole Group

- Read “Miss Baker” as a group. You may choose a method of whole group reading that suits your students best (e.g., read-aloud, silent reading).
- If students finish early, they may illustrate one of the words or phrases on the board. Have students write a caption for their images.



Observation: Anecdotal Reading Record

Ask different students to read each page or paragraph. As you listen to students read “Miss Baker,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- Encourage students to answer the questions in complete sentences.

Discussion Questions for “Miss Baker”

1. **Literal.** How did Miss Baker help Gail become a good speller?
 - » Miss Baker made Spelling Trees.
2. **Literal.** How is a Spelling Tree organized?
 - » A Spelling Tree is organized by sounds and spellings.
3. **Literal.** How did the Spelling Trees help the kids in Miss Baker’s class?
 - » The Spelling Trees helped kids to see spelling patterns.
4. **Literal.** What did Gail do to become a better speller?
 - » Gail read books about the English language.
5. **Evaluative.** Is there anything else we can add to the ‘L’ column of our KWL chart? What questions remain unanswered? Was anything we listed in the ‘K’ column incorrect?
 - » Answers may vary.



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Reading

Reading Closely

Beginning

Reframe questions as simple choice or yes/no questions: “What did Gail’s teacher make that helped her become a good speller?” “Did Gail watch TV to become a better speller?”

Intermediate

Provide students with a specific sentence frame: “A Spelling Tree is organized by _____ and _____.”

Advanced/Advanced High

Encourage students to use key details in complete sentences by restating their responses as a complete sentence.

ELPS 2.G; ELPS 4.G



Observation: Discussion Questions

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

Lesson 6: Spelling Language



Primary Focus: Students will spell words with tricky spelling 'c' > /k/ and /s/, and 'g' > /g/ and /j/ and the Tricky Word *are*. **TEKS 2.2.C.i; TEKS 2.2.C.iv**

INTRODUCE SPELLING WORDS (5 MIN.)

- Tell students the spelling words this week are words with the tricky spellings 'c' and 'g'. Remind students that 'c' can sound like /k/ as in *cap* or /s/ as in *cent*; 'g' can sound like /g/ as in *get* or /j/ as in *gel*.
- Write four columns on the board with the titles 'c' > /k/, 'c' > /s/, 'g' > /g/ and 'g' > /j/.
- Read and write each spelling word under the appropriate column, one at a time, being sure to explain vocabulary as needed.

'c' > /k/	'c' > /s/	'g' > /g/	'g' > /j/	Tricky Word
carpet	face	gray	page	are
	space		digit	
	cell		germ	
	center			

TEKS 2.2.C Demonstrate and apply spelling knowledge by (i) spelling one-syllable words with closed syllables; open syllables; VCe syllables: vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.



- Tell students that they will write an entire sentence that you dictate using one of the spelling words. Students may use their Dictation Journal.
- Read the sentence: *I turned to the next page.*
- You may have students generate additional examples of these tricky spellings if time permits.
- Tell students the Tricky Word for the week is *are*.
- Remind students to practice their words each night with a family member.

End Lesson

Take-Home Material

SPELLING WORDS; “MISS BAKER”

- Have students take home Activity Pages 6.3, 6.4, 6.5 to practice spelling words and reading and responding to questions with a family member.

Activity Pages 6.3–6.5



Lesson 6: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- Write each sentence on an **index card** or **sentence strip**.
- Show students a Wiggle Card, have them read it, and let them perform the action. To provide additional practice with spelling words in sentences, you may choose to have students write the sentence from each Wiggle Card in their Dictation Journal as you dictate it.

- | | |
|----------------------|---------------------|
| 1. Make a train. | 3. Get your coat. |
| 2. Act like a champ. | 4. Float in a boat. |

MORE HELP READING WORDS WITH /OE/

Teacher Chaining

- Write the word *boat* on the board/chart paper.
- Ask students to read the word, first in a segmented fashion and then blended.
- Remove the 'b' and add a 'g' to create the word *goat*. As you make this change, say to students, "If that is *boat*, what is this?"
- Continue this process with the remaining words.

1. boat > goat > coat > coast > toast
2. road > toad > load > loaf > oaf > oak > soak
3. foe > Joe > doe > toe > toes > goes

Syllable Division Patterns

- Point out that students can use what they know about syllable types, such as VCV, VCCV, and VCCCV, and chunking to read and spell these words.
- Write *paper*, *center*, and *understand* on the board.
- Say, "In *paper*, I see two vowel sounds (/ae/ and /er/) on either side of one consonant."
- Say, "When only one consonant comes between two vowels, I divide after the first vowel sound. So I will divide the word like this *pa•per*."
- Point to *center*.
- Say, "In this word, I see two vowels on either side of two consonants."
- Underline the vowels.
- Say, "When two consonants come between two vowels, I divide the word between the consonants: *cen•ter*."
- Point to *understand*.
- Say, "In this word, I see a vowel on either side of three consonants in a row."
- Underline the vowels. Point out that the first two syllables are divided *un•der* just as with *cen•ter*.
- Say, "When three consonants come between two vowels, I divide either before or after the first two consonants, depending on the consonants. In this case, 's' and 't' blend together, so I will divide the syllables like this: *un•der•stand*."

SPELLING ALTERNATIVES

Review /oe/ > 'oa' and 'oe'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read one- and two-syllable words with the sound/spellings /oe/ > 'oa' and 'oe', and will place the words on the appropriate branches of the spelling tree. **TEKS 2.2.B.iii**

Students will segment, blend, and spell words with /oe/ > 'oa' and 'o_e'.
TEKS 2.2.A.ii; TEKS 2.2.B.iii

Students will read and write words with /oe/ > 'oa', 'oe', and 'o_e' in sorted columns. **TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.iv**

Language (Grammar)

Students will unscramble sentences and identify the nouns in each sentence.
TEKS 2.11.D.iii

FORMATIVE ASSESSMENT

Observation

Spelling Alternatives /oe/ > 'oa' and 'oe'
TEKS 2.2.B.iii

Activity Page 7.1

Word Sort /oe/ > 'oa', 'oe', 'o_e'
TEKS 2.2.B.iii

Activity Page 7.2

Noun Identification
TEKS 2.11.D.iii

TEKS 2.2.B.iii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.A.ii** Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.11.D.iii** Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review /oe/ > 'oa' and 'oe' (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Cards for /oe/ > 'oa' (boat), /oe/ > 'oe' (toe) <input type="checkbox"/> tape <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> green markers
Teacher Chaining (Phonics)	Whole Group	5 min.	
Practice /oe/ > 'oa', 'oe', and 'o_e' (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> Word Sort (Digital Components)
Language (Grammar)			
Nouns	Independent	20 min.	<input type="checkbox"/> Activity Page 7.2 <input type="checkbox"/> Scrambled Sentences (Digital Components) <input type="checkbox"/> Nouns (Digital Components) <input type="checkbox"/> Sentences (Digital Components)
Take-Home Material			
Practice with /oe/ and /o/			<input type="checkbox"/> Activity Page 7.3

ADVANCE PREPARATION

Foundational Skills

- Write the following words on leaves to add to the Spelling Tree for this lesson: *coat, soap, toast, road, loaf, toe, Joe, foe, raincoat, railroad, cockroach, sailboat, tiptoe*. You should bold or underline the spellings for the sound on the leaves.
- Prepare to display the Vowel Code Flip Book within view of all students; have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.
- You may wish to tab Vowel Code Flip Book page 11:

➤ Digital Component 7.1

- Create an enlarged version of Activity Page 7.1 (Digital Component 7.1) to display for Practice /oe/ > 'oa', 'oe', and 'o_e', or use the digital version.

Language

➤ Digital Component 7.2

- Copy the scrambled sentences (Digital Component 7.2) on the board/chart paper, or use the digital version.

➤ Digital Component 7.3

- Copy the noun sorting chart (Digital Component 7.3) on the board/chart paper, or use the digital version.

➤ Digital Component 7.4

- Copy the sentences and numbers in parentheses (Digital Component 7.4) on the board/chart paper, or use the digital version.

Universal Access

- Bring in images or objects to represent a coat, soap, toast, a road, a loaf, a toe, Joe, a foe, a raincoat, a railroad, a cockroach, a sailboat, and plan to demonstrate the word *tiptoe* to use in the Spelling Tree activity.

Lesson 7: Spelling Alternatives

Foundational Skills



Primary Focus

Students will read one- and two-syllable words with the sound/spellings /oe/ > 'oa' and 'oe', and will place the words on the appropriate branches of the spelling tree.

✦ **TEKS 2.2.B.iii**

Students will segment, blend, and spell words with /oe/ > 'oa' and 'o_e'.

✦ **TEKS 2.2.A.ii; TEKS 2.2.B.iii**

Students will read and write words with /oe/ > 'oa', 'oe', and 'o_e' in sorted

✦ columns. **TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.iv**

REVIEW /OE/ > 'OA' AND 'OE' (20 MIN.)

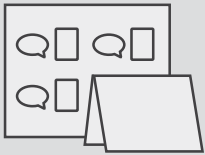
- Point to the /oe/ Spelling Tree. Tell students today they will focus on two spellings for the /oe/ sound.
- Explain the first spelling is 'oa' as in *boat*.
- Read the 'oa' words aloud from the Spelling Tree.
- The spellings can be found on the following pages in the Vowel Code Flip Book and in students' Individual Code Charts.

Vowel Code Flip Book	Individual Code Chart
1. /oe/ > 'oa' (<i>boat</i>) page 11	1. /oe/ > 'oa' (<i>boat</i>) page 8
2. /oe/ > 'oe' (<i>toe</i>) page 11	2. /oe/ > 'oe' (<i>toe</i>) page 8

- Turn to **Vowel Code Flip Book page 11** and put the Spelling Card for 'oa' on the appropriate space. Discuss the power bar.
- Distribute the green markers. Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate card and spelling for 'oa' on the chart.
- Write the following words on the board/chart paper, one at a time, and read each one aloud as a class.

✦ **TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.A.ii** Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

Code Materials



Support

Model how to use the Individual Code Chart. Have students practice using it individually, and monitor their progress to make sure they each know how to use it.

- | | |
|----------|---------|
| 1. oak | 4. loaf |
| 2. float | 5. goal |
| 3. coal | 6. goat |

- Circle the 'oa' spelling, and point out 'oa' is used to spell the /oe/ sound in these words.
- Explain the second spelling is 'oe' as in *toe*.
- Turn to **Vowel Code Flip Book page 11** and put the Spelling Card for 'oe' on the appropriate space. Discuss the power bar.
- Have students turn to **Individual Code Chart page 8**. Guide students as they outline the appropriate card and spelling for 'oe' on the chart.
- Write the following words on the board/chart paper, one at a time, and read each one aloud as a class.

- | | |
|---------|--------------|
| 1. goes | 4. tornadoes |
| 2. doe | 5. hoe |
| 3. foe | 6. Joe |

- Circle the 'oe' spelling, and point out the 'oe' spelling usually comes at the end of the word.
- Shuffle the leaves you have prepared with the 'oa' and 'oe' spellings.
- Hold up one of the leaves, and call on students to read the word. Then have a student tape the leaf to the appropriate branch of the Spelling Tree.
- Continue until all the words have been read and the leaves have been placed on the appropriate branches.



Observation: Spelling Alternatives

Ask as many students as possible to read a word and place the leaf on the Spelling Tree. Make note of their individual ability to decode words with /oe/ and /oa/ in the Spelling Alternatives Observation Record.



**ENGLISH
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Foundational Skills

Foundational Literacy Skills

Before reading the leaves for the Spelling Tree, show the images you prepared in advance. Have students repeat the word after you as you show each image.

ELPS 1.D; ELPS 3.J

TEACHER CHAINING (5 MIN.)

- Write *oak* on the board/chart paper.
- Read the word aloud to students, first in a segmented fashion and then blended.
- Ask, “What happens when I replace the letter ‘k’ with the letter ‘t’?” Say the word *oat* aloud, first in segmented fashion and then blended. Then write *oat* on the board/chart paper, emphasizing that replacing the letter ‘k’ with the letter ‘t’ changed *oak* to *oat*.
- Continue this process with the remaining words.

1. oak > oat > moat > boat > bat > bad > lad > load > road > toad
2. hop > hope > mope > mop > lop > lope > slope > slip > slice > slick

PRACTICE /OE/ > ‘OA’, ‘OE’, AND ‘O_E’ (15 MIN.)

Word Sort

➤ Digital Component 7.1

- Ask students to turn to Activity Page 7.1.
- Explain the words in the box all contain the sound /oe/; they either have the spelling ‘oa’, ‘oe’, or ‘o_e’.
- Point out the three columns below the word box. Tell students each column is for one of the /oe/ spellings.
- Ask students to sort the words by spelling and writing them in the correct columns.
- Point out that the first word, *toes*, has already been sorted.
- Have students read the second word in the box, *choke*. Ask students to circle the target spelling and read the word; then ask them where you should write the word.
- Add the word to the correct column and circle the /oe/ spelling. Have students do the same on their activity pages.
- Repeat this process until all of the words have been read and sorted.
- Have students select a few words from the activity page to add to the Spelling Tree for /oe/.

Activity Page 7.1



Challenge

Ask students to write different one- and two-syllable words with the ‘oa’ and ‘oe’ spelling patterns to include on the Spelling Trees.

Have students use the back of Activity Page 7.1 to write a sentence with as many of the words from the box as possible.



Activity Page 7.1: Word Sort

Collect Activity Page 7.1 to review and monitor student progress decoding words with /oe/ > 'oa', 'oe', and 'o_e'.

Lesson 7: Grammar

Language



Primary Focus: Students will unscramble sentences and identify the nouns in each sentence. **TEKS 2.11.D.iii**

NOUNS (20 MIN.)

- Display the scrambled sentences you prepared in advance.

➤ Digital Component 7.2

1. had ball park the playing Sam fun at

- Unscramble the sentence as a class. Remind students a sentence starts with a capital letter. (*Sam had fun playing ball at the park.*)
- Write the second scrambled sentence on the board/chart paper and unscramble it with students. (*Jane painted the vase green and pink. or Jane painted the vase pink and green.*)

2. pink painted Jane the green vase and

- Remind students they learned about nouns last year. Remind students a noun is a word that names a person, place, or thing.
- Have students identify the nouns in the unscrambled sentences and circle them.
- Display the noun chart you prepared in advance.

TEKS 2.11.D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

➤ Digital Component 7.3

Person	Place	Thing

- Ask students to name the nouns and indicate the column under which they should be written.
- Write the words on the chart as students respond. Ask students to orally provide other examples of nouns for people, then nouns for places, and then nouns for things. (Proper nouns will be covered in a later lesson.)

Person	Place	Thing
Sam	park	ball
Jane		vase
(Record student responses here)	(Record student responses here)	(Record student responses here)

- Display the sentences you prepared in advance.

➤ Digital Component 7.4

1. Did the girl catch the ball at the game? (3)
2. The man ran fast to catch the dog. (2)

- Point out the number after the sentence, and explain that the number lets students know how many nouns are in each sentence.
- Have a student circle the nouns in each sentence. (*girl, ball, game, man, dog*)
- Have other students indicate whether each noun names a person, place, or thing.
- Have students take out Activity Page 7.2. Complete at least the first two items with students as guided practice.
- Circle the nouns in each sentence. After circling a noun, write the word in the correct column at the bottom of the page before going to the next noun. Note that the number of nouns in a sentence is written at the end of the sentence.





Activity Page 7.2: Noun Identification

Collect Activity Page 7.2 to review and monitor students' ability to identify nouns in text.

End Lesson

Take-Home Material

PRACTICE WITH /OE/ AND /O/

- Have students take home Activity Page 7.3 to practice reading to a family member.

Activity Page 7.3



Lesson 7: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- To provide additional practice with spelling words in sentences, you may choose to have students write the sentence from each Wiggle Card in their Dictation Journal as you dictate it.

- | | |
|-------------------------|-------------------|
| 1. Spin like a tornado. | 3. Score a goal. |
| 2. Moan and groan. | 4. Tap your toes. |

MORE HELP READING WORDS WITH /OE/

Fill in the Blank

- Make one copy of **Activity Page TR 7.1** for each student.
- Have students fill in the blanks with words from the word bank.

Checkers

- Make one copy of the Checkers game board (**Activity Page TR 7.2**) for each pair of students.
- Copy and cut out one set of Checkers pieces (**Activity Page TR 7.3**) and one set of word cards (**Activity Page TR 7.4**) for each pair of students.

- The rules are the same as regular checkers except that, in order to make a move, the student must first draw a card and read the word correctly.

Note: If you have a regular game of checkers available, you may use that with the word cards provided.

MORE HELP IDENTIFYING NOUNS

Sentence Strips

- Make one copy of **Activity Page TR 7.5** for each student and cut apart each sentence, or cut out several **long strips of paper** and write each sentence on a strip of paper.
- Have students practice reading each sentence aloud.
- Ask students to circle the nouns in the sentences.
- Have students rewrite one of the sentences on a separate piece of paper. You may also let students illustrate the sentence.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 665–819 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 667–821 of those words would be completely decodable.

'oa' and 'oe' are both generally pronounced /oe/, though 'oa' can also be part of the 'oar' spelling for /or/.

SPELLING ALTERNATIVES

Tricky Spelling
'o' > /o/ and /oe/

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will hear and distinguish between oral words with the /o/ and /oe/ sounds. **TEKS 2.2.B.iii**

Students will read one- and two-syllable words with the tricky spelling 'o' > /oe/ and will compare these words with words featuring 'o' > /o/.

TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.B.v

Students will read and write words with /oe/ > 'o', 'oa', 'oe', and 'o_e' in sorted columns. **TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.iv**

Reading

Students will read "The Swimming Sisters" with purpose and understanding; will close read the text by answering text dependent questions, discussing Tier 2 vocabulary, and discussing difficult passages from the text; and will fill out a Venn diagram based on key details from the story. **TEKS 2.2.B.iii; TEKS 2.2.B.iv;**

TEKS 2.2.B.vi; TEKS 2.2.C.iii; TEKS 2.2.C.vi; TEKS 2.3.C; TEKS 2.7.C; TEKS 2.8.B

FORMATIVE ASSESSMENT

Activity Page 8.1

Word Sort /oe/ > 'o', 'oa', 'oe', 'o_e'

TEKS 2.2.B.iii

Observation

Discussion Questions "The Swimming Sisters"

TEKS 2.7.C; TEKS 2.8.B

Activity Page 8.2

Compare and Contrast Venn Diagram

TEKS 2.7.C; TEKS 2.8.B

- TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (iv) decoding compound words, contractions, and common abbreviations; (vi) decoding words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;
- TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable 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 common abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (vi) spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** Identify the meaning and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.8.B** Describe the main characters' internal and external traits.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Tricky Spelling 'o' (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Cards for /oe/ > 'o' (<i>open</i>) <input type="checkbox"/> tape <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> green markers
Practice /oe/ Spelling Alternatives (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 8.1 <input type="checkbox"/> Word Sort (Digital Components)
Reading			
Introduce the Story	Whole Group	10 min.	<input type="checkbox"/> <i>Kids Excel</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Close Read "The Swimming Sisters"	Partner/Whole Group	15 min.	<input type="checkbox"/> <i>Kids Excel</i> <input type="checkbox"/> Activity Page 8.2
Take-Home Material			
"The Swimming Sisters"			<input type="checkbox"/> Activity Pages 8.3, 8.4

ADVANCE PREPARATION

Foundational Skills

- Write the following words on leaves to add to the Spelling Tree for this lesson: *hotel, moment, program, bonus, poster, poet, polo, halo, open, omit, over*.
- You should bold or underline the /oe/ spellings for the sound on the leaves above.

Note: The multisyllable words for the Spelling Tree should be written on the leaves without any syllable division. The words *no* and *so*, taught earlier as Tricky Words, can now be read as part of the /oe/ > 'o' spelling pattern. They should be removed from the Tricky Word wall and placed on the decodable word wall.

- Prepare to display the Vowel Code Flip Book within view of all students; have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.
- You may wish to tab Vowel Code Flip Book page 11.

➤ Digital Component 8.1

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

Reading

➤ Digital Component 8.2

- Create the Preview Spellings chart (Digital Component 8.2) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Bring in images of a *cot*, a *road*, a *clock*, *toast*, and a *boat* to use for the Warm-Up: One-Syllable Word Review. You may also want to plan to act out or bring in an object to depict the words *stop*, *hot*, and *foam*.
- Bring in images of a *hotel* and a *halo*, to use for the Spelling Tree activity. You may also want to plan to act out or bring in an object to depict the words *program*, *polo*, *poster*, and *open*.

Lesson 8: Tricky Spelling 'o'

Foundational Skills

**Primary Focus**

Students will hear and distinguish between oral words with the /o/ and /oe/

✦ sounds. **TEKS 2.2.B.iii**

Students will read one- and two-syllable words with the tricky spelling 'o' > /oe/ and will compare these words with words featuring 'o' > /o/.

✦ **TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.B.v**

Students will read and write words with /oe/ > 'o', 'oa', 'oe', and 'o_e' in sorted

✦ columns. **TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.iv**

TRICKY SPELLING 'O' (20 MIN.)

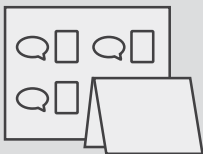
- Review the spellings for /oe/ by reading words from these branches: 'o_e', 'oa', 'oe'.
- Tell students today they will focus on another spelling for the /oe/ sound, the spelling 'o'. Point out the 'o' branch on the /oe/ Spelling Tree to students, noting the length of the branch. Let students know the letter 'o' can be used to represent the /oe/ sound and the /o/ sound. So the 'o' can be a tricky spelling.
- The spellings can be found on the following pages in the Vowel Code Flip Book and in students' Individual Code Charts.

Vowel Code Flip Book	Individual Code Chart
1. /oe/ > 'o' (open) page 11	1. /oe/ > 'o' (open) page 8

- Turn to **Vowel Code Flip Book page 11** and show students the 'o' Spelling Card for /oe/, as well as the target word on the card. Write the word *open* on the board/chart paper as *o|pen*. Point to the 'o' at the end of the syllable. Explain when the letter 'o' comes at the end of a syllable, it represents the /oe/ sound. Sound out the word with students using the /oe/ sound. Put the Spelling Card on the appropriate space. Discuss the power bar.

✦ **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

Code Materials



- Distribute the green markers. Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate card on the chart.
- Tell students they now know four spellings for the sound /oe/: 'oe', 'o', 'oa', and 'o_e'.
- Write the following words on the board/chart paper, one at a time, circling the /oe/ spellings. Read each word aloud as a class.



Foundational Skills

Foundational Literacy Skills

Before reading the leaves for the Spelling Tree, show the images you prepared in advance. Have students repeat the word after you as you show each image.

ELPS 1.D; ELPS 3.J

- | | |
|------------|----------|
| 1. hotel | 7. polo |
| 2. moment | 8. halo |
| 3. program | 9. open |
| 4. bonus | 10. omit |
| 5. poster | 11. over |
| 6. poet | |

- Point out in each instance that the letter 'o' represents the /oe/ sound because the 'o' comes at the end of a syllable (VCV pattern). Use the routine in the Additional Support section of Lesson 6 to help students decode words with VCV, VCCV, and VCCCV patterns.
- Hold up one of the leaves you prepared, and ask students to read the word. Then have a student tape the leaf to the 'o' branch of the /oe/ Spelling Tree.
- Compare and contrast 'o' > /o/ words with those 'o' > /oe/ words. Write the words in the following box on the board/chart paper to demonstrate the spelling pattern.

- | | |
|----------------------|---------------------|
| 1. ho tel vs. hot | 4. to tem vs. tot |
| 2. mo ment vs. mom | 5. lo go vs. log |
| 3. ro bot vs. rob | |

- Point out the 'o' represents the /o/ sound when there are consonants on either side of the 'o'.
- Point out the 'o' represents the /oe/ sound in many two-syllable words when the 'o' comes at the end of a syllable.

PRACTICE /OE/ SPELLING ALTERNATIVES (15 MIN.)

Word Sort

➤ Digital Component 8.1

Activity Page 8.1



- Ask students to tear out Activity Page 8.1.
- Explain the words in the box are one- and two-syllable words containing the sound /oe/ spelled either 'oa', 'o', 'o_e', or 'oe'.
- Tell students you want them to sort the words by spelling and writing them in the correct columns.
- Point out the first four words are already sorted.
- Have students read the next word in the box, *rope*. Ask students to first circle the letters that spell the /oe/ sound, read the word, and then tell you where to write the word.
- Add the word to the correct column. Have the class do the same on their activity pages.
- Point out that 'o' is the most common spelling for /oe/, especially in words with two or three syllables.
- Repeat this process until all of the words have been read and sorted.
- Have students use the back of Activity Page 8.1 to write a sentence with as many of the words from the box as possible.



Activity Page 8.1: Word Sort

Collect Activity Page 8.1 to review and monitor student progress decoding words with /oe/ > 'o' and 'oa', 'oe', and 'o_e'.

Lesson 8: “The Swimming Sisters”

Reading



Reader



Page 22

Primary Focus: Students will read “The Swimming Sisters” with purpose and understanding; will close read the text by answering text dependent questions, discussing Tier 2 vocabulary, and discussing difficult passages from the text; and will fill out a Venn diagram based on key details from the story. **TEKS 2.2.B.iii; TEKS 2.2.B.iv;**

TEKS 2.2.B.vi; TEKS 2.2.C.iii; TEKS 2.2.C.vi; TEKS 2.3.C; TEKS 2.7.C; TEKS 2.8.B

INTRODUCE THE STORY (10 MIN.)

- Tell students the next series of stories is about two sisters, Kim and Val Castro, who swim. Remind students a series is more than one of something. Ask students to look in the table of contents to determine how many stories make up the series about swimming. (*four*)
- Explain to students there are many different water sports. Some people practice fancy dives into the water, some dance under the water, and some teams play games like water polo. These stories are about sisters who train to race in the water, trying to swim the fastest.
- Remind students what they have learned about decoding and spelling common abbreviations, such as for days of the week. Explain that in this story, they will see *Sunday* spelled out. Have them use their own paper to write abbreviation for *Sunday*. (*Sun.*) Then have them write abbreviations for other days of the week.
- Have students identify suffixes *-er* and *-est* as they read. (e.g., *faster*, *fastest*) Tell students that the ending *-er* makes a comparison between two things and means “more”: Kim is *faster* than Val. Explain that the ending *-est* shows a comparison between three or more things and means “most”: Kim is the *fastest* swimmer on the team. Tell students that they can spell comparatives and superlatives by adding the endings to base words. Have students make a list of words with *-er* and *-est* as they read. Then have them draw lines to separate the base word from the suffix for each one and write what the word means.

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (iii) 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 compound words, contractions, and common abbreviations; (vi) decoding words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations; (vi) spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** Identify the meaning and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.8.B** Describe the main characters’ internal and external traits.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story. Point out the word *faster*, and tell students that adding the inflectional ending *-er* to the word *fast* changes the meaning of the word. The word *fast* describes how quickly something happens, while the word *faster* is a comparative word that describes how quickly something happens compared to something else. **TEKS 2.2.B.vi; TEKS 2.3.C**

➤ Digital Component 8.2

/ae/ > 'ay'	/ae/ > 'ai'	/oe/ > 'o_e'	/oe/ > 'o'	/er/ > 'er'	Multisyllable words
Sunday	training	notes	Castro	faster	Castro
say	waited	wrote			speedsters
					Sunday
					training
					waited
					faster

Preview Core Vocabulary

- Preview the following vocabulary related to swimming with students before reading the story.

meet—n., an event where athletes compete against each other (22)

Example: Our school hosted the swim meet with another local high school.

sprints—n., short distances in which speed is the main goal (23)

Example: I like to run sprints because I am very fast over short distances.

free—n., short for *freestyle*, a traditional swim stroke (23)

Example: The first race I swam was the 50 Free.

laps—n., the distance from one end of the pool to the other (24)

Example: We practiced doing two laps of each swim stroke.

Vocabulary Chart for “The Swimming Sisters”

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

CLOSE READ “THE SWIMMING SISTERS” (15 MIN.)

Close Reading

- Have students read “The Swimming Sisters” in pairs.
- After students have finished reading “The Swimming Sisters” with their partners, lead students in a close reading of the text:
 - ask text-dependent questions that require students to draw on evidence from the text;
 - identify and discuss general academic (Tier 2) vocabulary;
 - discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
 - engage students in a culminating writing activity where they compare and contrast two characters from the text using a Venn diagram.

Support

Encourage students to watch for the new sound/spellings they have learned and to use the Individual Code Chart while reading if they need help sounding out a word.



Observation: Discussion Questions

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

Teacher Overview

Key Idea and Details: This selection is the first of four selections about two teenage sisters who are swimming champions. Key details of the text include descriptions of the different races both girls compete in as swimmers. The selection forecasts the swimming competition where the sisters will compete against each other.

Synopsis: The selection is the first of four selections. This first selection describes the different types of swimming races in which the sisters compete. Subsequent selections will describe the training each sister undergoes. The last selection describes the swimming competition in which the sisters compete against each other.

Lesson

Text from Reader

The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.

Vocabulary Instruction

As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.

Text-Dependent Questions

After any targeted vocabulary has been defined and/or discussed, ask the text-based question.

Begin with a “winnable” question that will help orient students to the text.

The sequence of questions should build a gradual understanding of the key details of the text.

Questions should focus on a word, phrase, sentence, or paragraph.

Responses

Answers should reference the text.

Multiple responses may be provided using different pieces of evidence.

Inferences must be grounded logically in the text.

Page 22

Kim and Val Castro are swimming sisters. Kim is sixteen. Val is fifteen. The sisters swim for the Red River Swim Program (RRSP). Both of them are fast. In fact, they are two of the fastest swimmers in the state.

Who are the swimming sisters?

The swimming sisters are Kim and Val Castro.

I went to see the two sisters at the pool where they swim. They were training for a big meet. “So,” I said, “do I dare ask which of you is faster?”

(Point out the multiple meanings of *meet*)
meet—to come together for the purpose of competing to win prizes in a certain sport
meet—to come together face to face

Where does Mark meet the Swimming Sisters?

Mark meets them at the pool.

Lesson

<p>Text from Reader</p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>	<p>Vocabulary Instruction</p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>	<p>Text-Dependent Questions</p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based question.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p>	<p>Responses</p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p>Page 23 Kim smiled. “I am faster in the sprints,” she said. “But Val is faster in the long races.” “So what counts as a sprint in swimming?” “The 50 Free is a sprint,” said Kim. “50?” I said. “Is that 50 feet?” “No,” said Kim, “it’s 50 yards.” “Gosh!” I said. “50 yards? That’s a sprint? It sounds long to me! You see, I am not much of a swimmer.”</p>	<p>sprint—to move at top speed for a short distance 50 Free—50 yards in a pool swimming in any style as fast as possible to win</p>	<p>Reread page 23. Describe what Mark thinks of the 50 yards.</p>	<p>Mark thinks that is a long way.</p>
<p>“The 50 Free is an all-out sprint,” Kim said. “It’s like the hundred-yard dash in track. It’s over in a flash. The 100 Free is a sprint, too.”</p>	<p>hundred-yard dash—running as fast as possible for 100 yards track—a sport in which runners, jumpers, pole vaulters and discus throwers compete</p>	<p>How does Kim say the 50 Free is like track? Look in the text and find the example.</p>	<p>Kim says the 50 Free is like the hundred-yard dash in track. It’s over in a flash.</p>

Lesson

<p>Text from Reader</p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>	<p>Vocabulary Instruction</p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>	<p>Text-Dependent Questions</p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based question.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p>	<p>Responses</p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p>Page 24</p> <p>“So what counts as a long race in swimming?”</p> <p>“The 500 Free is a long race,” Kim groaned. “It’s too long for me. I start to get tired after 150 yards or so. But not Val! The longer the race is, the better she is.”</p> <p>“The 500 Free is my best race!” said Val.</p> <p>“500 yards?” I said.</p> <p>“What’s that, a hundred laps?”</p> <p>“Um, no,” Val said. “In a 25-yard pool, it’s up and back ten times.”</p> <p>I jotted notes in my notebook.</p>	<p>500 Free—swimming as fast as possible for 500 meters in a pool</p> <p>lap—the length of a pool one way</p> <p>jotted—to write a quick note</p>		

Lesson

<p>Text from Reader</p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>	<p>Vocabulary Instruction</p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>	<p>Text-Dependent Questions</p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based question.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p>	<p>Responses</p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p>Page 25</p> <p>“So let’s see,” I said. “100 yards counts as a short race. Kim is good at the short races. 500 yards is a long race. Val is good at the long races. Is there a race that is longer than 100 yards and shorter than 500?”</p> <p>“Yes, there is,” said Kim. “The 200 Free.”</p> <p>“So which of you speedsters wins that race?” I asked.</p> <p>Kim looked at Val. She had a smile on her face. It was a sister-to-sister smile, and there was something else in it. There was a sort of challenge in the look.</p>	<p>speedster—someone who is very fast</p>	<p>Mark uses the word <i>speedsters</i> to describe the sisters. What does the word <i>speedsters</i> mean? (Encourage students who don’t know to look at the words around it to make a guess.)</p>	<p>Support students in using the other information in this paragraph to determine the word <i>speedster</i> means someone who is fast.</p>

Lesson

<p>Text from Reader</p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>	<p>Vocabulary Instruction</p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>	<p>Text-Dependent Questions</p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based question.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p>	<p>Responses</p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p>Page 26</p> <p>Val smiled back. She had the same look on her face.</p> <p>I waited.</p> <p>At last Kim spoke.</p> <p>“It’s hard to say who is faster in the 200 Free. Sometimes Val wins and sometimes I win.”</p> <p>“I see,” I said. “It sounds like the 200 Free is the race to see. When will that race take place?”</p> <p>“It will be on Sunday,” said Val, “the last day of the state meet.”</p> <p>I got out my pen and wrote: “Sunday the 25th. 200 Free. Castro versus Castro!”</p>	<p>race to see—the most exciting race to watch</p> <p>state meet—a competition where the best competitors from an entire state come together to race against one another</p>	<p>Why does Mark Deeds say the 200 Free is the “race to see”?</p>	<p>The text says sometimes Kim wins and sometimes Val wins. The text implies there is no way to know who will win this time.</p>
		<p>Turn and Talk: Describe each sister and the race at which she excels.</p>	



Check for Understanding

Have students **Turn and Talk** to a partner. One student should share one way the sisters are the same. The other should share one way the sisters are different. Encourage students to use examples that can be supported by the text.

Wrap-Up

- Ask students to turn to Activity Page 8.2; fill in the Venn diagram showing the attributes of each sister.



Activity Page 8.2: Compare and Contrast

Collect Activity Page 8.2 to review and monitor students' ability to compare and contrast two characters from "The Swimming Sisters" using a Venn diagram.

End Lesson

Take-Home Material

"THE SWIMMING SISTERS"

- Have students take home Activity Page 8.3 to practice reading to a family member and Activity Page 8.4 to complete the comprehension questions.

Lesson 8: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- To provide additional practice with spelling words in sentences, you may choose to have students write the sentence from each Wiggle Card in their Dictation Journal as you dictate it.

- | | |
|---------------------|------------------------------|
| 1. Jot down a note. | 3. Act like a robot. |
| 2. Hop like a toad. | 4. Act like you broke a toe. |

Activity Page 8.2



Activity Pages 8.3, 8.4



Journey Through Space

- Make two copies of **alien cards (Activity Page TR 8.1)** and **comet cards (Activity Page TR 8.2)**. You may want to use different colored paper for each set of cards.
- Using two-sided copying, print the **word cards (Activity Page TR 8.3)** on the reverse side of the alien cards. Then, print the word cards (Activity Page TR 8.3) on the reverse side of the comet cards. (If you do not have the capability to make two-sided copies, you may glue or tape the pages back to back.)
- Cut out all of the cards and place them in a **paper bag** or **container**.
- Have each student draw a card and read the word or phrase on the card aloud. Students should keep each word card that they read correctly and place each word they do not read correctly back into the container.
- If a student correctly reads a word on a card with an alien symbol on the back, he/she can take a card from another player. If a student correctly reads a word on a card with a comet symbol on the back, he/she gets a second turn.
- The student with the most cards at the end of the game wins.

Crossword Puzzle

- Make one copy of **Activity Page TR 8.4** for each student.
- Have students read the clues and select the correct word from the box to fill in the crossword puzzle.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 667–821 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 681–832 of those words would be completely decodable.

'o' is a tricky spelling; it can be pronounced /o/ as in *hot*, /oe/ as in *noble*, and /u/ as in *month*.

SPELLING ALTERNATIVES

Tricky Spelling
'o' > /o/ and /oe/

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will review the sound/spellings /n/ > 'kn', /r/ > 'wr', and /w/ > 'wh'.

✦ **TEKS 2.2.C.iv**

Students will read one- and two-syllable words with /oe/ > 'oa', 'oe', 'o_e', and 'o'.

✦ **TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.B.v**

Students will read two-syllable words with tricky spelling 'o' > /oe/ and /o/ and will sound the words out to determine the correct pronunciation.

✦ **TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.iv**

Reading

Students will read "Val's Training" with purpose and understanding and will answer literal and inferential questions about key details in the text.

✦ **TEKS 2.4; TEKS 2.6.F; TEKS 2.7.C**

FORMATIVE ASSESSMENT

Activity Page 9.1

Tricky Spelling 'o'

✦ **TEKS 2.2.B.i; TEKS 2.2.B.iii**

Observation

Anecdotal Reading Record "Val's Training"
(Group 1)

✦ **TEKS 2.4**

Observation

Discussion Questions "Val's Training"

✦ **TEKS 2.6.F; TEKS 2.7.C**

✦ **TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; **TEKS 2.4** 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 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.7.C** Use text evidence to support an appropriate response.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Consonant Code Flip Book (Phonics)	Whole Group	5 min.	<input type="checkbox"/> Consonant Code Flip Book
Review /oe/ > 'oa', 'oe', 'o_e', and 'o' (Phonics)	Whole Group	15 min.	
Tricky Spelling 'o' (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Activity Page 9.1 <input type="checkbox"/> Tricky Spelling 'o' (Digital Components) <input type="checkbox"/> Tug of War (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Kids Excel</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "Val's Training"	Small Group/ Partner	15 min.	<input type="checkbox"/> <i>Kids Excel</i>

ADVANCE PREPARATION

Note to Teacher

Today students will work in small groups for the first time in Unit 3. The purpose of small groups is to provide time for you to work directly with a smaller group of students so you can provide more individual attention. Group 1 should be comprised of students needing remediation, while Group 2 should be made up of more independent learners. You will want to decide in advance how you will divide your class. Please remember a student placed in Group 1 one week may be in Group 2 for the next.

Foundational Skills

- You may wish to tab Consonant Code Flip Book pages 16, 18, and 21 for Warm-Up.
- Write the following words on leaves: *tadpole, enclose, oatmeal, open, rain coat, bonus, toenail, hippo, frozen, explode, focus, steamboat, locate, condo*. Do not bold or underline the spellings on the leaves as students will complete this as part of the lesson.

➤ Digital Component 9.1

- Copy the words with alternate syllable division (Digital Component 9.1) on the board/chart paper to display for Tricky Spelling 'o', or prepare to display the digital version.

➤ Digital Component 9.2

- Create an enlarged version of the Tug of War image for Tricky Spelling 'o' in Teacher Resources (Digital Component 9.2), or use the digital version.

Reading

➤ Digital Component 9.3

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

Universal Access

- Bring in images or objects to depict the following Spelling Tree words: *tadpole, explode, oatmeal, raincoat, toenail, hippo, steamboat, condo*.

Lesson 9: Spelling Alternatives

Foundational Skills

**Primary Focus**

Students will review the sound/spellings /n/ > 'kn', /r/ > 'wr', and /w/ > 'wh'.

 **TEKS 2.2.C.iv**

Students will read one- and two-syllable words with /oe/ > 'oa', 'oe', 'o_e', and 'o'.

 **TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.B.v**

Students will read two-syllable words with tricky spelling 'o' > /oe/ and /o/ and will sound the words out to determine the correct pronunciation.


 **TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.iv**
WARM UP (5 MIN.)**Consonant Code Flip Book**

- Review spellings 'kn' for /n/, 'wr' for /r/, and 'wh' for /w/. Point to spellings on the Consonant Code Flip Book and ask students what sound they would say if they saw each spelling in a word.
- The spellings can be found on the following pages in the Consonant Code Flip Book.

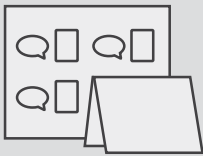
Consonant Code Flip Book

1. /n/ > 'kn' (*knock*) **page 16**
2. /r/ > 'wr' (*wrist*) **page 18**
3. /w/ > 'wh' (*when*) **page 21**

- Ask students to tell you four or five words for each spelling; write the words students provide on the board/chart paper.
- Remind students these are spelling alternatives for the sounds /n/, /r/, and /w/.

- 
- TEKS 2.2.C.iv**
- Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns;
- TEKS 2.2.B**
- Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;
- TEKS 2.2.C.i**
- Demonstrate and apply spelling knowledge by spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables.

Code Materials



REVIEW /OE/ > 'OA', 'OE', 'O_E', AND 'O' (15 MIN.)

- Point to the branches on the /oe/ Spelling Tree and read one word from each branch.
- Write the words you recorded on the leaves on the board/chart paper:

1. 'oa': oatmeal, raincoat, steamboat
2. 'oe': toenail
3. 'o_e': tadpole, enclose, explode
4. 'o': bonus, hippo, frozen, focus, locate, condo

- Read each word on the board/chart paper together as a class.
- After reading each word, summarize the information about the sound and spelling.
- Use the routine in the Additional Support section of Lesson 6 to help students decode words with VCV, VCCV, and VCCCV patterns.
- Distribute the prepared leaves to student pairs.
- Ask students to read the word together and circle the spelling.
- Ask each student pair to show the class their leaf, read the word aloud, and say which /oe/ and/or /o/ spelling the word contains. Students can then tape their leaf to the appropriate branch on the /oe/ and/or the /o/ Spelling Tree.

TRICKY SPELLING 'O' (20 MIN.)

- Write *ovals* on the board/chart paper, but do not read the word aloud or ask students to say the word.
- Write *o|val* and *ov|als* underneath *ovals*. Explain that both of these are ways students might try chunking the letters into syllables.
- Tell students, "I am going to say a sentence using this word. I want you to listen carefully and then decide how to say this word."
- Say, "There are many shapes: circles, squares, triangles, and ____."
- Point to the syllables of the first word and model how to sound out each syllable as it is divided. *O|vals* is pronounced /oe/ /vulz/ with the /oe/ sound.



ENGLISH
LANGUAGE
LEARNERS

Foundational Skills

Foundational Literacy Skills

Before reading the leaves for the Spelling Tree, show the images you prepared in advance. Have students repeat the word after you as you show each image.

ELPS 1.D; ELPS 3.J

- Now point to the syllables in the second word and model sounding out the word as it is divided in *ov|als*. It is pronounced /ov/ /ulz/ with the short vowel /o/ sound because the 'o' is followed by a consonant.
- Ask students which pronunciation makes sense (*o|vals*). Circle *o|vals*.
- Review the patterns of the long 'o' versus the short 'o' sound (i.e., 'o' is pronounced as /oe/ at the end of a syllable and as /o/ if it is followed by a consonant).

➤ Digital Component 9.1

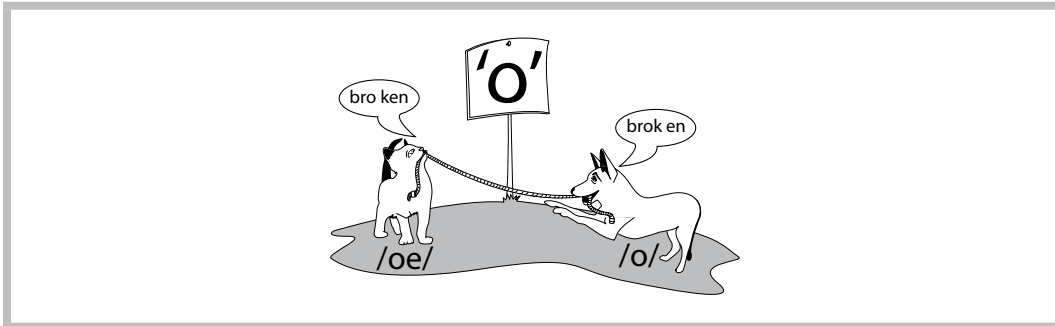
polish po lish pol ish	robot ro bot rob ot
solar so lar sol ar	motor mo tor mot or
frozen fro zen froz en	model mo del mod el

- Repeat this procedure, using the chart you prepared in advance or the digital version. Then use the target word in an oral sentence, alternately pointing and saying the /oe/ and /o/ sound depending on how the syllables are divided. Ask students which word makes sense and then circle the correct word.
- Do not write the sentences you will say orally; just display the written words with alternate syllable division.

1. The table is very dusty, so we need to **po|lish/pol|ish** it.
2. I love to learn about the planets and the **so|lar/sol|ar** system.
3. The drink was **fro|zen/froz|en** solid.
4. He talked slowly like a **ro|bot/rob|ot**.
5. The car had a large and brand new **mo|tor/mot|or**.
6. The computer was a newer **mo|del/mod|el**.

- Display the Tug of War image you prepared in advance.

➤ Digital Component 9.2



- Explain that seeing the letter 'o' in a word creates a “tug-of-war,” with each of the /o/ and /oe/ sounds pulling on it. When reading, students need to practice breaking words into chunks, trying out each sound, and then choosing the sound that makes sense.
- Ask students to complete Activity Page 9.1 independently, after completing the first item together as an example.
- Have students use the back of Activity Page 9.1 to write a new sentence from the words they created.

Activity Page 9.1



Activity Page 9.1: Tricky Spelling 'o'

Collect Activity Page 9.1 to review and monitor student progress decoding words with tricky spelling 'o' > /oe/ and /o/.

Lesson 9: “Val’s Training”

Reading



Primary Focus: Students will read “Val’s Training” with purpose and understanding and will answer literal and inferential questions about key details in the text.

TEKS 2.4; TEKS 2.6.F; TEKS 2.7.C

INTRODUCE THE STORY (5 MIN.)

- Tell students they will read the second story in the series about the swimming sisters. Today they will read about how Val trains for her races. Ask students if Val is older or younger (*younger*) and what type of races she likes to swim (*longer races*).

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

➤ Digital Component 9.3

/ae/ > ‘a_e’	/ae/ > ‘ai’	/ae/ > ‘ay’	/oe/ > ‘oa’
take	training	say	coach
lane	explained		moaned
same			

Preview Core Vocabulary

- Preview the following vocabulary with students.

lane—n., the way a pool is divided lengthwise (28)

Example: The lifeguard put up a plastic rope between each swim lane.

training—n., a process used to learn a skill or prepare for competition (28)

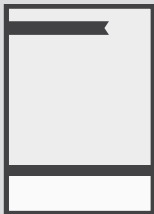
Example: The runner had several weeks of training before she ran the marathon.

taper—v., to gradually do less of something (29)

Example: The week before the state meet, our coach had us taper each practice by ten minutes.

TEKS 2.4 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 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.7.C** Use text evidence to support an appropriate response.

Reader



Page 28

Sayings and Phrases

no gain without pain—it takes hard work to succeed (30)

Example: I knew that I'd have to work hard to get better, but there's "no gain without pain!"

Vocabulary Chart for "Val's Training"			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		taper	
Multiple-Meaning Core Vocabulary Words	lane	training	
Sayings and Phrases	no gain without pain		

Purpose for Reading

- Tell students to read "Val's Training" closely to learn how Val trains for swimming. Remind students to pay close attention to the captions and use of quotations throughout the story.

READ "VAL'S TRAINING" (15 MIN.)

Small Group

Group 1: Listen to students read "Val's Training." Remind students to pay close attention to the captions and use of quotations throughout the story.

Group 2: Have students read "Val's Training" with a partner. Remind students to use the Individual Code Chart and Spelling Trees to help them sound out words.



Observation: Anecdotal Reading Record

Ask different Group 1 students to read each page or paragraph. As you listen to students read "Val's Training," make notes regarding their individual reading ability in the Anecdotal Reading Record.



Reading

Reading Closely

Beginning

Reframe questions as simple choice or yes/no questions: “Does Val swim short distances?” “Do Kim and Val swim the same kind of race?”

Intermediate

Provide students with a specific sentence frame: “When Val is done swimming, she does ___ presses and ___-ups.”

Advanced/Advanced High

Encourage students to use key details in complete sentences by restating their responses as a complete sentence.

ELPS 2.G; ELPS 4.G

Wrap-Up

- When the class has finished reading the story, use the following questions to promote a discussion of the story. Remind students to answer questions in complete sentences.

Discussion Questions for “Val’s Training”

1. **Inferential.** Do Val and Kim have the same training? Why?
 - » Val and Kim have different training because they swim different kinds of races.
2. **Inferential.** What type of races does Val do and how does she train for them?
 - » Val swims long races. She trains for them by swimming many yards.
3. **Literal.** What does it mean to taper off?
 - » Taper off means to do less and less of something.
4. **Literal.** What does Val do when she is finished swimming?
 - » When Val is finished swimming, she does bench presses, leg presses, sit-ups, and chin-ups.
5. **Inferential.** What does the phrase “there’s no gain without pain” mean?
 - » The phrase means it can be difficult and challenging to get better at something but it is worth it in the end.



Check for Understanding

Think-Pair-Share: Have students turn to their partners and talk about a time when they have heard someone say “no pain, no gain” or a time when they worked hard to achieve something even though it wasn’t easy.



Observation: Discussion Questions

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

End Lesson

Lesson 9: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- To provide additional practice with spelling words in sentences, you may choose to have students write the sentence from each Wiggle Card in their Dictation Journal as you dictate it.

- | | |
|-----------------------|------------------------|
| 1. Block the shot. | 4. Tap your toes. |
| 2. Beat the clock. | 5. Shop till you drop. |
| 3. Put on some socks. | 6. Open the door. |

MORE HELP WITH TRICKY SPELLING 'O'

Stomp the Sound

- Cut out several long **strips of paper**.
- Write /oe/ on each end of one strip, with the sounds facing away from each other. Repeat for /o/. Make a set of spellings for each pair of students.
- Have student pairs face each other, then place the strips of paper side-by-side on the floor between the two with the spellings lined up at their feet.
- Explain that you will say words that have either the /oe/ or the /o/ vowel sound. As soon as students hear the word, they should stomp the correct spelling for the vowel sound.
- Practice with the first two words: *open* and *chop*. Then, select words from the box to read in random order.

Note: You may want to emphasize and stretch out the /oe/ or /o/ as you say the words in a segmented fashion.

- | | | |
|------------|-------------|-------------|
| 1. open | 9. oboe | 17. drop |
| 2. chop | 10. clock | 18. lot |
| 3. bonus | 11. hotel | 19. socks |
| 4. oval | 12. moment | 20. halo |
| 5. block | 13. problem | 21. soak |
| 6. pole | 14. hippo | 22. omit |
| 7. comment | 15. oak | 23. program |
| 8. poster | 16. shop | 24. polo |

Roll, Flip, Read

- Create a set of cards for each student (**Activity Page TR 9.1**). Write a number (1–12) on the reverse side of each card.
- Follow the procedure for Roll, Flip, Read in Lesson 3.

Scrambled Sentences

- Make a copy of **Activity Page TR 9.2** or write the sentences from the box onto a piece of paper.
- Have students read each sentence several times aloud.
- Cut the sentences into their individual words and place them into envelopes (one sentence per envelope).
- Have students unscramble the sentences. Point out that some of the words can be rearranged in different configurations and still be correct.
- Have students copy the sentences on paper, including correct punctuation.

1. We rode the boat to the cove by the bay.
2. Did you scrub your nose and toes with soap?
3. She played a long note on her trombone.
4. Do you like meatloaf or oatmeal?.

Mark the Spelling

- Make one copy of **Activity Page TR 9.3** for each student.
- Have students read the words and circle the spellings for vowel sound /oe/ and /o/.
- Give each student **two different-colored crayons** (e.g., red and blue).
- Ask students to color the squares that have words with the tricky spelling 'o' > /o/ red. If the word has tricky spelling 'o' > /oe/, they should color the square blue.

Label the Picture

- Make one copy of **Activity Page TR 9.4** for each student.
- Have students read the words in the box and then write each word under the correct picture.

ASSESSMENT

Spelling Assessment

PRIMARY FOCUS OF LESSON

Language (Spelling)

Students will spell and write one- and two-syllable words with the tricky spellings 'c' > /k/ and /s/ and 'g' > /g/ and /j/ and the Tricky Word *are*.

✦ **TEKS 2.2.B.iii; TEKS 2.2.C.iv**

Foundational Skills

Students will answer written questions with words that feature /oe/ > 'o_e', 'o', 'oa',

✦ **TEKS 2.2.B.i; TEKS 2.2.B.iii**

Reading

Students will read "Kim's Training" with purpose and understanding and will answer literal and evaluative questions about key details in the text.

✦ **TEKS 2.4; TEKS 2.6.G; TEKS 2.7.C**

FORMATIVE ASSESSMENT

Activity Page 10.1

Spelling Assessment

✦ **TEKS 2.2.B.iii; TEKS 2.2.C.iv**

Activity Page 10.3

Spelling Alternatives /oe/ > 'o_e', 'o', 'oa', 'oe'

✦ **TEKS 2.2.B.i; TEKS 2.2.B.iii**

Observation

Anecdotal Reading Record "Kim's Training"
(Group 2)

✦ **TEKS 2.4**

Observation

Discussion Questions "Kim's Training"

✦ **TEKS 2.6.G; TEKS 2.7.C**

✦ **TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends; **TEKS 2.4** 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 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.C** Use text evidence to support an appropriate response.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Spelling)			
Spelling Assessment	Whole Group	15 min.	☐ Activity Page 10.1
Foundational Skills			
Spelling Alternatives for /oe/ (Phonics)	Whole Group	25 min.	☐ Activity Pages 10.2, 10.3 ☐ Sound/Spellings (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	☐ <i>Kids Excel</i> ☐ Preview Spellings Chart (Digital Components)
Read “Kim’s Training”	Small Group	15 min.	☐ <i>Kids Excel</i>

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 10.1

- Create an enlarged version of Activity Page 10.2 (Digital Component 10.1) to display for Spelling Alternatives for /oe/, or use the digital version.

Reading

➤ Digital Component 10.2

- Create the Preview Spellings chart (Digital Component 10.2) for Introduce the Story on the board/chart paper, or use the digital version.
- Plan to read with students in Group 2 today while students in Group 1 read with partner.

Universal Access

- Bring in and/or use pictures from the previous lessons of the following words: *bone, cola, coach, doe, frozen, foam, home, halo, hoe, loaf, mangoes, note, oatmeal, program, robot, road, slope, soap, toad, toes, toast*. These will be used for the spelling activities on Activity Pages 10.2 and 10.3.

Lesson 10: Spelling Assessment

Language



Primary Focus: Students will spell and write one- and two-syllable words with the tricky spellings 'c' > /k/ and /s/ and 'g' > /g/ and /j/ and the Tricky Word *are*.

TEKS 2.2.B.iii; TEKS 2.2.C.iv

SPELLING ASSESSMENT (15 MIN.)

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

- | | |
|-----------|-----------|
| 1. germ | 6. face |
| 2. page | 7. cell |
| 3. gray | 8. space |
| 4. digit | 9. center |
| 5. carpet | 10. are |

- Direct students' attention to the lines on the bottom of the activity page. Tell students to write the sentence *The carpets are gray*. Slowly repeat this sentence twice.
- After all the words have been called out, tell students you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board/chart paper, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then move on to the sentence.

TEKS 2.2.B.iii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables;
TEKS 2.2.C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

Activity Page 10.1





Activity Page 10.1: Spelling Assessment

Collect Activity Page 10.1 to review and monitor students' spelling performance. At a later time today, you may find it helpful to use the analysis tools provided in Teacher Resources to analyze students' mistakes to identify any new or persistent patterns among individual students.

Lesson 10: Spelling Alternatives

Foundational Skills



Primary Focus: Students will answer written questions with words that feature

✦ /oe/ > 'o_e', 'o', 'oa', and 'oe'. **TEKS 2.2.B.i; TEKS 2.2.B.iii**

SPELLING ALTERNATIVES FOR /OE/ (25 MIN.)

➤ Digital Components 10.1

- Have students tear out Activity Pages 10.2 and 10.3.
- Explain that the chart on Activity Page 10.2 shows a set of words with the /oe/ sound. The words have been sorted into columns according to the spelling used for /oe/.
- Explain that Activity Page 10.3 has a set of questions for students to answer using the chart on Activity Page 10.2.
- Ask students to read aloud all of the words, column by column. Students should be able to read the words quickly and fluently once they recognize the pattern.
- Ask a student to read the first question on Activity Page 10.3 and have students search for the answer on Activity Page 10.2.
- Once students have provided you with the correct answer, model writing the answer on Activity Page 10.3. Have students do the same on their activity pages.
- Have students complete the remaining questions independently, circulating to assist those students who need additional support.
- Have students select a few words from the chart to add to the Spelling Tree.

✦ **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Activity Pages
10.2, 10.3





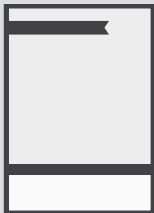
Foundational Skills

Foundational Literacy Skills

Before reading the words from the chart, show the images you prepared in advance. Have students repeat the word after you as you show each image.

ELPS 1.D; ELPS 3.J

Reader



Page 32

Support

Several of the words have the *-ed* suffix. When introducing these words, first write the root word and have students read it aloud, then add *-ed* or *-d* onto the end of the word and have them read it aloud.



Activity Page 10.3: Spelling Alternatives

Collect Activity Page 10.3 to review and monitor student progress decoding words with /oe/ > 'o_e', 'o', 'oa', and 'oe'.

Lesson 10: "Kim's Training"

Reading



Primary Focus: Students will read "Kim's Training" with purpose and understanding and will answer literal and evaluative questions about key details in the text. **TEKS 2.4; TEKS 2.6.G; TEKS 2.7.C**

INTRODUCE THE STORY (5 MIN.)

- Tell students in the previous lesson they read about Val's training for swimming. Ask students to recall what Val did for her training. (*She swam laps and then worked out doing chin-ups, bench presses, and sit-ups.*)
- Tell students today they will read about Kim's training.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

Digital Component 10.2

/oe/ > 'o_e'	/oe/ > 'o'	Multisyllable Words
explode	overall	practicing
hole		whisper (ed)
notebook		underline(d)
		explode(d)
		notebook
		overall

TEKS 2.4 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 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.C** Use text evidence to support an appropriate response.

Preview Core Vocabulary

- Preview the following vocabulary with students.

sprinters—n., athletes who specialize in sprints, or short distance races (32)

Example: The sprinters are the fastest swimmers at the meet!

start—n., the beginning of a race (32)

Example: The winner of the swim race got off to a nice start.

starting blocks—n., the place where athletes push or jump off to begin a race (32)

Example: The racers were ready in the starting blocks.

strokes—n., a series of arm movements in and out of the water (33)

Example: The swimmer took several strokes underwater before coming up to the surface.

Sayings and Phrases

take your marks—to get into the starting position at the beginning of a race (32)

Example: The swim meet judge told the swimmers, “Take your marks,” and then she blew the whistle.

like a cat—to move in a fast, smooth, yet quiet way, as a cat would (33)

Example: To get a book from my brother’s room while he was asleep, I snuck in “like a cat.”

Vocabulary Chart for “Kim’s Training”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	sprinters starting blocks	start	
Multiple-Meaning Core Vocabulary Words	strokes		
Sayings and Phrases	take your marks like a cat		

Purpose for Reading

- Tell students to read “Kim’s Training” carefully to learn how Kim trains and how it compares to what her sister, Val, does during practice.

READ “KIM’S TRAINING” (15 MIN.)

Small Group

Group 1: Have students read “Kim’s Training” with a partner. Encourage students to use the Individual Code Chart and Spelling Trees to help them sound out words.

Group 2: Listen to students read “Kim’s Training.” Ask comprehension questions while students read the story. Remind all students to pay close attention to the captions and use of quotations throughout the story.

Support

Encourage students to watch for the new sound/ spellings they have learned, and to use the Individual Code Chart while reading if they need help sounding out a word.



Observation: Anecdotal Reading Record

Ask different Group 2 students to read each page or paragraph. As you listen to students read “Kim’s Training,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- Discuss the questions with students, encouraging them to answer in complete sentences.

Discussion Questions for “Kim’s Training”

1. **Literal.** What were Kim and the sprinters practicing?
 - » Kim and the sprinters were practicing their starts.
2. **Literal.** Why did Kim stop swimming?
 - » Kim stopped swimming because she needed to keep practicing her starts.
3. **Literal.** Why is it important for Kim to practice starts?
 - » It is important for Kim to practice because starts are important in the 50 Free.
4. **Evaluative.** Compare and contrast the different training and practice Val and Kim use to get ready for a race and why.
 - » Val trains for her races by swimming many laps without stopping. This is good training for Val because the races in which she competes are long distance races and she must swim many laps to win.
 - » Kim trains for her races by practicing getting a good start from the starting block. She swims just a short distance and then goes back to the starting block to practice her start over and over. This is good training for Kim because the races in which she competes are short distances, so getting a good start is very important to win the race.
5. **Evaluative.** Why do you think Coach Pibwell smiled when Mark Deeds asked about the 200 Free?
 - » Answers may vary, but should be supported by the text.



ENGLISH
LANGUAGE
LEARNERS

Reading

Reading Closely

Beginning

Reframe questions as simple choice or yes/no questions: “Did Kim stop swimming because she was tired?”

Intermediate

Provide students with a specific sentence frame: “Kim and the sprinters were practicing ____.”

Advanced/Advanced High

Encourage students to use key details in complete sentences by restating their responses as a complete sentence.

ELPS 2.G; ELPS 4.G



Observation: Discussion Questions

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

End Lesson

Lesson 10: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- | | |
|----------------------|---------------------------------|
| 1. Smile like a cat. | 3. Dive off the blocks. |
| 2. Take your mark. | 4. Do three strokes in the air. |

MORE HELP READING WORDS WITH /OE/

Word Block

- Make one copy of the Word Block game board (**Activity Page TR 1.1**) for each student pair.
- Prepare two sets of word cards (**Activity Page TR 10.1**). If possible, print each set on a different colored paper to differentiate between players.
- Follow the procedure for Word Block in Lesson 5.

Race Against the Clock

- Create a set of word cards for each player (**Activity Page TR 10.1**). Assign each word a point value based on the difficulty of the word; you may want to assign one point for one-syllable words, two points for two-syllable words.
- Follow the procedure for Race Against the Clock in Lesson 5.

PROGRESS MONITORING (OPTIONAL)

- Make a copy of the Word Cards for Progress Monitoring 2 (**Activity Page TR 10.2**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 2 (**Activity Page TR 10.3**) for each student you are assessing.
- Follow the procedure and scoring system in Lesson 5.

SPELLING ALTERNATIVES

The /ie/ Sound and Its Spellings

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will provide words with /ie/ > 'i_e', 'i', and 'ie' and will read the words in sorted columns. **TEKS 2.2.B.i; TEKS 2.2.B.iii**

Students will read words with /ie/ > 'i_e', 'i', and 'ie' and will add the words to the /ie/ Spelling Tree. **TEKS 2.2.B.i; TEKS 2.2.B.iii**

Students will complete fill-in-the-blank sentences with two- or three-syllable words featuring /ie/ and /oe/ spellings, using the sentence content as a clue to word selection.

TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.B.v; TEKS 2.2.C.i; TEKS 2.2.C.iv; TEKS 2.3.B

Reading

Students will read "The Big Race" in pairs and will close read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing difficult passages from the text. **TEKS 2.1.A; TEKS 2.3.B; TEKS 2.7.C; TEKS 2.7.D**

Language (Spelling)

Students will read words with /n/ > 'kn', /r/ > 'wr', /w/ > 'wh', /qu/ > 'qu', the suffixes *-ing* and *-ed*, and the Tricky Word *all*. **TEKS 2.2.B.vi; TEKS 2.2.C.ii**

FORMATIVE ASSESSMENT

Observation

Spelling Alternatives /i/ and /ie/

TEKS 2.2.B.i; TEKS 2.2.B.iii

Activity Page 11.1, 11.2

Fill in the Blank /ie/ and /oe/

TEKS 2.2.B.i; TEKS 2.2.B.iii

- TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.ii** Demonstrate and apply spelling knowledge by spelling words with silent letters such as *knife* and *gnat*.

Observation

Discussion Questions “The Big Race”

✦ **TEKS 2.3.B; TEKS 2.7.C**

Activity Page 11.3

Sequence Events

✦ **TEKS 2.7.D**

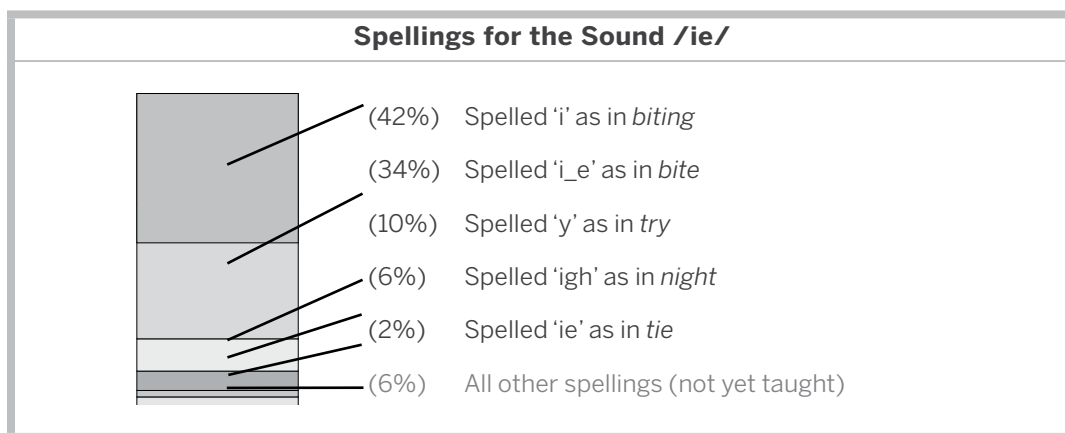
LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Board Sort /i/ and /ie/ (Phonics)	Whole Group	10 min.	
Spelling Trees /i/ and /ie/ (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Spelling Tree templates <input type="checkbox"/> brown, green, and yellow paper <input type="checkbox"/> scissors <input type="checkbox"/> marker <input type="checkbox"/> tape <input type="checkbox"/> blank spelling leaves and odd ducks
Practice /ie/ and /ae/	Whole Group	10 min.	<input type="checkbox"/> Activity Pages 11.1, 11.2
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Kids Excel</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Close Read “The Big Race”	Partner/ Whole Group	15 min.	<input type="checkbox"/> <i>Kids Excel</i> <input type="checkbox"/> Activity Page 11.3
Language (Spelling)			
Introduce Spelling Words	Whole Group	5 min.	<input type="checkbox"/> Activity Page 11.4
Take-Home Material			
Spelling Words			<input type="checkbox"/> Activity Page 11.4

ADVANCE PREPARATION

Note to Teacher

Over the next several lessons you will teach spelling alternatives for the /ie/ sound. The spellings include the basic code spelling 'i_e' as in *bite* and the spelling alternatives 'i' as in *biting* and 'ie' as in *tie*. The chart shows you which of these spellings are most common for this sound. The spellings 'y' and 'igh' for /ie/ will be taught later in the program. Students should already know the basic code spelling 'i_e' as in *bite*. Some may also be familiar with the spellings 'i' and 'ie'. (These spellings are taught in Grade 1.)



Here are some patterns for your information:

- The 'i_e' separated digraph spelling is never used for the final sound in a word or syllable; there is always a consonant sound that follows /ie/, and the spelling for that consonant sound is inserted between the 'i' and the 'e' (*bite*, *tide*, *like*).
- Many 'i_e' words change to 'i' words when a suffix is added (e.g., *time* > *timing* and *bike* > *biking*). The 'e' is dropped when a suffix beginning with a vowel sound is added.
- The 'i' spelling is actually more common than the basic code spelling 'i_e'. However, it was not chosen as the basic code spelling for two reasons: (1) 'i' is the basic code spelling for /i/ as in *hit*, and (2) 'i' > /ie/ (*find*, *mind*) is much less common than 'i_e' > /ie/ (*fine*, *mine*, *dine*) in one-syllable words used in beginning reading materials; 'i' > /ie/ is primarily found in multisyllable words.
- The 'i' spelling is rare in one-syllable words; when it is used in one-syllable words, it is often found in front of final consonant clusters (*mind*, *find*, *mild*, *ninth*).

- 'i' (*item, ivory*) and 'i_e' (*ice, time*) are the only spellings regularly used at the beginning of a word or syllable.
- 'ie' can be seen as a variant of the basic code spelling 'i_e' in which the same letters are written side by side.
- 'ie' is generally used at the end of a word or syllable (*pie*); it is rare in the initial or medial positions, though 'ie' can be followed by grammatical suffixes (*ties, tied, fries, fried*).
- Some rare spellings for /ie/ not taught here include 'ei' as in *Einstein*, 'ai' as in *Thailand*, 'ye' as in *bye*, and 'y_e' as in *type*. Students can be introduced to these spellings as they happen to encounter them in reading materials or when they need them for writing.

Foundational Skills

- You will need to create two more Spelling Trees for the vowel sounds /ie/ and /i/ and their spellings. Each tree should have four branches. Please follow the directions from Lesson 1 regarding assembly of the Spelling Tree. Have the materials you need to make the Spelling Tree before you begin the lesson. If lack of wall space is a problem, you may display the Spelling Trees on chart tablets.
- For the /ie/ Spelling Tree, label three branches with the following spellings, 'i_e', 'ie', 'i', and the fourth branch as odd ducks. Label all four of the branches of the /i/ Tree with 'i'. To determine the relative length of the branches, refer to the chart below. There you will see the 'i' branch should be the longest as 'i' is a spelling for /ie/ 42% of the time. 'i_e' should be the next longest branch as this is a spelling for /ie/ 34% of the time. 'ie' should be the shortest branch as it occurs in only 2% of words with the sound /ie/.

Reading

➤ Digital Component 11.1

- Create the Preview Spellings chart (Digital Component 11.1) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Bring in pictures of the following possible Spelling Tree words: *fire, site, Friday, tie, fries, mind, mine, pie, bike, nine*

Lesson 11: Spelling Alternatives

Foundational Skills



Primary Focus

Students will provide words with /ie/ > 'i_e', 'i', and 'ie' and will read the words in sorted columns. **TEKS 2.2.B.i; TEKS 2.2.B.iii**

Students will read words with /ie/ > 'i_e', 'i', and 'ie' and will add the words to the /ie/ Spelling Tree. **TEKS 2.2.B.i; TEKS 2.2.B.iii**

Students will complete fill-in-the-blank sentences with two- or three-syllable words featuring /ie/ and /oe/ spellings, using the sentence content as a clue to word selection.

TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.B.v; TEKS 2.2.C.i; TEKS 2.2.C.iv; TEKS 2.3.B

WARM-UP (10 MIN.)

Board Sort /i/ and /ie/

- Tell students Units 2 and 3 focus on vowel sounds. They will learn many new vowel sounds and spellings, but first they will review the basic code spelling for the /i/ sound, 'i'. Write 'i' on the board/chart paper and ask students what sound they would say if they saw this spelling. (/i/ as in *hit*).
- Ask students to provide six to eight words containing the /i/ sound. Write the words on the board/chart paper and circle the 'i' in each word.
- Tell students the new vowel sound for today is the /ie/ sound, as in *tie*. Have students say the sound /ie/.
- Write the following headers on the board/chart paper in columns: 'i_e', 'i', and 'ie'.
- Remind students they have already learned one spelling for this sound, 'i_e'. Tell them over the next few days, they are going to learn several additional spellings for the sound.
- Ask students to provide words that contain the /ie/ sound (not the letter 'i', but the sound /ie/).

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

- Sort the /ie/ words students provide according to their spellings and circle the letters that stand for the /ie/ sound in each word. For example, if a student says *fire*, list the word under the heading 'i_e' and horseshoe loop the separated digraph 'i_e' as you did in Unit 2. If a student says *firefly*, record the word both under 'i_e', for the spelling in *fire*, and odd ducks for the spelling 'y' for the /ie/ sound as in *fly*. Some students may recall having learned that 'y' can represent the /ie/ spelling in Grade 1, but we will include it here as an odd duck.
- You should introduce any spellings listed in the following chart that are not suggested spontaneously. You can do this by writing one of the sample words on the board/chart paper, reading the word aloud, and then asking students, "Which letters stand for the /ie/ sound in this word?"
- Do not introduce spellings for odd ducks unless they are suggested by students.
- Students may occasionally supply a word that contains an /ie/ spelling not taught in this unit, like *night*. Record words with spellings that will not be taught in Unit 3 under a column labeled "odd ducks."
- Leave the words from the board sort on display, as you will add some of them to the Spelling Tree in the next exercise.
- Below are examples of words students may provide. Each column represents the major spellings of the long vowel sound /ie/ that will be taught later in Unit 3; the other spellings for /ie/ are included just as examples under the "odd ducks" column; do not write words in the "odd ducks" column unless ➦ students provide words with these spellings. **TEKS 2.2.B.i**

/ie/ > 'i_e'	/ie/ > 'i'	/ie/ > 'ie'	odd ducks
site	Friday	tie	right
fine	ideal	lie	dry

SPELLING TREES /I/ AND /IE/ (15 MIN.)

- Show students the new Spelling Trees and explain you are going to use one tree to help them keep track of the spellings for the /ie/ sound and the other to keep track of spellings for the /i/ sound.
- Label the trunk of one Spelling Tree /i/ and the other /ie/.
- Label four of the branches on the /i/ Spelling Tree 'i'. The branches should be the same length.

➦ **TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.



Foundational Literacy Skills

Before reading the leaves for the Spelling Tree, show the images you prepared in advance. Have students repeat the word after you as you show each image.

- Label the /ie/ branches as 'i_e', 'ie', 'i', and odd ducks. Explain that the branches are like the power bar because they show how common a spelling is for a sound; shorter branches represent less common sounds and longer branches represent more common sounds.
- Point out the odd ducks branch is the shortest. Explain that words with unusual spellings are called odd ducks. Odd ducks are Tricky Words, and like Tricky Words, odd ducks are on yellow paper.
- Choose one to two words for each spelling from the board sort to write on a leaf. Copy the word, read it aloud, and have a student attach it to the correct branch. If students came up with any odd ducks during the board sort, they can be copied onto the yellow duck-shaped cards.
- Ask students to tell you which branch the leaf belongs to and tape it to the tree.
- Explain that you will be using the Spelling Tree as an organizer for the next several days of work on the sound /ie/ and more of its spellings.



Observation: Spelling Alternatives

Ask as many students as possible to read a word and place the leaf on the Spelling Tree. Make note of their individual ability to decode words with /ie/ > 'i', 'ie', 'i_e'; and /i/ > 'i' in the Spelling Alternatives Observation Record.

PRACTICE /IE/ AND /AE/ (10 MIN.)

- First read the words in the box as a class, writing the words syllable by syllable on the board/chart paper, if necessary. Use the routine provided in the Additional Support section to help students decode multisyllabic words using syllable division patterns.
- Then ask a student to read each sentence aloud as all students select and write the correct word in the blank. Have students use the back of each Activity Page to write a new sentence with the words in the box.

Activity Pages
11.1, 11.2



Activity Pages 11.1, 11.2: Fill in the Blank

Collect Activity Pages 11.1 and 11.2 to review and monitor student progress decoding words with /ie/ and /ae/.

Lesson 11: “The Big Race”

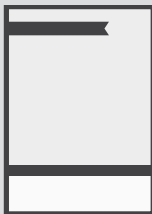
Reading



Primary Focus: Students will read “The Big Race” in pairs and will close read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing difficult passages from the text.

✦ **TEKS 2.1.A; TEKS 2.3.B; TEKS 2.7.C; TEKS 2.7.D**

Reader



Page 38

INTRODUCE THE STORY (5 MIN.)

- Tell students this is the last story in the series about the swimming sisters. Today they will get to read about the big race. Ask students to recall the race in which the Castro sisters will be competing against each other.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

➤ Digital Component 11.1

/ae/ > ‘ai’	/ae/ > ‘a_e’	/a/ > ‘a’	/oe/ > ‘oa’	/oe/ > ‘o_e’
training	wave	Castro	Joan	Grover
wait	race		coasting	close

Preview Core Vocabulary

- Preview these phrases and words with students before reading the story.

stands—n., rows of raised seats where fans sit to watch a competition or show (38)

Example: The ball boy tossed the ball into the stands.

deck—n., a flat surface for sitting and relaxing (39)

Example: The swimmers stood on the pool deck watching their teammates.

coasting—v., moving effortlessly (40)

Example: Coasting down the hills is my favorite part of bike riding.

trailing—v., behind someone in a competition (41)

Example: The horse that had been trailing the whole race won at the end!

✦ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

flipped—v., changed direction when reaching the end of the pool to swim back to the other end of the pool (42)

Example: The two swimmers flipped at the same time.

Sayings and Phrases

bad case of nerves—a feeling of being nervous or worried (38)

Example: I had a “bad case of nerves” before my first day of school.

shot off—took off quickly (40)

Example: The horse “shot off” as soon as the race started.

closing in—getting closer to (42)

Example: We were “closing in” on summer vacation.

Vocabulary Chart for “The Big Race”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			
Multiple-Meaning Core Vocabulary Words	flipped	stands deck trailing coasting	
Sayings and Phrases	shot off bad case of nerves closing in		

READ “THE BIG RACE” (15 MIN.)

Partner Reading

- Have students read “The Big Race” in pairs.

Close Reading

- After students have finished reading “The Big Race” with their partners, lead students in a close reading of the text:
 - ask text-dependent questions that require students to draw on evidence from the text;
 - identify and discuss general academic (Tier 2) vocabulary;
 - discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
 - engage students in a culminating activity where they sequence the events from the story.

Support

Encourage students to watch for the new sound/spellings they have learned, and to use the Individual Code Chart while reading if they need help sounding out a word.



Observation: Discussion Questions

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

Teacher Overview

Key Idea and Details: This is the culminating selection in a series of four selections about two sisters who are swimming competitors. Key details of the text include the exciting back-and-forth narrative or action as first one sister leads and then the other in the final race of the meet.

Synopsis: This is the final selection in a series of four. This selection describes the race between two sisters, one of whom (Kim) excels at sprints and the other of whom (Val) excels at long races.

Lesson

Text from Reader

The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.

Vocabulary Instruction

As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.

Text-Dependent Questions

After any targeted vocabulary has been defined and/or discussed, ask the text-based question.

Begin with a “winnable” question that will help orient students to the text.

The sequence of questions should build a gradual understanding of the key details of the text.

Questions should focus on a word, phrase, sentence, or paragraph.

Responses

Answers should reference the text.

Multiple responses may be provided using different pieces of evidence.

Inferences must be grounded logically in the text.

Page 38

I got to the pool in time for the 200 Free. I sat in the stands with Grover and Joan Castro, Kim and Val’s parents.

200 Free—a race in which swimmers race using the freestyle stroke for 200 yards

Lesson

<p>Text from Reader</p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>	<p>Vocabulary Instruction</p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>	<p>Text-Dependent Questions</p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based question.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p>	<p>Responses</p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p>“I am so proud of Kim and Val,” said Grover Castro. “But I have a bad case of nerves. I hate it when the two of them swim in the same race. They have both been training so hard. They would both like to win this race. But they can’t both win. I don’t like to think that one of them may be upset.”</p> <p>A man’s booming voice filled the air. “It’s time for the last race of the meet!” the man said.</p>	<p>bad case of nerves—upset about something</p>	<p>Why does Grover Castro have a “bad case of nerves?”</p>	<p>He is upset because both of his daughters have been training hard and only one can win. He is concerned one of them may be upset.</p>
<p>Page 39</p> <p>“Let’s meet our swimmers!” The man started listing the swimmers in the race.</p>			
<p>“In Lane 2,” he said, “from Red River Swim Program, we have the winner of the 500 Free, Val Castro.”</p>		<p>Who won the 500 Free?</p>	<p>Val Castro</p>

Lesson

<p>Text from Reader</p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>	<p>Vocabulary Instruction</p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>	<p>Text-Dependent Questions</p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based question.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p>	<p>Responses</p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p>Cheers rose up from the RRSP swimmers on the deck and from fans in the stands.</p>	<p>stands—(multiple-meaning word) the seating area of the pool. It also means to be upright as opposed to sitting.</p>	<p><i>RRSP</i> is an abbreviation. What does <i>RRSP</i> mean?</p>	<p><i>RRSP</i> means Red River Swim Program.</p>
<p>“In Lane 3,” the man said, “from Red River Swim Program, the winner of the 50 and 100 Free, Kim Castro.” There were shouts and cheers for Kim, as well.</p>		<p>Who won the 50 and 100 Free?</p>	<p>Kim Castro.</p>
		<p>Who will be racing?</p>	<p>The swimming sisters, Kim and Val, will be racing.</p>
<p>Page 40 The swimmers got up on the starting blocks. A man in a white coat said, “Swimmers, take your marks.” The swimmers bent down and grabbed the starting blocks.</p>	<p>starting blocks—a raised platform mounted at the end of a pool from which swimmers begin a race—it looks a little bit like a very short diving board</p>		

Lesson

<p>Text from Reader</p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>	<p>Vocabulary Instruction</p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>	<p>Text-Dependent Questions</p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based question.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p>	<p>Responses</p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p>Then there was a beep. The swimmers shot off. Kim’s start was perfect. She did her kick. Then she popped up and started swimming. Her arms went so fast. She seemed to be coasting. Kim was the fastest swimmer for a hundred yards.</p>	<p>coasting—to appear to move effortlessly</p>	<p>Describe Kim’s start.</p>	<p>Kim’s start was perfect. She did her kick. Then she popped up and started swimming. Her arms went so fast. She seemed to be coasting.</p>
<p>Page 41 She made a big wave. The rest of the swimmers were trailing her. They seemed to be bouncing and sloshing in Kim’s waves.</p>	<p>sloshing—to move with a splashing motion in water</p>	<p>Describe the other swimmers in the pool.</p>	<p>The rest of the swimmers were trailing Kim. The rest of the swimmers seemed to be bouncing and sloshing in Kim’s waves.</p>
<p>I was starting to think it would not be such a close race after all. But just as I was thinking this, Grover Castro said, “Wait for it!” “Wait for what?” I said. “You’ll see!” said Grover.</p>		<p>Why does Grover Castro say, “Wait for it!”?</p>	<p>Grover Castro says that because Mark thinks the race will not be close and Grover suspects the race will get closer.</p>

Lesson

<p>Text from Reader</p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>	<p>Vocabulary Instruction</p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>	<p>Text-Dependent Questions</p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based question.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p>	<p>Responses</p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p>Page 42</p> <p>I looked back at the pool. Kim was still winning. But Val was closing in on her. The gap was five feet. Then it was three.</p>	<p>closing in—to shorten the distance between two objects</p> <p>gap—a space between two objects</p>	<p>What happens right after Grover Castro says, “Wait for it!”?</p>	<p>When Mark looks back at the pool, Kim is slowing down and Val is catching up.</p>
<p>The swimmers flipped one last time. Kim was starting to look a bit tired. The gap was down to two feet. Then it was one foot. Then the two sisters were swimming side by side. As they came to the finish line it was too close to pick a winner.</p>	<p>flipped—changed direction when reaching the end of the pool to swim back to the other end of the pool</p>	<p>What does the sentence, “As they came to the finish line it was too close to pick a winner,” mean?</p>	<p>It means the sisters were so close to each other as they raced that no one could tell who was in first place.</p>
<p>Kim and Val smacked the side of the pool at what looked to be the same moment.</p>	<p>smacked—a sharp slap with a hand</p>		

Lesson

<p>Text from Reader</p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>	<p>Vocabulary Instruction</p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>	<p>Text-Dependent Questions</p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based question.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p>	<p>Responses</p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p>A hundred parents in the stands looked up at the clock. A hundred swimmers on the deck looked up as well.</p> <p>This is what the clock said:</p> <p>Val Castro Lane 2 1:45 Kim Castro Lane 3 1:46 Val was the winner!</p>		<p>Why did all the parents and the swimmers look up at the clock?</p>	<p>The race was so close, no one could tell by looking who had won the race. Only by looking at the race clock could they tell the winner.</p>



Check for Understanding

Have students **Turn and Talk** to a partner and discuss the events of the story in the order in which they took place. They may refer to the story as necessary.

Wrap-Up

- Have students turn to Activity Page 11.3 and number the events of “The Big Race” in the order in which they took place. Encourage students to refer to *Kids Excel* as necessary.



Activity Page 11.3: Sequence Events

Collect Activity Page 11.3 to review and monitor students’ ability to sequence the events of “The Big Race” in the order in which they occurred.

Activity Page 11.3



Activity Page 11.4



Lesson 11: Spelling

Language



Primary Focus: Students will read words with /n/ > ‘kn’, /r/ > ‘wr’, /w/ > ‘wh’,

✦ /qu/ > ‘qu’, the suffixes *-ing* and *-ed*, and the Tricky Word *all*. **TEKS 2.2.B.vi; TEKS 2.2.C.ii**

INTRODUCE SPELLING WORDS (5 MIN.)

- Tell students the spelling words this week have spellings ‘kn’ for /n/, ‘wr’ for /r/, ‘wh’ for /w/, and ‘qu’ for /qu/, and some have the suffixes *-ing* or *-ed*.
- Write the spellings ‘kn’, ‘wr’, ‘wh’, and ‘qu’ on the board/chart paper.
- Read and write each spelling word, one at a time, under the appropriate spelling on the board/chart paper, being sure to explain the meanings for words students may not know. The spelling words for this week are as follows:

✦ **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.ii** Demonstrate and apply spelling knowledge by spelling words with silent letters such as *knife* and *gnat*.

'kn' > /n/	'wr' > /r/	'wh' > /w/	'qu' > /qu/	Tricky Word
knotted	wringing	whipped	quitting	all
knitting	wronged	whined	quacked	
knocked				

- You may have students generate additional examples of these tricky spellings if time permits.
- Tell students the Tricky Word for the week is *all*.
- Remind students to practice their words each night with a family member.

 **TEKS 2.2.C.ii**

End Lesson

Take-Home Material

SPELLING WORDS

- Have students take home Activity Page 11.4 to practice the spelling words with a family member.

Activity Page 11.4



Lesson 11: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- To provide additional practice with spelling words in sentences, you may choose to have students write the sentence from each Wiggle Card in their Dictation Journal as you dictate it.

- | | |
|--------------------|--------------------|
| 1. Slip on ice. | 3. Bite your lip. |
| 2. Act like spies. | 4. Rise and shine. |

MORE HELP READING WORDS WITH /IE/

Swim to the Finish

- Make a copy of the Swim to the Finish game board (**Activity Page TR 11.1**) for each group of up to four students.

 **TEKS 2.2.C.ii** Demonstrate and apply spelling knowledge by spelling words with silent letters such as *knife* and *gnat*.

- Copy and cut out one set of Swim to the Finish word cards (**Activity Page TR 11.2**) for each group.
- Have each student write his or her name or initials at the top of a column, or “swim lane.”
- Place cards facedown in a pile. Have students take turns drawing a card and reading the word on the card.
- Students place a check mark in one square of their swimming lane for each word they read correctly.
- The first one to the finish line wins!

My Dad’s Tie

- Make one copy of **Activity Page TR 11.3** for each student.
- Have students read each line to themselves and circle any spellings for /ie/. Review each line with students before proceeding to the next line. Point out that only two spelling alternatives for the /ie/ sound are included in words, ‘ie’ and ‘i_e’.
- Have students read the activity page with another student using Two Voices (alternating lines between two readers), then switch parts.

Syllable Division Patterns

- Point out that students can use what they know about syllable types, such as VCV, VCCV, and VCCCV, and chunking to read and spell these words.
- Write *Grover*, *bandit*, and *Castro* on the board.
- Say, “In *Grover*, I see two vowel sounds (/oe/ and /er/) on either side of one consonant.”
- Say, “When only one consonant comes between two vowels, I divide after the first vowel sound. So I will divide the word like this *Gro•ver*.”
- Point to *bandit*.
- Say, “In this word, I see two vowels on either side of two consonants.”
- Underline the vowels.
- Say, “When two consonants come between two vowels, I divide the word between the consonants: *ban•dit*.”
- Point to *Castro*.
- Say, “In this word, I see a vowel on either side of three consonants in a row.”
- Underline the vowels.
- Say, “When three consonants come between two vowels, I divide either before or after the first two consonants, depending on the consonants. In this case, ‘s’ and ‘t’ blend together, so I will divide the syllables like this: *Cast•ro*.”

12

SPELLING ALTERNATIVES AND GRAMMAR

Review /ie/ and
Common and
Proper Nouns

PRIMARY FOCUS OF LESSON

Foundational Skills

- ✦ Students will identify the /i/ and /ie/ sound in oral words. **TEKS 2.2.A.ii**
Students will review the sound/spellings /ie/ > 'ie' and 'i' and will read and compare one- and two-syllable words featuring /ie/ spellings.
- ✦ **TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.B.v; TEKS 2.2.C.i; TEKS 2.2.C.iv**

Language (Grammar)

- ✦ Students will distinguish between common and proper nouns in word pairs, and will identify both types of nouns in short written sentences. **TEKS 2.11.D.iii**

FORMATIVE ASSESSMENT

Observation

Spelling Alternatives /ie/ and /oe/

- ✦ **TEKS 2.2.B.i; TEKS 2.2.B.iii**

Activity Page 12.1

Common and Proper Nouns

- ✦ **TEKS 2.11.D.iii**

- ✦ **TEKS 2.2.A.ii** Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.11.D.iii** Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: One-Syllable Words /i/ and /ie/ (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Spelling Trees
Spelling Alternatives /ie/ > 'ie' and 'i' (Phonics)	Whole Group	25 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Cards for /ie/ > 'i' (<i>biting</i>), /ie/ > 'ie' (<i>tie</i>) <input type="checkbox"/> tape <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> green markers
Language (Grammar)			
Common and Proper Nouns	Whole Group	25 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 12.1 <input type="checkbox"/> Scrambled Sentence (Digital Components) <input type="checkbox"/> Sentences (Digital Components)

ADVANCE PREPARATION

Foundational Skills

- Write the following words on leaves to add to the Spelling Tree: *die, lie, tie, pie, cried, spied, spider, tiger, minus, silent, Friday, hijack, iris, item, ideal, idol*. You should bold or underline the spellings for the sounds on the leaves.
- Have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.
- You may wish to tab Vowel Code Flip Book page 10.

Language

➤ Digital Component 12.1

- Copy the scrambled sentence (Digital Component 12.1) on the board/chart paper, or use the digital version.

➤ Digital Component 12.2

- Copy the sentences (Digital Component 12.1) on the board/chart paper, or use the digital version.

Universal Access

- Bring in images or the following objects to use for the Warm-Up: a fork (*tines*), a kite, a bird, or a plane (*flies*), and a kit. You may also want to bring in images or the objects to use for the Spelling Tree: a tie, a pie, a spider, a tiger, a subtraction sign (minus), a calendar (Friday), an iris, an idol.

Lesson 12: Spelling Alternatives

Foundational Skills



Primary Focus

- Students will identify the /i/ and /ie/ sound in oral words. **TEKS 2.2.A.ii**

Students will review the sound/spellings /ie/ > 'ie' and 'i' and will read and compare one- and two-syllable words featuring /ie/ spellings.

- TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.B.v; TEKS 2.2.C.i; TEKS 2.2.C.iv**

WARM-UP (10 MIN.)

One-Syllable Words /i/ and /ie/

- Direct students' attention to the Spelling Trees for the /i/ and /ie/ sounds.
- Point to a few of the leaves from the /i/ Tree and read the words aloud. Remind students this tree has words with the /i/ sound. Follow this same procedure for the /ie/ Tree, reminding them this tree represents the /ie/ sound.
- Read the following list of one-syllable words to students. After students hear the word, have them first repeat the word, then say the vowel sound heard in the word, and finally point to the tree representing the sound.

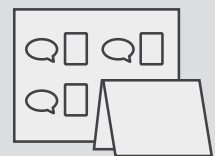
- | | |
|----------|----------|
| 1. hit | 6. flies |
| 2. bit | 7. flit |
| 3. bite | 8. lit |
| 4. sit | 9. kit |
| 5. tines | 10. kite |

SPELLING ALTERNATIVES /IE/ > 'IE' AND 'I' (25 MIN.)

- Point to the /ie/ Spelling Tree. Tell students today they will focus on two spellings for the /ie/ sound.
- Explain the first spelling is 'ie' as in *tie*.
- Read the 'ie' words aloud from the Spelling Tree.

- TEKS 2.2.A.ii** Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

Code Materials



- The spellings can be found on the following pages in the Vowel Code Flip Book and in students' Individual Code Charts.

Vowel Code Flip Book	Individual Code Chart
1. /ie/ > 'ie' (<i>tie</i>) page 10	1. /ie/ > 'ie' (<i>tie</i>) page 8
2. /ie/ > 'i' (<i>biting</i>) page 10	2. /ie/ > 'i' (<i>biting</i>) page 8

- Turn to **Vowel Code Flip Book page 10** and put the Spelling Card for 'ie' on the appropriate space. Discuss the power bar.
- Distribute the green markers. Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate card for 'ie' on the chart as well as the spelling.
- Write the following words on the board/chart paper one at a time, underlining the spellings. Read each word aloud as a class.

1. die	4. flies
2. tries	5. lies
3. ties	6. pie

- Ask students where in the word the 'ie' spelling can be found. (*the end of words*)
- Explain the second spelling is 'i' as in *biting*.
- Read the 'i' words in the previous lesson from the Spelling Tree.
- Turn to **Vowel Code Flip Book page 10** and put the Spelling Card for 'i' on the appropriate space. Discuss the power bar.
- Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate card for 'i' on the chart as well as the spelling.
- Write the following words on the board/chart paper one at a time, circling the spelling. Read each word aloud as a class.

1. lilac	4. silent
2. sliding	5. item
3. spider	

- Ask students where the 'i' spelling in these two-syllable words can be found. (*at the end of a first and open syllable, or VCV syllable pattern*)
- Compare and contrast words where 'i' represents the /i/ sound and where it represents the /ie/ sound. Write the following words on the board/chart paper to demonstrate the spelling pattern. Use the routine provided in the Additional Support section in Lesson 11 to help students decode multisyllabic words using syllable division patterns.

1. sin vs. sinus	3. sill vs. silent
2. trip vs. tripod	

- Remind students when the 'i' is followed by a consonant on either side within a syllable, it will be read with the /i/ sound; when the 'i' comes at the end of a syllable, it will be read with the /ie/ sound.
- Shuffle the leaves you have prepared with the 'i' and 'ie' spellings.
- Hold up one of the leaves and call on students to read the word. Then have a student come up front to tape the leaf to the appropriate branch. Continue with the remaining words.
- To provide students with more practice spelling words in sentences, dictate a sentence using one of the words above and have students write it in their Dictation Journal.



Observation: Spelling Alternatives

Ask as many students as possible to read a word and place the leaf on the Spelling Tree. Make note of their individual ability to decode words with /ie/ > 'i' and 'ie' in the Spelling Alternatives Observation Record.



Lesson 12: Grammar

Language



Primary Focus: Students will distinguish between common and proper nouns in word pairs, and will identify both types of nouns in short written sentences. **TEKS 2.11.D.iii**

COMMON AND PROPER NOUNS (25 MIN.)

- Display the scrambled sentence you prepared in advance.

TEKS 2.11.D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

Support

Ask students to reread the three words with the tricky spelling 'i' > /i/ together (*sin, trip, and sill*) and circle the sounds. Then ask students to read the three words with tricky spelling 'i' > /ie/ together (*sinus, tripod, silent*) and circle the sounds. Ask them what they notice about each group. One has only one syllable; the other has two. The emphasis is also on the first syllable.



ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Before reading the leaves for the Spelling Tree, show the images you prepared in advance. Have students repeat the word after you as you show each image.

ELPS 1.D; ELPS 3.J

➤ Digital Component 12.1

1. *notebook Kate did get red a*

- Unscramble the sentence and write the words in the correct order. (The sentence can be rewritten as a statement or a question.) Remind students to pay attention to capitalization and punctuation. (*Kate did get a red notebook.* or *Did Kate get a red notebook?*)
- Leave this sentence on the board/chart paper.
- Review with students that a noun is a word that names a person, place, or thing. Then have students identify the nouns in the sentence. (*Kate, notebook*)
- Now write the word *boy* on the board/chart paper. Say, “If I say, ‘A boy in our class is sitting nicely in his chair,’ which word is the noun that names a person?” (*boy*)
- Ask students, “Do we know which boy I am talking about? If I say ‘(insert student’s name) is sitting nicely in his chair,’ do we know which boy I am talking about?”
- Make two columns on the board/chart paper labeled *Common* and *Proper*. A common noun is a general person, place, or thing. A proper noun tells us the name of a specific person, place, or thing. Tell students proper nouns always begin with a capital letter because they are a specific name of a person, place, or thing.
- Write *Bill* on the board/chart paper beside *boy*.

Common	Proper
boy	Bill

- Explain that *Bill* is a specific noun because it tells exactly which boy we are talking about. *Bill* is a proper noun and must begin with a capital letter, but *boy* is a common noun so it begins with a lowercase letter.
- Repeat with the following word pairs, emphasizing which one is a proper noun because it names a specific person, place, or thing.
 - *town*—(your town)
 - *school*—(your school)

- *store*—(name of store in your town)
- *game*—(specific game)
- *day*—(today's day)
- *month*—(today's month)
- Now go back to the original scrambled sentence and point out the common and proper nouns. (*Kate* is a proper noun; *notebook* is a common noun.)



Check for Understanding

Thumbs-Up/Thumbs-Down: Say different words to students using common and proper nouns. Have students give Thumbs-Up whenever they hear a proper noun and Thumbs-Down when they hear a common noun. Use the following list or make up your own: *school, Mrs. Johnson, Washington Street, mom, Saturday, cake.*

- Display the sentences you prepared in advance.

➤ Digital Component 12.2

1. it was fun at the park with my pal sam (3) (*park, pal, Sam*)
2. the park is on main street (2) (*park, Main Street*)
3. bob took his dog, fred, to get a bone (4) (*Bob, dog, Fred, bone*)

- Call on different students to locate and draw a box around the nouns. Have them change the first letter in any proper noun to a capital letter and circle the proper noun. Remind students to look for any other words that should begin with a capital letter (first word in the sentence) and place the correct punctuation mark at the end of the sentence.
- Have students look at Activity Page 12.1. Complete the first item with students as guided practice.
- Have a student read the sentence as you write it on the board/chart paper. Have students identify the common nouns and proper nouns.
- After students have drawn a box or circle around the nouns, ask them to rewrite the sentence with the correct capitalization and punctuation. As students write on Activity Page 12.1, copy the sentence on the board/chart paper with the correct capitalization and punctuation.

Activity Page 12.1



- Have students complete Activity Page 12.1 independently, circulating to assist students who need additional support.

Challenge

Ask students to write their own singular and plural proper nouns and use them correctly in sentences.



Activity Page 12.1: Common and Proper Nouns

Collect Activity Page 12.1 to review and monitor students' ability to identify common and proper nouns and use correct capitalization and punctuation in written sentences.

End Lesson

Lesson 12: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- To provide additional practice with spelling words in sentences, you may choose to have students write the sentence from each Wiggle Card in their Dictation Journal as you dictate it.

- | | |
|----------------------|--------------------|
| 1. Act excited. | 3. Start to smile. |
| 2. Untie your laces. | 4. Make nine pies. |

MORE HELP READING /IE/ WORDS

Journey Through Space

- Make two copies of alien cards (**Activity Page TR 8.1**) and comet cards (**Activity Page TR 8.2**). You may want to use different colored paper for each set of cards.
- Using two-sided copying, print the word cards (**Activity Page TR 12.1**) on the reverse side of the alien cards. Then, print the word cards (**Activity Page TR 12.1**) on the reverse side of the comet cards. (If you do not have the capability to make two-sided copies, you may glue or tape the pages back to back.)
- Cut out all of the cards and place them in a **paper bag** or **container**.
- Follow the procedure for Journey Through Space in Lesson 8.

MORE HELP IDENTIFYING COMMON AND PROPER NOUNS

Word Sort

- Copy and cut out one set of word cards (**Activity Page TR 12.2**) and place them facedown in a pile.
- Find **two boxes** or **paper bags**. Label one box or bag with 'C' for common nouns and the other with 'P' for proper nouns.
- Have students take turns picking a card, reading the word, and placing the card in the container labeled with the correct label.
- Repeat with the remaining words.
- After all cards have been sorted, remove cards to check for accuracy.
- Review any misplaced words.

Match Maker

- Make one copy of the word cards (**Activity Page TR 12.2**) for each student.
- Shuffle the cards and lay them facedown on the table or floor, in rows and columns.
- Have students take turns flipping over two cards at a time, reading the words aloud, and attempting to find a matching pair (a proper noun and the coordinating common noun).
- Students continue play until all matches have been found.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 681–832 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 687–838 of those words would be completely decodable.

'i' is a tricky spelling; it can be pronounced /i/ as in *hit*, /ie/ as in *mind*, and /ee/ as in *radio*.

'ie' is a tricky spelling; it can be pronounced /ie/ as in *tie* or /ee/ as in *cookie*.

13

SPELLING ALTERNATIVES

Tricky Spelling
'i' > /i/ and /ie/

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will distinguish words with long and short vowel sounds in one-syllable words. **TEKS 2.2.A.ii; TEKS 2.2.B.iii**

Students will identify and decode one- and two-syllable words with long and short vowel sounds. **TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.B.v**

Students will identify and spell one- and two-syllable words with /ie/ > 'i_e', 'ie', 'i'. **TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.iv**

Reading

Students will read "The Big Race" in pairs with purpose and understanding, will answer written multiple-choice and short-answer questions about the story, and will ask and answer questions about key details in the text. **TEKS 2.1.A; TEKS 2.4; TEKS 2.6.B**

FORMATIVE ASSESSMENT

Activity Page 13.2

Sound/Spellings /ie/ > 'i_e', 'ie', 'i'

✦ **TEKS 2.2.B.iii**

Observation

Anecdotal Reading Record "The Big Race"

✦ **TEKS 2.4**

Activity Page 13.3

Story Questions "The Big Race"

✦ **TEKS 2.6.B**

✦ **TEKS 2.2.A.ii** Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.4** 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 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.

LESSON AT A GLANCE

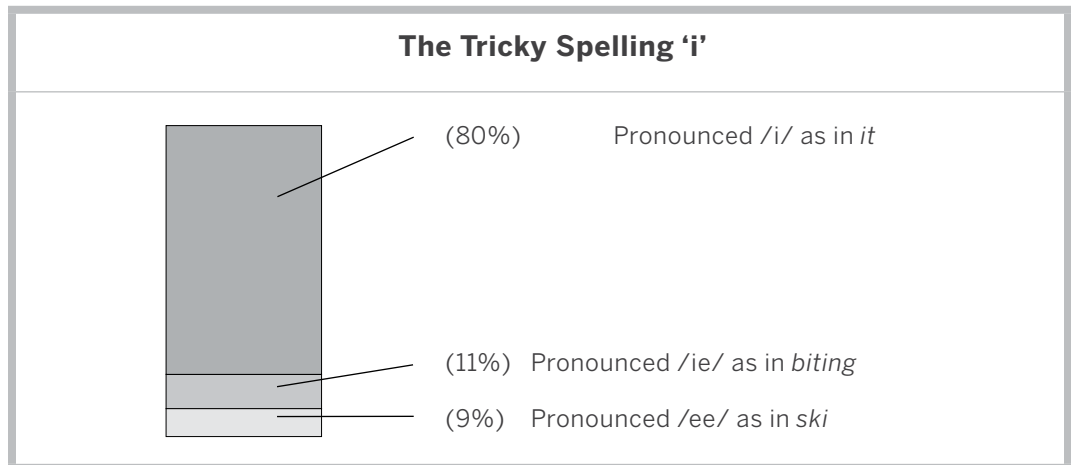
	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Long and Short Vowel Review (Phonics)	Whole Group	5 min.	☐ Spelling Trees
Tricky Spelling 'i' (Phonics)	Whole Group	15 min.	☐ List of Words (Digital Components) ☐ Tricky Spelling 'i' (Digital Components) ☐ Tug of War (Digital Components)
Spelling Alternatives for /ie/ (Phonics)	Whole Group	15 min.	☐ Activity Pages 13.1, 13.2 ☐ Sound/Spellings (Digital Components)
Reading			
Reread "The Big Race"	Small Group/ Partner	25 min.	☐ <i>Kids Excel</i>
Take-Home Material			
"The Big Race"			☐ Activity Pages 13.3, 13.4

ADVANCE PREPARATION

Note to Teacher

You will need to have the following six Spelling Trees displayed within view of students: /a/, /ae/, /o/, /oe/, /i/, and /ie/. If the Spelling Trees are displayed on a single chart pad, you can modify the directions as indicated in the next review activity.

Today students will work on decoding the tricky spelling 'i'. This spelling poses a challenge for readers because it can be pronounced /i/ as in *it*, or /ie/ as in *biting*. It may also be pronounced /ee/ as in *ski*. We will not teach the /ee/ spelling in this unit. The chart shows /i/ is the most common pronunciation. If students come across an unfamiliar printed word containing the letter 'i', they should try pronouncing the 'i' as /i/. If it does not sound like a word, or if the resulting word does not make sense in context, the students should try /ie/.



Here are some patterns for your information:

- 'i' is almost always pronounced /i/ when it is followed by a double-letter spelling for a consonant sound (*itty, bidding, dinner, dimmer*). The double-letter spelling is a marker for the "short" pronunciation of the preceding vowel spelling.
- 'i' is usually pronounced /i/ in CVC words and syllables, where the 'i' is surrounded on either side by consonant spellings (*hit, did, finish*).
- At the end of a syllable, 'i' is likely to be pronounced /ie/ (*Viking, biting, icon, item*). Unfortunately, without syllable dividers it can be hard to tell if the syllable is open or closed.

Foundational Skills

➤ Digital Component 13.1

- Copy the list of words for Tricky Spelling 'i' (Digital Component 13.1) on the board/chart paper or prepare to display the digital version.

➤ Digital Component 13.2

- Copy the words with alternate syllable division (Digital Component 13.2) on the board/chart paper to display for Tricky Spelling 'i', or prepare to display the digital version.

➤ Digital Component 13.3

- Create an enlarged version of the Tug of War image for tricky spelling 'i' (Digital Component 13.3) to display for Tricky Spelling 'i', or use the digital version.

➤ Digital Component 13.4

- Create an enlarged version of Activity Page 13.1 (Digital Component 13.4) to display for Spelling Alternatives for /ie/, or use the digital version.

Reading

- Write the following phrases and sentences on the board/chart paper for Group 2 students who finish early:

- | | |
|----------------------------------|----------------------|
| 1. icing on the cake | 5. dinner in a diner |
| 2. The tigers are sleeping. | 6. a Viking ship |
| 3. There is a spider in my boot! | 7. perfect timing |
| 4. Slide down the slide. | 8. luck of the Irish |

Universal Access

- Bring in and/or use pictures from the previous lessons of the following words: *bike, bicep, cider, diner, ice, iris, knife, lilac, mice, mining, prize, pie, ride, riding, side, smile, spider, tie, tiger, vine, Viking* to use for Tricky Spelling 'i'.

Lesson 13: Spelling Alternatives

Foundational Skills

**Primary Focus**

Students will distinguish words with long and short vowel sounds in one-syllable words. **TEKS 2.2.A.ii; TEKS 2.2.B.iii**



Students will identify and decode one- and two-syllable words with long and short vowel sounds. **TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.B.v**



Students will identify and spell one- and two-syllable words with /ie/ > 'i_e', 'ie', 'i'. **TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.iv**

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

- Tell students you will say a word and will (1) ask someone to repeat the word, (2) point out the vowel sound heard in the word, and (3) point to the appropriate Spelling Tree representing the different ways to spell the sound. (If your Spelling Trees are displayed on a chart pad, tell students you will flip through the Spelling Tree pages and they should say “stop” when you turn to the correct tree. Alternatively, you could ask a student to turn the chart pages to display the correct tree.)
- Tell students the words you say will have both short and long vowel sounds. Say the following words:

1. cap	6. quill	11. trip
2. coat	7. pie	12. oats
3. tin	8. cape	13. toad
4. train	9. cot	14. jay
5. quite	10. tine	

TRICKY SPELLING ‘I’ (15 MIN.)

- First review the /i/ sound by saying the sound /i/, and ask a student to point to the Spelling Tree showing the spelling for this sound.



TEKS 2.2.A.ii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Tell students that today they will learn about the tricky spelling 'i'.
- Say the sound /ie/ and ask a student to point to the spellings the class has learned for this sound.
- Tell students that today they will practice using the spellings that they learned in the previous lesson in some two-syllable words.
- Call students' attention to the list of words you prepared in advance.

➤ Digital Component 13.1

- | | |
|-----------|-----------|
| 1. invite | 5. idol |
| 2. item | 6. sinus |
| 3. dinner | 7. tonsil |
| 4. dried | 8. silent |

- Guide students in telling you the letters to circle that spell the /ie/ or /i/ sounds. Ask students which letters you should circle, circle the letters, and read each word. Tell students that they can divide the first word by using the syllable division pattern VCCV: *in•vite*. They can divide the second word using the VCV pattern: *i•tem*. Continue having students identify the pattern for each word. Then proceed with the next word.
- Tell students sometimes a spelling is shared by two sounds. Point out that 'i' can be a spelling for /i/ or /ie/.
- Explain that when a spelling can be pronounced more than one way, we call it a tricky spelling.
- Point out that in *Kids Excel* and in other books they will read, multisyllable words are not written with spaces. This means students will need to look at the word by themselves and determine how to break the word into syllables and sound it out in chunks.
- Write *pilot* on the board/chart paper, but do not read the word aloud or ask students to say the word at this time.
- Tell students, "I am going to say a sentence using this word. I want you to listen carefully and then decide how to say this word."
- Write *pi | lot* and *pil | ot* underneath *pilot*. Explain that both of these are ways students might try chunking the letters into syllables.
- Say, "The person who flies a plane is called a _____."

- Point to the syllables of the first word and model how to sound out each syllable as it is divided. *Pi | lot* is pronounced as /pie/ /lit/, with the /ie/ sound in the first syllable.
- Now point to the syllables in the second word and model sounding out the word as it is divided; *pil | ot* is pronounced with the /i/ sound, /pil/ /it/.
- Ask students which pronunciation is a word that makes sense to finish the sentence. (*pi | lot*) Circle *pi | lot*.
- Review the patterns of the long /ie/ versus the short /i/ sound.

➤ Digital Component 13.2

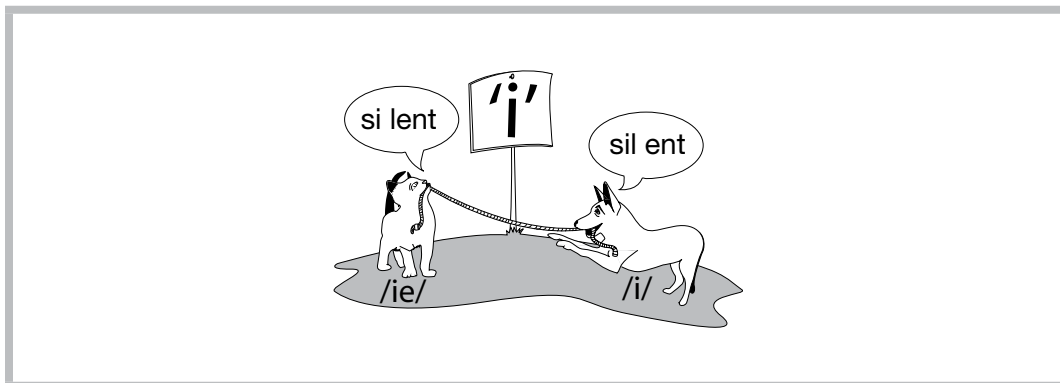
prison pri son pris on	river ri ver riv er
visit vi sit vis it	virus vi r us vir us
finish fi nish fin ish	limit li mit lim it

- Repeat this procedure using the chart you prepared in advance. Use the target word in an oral sentence, pointing to and saying the /ie/ and /i/ sounds depending on how the syllables are divided. Ask students which word makes sense and then circle the correct word.

1. People who break the law must go to **pri|son/pris|on**.
2. My grandmother from Virginia came to **vi|sit/vis|it**.
3. Who crossed the **fi|nish/fin|ish** line first?
4. The Mississippi **Ri|ver/Riv|er** flows north and south.
5. A cold is caused by a **vi|r|us/vir|us**.
6. My parents said I could have a **li|mit/li|mit** of two cookies after dinner.

- To provide students with more practice spelling words in sentences, dictate a new sentence using one of the words above and have them write it in their Dictation Journal.
- Display the Tug of War image you prepared in advance.

➤ Digital Component 13.3



- Explain that seeing the letter ‘i’ in a word creates a “tug-of-war,” with each of the /i/ and /ie/ sounds pulling on it.
- Remind students that if the ‘i’ is surrounded by consonants, it represents the /i/ sound; if it comes at the end of a syllable, it represents the /ie/ sound.
- Tell students that when they see an unfamiliar word with the ‘i’ spelling, they should try pronouncing the ‘i’ as /i/ because /i/ is the most frequent pronunciation of ‘i’; if it does not sound right or does not make sense in context, they should try /ie/.

SPELLING ALTERNATIVES FOR /IE/ (15 MIN.)

➤ Digital Component 13.4

- Display the enlarged version of Activity Page 13.1 you prepared in advance.
- Have the students tear out Activity Pages 13.1 and 13.2.
- Explain that the chart on Activity Page 13.1 shows a set of words with the /ie/ sound. The words have been sorted into columns according to the spelling used for /ie/. Have the students quickly read the words aloud by columns.
- Explain that Activity Page 13.2 has a set of questions for students to answer using the chart on Activity Page 13.1.
- Read the first question on Activity Page 13.2, and have students search for the answer on page 13.1.
- Once students have provided you with the correct answer, model writing the answer on Activity Page 13.2. Have students do the same.
- Have students complete the remaining questions independently, circulating to assist students who need additional support.

Activity Pages
13.1, 13.2



ENGLISH
LANGUAGE
LEARNERS

Foundational Skills

Foundational Literacy Skills

Before reading the words from the chart, show the images you prepared in advance. Have students repeat the word after you as you show each image.

ELPS 1.D; ELPS 3.J

- Have students select a few words from the chart to add to the Spelling Tree.



Activity Page 13.2: Sound/Spellings

Collect Activity Page 13.2 to review and monitor student progress decoding words with /ie/ > 'i_e', 'ie', and 'i'.

Lesson 13: “The Big Race”

Reading



Primary Focus: Students will read “The Big Race” in pairs with purpose and understanding, will answer written multiple-choice and short-answer questions about the story, and will ask and answer questions about key details in the text.

✦ **TEKS 2.1.A; TEKS 2.4; TEKS 2.6.B**

REREAD “THE BIG RACE” (25 MIN.)

Small Group

Group 1: Reread the story with students. Remind students to pay close attention to the use of quotations throughout the story. Complete Activity Page 13.3 as a group.



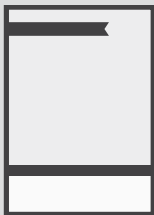
Observation: Anecdotal Reading Record

Ask different Group 1 students to read each page or paragraph. As you listen to students read “The Big Race,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

Group 2: Students in Group 2 should read with their partners and complete Activity Page 13.3. If some pairs finish early, they can illustrate one of the phrases or sentences from the board/chart paper.

✦ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.

Reader



Page 38



Wrap-Up

- Call students back together to review responses or finish Activity Page 13.3 as a group.



Activity Page 13.3: Story Questions

Collect Activity Page 13.3 from Group 2 and review to determine each student's ability to answer multiple-choice and short-answer questions about the story; and answer written literal and inferential questions about key details in the text.



Check for Understanding

Question-Pair-Share: Have students turn to their partners and ask them a question that involves a “what” question about something in they just read in “The Big Race.” They should each ask a “what” question, as well as answer their partner’s “what” question in complete sentences. Allow pairs to share their questions and answers with others in their group or the entire class.

End Lesson

Take-Home Material

“THE BIG RACE”

- Have students take home Activity Page 13.4 to practice reading.



Lesson 13: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- To provide additional practice with spelling words in sentences, you may choose to have students write the sentence from each Wiggle Card in their Dictation Journal as you dictate it.

- | | |
|--------------------|------------------------|
| 1. Look down. | 3. Stand on your toes. |
| 2. Swing your arm. | 4. Stomp one foot. |

MORE HELP READING WORDS WITH /IE/

Race to the Top

- Make one copy of the Race to the Top game board (**Activity Page TR 2.1**) for each student.
- Copy and cut out one set of word cards (**Activity Page TR 13.1**) for each student pair and place cards facedown in a pile.
- Have students take turns drawing a card and reading the word on the card.
- Students move up a rung on the ladder for each word they read correctly.
- The first one to the top wins!

MORE HELP READING AND WRITING SENTENCES

Sentence Strips

- Make one copy of **Activity Page TR 13.2** for each student and cut apart each sentence, or cut out several **long strips of paper** and write each sentence on a strip of paper.
- Have students practice reading each sentence aloud. Then, circle the nouns in the sentences. Mark each noun with a 'C' if it is common and 'P' if it is proper.
- Have students rewrite one of the sentences on a separate piece of paper. You may also let students illustrate the sentence.

Mice on a Bike

- Make one copy of **Activity Page TR 13.3** for each student.
- Have students read each line to themselves and circle any spellings for /ie/.
- Have students read the story with a partner using Two Voices (alternating lines between readers), then switch parts.

GRAMMAR

Capitalization and Punctuation

PRIMARY FOCUS OF LESSON

Language (Grammar)

Students will put scrambled sentences in the correct order and will identify

✦ common and proper nouns in those sentences. **TEKS 2.11.D.iii**

Students will apply correct capitalization to the first word in a sentence, proper nouns, and *I* and will also add correct punctuation to the end of a sentence.

✦ **TEKS 2.11.D.ix; TEKS 2.11.D.x**

Reading

Students will read “The Soccer Twins, Part I” with purpose and understanding and will answer literal and inferential questions about key details in the text.

✦ **TEKS 2.1.A; TEKS 2.6.B; TEKS 2.8.C**

FORMATIVE ASSESSMENT

Activity Page 14.1

Capitalization and Punctuation

✦ **TEKS 2.11.D.ix; TEKS 2.11.D.x**

Observation

Anecdotal Reading Record “The Soccer Twins, Part I”

✦ **TEKS 2.4**

Observation

Discussion Questions “The Soccer Twins,

✦ **TEKS 2.8.C**

✦ **TEKS 2.11.D** Edit drafts using standard English conventions, including (iii) singular, plural, common, and proper nouns; (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.4** 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.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Warm-Up: Scrambled Sentences	Whole Group	10 min.	<input type="checkbox"/> index cards <input type="checkbox"/> tape
Capitalization and Punctuation	Whole Group	25 min.	<input type="checkbox"/> Activity Page 14.1 <input type="checkbox"/> Noun Chart (Digital Components) <input type="checkbox"/> Incorrect Sentences (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Kids Excel</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read “The Soccer Twins, Part I”	Partner	20 min.	<input type="checkbox"/> <i>Kids Excel</i>
Take-Home Material			
Grammar			<input type="checkbox"/> Activity Page 14.2

ADVANCE PREPARATION

Language (Grammar)

- Write the following sentences on large index cards with one word or punctuation mark on each card to use during the Warm-Up:

1. Kate would like to be on a swimming team.
2. James plays tricks on his sister.

➤ Digital Component 14.1

- Copy the Common and Proper Noun chart for Capitalization and Punctuation (Digital Component 14.1) on the board/chart paper leaving the proper noun column blank, or use the digital version.

➤ Digital Component 14.2

- Copy the incorrectly capitalized and punctuated sentences for Capitalization and Punctuation (Digital Component 14.2) on the board/chart paper, or use the digital version.

Reading

➤ Digital Component 14.3

- Create the Preview Spellings chart (Digital Component 14.3) for Introduce the Story on the board/chart paper, or use the digital version.
- Create a KWL chart about soccer on chart paper to use when you introduce the story.

Universal Access

- Bring in pictures of the following two vocabulary words from the *Kids Excel* story: *mitt*, *goalkeeper*.

Lesson 14: Grammar

Language



Primary Focus

Students will put scrambled sentences in the correct order and will identify common and proper nouns in those sentences. **TEKS 2.11.D.iii**

Students will apply correct capitalization to the first word in a sentence, proper nouns, and / and will also add correct punctuation to the end of a sentence. **TEKS 2.11.D.ix; TEKS 2.11.D.x**

WARM-UP (10 MIN.)

Scrambled Sentences

- Tape the index cards you prepared in advance to the board/chart paper in random order. Ask students to help you unscramble the sentences.

CAPITALIZATION AND PUNCTUATION (25 MIN.)

Proper and Common Nouns

- Orally review common and proper nouns using the chart you prepared in advance.

➤ Digital Component 14.1

Common	Proper
1. boy	1. [insert the name of a boy in your class]
2. principal	2. [insert the name of the principal of your school]
3. teacher	3. [insert the name of a teacher in your school]
4. street	4. [insert the name of a familiar street]
5. day	5. [insert the name of a specific day]
6. month	6. [insert the name of a specific month]

➤ **TEKS 2.11.D** Edit drafts using standard English conventions, including (iii) singular, plural, common, and proper nouns; (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

Support

Give each student their own set of scrambled sentence cards. Have students read each word and then the sentence several times aloud. Have students independently put them in order.

Activity Page 14.1



Support

Ask students to write the letter 'l' multiple times on the board/chart paper as capital letters only. Have them start a sentence with the word / and ask them if it is capitalized or lowercase.

- Read aloud each common noun and then prompt students to orally provide a comparable proper noun. Record the proper noun in the chart calling students' attention to the fact that proper nouns always start with a capital letter.
- Show students the incorrectly capitalized and punctuated sentences you prepared in advance.

➤ Digital Component 14.2

1. david and i did a fine job on the painting
2. did jim hand out snacks, asked jane

- Ask students to tell you how to correct the capitalization and punctuation. Remind students to capitalize any proper nouns and place the correct punctuation in the sentence. Remind students that the pronoun *I* is always capitalized.
- The second sentence will require students to place quotation marks in the right place. Also, have students tell you which common nouns to box and which proper nouns to circle.
- Turn to Activity Page 14.1. Use the first sentence as guided practice. Write the sentence on the board/chart paper. Have a student tell you how to correct it. Students should rewrite the remaining sentences correctly on their papers, box the common nouns, and circle proper nouns.
- On the back of Activity Page 14.1, review the examples and complete the first two with students as guided practice.

Challenge

Ask students to write different sentences using quotation marks and proper nouns.



Activity Page 14.1: Capitalization and Punctuation

Collect Activity Page 14.1 to review and monitor students' ability to identify common and proper nouns and use correct capitalization and punctuation in written sentences.

Lesson 14: “The Soccer Twins, Part I”

Reading



Primary Focus: Students will read “The Soccer Twins, Part I” with purpose and understanding and will answer literal and inferential questions about key details in the text. **TEKS 2.1.A; TEKS 2.4; TEKS 2.6.B; TEKS 2.8.C**

INTRODUCE THE STORY (5 MIN.)

- Tell students the next story is about two girls who are on a soccer team. Begin a class KWL chart for this two-part story. Ask students what they know about soccer. Record some comments on the chart. Next ask students what they wonder or think they want to learn from this story. Tell students as they read both parts of the story they will fill in some information on the chart.

TEKS 2.6.B

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story. Point out that the word *Princess* is capitalized in the chart. Ask students what this might mean. (It is used as a proper noun in the story.)

Digital Component 14.3

/ae/ > 'ai'	/er/ > 'er'	Multisyllable Words
explain	soccer	Princess
		explain
		soccer

Preview Core Vocabulary

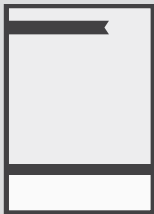
- Preview the following vocabulary with students.

wing—n., a soccer player who plays near the net and takes shots on the goal (46)

Example: The left wing took seven shots and scored twice.

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.4** 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 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

Reader



Page 44

ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Before previewing vocabulary, show the images you prepared in advance. Have students repeat the word after you as you show each image.

ELPS 1.D; ELPS 3.J

passing—v., kicking the ball to another teammate (46)

Example: The team begins passing upfield once it possesses the ball.

shots—n., kicks toward the goal to try and score (46)

Example: The goalkeeper blocked all of the shots in the first half.

mitts—n., gloves used to protect the hands of baseball catchers and soccer goalies (47)

Example: The goalkeeper never forgot to wear his mitts so he wouldn't injure his hand.

goalkeeper—n., the player who guards the soccer goal; also called the keeper or the goalie (47)

Example: The goalkeeper only let through one goal from the opposing team

Sayings and Phrases

racked up—got a lot of something (44)

Example: The team “racked up” eleven straight wins before their first loss.

Vocabulary Chart for “The Soccer Twins, Part I”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	goalkeeper		
Multiple-Meaning Core Vocabulary Words	wing passing shots mitts		
Sayings and Phrases	racked up		

Purpose for Reading

- Students should read to learn something they can contribute to the KWL chart. Partners may wish to jot ideas down on a piece of paper as they read.

READ “THE SOCCER TWINS, PART I” (20 MIN.)

Partner Reading

- Today students will be reading as partners. Remind students to pay close attention to the use of quotations throughout the story.



Reading

Reading Closely

Beginning

Reframe questions as simple-choice or yes/no questions like “Is the setting a soccer field?”

Intermediate

Provide students with a specific sentence frame: “Pat and Les are playing a _____ and trying to _____.”

Advanced/Advanced High

Encourage students to use key details in complete sentences when answering questions by restating their responses in complete sentences.

ELPS 2.G; ELPS 4.G



Observation: Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. As you listen to students read “The Soccer Twins, Part I,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- When the class has finished reading the story, promote a discussion by asking students to describe some of the story’s plot elements, including the main events and the conflict. Then use the following questions to continue the discussion. Remind students to answer questions in complete sentences.

TEKS 2.8.C

Discussion Questions for “The Soccer Twins, Part I”

1. **Literal.** What is the setting of this story?
 - » The setting of the story is a soccer field.
2. **Literal.** Who are the characters?
 - » The characters are Pat, Les, Dad, and the narrator.
3. **Literal.** Who is the narrator of the story?
 - » The narrator is the publisher of *Kids Excel*, Mark Deeds.
4. **Inferential.** What is the plot of the story?
 - » Pat and Les are playing a soccer match and trying to win.



Observation: Discussion Questions

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

TEKS 2.8.C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.



Check for Understanding

Ask students if they learned anything new that can be recorded in the 'L' column of the KWL chart.

End Lesson

Take-Home Material

GRAMMAR

- Have students take home Activity Page 14.2 to complete at home.

Activity Page 14.2



Lesson 14: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

1. Kick a soccer ball.
2. Score the winning goal.
3. Stomp on a spider.
4. Do a trick.

MORE HELP READING AND WRITING SENTENCES

Scrambled Sentences

- Make a copy of **Activity Page TR 14.1** or write the sentences from the box onto a piece of paper.
- Have students read each sentence several times aloud.
- Cut the sentences into their individual words and place them into envelopes (one sentence per envelope).
- Have students unscramble the sentences. Point out that some of the words can be rearranged in different configurations and still be correct.
- Have students copy the sentences on paper, including correct punctuation.

1. Beth would like to be on a swimming team.
2. Paul plays tricks on his sister.

15

ASSESSMENT

Spelling and Mid-Point Word Recognition

PRIMARY FOCUS OF LESSON

Language (Spelling)

Students will spell and write one- and two-syllable words with the sound/spellings

- ✦ /n/ > 'kn', /r/ > 'wr', /w/ > 'wh', /qu/ > 'qu', and the Tricky Word *all*. **TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.ii**

Language (Grammar)

Students will convert singular nouns to plural nouns by identifying consistent

- ✦ spelling patterns for words ending in 'sh', 'ch', 's', and 'x'. **TEKS 2.2.C.vi**

Foundational Skills

Students will hear dictated words with the /ae/, /oe/, and /ie/ sounds and will circle

- ✦ the words heard on a printed word list. **TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.C.iv**

FORMATIVE ASSESSMENT

Activity Page 15.1

Spelling Assessment

- ✦ **TEKS 2.2.C.ii**

Activity Page 15.2

Noun Identification Plural Nouns

- ✦ **TEKS 2.2.C.vi**

Activity Page 15.3

Mid-Point Word Recognition Assessment

/ae/, /oe/, and /ie/

- ✦ **TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.C.iv**

- ✦ **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (ii) spelling words with silent letters such as *knife* and *gnat*; (vi) spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Spelling, Grammar)			
Spelling Assessment	Whole Group	15 min.	☐ Activity Page 15.1
Plural Nouns	Whole Group	25 min.	☐ Activity Page 15.2
Foundational Skills			
Mid-Point Word Recognition Assessment (Phonics)	Whole Group	20 min.	☐ Activity Page 15.3

ADVANCE PREPARATION

Universal Access

- Bring in and/or use pictures for the Plural Nouns lessons. Both singular and plural pictures should be shown for the following words: *boy, finger, pencil, marker, tablet, dress, box, church, ditch, fox, dish*. You may also bring in pictures for other words ending in /s/, /x/, /ch/, and /sh/.

Lesson 15: Spelling Assessment

Language



Primary Focus

Students will spell and write one- and two-syllable words with the sound/spellings /n/ > 'kn', /r/ > 'wr', /w/ > 'wh', /qu/ > 'qu', and the Tricky Word *all*.

✦ **TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.ii**

Students will convert singular nouns to plural nouns by identifying consistent

✦ spelling patterns for words ending in 'sh', 'ch', 's', and 'x'. **TEKS 2.2.C.vi**

SPELLING ASSESSMENT (15 MIN.)

- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write the word on Activity Page 15.1.
- Repeat this procedure with each of the remaining words.
- At the end, reread each spelling word once more.

- | | |
|-------------|-------------|
| 1. knotted | 6. whipped |
| 2. knitting | 7. whined |
| 3. knocked | 8. quitting |
| 4. wringing | 9. quacked |
| 5. wronged | 10. all |

Activity Page 15.1



- Direct students' attention to the lines on the bottom of the activity page. Tell students to write this sentence on the lines: *All whales swim in the sea.* Slowly repeat this phrase twice.
- After all the words have been called out, tell students you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board/chart paper, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- ✦ • Continue through all the words and then move on to the sentence. **TEKS 2.2.C.ii**

✦ **TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
TEKS 2.2.C Demonstrate and apply spelling knowledge by (i) spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (ii) spelling words with silent letters such as *knife* and *gnat*; (vi) spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*.



Activity Page 15.1: Spelling Test

Collect Activity Page 15.1 to review and monitor students' spelling performance. At a later time today, you may find it helpful to use the analysis tools provided in Teacher Resources to analyze students' mistakes to identify any new or persistent patterns among individual students.

PLURAL NOUNS (25 MIN.)

- Hold up a pen and write the word *pen* on the board/chart paper.
- Ask students what you are holding. (*a pen*) Tell students that *pen* is a *singular noun*, meaning it names one object, or one pen.
- Hold up two pens and ask students how many you are holding up now. (*two*) Ask students how you would say the word that names more than one pen. (*pens*) Ask students what you would add to the word *pen* to spell the word that names more than one pen. (*add an -s*)
- Explain that when a noun names more than one of something it is called a *plural noun*. *Plural* means there are two or more of something. Point out that the *-s* in plural nouns is not always pronounced /s/. Point out *pens* has the buzzy sound /z/.
- Repeat with other nouns, writing both the singular and plural forms: *boy*, *finger*, *pencil*, *marker*, *tablet*. Point out the addition of an *-s* to each singular noun to make a plural noun meaning more than one.
- Write the word *dish* on the board/chart paper. Ask students if this is a singular noun that names one or a plural noun that names more than one. (*singular noun*)
- Tell students you want to make this word plural (more than one). Add *-s* to the word. Have students try to say the word in its plural form to mean more than one dish if the word had an *-s* at the end. Ask if they would say "*dishes*"? (/d/ /i/ /sh/ /s/) Have them listen very carefully as you say the word correctly. Determine if students can decide how it would be spelled. (*dishes*)

TEKS 2.2.C.vi

 **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*.

- Explain that sometimes it is necessary to add *-es* to the end of a word to make it plural. Make columns with the headings 'sh', 'ch', 's', 'x'. Tell students if a word ends in the sound/spelling represented by these letters, they must add *-es* to the end of the word. Have them say each of those sound/spellings to hear the sounds they make.

'sh'	'ch'	's'	'x'
dishes	churches	dresses	boxes
wishes	ditches		

- Say the word *wish* and ask students under which column this word should be written. ('sh') Have students provide the correct spelling for making *wish* a plural noun. Repeat with the following words: *dress, box, church, ditch, fox*.
- Now ask students to provide the plural of the word *game*. When students realize this word does not end in any of the four spellings in the columns, ask them how to spell the plural form to mean more than one game. (add *-s*) Ask students why the word only needed an *-s* added. (*It does not end in 'sh', 'ch', 's', or 'x'.*)



Check for Understanding

Tell students you will say several nouns. If the noun you say is singular, or names just one object, they should hold up one finger. If the noun you say is plural, or names more than one object, they should hold up two fingers. Use the following words: *dish, churches, dress, box, foxes, wishes, ditch, dresses*.

- Ask students to turn to Activity Page 15.2. Complete the first row as guided practice.



Activity Page 15.2: Plural Nouns

Collect Activity Page 15.2 to review and monitor students' ability to convert singular nouns to plural nouns for words ending in 'sh', 'ch', 's', and 'x'.

Challenge

Ask students to generate new words ending in 'sh', 'ch', 's', or 'x' to include on the chart and to construct original sentences using those newly created words.



**ENGLISH
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Language

Expanding and Enriching Ideas

Beginning

Encourage students to match the pictures to identify either singular or plural nouns.

Intermediate

Encourage students to use the nouns and matched pictures to add extra descriptive details to the singular or plural nouns to expand their meanings.

Advanced/Advanced High

Encourage students to use both singular and plural nouns in complete sentences to elaborate on their meanings.

ELPS 3.B

Activity Page 15.2



Lesson 15: Mid-Point Assessment

Foundational Skills



Primary Focus: Students will hear dictated words with the /ae/, /oe/, and /ie/ sounds and will circle the words heard on a printed word list.

TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.C.iv

MID-POINT WORD RECOGNITION ASSESSMENT (20 MIN.)

Activity Page 15.3



- Have students tear out Activity Page 15.3.
- Tell students to circle the word you say in each row.
- Say the first word.
- Ask students to circle the word.
- Repeat the word one more time. You should say the word a total of three times. Do not linger; proceed at a fairly brisk pace. Do not go back at the end to repeat words. One of the objectives is to assess automaticity. (“Touch the number 1. The word is *playtime*. Circle the word *playtime*, [pause] *playtime*.”)

1. playtime	6. tiptoe	11. mayday	16. doe
2. translate	7. joking	12. remote	17. quoted
3. maintain	8. diner	13. silent	18. tied
4. late	9. smiling	14. razor	19. gripping
5. plain	10. slime	15. roach	20. Friday



Activity Page 15.3: Word Recognition

Collect Activity Page 15.3 to review and monitor students’ progress with long vowel sounds. At a later time today, you will want to use the Mid-Point Word Recognition Analysis located in Teacher Resources to analyze student errors and determine what remediation individual students or groups of students may need.

End Lesson

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables; **TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

Lesson 15: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- | | |
|------------------------|-------------------------|
| 1. Slide like a snake. | 5. Act cool. |
| 2. Hike up a hill. | 6. Point to your mouth. |
| 3. Smell a rose. | 7. Oink like a pig. |
| 4. Poke your nose. | 8. Point at the flag. |

MORE HELP READING DECODABLE WORDS

Roll, Flip, Read

- Create a set of cards for each student (**Activity Page TR 15.1**). Write a number (1–12) on the reverse side of each card.
- Follow the procedure for Roll, Flip, Read in Lesson 3.

PROGRESS MONITORING (OPTIONAL)

- Make a copy of the Word Cards for Progress Monitoring 4 (**Activity Page TR 15.2**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 4 (**Activity Page TR 15.3**) for each student you are assessing.
- Follow the procedure in Lesson 5.

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

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

Goal: Achieve scores of good or excellent (11 points or higher).

Scores of 10 or less indicate additional reteaching and reinforcement is required. Further analyze student errors to determine whether there are one or more particularly problematic sound/spellings. The subtotals for targeted sound/spellings at the bottom of the Record Sheet facilitate the identification of specific problem areas.

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

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

SPELLING ALTERNATIVES

The /ue/ Sound and Its Spellings

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will provide words with the /ue/ sounds and will read words with

✦ /ue/ > 'u_e', 'ue', and 'u'. **TEKS 2.2.B.iii**

Reading

Students will read “The Soccer Twins, Part II” with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the

✦ text. **TEKS 2.1.A; TEKS 2.4; TEKS 2.6.F; TEKS 2.6.G; TEKS 2.7.C**

Language (Spelling)

Students will read and spell words with various long-vowel patterns and r-controlled vowels and will provide and spell antonyms for those words.

✦ **TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.B.v; TEKS 2.2.C.i; TEKS 2.2.C.iv; TEKS 2.3.D**

FORMATIVE ASSESSMENT

Activity Page 16.1

Fill in the Blank /ue/ > 'u_e'

✦ **TEKS 2.2.B.iii**

Observation

Anecdotal Reading Record “The Soccer Twins, Part II”

✦ **TEKS 2.4**

Observation

Discussion Questions “The Soccer Twins, Part II”

✦ **TEKS 2.6.F; TEKS 2.6.G; TEKS 2.7.C**

✦ **TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.4** 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 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

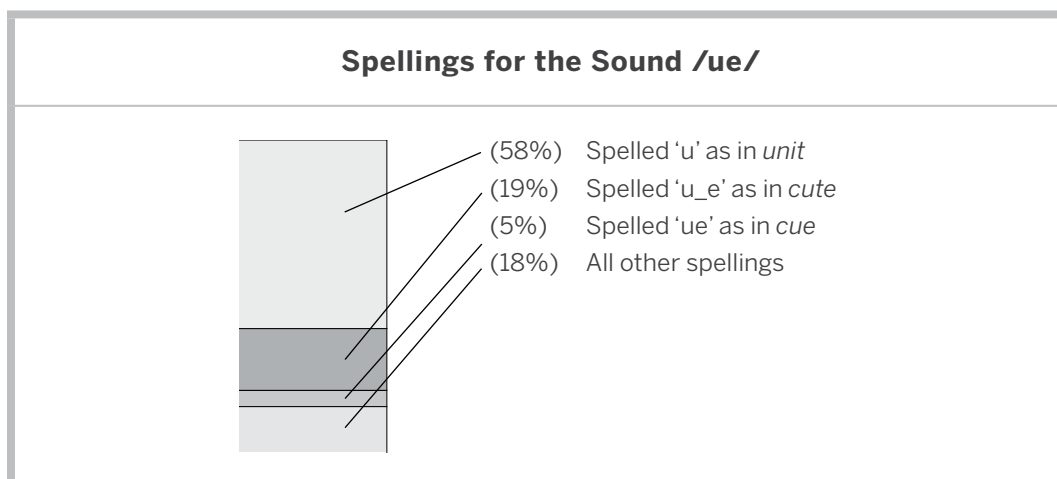
LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Board Sort /ue/ > 'u_e', 'ue', and 'u' (Phonics)	Whole Group	10 min.	
Spelling Trees /u/ and /ue/ (Phonics)	Whole Group	10 min.	<input type="checkbox"/> Spelling Tree templates <input type="checkbox"/> brown, green, and yellow paper <input type="checkbox"/> marker <input type="checkbox"/> tape <input type="checkbox"/> blank spelling leaves and odd ducks
Review /ue/ > 'u_e' (Phonics)	Small Group	10 min.	<input type="checkbox"/> Activity Page 16.1
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Kids Excel</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "The Soccer Twins, Part II"	Partner	10 min.	<input type="checkbox"/> <i>Kids Excel</i>
Language (Spelling)			
Introduce Spelling Words	Whole Group	15 min.	<input type="checkbox"/> Activity Page 16.2 <input type="checkbox"/> Spelling Words (Digital Components)
Take-Home Material			
Spelling Words; Antonym and Synonym Practice			<input type="checkbox"/> Activity Pages 16.2, 16.3

ADVANCE PREPARATION

Note to Teacher

Over the next several lessons, you will teach spelling alternatives for the /ue/ sound. The spellings include the basic code spelling 'u_e' as in *cute* and the spelling alternatives 'u' as in *unit* and 'ue' as in *cue*. The chart below shows you which of these spellings are most common for this sound. Students should already know the basic code spelling 'u_e' as in *cute*. The spellings 'u' and 'ue' are likely to be unfamiliar to many students, although some may have learned to decode these spellings during independent reading.



Here are some patterns for your information:

- /ue/ is really a sound combination (/y/ + /oo/) rather than a single phoneme.
- The spelling alternative '**u**' is actually more common than the basic code spelling 'u_e'. However, '**u_e**' was chosen as the basic code spelling because 'u' is rarely found in one-syllable words. In addition, 'u_e' is analogous to the other separated digraph spellings taught as basic code spellings ('a_e', 'o_e', and 'i_e'). Finally, 'u' is the basic code spelling for /u/.
- The spelling 'u' is not found in one-syllable words, but it is common in two- and three-syllable words (*future, union, Cuba, utility*).
- In the initial position, /ue/ is likely to be spelled 'u' (*unit, united, universe*), but there are also other possibilities (*use, Eugene, Yugoslavia*).
- At the end of a word, /ue/ is likely to be spelled '**ue**' (*value, tissue*).

- The spelling 'ue' is mainly used at the end of words and syllables (*argue*, *continue*); it is rarely followed by a consonant spelling, except when the consonant spelling is a grammatical ending (*continued*, *argues*).
- The spelling 'u_e' always wraps around a consonant spelling, and the 'e' is often the last letter in the word or root (*cute*, *dispute*, *confuse*).

Note: There is a minor spelling for the /ue/ sound that is not being taught here: 'ew' as in *nephew*. The students have learned *few*—another word with this spelling—as a Tricky Word.

Foundational Skills

- In this lesson you will be asked to create two Spelling Tree wall displays: one for the /u/ sound and one for the /ue/ sound. Have the components you need to assemble the Spelling Tree ready before you begin the exercise.
- Make the Spelling Trees as you have done in previous lessons. Each tree should have four branches. If wall space is an issue, you may display the Spelling Trees in a chart tablet, with a single tree on each page.
- Label the trunk of one Spelling Tree /u/ and the other /ue/.
- Label four branches on the /ue/ Spelling Tree 'u_e', 'u', 'ue', and *odd ducks*. The 'u' branch should be the longest and on the bottom, the 'u_e' branch is the second longest, and the 'ue' is the last. The odd ducks branch is the shortest branch on the tree.
- Make multiple copies of the leaf and odd duck templates on green and yellow paper, respectively. The duck-shaped cards are for odd ducks (i.e., words that have the /ue/ sound but do not fall into any of the spelling patterns students are learning). For /ue/, the odd ducks include 'ew' as in *few*.
- Write words from the board sort on leaves to add to the Spelling Trees. Try to add at least one word for each spelling pattern from the board sort.

Reading

➤ Digital Component 16.1

- Create the Preview Spellings chart (Digital Component 16.1) for Introduce the Story on the board/chart paper, or use the digital version.

Language

➤ Digital Component 16.2

- Copy the chart of spelling words (Digital Component 16.2) on the board/ chart paper leaving the Antonym and Synonym columns blank, or use the digital version.

Universal Access

- Bring in images or plan to act out words and their antonyms or synonyms with this week's spelling words.
- Bring in an image of a soccer goal to use for Introduce the Story. You may also make arrangements to bring in a small indoor soccer goal and soccer ball to use for demonstration.

Lesson 16: Spelling Alternatives

Foundational Skills



Primary Focus: Students will provide words with the /ue/ sounds and will read words with /ue/ > 'u_e', 'ue', and 'u'. **TEKS 2.2.B.iii**

BOARD SORT /UE/ > 'U_E', 'UE', AND 'U' (10 MIN.)

- Students will learn new long vowel sounds and spellings, but first they will review the basic code for the short vowel sound /u/. Write 'u' on the board and ask students what sound they would say if they saw this spelling. (/u/ as in but)
- Ask students to provide words that contain the /u/ sound. Write the words on the board and circle the 'u' in each word.
- Tell students the new vowel sound for today is the /ue/ sound, as in *music*. Have students say the sound /ue/.
- Remind students they have already learned one spelling for this sound, 'u_e'. Tell them that over the next few days they are going to learn several additional spellings for the sound.
- Write the following headers on the board in columns: 'u_e', 'ue', and 'u'.
- Ask students to provide words with the /ue/ sound (not the letter 'u' but the sound /ue/).
- Students may occasionally supply a word that contains a /ue/ spelling that will not be taught in this unit. For example, students may provide the word *nephew* or *few*. Record words with spellings that will not be taught in Unit 3 under a column labeled *odd ducks*.
- Sort the /ue/ words students provide by spelling and circling the letters for the /ue/ sound in each word. For example, if a student says *cute*, list the word under the heading 'u_e' and horseshoe loop the separated digraph 'u_e'. If a student says *cue*, list the word under the heading 'ue' and circle the 'ue'.

TEKS 2.2.B.iii 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.

- Call students' attention to the three spelling patterns for the long vowel /ue/ sound.
- Below are examples of words students may provide. Each column represents the major spellings of the long vowel sound /ue/ taught in Unit 3; the other spellings for /ue/ are included under the odd ducks column.

/ue/ > 'u_e'	/ue/ > 'ue'	/ue/ > 'u'	odd ducks
cute	cue	music	nephew
cube	value	human	few
refuse	rescue	humid	
confuse	continue	humor	
compute		unit	

- Students should come up with examples of most of the major spelling patterns, but you may wish to introduce any spellings listed that do not occur spontaneously (other than the odd ducks). You can do this by writing one of the sample words on the board, reading the word aloud, and asking, "Which letters stand for the /ue/ sound in this word?"
- Leave the words from the board sort on the board, as you will add them to the Spelling Tree.

SPELLING TREES /U/ AND /UE/ (10 MIN.)

- Show students the new Spelling Trees and explain you are going to use one tree to help them keep track of the spellings for the /u/ sound and the other to keep track of spellings for the /ue/ sound.
- Explain that you will be using the Spelling Tree as an organizer for the sound /ue/ and its spellings.



REVIEW /UE/ > 'U_E' (10 MIN.)

- Ask students to turn to Activity Page 16.1.
- Read the words in the box as a class and discuss the meaning of any unfamiliar words. Complete the first one or two sentences with students.
- Have students complete the rest of the sentences independently.



Activity Page 16.1: Fill in the Blank

Collect Activity Page 16.1 to review and monitor students' ability to read and use words with /ue/ spelling patterns.

Lesson 16: "The Soccer Twins, Part II"

Reading



Primary Focus: Students will read "The Soccer Twins, Part II" with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the text. **TEKS 2.1.A; TEKS 2.4; TEKS 2.6.F; TEKS 2.6.G; TEKS 2.7.C**

INTRODUCE THE STORY (5 MIN.)

- Review "The Soccer Twins, Part I" with students. Direct their attention to the class KWL chart. Review comments from Part I and tell students you will be completing the chart today.
- Tell students this is the second part of the story about Pat and Les and their soccer game. Remind students a narrator is telling this story. Remind students to pay close attention to the captions and use of quotations throughout the story.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

Reader



Page 48

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.4** 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 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.C** Use text evidence to support an appropriate response.

➤ Digital Component 16.1

/ie/ > 'ie'	/ue/ > 'u'	-ed words	Multisyllable Words
tie	United States	tugged	goalkeeper
		looked	teammate
		played	goalpost

Preview Core Vocabulary

- Preview the following vocabulary with students.

United States—n., the country in which we live (49)

Example: I am glad to live in the United States.

goal—n., the line in the net that soccer players try to kick the ball past to score (49)

Example: The team had twelve shots on goal in the second half.

tie—n., when both teams have the same number of points (50)

Example: The game ended in a 2-2 tie when the goalkeeper blocked the final shot.

Sayings and Phrases

block (two) shots—to prevent the ball from going past the goal line (49)

Example: The goalkeeper had to block two shots when the defense couldn't keep the other team away from the net.

out of bounds—outside of the field of play (49)

Example: When the ball goes out of bounds the referee blows the whistle and play stops.



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Foundational Skills

Foundational Literacy Skills

Before previewing the vocabulary, show the images you prepared in advance. Have students repeat the word after you as you show each image.

ELPS 1.D; ELPS 3.J

Vocabulary Chart for “The Soccer Twins, Part II”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			United States
Multiple-Meaning Core Vocabulary Words			goal tie
Sayings and Phrases	block (two) shots out of bounds		



Reading Closely

Beginning

Reframe questions as simple-choice or yes/no questions: "Did Les and Pat's team win?"

Intermediate

Provide students with specific sentence frames: "The Clark Bees (won/lost) the soccer match because . . ."

Advanced/Advanced High

Encourage students to use key details in complete sentences by restating their responses in complete sentences.

Purpose for Reading

- Students will read today to add to the class KWL chart. Tell students they may jot down thoughts on paper to add to any part of the chart. Remind students that they may change comments that were previously made on the chart if new knowledge is acquired.

READ "THE SOCCER TWINS, PART II" (10 MIN.)

Partner Reading

- Today students will be reading as partners. Remind students to pay close attention to the captions and use of quotations throughout the story.



Observation: Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. As you listen to students read "The Soccer Twins, Part II," make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- When the class has finished reading the story, use the following questions to promote a discussion of the story and help complete the class KWL chart. Remind students to answer questions in complete sentences.

Discussion Questions for "The Soccer Twins, Part II"

1. **Literal.** At first it looked like the game would end in a 0-0 tie. What does that mean?
 - » A tie is when both teams have the same number of points, or the same score. A 0-0 tie means that neither team had any points.
2. **Literal.** Which team won the soccer match?
 - » Les and Pat's team, the Clark Bees, won the soccer match.
3. **Inferential.** What was the signal that the game was finished?
 - » the horn sounding
4. **Evaluative.** What did you learn that we can add to our KWL chart while reading this story?
 - » Answers may vary, but should reference specific examples from the text.
5. **Evaluative.** Do you have any questions about soccer or the story that weren't answered when we finished reading?
 - » Answers may vary, but should reference specific examples from the text.



Observation: Discussion Questions

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



Check for Understanding

Ask students if they learned anything new that can be recorded in the 'L' column of the KWL chart.

Lesson 16: Spelling

Language



Primary Focus: Students will read and spell words with various long-vowel patterns and r-controlled vowels and will provide and spell antonyms for those words.

TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.B.v; TEKS 2.2.C.i; TEKS 2.2.C.iv; TEKS 2.3.D

INTRODUCE SPELLING WORDS (15 MIN.)

- The words this week are antonyms and synonyms.
- Review the concept of antonyms—words that are opposites, like *hot* and *cold*. Then, introduce the concept of synonyms. Synonyms are words that mean almost the same thing, like *hot* and *warm*.
- Tell students one way to remember synonyms is that the word *synonym* starts with the same letter as *same*, 's'.
- Display the spelling chart you prepared in advance. (The antonyms and synonyms will be filled in by the class as you introduce each word.)

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

Activity Page 16.2





Foundational Skills

Foundational Literacy Skills

To help students understand the concept of synonyms and antonyms, provide basic concrete examples. Demonstrate examples and ask students to participate where possible (e.g., demonstrate *on* and *off* by turning the lights on and off; *open* and *close* by opening and closing the door; *over* and *under* by holding an object over and under a table).

ELPS 1.A

➤ Digital Component 16.2

Spelling Word	Antonym	Spelling Word	Synonym
1. under	over	2. minus	subtract
3. noise	silence	4. last	final
5. open	close	6. foe	rival
7. brave	scared	8. robber	bandit
9. cute	ugly	10. road	street

- Read each of the first five spelling words aloud. As you read each word, ask students to provide you with an antonym for the spelling word; record each antonym in the chart.
- Now read the remaining five spelling words aloud, asking students to provide you with a synonym for the spelling word; record each synonym in the chart.
- Remind students to use what they have learned about syllable division patterns to decode the words. For example, *under* is a VCCV word, which they can divide *un•der*. *Over* is a VCV word that they can divide *o•ver*, and *subtract* is a VCCCV word that they can divide *sub•tract*.
- Then tell students that they will write two sentences that you dictate using one of the spelling words and its synonym or antonym. Students may use their Dictation Journal.
- Read the sentences: *The brave dog swam across. The scared bird flew away.*
- Tell students when you give the spelling assessment, you will say the provided antonym/synonym and the student will be expected to first think of and then write the corresponding spelling word. Students will not only need to know how to spell their words this week but also know their antonyms and synonyms.

Take-Home Material

SPELLING WORDS; ANTONYM AND SYNONYM PRACTICE

- Have students take home Activity Pages 16.2 and 16.3 to practice spelling and identifying and writing synonyms and antonyms with a family member.

Activity Pages
16.2, 16.3



Lesson 16: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- To provide additional practice with spelling words in sentences, you may choose to have students write the sentence from each Wiggle Card in their Dictation Journal as you dictate it.

- | | |
|----------------------|-------------------------------|
| 1. Make a cute face. | 3. Rescue a kitten. |
| 2. Cue the music. | 4. Act like you are confused. |

MORE HELP WITH SYNONYMS AND ANTONYMS

Match Maker

- Make one copy of (**Activity Page TR 16.1**) and cut out the Match Maker word cards.
- Ask students to tell you what they learned about synonyms and antonyms. (If needed, remind students that synonyms are words that mean almost the same thing. Tell students one way to remember synonyms is that the word *synonyms* starts with the same letter as *same*, 's'.)
- Shuffle the cards and lay them facedown on the table or floor, in rows and columns.
- Have students take turns flipping over two cards at a time, reading the words aloud, and attempting to find a matching pair. (A matching pair will be a word and its synonym or a word and its antonym.)
- Students continue play until all matches have been found.

MORE HELP READING WORDS WITH /UE/

Sound Quest

- Make one copy of **Activity Page TR 16.2** for each student.
- Have students read the story and circle the spellings for /ue/. Then sort the words by spelling.

MORE HELP READING DECODABLE WORDS

Crazy Eights

- Create a deck of word cards by making a copy of **Activity Pages TR 2.2, TR 8.3, TR 11.2, TR 12.1, and TR 13.1**.
- You may also wish to include *skip*, *add*, *draw 1*, *draw 2*, *draw 3*, and *reverse* cards.
- Each word should be one of four colors (suits), and there should be an equal number of each color.
- Give each player five cards to start. Put the rest of the deck in the middle, and flip the top card over next to the deck. This faceup card becomes the discard pile.
- Taking turns, each student can either play a card that is the same color or that starts with the same letter as the card at the top of the discard pile. To be able to play a card, a student must correctly read the card or lose his or her turn.
- If a student does not have a card that is either the same color or that starts with the same letter as the top card of the discard pile, then he or she can draw from the deck. If there are no more cards left in the deck, shuffle the discard pile, which becomes the new deck.

SPELLING ALTERNATIVES

Review /ue/ > 'u_e',
'u', and 'ue'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read one- and two-syllable words with /ue/ > 'u_e', 'u', and 'ue'.

✦ **TEKS 2.2.B.v; TEKS 2.2.B.vi; TEKS 2.2.C.i; TEKS 2.2.C.iv; TEKS 2.2.C.vi**

Language

Students will provide both synonyms and antonyms for oral words and will

✦ identify oral word pairs as being either synonyms or antonyms. **TEKS 2.3.D**

Students will identify spoken or written words as being either singular or plural nouns and will add the appropriate inflectional endings –s and –es to the end of

✦ words to form plural nouns. **TEKS 2.2.B.vi; TEKS 2.2.C.vi**

FORMATIVE ASSESSMENT

Activity Page 17.1

Fill in the Blank /ue/ > 'u', 'ue'

✦ **TEKS 2.2.B.vi; TEKS 2.2.C.vi**

Activity Page 17.2, 17.3

Singular and Plural Nouns

✦ **TEKS 2.2.B.vi; TEKS 2.2.C.vi**

✦ **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (vi) decoding words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (vi) spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Spelling Alternatives /ue/ > 'u_e', 'u', and 'ue' (Phonics)	Whole Group	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Cards for /ue/ > 'u' (<i>unit</i>) and /ue/ > 'ue' (<i>cue</i>) <input type="checkbox"/> tape <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> green markers <input type="checkbox"/> blank spelling leaves <input type="checkbox"/> Tricky Spelling 'i' (Digital Components)
Practice /ue/ > 'u' and 'ue' (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 17.1
Language (Grammar)			
Antonyms and Synonyms	Whole Group	10 min.	
Plural Nouns	Whole Group	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Pages 17.2, 17.3 <input type="checkbox"/> Singular/Plural Nouns (Digital Components)

ADVANCE PREPARATION

Foundational Skills

- Prepare to display the Vowel Code Flip Book within view of all students; have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.
- You may wish to tab Vowel Code Flip Book page 12.

➤ Digital Component 17.1

- Copy the words with alternate syllable division (Digital Component 17.1) for Spelling Alternatives /ue/ > 'u', 'u_e', and 'ue' on the board/chart paper, or use the digital version.
- Write the following words on spelling leaves: *human, unite, cucumber, value, rescue, argue*. You should bold or underline the spelling for /ue/.

Language

➤ Digital Component 17.2

- Copy the sentences for the Plural Nouns activity (Digital Component 17.2) on the board/chart paper or prepare to display the digital version.

Universal Access

- Gather images or plan to demonstrate words listed in the Antonym and Synonym review. You may also want to gather images or bring in objects to depict words listed for Plural Nouns. For example, place a single chip (chocolate, potato, or game) in a plastic zip-up bag. Place several chips in another zip-up bag; bring in several dishes, gather several board games, boxes, doll dresses, etc.

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

Lesson 17: Spelling Alternatives

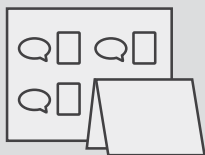
Foundational Skills



Primary Focus: Students will read one- and two-syllable words with /ue/ > 'u_e', 'u', and 'ue'. **TEKS 2.2.B.v; TEKS 2.2.B.vi; TEKS 2.2.C.i; TEKS 2.2.C.iv; TEKS 2.2.C.vi**

SPELLING ALTERNATIVES /UE/ > 'U_E', 'U', AND 'UE' (20 MIN.)

Code Materials



- Write the header 'u_e' on the board/chart paper and ask, "If you saw this spelling in a word, what sound would you say?" (/ue/)
- Tell students that these letters are working together as a digraph, or letter team, and say the sound /ue/.
- Write each of the following words on the board/chart paper under the 'u_e' header. Use the routine in the Additional Support section to guide students in chunking syllables in each word using syllable division patterns as needed.

- | | |
|-----------|------------|
| 1. refuse | 3. accuse |
| 2. immune | 4. compute |

- The spellings can be found on the following pages in the Vowel Code Flip Book and in students' Individual Code Charts.

Vowel Code Flip Book	Individual Code Chart
1. /ue/ > 'u' (<i>unit</i>) page 12	1. /ue/ > 'u' (<i>unit</i>) page 8
2. /ue/ > 'ue' (<i>cue</i>) page 12	2. /ue/ > 'ue' (<i>cue</i>) page 8

- Explain that 'u' is another way to spell the /ue/ sound. Point to the Spelling Card on **Vowel Code Flip Book page 12**. Emphasize that this power bar is the longest. Remind students this is the most likely spelling for /ue/. Have students outline the 'u' card and spelling on the **Individual Code Chart page 8**.
- Write the header 'u' on the board/chart paper next to the 'u_e' header.

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (vi) decoding words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (vi) spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*.

- Write each of the following words on the board/chart paper under the 'u' header. Guide students in reading each word, providing help with chunking syllables as needed.

- | | |
|-------------|--------------|
| 1. unite | 4. calculate |
| 2. uniform | 5. human |
| 3. cucumber | 6. menu |

- Explain that 'ue' is another way to spell the /ue/ sound. Point to the Spelling Card on **Vowel Code Flip Book page 12**. Review the power bar and have students outline the 'ue' card on **Individual Code Chart page 8**.
- Write the header 'ue' on the board/chart paper next to the other columns.
- Write each of the following words on the board/chart paper under the 'ue' header. Guide students in reading each word, providing help in chunking syllables as needed.

- | | |
|-----------|----------|
| 1. value | 3. argue |
| 2. rescue | 4. fuel |

- Shuffle the spelling leaves and distribute them, asking students to read each word and attach the leaf to the appropriate tree and branch.
- Now write *pupil* on the board/chart paper, but do not read the word aloud or ask students to say the word at this time.
- Say, "I am going to say a sentence that includes this word. I want you to listen carefully and then decide how to say this word."
- Write *pu | pil* and *pup | il* underneath *pupil*. Explain both of these are ways students might try chunking the letters into syllables.
- Say, "Another word for student is _____."
- Point to the syllables of the first word and model how to sound out each syllable as it is divided. *Pu | pil* is pronounced /pue/ /pil/, with the /ue/ sound.
- Now point to the syllables in the second word and model sounding out the word as it is divided. *Pup | il* is pronounced with the /u/ sound, /pup/ /il/.
- Ask students which pronunciation is a word that makes sense to finish the sentence. (*pu | pil*) Circle *pu | pil*.

- Review the patterns of the /ue/ sound versus the /u/ sound.

TEKS 2.2.B.vi; TEKS 2.2.C.vi

➤ Digital Component 17.1

unit u nit un it	music mu sic mus ic
until u ntil un til	puppet pu ppet pupp et

- Repeat this procedure using the chart you prepared in advance. Use the target word in an oral sentence, pointing to and saying the /ue/ and /u/ sounds depending on how the syllables are divided. Ask students which word makes sense and then circle the correct word.
- Remind students that if the 'u' is followed by a consonant, it represents the /u/ sound; if it comes at the end of a syllable, it represents the /ue/ sound.

Activity Page 17.1



1. Another word for a student is **pu|pil/pup|il**.
2. We will begin a new **u|nit/un|it** in Science.
3. Do you want to wait **u|ntil/un|til** tomorrow?
4. I like to listen to **mu|sic/mus|ic**.
5. We watched a **pu|ppet/pupp|et** show.

- Tell students when they see an unfamiliar word with the 'u' spelling, they should try pronouncing the 'u' as /u/ because /u/ is the most frequent pronunciation of 'u'; if that does not sound right or does not make sense in context, they should try /ue/.

PRACTICE /UE/ › 'U' AND 'UE' (10 MIN.)

- Ask students to turn to Activity Page 17.1. Guide students in reading the words in the box aloud.
- Work with students to complete one or two sentences.
- Have students complete Activity Page 17.1 independently, circulating to assist students who need additional support.
- Have students use the back of the Activity Page to write a new sentence with the words in the box.

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Foundational Skills

Foundational Literacy Skills

Show the images you prepared in advance. Have students repeat the word after you as you show each image.

ELPS 1.D; ELPS 3.J

TEKS 2.2.B.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*.



Activity Page 17.1: Fill in the Blank

Collect Activity Page 17.1 to review and monitor student progress decoding words with /ue/ > 'u' and 'ue'.

Lesson 17: Grammar

Language



Primary Focus

Students will provide both synonyms and antonyms for oral words and will identify oral word pairs as being either synonyms or antonyms. **TEKS 2.3.D**

Students will identify oral or written words as being either singular or plural nouns and will add the appropriate inflectional endings -s and -es to the end of words to form plural nouns. **TEKS 2.2.B.vi; TEKS 2.2.C.vi**

ANTONYMS AND SYNONYMS (10 MIN.)

- Orally review antonyms and synonyms. The chart is provided for your use only; the entire activity should be completed orally.
- Call out the word and ask students for both an antonym and a synonym for the word.

Words to Call Out	Possible Antonyms	Possible Synonyms
bent	straight	crooked
bouncing	still, quiet	jumping
great	terrible, awful	super, awesome
hard	soft, easy	stiff, difficult
lose	win	get beaten
booming	whispering, soft	shouting, loud
nervous	calm	excited, scared
whispered	shouted	said softly, said quietly
slow	fast, speedy	crawling, long

TEKS 2.3.D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*.

Challenge

Make it a game by dividing the class into teams. Say a word for each team and ask them to provide a synonym or antonym. Teams earn one point for each appropriate answer they provide.



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Foundational Literacy Skills

Before reading the synonyms and antonyms, show the images or perform the demonstration you prepared in advance. Have students repeat the word after you.

ELPS 1.A; ELPS 3.J



Foundational Skills

Foundational Literacy Skills

Before reading each word pair, show the examples you prepared in advance. Show the bag with one chip, say “chip” have students say “chip”. Next, show the bag with several chips, say “chips” emphasizing the /s/. Have students repeat the word after you. Repeat with other examples you prepared.

ELPS 1.A; ELPS 3.J

PLURAL NOUNS (20 MIN.)

- Begin by asking students what a singular noun is. (*names one thing*) Ask for examples of singular nouns. Then, ask students to tell you what a plural noun is. (*names more than one thing*) Ask for examples of plural nouns.
- Use the following chart to call out singular nouns and ask students to tell you the plural noun.

Singular	Plural
chip	chips
wish	wishes
game	games
box	boxes
bench	benches
quiz	quizzes
bike	bikes
dress	dresses
dish	dishes



Check for Understanding

Say words from the list above choosing a mix of singular and plural nouns. Tell students if the noun you say is singular they should raise one finger. If the noun is plural, they should raise two fingers.

- Display the sentences you prepared in advance.

➤ Digital Component 17.2

- (p) (s)

1. The kids played with the game. (2)
- (s) (p)

2. The dog has many toes. (2)

Activity Pages
17.2, 17.3



- Have students tell you which nouns are singular and which are plural. Write 'S' (for singular) or 'P' (for plural) above the two nouns in the sentence.
- Ask students to turn to Activity Pages 17.2 and 17.3 and determine which nouns are singular and which nouns are plural by identifying the inflectional endings -s and -es. Complete the first one on each page as guided practice.
- Have students complete the remainder of Activity Pages 17.2 and 17.3 independently, circulating to assist those students who need additional support.



Activity Pages 17.2, 17.3: Singular and Plural Nouns

Collect Activity Pages 17.2 and 17.3 to review and monitor students' ability to identify nouns as singular or plural in printed sentences and to add the inflectional endings -s and -es to form plural nouns. **TEKS 2.2.B.vi**

End Lesson

Lesson 17: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- To provide additional practice with spelling words in sentences, you may choose to have students write the sentence from each Wiggle Card in their Dictation Journal as you dictate it.

- | | |
|---------------------------|-------------------------|
| 1. Ride a mule. | 3. Dance to the music. |
| 2. Melt like an ice cube. | 4. Cut up the document. |

MORE HELP READING WORDS WITH /UE/

Checkers

- Make one copy of the Checkers game board (**Activity Page TR 7.2**) for each pair of students.
- Copy and cut out one set of Checkers pieces (**Activity Page TR 7.3**) and one set of word cards (**Activity Page TR 17.1**) for each pair of students.

TEKS 2.2.B.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*.

- The rules are the same as regular checkers except that, in order to make a move, the student must first draw a card and read the word correctly.

Syllable Division Patterns

- Point out that students can use what they know about syllable types, such as VCV and VCCV, and chunking to read and spell these words.
- Write *refuse* and *immune* on the board.
- Say, “In *refuse*, I see two vowel sounds (/ee/ and /ue/) on either side of one consonant.
- Say, “When only one consonant comes between two vowels, I divide after the first vowel sound. So I will divide the word like this *re•fuse*.”
- Point to *immune*.
- Say, “In this word, I see two vowels on either side of two consonants.”
- Underline the vowels.
- Say: “When two consonants come between two vowels, I divide the word between the consonants: *im•mune*.”

Code Knowledge

Before today’s lesson: If students read 1,000 words in a trade book, on average 687–838 of those words would be completely decodable.

‘u’ is a tricky spelling; it can be pronounced /u/ as in *hut*, /ue/ as in *united*, and /oo/ as in *flu*.

‘ue’ is a tricky spelling; it can be pronounced /ue/ as in *cue* and /oo/ as in *clue*.

SPELLING ALTERNATIVES

Review /ue/ > 'u_e',
'u', and 'ue'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read words with /ue/ > 'u_e', 'u', and 'ue' and will use these words to answer written questions. **TEKS 2.2.B.iii**

Reading

Students will read "Jump!" in pairs with purpose and understanding, will answer written multiple-choice and short-answer questions about the story, and will answer oral literal and evaluative questions about key details in the text.

TEKS 2.1.A; TEKS 2.2.B.iv; TEKS 2.2.C.iii; TEKS 2.4; TEKS 2.6.G; TEKS 2.7.C

FORMATIVE ASSESSMENT

Activity Page 18.2

Sound/Spellings /ue/ > 'u_e', 'ue', 'u'

TEKS 2.2.B.iii

Observation

Anecdotal Reading Record "Jump!"

TEKS 2.4

Activity Page 18.3

Story Questions "Jump!"

TEKS 2.6.G; TEKS 2.7.C

Observation

Discussion Questions "Jump!"

TEKS 2.6.G; TEKS 2.7.C

TEKS 2.2.B.iii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.2.B.iv** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations; **TEKS 2.2.C.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations; **TEKS 2.4** 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 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.C** Use text evidence to support an appropriate response.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review /ue/ > 'u_e', 'u', and 'ue' (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Activity Pages 18.1 and 18.2 (Digital Components) <input type="checkbox"/> Activity Pages 18.1, 18.2 <input type="checkbox"/> blank spelling leaves
Practice /ue/ > 'u_e', 'u', and 'ue': Sunshine the Mule (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Sunshine the Mule game board (Digital Components) <input type="checkbox"/> Sunshine the Mule question cards
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Kids Excel</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "Jump!"	Partner	20 min.	<input type="checkbox"/> <i>Kids Excel</i> <input type="checkbox"/> Activity Page 18.3
Take-Home Material			
Antonym and Synonym Review			<input type="checkbox"/> Activity Page 18.4

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 18.1

- Create an enlarged version of Activity Page 18.1 (Digital Component 18.1) to display for the review of /ue/ sound/spellings, or use the digital version.

➤ Digital Component 18.2

- Make an enlarged copy of the Sunshine the Mule game board located in Teacher Resources (Digital Component 18.2) or prepare to display the digital version.
- Make a copy of the Sunshine the Mule question cards located in Teacher Resources and cut apart the question cards.
- Make six tent cards to identify groups of students as teams, (e.g., Team 1, Team 2, and so on) during the Sunshine the Mule game.
- Give some thought as to how you will group students into six teams for the Sunshine the Mule game.

Reading

➤ Digital Component 18.3

- Create the Preview Spellings chart (Digital Component 18.3) for Introduce the Story on the board/chart paper, or use the digital version.
- Create a Venn diagram on chart paper to use to compare and contrast the two stories “Jump!” and “The Soccer Twins.”
- Write the following phrases and sentences on the board/chart paper for students to copy and illustrate if they finish reading before others:

- | | |
|------------------------------|------------------------------------|
| 1. a long haul | 5. Haul the trash to the dumpster. |
| 2. The house is haunted. | 6. The rocket launched into space. |
| 3. Jake is making hot sauce. | 7. Get water from the faucet. |
| 4. like a hawk | 8. The pup hurt his paw. |

Universal Access

- Bring in images of the following words for Review /ue/ > 'u_e', 'u', and 'ue':
barbecue, cube, fumes, fuel, fuse, June, mule, menu, music, pupil, tulip, unicorn, uniform.
- You may want to bring in a jump rope. If space is available, have students jump rope like the characters in the story, "Jump!" If possible locate a short video that shows people jumping rope on playgrounds and/or in a contest.

Lesson 18: Spelling Alternatives

Foundational Skills



Primary Focus: Students will read words with /ue/ > 'u_e', /ue/ > 'u' and /ue/ > 'ue', and will use these words to answer written questions.

TEKS 2.2.B.iii

REVIEW /UE/ > 'U_E', 'U', AND 'UE' (15 MIN.)

> Digital Component 18.1

- Display the enlarged version of Activity Pages 18.1 and 18.2 you prepared in advance.
- Have students tear out Pages 18.1 and 18.2.
- Explain that the chart on Activity Page 18.1 shows a set of words with the /ue/ sound. The words have been sorted into columns according to the spelling used for /ue/.
- Explain that Activity Page 18.2 has a set of questions for students to answer using the chart on Activity Page 18.1.
- Ask students to read aloud all of the words, column by column. Students should be able to read the words quickly and fluently once they recognize the pattern.
- Ask a student to read the first question on Activity Page 18.2 and have students search for the answer on Activity Page 18.1.
- Once students have provided you with the correct answer, model writing the answer on Activity Page 18.2. Have students do the same on their activity pages.
- Have students complete the remaining questions independently, circulating to assist those students who need additional support.
- Have students select a few words from the chart to add to the Spelling Tree.

Activity Pages
18.1, 18.2



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LEARNERS

Foundational Skills

Foundational Literacy Skills

Before reading the words from the chart, show the images you prepared in advance. Have students repeat the word after you as you show each image.

ELPS 1.D; ELPS 3.J

TEKS 2.2.B.iii 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.

Challenge

Ask students to generate new /ue/ words to include on the Spelling Tree and to construct original connected sentences using those words.



Activity Page 18.2: Sound/Spellings

Collect Activity Page 18.2 to review and monitor student progress decoding words with /ue/ > 'u_e', 'ue', and 'u'.

PRACTICE /UE/ > 'U_E', 'U', AND 'UE' (20 MIN.)

Sunshine the Mule

- Tell students that they will play a game called Sunshine the Mule. Explain that Sunshine has escaped from her barn. Students will help Farmer Chester get Sunshine back to the barn.

➤ Digital Component 18.2

- Display the enlarged game board you prepared in advance or the digital version.
- Divide students into six teams and use one of the team tent cards you created to identify each team. Students on the same team need to be grouped/seated together.
- Tell students you will give each team a silly question card. Members of each team should confer, deciding how to read and answer the question. Each team will choose a spokesperson to read the question aloud and answer it when it is their turn.
- Distribute a question card to each team. After students have time to confer, call on the spokesperson of each team to read and answer the question. If the team responds correctly, mark the team number on or near the first marker on the game board.
- After each team responds, distribute new question cards and proceed as in the previous step. Continue play until one (or more) team(s) succeed in leading Sunshine back to the barn!

Lesson 18: “Jump!”

Reading



Primary Focus: Students will read “Jump!” in pairs with purpose and understanding, will answer written multiple-choice and short-answer questions about the story, and will answer oral literal and evaluative questions about key details in the text.

TEKS 2.1.A; TEKS 2.2.B.iv; TEKS 2.2.C.iii; TEKS 2.4; TEKS 2.6.G; TEKS 2.7.C

INTRODUCE THE STORY (5 MIN.)

- Students will read the first of a two part story about girls who are members of a competitive jump rope team.
- Tell students that as they read “Jump!,” they should think back to the two-part story “The Soccer Twins” to recall details to determine how it is alike and how it is different from the current story.
- Remind students of what they have learned about reading and spelling abbreviations for parts of an address and dates. Explain that in this passage, they will see these words spelled out, and they will use their own paper to write the abbreviations. (e.g., *Tenth St.* and *Aug.*)

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story. (Students learned the spelling /aw/ > ‘aw’ in Grade 1. However, there are two words in this story with /aw/ > ‘au’. This spelling alternative will be formally introduced in the next lesson.)

➤ Digital Component 18.3

/aw/ > ‘au’	/aw/ > ‘aw’	Multisyllable Words
paused	dawn	goddess
August	awesome	contest
	lawn	practicing
	draw	August
		awesome

Preview Core Vocabulary

- Preview the following vocabulary with students before reading the story.

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.2.B.iv** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations; **TEKS 2.2.C.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations; **TEKS 2.4** 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 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.C** Use text evidence to support an appropriate response.

Reader



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Support

Tell students that *draws* is a multiple meaning word. It can mean to make a picture, to take a playing card, or to get close to something, as it is used here.

Support

Tell students that *nailed* is a multiple meaning word. It can mean to attach something to the wall or another surface with a nail or to do something perfectly, as it is used here.

draws—v., gets closer to someone or something (55)

Example: The fox draws closer to the pancake so he can eat it.

nailed—v., did something perfectly (55)

Example: The basketball player nailed the shot at the end of the game.

muffed—v., made a mistake (55)

Example: The dancer was upset when she muffed her routine.

dusk—n., the time right before the sun sets when it begins to get dark out (57)

Example: Mike's dad said Mike had to go to bed at dusk.



Check for Understanding

Tell students that the words *nailed* and *muffed* are antonyms. These words are informal and often used in more casual settings. Have students **Turn and Talk** with a partner about a time when they either muffed or nailed something.

Vocabulary Chart for “Jump!”

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

Support

Read the discussion questions to students so they may be thinking of them as they read.

Activity Page 18.3



Purpose for Reading

- Remind students, while they are reading, they should be thinking about how this story is alike and how it is different from “The Soccer Twins.”

READ “JUMP!” (20 MIN.)

Partner Reading

- Have students complete Activity Page 18.3 when they finish reading the story. Encourage students to look back in the story for the answers.
- If students finish early, they may illustrate one of the words or phrases on the board/chart paper. Have students write a caption for their images.



Observation: Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. As you listen to students read “Jump!” make notes regarding their individual reading ability in the Anecdotal Reading Record.



Activity Page 18.3: Story Questions

Collect Activity Page 18.3 to review and monitor students’ ability to answer questions about key details in the text.

Wrap-Up

- Bring students back together and use the following questions to promote a discussion about the story. Encourage students to respond in complete sentences. Record student responses on the class Venn diagram you prepared in advance.

Discussion Questions for “Jump!”

1. **Literal.** What is the setting of this story?
 - » The story is set at Tenth Street.
2. **Literal.** What is the setting of “The Soccer Twins”?
 - » “The Soccer Twins” is set on a soccer field.
3. **Evaluative.** What is alike about both stories?
 - » In both stories, the girls are athletes and practice hard to excel at something they enjoy.
4. **Evaluative.** What is different about both stories?
 - » Answers may vary, but should reference specific details in both stories.



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Reading

Reading Closely

Beginning

Reframe questions as simple-choice or yes/no questions: “Is the setting of ‘The Soccer Twins’ a basketball court?”

Intermediate

Provide students with specific sentence frames: “The setting of ‘Jump!’ is ___ Street.”

Advanced/Advanced High

Encourage students to use key details in complete sentences when answering questions by restating their responses in a complete sentence.

ELPS 2.G; ELPS 4.G



Observation: Discussion Questions

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

End Lesson

Take-Home Material

ANTONYM AND SYNONYM PRACTICE

- Remind students to take home Activity Page 18.4 to practice working with antonyms and synonyms. Make sure they are aware that there is work on the back of the activity page as well.

Activity Page 18.4



Lesson 18: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

1. Have some fun in the sun.
2. Jump rope like a pro.
3. Cross your arms and pout.
4. Twist and shout.

MORE HELP READING WORDS WITH /UE/

Word Block

- Make one copy of the Word Block game board (**Activity Page TR 1.1**) for each student pair.
- Prepare two sets of word cards (**Activity Page TR 18.1**). If possible, print each set on a different colored paper to differentiate between players.
- Follow the procedure for Word Block in Lesson 5.

Race Against the Clock

- Create a set of word cards for each player (**Activity Page TR 18.1**). Assign each word a point value based on the difficulty of the word; you may want to assign one point for one-syllable words, two points for two-syllable words.
- Follow the procedure for Race Against the Clock in Lesson 5.

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SPELLING ALTERNATIVES

Introduce
/aw/ > 'aw' and 'au'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will discriminate the /a/, /ae/, and /aw/ sounds in spoken words.

✦ **TEKS 2.2.A.ii; TEKS 2.2.B.iii**

Students will read one- and two-syllable words with /aw/ > 'aw' and 'au' and will complete a crossword puzzle using words with these features.

✦ **TEKS 2.2.B.iii; TEKS 2.2.B.v; TEKS 2.2.C.i; TEKS 2.2.C.iv**

Reading

Students will read "Jump!" in pairs; will close read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing difficult passages from the text; and will write five adjectives describing a character.

✦ **TEKS 2.1.A; TEKS 2.3.D; TEKS 2.8.B; TEKS 2.11.D.iv**

FORMATIVE ASSESSMENT

Activity Page 19.1

Spelling Alternatives /aw/ > 'aw' and 'au'

✦ **TEKS 2.2.B.iii**

Observation

Discussion Questions "Jump!"

✦ **TEKS 2.3.D; TEKS 2.8.B**

Activity Page 19.3

Character Description Adjectives

✦ **TEKS 2.3.D; TEKS 2.8.B; TEKS 2.11.D.iv**

✦ **TEKS 2.2.A.ii** Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words; **TEKS 2.2.B.iii** 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; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.8.B** Describe the main characters' internal and external traits; **TEKS 2.11.D.iv** Edit drafts using standard English conventions, including adjectives, including articles.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Oral Discrimination /a/, /ae/, and /aw/ (Phonological Awareness)	Whole Group	5 min.	
Introduce /aw/ > 'aw' and 'au' (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Cards for /aw/ > 'aw' (paw), /aw/ > 'au' (Paul) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> green markers
Practice /aw/ > 'aw' and 'au' (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 19.1
Reading			
Close Read "Jump!"	Partner/ Whole Group	25 min.	<input type="checkbox"/> <i>Kids Excel</i> <input type="checkbox"/> Activity Page 19.3

ADVANCE PREPARATION

Foundational Skills

- Have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.
- You may wish to tab Vowel Code Flip Book page 17.

Universal Access

- Bring in pictures to depict the following words to use for Introduce /aw/ > 'aw' and 'au': *jaw, paw, claw, straw, dawn, lawn, crawl, shawl, launch, gauze, August*.
- Bring in pictures to depict, or plan to discuss the following words to use for the Crossword Puzzle: *author, faucet, saucepan*.

Lesson 19: Basic Code

Foundational Skills



Primary Focus

Students will discriminate the /a/, /ae/, and /aw/ sounds in spoken words.

✦ **TEKS 2.2.A.ii; TEKS 2.2.B.iii**

Students will read one- and two-syllable words with /aw/ > 'aw' and 'au' and will complete a crossword puzzle using words with these features.

✦ **TEKS 2.2.B.iii; TEKS 2.2.B.v; TEKS 2.2.C.i; TEKS 2.2.C.iv**

WARM-UP (5 MIN.)
Oral Discrimination /a/, /ae/, /aw/

- Write the following three headers on the board/chart paper: /ae/, /a/, and ?. Put the number 1 under the /ae/, the number 2 under /a/, and the number 3 under ?

/ae/	/a/	?
1	2	3

- Tell students you will say a list of words. They are to repeat the word after you. As students listen and repeat the word, they should listen specifically for three different vowel sounds: /ae/ as in *plate*, /a/ as in *pat*, and any other vowel sound that is neither /a/ nor /ae/.
- When you give the signal, they should raise either one, two, or three fingers to indicate whether the word has an /ae/ sound (one finger), /a/ sound (two fingers), or another vowel sound (three fingers). For example, if you say *plate*, students should raise one finger.
- Reinforce students' learning by identifying the correct response for each word.

Challenge

After you read all the words, repeat the words that include a different vowel sound (*sauce*, *pause*, *haunt*). Ask students to identify what vowel sound they hear in these words.

✦ **TEKS 2.2.A.ii** Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- | | |
|--------------|---------------|
| 1. cake (1) | 6. pay (1) |
| 2. sauce (3) | 7. can (2) |
| 3. cat (2) | 8. pause (3) |
| 4. day (1) | 9. stake (1) |
| 5. apple (2) | 10. haunt (3) |



Check for Understanding

As students raise their fingers, watch to determine whether they are correctly identifying whether the word includes /ae/ (1), /a/ (2) or neither (3).

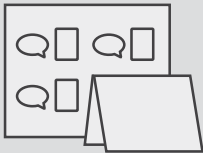
INTRODUCE /AW/ > 'AW' AND 'AU' (15 MIN.)

- Write the header 'aw' on the board/chart paper and ask students, "If you saw this spelling in a word, what sound would you say?" (The students should respond with /aw/ as this sound/spelling was taught in Grade 1.)
- Tell students that the letters 'aw' work together as a digraph, or letter team, and this spelling is pronounced /aw/.
- Write the following 'aw' words on the board/chart paper under the header 'aw' and have students read them:

- | | |
|----------|-----------|
| 1. jaw | 6. dawn |
| 2. paw | 7. lawn |
| 3. saw | 8. crawl |
| 4. claw | 9. shawl |
| 5. straw | 10. awful |

- The spellings can be found on the following pages in the Vowel Code Flip Book and in students' Individual Code Charts.

Code Materials



ENGLISH
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LEARNERS



Foundational Skills

Foundational Literacy Skills

Before reading the words from the list, show the images you prepared in advance. Have students repeat the word after you as you show each image.

ELPS 1.D; ELPS 3.J

Vowel Code Flip Book	Individual Code Chart
1. /aw/ > 'aw' (paw) page 17	1. /aw/ > 'aw' (paw) page 9
2. /aw/ > 'au' (Paul) page 17	2. /aw/ > 'au' (Paul) page 9

- Show students the Spelling Card for /aw/ > 'aw' (paw). Have students read the sample word. Discuss the power bar. Point out the power bar does not stretch all the way across the card. This means there are some other spellings for this sound students will study later. Explain these spellings are shown in the Vowel Code Flip Book but will not appear in the Readers until students have been introduced to them. Add the Spelling Card for 'aw' to **Vowel Code Flip Book page 17**.
- Ask students to turn to **Individual Code Chart page 9**. Have them outline the card for 'aw' in green.
- Repeat the steps for the new spelling /aw/ > 'au' (Paul), writing the header 'au' on the board/chart paper and the following words under the header 'au' and have students read them.

1. haul	6. gauze
2. Paul	7. cause
3. fault	8. because
4. haunt	9. August
5. launch	

- Explain 'au' is another way to spell the /aw/ sound. Add the Spelling Card for 'au' to **Vowel Code Flip Book page 17** and outline the card and spelling for 'au' in green on **Individual Code Chart page 9**. Use the routine in the Additional Support section to guide students in decoding multisyllabic words using syllable division patterns.

PRACTICE /AW/ > 'AW' AND 'AU' (15 MIN.)

- Ask students to turn to Activity Page 19.1 and have them read the words in the box on Activity Page 19.1.
- Demonstrate how to complete the crossword puzzle, using the first one or two clues as examples. If students are ready, they may complete the crossword puzzle independently. If not, complete it as a class.
- Have students use the back of the Activity Page to write a new sentence with the words in the box.

Activity Page 19.1



ENGLISH
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LEARNERS

Foundational Skills

Foundational Literacy Skills

Before reading the words for the crossword puzzle, show the images you prepared in advance. Have students repeat the word after you as you show each image.

ELPS 1.D; ELPS 3.J



Activity Page 19.1: Spelling Alternatives

Collect Activity Page 19.1 to review and monitor students' progress with the /aw/ spelling pattern.

Lesson 19: "Jump!" Reading



Primary Focus: Students will read "Jump!" in pairs; will close read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing difficult passages from the text; and will write five adjectives describing a

character. **TEKS 2.1.A; TEKS 2.3.D; TEKS 2.8.B; TEKS 2.11.D.iv**

CLOSE READ "JUMP!" (25 MIN.)

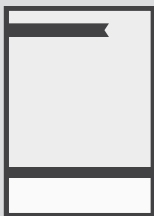
Partner Reading

- Have students read "Jump!" in pairs.

Close Reading

- After students have finished reading "Jump!" with their partners, lead students in a close reading of the text:
 - ask text-dependent questions that require students to draw on evidence from the text;
 - identify and discuss general academic (Tier 2) vocabulary;
 - discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
 - engage students in a culminating activity where they write five adjectives describing a character from the story and then discuss their choices with a partner.

Reader



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Support

Encourage students to watch for the new sound/spellings they have learned, and to use the Individual Code Chart while reading if they need help sounding out a word.

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.8.B** Describe the main characters' internal and external traits; **TEKS 2.11.D.iv** Edit drafts using standard English conventions, including adjectives, including articles.



Observation: Discussion Questions

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

Teacher Overview

Key Idea and Details: The key idea of the story is telling the reader about the special kind of athletes who enter jumping competitions. Key details of the text include a team of four teenagers who jump together in these competitions.

Synopsis: The story “Jump!” is about a team of teenage girls from New York City who enter jumping competitions and work together to win first place in the competition.

Lesson

Text from Reader

The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.

Vocabulary Instruction

As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.

Text-Dependent Questions

After any targeted vocabulary has been defined and/or discussed, ask the text-based question.

Begin with a “winnable” question that will help orient students to the text.

The sequence of questions should build a gradual understanding of the key details of the text.

Questions should focus on a word, phrase, sentence, or paragraph.

Responses

Answers should reference the text.

Multiple responses may be provided using different pieces of evidence.

Inferences must be grounded logically in the text.

Page 52

Drive down Tenth Street in the summer and you will see them—the jumpers. You will see kids jumping rope on playgrounds and street corners. Jumping rope is something lots of kids like to do. But most kids are not as good at it as the Jumping Stars.

Who are the Jumping Stars?

The Jumping Stars are some kids who are very good at jumping rope.

Lesson

<p>Text from Reader</p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>	<p>Vocabulary Instruction</p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>	<p>Text-Dependent Questions</p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based question.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p>	<p>Responses</p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p>The last time I met with the Jumping Stars was in August. They were jumping at the playground where they hang out. Two of them were spinning the rope. Two of them were jumping over the rope as it spun past. The rope was spinning so fast it was hard to see it. The jumpers' feet went <i>pit-pat-pit-pat-pit-pat</i> on the blacktop.</p>		<p>What season of year does Mark meet the Jumping Stars?</p>	<p>Mark meets them in the summer.</p>
<p>This sport is named jumping rope. But that makes it sound much less cool than it is. The kids don't just jump. They dance. They twist and spin. They hop and skip. They flip. They land on their hands and then pop back up on their feet. They do all of this while jumping over a rope at top speed. It is an art form, like dancing.</p>		<p>Reread paragraph 3. Describe how it looks to Mark when the Jumping Stars jump rope.</p>	<p>Two kids spin the rope and two kids jump. The rope spins very fast. Mark can hear the sound of their jumps on the blacktop.</p>

Lesson

<p>Text from Reader</p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>	<p>Vocabulary Instruction</p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>	<p>Text-Dependent Questions</p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based question.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p>	<p>Responses</p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p>Page 54</p> <p>There are four jumpers on the Jumping Stars, Kit Winter, Jo Palmer, Kate Agee, and Jaylin Smith. Kit and Jo are the top jumpers.</p> <p>Kit is sixteen. She is an awesome jumper. She has been jumping rope since she was five. She is also one of the most cheerful kids I know. Kit has a great smile. She is always quiet. She always keeps her cool. I have never seen her get mad.</p>	<p>keeps her cool—stays calm in situations when others may become upset</p>	<p>Mark uses the word <i>cheerful</i> to describe Kit. What does the word <i>cheerful</i> mean? If you don’t know, look at the words around it to see if you can make a guess.</p>	<p>Support students in using the other information in this paragraph to figure out that the word <i>cheerful</i> means happy. We can infer this because the text says, “Kit has a great smile.” Mark has “never seen her get mad” (54).</p>
<p>Jo is something else. She jumps like a goddess, and sometimes she acts like one, too. She plans the tricks they do. She says who goes where. She is the boss.</p>	<p>goddess—a god that is a woman</p>	<p>In what ways does Jo act like a goddess? Use your finger to point to one example in the text. Share your example with a partner. Then listen to their example.</p>	<p>Have students follow along in the text while you reread the last paragraph on page 54. They will use their finger to point to one example in the text when they hear it aloud. Then they will share their examples with their partners.</p>

Lesson

<p>Text from Reader</p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>	<p>Vocabulary Instruction</p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>	<p>Text-Dependent Questions</p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based question.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p>	<p>Responses</p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p>Page 55</p> <p>The day I visited, the Jumping Stars were practicing a trick Jo had made up for herself and Kit. It was called the flip. When the Stars do the flip, Jo starts out jumping next to Kit. Then she draws near to Kit. Then she flips over Kit’s back and lands on the far side. Both of them keep jumping all the while. It’s a cool trick.</p>	<p>trick—an artful or creative way of performing; a move or stunt</p>	<p>Describe what the flip looks like.</p>	<p>When the girls do the flip, they start next to each other jumping rope. Then Jo flips over Kit’s back and lands on the other side. But they also keep jumping rope!</p>

Lesson

<p>Text from Reader</p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>	<p>Vocabulary Instruction</p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>	<p>Text-Dependent Questions</p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based question.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p>	<p>Responses</p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p>I looked on as the kids did the flip six times. Three times they nailed it. Three times they missed it. You could see Jo was upset when she and Kit muffed the trick. Jo would moan and groan. She would cross her arms and sulk. Jo would set her hands on her hips like a mom who is mad at her kids. But Jo was mad at herself, so she went and sat on the lawn.</p>	<p>nailed—to perform something correctly muffed—to fail at performing something correctly or to perform clumsily moan—a long low sound of pain groan—a deep moan of pain</p>	<p>The last paragraph on page 55 gives us lots of examples of how Jo is upset by the flip: “Jo would moan and groan. She would cross her arms and sulk. Jo would set her hands on her hips like a mom who is mad at her kids.” Based on what we know about how Jo feels, what do you think the word <i>sulk</i> means? Why does the flip upset Jo so much?</p>	<p>The flip makes Jo mad because the girls can’t do it every time they try it. Sometimes, they mess it up.</p> <p>Note: Guide students to use the other words in the text to determine that <i>sulking</i> means to act angry about something but not talk about it. If students are struggling with the meaning of this word, you may have them act out this section of the text. This will help them understand Jo’s overall reaction. You can then point out that if Jo is moaning and groaning and crossing her arms, sulking must be something similar. Then, prompt them to use other words to describe sulking.</p>

Lesson

<p>Text from Reader</p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>	<p>Vocabulary Instruction</p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>	<p>Text-Dependent Questions</p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based question.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p>	<p>Responses</p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p>Page 56</p> <p>After a bit, the Jumping Stars paused for a rest. That gave me a chance to chat with them. “There’s a big jumping contest next week,” Kit explained. “Think you can win it?” I asked. “I hope so,” said Kit. “Last time we were seventh.” “Nice job!” I said. “Seventh is not good!” Jo said. Kit and the rest of the Jumping Stars nodded. But they did not seem to feel the pain of seventh place quite as much as Jo.</p>	<p>pain—emotional hurt contest—competition to win</p>	<p>Kit tells Mark that the Jumping Stars got seventh place at the last jumping competition. How does Jo feel about this? How do you know?</p>	<p>Jo is mad about this. We know this because she says it stinks and speaks in a loud voice.</p>

Lesson

<p>Text from Reader</p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>	<p>Vocabulary Instruction</p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>	<p>Text-Dependent Questions</p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based question.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p>	<p>Responses</p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p>Page 57</p> <p>“That flip you were practicing—will you be doing that one in the meet?”</p> <p>“I hope so,” said Jo. “We need to get good at it. We need to get to the point where we nail it nine times out of ten.”</p> <p>Then Jo said to her teammates, “Let’s do it! We are going to keep practicing from dawn until dusk, until we can do the flip in our sleep!”</p>	<p>nail it—get it right</p> <p>dawn—when the sun comes up in the morning</p> <p>dusk—right after the sun has set in the evening</p>	<p>When will Jo be happy with the flip? What does she want the team to do to make this happen?</p>	<p>Jo will be happy when they can do it perfectly nine times out of ten. She wants them to practice for a long time, until they can do it in their sleep.</p>
		<p>Turn and Tell:</p> <p>Remember that an adjective is a describing word. List five adjectives describing the jumper of your choice</p>	

Wrap-Up

- Ask students to turn to Activity Page 19.3 and write five adjectives describing the jumper of their choice. Remind them that adjectives are describing words. Encourage students to refer to the text as they complete the activity.



Check for Understanding

Have students **Turn and Talk** to a partner, discussing the character they picked and the adjectives they chose to describe her. If time permits, have students find a sentence in the text about their jumper that they referenced when writing. Circulate to listen to students share their responses and provide support as needed.



Activity Page 19.3: Character Description

Collect Activity Page 19.3 to review students' ability to identify and write five adjectives describing a character.

End Lesson

Activity Page 19.3



**ENGLISH
LANGUAGE
LEARNERS**

Language

Using Adjectives

Beginning

Reframe questions as simple-choice or yes/no questions: "Is Kit cheerful?" "Is she loud or quiet?"

Intermediate

Provide students with a specific sentence frame: "Jo is the boss because . . ."

Advanced/Advanced High

Encourage students to respond in complete sentences when answering questions by restating one or more of their adjectives in complete sentences.

ELPS 4.G

Lesson 19: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- To provide additional practice with spelling words in sentences, you may choose to have students write the sentence from each Wiggle Card in their Dictation Journal as you dictate it.

1. Yawn and stretch.
2. Flap your arms like a hawk.
3. Put fuel in an auto.
4. Make sauce in a huge pan.
5. Draw a haunted house in the air.
6. Saw a log.

MORE HELP READING WORDS WITH /AW/

Roll, Flip, Read

- Create a set of cards for each student (**Activity Page TR 19.1**). Write a number (1–12) on the reverse side of each card.
- Follow the procedure for Roll, Flip, Read in Lesson 3.

Fill in the Blank

- Make one copy of **Activity Page TR 19.2** for each student.
- Have students complete each sentence with one of the words from the box.

Syllable Division Patterns

- Point out that students can use what they know about syllable types, such as VCV and VCCV, and chunking to read and spell these words.
- Write *August* and *awful* on the board.
- Say, “In *August*, I see two vowel sounds (/aw/ and /u/) on either side of one consonant.
- Say, “When only one consonant comes between two vowels, I divide after the first vowel sound. So I will divide the word like this *Au•gust*.”
- Point to *awful*.
- Say, “In this word, I see two vowels on either side of two consonants.”
- Underline the vowels.
- Say, “When two consonants come between two vowels, I divide the word between the consonants: *aw•ful*.”

ASSESSMENT

Spelling Assessment

PRIMARY FOCUS OF LESSON

Language (Spelling)

Students will respond to oral words by writing their antonyms, will write a dictated sentence, and will check the spelling after reading the words on the board.

✦ **TEKS 2.2.C.i; TEKS 2.3.D**

Foundational Skills

Students will read one- and two-syllable words with the sound/spelling /aw/ > 'augh' and will add words to the /aw/ Spelling Tree that feature /aw/ > 'aw', 'au', and 'augh'. **TEKS 2.2.B.iii**

Reading

Students will read "The Dispute" in pairs, will close read the text by answering text dependent questions, discussing Tier 2 vocabulary and discussing difficult passages from the text, and will write a five-sentence profile of one of the team members in

✦ *Kids Excel.* **TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C; TEKS 2.1.A; TEKS 2.7.B; TEKS 2.8.B**

FORMATIVE ASSESSMENT

Activity Page 20.1

Spelling Assessment

✦ **TEKS 2.2.C.i; TEKS 2.3.D**

Observation

Spelling Alternatives /aw/

✦ **TEKS 2.2.B.iii**

Observation

Discussion Questions "The Dispute"

✦ **TEKS 2.8.B**

Activity Page 20.2

Quick Write Character Profile

✦ **TEKS 2.7.B; TEKS 2.8.B**

✦ **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables; **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion*/*tion*/*sion*; **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.8.B** Describe the main characters' internal and external traits.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Spelling)			
Spelling Assessment	Whole Group	15 min.	☐ Activity Page 20.1
Foundational Skills			
Introduce /aw/ > 'augh' (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> ☐ Vowel Code Flip Book ☐ Spelling Cards for /aw/ > 'augh' (<i>caught</i>) ☐ Individual Code Chart ☐ tape ☐ green markers
Spelling Tree (Phonics)	Whole Group	10 min.	☐ Spelling Tree
Reading			
Close Read "The Dispute"	Whole Group	20 min.	☐ <i>Kids Excel</i>
Quick Write	Whole Group	5 min.	☐ Activity Page 20.2

ADVANCE PREPARATION

Foundational Skills

- In this lesson you will be asked to create a Spelling Tree for the /aw/ sound and its spellings. Have the individual components you will need to assemble the Spelling Tree during class ready before you begin the lesson.
- The tree should have four branches that fork off from the central trunk. For the /aw/ tree, the 'au' branch should be the longest, followed by the 'aw' branch only a small bit shorter; 'augh' is much shorter; and one small branch at the top is for odd ducks. Remember these branches should reflect the power bars on the Spelling Cards.
- Label the trunk /aw/.
- Label four branches: 'aw', 'au', 'augh', and odd ducks. The 'au' branch should be the longest and on the bottom; the 'aw' branch is the second longest; and the 'augh' branch is the last.
- Label the smallest branch on the tree (or the one with the least open space around it) odd ducks.
- Write the following words in advance on the leaves: *yawn, hawk, crawl, awful, awesome, because, launch, taught, caught, August, daughter*.
- Make multiple copies of the leaf template and the odd duck template. For /aw/, the odd ducks might include 'ough' as in *bought*.
- Have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.
- You may wish to tab Vowel Code Flip Book page 17:

Universal Access

- Bring in pictures to depict the following words: *yawn, hawk, crawl, launch, August, daughter* to use for the Spelling Tree activity.

Lesson 20: Spelling Assessment

Language



Primary Focus: Students will respond to oral words by writing their antonyms, will write a dictated sentence, and will check the spelling after reading the words on the

board. **TEKS 2.2.C.i; TEKS 2.3.D**

SPELLING ASSESSMENT (15 MIN.)

- This week, students are writing synonyms and antonyms. Use the following chart to call out the words. For this week, it might be too confusing for students to go back and repeat the words at the end of the assessment. You will need to be the judge of whether or not to repeat the prompts.

Activity Page 20.1



You say:	They write:
1. Write the antonym for <i>over</i> .	1. under
2. Write the antonym for <i>silence</i> .	2. noise
3. Write the antonym for <i>close</i> .	3. open
4. Write the antonym for <i>scared</i> .	4. brave
5. Write the antonym for <i>ugly</i> .	5. cute
6. Write the synonym for <i>subtract</i> .	6. minus
7. Write the synonym for <i>final</i> .	7. last
8. Write the synonym for <i>rival</i> .	8. foe
9. Write the synonym for <i>bandit</i> .	9. robber
10. Write the synonym for <i>street</i> .	10. road

- Direct students' attention to the lines on the bottom of the Activity Page. Tell students to write the sentence *The cat bandit is brave*. Slowly repeat this sentence twice.
- After all the words have been called out, tell students you will now show them the correct spelling for each word so that they can correct their own work.

TEKS 2.2.C.i Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

- Say and write each word on the board/chart paper, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then onto the sentence.



Activity Page 20.1: Spelling Assessment

Collect Activity Page 20.1 to review and monitor students' spelling performance. At a time later today, you may find it helpful to use the analysis tools provided in Teacher Resources to analyze students' mistakes and identify any patterns beginning to develop or persist among individual students.

Lesson 20: Spelling Alternatives

Foundational Skills



Primary Focus: Students will read one- and two-syllable words with the sound/ spelling /aw/ > 'augh' and will add words to the /aw/ Spelling Tree that feature

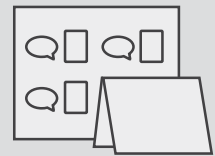
✦ /aw/ > 'aw', 'au', and 'augh'. **TEKS 2.2.B.iii**

INTRODUCE /AW/ > 'AUGH' (10 MIN.)

Introduce /aw/ > 'augh'

- Remind students they have already learned two spellings for the /aw/ sound, 'aw' and 'au'. Tell them that today they are going to learn one more spelling for the sound.
- Write the spelling 'augh' on the board/chart paper and ask students, "If you saw this spelling in a word, what sound do you think you would say?" (Students may be able to deduce they should say /aw/. If not, point to the 'a' and 'u' and tell students this spelling, 'au', is also pronounced /aw/.)
- Tell students that when they see the letters 'augh', they should recognize these letters are working together as a digraph, or letter team, and we say the sound /aw/.
- Write the following 'augh' words on the board/chart paper and have students read them.

Code Materials



✦ **TEKS 2.2.B.iii** 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.

- | | |
|-----------|---------------|
| 1. taught | 3. daughter |
| 2. caught | 4. distraught |

- The spellings can be found on the following pages in the Vowel Code Flip Book and in students' Individual Code Charts.

Vowel Code Flip Book	Individual Code Chart
1. /aw/ > 'augh' (<i>caught</i>) page 17	1. /aw/ > 'augh' (<i>caught</i>) page 9

- Show students the Spelling Card for /aw/ > 'augh' (*caught*). Have students read the sample word. Discuss the power bar. Point out that the power bar does not stretch all the way across the card. This means there are some other spellings for this sound students will study later. Explain these spellings are shown in the Vowel Code Flip Book but will not appear in the Readers until students have been introduced to them. Add the Spelling Card to **Vowel Code Flip Book page 17**.
- Ask students to turn to **Individual Code Chart page 9**. Have them outline the card in green.

SPELLING TREE (10 MIN.)

- Show students the Spelling Tree and explain you are going to use them to help them keep track of the spellings for the /aw/ sound.
- Shuffle the leaves you prepared in advance, and then show each leaf.
- Ask a student to read the leaf and then place it on the correct branch of the tree.



Observation: Spelling Alternatives

Ask as many students as possible to read a word and place the leaf on the Spelling Tree. Make note of their individual ability to decode words with /aw/ in the Spelling Alternatives Observation Record.



Foundational Skills

Foundational Literacy Skills

Before reading the words for the Spelling Tree, show the images you prepared in advance. Have students repeat the word after you as you show each image.

ELPS 1.D; ELPS 3.J

Lesson 20: “The Dispute”

Reading



Primary Focus: Students will read “The Dispute” in pairs, will close read the text by answering text dependent questions, discussing Tier 2 vocabulary and discussing difficult passages from the text, and will write a five-sentence profile of one of the team members

in *Kids Excel*. **TEKS 2.1.A; TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C; TEKS 2.7.B; TEKS 2.8.B**

CLOSE READ “THE DISPUTE” (20 MIN.)

Partner Reading

- Remind students in the story “Jump” Jo felt unhappy. Write the word *unhappy* on the board/chart paper. Guide students in reading and identifying the meaning of the word *unhappy*. Ask students why did Jo feel unhappy?
- Have students read “The Dispute” in pairs. Tell students to play close attention to how Jo feels in the story.

Close Reading

- After students have finished reading “The Dispute” with their partners, lead students in a close reading of the text:
 - ask text-dependent questions that require students to draw on evidence from the text;
 - identify and discuss general academic (Tier 2) vocabulary;
 - discuss sections of the text that might pose difficulty due to complex syntax, dense information, or challenging transitions or that require inferences; and
 - engage students in a culminating writing activity completed independently, where they write a five-sentence profile on a character from the story.



Observation: Discussion Questions

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

Reader



Page 58

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion*/*tion*/*sion*. **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.8.B** Describe the main characters’ internal and external traits.

Teacher Overview

Key Idea and Details: This story describes the outcome of the jumping competition. Key details of the text include how the team failed to win first place and how Jo feels about the team’s performance.

Synopsis: The story “The Dispute” describes the performance of the Jumping Stars in a jumping competition.

Lesson

Text from Reader

The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.

Vocabulary Instruction

As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.

Text-Dependent Questions

After any targeted vocabulary has been defined and/or discussed, ask the text-based question.

Begin with a “winnable” question that will help orient students to the text.

The sequence of questions should build a gradual understanding of the key details of the text.

Questions should focus on a word, phrase, sentence, or paragraph.

Responses

Answers should reference the text.

Multiple responses may be provided using different pieces of evidence.

Inferences must be grounded logically in the text.

Page 58

I could not make it to the jump rope contest. I had to go to a wedding. But I told Jo and Kit I would speak to them after it was over to see how the Jumping Stars did. But that is not what happened. They rang me. “Mark?” Kit said. “Hey, it’s Kit Winter.” “Hey, Kit! How did it go?” “Well, not quite as well as we had hoped,” said Kit. “We made it to the last round, but when we did the flip, we sort of muffed it when my foot got caught in the rope.”

muffed—failed at performing something correctly or performed clumsily
rang—called on the telephone

Why didn’t Mark make it to the jump rope contest?

He had to go to a wedding.

Lesson

<p>Text from Reader</p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>	<p>Vocabulary Instruction</p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>	<p>Text-Dependent Questions</p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based question.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p>	<p>Responses</p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p>Page 59</p> <p>“Aw,” I said, “that’s too bad. What place did you get?”</p> <p>“Fifth.”</p> <p>“Fifth? Fifth is good, Kit! That’s two spots better than last time!”</p> <p>“Well,” Kit said, “don’t tell Jo that fifth place is cool. She’s here, and she wants to tell you something.”</p> <p>Jo got on the line.</p> <p>“Fifth is no good!” she said. “We need to keep practicing. We need to do better tricks. I need to land the flip!”</p>		<p>What place did the team get?</p>	<p>The team got fifth place.</p>

Lesson

<p>Text from Reader</p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>	<p>Vocabulary Instruction</p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>	<p>Text-Dependent Questions</p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based question.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p>	<p>Responses</p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p>Page 60</p> <p>This is classic Jo. She is intense and hard on herself. She always wants to be better.</p> <p>Jo went on. “It’s a bummer. But I felt like we had to tell you that we can’t be in <i>Kids Excel</i> after all.”</p> <p>“Why not?”</p> <p>“Fifth place is not bad—but not bad is not the same as excelling,” said Jo.</p> <p>“I think fifth place is good. I think you told me there were a hundred jumping squads in the contest.”</p>	<p>classic—typical behavior of a person</p> <p>bummer—an unpleasant experience</p> <p>excelling—to be the best at something</p> <p>squads—another word for <i>teams</i></p>	<p>Why did Jo feel like she and the Jumping Stars could not be in <i>Kids Excel</i>?</p>	<p>Jo thought the team would need to place better than fifth to be in <i>Kids Excel</i>.</p>

Lesson

<p>Text from Reader</p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>	<p>Vocabulary Instruction</p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>	<p>Text-Dependent Questions</p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based question.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p>	<p>Responses</p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p>Page 61</p> <p>“One hundred and ten,” said Jo. “But still, fifth stinks. We can do better! And when we do, then you can run something on us in <i>Kids Excel</i>. But not until then.”</p> <p>I had to smile.</p> <p>“Hey, Jo,” I said, “you are not the boss of me! <i>Kids Excel</i> is my mag. I get to say who gets to be in it. I happen to think that you and Kit and the rest of the Jumping Stars <i>do excel</i>.”</p> <p>“Please don’t run a profile of us yet!” Jo said. “<i>Wait until we excel!</i>”</p>	<p>profile—a short article in a magazine telling about a subject</p>	<p>Cite at least two examples from the text that illustrate how Jo wants to continue to get better and better at jumping rope.</p>	<ol style="list-style-type: none"> 1. Jo says the team needs to keep practicing. (page 59) 2. Jo says the team needs to do better tricks. (page 59) 3. Jo says the team can do better and she wants Mark to wait until they improve before writing his profile of the team. (page 61)

Lesson

<p>Text from Reader</p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>	<p>Vocabulary Instruction</p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>	<p>Text-Dependent Questions</p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based question.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p>	<p>Responses</p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p>Page 62</p> <p>“I’ll think it over,” I said. Jo hung up. I did think things over. I think that Jo and Kit and the Jumping Stars are cool. I don’t care that they came in fifth place. Jo is awesome, and they all train so hard, that I bet they will not be in fifth place the next time they enter a contest. So here they are—the Jumping Stars! (Jo Palmer, if you are looking at this, don’t be upset at me. I can tell when kids excel. It’s my job!)</p>		<p>Why did Mark put their profile in the magazine despite Jo’s protests?</p>	<p>Mark thought the team was great and he is the boss of the magazine.</p>
		<p>Turn and Talk: Choose one of the jumpers from the story “The Jumping Stars,” and think of five sentences you would write as a profile for the magazine <i>Kids Excel</i>.</p>	

QUICK WRITE (5 MIN.)

- Ask students to turn to Activity Page 20.2 and write a five-sentence profile of one of the team members for *Kids Excel* magazine. Remind students to use proper capitalization and punctuation in their sentences.
- You may want to return Activity Page 19.3 to students to use as a reference.

Activity Page 20.2



Activity Page 20.2: Quick Write

Collect Activity Page 20.2 to review students' ability to write a five-sentence profile about one of the characters from the text.

End Lesson

Lesson 20: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

1. Watch me like a hawk.
2. Hang up a poster.
3. Cut the lawn.
4. Drink with a big straw.
5. Lick your paw like a lion.
6. Pretend you just caught a bug.

MORE HELP WITH WORDS WITH /AW/

Moon Shot

- Copy and cut out one set of **word cards** for each student (**Activity Page TR 20.1**).
- Make one copy of the Moon Shot **game board** (**Activity Page TR 20.2**) for each pair of students.
- Copy and cut out one set of **Oh No! cards** (**Activity Page TR 20.3**) and one set of **Good to Go! cards** (**Activity Page TR 20.4**).
- Provide some **small tokens** as playing pieces.
- Students take turns drawing word cards. If a student reads the word correctly, he or she can draw a Good to Go! card and follow the directions on the card. If a student does not read the word correctly, he or she will draw a card from the Oh No! pile and follow the directions on that card.

- The first student to make it to the moon is the winner.

MORE HELP WITH PREFIXES

- To provide more practice for students in decoding, spelling, and using words with the prefix *un-*, have them complete the following activity. Remind students that we can decode, or read, words with prefixes by segmenting and blending the sounds and using the syllable chunking method.
- Explain that prefixes are word parts added to the beginning of a base word to change the meaning of the word. Each of these prefixes is one syllable.
- Display some of the following words.
 - unwind, undo, unable, unhappy, unlucky, unusual, untie, uncertain, untrue, unwell, unfinished, unbroken, unafraid, unreal
- Point to *untie*.
- Say, “I see the prefix *un-* /un/. I am going to segment the rest of the word: /t/ /ie/. Now I can blend the entire word: un•tie.”
- Pause between the syllables. Underline the *un-* in *untie*.
- Say, “Un•tie. There are two syllables. The prefix *un-* is one of the syllables.
- Next, explain to students that prefixes change the meaning of the word. For example, *tie* becomes *untie* when we add the prefix *un-*, which means “not.” *Untie* means “not tie” or “undo a tie.” Explain that students can spell other new words by adding prefixes to the base words.
- Say, “For words with prefixes, the spelling of the base word does not change when the prefix is added.”
- For practice, have small groups use their own paper to create and identify the meaning of words with the prefix *un-*. Provide base words and have them add prefixes. Have volunteers share their words and their meanings. Offer feedback as needed.

PROGRESS MONITORING (OPTIONAL)

- Make a copy of the Word Cards for Progress Monitoring 1 (**Activity Page TR 20.5**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 1 (**Activity Page TR 20.6**) for each student you are assessing.
- Follow the procedure and scoring system in Lesson 5.

WRITING

Elements of a Personal Narrative

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will decode, spell, and use words with the prefix *re-*.

✦ **TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C**

Students will read one- and two-syllable words with the sound/spellings /aw/ > 'au', 'augh', and 'aw' and will answer written yes/no questions featuring words with

✦ these features. **TEKS 2.2.B.iii; TEKS 2.2.B.v**

Writing

Students will follow along as the teacher reads the personal narrative "The Big Storm," will read a Five Ws graphic explaining the elements of a good personal narrative, and will fill out a story map summarizing the story.

✦ **TEKS 2.8.C; TEKS 2.10.A; TEKS 2.11.A**

FORMATIVE ASSESSMENT

Activity Page 21.1

Yes or No? /aw/ > 'au', 'augh', 'aw'

✦ **TEKS 2.2.B.iii**

✦ **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (vi) decoding words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.10.A** Discuss the author's purpose for writing text; **TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Decode, Spell, and Use Words with Prefixes	Whole Group	10 min.	
Review /aw/ > 'aw', 'au', and 'augh' (Phonics)	Whole Group	15 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 21.1 <input type="checkbox"/> /aw/ Spelling Tree from previous lesson
Writing			
Introduce Personal Narratives	Whole Group	25 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 21.2 <input type="checkbox"/> Writing Process (Digital Components) <input type="checkbox"/> Five W's (Digital Components) <input type="checkbox"/> Planning Template (Digital Components)
Wrap-Up	Partner	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Pages 21.3, 21.4
Take-Home Material			
Review /ae/ and /oe/			<ul style="list-style-type: none"> <input type="checkbox"/> Activity Pages 21.5, 21.6

ADVANCE PREPARATION

Note to Teacher

- There are no spelling words for this week as it is an assessment week to conclude Unit 3.

Foundational Skills

- Have the /aw/ Spelling Tree available for the Sound Spellings review.

Writing

➤ Digital Components 21.1, 21.2, 21.3

- If you have not already done so, prepare to display The Writing Process graphic. You can either draw the images or make enlarged copies of them from Teacher Resources and attach them to chart paper, or use the digital version (Digital Component 21.1).
- Make a copy of the Five Ws graphic in Teacher Resources. You can either draw the images or make enlarged copies of them and attach them to chart paper, or use the digital versions (Digital Component 21.2).
- Prepare to display a blank planning template (Activity Page 21.4) on the board/chart paper, or use the digital version (Digital Component 21.3).

Universal Access

- Gather objects or images to depict the following items for the /aw/ review: an author, a paw, exhaust, a lawn, a faucet. You may also want to plan to demonstrate the following action words: *applaud*, *haul*, *caught*, *taught*, *launch*, *pause*.

Lesson 21: Review

Foundational Skills



Primary Focus: Students will decode, spell, and use words with the prefix *re-*.

✦ **TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C**

Students will read one- and two-syllable words with the sound/spellings /aw/ > 'au', 'augh', and 'aw' and will answer written yes/no questions featuring words with

✦ these features. **TEKS 2.2.B.iii**

DECODE, SPELL, AND USE WORDS WITH PREFIXES (10 MIN.)

- Tell students that we can decode, or read, words with prefixes by segmenting and blending the sounds and using the syllable chunking method.
- Explain to them that prefixes are word parts added to the beginning of a base word to change the meaning of the word. Some prefixes include *un-*, *dis-*, *in-*, *re-*, *pre-*, *mis-*, *non-*, and *ex-*. Each of these prefixes is one syllable.
- Say, "Let's focus on the prefix *un-* first."
- Display some of the following words.
 - unwind, undo, unable, unhappy, unlucky, unusual, untie, uncertain, untrue, unwell, unfinished, unbroken, unafraid, unreal
- Point to *unhappy*.
- Say, "I see the prefix *un-* /un/. I am going to segment the rest of the word: /h/ /a/ /p/ /ee/. Now I can blend the entire word: un•happy."
- Pause between the syllables. Underline the prefix *un-* in *unhappy*.
- Say, "Un•happy. There are two syllables. The prefix *un-* is one of the syllables.
- Say the word again, clapping if needed to highlight the syllables. Repeat the routine as needed with other words from the list.
- Next, explain to students that prefixes change the meaning of the word. For example, *happy* becomes *unhappy* when we add the prefix *un-*, which means "not." *Unhappy* means "not happy." Explain that students can spell other new words by adding prefixes to the base words.

✦ **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (vi) decoding words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*.

- Say, “For words with prefixes, the spelling of the base word does not change when the prefix is added.”
- Explain that when students come across a word with a prefix while reading, breaking the word into its parts (prefix and base word), can help them understand what the word means.
- Point to the word *untrue* on the board.
- Say, “Let’s identify the meaning of this word by breaking it into its parts. I’m going to draw a line between the prefix and the base word. Where should I draw the line? (*after the prefix un-*).
- Ask, “What is the base word?” (*true*). “What does the word *true* mean?” (*something that is a fact*)
- Say, “If we add the prefix *un-* at the beginning of *true*, how does the meaning of the word change?” (*It means not a fact*)
- For practice, have small groups use their own paper to create and identify the meaning of words with the prefix *un-*. Provide base words and have them add prefixes. Have volunteers share their words and their meanings. Offer feedback as needed.

REVIEW /AW/ > ‘AW’, ‘AU’, AND ‘AUGH’ (15 MIN.)

- Review the three spellings of /aw/ by having students read the words on the Spelling Tree as you point to them.
- Ask students to turn to Activity Page 21.1.
- Complete the first one or two questions together.
- Have students complete the rest of the activity page independently, circulating to assist students who need additional support.
- If needed, use the routine in the Additional Support section to help students decode multisyllabic words using syllable division patterns.



Activity Page 21.1: Yes or No?

Collect Activity Page 21.1 to review and monitor student progress decoding words with /aw/ > ‘aw’, ‘au’, and ‘augh’.

TEKS 2.8.C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.10.A** Discuss the author’s purpose for writing text; **TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming.

Activity Page 21.1



**ENGLISH
LANGUAGE
LEARNERS**

Foundational Skills

Foundational Literacy Skills

Before completing the activity page, show the images you prepared in advance. Have students repeat the word after you as you show each image.

ELPS 1.D; ELPS 3.J

Lesson 21: Elements of a Personal Narrative

Writing



Primary Focus: Students will follow along as the teacher reads the personal narrative “The Big Storm,” will read a Five Ws graphic explaining the elements of a good personal narrative, and will fill out a story map summarizing the story.

✦ **TEKS 2.8.C; TEKS 2.10.A; TEKS 2.11.A**

INTRODUCE PERSONAL NARRATIVES (25 MIN.)

➤ Digital Component 21.1

- Direct students’ attention to The Writing Process graphic you prepared in advance. Remind them of previous writing experiences from Unit 2. Tell them that today they will begin familiarizing themselves with another genre of writing—the personal narrative. Explain that a personal narrative is a story that describes something that really happened to the author. The author’s purpose for writing a personal narrative is to share an experience.
- Review the terms *fiction* and *nonfiction*. Ask students how nonfiction is different from fiction. (*Nonfiction tells about something that really happened. It is not a made-up or imaginary story.*)
- Ask students whether a personal narrative would be fiction or nonfiction. (If needed, prompt students to identify that personal narratives are nonfiction because they are about something that really happened.)
- Have students turn to Activity Page 21.2. Explain that this is a personal narrative written by a student not much older than they are.
- Read the narrative aloud while students follow along.

Note: The purpose of reading “The Big Storm” is to provide students with an example of a personal narrative.

- After you finish reading “The Big Storm,” explain that even though the personal narrative is nonfiction, it contains many of the same elements as a fictional story. It has a title; it has a setting (the event described happened in a particular place and at a certain time); it has characters who do things (one of whom is the author, or narrator, who is sharing the experience); and it has a plot, with a beginning, middle, and end. Ask students to describe the major plot elements of “The Big Storm,” including the main events and the conflict.

✦ **TEKS 2.8.C; TEKS 2.10.A**

✦ **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.10.A** Discuss the author’s purpose for writing text.

Activity Page 21.2



The Five “W” Questions

- Display the Five Ws graphic you prepared. Ask students to turn to the last page of their Activity Book where the same chart is included. Explain that good stories answer these questions: *Who? What? When? Where? Why?*

➤ Digital Component 21.2

- Take a few moments to explain each of the five “W” questions:
 - **Who?** Who are the characters in the story?
 - **What?** What is the plot of the story? (the beginning, middle, and end)
 - **When?** When did the story take place? (e.g., early morning, during the winter, last year, or in 2016) (thus identifies the setting)
 - **Where?** Where does the story take place? (this further identifies the setting)
 - **Why?** Why did the main character do whatever it was that he or she did?
- Tell students these are good questions to ask themselves as they are planning and drafting a personal narrative or any other story.

Elements of a Personal Narrative

➤ Digital Component 21.3

- Display the blank planning template you prepared in advance. Remind students this is the same page they used when discussing elements of fiction and planning fictional stories. Explain they are going to use it to learn about the elements of a personal narrative by using this template to analyze “The Big Storm.”
- Work with students to complete the template for “The Big Storm.” When discussing characters, be sure to point out that one of the main characters in a personal narrative is always the narrator.
- Explain that the narrator is the person who tells the story. Tell students that the narrator is the “I” character in the personal narrative. (In this narrative, we do not know the narrator’s name, or even whether the narrator is a boy or a girl.)

WRAP-UP (10 MIN.)

- Have students take out Activity Pages 21.3 and 21.4.
- Tell students to read the second personal narrative “Cupcakes with Mom” with a partner. When they are finished reading, they should complete Activity Page 21.4.

Activity Pages
21.3, 21.4



- You may want to leave the completed template and the Five Ws graphic on display for students to reference while they are working.
- Encourage students to bring home Activity Pages 21.3 and 21.4 to complete at home if they do not finish in class.

End Lesson

Take-Home Material

PRACTICE /AE/ AND /OE/

- Have students take home Activity Page 21.5 to give to a family member and Activity Page 21.6 to practice at home.

Activity Pages
21.5, 21.6



Lesson 21: Foundational Skills Remediation

Additional Support

MORE HELP IDENTIFYING THE 5 WS IN TEXT

- Help students identify the five Ws in stories by revisiting all of the previous stories in the *Kids Excel Reader*. They can choose from “The Spelling Bee,” “The Swimming Sisters,” “The Soccer Twins, Part I,” and “Jump!” Print the Five Ws graphic used in the lesson and ask students to discuss the answers that address each W question.

MORE HELP WITH TRICKY WORDS

Tricky Word Baseball

- Make one copy and cut out the word cards (**Activity Page TR 1.2**) with Tricky Words or use the index cards you prepared for Lesson 1.
- Draw a baseball diamond on the board/chart paper or use **Digital Component 1.1**.
- Divide students into two teams. Give each team a **token or playing piece**.
- Have one team at a time line up. Each team takes a turn “at bat” as follows:
 - Pick a card from the pile and ask the first person on the team to read it. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player should go to the back of his or her team’s line, while the next player comes forward to read the next card. If he or

she reads the word correctly, draw a line from first to second base. Play continues in this way, so that each time a player reads a word correctly a line is drawn to the next base. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for this team. Play continues by the members of this team so long as no words are misread. When a word is misread, the next team takes its turn at bat.

- Just as in the actual game of baseball, any players “left on base” when a word is misread do not count or add to the score.

Crazy Eights

- Create a deck of word cards by making a copy of **Activity Pages TR 2.2, TR 8.3, TR 11.2, TR 12.1, TR 13.1, TR 20.1.**
- You may also wish to include *skip*, *add*, *draw 1*, *draw 2*, *draw 3*, and *reverse* cards.
- Follow the procedure in Lesson 16.

Syllable Division Patterns

- Point out that students can use what they know about syllable types, such as VCV and VCCV, and chunking to read and spell these words.
- Write *faucet*, *exhaust*, and *applaud* on the board.
- Say, “In *faucet*, I see two vowel sounds (/aw/ and /e/) on either side of one consonant.”
- Say, “When only one consonant comes between two vowels, I divide after the first vowel sound. So I will divide the word like this *fau•cet*.”
- Point to *exhaust*.
- Say, “In this word, I see two vowels on either side of two consonants.”
- Underline the vowels.
- Say, “When two consonants come between two vowels, I divide the word between the consonants: *ex•haust*.”
- Point to *applaud*.
- Say, “In this word, I see two vowels on either side of three consonants.”
- Underline the vowels.
- Say, “When three consonants come between two vowels, I divide either before or after the two consonants, depending on the consonants. In this case, ‘p’ and ‘p’ make the /p/ sound, so I’ll keep them together: *app•laud*.”

22

WRITING

Plan and Draft a Personal Narrative

PRIMARY FOCUS OF LESSON

Language (Grammar)

Students will identify action verbs in oral and written sentences.

✦ **TEKS 2.1.C; TEKS 2.11.D.ii**

Students will decode, spell, and use words with the prefix *re-*.

✦ **TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C**

Writing

Students will use a planning template and the Five Ws graphic to plan a personal narrative as a class and will orally provide ideas to transform the information in the

✦ chart into complete sentences. **TEKS 2.11.A; TEKS 2.11.B.ii; TEKS 2.12.A**

FORMATIVE ASSESSMENT

Activity Page 22.1

Nouns and Action Verbs

✦ **TEKS 2.11.D.ii**

✦ **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*; **TEKS 2.11.D.ii** Edit drafts using standard English conventions, including past, present, and future verb tense; **TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming; **TEKS 2.11.B.ii** Develop drafts into a focused piece of writing by developing an idea with specific and relevant details; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Nouns and Action Verbs	Whole Group	20 min.	<input type="checkbox"/> Activity Page 22.1
Decode, Spell, and Use Words with Prefixes	Whole Group	10 min.	
Writing			
Plan a Personal Narrative	Whole Group	15 min.	<input type="checkbox"/> Activity Page 22.2
Draft a Personal Narrative	Whole Group	15 min.	<input type="checkbox"/> Writing Process (Digital Components) <input type="checkbox"/> Five W's (Digital Components) <input type="checkbox"/> Planning Template (Digital Components) <input type="checkbox"/> Mr. Mowse's Draft (Optional) (Digital Components)
Take-Home Material			
Planning Letter			<input type="checkbox"/> Activity Page 22.3

ADVANCE PREPARATION

Writing

➤ Digital Components 21.1, 21.2, 21.3

- If you have not already done so, prepare to display the writing process chart (Digital Component 21.1), the Five Ws graphic (Digital Component 21.2), and the blank planning template (Digital Component 21.3). You can either draw the images or make enlarged copies and attach them to chart paper, or use the digital versions.
- Prepare to display the completed planning template from Lesson 21.
- Plan to write about a recent event that all students participated in (e.g., a field trip, a classroom visit, a celebration, a performance). You should also plan to display what you are writing today, either on chart paper, an overhead projector, or other device.

Universal Access

- Prepare to have students act out action words in the Action Verbs activity.

➤ Digital Components 22.2

- If the class does not have a shared experience to write about, you may use the writing from Mr. Mowse available in Teacher Resources (Digital Component 22.2).

Start Lesson

Lesson 22: Grammar Language



Primary Focus: Students will identify action verbs in oral and written sentences.

✦ **TEKS 2.1.C; TEKS 2.11.D.ii**

Students will decode, spell, and use words with the prefix *re-*.

✦ **TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C**

NOUNS AND ACTION VERBS (20 MIN.)

- Ask students to clap their hands as they are able.
- Ask students to identify the noun in the sentence: “Clap your hands.” (*hands*)

✦ **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.11.D.ii** Edit drafts using standard English conventions, including past, present, and future verb tense; **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*.

- Now ask students to tell you what action their hands did. (*clap*)
- Explain that *clap* is an action word and we have a special word to describe this type of word (action words are called verbs). Take a moment to clarify the meaning of *action* and the concept of verbs as a part of speech, if necessary.



Check for Understanding

Have students act out the following sentences and then identify the noun and the action verb. Stomp your feet. Shake your head. Blink your eyes. Wiggle your fingers.

- Say the following sentence and write it on the board/chart paper:
 - Kids run.
- Ask the following questions:
 - Who is the sentence about? (*kids*)
 - What part of speech is that? (*noun*)
- Circle the word *kids*.
 - Is the word *kids* singular or plural? (*plural—more than one kid*)
 - What do the kids do? (*run*)
- Draw a wavy line to show action under the word *run*.
- Ask students what a word that shows action is called. (*a verb*)



Check for Understanding

Write the sentences below on the board/chart paper. Have a student come to the board/chart paper and circle the proper noun and draw a wavy line under the action verb.

- Martez runs home. (noun: *Martez*; action verb: *runs*)
- Piper rides her bike. (noun: *Piper*; action verb: *rides*)
- Jaylin jumps on the mat. (noun: *Jaylin*; action verb: *jumps*)



- Have students turn to Activity Page 22.1.
- Do at least half as guided practice. If the word is a noun, have students tell you if it is a singular or plural noun.
- Have students complete the rest of the activity page independently, circulating to assist those students who need additional support.



Activity Page 22.1: Nouns and Action Verbs

Collect Activity Page 22.1 to review students' ability to identify nouns and action verbs in written sentences.

DECODE, SPELL, AND USE WORDS WITH PREFIXES (10 MIN.)

- Remind students that in the previous lesson they learned to decode words with prefixes by segmenting and blending the sounds and using the syllable chunking method.
- Remind them that prefixes are word parts added to the beginning of a base word to change the meaning of the word.
- Say, "Let's focus again on the prefix *un-*."
- Write the word *unable* on the board/chart paper.
- Say, "I see the prefix *un-* /un/. I am going to segment the rest of the word: /æ/ /b/ /le/. Now I can blend the entire word: un•able."
- Say the word again, clapping if needed to highlight the syllables. Repeat the routine as needed with other words from the list.
- Next, explain to students that prefixes change the meaning of the word. For example, *able* becomes *unable* when we add the prefix *un-*, which means "not." *Unable* means "not able."
- Say, "For words with prefixes, the spelling of the base word does not change when the prefix is added."
- For practice, have small groups use their own paper to practice creating and identifying the meaning of words with the prefix *un-*. Provide base words and have them add prefixes. Have volunteers share their words and their meanings. Offer feedback as needed.

Lesson 22: Plan and Draft a Personal Narrative

Writing



Primary Focus: Students will use a planning template and the Five Ws graphic to plan a personal narrative as a class and will orally provide ideas to transform the information in the chart into complete sentences. **TEKS 2.11.A; TEKS 2.11.B.ii; TEKS 2.12.A**

PLAN A PERSONAL NARRATIVE (15 MIN.)

- Remind students they have been learning about the elements of a personal narrative and they recently looked at one or two personal narratives written by students.
- Ask students how a personal narrative is like a fictional story. (*Both have the same elements: title, setting, characters, plot.*)
- Ask students how a personal narrative differs from a fictional story. (*The personal narrative describes something that really happened, and the author or narrator is one of the characters.*)
- Tell students that today you will help them plan a personal narrative.
- Remind students the first step in the writing process is planning.

➤ Digital Component 21.3

- Point to the display copy of the planning template and explain that they will use this template—familiar to them from their work on fictional stories—to plan their personal narrative.
- Select an event all students in the class participated in recently (e.g., a field trip, a classroom visit, a celebration, a performance).
- Students should follow along and complete Activity Page 22.2.
- Remind students of the shared event and review what happened during the event, asking students to talk about significant details they remember.
- Explain that the class experienced this event as a group, so it would be possible to write about it as a group, saying what we did and how it made us feel. However, this is not the way a personal narrative is usually written.
- Explain a personal narrative is usually written with an “I” character as the narrator, with the narrator describing what he or she did.
- Explain you would like the class to write a personal narrative about something they all experienced but using the voice of one member of the class.

Activity Page 22.2



Support

Have students think back to the stories they read in the previous lesson. Ask students to recall the title, setting, characters, and plot of “The Big Storm” and “Cupcakes with Mom.”

Challenge

Some students will not need to walk through every aspect of the Five Ws graphic and associated questions. Ask those students to use the handout on their own to come up with answers to the questions and begin planning without the step-by-step guidance. Give them time to list the answers to the 5 W handout, and then have them orally share their responses with the class.

TEKS 2.11.A Plan a first draft by generating ideas for writing such as drawing and brainstorming; **TEKS 2.11.B.ii** Develop drafts into a focused piece of writing by developing an idea with specific and relevant details; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

- Choose a student volunteer to be the “I” character, or narrator. Explain that you will be asking this person to share his or her experience, while asking the other members of the class to add details and expand on the narrator’s recollections. The end result will be a narrative of the event as experienced by this student but with contributions from other members of the class who were also there.
- Ask the narrator if he or she can think of a good title for the personal narrative the class will be planning. Explain the title should give the reader a sense of what the main event was. (If the narrator has trouble thinking of a title, ask the class. If students have trouble thinking of a title at this point, you can return to this section of the page later, after planning the other parts of the narrative.)

➤ **Digital Component 21.2**

- Ask the narrator and other students about the characters involved in the narrative. Remind students that characters answer the “Who?” question on the Five Ws graphic. One of them should be the student chosen to be the “I” character or narrator.
- Ask the narrator and/or the other students about the setting. Remind students to ask the following “W” questions: “Where did the event take place?” When did it take place?
- Ask the narrator to answer the “W” question: “What happened?” Work with the class to add details and divide the events into a beginning, middle, and end. You can write complete sentences or just notes.
- Be sure to consult frequently with the student chosen to be the “I” character. Because it is a personal narrative, the notes you jot down on the planning sheet should reflect his or her experience of the event. Remind students to ask “Why?” from the Five Ws graphic to refine the character’s experience.
- When you are finished, direct students’ attention to the Five Ws graphic. Did the class answer all of the questions as they planned the writing: Who? What? When? Where? Why?
- Tell students they have completed the planning stage. The class will now move to the next stage. In the drafting stage, the class will write a draft of the personal narrative using the planning outline they just made.

DRAFT A PERSONAL NARRATIVE (15 MIN.)

➤ **Digital Components 21.1**

- Point to The Writing Process graphic and remind students of the three steps in the writing process: plan, draft, edit.
- Tell students they have planned the personal narrative and the next step is to write a first draft of it. They will do this as a class, with the narrator offering

Support

If you do not have a shared experience to write about, you may use the story in Teacher Resources. Tell students this narrative was written by Mr. Mowse, the class friend.


initial ideas for sentences and the class helping to develop these ideas and add relevant details, with you serving as scribe.

- Tell students the first thing they need to write on the draft is the title. Point to the title on the planning template and write the same title at the top of a blank piece of chart paper.
- Tell students the first sentence of the personal narrative should introduce the narrator and other important characters and also identify the setting (specifying where and when the event took place).
- Work with the narrator and other students to come up with a good introduction sentence for the personal narrative.
- Write the sentence below the title on the chart paper.
- Point out that the sentence starts with a capital letter and ends with a punctuation mark.
- Work with the narrator and the other students to write first the beginning, then the middle, and finally the end of the personal narrative.
- Encourage students to orally state their ideas in complete sentences. Encourage them to think in terms of each of the five senses.
- Remind students that when we write more than a few sentences, we divide the writing into sections called paragraphs. Remind them that each paragraph is indented. Discuss how the sentences they are writing might be divided into paragraphs.
- Tell students the last sentence of the narrative should bring the writing to a conclusion and let the reader know the narrative is finished.
- Work with the narrator and other students to come up with a good concluding sentence for the narrative. You may also wish to have them end with the words, “The End.” Write the concluding sentence on the chart paper.
- Read the draft to the class or have students read it out loud.

 **TEKS 2.11.A; TEKS 2.11.B.ii; TEKS 2.12.A**

Digital Component 21.2

- Now go back to the Five Ws graphic. Ask a different student to respond whether each of the questions is answered in the story.
- Tell students they have just finished the second step in the writing process—they wrote a draft of a personal narrative as a group!
- Tell students in the next lesson they will write a personal narrative of their own. In order for them to be able to do so, they will need to think of a topic—something they have done or something that has happened to them.

 **TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming; **TEKS 2.11.B.ii** Develop drafts into a focused piece of writing by developing an idea with specific and relevant details; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

Take-Home Material

PLANNING LETTER

- Ask students to take home Activity Page 22.3 to share with a family member about their personal narrative writing assignment.

Activity Page 22.3



Lesson 22: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

1. Clap your hands.
2. Stomp your feet.
3. Wave your arms in the air.
4. Touch your toes.
5. Toss a baseball.
6. Throw a stone.

MORE HELP PLANNING A PERSONAL NARRATIVE

- Make a copy of **Activity Page TR 22.1**. Work individually with students to brainstorm ideas for their personal narrative. You may prompt students with the following ideas:
 - a first or significant achievement
 - a special present they received
 - a special visit or a trip
 - a weather-related event

WRITING

Plan and Draft a Personal Narrative

PRIMARY FOCUS OF LESSON

Language (Grammar)

Students will identify nouns and verbs in oral sentences and will identify verbs in written word lists. **TEKS 2.1.C; TEKS 2.11.D.ii**



Students will decode, spell, and use words with the prefix *re-*.



TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C

Writing

Students will complete a planning template for their personal narrative, will reference the Five Ws graphic to confirm that they have answered all the questions (*who, what, where, when, why*) in completing the planning template, and will write



a draft of their personal narrative. **TEKS 2.11.A; TEKS 2.11.B.ii; TEKS 2.12.A**

FORMATIVE ASSESSMENT

Activity Page 23.1

Action Verbs



TEKS 2.11.D.ii

Activity Page 23.2

Plan Personal Narrative



TEKS 2.11.A; TEKS 2.11.B.ii; TEKS 2.12.A

- TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.11.D.ii** Edit drafts using standard English conventions, including past, present, and future verb tense; **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*; **TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming; **TEKS 2.11.B.ii** Develop drafts into a focused piece of writing by developing an idea with specific and relevant details; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Action Verbs	Whole Group	20 min.	<input type="checkbox"/> Activity Page 23.1
Decode, Spell, and Use Words with Prefixes	Whole Group	10 min.	
Writing			
Plan and Draft a Personal Narrative	Whole Group	30 min.	<input type="checkbox"/> Activity Page 23.2 <input type="checkbox"/> Writing Process (Digital Components) <input type="checkbox"/> Five W's (Digital Components)
Take-Home Material			
Practice /ie/ and /ue/			<input type="checkbox"/> Activity Page 23.3

ADVANCE PREPARATION

Writing

➤ Digital Components 21.1, 21.2

- Make sure students have the notes on topics they compiled as part of their homework (Activity Page 22.2). Make sure The Writing Process and the Five Ws graphics are visible.

Universal Access

- During the Language activity be sure to have all students act out the action verbs so that you can determine their understanding of action. You may share additional action verbs other than those provided in the lesson based on the needs of the students.

Start Lesson

Lesson 23: Grammar

Language



Primary Focus: Students will identify nouns and verbs in oral sentences and will

➤ identify verbs in written word lists. **TEKS 2.1.C; TEKS 2.11.D.ii**

Students will decode, spell, and use words with the prefix *re-*.

➤ **TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C**

ACTION VERBS (20 MIN.)

- Say the following: “Shake your hands.” Have students shake their hands.
- Ask, “What is the noun in the sentence?” (*hands*). “What did your hands do?” (*shake*)
- Ask, “What is an action word called?” (*verb*)

➤ **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.11.D.ii** Edit drafts using standard English conventions, including past, present, and future verb tense; **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*.

Support

Ask students to generate their own action verbs with selected noun starters. Use these nouns as possible examples with answers: *dogs* (bark), *lions* (roar), *fish* (swim), and *tigers* (growl). Teachers can use alternative nouns.



Check for Understanding

Have students act out the following sentences and then identify the nouns and the action verbs:

- Wave your hands. (*hands; wave*)
- Nod your head. (*head; nod*)

- Write the following words in a column on the board:
 - *sun, kicks, milk*
- Have a student come to the board and draw a wavy line under the action verb. (*kicks*)
- Call attention to the nouns in the list. Ask students identify if they are singular or plural.
- Repeat with the following set of words:
 - *slope, arms, runs* (action verb), *morning*
- Repeat with the following set of words:
 - *feet, mixes* (action verb), *Sunday, Mister*
- Ask students to turn to Activity Page 23.1. Complete the first item as guided practice. If the word is a noun, have students tell you if it is a singular or plural noun.
- Have students complete the rest of the activity page independently, circulating to assist those students who need additional support.

Activity Page 23.1



Activity Page 23.1: Action Verbs

Collect Activity Page 23.1 to review students' ability to identify nouns and action verbs in written sentences.

DECODE, SPELL, AND USE WORDS WITH PREFIXES (10 MIN.)

- Remind students that in the previous lesson they learned to decode words with prefixes by segmenting and blending the sounds and using the syllable chunking method.
- Remind them that prefixes are word parts added to the beginning of a base word to change the meaning of the word.
- Say, “Let’s focus again on the prefix *un-*.”
- Write the word *unlucky* on the board/chart paper.
- Say, “I see the prefix *un-* /un/. I am going to segment the rest of the word: /l/ /u/ /k/ /ee/. Now I can blend the entire word: un•lucky.”
- Say the word again, clapping if needed to highlight the syllables. Repeat the routine as needed with other words from the list.
- Next, explain to students that prefixes change the meaning of the word. For example, *lucky* becomes *unlucky* when we add the prefix *un-*, which means “not.” *Unlucky* means “not lucky.”
- Remind students that the spelling of the base word does not change when the prefix is added.
- For practice, have small groups use their own paper to create and identify the meaning of words with the prefix *un-*. Provide base words and have them add prefixes. Have volunteers share their words and their meanings. Offer feedback as needed.

Lesson 23: Plan and Draft

Writing



Primary Focus: Students will complete a planning template for their personal narrative, will reference the Five Ws graphic to confirm that they have answered all the questions (*who, what, where, when, why*) in completing the planning template, and will write a draft of their personal narrative. **TEKS 2.11.A; TEKS 2.11.B.ii; TEKS 2.12.A**

PLAN AND DRAFT A PERSONAL NARRATIVE (30 MIN.)

- Remind students that they recently planned and drafted a personal narrative together as a class.
- Tell students now you would like each of them to begin working on a personal narrative of their own, similar to the one completed as a class.

TEKS 2.11.A Plan a first draft by generating ideas for writing such as drawing and brainstorming; **TEKS 2.11.B.ii** Develop drafts into a focused piece of writing by developing an idea with specific and relevant details; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

Activity Page 23.2



- Point to The Writing Process graphic. Remind students the first step in the writing process is to make a plan.
- Explain that the first thing students need to do is pick an event that actually happened to them they would like to describe in their personal narrative.
- Remind students that their homework was to brainstorm ideas for a personal narrative.
- Ask if any students have come up with an experience they would like to write about.
- Jot ideas on the board, as one student's idea may help another student develop his or her own ideas.
- When a student has an interesting idea, engage him or her orally about the parts of the narrative: What was the setting? When did it happen? Where did it happen? Who were the characters? What was the plot? What happened in the beginning? What happened in the middle? What happened at the end?
- Have students turn to Activity Page 23.2. This is their planning template.
- Ask students to complete the planning template on their own. Circulate throughout the room as students are working.
- As students begin to complete the planning template, remind them to look at the 5 Ws graphic to make sure they have answered all of the questions in their planning.
- Direct them to move to the drafting step. Remind them once again, this is not the final step; it is more important to get ideas down on paper than to be concerned about spelling or sentence order.
- When students finish, collect the work so it can be saved for the next lesson.



TEKS 2.12.A



Activity Page 23.2: Plan a Personal Narrative

Collect Activity Page 23.2 and review to determine each student's progress completing his or her planning template. Be aware many of the words students use may include spellings that are phonemically correct, but not dictionary accurate. You should accept phonemically correct spellings. If students require support or additional time to complete their planning templates, plan to provide that opportunity before the next writing lesson. Be sure to return students' planning templates for use in the next lesson.



TEKS 2.12.A Compose literary texts, including personal narratives and poetry.

Take-Home Material

PRACTICE /IE/ AND /UE/

- Ask students to take home Activity Page 23.3 to practice the /ie/ and /ue/ spelling patterns.

Activity Page 23.3



Lesson 23: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

1. Grill hot dogs on a barbecue.
2. Have a puppet show.
3. Go to a haunted house.
4. Draw a cube in the air.

MORE HELP PLANNING AND DRAFTING PERSONAL NARRATIVES

- Make a copy of **Activity Page TR 22.1** or have students continue working on their planning template (Activity Page 23.2) from today's lesson.
- If needed, work individually with students to complete their planning template. You may prompt students with the following ideas:
 - a first or significant achievement
 - a special present they received
 - a special visit or a trip
 - a weather-related event
- Once students have completed a planning template, work individually with them to develop their notes into a draft, or continue to work on the draft they began in today's writing lesson.

24

WRITING

Edit a Personal Narrative

PRIMARY FOCUS OF LESSON
Language

Students will review decoding, spelling, and using words with the prefix *re-*.

✦ **TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C**

Writing

Students will use an editing checklist to review their personal narratives, working in pairs to edit and revise their own as well as a peer's writing.

✦ **TEKS 2.11.D.iv–v, vii, ix–xi; TEKS 2.12.A**

FORMATIVE ASSESSMENT

Activity Page 24.1

Editing Checklist

✦ **TEKS 2.11.D.iv–v, vii, ix–xi; TEKS 2.12.A**

✦ **TEKS 2.11.D** Edit drafts using standard English conventions including (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vii) pronouns, including subjective, objective, and possessive cases; (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language			
Review Decoding, Spelling, and Using Words with Prefixes	Whole Group	10 min.	
Writing			
Edit and Revise a Personal Narrative	Whole Group	50 min.	☐ Activity Pages 23.2, 24.1
Take-Home Material			
Practice /aw/			☐ Activity Page 24.2

ADVANCE PREPARATION

Writing

- Make sure students have the drafts (Activity Page 23.2 and draft) they created yesterday. Plan partners who can work together to edit each other's work. Create partner list prior to the start of the lesson.

Universal Access

- During partner editing, determine which students could use additional teacher support for editing activities. You may need to provide additional guided support with the editing checklist and specific practice with conventions and descriptive wording.

Lesson 24: Editing a Personal Narrative

Language



Primary Focus: Students will review decoding, spelling, and using words with the prefix *re-*.

✦ **TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C**

REVIEW DECODING, SPELLING, AND USING WORDS WITH PREFIXES (10 MIN.)

- Remind students that in the previous lesson they learned to decode words with prefixes by segmenting and blending the sounds and using the syllable chunking method.
- Provide them with the following words to decode: *undo, unwell*.
- If needed, remind them that the prefix is its own syllable attached to the base word.
- Next, have students use their own paper to explain the meaning of the following words: *unbroken, uncertain*
- If needed, remind students that the prefix *un-* means “not.”
- Finally, say the following words for students to spell on their own paper: *unwind, unfinished*.
- If needed, remind students that the spelling of the base word does not change when the prefix is added.

Lesson 24: Editing a Personal Narrative

Writing



Primary Focus: Students will use an editing checklist to review their personal narratives, working in pairs to edit and revise their own as well as a peer’s writing.

✦ **TEKS 2.11.D.iv–v, vii, ix–xi; TEKS 2.12.A**

✦ **TEKS 2.11.D** Edit drafts using standard English conventions including (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vii) pronouns, including subjective, objective, and possessive cases; (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

EDIT AND REVISE A PERSONAL NARRATIVE (50 MIN.)

- Tell students today they will edit their drafts with partners. Depending on how you have set up partners, you might want to talk about working as a partner in this writing assignment. It is not the same as being a partner when reading aloud. Remind students of good partner manners when editing (e.g., make suggestions, not demands; be careful not to hurt the other person’s feelings).
- Before sending students to work as partners, take a few minutes to review the editing checklist (Activity Page 24.1) as a class. Remind students that when they are editor, they should edit any errors in capitalization, end punctuation, and spelling. They should also make sure the draft they are reading includes adverbs or other words that convey time and place (the setting), as well as adjectives and other “sense” words to describe how things look, feel, taste, sound, and smell.
- When students check for correct use of pronoun cases (subjective, objective, and possessive), reinforce how to edit drafts for pronouns. Use the chart to explain the differences between them and provide examples.

Case	Pronouns	Uses	Examples
Subjective	I, you, he, she, it, we, you, they	Use as the subject in a sentence.	<u>He</u> plays piano every day. <u>You</u> and <u>I</u> have homework tonight.
Objective	me, you, him, her, it, us, you, them	Use after an action verb. Use after a preposition, such as <i>in, at, before, on, to, with, near, or from</i>	Stu sent <u>us</u> to the store. Grandma baked cookies with <u>me</u> .
Possessive	my, mine, your, yours, our, ours, her, hers, his, their, theirs, its	Use to show ownership.	<u>My</u> cousin plays hockey. The artwork is <u>his</u> . <u>Their</u> play is next week. Is this book <u>yours</u> ?

- Tell students each partner will have a turn to edit their work and a turn to be the editor.
- Ask students to go to their partners. Once students are settled, ask them to decide which person will be the editor first and who will read first.
- Tell students to read through their work sentence by sentence and then consult with their editor on each sentence. The editor will use the editing checklist to help the reading partner.

Activity Page 24.1



ENGLISH
LANGUAGE
LEARNERS

Writing

Expanding and Enriching Ideas

Beginning

Working with individuals, ask students questions about their stories to have them dictate sentences to expand their personal narratives.

Intermediate

Working with individuals, ask students questions to have them write additional sentences to expand their personal narratives.

Advanced/Advanced High

Working with individuals, ask questions to guide students in locating areas where they can improve their personal narratives with additional information. Have students write new sentences and then explain how this enhances their stories.

ELPS 5.G

- Tell students that when one partner is completely finished, they should switch roles for the other partner’s work.
- Circulate throughout the room assisting where necessary. Some student pairs may get to the rewriting today. Others may continue to do rewrites throughout the next few days of assessment and during the Pausing Point. **TEKS 2.11.D**

Support

Provide students with examples of appropriate editing comments. Ask students to share possible ways to give positive feedback to partners using Mr. Mowse’s personal narrative from Lesson 23.



Check for Understanding

Think-Pair-Share: Ask students to think about the characters, setting, and plot in their personal narratives. Have students turn to their partners; the first partner should list the characters and setting of his or her personal narrative. The other partner should share the plot of his or her personal narrative. If there is enough time the roles should be switched and pairs may share their answers with the class.



Activity Page 24.1: Editing Checklist

Collect Activity Page 24.1 to review and monitor students’ progress with editing and rewriting a personal narrative.

End Lesson

Take-Home Material

PRACTICE /AW/

- Ask students to take home Activity Page 24.2 to practice the /aw/ spelling patterns.

Activity Page 24.2



TEKS 2.11.D Edit drafts using standard English conventions including.

Lesson 24: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- | | |
|------------------------------|--------------------------------|
| 1. Look at the menu. | 4. Take a bite of the cupcake. |
| 2. Look into the mirror. | 5. Ride a bike. |
| 3. Smell the strong perfume. | 6. Argue with the umpire. |

MORE HELP EDITING AND REVISING PERSONAL NARRATIVES

- Provide support for students who need additional time to complete their personal narrative. (If needed, work individually with students to complete the planning template and to develop their notes into a draft.)
- Work individually with students to complete the Editing Checklist (**Activity Page TR 24.1**) or Activity Page 24.1 from today's lesson and edit their drafts.
- As time permits, support students in using **word processing software** to create a final draft, or write their final copy on a separate **piece of paper**.

25

UNIT ASSESSMENT

Word Recognition, Reading Comprehension, and Grammar

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will listen to dictated words featuring the /ae/, /ie/, /oe/, /ue/, and /aw/ sounds and will select the words from lists of words with similar spellings.

✦ **TEKS 2.2.B.iii; TEKS 2.2.B.vi; TEKS 2.2.C.i; TEKS 2.2.C.iv**

Reading

Students will read “The Splash Artist” independently, will answer written multiple-choice questions about key details in the text, and will reread stories from *Kids*

✦ *Excel.* **TEKS 2.6.G; TEKS 2.7.C**

Language (Grammar)

Students will label written words as either nouns or verbs, will underline the verbs in written word lists, and will complete fill-in-the-blank sentences with words featuring the inflectional endings –s and –es.

✦ **TEKS 2.2.C.vi; TEKS 2.11.D.ii; TEKS 2.11.D.iii**

✦ **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by: (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by: (i) spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns. **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.11.D** Edit drafts using standard English conventions, including (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns.

FORMATIVE ASSESSMENT

- Activity Page 25.1 **Word Recognition Assessment**
 ✦ **TEKS 2.2.B.iii; TEKS 2.2.B.vi; TEKS 2.2.C.i; TEKS 2.2.C.iv**
- Activity Page 25.2 **Reading Comprehension Assessment**
 ✦ **TEKS 2.6.G; TEKS 2.7.C**
- Activity Page 25.3 **Grammar Assessment**
 ✦ **TEKS 2.2.C.vi; TEKS 2.11.D.ii; TEKS 2.11.D.iii**

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Word Recognition Assessment (Phonics)	Independent	10 min.	☐ Activity Page 25.1
Reading			
Wiggle Cards	Whole Group	5 min.	☐ index cards
Reading Comprehension Assessment	Independent	20 min.	☐ <i>Kids Excel</i> ☐ Activity Page 25.2
Language (Grammar)			
Grammar Assessment	Independent	25 min.	☐ Activity Page 25.3

ADVANCE PREPARATION

Note to Teacher

Today you will administer the Unit 3 Student Performance Assessment. The first part of the assessment is a Word Recognition Assessment targeting the letter-sound correspondences taught in Unit 3. The second part assesses students' ability to read a story independently and answer comprehension questions. The final part of the assessment targets the grammar lessons taught in Unit 3.

Reading

- Prepare the following Wiggle Cards, or gather cards you have already prepared.

- | | |
|-------------------------------------|--------------------------------------|
| 1. Say your name. | 14. Act like it's raining. |
| 2. Act like you are in pain. | 15. Shake your brain. |
| 3. Act like you are baking a cake. | 16. Act like you are skating. |
| 4. Make a face. | 17. Start waving. |
| 5. Start shaking. | 18. Act like a parent. |
| 6. Start staring at me. | 19. Get your coat. |
| 7. Go to the back of the classroom. | 20. Tap your throat. |
| 8. Open your mouth. | 21. Sniff your toes. |
| 9. Moan and groan. | 22. Be quiet. |
| 10. Act like a robot. | 23. Flex your biceps. |
| 11. Act excited. | 24. Untie your laces. |
| 12. Act like you are driving a car. | 25. Act like you are riding a horse. |
| 13. Start smiling. | |

- Have student Activity Book pages ready and *Kids Excel Readers* available for the independent comprehension assessment. Make sure all students have their own copies to use for the assessment.

Universal Access

- Consider preparing games from Additional Support in previous lessons in this unit for review to be available after assessments.

Lesson 25: Unit Assessment

Foundational Skills



Primary Focus: Students will listen to dictated words featuring the /ae/, /ie/, /oe/, /ue/, and /aw/ sounds and will select the words from lists of words with similar spellings. **TEKS 2.2.B.iii; TEKS 2.2.B.vi; TEKS 2.2.C.i; TEKS 2.2.C.iv**

WORD RECOGNITION ASSESSMENT (10 MIN.)

Administration

- Have students turn to Activity Page 25.1.
- Tell students that for each row, you will say one word. Ask students to circle the word they hear you say.
- Read each word provided in the box, calling out each number to indicate the row students should point to and look at as you read the word.

- | | |
|-----------|-----------|
| 1. goes | 8. fraud |
| 2. beach | 9. fail |
| 3. shawl | 10. hay |
| 4. cue | 11. thaw |
| 5. caught | 12. pilot |
| 6. wait | 13. music |
| 7. boast | 14. pupil |

Activity Page 25.1



Activity Page 25.1: Word Recognition Assessment

Collect Activity Page 25.1 to review and monitor student progress:

TEKS 2.2.B Demonstrate and apply phonetic knowledge by: (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by: (i) spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

Scoring and Analysis

Score Activity Page 25.1 for each student, using the following benchmarks as reference:

- 13 or 14 items correct excellent
- 11 or 12 items correct good
- 10 items or less correct poor

Complete the Word Recognition Assessment Record Sheet, located in Teacher Resources, for all students to further analyze patterns of student error(s) and specific sound/spellings that should be targeted for explicit remediation during the Pausing Point.

If time permits, you may also want to ask students who performed poorly on this assessment to read aloud each word on Activity Page 25.1 to you one-on-one to gain further insight as to the specific difficulty students may be experiencing.

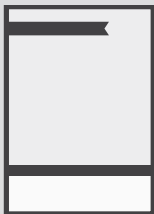
Lesson 25: Unit Assessment

Reading



Primary Focus: Students will read “The Splash Artist” independently, will answer written multiple-choice questions about key details in the text, and will reread stories from *Kids Excel*. **TEKS 2.6.G; TEKS 2.7.C**

Reader



Page 64

Activity Page 25.2



WIGGLE CARDS (5 MIN.)

- Have students stand and act out the Wiggle Cards to give them a small break before they continue the assessment.

READING COMPREHENSION ASSESSMENT (20 MIN.)

Administration

- Ask students to turn to Activity Page 25.2 and open *Kids Excel* to “The Splash Artist” on page 64.
- Students should read the story completely and then answer the comprehension questions on Activity Page 25.2.
- Encourage students who finish quickly to check over their papers. When they are finished checking their papers, they may reread stories from *Kids Excel*.

TEKS 2.6.G Evaluate details read to determine key ideas; **TEKS 2.7.C** Use text evidence to support an appropriate response.



Activity Page 25.2: Reading Comprehension Assessment

Collect Activity Page 25.2 to review and monitor student progress.

Scoring and Analysis

Score Activity Page 25.2 for each student, using the following benchmarks as reference:

- 9 or 10 items correct excellent
- 8 items correct good
- 7 items or less correct poor

Complete the Reading Comprehension Assessment Class Record, located in Teacher Resources, for all students to further analyze whether specific types of questions pose difficulty.

If time permits, you may also want to administer the optional Fluency assessment located in Teacher Resources.

Lesson 25: Unit Assessment

Language



Primary Focus: Students will label written words as either nouns or verbs, will underline the verbs in written word lists, and will complete fill-in-the-blank sentences with words featuring the inflectional endings –s and –es.

TEKS 2.2.C.vi; TEKS 2.11.D.ii; TEKS 2.11.D.iii

GRAMMAR ASSESSMENT (25 MIN.)

Administration

- Ask students to turn to Activity Page 25.3.
- Explain the directions for each section. You may also want to model how to complete items in each section using an example that you provide. Do not model completion of the actual assessment items.

Activity Page 25.3



TEKS 2.2.C.vi Demonstrate and apply spelling knowledge by spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.11.D** Edit drafts using standard English conventions, including (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns.

- Direct students to read through the assessment carefully and complete each question.
- Encourage students to review their work before turning it in.



Activity Page 25.3: Grammar Assessment

Collect Activity Page 25.3 to review and monitor student progress.

Scoring and Analysis

Score Activity Page 25.3 for each student, using the following benchmarks as reference. Complete the Grammar Assessment Record Sheet, located in Teacher Resources, for all students to determine if particular groups of students have similar needs.

Part 1. Proper Nouns

- 6 items correct – excellent
- 5 items correct – good
- 4 items or less – poor

Parts 2 and 3. Nouns and Verbs

- 10–11 items correct – excellent
- 8–9 items correct – good
- 7 items or less – poor

Part 4. Plural Noun Formation ('s' or 'es')

- 5 items correct – excellent
- 4 items correct – good
- 3 items or less – poor

Part 5. Singular and Plural Nouns

- 6 items correct – excellent
- 5 items correct – good
- 4 items or less – poor

Pausing Point

This is the end of Unit 3. If it appears that students are having difficulty with the material from Unit 3, pause here and spend up to five days providing targeted remediation in the specific areas of weakness. Additionally, you may make arrangements to work with identified struggling students individually or in small groups in order to address specific areas of weakness.

You might pause if several students are having trouble reading words containing the spelling alternatives taught; however, there is no need to pause if they do not reliably use the correct spelling alternative when writing. Writing correct spelling alternatives will come gradually, with time and repeated exposure to printed materials.

PAUSING POINT TOPIC GUIDE

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SPELLING ALTERNATIVES

Rhyming Words

- Support students' understanding of producing a series of rhyming words by asking them to identify the first sound and the ending sound of a word, such as *caught*.
 - Invite students to close their eyes and repeat the word. Isolate the beginning sound of the word if needed and repeat; say /c/ /aw/ /t/.
 - Tell students that to find a rhyming word(s), we need to change the first sound and keep the ending sound (e.g., *taught*, *ought*).
 - Direct students to the alphabet posted in the classroom to use as a reference for beginning sounds.
- ✚ • Repeat this process with the words *taste*, *coast*, *lie*. **TEKS 2.2.A.i**

Vowel Code Flip Book Review

- Point to single-letter spellings for vowel sounds and ask students to say the sounds. Then point to digraph spellings for vowel sounds, then separated digraph spellings for vowel sounds, then spellings consisting of more than two letters for vowel sounds ('augh').
- You may wish to review consonant spellings as well.

Teacher Chaining

- Write *pain* on the board/chart paper.
- Ask a student to read the word, first in a segmented fashion, and then as blended word.
- Add 't' to create *paint*.
- As you make this change, say to students, "If that is *pain*, what is this?"
- Continue this process with the remaining words.

/ae/

1. pain > pane > wane > wait > waist > waste
2. day > jay > may > pay > play > clay > slay > lay
3. pay > day > way > lay > play > slay > stay
4. aim > aid > raid > paid > pain > paint > pains

✚ **TEKS 2.2.A.i** Demonstrate phonological awareness by producing a series of rhyming words.

/oe/

1. boat > coat > goat > coat > coast > toast
2. road > toad > load > loaf > oaf > oak > soak
3. toe > Joe > foe > doe > does > goes

/ie/

1. lie > pie > tie > die
2. pipe > pile > pine > dine > dime > chime > time > tide > side
3. biking > Viking > hiking > hiding > riding

/ue/

1. cube > cute > mute > mule > mules

/aw/

1. saw > paw > law > raw > draw > crawl > claw
2. caught > taught > naught > haught > fault > vault
3. cat > cot > caught > taught > tot > top

Words Used Frequently in the Readers for Units 1 and 2

1. not > got > get > set > sat > that > cat > can > man > ran > an > and
2. big > bit > it > if > in > on > off
3. had > dad > did > kid > kids

CVC Words

1. hot > pot > tot > top > tap > tad > had > hat > ham > hem
2. pep > pet > met > mat > mad > map > mop > hop > pop

Words with Consonant Clusters

1. pin > spin > span > spam > swam > swim
2. lip > limp > lamp > lump > jump > bump > rump > ramp > damp > dump
3. wet > went > vent > sent > send > spend > spent

Words with Separated Digraphs

1. tone > bone > lone > line > lime > time > tame > fame > fume > fuse
2. cub > cube > cute > mute > mate > made > mode > rode > ride > side

Words Written with Basic Code Spellings

1. perk > park > pork > port > pout > shout > sheet > feet > feel > foil > fool > cool
2. part > dart > dark > park > pork > fork > fort > feet > feed > need > seed
3. sort > fort > foot > feet > feel > foil > foul > fool > food > mood
4. too > tooth > tool > toil > boil > foil > fool > food > feed > feet > foot
5. look > book > hook > hood > had > hand > hound > sound > sand
6. thin > thorn > torn > teen > seen > sun > soon > spoon

Teacher Chaining with Two-Syllable Words

- Write the word *onto* on the board/chart paper.
- Ask students to read the word.
- Once students have read the word correctly, tell them you are going to change **one syllable** to make a new word.
- Remove *on* and add *in* to make *into*.
- As you make this change, say to students, “If that is *onto*, what is this?”
- Continue this process with the remaining words.

1. on | to > in | to > in | side > out | side > up | side > up | set
2. foot | print > foot | note > foot | ball > base | ball > ball | game > ball | park > park | ing
3. sub | way > air | way > air | line > air | port > air | plane > air | craft > crafts | men > fire | men
4. load | ing > load | ed > un | load > up | load > down | load

Chaining Dictation

- Have students take out a pencil and a piece of paper.
- Tell students you are going to say a number of words.
- Explain each new word will be very similar to the previous word, but one sound will be different (for example, *boy* might be changed to *coy*).
- Ask students to write each word.

- As you move from one word to the next, use the chaining phrase (e.g., “If that is *not*, show me *got*.”).
- Use the chains listed under Teacher Chaining.

Dictation with Words

- Choose ten of the words listed in the following box.
- Tell students to take out a pencil and a piece of paper.
- Explain you are going to say ten words students have seen many times in their Readers.
- Ask students to write each word you say.

Words that Occur at Least Fifteen Times in the Readers for Units 1 and 2

a, and, are, as, asked, back, bandit, bedtime, big, but, can, cat, dad, did, down, frog, get, got, had, hare, he, him, his, house, I, if, in, it, jam, just, kids, left, like, man, me, mom, mouse, munch, not, of, off, on, one, pancake, panther, ran, said, sat, set, she, so, tale, that, the, them, think, this, time, to, too, up, was, went, what, when, will, with, you, would

Mixed /ae/ Words

baker, brave, came, cave, day, explain, gave, hare, late, later, made, make, may, name, pancake, paper, pay, place, play, race, same, say, state, subway, take, tale, train, wait, way

Mixed /ie/ Words

driver, five, I, inside, like, nice, replied, side, smile, tiger, time, tired, while, wife

Mixed /oe/ Words

- | | |
|---------|-------------|
| 1. poke | 6. soap |
| 2. toad | 7. omit |
| 3. vote | 8. omitting |
| 4. toes | 9. open |
| 5. hope | 10. jumbo |

Mixed /ue/ Words

- | | |
|------------|------------|
| 1. unite | 6. tuning |
| 2. uniting | 7. tube |
| 3. use | 8. tubing |
| 4. using | 9. fume |
| 5. tune | 10. fuming |

Targeted Dictation

- You may wish to do this exercise cooperatively, offering feedback as you complete the items, rather than presenting it in test-like format where no feedback is given until you return the students' written work.
- Choose one of the following sets of words.
- Ask students to take out a pencil and a piece of paper.
- Explain you are going to say ten words and all words will follow a pattern.
- Ask students to provide the pattern for the words you have chosen.
- Tell students to write each word you say.
- Explain you are going to say ten words, all will have the /æ/ sound spelled 'ai' or 'ay'. Tell students, for this exercise, they should use the 'ay' spelling if the /æ/ sound is at the end of the word and the 'ai' spelling in all other cases.

/æ/ Spelled 'ai' or 'ay'

- | | |
|----------|----------|
| 1. stay | 6. pay |
| 2. grain | 7. rain |
| 3. paid | 8. hail |
| 4. tray | 9. lay |
| 5. day | 10. fail |

- You will be giving students pairs of words containing the target sound spelled one of two ways. The first word in each pair will be a root word with the target spelling. The second word in each pair will be a word derived from the first word by dropping the 'e' and adding the suffix *-ing* or *-ed*.

/æ/ Spelled 'a_e' and 'a'

- | | |
|-----------|------------|
| 1. name | 6. making |
| 2. naming | 7. trade |
| 3. bake | 8. trading |
| 4. baking | 9. race |
| 5. make | 10. racing |

/ie/ Spelled 'i_e' and 'i'

- | | |
|-----------|------------|
| 1. bike | 6. mining |
| 2. biking | 7. glide |
| 3. dive | 8. gliding |
| 4. diving | 9. hike |
| 5. mine | 10. hiking |

/ie/ Spelled 'ie' and 'i'

- | | |
|---------|------------|
| 1. lie | 5. die |
| 2. lied | 6. died |
| 3. tie | 7. rival |
| 4. tied | 8. rivaled |

- Tell students you will say ten words with /oe/ spelled 'oa'.

/oe/ Spelled 'oa'

- | | |
|-------------|-------------|
| 1. boat | 6. floating |
| 2. boating | 7. coast |
| 3. toast | 8. coasting |
| 4. toasting | 9. load |
| 5. float | 10. loading |

- Tell students you will say fifteen words with /ue/ spelled 'ue'.

/ue/ Spelled 'ue'

- | | | | |
|-----------|-------------|--------------|------------|
| 1. due | 5. cue | 9. value | 13. argue |
| 2. blue | 6. sue | 10. barbecue | 14. rescue |
| 3. hue | 7. continue | 11. fuel | 15. clues |
| 4. avenue | 8. glue | 12. Tuesday | |

- Tell students you will say some words with /ue/ spelled 'u_e'. Calling all words may be too much for some students. Select a few from the list.

/ue/ Spelled 'u_e'

- | | | | |
|------------|----------------|------------|--------------|
| 1. include | 6. amuse | 11. June | 16. attitude |
| 2. excuse | 7. tube | 12. reduce | 17. refuse |
| 3. dispute | 8. confuse | 13. use | 18. absolute |
| 4. immune | 9. introduce | 14. assume | 19. volume |
| 5. rule | 10. contribute | 15. huge | 20. crude |

- Tell students you are going to say ten words with the /aw/ sound spelled 'aw' or 'au'.

/aw/ Spelled 'aw' or 'au'

- | | |
|----------|-----------|
| 1. paw | 6. clause |
| 2. claw | 7. August |
| 3. draw | 8. haul |
| 4. jaw | 9. Autumn |
| 5. pause | 10. straw |

Show and Tell

Note: The day before teaching this exercise, ask students to bring in objects or pictures of objects with names containing the selected sound.

- Ask each student to show and name his or her object.
- Write the name of the object on the board/chart paper.
- Ask students which letters stand for the selected sound in the word.
- Make a heading for a column of words containing this spelling for the selected sound.
- Invite each student to write the word for his or her object under the appropriate heading.
- Continue collecting words, writing them on the board/chart paper and sorting them by spelling. All untaught spellings should be listed under an odd ducks heading.
- This activity can be done for any sound.

Cut and Paste Word Sort

- Select a target spelling to review.
- Print twenty decodable words on slips of paper.
- Cut the slips apart and put them into several boxes or cups.
- Give students sheets of blank paper and ask them to make headings for each spelling.
- Ask students to select a single word from one of the cups and paste it into a column according to which spelling is used.
- Have students copy each word next to (or below) the pasted word.
- Have students pick more words and add them to the sorting space.
- If students need additional help, you could underline the target spelling in each word.
- Alternately, have students use highlighters to mark the letters for the sound in each word on their sorting space.

Spelling Alternatives Board Game

- Create a game board using any of the templates provided at the end of the Pausing Point.
- Write a decodable /ae/ word on each square, making sure to include several examples of each of the spelling patterns taught.
- Give each student a scorecard listing the spellings for /ae/ they have learned with spaces to collect a word exemplifying each spelling.
- Teach students to play the game by rolling a die (or spinning a spinner) and moving their game piece the correct number of spaces.
- When students land on a space, they should read the word and copy it onto their spelling scorecard according to the spelling used for the /ae/ sound. For example, the word *cake* would be copied into the space for 'a_e' words.
- The first student to get one example of each spelling pattern wins.
- This game could be played with any number of sounds learned.
- Alternately, sounds could be combined on the boards as well.

Note: For all of the following activity pages, students should first read aloud all words.

PRACTICE WITH /A/, /AE/

Mark the Vowel Spelling

- Ask students to turn to Activity Page PP.1.
- Ask students to read each word.
- Tell students if a square has a word with the sound /a/, they should make it red, and if a square has a word with the /ae/ sound, they should make it green.

Sound Quest

- Ask students turn to Activity Page PP.2.
- Tell students to read the sentences aloud and listen for the /ae/ sound.
- Students should circle all of the spellings of /ae/.
- Ask students to turn to the back of the sheet, add labels for /ae/ spellings, and sort the words according to the spellings of the /ae/ sound.

Scrambled Sentence Match

- Ask students turn to Activity Page PP.3.
- For each picture, have students unscramble the sentence and write it on the line below the picture.

Illustrate the Words

- Ask students turn to Activity Page PP.4.
- Students may choose any /ae/ words from the Spelling Tree to illustrate. They must label the picture.
- Ask students to create a sentence that explains their picture.

PRACTICE WITH /O/, /OE/

Mark the Vowel Spellings

- Ask students to turn to Activity Page PP.5.
- Ask students to read each word.
- Tell students that if a square has a word with the sound /o/, they should make it red, and if a square has a word with the /oe/ sound, they should make it green.

Sound Quest

- Ask students turn to Activity Page PP.6.

Activity Pages
PP.1–PP.4



Activity Pages
PP.5–PP.8



- Tell students to quietly read the story aloud and listen for the /oe/ sound.
- Students should circle all of the spellings for /oe/.
- Ask students to sort and write the words on the chart according to the spellings of the /oe/ sound.

Crossword Puzzle

- Ask students to turn to Activity Pages PP.7 and PP.8.
- Students should choose one word from the word box to complete each clue.

PRACTICE WITH /I/, /IE/

Yes or No?

- Ask students to turn to Activity Page PP.9.
- Students should read each question and write *yes* or *no* to each.

Sound Quest

- Ask students to turn to Activity Page PP.10.
- Tell students to quietly read the story aloud and listen for the /ie/ sound.
- Students should circle all of the spellings of /ie/.
- Ask students to sort and write the words on the chart according to the spellings of the /ie/ sound.

PRACTICE /UE/

Sound Quest /ue/

- Ask students turn to Activity Page PP.11.
- Tell students to quietly read the story aloud and listen for the /ue/ sound.
- Students should circle all of the spellings of /ue/.
- Ask students to sort and write the words on the chart according to the spellings of the /ue/ sound.

PRACTICE /AU/

Fill in the Blank

- Ask students to turn to Activity Page PP.12
- Students should read each sentence and write a word from the word box to complete the sentence.

Activity Pages
PP.9, PP.10



Activity Page PP.11



Crossword Puzzle

- Ask students turn to Activity Pages PP.13 and PP.14.
- Students should choose one word from the word box to complete each clue.

Fill in the Blank

- Ask students to turn to Activity Page PP.15.
- Students should read each sentence and write a word from the word box to complete the sentence.

MIXED PRACTICE

Yes or No?

- Have students to turn to Activity Page PP.16.
- Students should read each question and write *yes* or *no* to each.

Match the Picture

- Ask students to turn to Activity Page PP.17.
- Students should write the correct word under each picture.

Circle the Spellings

- Ask students to turn to Activity Page PP.18.
- Students should circle the spelling of a word matching the picture.

Activity Pages
PP.12– PP.15



Activity Pages
PP.16–PP.19



Activity Pages
PP.20–PP.23



Activity Pages
PP.24–PP.40



Match the Words

- Ask students to turn to Activity Page PP.19.
- Students should write the correct word under each picture.

SPELLING

Follow-Up Practice

- Activity Pages PP.20–PP.23 provide practice targeted to the specific words for each week.

GRAMMAR

Circle the Nouns

- Ask students to turn to Activity Page PP.24.
- Students should read the sentences and circle the nouns.

Change Common Nouns to Proper Nouns

- Ask students to turn to Activity Pages PP.25 and PP.26.
- Students should read the sentences and change the underlined nouns to proper nouns. Remind students that all proper nouns begin with a capital letter.

Find and Fix

- Ask students to turn to Activity Page PP.27.
- Students should read the story and find the proper nouns that need capital letters, and write the correction above the proper noun.
- Remind students that all proper nouns begin with a capital letter.

Sort the Nouns

- Ask students to turn to Activity Page PP.28.
- Students should read the story on PP.27 to find both the proper and common nouns and record them on Activity Page PP.28.

Identify Common and Proper Nouns

- Ask students to turn to Activity Page PP.29.
- Students should read the sentences. Students should then circle the common nouns and draw a box around the proper nouns in each sentence.

Make the Plurals

- Ask students to turn to Activity Page PP.30.
- Students should read the words and then create plurals for each word.

Make the Plurals

- Ask students to turn to Activity Pages PP.31 and/or PP.32.
- Students should read the sentences and/or words. Students should then rewrite the sentence and make the underlined nouns and/or words into plurals.

Synonyms and Antonyms

- Have students turn to or tear out any combination or single Activity Pages PP.33–PP.36.
- Ask students to select a word from the word box to write on the line beside the numbered word.

Action Verbs

- Remind students that a verb is a doing word, a word that describes something somebody is doing, did, or will do.
- Have students turn to Activity Page PP.37.
- Ask students to draw a wavy line under the action verb in each sentence.

Mixed Review

- Have students turn to Activity Pages PP.38 and PP.39.
- Ask students to follow the directions on the activity pages.
- Students should circle the nouns and underline the verbs.

Adding *-ed* and *-ing*

- Have students turn to Activity Page PP.40.
- Ask students to read the sentences.
- Students should add *-ed* or *-ing* to the word under the blank and write it in the sentence.



WRITING

Interview

- Have the students tear out Activity Page PP41.
- Students should pretend they are the writer of a magazine similar to *Kids Excel*.
- Students should write facts about a person they would like to interview.
- Alternately, students could interview a real person.

Free Writing

- Students could do any/all of the following, depending on interest or need:
 - Write on a topic or respond to a prompt provided by you.
 - Write a letter to or a story about Mr. Mowse.
 - Using Activity Page PP.42, write a story containing any of the following /ue/ words (*music, continue, argue, confused, used, argument*).
 - Using Activity Page PP.43, write a story containing any of the following /oe/ words (*robot, goat, cockroach, nose*, or any other words with the /oe/ sound).
 - Using Activity Page PP.44, write a story containing any of the following /ae/ words (*pay, playground, paper, airplane*).
- We encourage you to accept phonemically plausible spelling in drafts.

READ TRICKY WORDS

Green Light, Yellow Light

- Print 100% decodable words on green card stock and Tricky Words on yellow card stock.
- Cut out the words to create flash cards.
- Explain to students the words printed on green paper are regular and can be read via blending. Green means go!
- Explain to students the words printed on yellow paper are tricky. Yellow means proceed with caution!
- Shuffle the cards and show them to students one at a time.

Green Cards

- | | | |
|-----------|-----------|---------------|
| 1. also | 9. goes | 17. pair |
| 2. always | 10. going | 18. play |
| 3. both | 11. hold | 19. say |
| 4. coat | 12. know | 20. so |
| 5. cold | 13. may | 21. thank |
| 6. day | 14. no | 22. want |
| 7. don't | 15. open | 23. way |
| 8. go | 16. over | 24. yesterday |

Yellow Cards

- | | | |
|----------|------------|------------|
| 1. the | 16. where | 31. by |
| 2. a | 17. why | 32. have |
| 3. he | 18. once | 33. here |
| 4. she | 19. one | 34. who |
| 5. we | 20. two | 35. are |
| 6. be | 21. could | 36. were |
| 7. me | 22. would | 37. they |
| 8. was | 23. should | 38. their |
| 9. of | 24. there | 39. word |
| 10. from | 25. said | 40. some |
| 11. to | 26. says | 41. been |
| 12. do | 27. I | 42. minute |
| 13. down | 28. you | 43. work |
| 14. how | 29. your | |
| 15. what | 30. my | |

Tricky Word Match Maker

Note: This game is best played in small groups or in centers.

- Write six to twelve Tricky Words on small cards, one word per card, two cards for each word.
- Shuffle the cards and lay them facedown on the table.

- Have students turn over two cards at a time, attempting to find matching cards.
- If a student finds a match, he or she keeps the cards until the game ends.
- Let the game continue until all matches have been found.
- Use any of the Tricky Words listed under Green Light, Yellow Light.

Tricky Word Beanbag Toss

Note: This game is best played in small groups or work stations.

- Write some Tricky Words on large cards. Place the cards faceup on the floor.
- Hand a beanbag to a student and explain that he or she should toss the beanbag toward the cards.
- Have the student read the Tricky Word card that the beanbag hits or lands closest to.
- Continue until all students have had their turn.

Tricky Word Clues

- On the board/chart paper, write three to six Tricky Words that have been previously introduced.
- Choose one word and then give students clues about that word.
- Clues could include the number of letters in the word, what the first and/or last letter in the word is, synonyms or antonyms, and what part of the word is tricky.
- Once students have found the right word, ask them to use it in a sentence.

ADDITIONAL READING PRACTICE

Wiggle Cards

- Make a set of large cards with decodable sentences written on them. Each word or phrase should describe a motion or activity that the students can act out.
- Show students a Wiggle Card, have them read it, and let them perform the action.
- Use the Wiggle Cards between activities and to fill odd moments in the day.
- Use any of the Wiggle Cards listed in the lessons for Units 1–3.

Reading Time

- Many students should also be ready to read trade books.

Story Questions

- There are comprehension question sheets (PP.45–PP.50) for each of the remaining *Kids Excel* stories. You may choose any combination or all of the stories for students to read and answer the questions.

OPTIONAL FLUENCY ASSESSMENT

- A fluency assessment titled “The Slug Trainer” is included in Teacher Resources.
- This assessment is for your use as a progress monitoring tool for struggling students. It is intended for limited use at your discretion.

Activity Pages
PP.45–PP.50



Teacher Resources

Grade 2	Skills 3
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Teacher Guide

Teacher Resources

Spelling Tree Leaf Template

Spelling Tree Odd Duck Template

Spelling Alternatives Observation Record (/ae/, /oe/)

Spelling Alternatives Observation Record (/ie/, /ue/)

Discussion Questions Observation Record—Unit 3

Anecdotal Reading Record—Unit 3

Lesson 5: Spelling Analysis Directions

Lesson 5: Spelling Analysis

Lesson 10: Spelling Analysis Directions

Lesson 10: Spelling Analysis

Lesson 15: Spelling Analysis Directions

Lesson 15: Spelling Analysis

Lesson 20: Spelling Analysis Directions

Lesson 20: Spelling Analysis

Mid-Point Word Recognition Assessment Analysis—Unit 3

Sunshine the Mule Game Board and Cards

The Writing Process

The Five Ws

Mr. Mowse's Planning Template

Mr. Mowse's Draft

Optional Fluency Assessment—"The Slug Trainer"

W.C.P.M. Calculation Sheet—Unit 3

Word Recognition Assessment Record Sheet—Unit 3

Reading Comprehension Assessment Record Sheet—Unit 3

Grammar Assessment Record Sheet—Unit 3

Additional Support Activity Pages

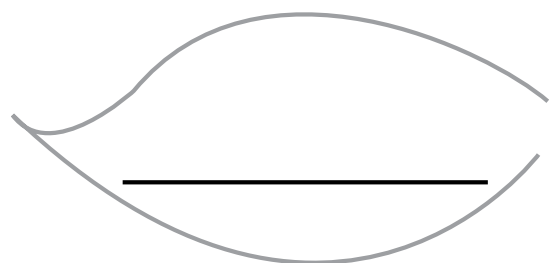
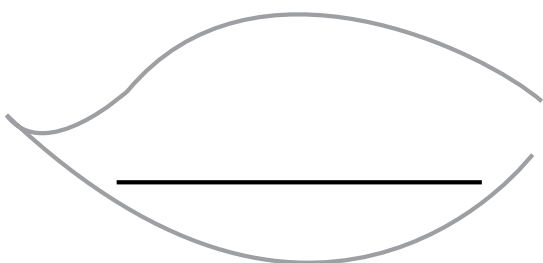
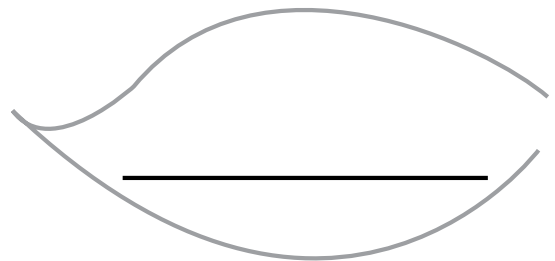
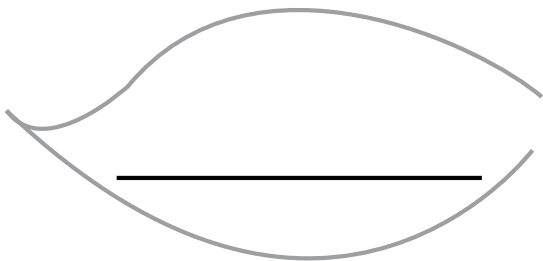
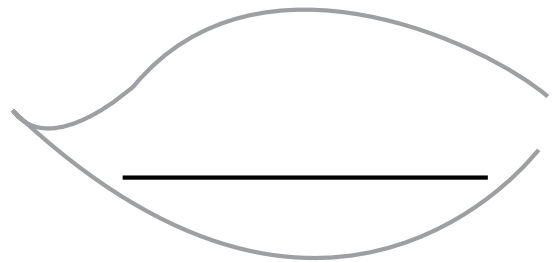
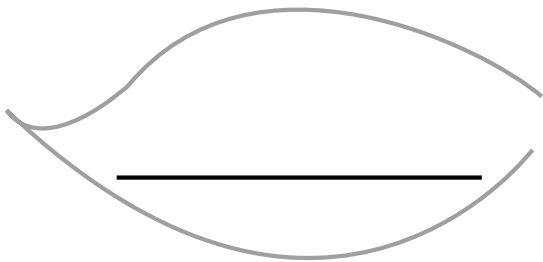
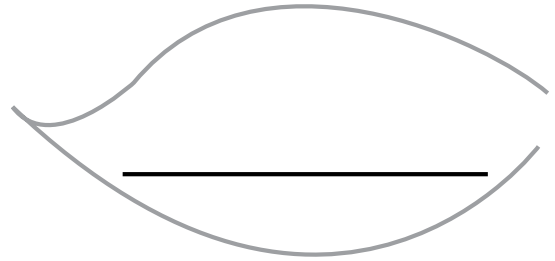
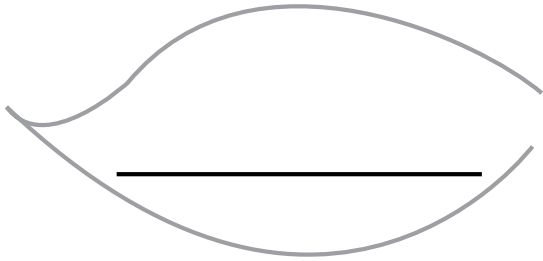
Activity Book Answer Key

Appendix: Using Chunking to Decode Multisyllable Words

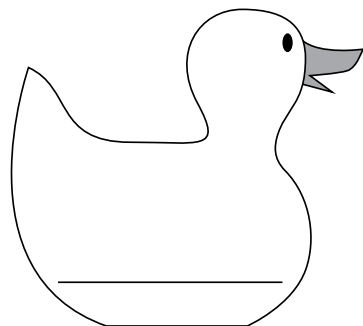
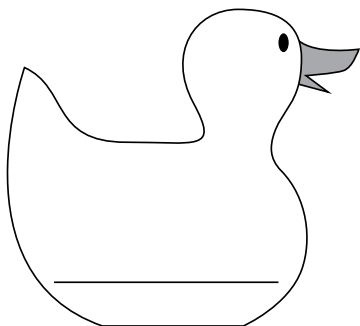
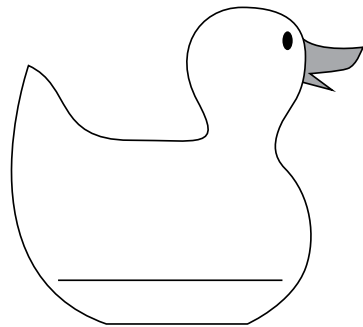
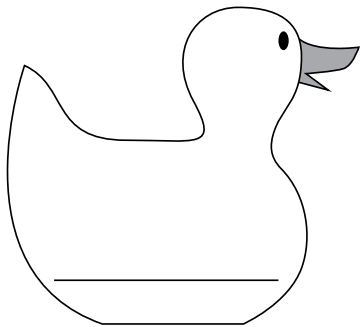
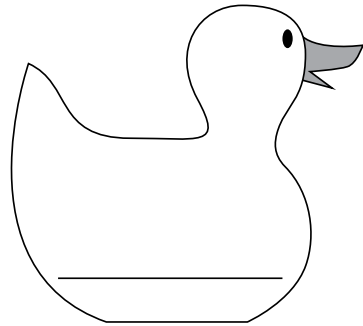
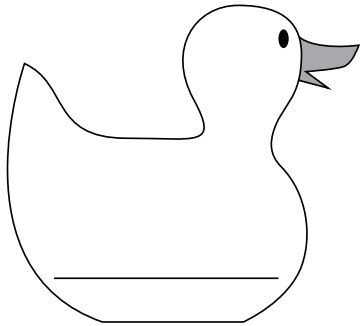
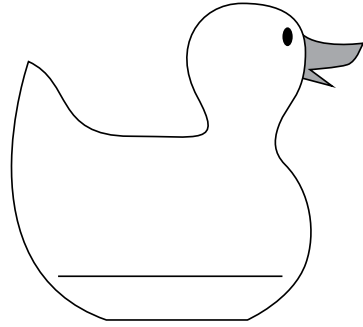
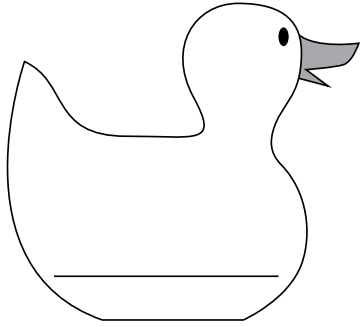
Texas Essential Knowledge and Skills Correlation Chart

English Language Proficiency Standards Correlation Chart

SPELLING TREE LEAF TEMPLATE



SPELLING TREE ODD DUCK TEMPLATE



ANECDOTAL READING RECORD—UNIT 3

Name:

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

LESSON 5: SPELLING ANALYSIS DIRECTIONS

At a later time today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. The directions below will help you to understand any new or persistent patterns among individual students.

- Write students' names in the column provided.
- Place an X in the column of any word students did not spell correctly.
- Students missing more than one for items 1–3 may need help with 'er'; students missing more than one for items 4–6 may need help with 'or'; students missing more than one for items 7–9 may need help with 'ar'. The Pausing Point from Unit 2 provides practice for r-controlled vowels.
- If students misspelled the words *sister* and *letter*, they may be having difficulty with medial vowel sounds.
- If students miss the *-ed* for the word *started*, they might be having difficulty with the *-ed* suffix. Unit 2 covered the *-ed* suffix.
- If students missed the Tricky Word, look back on previous spelling assessments and classroom work. Are Tricky Words consistently an area of weakness? If so, the Pausing Points in Units 1 and 2 provide resources.
- If students misspelled several of the two-syllable words (*sister*, *letter*, *expert*, *backyard*), they may benefit from targeted practice in which they first break multi-syllable words into chunks, drawing a line for each syllable, and then go back to spell the word syllable by syllable.

LESSON 10: SPELLING ANALYSIS DIRECTIONS

- Write students' names in the column provided.
- Place an X in the column of any word students did not spell correctly.
- Students missing more than one for items 1–4 may need help with 'g' as /j/ or /g/; students missing more than one for items 5–9 may need help with 'c' as /k/ or /s/. The Pausing Point from Unit 2 has practice for these spelling alternatives.
- If students missed the Tricky Word, look back on previous spelling assessments and classroom work. Are Tricky Words consistently an area of weakness? If so, Pausing Points in Units 1 and 2 provide extra work for this area.

LESSON 15: SPELLING ANALYSIS DIRECTIONS

- Write students' names in the column provided.
- Place an X in the column of any word students did not spell correctly. If students misspelled a vowel sound, you might also want to note the incorrectly spelled vowel.
- If students misspelled the beginning sounds of any words in items 1–3, provide practice reading and spelling 'kn' as /n/; items 4–5, 'wr' as /r/; items 6–7, 'wh' as /w/; items 8–9, 'qu' as /kw/.
- Also examine misspellings for patterns related to the addition of suffixes.
- There is a Spelling Follow-Up section in the Pausing Point providing practice for students. You may wish to target certain items or have students complete the whole sheet with your guidance.

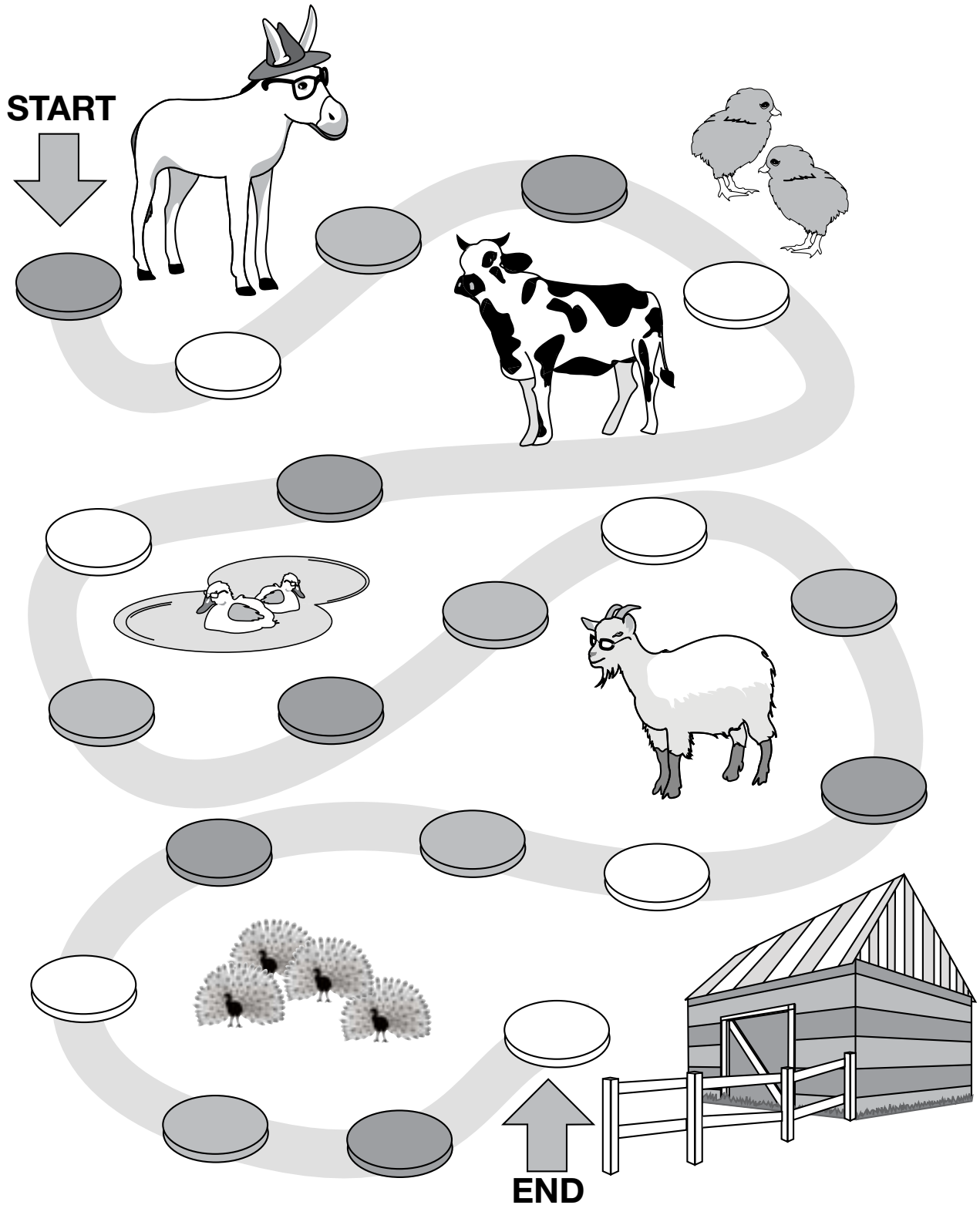
Spelling Word	Possible Error
knotted	notd
knitting	nitng
knocked	noked
wringing	renging
wronged	rawngd
whipped	whipt
whined	wined
quitting	kwiting
quacked	kwakd
all	awl

MID-POINT WORD RECOGNITION ASSESSMENT ANALYSIS—UNIT 3

If students made errors on the following items:	Then they may need extra work on these features:
1 and 11	'ay' > /ae/
2	'a_e' > /ae/
3 and 5	'ai' > /ae/
4 and 14	'a' > /ae/
6 and 16	'oe' > /oe/
7, 12, and 17	'o_e' > /oe/
18	'ie' > /ie/
9 and 10	'i_e' > /ie/
8, 13, and 20	'i' > /ie/
15	'oa' > /oe/

Sunshine the Mule

Help Farmer Chester get Sunshine the Mule back to the barn!



Directions: Copy and cut apart question cards.

Would you kiss a mule?	Do you add in a math unit?	Can corn on the cob rescue you? 
Is a unicorn real?	Are we in the United States?	Should you argue with your mom?
Is the moon red?	Does a unicorn have 3 horns?	Do mules wear uniforms?
Can a mule sing a song?	Can a boy be named Sue?	Do you eat bacon in the bathtub?
Can you place mail in a mailbox?	Can you read a menu at a diner?	If you are seen in public, are you hiding?
Can a cucumber play a song?	Is a tulip a sort of food?	Can it be humid on a hot summer day?
Can a cute cat pat a dog?	Can a unicorn use a crayon?	Can you argue with a spider?
Can you write with a pencil on paper?	Are you using your brain?	Can you eat corn on a cob?

Would you use a stick to cut a slice of cake?	Can a mule point to a book?	Could a powerful king wear a crown? 
Can you cook an ice cube?	Can a cow be rescued by an ant?	Can you play music with an ice cube?
Can a mouse count out loud?	Could a huge egg-plant be in a garden?	Could you hear the TV if it is on mute?
Can a TV dance in a garden?	Can you eat a cube of fudge?	Would an ice cube start a fire?
Can you eat a raisin?	Would a dog rescue a shark?	Would a cube of ice be a good snack?
If your book is overdue, do you have to pay a fine?	Can you act sad?	Can a mule dance a jig?
Are you a cube?	Have you patted a unicorn?	Can you knit a set of books?
Can you dance to the music?	Can beans have three wheels?	Are you a duck?

LESSON 20: SPELLING ANALYSIS DIRECTIONS

- These words present a particular challenge for analysis due to the twofold nature of the assessment. When analyzing students' results this time, you need to look at two things: First, did the student write the correct word for the concept (antonym or synonym)? Second, did the student spell the word correctly?
- If students made mistakes on the concept of synonyms or antonyms, there is ample practice provided in the Pausing Point pages to assist you in planning lessons.



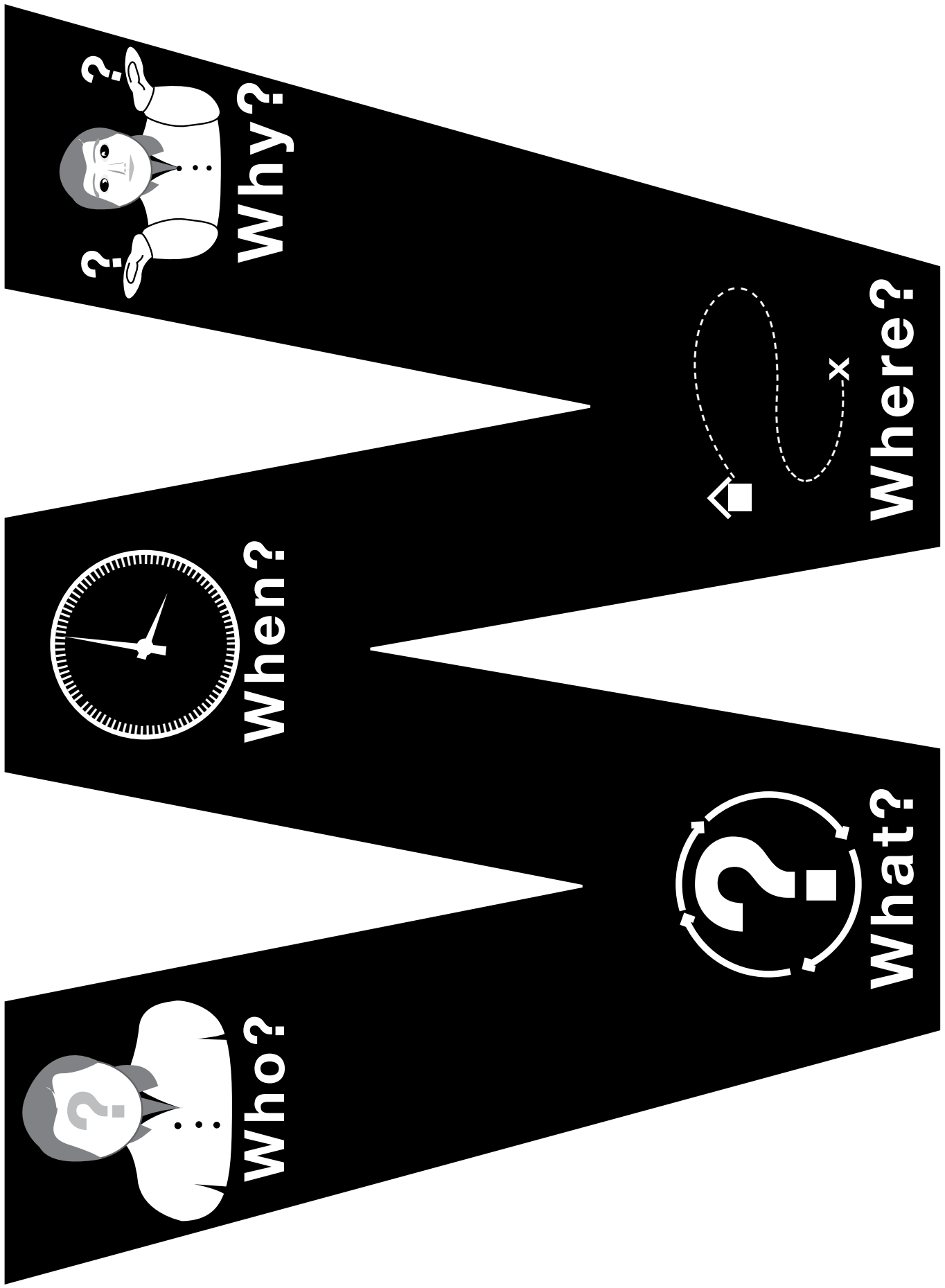
PLAN



DRAFT



EDIT



Name: Mr. Mowse

Title: Gud fud at Karols	
Characters	Setting
Me	Karols howse
Plot	Beginning
	Keds red Keds Xcel
	Middle
	Went Karols howse 8 kakes
	End
tum tum herts	

I hav been lisning to the clas reading kids xcel. I wish thay wud let me read that book. If I were going to rite a tale abut wut I xcel at – I wud rite about how I xcel at chewing holes n things. Jus last evening I went to Karols howz and had a gud time. She has the best food of aneone who has ever lived in that howz. I like her dawg. Her dawg is too scared to git me. But her dog barks when it hears me chueing. I like to chomp on the corn chips. While Karol was at wurk todae I ate all uv her Kakes. My tummy hert after that but I hope she will make more Kakes soon. I think I will nvite my buds to live at Karols howz. Her howz is nice and warm when it is cool outside.

The Slug Trainer

7 Sunday I went to a slug race.

18 My pal was Paul Gumfish. Paul is ten. He keeps slugs
31 as pets. He has sixteen slugs. Paul is a slug trainer. He has
42 been training slugs since he was nine. In August one of his
52 slugs took the top prize in a slug race.

55 “Paul,” I said.

60 “Call me Coach,” Paul said.

67 “Okay, Coach. Which slug is the fastest?”

74 Paul pointed to his prize-winning slug.

81 “His name is King David,” Paul said.

88 “Why is he so fast?” I asked.

97 Paul said, “He just is. Want to hold him?”

101 “No thanks,” I said.

114 Next Paul took out a race track. It was a box with two
127 plastic pipes sticking out of it. Paul said that the box is like
141 a slug hotel. It’s a place for the slugs to hang out until it
154 is time to race. When the gates of the box are opened, the
165 slugs make their way down the pipes. They race side by
173 side until they get to the finish line.

Paul set two slugs in the box. He sprayed water on them to keep them moist. Then he set some slug food at the end of the pipes.

Paul opened the gates and shouted, "Go, slugs, go!"

Then we watched and waited. After five minutes the two slugs had made their way out of the box and into the pipes.

"Is that King David?" I asked.

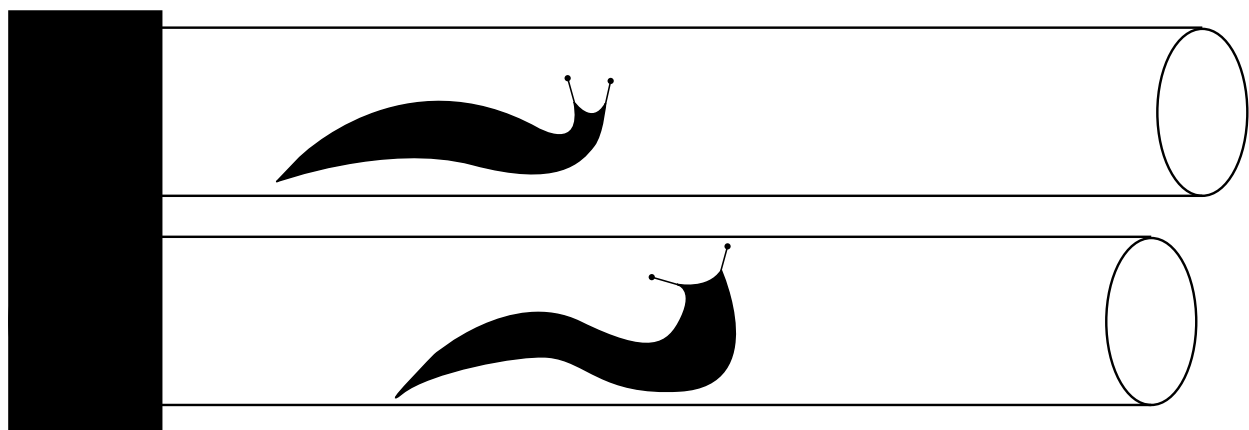
Paul nodded.

"He's the fast one?" I asked.

"He starts by just creeping along but finishes fast," Paul said.

The slugs inched their way down the track. They were just creeping along! I sat with Paul for fifteen minutes. At last King David made it to the end of the pipe.

"King David is the winner!" said Paul.



W.C.P.M. CALCULATION SHEET—UNIT 3

Student: _____

Date: _____

Story: *The Slug Trainer*

Total words in story (including title): 300

<p>Words</p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> Words Read </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> Uncorrected Mistakes </div> <hr style="width: 100%; margin: 5px 0;"/> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> Words Correct </div>	<p>Time</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 50%;">Minutes</td> <td style="text-align: center; width: 50%;">Seconds</td> <td></td> </tr> <tr> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: right;">Finish Time</td> </tr> <tr> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: right;">Start Time</td> </tr> <tr> <td colspan="2" style="text-align: center; border-top: 3px double black; border-bottom: 3px double black; height: 10px;"></td> <td></td> </tr> <tr> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: right;">Elapsed Time</td> </tr> <tr> <td colspan="2" style="text-align: center; padding: 10px 0;"> $(\square \times 60) + \square = \square$ </td> <td style="text-align: right; vertical-align: middle;">Time in Seconds</td> </tr> </table>	Minutes	Seconds				Finish Time			Start Time						Elapsed Time	$(\square \times 60) + \square = \square$		Time in Seconds
Minutes	Seconds																		
		Finish Time																	
		Start Time																	
		Elapsed Time																	
$(\square \times 60) + \square = \square$		Time in Seconds																	
<p>WCPM</p> <div style="display: flex; align-items: center; justify-content: center; margin: 10px 0;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> <div style="font-size: 2em; margin: 0 10px;">÷</div> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> <div style="font-size: 2em; margin: 0 10px;">×</div> <div style="font-size: 2em; margin: 0 10px;">60</div> <div style="font-size: 2em; margin: 0 10px;">=</div> <div style="border: 1px solid black; width: 60px; height: 40px; margin-left: 10px;"></div> </div> <div style="display: flex; justify-content: space-around; width: 100%; margin-top: 5px;"> Words Correct Time in Seconds WCPM </div>																			

Compare the student's W.C.P.M. score to national norms for Winter of Grade 2 (Hasbrouck and Tindal, 2006):

90th percentile: 125 W.C.P.M.

75th percentile: 100 W.C.P.M.

50th percentile: 72 W.C.P.M.

25th percentile: 42 W.C.P.M.

10th percentile: 18 W.C.P.M.

Additional Support Activity Pages

Grade 2	Skills 3
---------	----------

Teacher Guide

NAME: _____

DATE: _____

TR 1.1

Word Block

					Player Two Cards
					place cards here
					place cards here
					Player One Cards




NAME: _____

DATE: _____

TR 1.2

Word Block Word Cards

Directions: Copy and then cut cards apart.

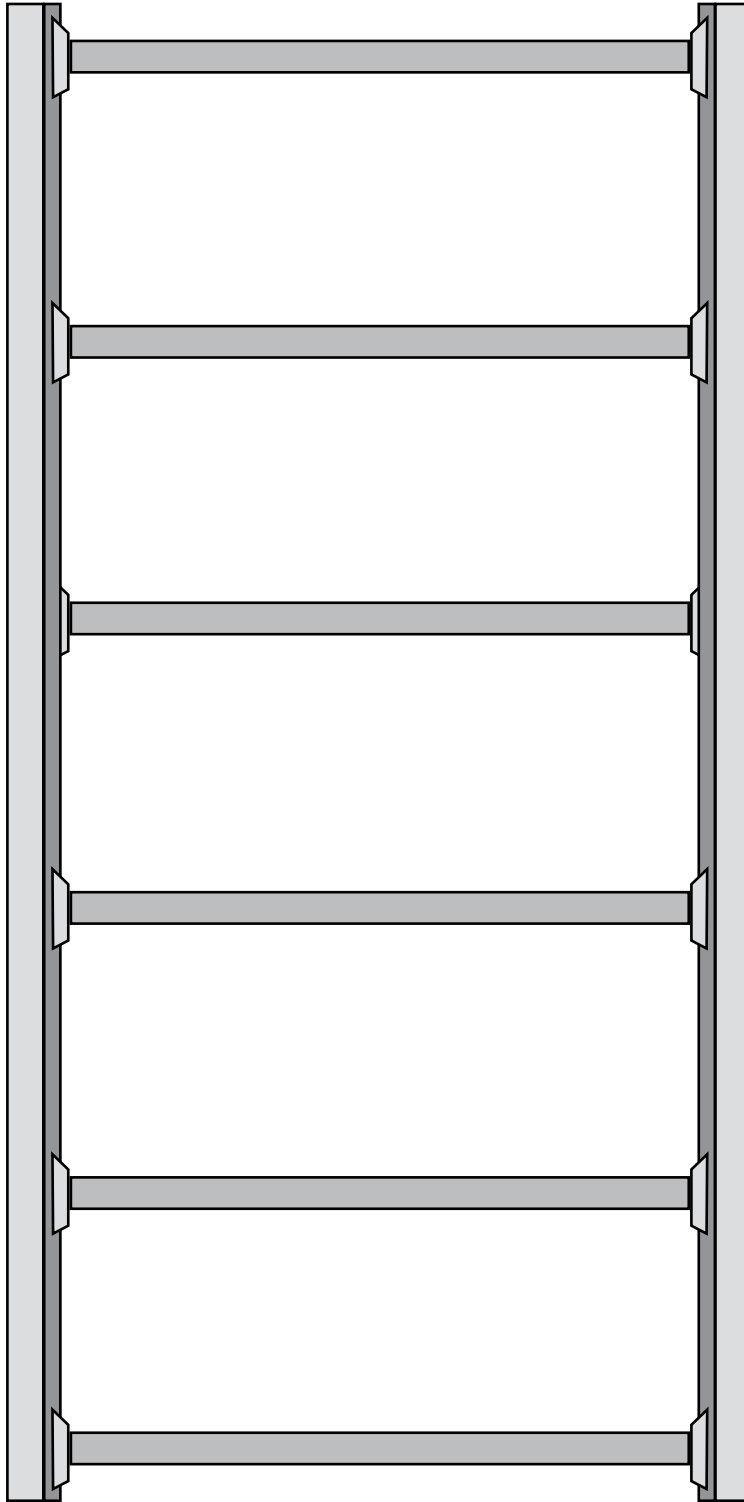
at	but	by	do	have	here
keep	let	look	must	my	not
off	once	one	pull	said	says
see	so	tell	there	to	us
was	went	were	what	when	where
which	who	why	yes	you	your 

NAME: _____

DATE: _____

TR 2.1

Race to the Top



NAME: _____

DATE: _____

TR 2.2

Race to the Top Word Cards /ae/ >'ai'

aim

braid



brain

chain

drain

fail

faint

gain

grain

nail

Directions: Copy and then cut apart word cards.

NAME: _____

DATE: _____

TR 2.2

CONTINUED

Race to the Top Word Cards /ae/ >'ai'

paid

pain



paint

plain

rail

raisin

sail

snail

train

wait

NAME: _____

DATE: _____

TR 2.3

Fill in the Blank

day

stay

play

may

hay

pay

say

Directions: Have students choose the best word to complete the sentence.

1. I just stopped by to _____ "Hi!"
2. The sun is out so it will be a nice _____ .
3. Can you _____ and _____ a game with me?
4. _____ I help bake the cake?
5. We went to the farm for a ride in the _____ .
6. We will paint the fence if you _____ us ten bucks.

NAME: _____

DATE: _____

TR 2.4

Scrambled Sentences

Kay

is

getting



her

face

painted

.

The

mouse

is

in

grave

danger

!

Directions: Make a copy and cut apart the word cards.


NAME: _____

DATE: _____

TR 2.4

CONTINUED

Scrambled Sentences

James	is	playing 
with	his	train
.		

NAME: _____

DATE: _____

TR 2.5

Practice Reading /ae/

Wait, Snail, Wait!

Wait, snail, wait! Do not go so fast!

You could get a ticket and have to go to jail.

Wait, snail, wait!

Do not go on the trail.

You could get a pain in your tail.

You could get your tail stuck in a chain.

Wait, snail, wait!

NAME: _____

DATE: _____

TR 3.1

Word Cards for Roll, Flip, Read ('ay')

Directions: Make one copy for each student. Cut out cards and write numbers on the back of each card.

bay

birthday 

clay

day

delay

essay

gray

hay

hurray

jay

lay

may

NAME: _____

DATE: _____

TR 3.1

Word Cards for Roll, Flip, Read ('ay')

Kay	pay 
play	pray
ray	say
spray	stay
stray	tray
way	X-ray

NAME: _____

DATE: _____

TR 3.2

Sentence Strips

1. Do not be scared to say you can't.



2. The mailman explained that the mail was late.

3. There is a big stain on the cape but not on the cap.

4. The waitress made a mistake and gave us grapes, so we did not have to pay.

5. Can you stay and wait for me by the lake?

Directions: Copy and cut out the sentence strips.

NAME: _____

DATE: _____

TR 3.2

CONTINUED

Sentence Strips

6. Dad ate the snails but I said,
“No way!”



7. The tail of the snake started to
shake!

8. What will we use for bait when
we fish in the bay?

9. I tasted the raisins in the snack.

10. The man put a chain on the
gate.


NAME: _____

DATE: _____

TR 4.1

Word Block Word Cards

Directions: Copy template and then cut cards apart.

maze	bake	brake	cave	fake	flake
grave	gave	late	made	name	pail
pale	pane	pave	plane	race	rake
sale	same	shape	slate	snake	state
tail	take	tape	wake	waste	whale 

NAME: _____

DATE: _____

TR 4.2

Sentence Strips for /ae/

1. Raindrops fell all day on the pavement.



2. The painter placed his pail of paint next to the mailbox.

3. The airplane came down the runway.

4. The waiter gave us a tray of hot dogs with some plates.

5. I wish I could see a mermaid in the sea.

Directions: Copy and cut out the Sentence Strips.

NAME: _____

DATE: _____

TR 4.2

CONTINUED

Sentence Strips for /ae/

6. We played with crayons.



7. When I stepped on the nail, I
felt a lot of pain.

8. The dog escaped from the
basement.

9. My mom made a cake for my
birthday.

10. We went for a sail on the lake.

NAME: _____

DATE: _____

TR 5.1

Race Against the Clock Word Cards

mermaid

paper



cake

ray

train

acorn

snail

waving

snapped

rainstorm

Directions: Make a copy and cut out the word cards.

NAME: _____

DATE: _____

TR 5.1

CONTINUED

Race Against the Clock Word Cards

ape

batboy



subway

grade

may

taper

crab

painter

lapping

daytime

NAME: _____

DATE: _____

TR 5.1

CONTINUED

Race Against the Clock Word Cards

baking

wait



play

grab

pain

naptime

stay

mail

basic

payment

NAME: _____

DATE: _____

TR 5.2

Word Cards for Progress Monitoring 1

chain	sail	rake
shade	later	hay
plane	stay	acorn
aim	habit	after

NAME: _____

DATE: _____

TR 5.3

Record Sheet for Progress Monitoring 1

Word	Student Pronunciation				
Sample: chain					
1. shade	/sh/	/ae/	/d/	-	____/1
2. plane	/p/	/l/	/ae/	/n/	____/1
3. sail	/s/	/ae/	/l/	-	____/1
4. later	/l/	/ae/	/t/	/er/	____/1
5. stay	/s/	/t/	/ae/	-	____/1
6. habit	/h/	/a/	/b/	/i/ /t/	____/1
7. rake	/r/	/ae/	/k/	-	____/1
8. hay	/h/	/ae/	-	-	____/1
9. acorn	/ae/	/k/	/or/	/n/	____/1
10. after	/a/	/f/	/t/	/er/	____/1
11. aim	/ae/	/m/	-	-	____/1
Total Correct					____/11

Note: Student performance with all phonemes should be noted for evaluation; however, only the following sound/spellings are scored for this assessment.

/ae/ > 'ay' (5,8) ____/2

/ae/ > 'a' (4,9) ____/2

/ae/ > 'ai' (3,11) ____/2

/a/ > 'a' (6,10) ____/2

/ae/ > 'a_e' (1,2,7) ____/3

NAME: _____

DATE: _____

TR 7.1

Fill in the Blank

goal

coal

throat

soak

goats

roast

soap

toads

Directions: Have students choose the best word to complete the sentence.

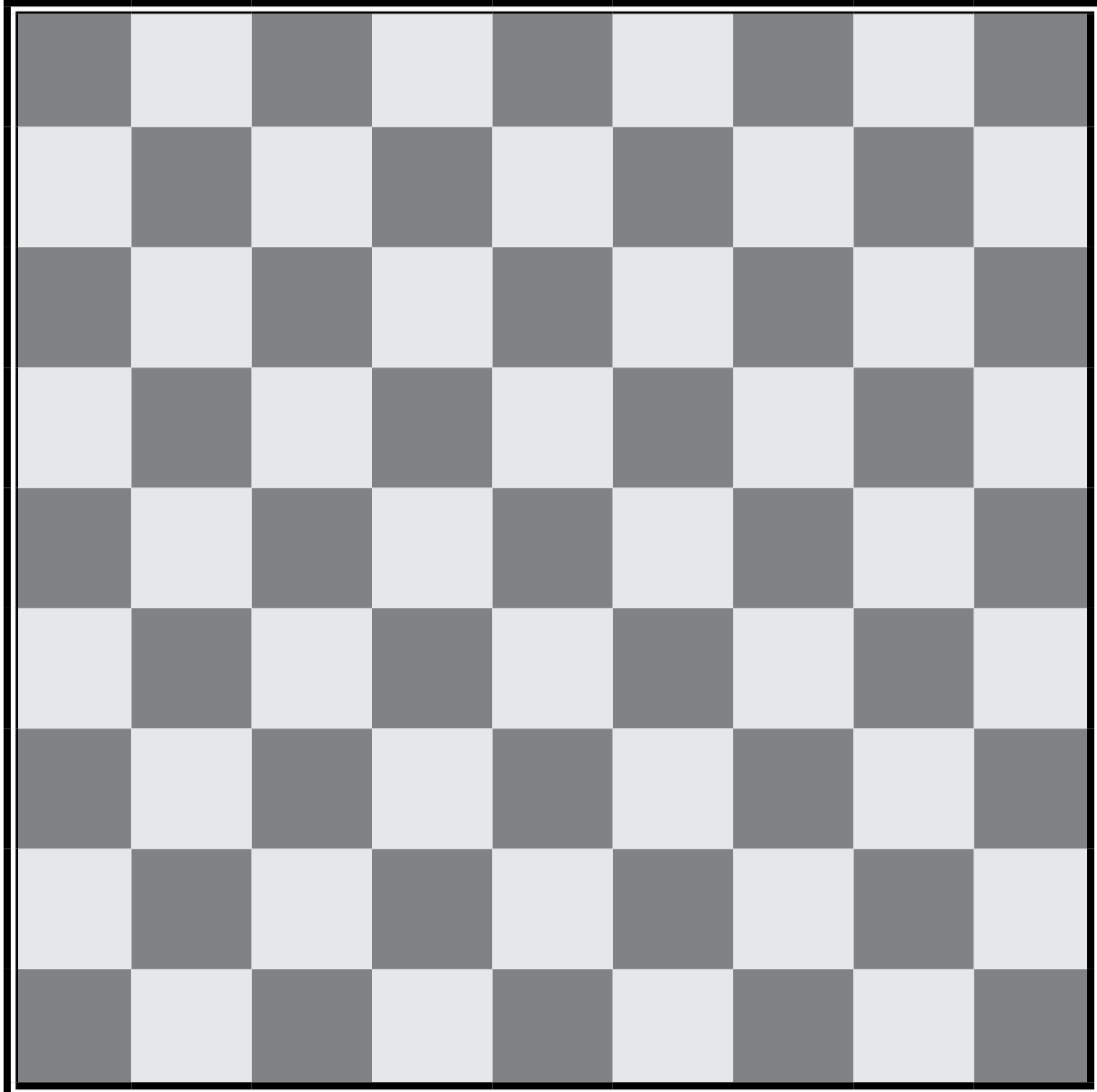
1. I need some _____ to clean my hands.
2. My _____ is sore when I sip my drink.
3. The farmer's _____ eat a lot of hay.
4. Mom had to _____ our socks to get mud out.
5. When we go camping we _____ hot dogs.
6. The princess had to kiss a lot of _____ .
7. You won't make a _____ if you don't take a shot.
8. The old train ran on black _____ .

NAME: _____

DATE: _____

TR 7.2

Checkers

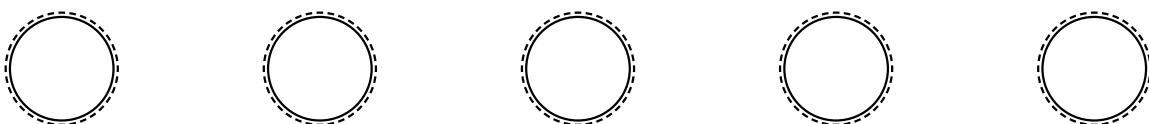
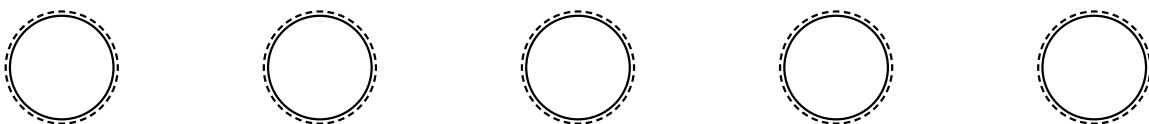
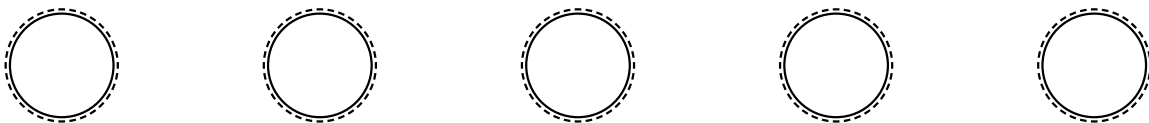
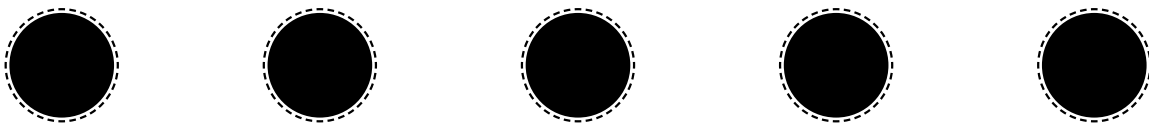
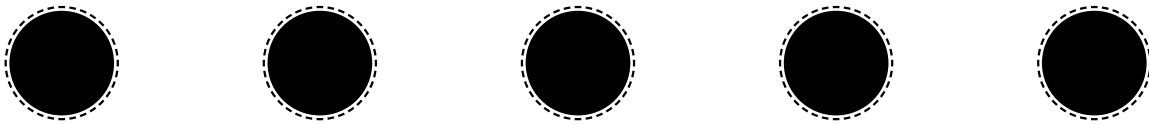
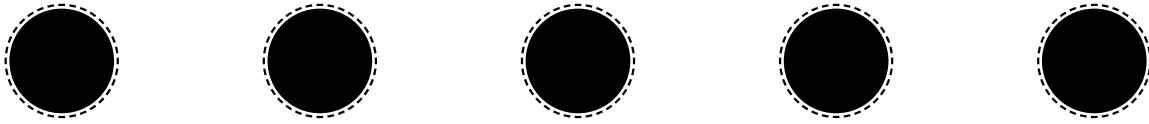


NAME: _____

DATE: _____

TR 7.3

Checkers Pieces



NAME: _____

DATE: _____

TR 7.4

Checkers Word Cards /oe/ >'oa'

boat

coach



coal

coast

coat

croak

float

foam

goal

goat

groan

load

loaf

loan

Directions: Copy and cut out the words.

NAME: _____

DATE: _____

TR 7.4

Checkers Word Cards /oe/ >'oa'

moan

oak



oats

poach

roach

road

roam

roast

soak

soap

throat

toad

toast

toaster

NAME: _____

DATE: _____

TR 7.5

Sentence Strips

1. The waiter gave us plates for our toast.

2. The toad made a croak and I made a groan.

3. I bet there is a letter for me in the mailbox.

4. The team swam ten laps in the pool.

5. Dad got eggs and milk to make pancakes.

6. The acorn fell from the tree and rolled into the road.

Directions: Copy and cut out the sentence strips.

NAME: _____

DATE: _____

TR 8.1

Journey Through Space (Steal a Card)



Steal a Card 

Steal a Card 

Steal a Card 

Steal a Card 

Steal a Card 

Steal a Card 

Steal a Card 

Steal a Card 

Steal a Card 

Steal a Card 

Directions: Copy the template several times.

NAME: _____

DATE: _____

TR 8.2

Journey Through Space (Second Turn)



Take Another Turn 

Take Another Turn 

Take Another Turn 

Take Another Turn 

Take Another Turn 

Take Another Turn 

Take Another Turn 

Take Another Turn 

Take Another Turn 

Take Another Turn 

Directions: Copy the template several times.

NAME: _____

DATE: _____

TR 8.3

Journey Through Space Word Cards

bone

rope



home

close

hole

note

stone

pose

hope

tone

Directions: Copy and cut out the word cards.

NAME: _____

DATE: _____

TR 8.3

CONTINUED

Journey Through Space Word Cards

slope

rode



joke

lone

goes

Joe

doe

toe

foe

woe

NAME: _____

DATE: _____

TR 8.4

Crossword Puzzle

coat	broke	home	over	open
coach	hole	moaned	smoke	soap

Directions: Have students choose the best word to complete each clue.

Side-to-side

- When winter is _____, it is spring.
- There is _____ from the fire.
- I need some _____ to clean my hands.
- Is the gate _____?
- There is a _____ in my pocket.

Down

- I _____ mom's vase when I dropped it.
- I _____ when I broke my leg.
- The soccer _____ is Mister Dave.
- I would like to go _____ after class.

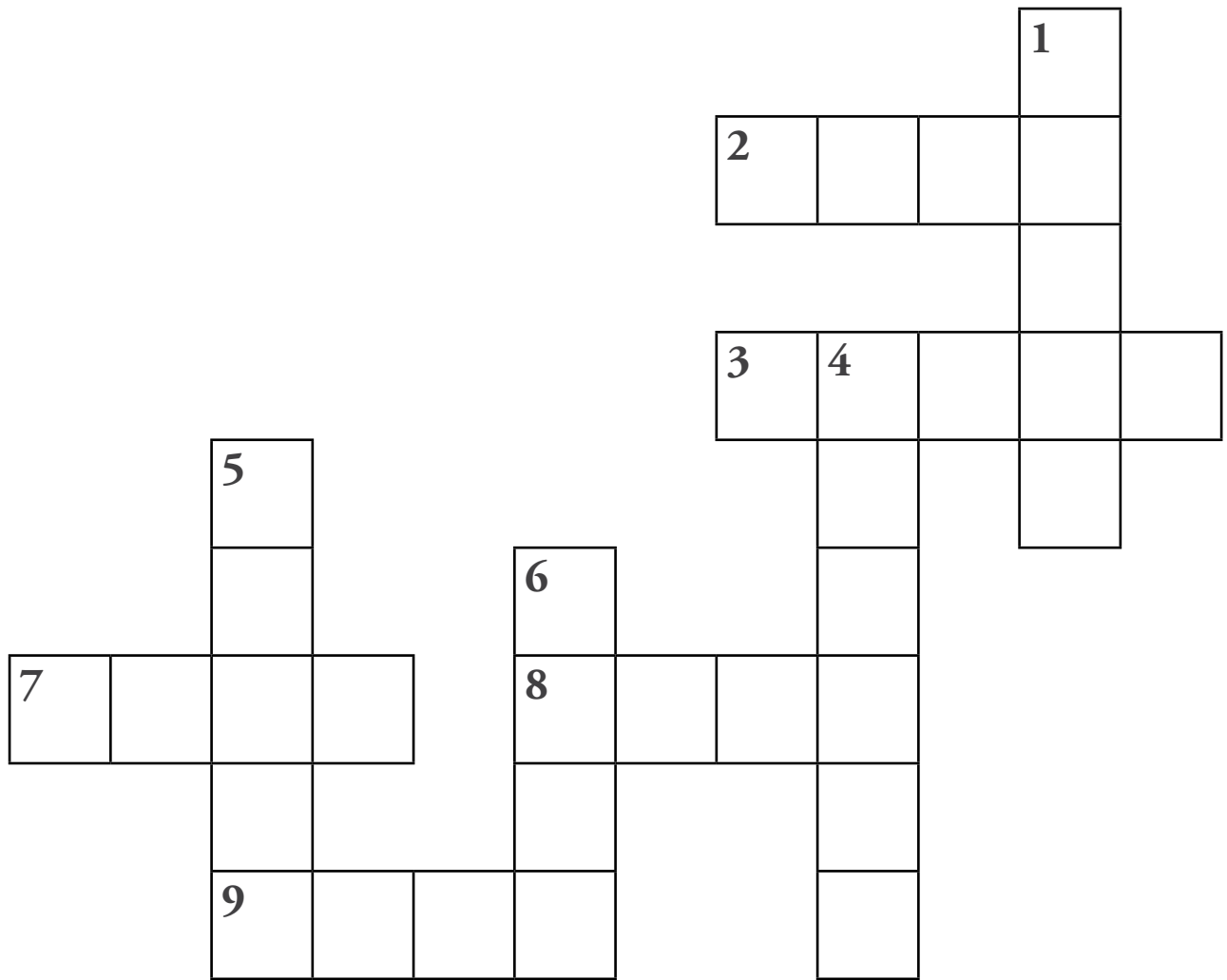
NAME: _____

DATE: _____

TR 8.4

CONTINUED

Crossword Puzzle



NAME: _____

DATE: _____

TR 9.1

Roll, Flip, Read Word Cards Tricky Spelling 'o'

Directions: Copy and cut out the word cards. Write a number on the back of each card.

open

politics 

rotate

locate

donate

romantic

protect

lobster

polite

program

jumbo

polish

NAME: _____

DATE: _____

TR 9.1

CONTINUED

Roll, Flip, Read Word Cards Tricky Spelling 'o'

object

robin



modern

moment

solar

bonnet

robot

comic

tots

motto

solo

locate

NAME: _____

DATE: _____

TR 9.1

CONTINUED

Roll, Flip, Read Word Cards Tricky Spelling 'o'

bonus

frozen



hotel

solid

omit

hippo

NAME: _____

DATE: _____

TR 9.2

Scrambled Sentences for /oe/

We

rode

the

boat

to

the

cove

by

the

bay

.

Did

you

scrub

your

nose

and

toes

with

soap

?

Directions: Make a copy and cut apart the word cards for Scrambled Sentences.

NAME: _____

DATE: _____

TR 9.2

CONTINUED

Scrambled Sentences for /oe/

She	played	a
long	note	on
her	trombone	.

Do	you	like
meatloaf	or	oatmeal
?		

NAME: _____

DATE: _____

TR 9.3

Mark the Spelling

If a square has a word with letter 'o' sounded /o/, make it red. If a square has a word with the letter 'o' sounded /oe/, make it green.

hotel	pole	open	shop	soak
oboe	comment	moment	drop	omit
bonus	poster	problem	lot	program
odd	chop	hippo	socks	polo
block	clock	oak	halo	oath

NAME: _____

DATE: _____

TR 9.4

toad	tornado
hoe	bathrobe






NAME: _____

DATE: _____

TR 10.1

Word Block Cards

Directions: Make a copy and cut out the word cards.

frozen	tadpole	explode	omit	hippo	slope
rope	spoke	rosebud	toad	boat	oatmeal
sailboat	raincoat	stone	roadway	toes	robot
moat	over	moment	goat	open	poem
bathrobe	lobster	bonus	locate	hotel	soap 

NAME: _____

TR 10.2

DATE: _____

Word Cards for Progress Monitoring 2

toast	home	over
road	oats	robot
toes	lot	goes
stone	solo	shop

NAME: _____

DATE: _____

TR 10.3

Record Sheet for Progress Monitoring 2

Word	Student Pronunciation					
Sample: toast						
1. road	/r/	/oe/	/d/	-	___/1	
2. toes	/t/	/oe/	/z/	-	___/1	
3. stone	/s/	/t/	/oe/	/n/	___/1	
4. home	/h/	/oe/	/m/	-	___/1	
5. oats	/oe/	/t/	/s/	-	___/1	
6. lot	/l/	/o/	/t/	-	___/1	
7. solo	/s/	/oe/	/l/	/oe/	___/2	
8. over	/oe/	/v/	/er/	-	___/1	
9. robot	/r/	/oe/	/b/	/o/	/t/	___/2
10. goes	/g/	/oe/	/z/	-	___/1	
11. shop	/sh/	/o/	/p/	-	___/1	
Total Correct					___/13	

Note: Student performance with all phonemes should be noted for evaluation; however, only the following sound/spellings are scored for this assessment.

/oe/ > 'oa' (1,5) _____/2

/oe/ > 'oe' (2,10) _____/2

/oe/ > 'o_e' (3,4) _____/2

'o' > /oe/ (7,8,9) _____/4

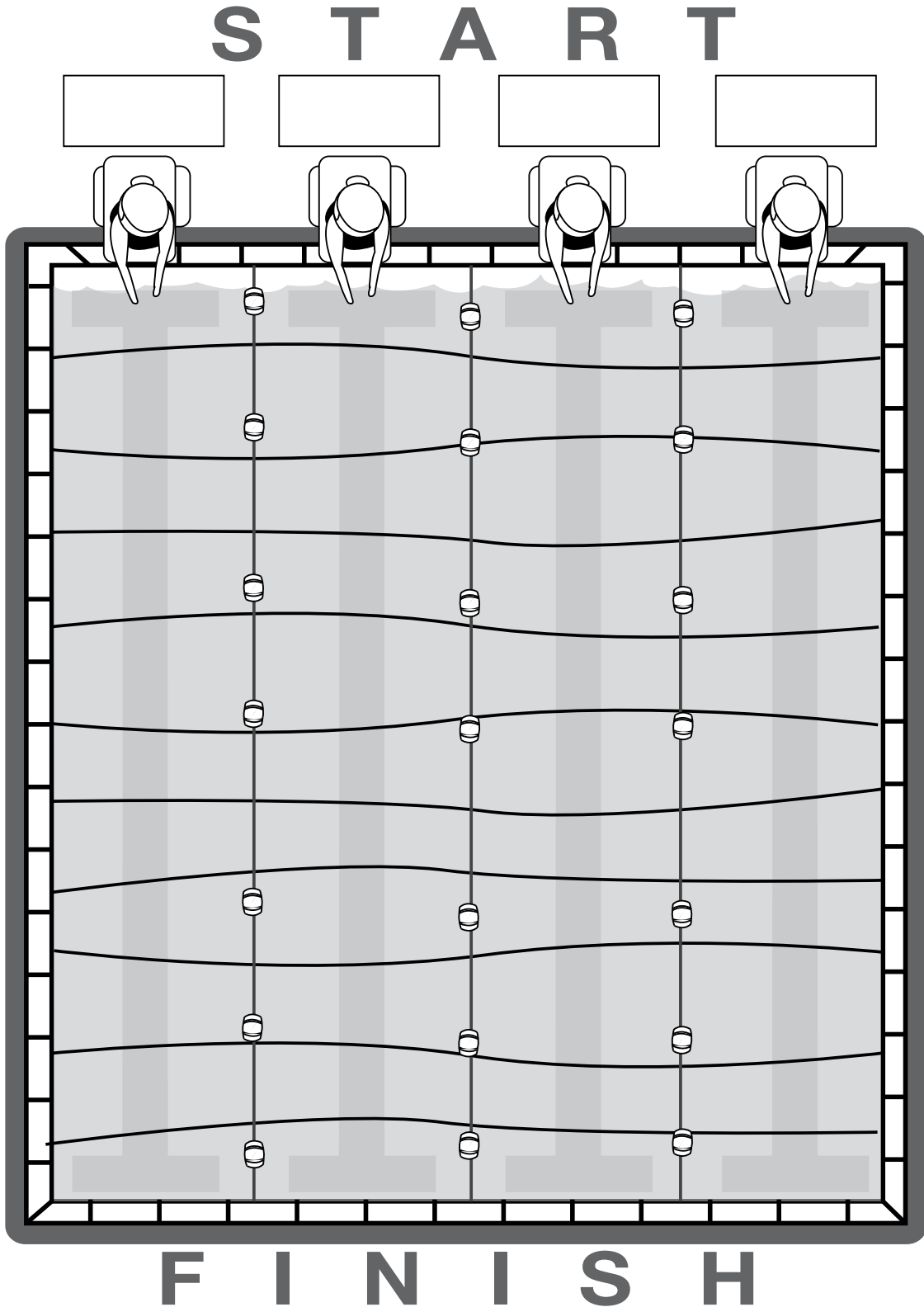
'o' > /o/ (6,9,11) _____/3

NAME: _____

DATE: _____

TR 11.1

Swim to the Finish



NAME: _____

DATE: _____

TR 11.2

Swim to the Finish Word Cards

bike

bit



crime

dim

dive

drill

fill

fin

five

hid

Directions: Make a copy and cut out the word cards.

NAME: _____

DATE: _____

TR 11.2

CONTINUED

Swim to the Finish Word Cards

hit

kit



like

lit

live

mice

mile

mine

nice

nine

NAME: _____

DATE: _____

TR 11.2

CONTINUED

Swim to the Finish Word Cards

price

pie



pride

rice

ride

rip

side

smile

spice

time

NAME: _____

DATE: _____

TR 11.3

Practice Reading /ie/

My Dad's Tie

My dad puts on a tie to go to work.

My dad ties his tie in the mirror.

Sometimes my dad gets a spot of pie on his tie.

My dad unties his tie when he goes home.

My dad is glad when it is time to take off his tie.

NAME: _____

DATE: _____

TR 12.1

Journey Through Space Word Cards /ie/ > 'ie'

cries

fries



lie

lied

pies

spies

tie

tied

tried

untie

Directions: Copy and cut out the cards.

NAME: _____

DATE: _____

TR 12.1
CONTINUED

biting

digest



diver

fiber

find

Friday

hiding

ice

NAME: _____

DATE: _____

TR 12.1

CONTINUED

ideal

invited



item

tries

fried

liking

miner

rising

NAME: _____

DATE: _____

TR 12.2

Common and Proper Nouns

boy

Joe



diner

Stan's
Snack Shop

state

Ohio

park

Red Oak Park

road

Jones Street

store

Bob's Market

Directions: Copy and cut out word cards or word pairs.

NAME: _____

DATE: _____

TR 13.1

Race to the Top Word Cards

silent

diner



invite

dinner

termite

finish

horizon

entire

agile

item

Directions: Copy and cut out cards.

NAME: _____

DATE: _____

TR 13.1

CONTINUED

Race to the Top Word Cards

advise

limit



pilot

river

spider

silver

spine

timid

virus

visit

NAME: _____

DATE: _____

TR 13.2

Sentence Strips

1. I admire firemen because they are so brave.

2. Joe ate the entire pie!

3. The date on the ice cream was expired.

4. Paul tried to open the can but he could not.

5. The spies must spend some time in jail.

6. My mom fried some potatoes for us to have for dinner.

Directions: Copy and cut out the sentence strips.

NAME: _____

DATE: _____

TR 13.3

Practice Reading /ie/

Mice on a Bike

Nine mice went for a hike.

The mice came upon a bike on the path.

All the mice tried to ride the bike at the same time.

The mice did not like to share the bike.

The mice needed to be nice.

Three of the mice sat on the path and ate rice.

The mice on the bike could not stay in a line.

The mice crashed into the tree.

Oh no! No more bike!

The mice will have to hike.

NAME: _____

DATE: _____

TR 14.1

Scrambled Sentences

Beth

would

like



to

be

on

a

swimming

team

.

Paul

plays

tricks

on

his

sister

.

Directions: Make a copy and cut apart the word cards.

NAME: _____

DATE: _____

TR 15.1

Roll, Flip, Read Word Cards /ie/

life

dining



river

spine

hi

item

lie

price

quiet

lifetime

limit

minus

Directions: Copy and cut out the word cards.

NAME: _____

DATE: _____

TR 15.1

CONTINUED

singing

tide



sideline

sister

silent

slime

visit

timeline

limestone

pinecone

grapevine

winter

NAME: _____

DATE: _____

TR 15.1
CONTINUED

milestone

spider



find

igloo

sliding

lining

pie

bedtime

wishbone

pipeline

NAME: _____

DATE: _____

TR 15.2

Word Cards for Progress Monitoring 3

dining	habit	pie
limit	item	cries
sister	tide	slide
find	mine	tried

NAME: _____

DATE: _____

TR 15.3

Record Sheet for Progress Monitoring 3

Word	Student Pronunciation					
Sample: dining						
1. limit	/l/	/i/	/m/	/i/	/t/	___/2
2. sister	/s/	/i/	/s/	/t/	/er/	___/1
3. find	/f/	/ie/	/n/	/d/		___/1
4. habit	/h/	/a/	/b/	/i/	/t/	___/1
5. item	/ie/	/t/	/e/	/m/		___/1
6. tide	/t/	/ie/	/d/			___/1
7. mine	/m/	/ie/	/n/	-		___/1
8. cries	/c/	/r/	/ie/	/z/		___/1
9. pie	/p/	/ie/				___/1
10. slide	/s/	/l/	/ie/	/d/		___/1
11. tried	/t/	/r/	/ie/	/d/		___/1
Total Correct						___/12

Note: Student performance with all phonemes should be noted for evaluation; however, only the following sound/spellings are scored for this assessment.

/ie/ > 'ie' (8,9,11) _____/3

/ie/ > 'i_e' (6,7,8,11) _____/4

'i' > /ie/ (3,5) _____/2

'i' > /i/ (1,1,2,4) _____/4

NAME: _____

DATE: _____

TR 16.1

Antonyms Word Cards

under

over 

noise

silence

open

close

brave

scared

nice

mean

Directions: Copy and cut out the word cards or antonyms pairs.

NAME: _____

DATE: _____

TR 16.1

CONTINUED

Synonyms Word Cards

Directions: Copy and cut out the word cards or synonyms pairs.

minus

subtract 

last

end

house

home

robber

bandit

road

street

NAME: _____

DATE: _____

TR 16.2

Sound Quest /ue/

Last week, my sister and I argued about whether or not unicorns exist. I tried to tell my sister that unicorns are not real, but she did not agree with me. She said that they are just as real as humans. She said that she's seen one. If you ask me, I think she has confused a horse or a mule with a unicorn. We continued our dispute, but then I realized that arguing with her is useless. I will never be able to get her to understand that unicorns don't exist. Besides, it's sort of cute that she thinks unicorns are real.

Directions: Have students read the story and circle all the spellings for /ue/. Then have them sort the circled words on the chart at the bottom of the page.

'u_e'	'u'	'ue'

NAME: _____

DATE: _____

TR 17.1

Checkers Word Cards /ue/

blue

clue



computer

confuse

continue

cube

cue

cute

human

humid

humor

music

mute

refuse

Directions: Make a copy and cut out the word cards.

NAME: _____

DATE: _____

TR 17.1
CONTINUED

Checkers Word Cards /ue/

rescue

true



unit

value

muse

compute

cut

dispute

document

dump

excuse

fumes

fun

argue

Directions: Make a copy and cut out the word cards.

NAME: _____

DATE: _____

TR 17.1

CONTINUED

Checkers Word Cards /ue/

huge

June



mule

perfume

popular

pun

tub

unite

universe

Utah

Directions: Copy and cut out the word cards.


NAME: _____

DATE: _____

TR 18.1

Word Block Word Cards

Directions: Make a copy and cut out the word cards.

argue	fuse	sub	punt	supper
barbecue	menu	sun	punish	tulip
Cuba	pupil	tissue	puppet	tuna
cucumber	run	uniform	regular	unified
clue	strut	use	student	until
fuel	stun	muse	super	under 

NAME: _____

DATE: _____

TR 19.1

Roll, Flip, Read Word Cards /aw/

claws

crawl



draw

hawk

jaws

law

lawn

paws

raw

saw

straw

yawn

Directions: Copy and cut out cards. Write a number on the back of each card.

NAME: _____

DATE: _____

TR 19.2

Fill in the Blank

paw	taught	lawn	caught	
daughter	hawk	faucet	saw	yawn

Directions: Have students complete the sentence with one of the words from the box.

1. Miss Smith _____ us to add and subtract numbers.
2. I baited the hook, cast the rod, and _____ a fish.
3. Karen is her parents' _____.
4. Can you cut the grass on the _____?
5. The sink _____ in the kitchen is dripping.
6. I saw you _____, and then I yawned, too.
7. Did you see the _____ chase the mouse?
8. The dog cut his _____.
9. Dad used a _____ to cut the wood.

NAME: _____

TR 20.1

DATE: _____

Moon Shot Word Cards /aw/

applause

August 

author

auto

cause

clause

faucet

fault

haul

haunted

Directions: Copy and cut out the cards.

NAME: _____

DATE: _____

TR 20.1

CONTINUED

Moon Shot Word Cards /aw/

launch

haunt



pause

sauce

saucer

vault

caught

taught

daughter

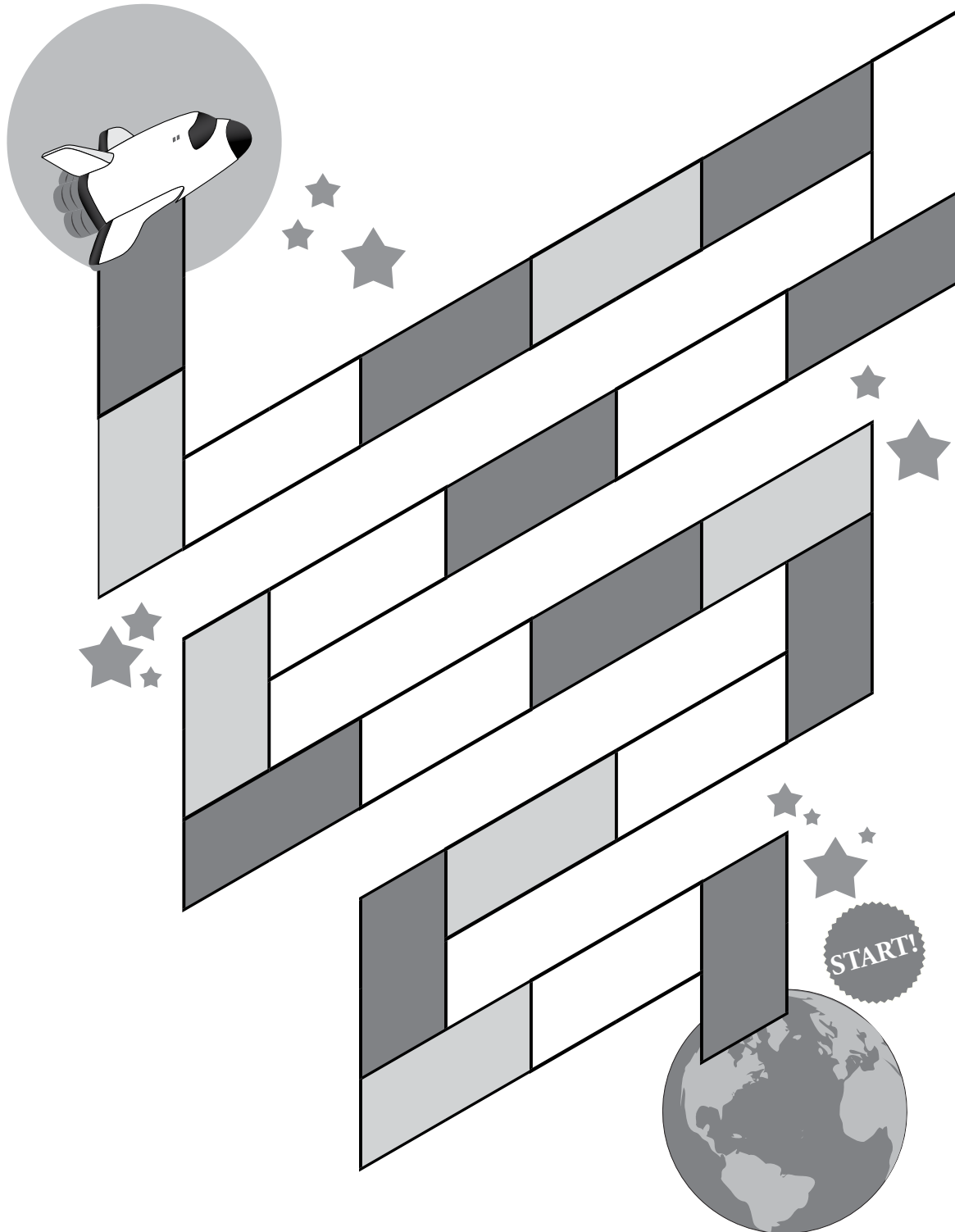
Paul

NAME: _____

DATE: _____

TR 20.2

Moon Shot
























NAME: _____

DATE: _____

TR 20.3

Moon Shot Oh No Cards

 Sorry! Lose a turn. 	 Go back one space.  
 Go back two spaces. 	 Go back one space. 
 Go back one space. 	 Go back three spaces. 
 Go back three spaces. 	 Go back two spaces. 
 Go back four spaces. 	 Sorry! Lose a turn. 

Directions: Copy the template and cut out the cards.
















NAME: _____

DATE: _____

TR 20.4

Moon Shot Good To Go Cards

Directions: Copy the template and cut out the cards.

 Move forward two spaces.   	 Move forward one space.    
 Move forward three spaces.   	 Move forward four spaces.   
 Move forward one space.   	 Move forward two spaces.   
 Move forward two spaces.   	 Move forward five spaces.   
 Move forward one space.   	 Move forward two spaces.   

NAME: _____

DATE: _____

TR 20.5

Word Cards for Progress Monitoring 4

fuel	argue	music
unit	humor	value
strut	fumes	dispute
sun	mule	cut

NAME: _____

DATE: _____

TR 20.6

Record Sheet for Progress Monitoring 4

Word	Student Pronunciation						
Sample: fuel							
1. unit	/u/	/n/	/i/	/t/		___/1	
2. strut	/s/	/t/	/r/	/u/	/t/	___/1	
3. sun	/s/	/u/	/n/			___/1	
4. argue	/ar/	/g/	/ue/	-		___/1	
5. humor	/h/	/ue/	/m/	/or/		___/1	
6. fumes	/f/	/ue/	/m/	/z/		___/1	
7. mule	/m/	/ue/	/l/			___/1	
8. music	/m/	/u/	/z/	/i/	/k/	___/1	
9. value	/v/	/a/	/l/	/ue/		___/1	
10. dispute	/d/	/i/	/s/	/p/	/ue/	/t/	___/1
11. cut	/k/	/u/	/t/	-		___/1	
Total Correct						___/11	

Note: Student performance with all phonemes should be noted for evaluation; however, only the following sound/spellings are scored for this assessment.

/ue/ > 'ue' (4,9) _____/2

'u' > /u/ (2,3,11) _____/3

/ue/ > 'u_e' (6,7,10) _____/3

'u' > /ue/ (1,5,8) _____/3

NAME: _____

DATE: _____

TR 22.1

Title:	
Characters	Setting
Plot	
Beginning	
Middle	
End	

NAME: _____

DATE: _____

TR 24.1

Editing Checklist

1. Do I have a title?	
2. Have I described the setting at the start?	
3. Have I named and described the characters?	
4. Do I have a plot with <ul style="list-style-type: none">• a beginning?• a middle?• an end?	
5. Do all of my sentences start with uppercase letters?	
6. Do all of my sentences end with a final mark? (. ? or !)	
7. Have I spelled all of my words correctly?	
8. Have I correctly used pronoun cases?	
9. Have I added “sense” words that describe how things look, feel, taste, sound, or smell?	

ACTIVITY BOOK ANSWER KEY

NAME: _____ DATE: _____ **2.1** Activity Page

Word Sort

Sort the words by their spellings. Write the words with the /ae/ sound spelled 'ai' under *rain*, the words with the /ae/ sound spelled 'ay' under *day*, and the words with the /ae/ sound spelled 'a_e' under *cake*. Then circle the /ae/ spellings in each word.

stain	paid	playing	raining	plate	hay
train	strayed	brains	say	rake	daytime
clay	bait	tray	make	pain	mistake

/ae/ spelled 'ai' as in <i>rain</i>	/ae/ spelled 'ay' as in <i>day</i>	/ae/ spelled 'a_e' as in <i>cake</i>
stain	playing	plate
paid	hay	rake
raining	strayed	make
train	say	mistake
brains	daytime	
bait	clay	
pain	tray	
_____	_____	_____
_____	_____	_____

Skills 3 7

NAME: _____ DATE: _____ **2.2** Activity Page

The Spelling Bee

- What do kids do in a spelling bee?
Answers may vary, but may include kids get up on stage and spell words.
 Page 4
- What sound do kids hear when they misspell a word?
 A. They hear a loud *boom*.
 B. They hear a buzzer *buzz*.
 C. They hear a bell *ding*.
 Page 5
- How old are the spellers in the bee?
The spellers are 11 and 12.

 Page 6, 7

Skills 3 9

- Who was the runner-up in the last spelling bee?
Carlos Lopez

 Page 6
- Who do you think will be the winner of the spelling bee? Why?
Answers may vary.

- Write three words from Day 2 of the spelling bee.
airplane
graying
Sunday

Skills 3 10

NAME: _____ DATE: _____ **3.1** Activity Page

Word Sort

Sort the words by spelling. Write the words with the /a/ sound spelled 'a' under *cat*, the words with the /ae/ sound spelled 'a' under *paper*, the words with the /ae/ sound spelled 'a_e' under *cake*, the words with the /ae/ sound spelled 'ai' under *paid*, and the words with the /ae/ sound spelled 'ay' under *tray*. Then circle the /ae/ or /a/ spelling in each word.

cat	paper	cake	paid	tray
shame	agent	race	acorn	cap
day	play	strain	radar	late
crane	faint	pain	snake	pray
napkin	basic	frame	tablet	David

'a'	'a'	'a_e'	'ai'	'ay'
cat	paper	cake	paid	tray
cap	agent	shame	strain	day
napkin	acorn	race	faint	play
tablet	radar	late	pain	pray
_____	basic	crane	_____	_____
_____	David	snake	_____	_____
_____	_____	frame	_____	_____

Skills 3 13

NAME: _____ DATE: _____ **3.2** Activity Page

And Then There Were Two

- Which kid misspelled the word *penicillin*?
Carlos Lopez misspelled the word penicillin.
 Page 11
- Which kid spelled the word *penicillin* without making a mistake?
Gail Day spelled the word penicillin without making a mistake.
 Page 11
- What word did Gail Day spell to win the bee?
Gail Day spelled the word anesthetic to win the bee.
 Page 11
- What place was Gail Day in the spelling bee? What place was Carlos Lopez?
Gail Day was first place. Carlos Lopez was second place.
 Page 11, 12

Directions: Have students answer the questions in complete sentences.

Skills 3 15

NAME: _____ DATE: _____ **4.1** Activity Page

Fill in the Blank

salad	habit	acorns	April	bacon
radish	baker	camel	later	label


- There were many acorns on the ground next to the tree.
- I will do that job at a later time.
- I asked the waitress to put a radish in my salad for lunch.
- Did you ever ride a camel at the zoo?
- April showers bring May flowers.
- Biting your nails is a bad habit.
- The baker made a cake for us.
- I like to eat bacon and eggs in the morning.
- Please write your name on the label.

Directions: Have students choose the best word to complete the sentence.

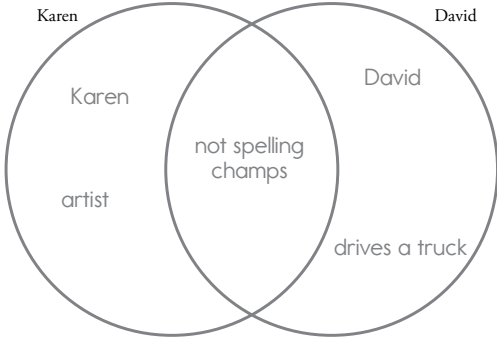
Skills 3 19


NAME: _____ DATE: _____ **4.2** Activity Page

Karen	artist	not spelling champs
David	drives a truck	



Karen and David





Directions: Have students use the words in the box to fill in the chart.

Skills 3 21

NAME: _____ DATE: _____ **5.3** Activity Page

Sound/ Spellings

- Which word on the chart is one of the days of the week?
Sunday
- Which word on the chart names something you write on?
paper
- Which two words on the chart are foods?
bacon raisin
- Can you track down three words that have the suffix *-ing*?
making ratings waking
- Can you track down two words that sound the same but are not spelled the same way and have a different meaning?
made maid
- Which word is the name of a nut that falls from a tree?
acorn
- Which word on the chart is the thing you step on to stop a car?
brake

Directions: Have students use the chart on Activity Page 5.2 to answer the questions.

Skills 3 27

8. Can you track down two words that are names?
Gail James

9. Which word on the chart is something that you can ride in going down the railroad tracks?
train

10. Where is the 'ay' spelling used in words? end

11. Is the 'ai' spelling used at the end of words? no

12. Write a sentence using a word from the chart.
Answers may vary.

13. Write a sentence using at least two words from the chart.
Answers may vary.

28 Skills 3

NAME: _____ DATE: _____ **6.1** Activity Page

Yes or No?

1. Can a dog shake its tail? yes

2. Can a raisin sing? no

3. Do airplanes eat hay? no

4. Can you braid your hair? yes/no

5. Does three make a pair? no

6. Are acorns from trees? yes

7. Do cakes sleep in parks? no

8. Can you race a horse? yes/no

9. Do you have fingernails? yes

Directions: Have students answer yes or no to the questions. On the last two lines, have students create their own questions.

29 Skills 3

10. Can you make a sad face? yes

11. Can a rake shake a leg? no

12. Do books have pages? yes

13. Can a crayon smile? no

14. Is Sunday a day in the weekend? yes

15. Can you read a tale? yes

16. Can you use a rake to sweep leaves into a pile? yes

17. Answers may vary.

18. Answers may vary.

30 Skills 3

NAME: _____ DATE: _____ **6.2** Activity Page

Same or Different?

Word 1	Word 2	Are the sounds the same?
train	track	No
cap	cape	no
wag	wade	no
rate	rain	yes
stake	wait	yes
sand	sad	yes
hate	hat	no
paid	paper	yes
faint	play	yes
pat	pay	no

Directions: Have students first circle the spelling for the vowel sound and then read each word. They should write yes if the words have the same vowel sound, and no if they do not.

31 Skills 3

Word 1	Word 2	Are the sounds the same?
shave	faint	yes
pain	pan	no
chain	chat	no
stay	stain	yes
hay	hat	no
plate	pain	yes
flag	flat	yes
fat	fate	no
aim	am	no

32 Skills 3

NAME: _____ DATE: _____ 7.1 Activity Page

Word Sort

Sort the words by their spellings. Write the words with the /oe/ sound spelled 'oa' under *load*, the words with the /oe/ sound spelled 'oe' under *doe*, and the words with the /oe/ sound spelled 'o_e' under *home*.

toes	choke	boat	goes	coat
hoe	tote	coast	foe	toenail
tiptoe	Joe	road	vote	coach
poke	doze	loading	float	hope

Directions: Have students sort the words by sounds and write three sentences using words from the box. After students write each word, they will circle the /oe/ spelling in each word.

/oe/ spelled 'oa' as in <i>load</i>	/oe/ spelled 'oe' as in <i>doe</i>	/oe/ spelled 'o_e' as in <i>home</i>
boat	toes	choke
coat	goes	tote
coast	hoe	vote
road	foe	poke
coach	toenail	doze
loading	tiptoe	hope
float	Joe	

- Answers may vary.
- Answers may vary.
- Answers may vary.

39 Skills 3

NAME: _____ DATE: _____ 7.2 Activity Page

Directions: Have students circle the nouns in each sentence. After circling each noun, have students write the word on the lines below before going to the next noun. Note: the number of nouns in each sentence is written at the end of the sentence.

- The baker made a cake at his shop. (3)
- The boy had a big book. (2)
- The man was waxing the car at home. (3)
- Kids ride bikes to the park. (3)
- The storm made the tree shake. (2)

person	place	thing
baker	shop	cake
boy	home	book
man	park	car
kids		bikes
		storm
		tree

41 Skills 2

NAME: _____ DATE: _____ 8.1 Activity Page

Word Sort

Sort the words by spelling. Write the words with the /oe/ sound spelled 'o' under *go*, the words with the /oe/ sound spelled 'oa' under *foal*, the words with the /oe/ sound spelled 'oe' under *toe*, and the words with the /oe/ sound spelled 'o_e' under *bone*.

bone	go	foal	toe
rope	soap	doe	note
home	hole	choke	Joe
over	focus	donate	coat
coal	opened	moment	load
bonus	robot	floating	mole

'o'	'oa'	'oe'	'o_e'
go	foal	toe	bone
over	coal	doe	rope
robot	soap	Joe	home
moment	floating		hole
focus	coat		choke
opened	load		note
bonus			mole
donate			

45 Skills 2

NAME: _____ 8.2 Activity Page
DATE: _____

50 Free	500 Free	200 Free
faster sprints	faster in long races	100 Free

Kim Kim and Val Val

Directions: Use the words in the box to fill in the chart.

Skills 3 47

NAME: _____ 9.1 Activity Page
DATE: _____

Make Words

- king po smo
a) One thing that is bad for your lungs is smoking.
b) Beth was reading until Sam started poking her.
- ver o kay
a) The airplane zoomed over our house.
b) I was sick yesterday, but this morning I feel okay.
- ro dents bot
a) The robot made beeping noises.
b) Rats, mice, and voles are all rodents.
- tect gram pro
a) The TV program begins at six o'clock.
b) The firemen will protect us from the fire.
- sol id rap
a) The ice was frozen solid.
b) A plane is faster and more rapid than a bike.

Directions: Have students combine two of the three syllables to create a word that completes the sentence and write the word on the line provided.

Skills 3 53

Directions: Have students circle the word in each sentence that shows the correct pronunciation according to the manner in which it is divided in syllables.

- My teacher is Po lish.
Pol ish.
- My mom asked me to po lish the desk.
pol ish
- Dan likes to collect mo del cars.
mod el
- Mr. Chang is the gro cer at the corner store.
groc er
- The chairs were made of so lid oak wood.
sol id

Skills 3 54

NAME: _____ 10.3 Activity Page
DATE: _____

Sound/Spellings

- Which word means the same thing as a deer? doe
- Which word on the chart is stuff you use to get clean when you take a shower? soap
- Write three foods listed on the chart.
oatmeal mangoes toast
- Which words sound the same, but are not spelled the same?
lone loan
- Which word means extra large? jumbo
- Which word on the chart names things that are on your feet?
toes
- Which word on the chart names something that is a lot like a frog?
toad
- Which word on the chart is a man's name? Joe
- Which word on the chart names a tool farmers use to dig up the ground?
hoe

Directions: Have students use the chart from Activity Page 10.2 to answer the questions.

Skills 3 59

BONUS:

- Count the words on the chart having the sound /oe/ spelled 'o_e' and write the number here. 12
- Count the words on the chart having the sound /oe/ spelled 'o' and write the number here. 12
- Count the words on the chart having the sound /oe/ spelled 'oa' and write the number here. 12
- Count the words on the chart having the sound /oe/ spelled 'oe' and write the number here. 6

60

Skills 3

NAME: _____ DATE: _____ 11.1 Activity Page

Fill in the Blank

angel explain solar cockroach entire panel
yesterday halo explode invite umpire

- The umpire said the batter was out!
- I asked the teacher to explain the math problem.
- If today is Sunday, what day was it yesterday?
- Let's invite Ted and Carl to dinner.
- A cockroach is an insect.
- Mister Smith drank so much cola, he said he felt as if he would explode.
- The solar panel on the roof heats the house.
- There is a halo over the head of the angel.
- Sam ate the entire cake.

Directions: Have students complete each sentence with one of the words from the box.

Skills 3

61

NAME: _____ DATE: _____ 11.2 Activity Page

Fill in the Blank

fried reptiles umpire lie siren tie
cried spider exercise pie pilot decide

- The airplane pilot said we were going to take off.
- At the game, the umpire said the player was out.
- Please tie a strong knot in the string on the kite.
- A spider has 8 legs and can weave a web.
- I like to eat pie after dinner.
- My grandpa is scared of reptiles like snakes.
- I cannot tell a lie!
- He fell and cried.
- Did you decide what to wear today?
- We had fried chicken for dinner.
- My dad likes to jog in the morning for exercise.
- A fire truck has a loud siren.

Directions: Have students complete each sentence with one of the words from the box.

Skills 2

63

NAME: _____ DATE: _____ 11.3 Activity Page

The Big Race

Number the events in the order in which they happened.

- 4 The swimmers shot off.
- 6 Val was the winner!
- 2 A man's booming voice filled the air.
- 1 Mark got to the pool in time for the 200 Free.
- 5 Kim was starting to look tired.
- 3 The man started listing the swimmers.

Skills 2

65

NAME: _____ DATE: _____ 12.1 Activity Page

Grammar

Directions: Have students rewrite the sentences correctly. Students should draw a box around all common nouns and circle the proper nouns. They should also add the correct punctuation at the end of each sentence, and capitalize the appropriate words.

1. the man has a shop on pike street (3)
The man has a shop on Pike Street.
2. will jan help mom make cupcakes sunday (4)
Will Jan help Mom make cupcakes Sunday?
3. kim will be nine in may (2)
Kim will be nine in May.
4. gail got the mail on fern street (3)
Gail got the mail on Fern Street.

Skills 3

69

5. josh took bait on his fishing trip
to drake lake (4)
Josh took bait on his fishing trip
to Drake Lake.
6. did trish let her pal ride on her bike (3)
Did Trish let her pal ride on her
bike?

70

Skills 3

NAME: _____ DATE: _____ 13.2 Activity Page

Sound/Spellings

Directions: Have students use the chart on Activity Page 13.1 to answer the questions.

1. Which word on the chart is something you do when you are glad? smile
2. Which two words on the chart means there is no sound? silent quiet
3. Which word on the chart is something that you place in a drink to make it cooler? ice
4. Which word on the chart has two wheels? bike
5. Which word on the chart is a plant that has grapes? vine
6. Which word on the chart is an animal that growls? tiger
7. Which word on the chart is the name of a place you could go to eat lunch or dinner? diner
8. Can you track down three words that end with /ie/? lie pie tie

Skills 3

73

Bonus:

1. Count the words on the chart having the sound /ie/ spelled 'i_e' and write the number here.
17
2. Count the words on the chart having the sound /ie/ spelled 'ie' and write the number here.
4
3. Count the words on the chart having the sound /ie/ spelled 'i' and write the number here.
15

74

Skills 3

NAME: _____ DATE: _____ 13.3 Activity Page

The Big Race

Directions: Have students answer the questions after reading the story. Remind them to look back at the story to find the answers, and to write in complete sentences.

- Who are Grover and Joan Castro?
A. Grover and Joan Castro are fast swimmers.
B. Grover and Joan Castro are pals of Mark Deeds.
C. Grover and Joan Castro are Kim and Val's parents. Page 38
- What makes Grover Castro have a "bad case of nerves"?
A. He doesn't like to go to swim meets.
B. He ate something that made him sick.
C. He doesn't like it when Kim and Val are in the same race. Page 38
- Which swimmer was in Lane 3?
A. Kim was in Lane 3.
B. Val was in Lane 3. Page 39
- Which swimmer had a perfect start?
A. Kim had a perfect start.
B. Val had a perfect start. Page 40

Skills 3

75

- Which sister was the fastest swimmer for a hundred yards?
A. Kim was the fastest swimmer for a hundred yards.
B. Val was the fastest swimmer for a hundred yards. Page 40
- Which sister was the winner at the end of the race?
A. Kim was the winner.
B. Val was the winner. Page 42
- Who did you expect to win the race? Why?

Answers may vary.

76

Skills 3

NAME: _____ DATE: _____ 14.1 Activity Page

Grammar

Directions: Have students rewrite the sentences with correct punctuation and capitalization. They should box the common nouns and circle the proper nouns.

- Beth and I had to switch places for the game.
Beth and I had to switch places for the game.
- I am making a paper plane, said David.
I am making a plane, said David.
- Jean said, I hope I am not late for snacks.
Jean said, "I hope I am not late for snacks."
- Today is Sunday August 23, 2015.
Today is Sunday, August 23, 2015.
- Would you like to go to Jones Park?
Would you like to go to Jones Park?

Skills 2

79

Directions: Have students label the word as a common or proper noun. If the noun is proper, write the noun on the line using the correct capitalization.

- | | |
|----------------|--------------------|
| boy | <u>common noun</u> |
| beth | <u>Beth</u> |
| 1. jane | <u>Jane</u> |
| 2. shop | <u>common</u> |
| 3. main street | <u>Main Street</u> |
| 4. game | <u>common</u> |
| 5. sam | <u>Sam</u> |
| 6. desk | <u>common</u> |
| 7. day | <u>common</u> |
| 8. mike | <u>Mike</u> |
| 9. coach | <u>common</u> |
| 10. sunday | <u>Sunday</u> |
| 11. october | <u>October</u> |
| 12. park | <u>common</u> |

80



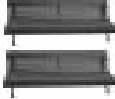









Skills 2

NAME: _____ DATE: _____ 15.2 Activity Page

Plurals

Look at each picture. Write the name of each picture correctly on the line.

Directions: Have students look at each picture and write the word correctly on the line.

		
dishes	pig	benches
		
fish	ducks	brushes
		
desk	foxes	glasses
		
couches	swing	boxes

Skills 3

85

NAME: _____ DATE: _____ 15.3 Assessment

Directions: Ask students to circle the word pronounced by the teacher.

- playground playtime plaything placemat
- translate transfer lake later
- magic matter magnet maintain
- lard late lap lapping
- plan pain painter plain
- tiptoe toenail tipping tipped
- joshing jeering joking jerking
- diner dined dimmer dinner
- swimming smelling smiling smiled
- slim slimmer slime lime

Skills 3

87

- mayday mayhem maybe may
- remit remote remain remake
- silver sail slime silent
- raise raisin rays razor
- roach reach wrote road
- doe do dine dope
- quilt quoted quill quiet
- team tired tied timed
- gripping griped grip gripe
- Friday fine finish farmer

88

Skills 3

NAME: _____ DATE: _____ 16.1 Activity Page

Fill in the Blank

Fill in the blank with a word from the box.

cute	huge	confused	refused
fumes	compute	accused	mute

- There is too much noise. Please put the TV on mute.
- If there is a gas leak, you will smell fumes.
- In math class, we learn how to compute.
- The power went off in the huge storm.
- I asked to stay up later, but my mom refused and said it was time for bed.
- I still felt confused even after the teacher explained how to do the activity page.
- Pam said my dress was cute.
- The robber was accused of stealing cash from the bank.

Skills 3

89

NAME: _____ DATE: _____ **17.1** Activity Page

Fill in the Blank

Fill in the blank with a word from the box.

barbecued	unicorn	argue	argument	using
fuel	menu	unit	United	

1. A unicorn has a horn between its ears.
2. We will be using pens today.
3. Our unit in math is on adding two numbers.
4. I had an argument with my mom about what I would wear today.
5. I don't like to argue with my mom.
6. What is on the menu for lunch today?
7. We are in the United States of America.
8. Dad stopped to get fuel for the car.
9. I like to eat barbecued chicken.

Skills 3 95

NAME: _____ DATE: _____ **17.2** Activity Page

Directions: For numbers 1-4, have students circle the nouns in each sentence. Above each noun, have students write an 'S' if the noun is singular or write a 'P' if the noun is plural. For numbers 5-9, have students write the plural form for each word. Remind students to be sure to look at the ending of each word carefully.

1. That man drives those cars fast. (2 nouns)
2. The boats race at the lake. (2 nouns)
3. My pal got two cute dresses. (2 nouns)
4. Did Beth write the notes? (2 nouns)
5. wish _____ wishes _____
6. boat _____ boats _____
7. box _____ boxes _____
8. sandwich _____ sandwiches _____
9. boss _____ bosses _____

Skills 3 97

NAME: _____ DATE: _____ **17.3** Activity Page

Plurals

glass	patch	trip	rash	box	sock	mess
------------------	-------	------	------	-----	------	------

Add -s	Add -es
trips	glasses
socks	patches
	rashes
	boxes
	messes

Directions: Have students read each word in the box. Write the word in its plural form under the correct column.

Skills 3 99

NAME: _____ DATE: _____ **18.2** Activity Page

Sound/Spellings

1. Which spelling for /ue/ is the least common?
'ue'
2. Where does the spelling 'ue' tend to be found in a word?
end
3. Which word in the chart looks like a horse with a horn?
unicorn
4. What word in the chart is a shape that looks like a box or square?
cube
5. What word in the chart is the name of something you would use at a diner to order lunch?
menu

Directions: Have students use the chart on Activity Page 18.1 to answer the questions.

Skills 3 103

6. What word on the chart means to cook on a grill outside?

barbecue

7. Pick a word from the chart that can be used as a verb. Write a sentence that uses that verb.

Answers may vary.

8. Pick a word from the chart that can be used as a noun. Write a sentence using that noun.

Answers may vary.

104

Skills 3

NAME: _____ 18.3 Activity Page
DATE: _____

Jump!

1. What is the setting of "Jump!"?

- A. The setting is on a lawn.
 - B. The setting is on a playground.
 - C. The setting is in a graveyard.
- Page 52

2. What is the name of the jump rope team?

- A. The name of the team is the Jumping Beans.
 - B. The name of the team is the Joking Stars.
 - C. The name of the team is the Jumping Stars.
- Page 52

3. What makes jumping rope a sport?

- A. The team performs jokes.
 - B. The team performs plays.
 - C. The team performs tricks.
- Page 52

4. How fast is the jump rope spinning?

- A. The rope does not spin too fast so the team can do tricks.
 - B. The rope spins so fast it is hard to see it.
 - C. The rope spins as fast as a tree falling.
- Page 52

Directions: Have students answer the questions.

Skills 3

105

5. What is the name of the new trick that Jo made up?

- A. The trick is named the flip.
 - B. The trick is named the jump.
 - C. The trick is named the hop.
- Page 55

6. How did the team finish last time?

Last time the team finished seventh.

Page 56

7. What does the word *nail* mean in this sentence, "We need to get to the point where we *nail* it nine times out of ten."

- A. In this sentence, *nail* means to get it perfect.
 - B. In this sentence, *nail* means to hammer it.
 - C. In this sentence, *nail* means to hit it hard.
- Page 57

106

Skills 3

NAME: _____ 19.1 Activity Page
DATE: _____

Use the words for the crossword puzzle.

paw	claw	August	author	faucet
saucepan	Claus	pause	lawn	autumn

Side-to-side

- 2. summer, autumn, winter, spring
- 4. This is at the sink. faucet
- 7. The cat's paw is cut.
- 9. You cook in this. saucepan

Down

- 1. August, September, October
- 3. The tiger's claw is sharp.
- 5. Santa Claus
- 6. You cut the grass on the lawn.
- 8. An author writes a book.
- 10. This is a short break. pause

110

Skills 3

Skills 3 111

NAME: _____ DATE: _____ **21.1** Activity Page

Yes or No?

1. Can you applaud after a play? yes
2. Does an author draw the different parts of a book? no
3. Can a dump truck haul rocks? yes
4. Could a fisherman tell a tale about a fish he caught? yes
5. Could you help a dog with a thorn in his paw? yes
6. Has your teacher taught you how to write? yes
7. Does the exhaust from a bus smell like peaches? no
8. Can you launch a pumpkin? yes

Directions: Have students write yes or no to answer each question.

Skills 3 119

9. Do ice cubes make drinks cool? yes
10. Could there be a tiger on your lawn? no
11. Can a faucet drip? yes
12. Could you pause to look at the sunset? yes
13. Is it good to get in an argument with your sister? no
14. Would a mule drink from a straw? no
15. Could a shark bite with the teeth in his jaws? yes

Skills 2 120

NAME: _____ DATE: _____ **21.6** Activity Page

Fill in the Blank

Write a word from the box in the sentence.

globe	coach	goal	chose	cone
grade	train	name	may	mail

1. My sister's name is Jane.
2. We have a globe in our classroom.
3. I am in first grade.
4. Mom's shaved ice cone has melted.
5. I chose the dress I wanted to wear today before going to bed.
6. May I have a snack?
7. Place the letter in the mail box.
8. The soccer player made a goal.
9. Our team needs a coach.
10. What time will the train get here?

Skills 2 129

NAME: _____ 22.1 Activity Page
 DATE: _____

Nouns and Verbs

Directions: Have students draw a circle around all of the nouns and draw a squiggly line under the verb in each sentence. The number in parentheses indicates the number of nouns in each sentence.

- The cars will crash. (1)
- The desk broke. (1)
- The firemen wear coats like raincoats. (3)
- Dad drives us to the playground. (3)
- Five foxes ran by the road. (2)
- James shouts for help. (2)
- Kim skipped down the hill. (2)
- The class played soccer. (2)
- The boys drank cola. (2)
- Sam ate mangoes. (2)
- The kids jumped rope. (2)

Skills 3

131

NAME: _____ 23.1 Activity Page
 DATE: _____

Verbs

Directions: Have students read the words in each row. Draw a squiggly line under the word in each row that is an action verb.

- | | | | |
|-----------------|-------------|----------------|---------|
| 1. street | foxes | <u>pinches</u> | lake |
| 2. blanket | <u>runs</u> | swimmer | road |
| 3. leaf | whale | <u>cleans</u> | number |
| 4. Spain | picnic | <u>digs</u> | unicorn |
| 5. <u>raced</u> | house | artist | bathub |

Write five sentences. In each sentence, use a noun and a verb from the list.

- Answers may vary. _____
- Answers may vary. _____
- Answers may vary. _____
- Answers may vary. _____
- Answers may vary. _____

Skills 3

137

NAME: _____ 25.1 Assessment
 DATE: _____

- | | | | |
|------------------|--------------|---------------|--------------|
| 1. <u>goes</u> | gaze | go | Gus |
| 2. bake | brook | <u>beach</u> | beat |
| 3. sell | sauce | <u>shawl</u> | saw |
| 4. caught | cup | <u>cue</u> | cute |
| 5. taught | coat | <u>caught</u> | daughter |
| 6. <u>wait</u> | white | wade | way |
| 7. best | <u>boast</u> | boat | bones |
| 8. <u>fraud</u> | freed | fray | frame |
| 9. <u>fail</u> | fray | frail | fame |
| 10. hail | hill | <u>hay</u> | heat |
| 11. <u>thaw</u> | than | teach | taught |
| 12. pale | pile | <u>pilot</u> | pills |
| 13. <u>music</u> | muse | mute | mud |
| 14. place | pup | puppet | <u>pupil</u> |

Skills 3

147

NAME: _____ 25.2 Assessment
 DATE: _____

The Splash Artist

- Who named Jethro The Splash Artist?
 - Jethro's mom named him The Splash Artist.
 - Jethro's sisters named him The Splash Artist.
 - C. Jethro's dad named him The Splash Artist.
- Why is Jethro Otter called The Splash Artist instead of The Splash King?
 - He is not good at making a big splash.
 - He can make a big splash.
 - C. He can target his splashes.
- What did Jethro's dad do while Jethro was getting on his swim trunks?
 - Dad pointed out the pool to Mark Deeds.
 - Dad pointed out the house to Mark Deeds.
 - C. Dad pointed out the garden and yard to Mark Deeds.
- Why were the green peppers wilted?
 - A. The green peppers were wilted because it had been hot.
 - The green peppers were wilted because it had been cool.
 - The green peppers were wilted because it was winter.

Directions: Read the story and answer the questions.

Skills 3

149

5. What advice did Jethro's dad give Mark Deeds?
 - A. "We had better jump in the pool."
 - B. "We had better go to the garden."
 - C. "We had better step back a bit."
6. Who else was in the pool?
 - A. Jethro's mom was in the pool.
 - B. Jethro's dad was in the pool.
 - C. Jethro's sisters were in the pool.
7. What were Jethro's sisters doing?
 - A. Jethro's sisters were sunbathing.
 - B. Jethro's sisters were floating on pool rafts.
 - C. Jethro's sisters were weeding the garden.
8. How do Jethro's sisters feel about Jethro's splashing?
 - A. They love to get splashed by Jethro.
 - B. They do not like to get splashed by Jethro.
 - C. They are proud of Jethro's splashing.

150

Skills 3

9. Which garden bed did Jethro hit?
 - A. Jethro hit the bed with the corn.
 - B. Jethro hit the bed with the green peppers.
 - C. Jethro hit the bed with the lettuce.
10. What is the setting of "The Splash Artist"?
 - A. The setting is Jethro's backyard.
 - B. The setting is the inside of Jethro's house.
 - C. The setting is Jethro's bedroom.

Skills 3

151

NAME: _____ DATE: _____ **25.3** Assessment

Grammar

Part 1: Write a proper noun for each common noun.

- | | | | |
|------------|----------------|--------------|----------------|
| 1. cat | <u>Answers</u> | 4. boy | <u>Answers</u> |
| 2. teacher | <u>may</u> | 5. street | <u>may</u> |
| 3. state | <u>vary.</u> | 6. classmate | <u>vary.</u> |

Part 2: Write "noun" or "verb" on the blank.

- | | | | |
|------------|-------------|------------|-------------|
| 1. desks | <u>noun</u> | 4. eats | <u>verb</u> |
| 2. hotel | <u>noun</u> | 5. chair | <u>noun</u> |
| 3. pinched | <u>verb</u> | 6. knocked | <u>verb</u> |

Part 3: Underline the verbs.

- | | | | |
|-------------------|---------------|---------------|-------|
| 1. gift | <u>caught</u> | coat | fork |
| 2. branch | street | <u>runs</u> | Jane |
| 3. <u>smelled</u> | kids | wrist | road |
| 4. goat | south | <u>lifted</u> | beach |
| 5. sailboat | coat | <u>folded</u> | lamps |

Directions: Have students write a proper noun for each common noun. Remind students that proper nouns begin with a capital letter. Then have students read the words in each row and label as a noun or verb. Finally, have students draw a squiggly line under the word that is an action verb.

Skills 2

153

Part 4: Circle the noun with the correct spelling.

1. Beth cleaned three _____ at the park.
benchez benches benches
2. Mom said, "Did you like the two red _____ I got?"
dress dress dresses
3. We packed our games in lots of _____.
box boxes boxes
4. "Did you clean all the _____ after eating?" asked Tim.
dishes dishes dish
5. We had lots of _____ at home.
giftes gift gifts

Part 5: Write "S" or "P".

- | | | | |
|-------------|----------|---------|----------|
| 1. boxes | <u>P</u> | 4. day | <u>S</u> |
| 2. bench | <u>S</u> | 5. cows | <u>P</u> |
| 3. raincoat | <u>S</u> | 6. cats | <u>P</u> |

Directions: Have students circle the correct plural noun for each sentence. Have students write "S" for singular beside each noun that tells about one person, place or thing and write "P" for plural beside each noun that tells about more than one person, place, or thing.

Skills 2

Skills 2

NAME: _____
DATE: _____

PP.1 Activity Page

Mark the Vowel Spelling

If a square has a word with the letter 'a' sounded /a/, make it red. If a square has a word with 'ay', 'ai', or 'a-e' sounded /ae/, make it green.

green hayride	red after	red happen	green cape	green mermaid
green yesterday	green later	red stamp	green basic	green subway
green payment	green acorn	red padded	green major	red fragment
green places	red pad	green snail	red mattress	red math
green caper	green rainstorm	red packing	green making	green painted

Skills 3

155

NAME: _____
DATE: _____

PP.2 Activity Page

Sound Quest

1. Last May my dad took me on a trip to Spain.
2. We went on a big airplane.
3. We rode on trains.
4. We saw a jail with chains nailed on the sides.
5. We saw lots of paintings and stained glass.
6. We saw the home of a saint.
7. We went on a hike and got caught in the rain.
8. The cupcakes that we had for a snack were awesome!

Directions: Have students circle all of the spellings for the /ae/ sound.

Skills 3

157

NAME: _____
DATE: _____

PP.3 Activity Page

Scramble Sentence Match



1. her getting painted. Kay is face
Kay is getting her face painted.



2. danger! in mouse The is
The mouse is in danger!



3. playing train. his with is James
James is playing with his train.

Directions: Have students unscramble the words to make a sentence matching the picture.

Skills 3

159

NAME: _____
DATE: _____

PP.5 Activity Page

Mark the Vowel Spellings

If a square has a word with letter 'o' sounded /o/, make it red. If a square has a word with 'o', 'o-e', 'o-a', or 'o-e' sounded /oe/, make it green.

green hotel	green pole	green open	red shop	green soak
green green	red red	green green	red red	green green
green oboe	green comment	red moment	red drop	green omit
green green	green green	red red	red red	green green
green bonus	red poster	green problem	red lot	green program
green green	red red	green green	red red	green green
red opal	red chop	green hippo	green socks	green polo
red red	red red	green green	green green	green green
green block	green clock	green oak	green halo	green oath

Skills 3

163

NAME: _____ DATE: _____ PP.6 Activity Page

Sound Quest /oe/

Directions: Have students read the story and circle all the spellings for /oe/. Then have them sort the circled words in the chart at the bottom of the page.

Jo, the Inuit, has a home not so far from the North Pole. While her dad hunts, her home is an igloo. It is made from solid ice blocks. You may not think it, but her home is snug inside. Jo's dad keeps a fire going inside the ice home. There is a hole in the roof to let the smoke from the fire escape.

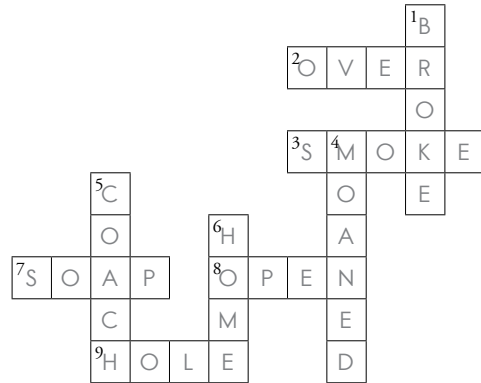
It is freezing at the North Pole. There are lots of frozen slabs of ice. The wind tosses things around as it swoops down from the Pole. If you go to visit Jo, take lots of thick clothing. Take an overcoat and a scarf. Take boots, too. If you don't, you could end up with frozen toes.

'o_e'	'o'	'oa'	'oe'
home	Jo	overcoat	toes
Pole	so		
hole	frozen		
smoke	go		
	clothing		
	overcoat		
	don't		

Skills 3

165

NAME: _____ DATE: _____ PP.8 Activity Page



Skills 3

169

NAME: _____ DATE: _____ PP.9 Activity Page

Yes or No?

Write *yes* or *no*.

- Can a pig ride a bike? no
- Do fish stay in a beehive? no
- Is green slime good on a sandwich? no
- Can you hit a tent stake into the soil? yes
- Will a pine tree have pine cones? yes
- Do you like to win a prize when you play a game? yes
- Can a snake smile? no
- Can a dog tell time? no
- Would a tiger tie a string to a kite? no
- Can you read a book inside your classroom? yes

Skills 2

171

NAME: _____ DATE: _____ PP.10 Activity Page

Sound Quest /ie/

Directions: Have students read the story and circle all the spellings for /ie/. Then have them sort the circled words on the chart at the bottom of the page.

Last Friday, Mike and his dad visited the zoo in Ohio. Mike was excited at the idea of seeing the tigers, but as soon as he saw them, he became scared. Mike is only five. His dad tried to tell Mike that it would be fine, but Mike started weeping. He was scared of the tigers! At last, Mike's dad asked Mike if he'd like to see the hippos instead. Mike nodded and his sobs went away. He was quiet as he and his dad tried to find the hippos. Once they found them, Mike started smiling and chatting with his dad.

'i_e'	'i'	'ie'
Mike	Friday	tried
five	Ohio	
fine	excited	
Mike's	idea	
like	tigers	
	quiet	
	find	
	smiling	

Skills 2

173

NAME: _____ PP.11 Activity Page
 DATE: _____

Sound Quest /ue/

Last week, my sister and I argued about whether or not unicorns exist. I tried to tell my sister that unicorns are not real, but she did not listen to me. She said that they are just as real as humans. She said that she's seen one. If you ask me, I think she has confused a horse or a mule with a unicorn. We continued our dispute, but then I realized that arguing with her is useless. I will never be able to get her to understand that unicorns don't exist. Besides, it's sort of cute that she thinks unicorns are real.

Directions: Have students read the story and circle all the spellings for /ue/. Then have them sort the circled words on the chart at the bottom of the page.

'u_e'	'u'	'ue'
mule	unicorns	argued
dispute	humans	continued
useless	confused	
cute	unicorn	
	arguing	

Skills 3

175

NAME: _____ PP.12 Activity Page
 DATE: _____

Fill in the Blank

paw	taught	awful	lawn	caught
daughter	hawk	faucet	saw	yawn

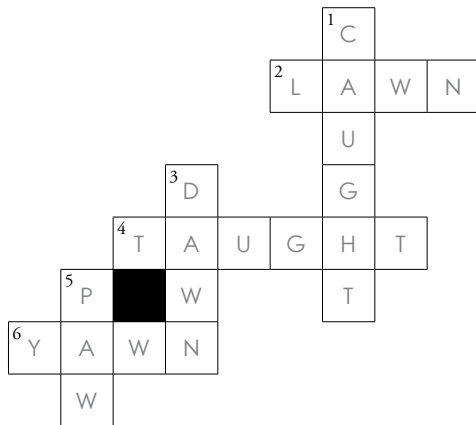
- Miss Smith taught us to add and subtract numbers.
- I baited the hook, cast the rod, and caught a fish.
- Karen is her parents' daughter.
- That was an awful storm.
- Can you cut the grass on the lawn?
- The sink faucet in the kitchen is dripping.
- I saw you yawn, and then I yawned, too.
- Did you see the hawk chase the mouse?
- The dog cut his paw.
- Dad used a saw to cut the wood.

Directions: Have students complete the sentence with one of the words from the box.

Skills 3

177

NAME: _____ PP.14 Activity Page
 DATE: _____



Skills 3

181

NAME: _____ PP.15 Activity Page
 DATE: _____

Fill in the Blank

taught	caught	daughter	applaud
sauce	argument	auto	bacon

- My sister and my mom had an argument over her messed-up room.
- My sister is my mom's daughter.
- I like to eat bacon and eggs.
- We picked tomatoes and made sauce.
- My dad taught me how to tie my laces.
- We will applaud when the singers finish.
- I got caught taking cake from the cake plate.
- Another word for a car is an auto.

Directions: Have students select the best word from the box to complete each sentence.

Skills 3

183

NAME: _____ PP.16 Activity Page
 DATE: _____

Yes or No?

Write *yes* or *no*.

1. Can a fire make ice cubes? no
2. Can rain spill from the clouds? yes
3. Is a coat for your legs? no
4. Is a lamp a parent? no
5. Is red a number? no
6. Is ten less than five? no
7. Can a stump think? no
8. Do boats float? yes
9. Do cats have six paws? no
10. Can a fish sing? no
11. Are boys green? no
12. Can a mouse add and subtract? no
13. Can an airplane go fast? yes
14. Are you in fifth grade? no

Skills 3

185

NAME: _____ PP.17 Activity Page
 DATE: _____

Match the Picture

owl	railroad	clothing
volcano	playground	daughter



daughter clothing owl



playground railroad volcano

Skills 3

187

toad	tornado	hoe
airplane	bathrobe	mailman



airplane hoe tornado



toad mailman bathrobe

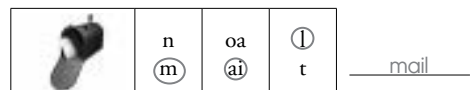
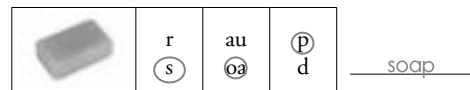
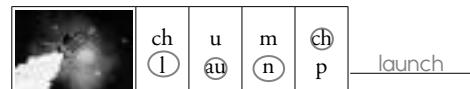
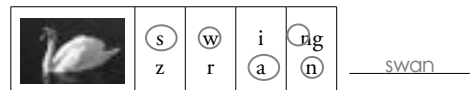
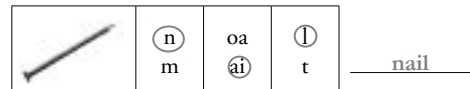
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Skills 2

NAME: _____ PP.18 Activity Page
 DATE: _____

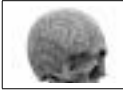




Circle the Spellings

Mark the spellings that make up the names of the things that you see. Write the names on the lines.



Skills 2













189

	(b) p	l r	(ai) au	ng n	_____
	(j) ch	(ai) oa	(l) m	_____	
	(g) b	ai (a)	(t) d	_____	
	(p) c	(l) oa	l (ay)	_____	
	(ch) sh	au (ai)	m (n)	_____	

190 Skills 3

NAME: _____ PP.19 Activity Page
DATE: _____

Match the Words

saucer			
hoe			
brain			
goat			

191 Skills 3

NAME: _____ PP.20 Activity Page
DATE: _____

**Spelling Follow-Up
Lessons 1–5**

Write a word from the box on the line in the sentence.

sister	letter	expert	born	sports
short	mark	started	backyard	

- I like to play in my backyard.
- My sister, Sue, is in fifth grade.
- Do you like to see sports on TV?
- I got a letter in the mail!
- I can't wait to get started on my book.
- Are you an expert on cars?
- On your mark; get set; go!
- I was born on August 3.
- He is too short to reach the book on the top shelf.

193 Skills 3

NAME: _____ PP.21 Activity Page
DATE: _____

**Spelling Follow-Up
Lessons 6–10**

Write the correct word from the box on the line in the sentence.

page	germ	digit	space
cell	center	carpet	gray

- What page in the book is the start of "The Spelling Bee"?
- My cat is gray and white.
- We spilled grape drink on the white carpet.
- Use soap to keep things germ free.
- I missed the answer to the math problem by one digit.
- The sun is in outer space.
- The room was so small, it seemed like a cell.
- The center of the ham is not cooked.

195 Skills 3

NAME: _____ PP.22 Activity Page
DATE: _____

Spelling Follow-Up Lessons 11–15

Write a word from the box on the line in each sentence.

knotted	knitting	knocked	whipped
whined	quitting	quacked	wringing

1. The duck quacked as he went to the lake.
2. My sneaker laces are so knotted that even Mom can't fix them!
3. He knocked on the closed gate.
4. Mom used the mixer as she whipped the icing for the cake.
5. My mom is knitting a scarf for me.
6. I am not quitting the team just because I made a mistake.
7. My sister whined all the way home because she did not get a toy.
8. We are wringing out the wet clothes.

Skills 3

197

NAME: _____ PP.23 Activity Page
DATE: _____

Spelling Follow-Up Lessons 16–20

Write a word from the box on the line in each sentence.

under	road	open	brave
minus	last	foe	robber

1. Three minus one is two.
2. The road was closed due to the wreck.
3. The stream runs under the bridge.
4. The robber took all of the cash.
5. At last, we can start.
6. I have a brave dog named Princess.
7. Is the shop open yet?
8. The fox is in the rabbit's foe.

Skills 3

199

NAME: _____ PP.24 Activity Page
DATE: _____

Nouns

1. The waiter set down the plates.
2. The coat is draped over the chair.
3. The cat is sitting in the road.
4. A letter is in the mailbox.
5. The cup is on the saucer.
6. The team ran three miles.
7. Eggs and milk can be used to make pancakes.
8. The acorn fell from the tree and hit the car.

Directions: Have students circle the nouns in the sentences.

Skills 2

201

NAME: _____ PP.27 Activity Page
DATE: _____

Find and Fix

David Moe Red Oak Park Sunday
~~David and Moe are going to Red Oak Park on Sunday.~~

Buster Jones Street
with their dog, ~~buster~~. The park is on ~~Jones Street~~. At the

Mister Sparks
park, they will have a picnic with ~~mister sparks~~. They

will have hot dogs and root beer. After that, the kids will

Buster David Moe
toss a stick for ~~buster~~ to fetch. Then ~~David and Moe~~ will

hop on their bikes and ride back to their home on ~~raven~~

Street
~~street~~.

Directions: Have students correct the capitalization errors.

NAME: _____ PP.28 Activity Page
 DATE: _____

Sort the Nouns

Common Noun	Proper Noun
dog	David
park	Moe
picnic	Red Oak Park
hot dogs	Sunday
root beer	Buster
kids	Jones Street
stick	Mister Sparks
bikes	Raven Street
home	

Directions: Have students write the common and proper nouns from the previous page on this chart.

Skills 3

209

NAME: _____ PP.29 Activity Page
 DATE: _____

Common and Proper Nouns

- Jeff is reading a book.
- I want to get a book named *Where the Red Fern Grows*.
- Alex likes that cartoon.
- The class is going to see *Frozen*.
- Kate is having dinner at a diner.
- The men are having subs at Stan's Snack Shop.
- My best bud is June Lee.
- Mom, can Max and Bob visit the Fort Worth Zoo with us?
- Dad slipped and fell on his knees.
- Fern made a robot in the basement.

Directions: Have students circle the common nouns and draw a box around the proper nouns in each sentence.

Skills 3

211

NAME: _____ PP.30 Activity Page
 DATE: _____

Add *-s* or *-es* to the noun.

- road roads
- braid braids
- folder folders
- couch couches
- dish dishes
- six sixes
- cake cakes
- hawk hawks
- magnet magnets
- soap soaps

Directions: Have students write the plural form of each word.

Skills 3

213

NAME: _____ PP.31 Activity Page
 DATE: _____

Add *-s* or *-es* to the noun.

- The fox sat on the ground.
The foxes sat on the ground.
- Their boss went to the store.
Their bosses went to the store.
- When did they get the dress?
When did they get the dresses?
- The men are in the trench.
The men are in the trenches.
- We broke the dish.
We broke the dishes.
- Mop up your mess.
Mop up your messes.

Directions: Have students rewrite each sentence to make the underlined word plural.

Skills 3

215

NAME: _____ PP.32 Activity Page
DATE: _____

Add *-s* or *-es* to the noun.

1. lake lakes
2. tray trays
3. bus buses
4. torch torches
5. dish dishes
6. box boxes
7. match matches
8. plate plates
9. teapot teapots
10. wish wishes

Directions: Have students write the plural form of each word.

Skills 3

217

NAME: _____ PP.33 Activity Page
DATE: _____

chant	awesome	flames	costume	fresh
like	dirt	leap	street	nut

1. grand awesome
2. outfit costume
3. enjoy like
4. sing chant
5. acorn nut
6. a fire flames
7. jump leap
8. road street
9. clean fresh
10. soil dirt

Directions: Have students write the synonym from the box on the line beside the word.

Skills 3

219

NAME: _____ PP.34 Activity Page
DATE: _____

auto	carpet	huge	stretch	bandit
torn	blend	silent	hero	minus

1. car auto
2. subtract minus
3. big huge
4. reach stretch
5. rug carpet
6. outlaw bandit
7. ripped torn
8. mix blend
9. a brave human hero
10. quiet silent

Directions: Have students write the synonym from the box on the line beside the word.

Skills 2

221

NAME: _____ PP.35 Activity Page
DATE: _____

cool	broken	over	stop	close
near	shrink	short	white	glad

1. under over
2. far near
3. sad glad
4. tall short
5. fixed broken
6. stretch shrink
7. black white
8. go stop
9. open close
10. hot cool

Directions: Have students write the antonym from the box on the line beside the correct word.

Skills 2

223

NAME: _____ PP.36 Activity Page
DATE: _____

attic	under	thin	start
add	after	her	moon

Directions: Have students write the antonym from the box on the line beside the correct word.

- before _____ after _____
- basement _____ attic _____
- subtract _____ add _____
- end _____ start _____
- him _____ her _____
- thick _____ thin _____
- over _____ under _____
- sun _____ moon _____

Skills 3 225

NAME: _____ PP.37 Activity Page
DATE: _____

Verbs

- I run to the playground.
- Rabbits hop in their pens.
- Frogs croak at dark.
- The sun shines all day.
- Snakes slither over rocks.
- The wind sweeps over the plains.
- I ate cake.
- Trees bend under the ice.
- We sing in the morning.
- Farmer Jim milks the cows.

Directions: Have students draw a wavy line under the action verb in each sentence.

Skills 3 227

NAME: _____ PP.38 Activity Page
DATE: _____

Nouns and Verbs

sister	begged	hay
sees	pitching	mom
smelled	dog	eat
skipping	house	running
mouse	shiver	groan
taught	teacher	zipper
zipping	shining	sneaker
geese	boy	chimp
tasted	dad	bed

Directions: Have students circle the nouns and underline the verbs.

Skills 3 229

NAME: _____ PP.39 Activity Page
DATE: _____

Grammar

cat	cats	bench	benches
fox	foxes	chain	chains
class	classes	hand	hands
dish	dishes	boat	boats

- which park will you visit on sunday
Which park will you visit on Sunday?
- i like camping in the tent at lake lee, said tim
"I like camping in the tent at Lake Lee,"
said Tim.
- may sam and i go with her to see miss harper? asked jack
"May Sam and I go with her to see Miss
Harper?" asked Jack.
- the trip to the farm was awesome for the class
The trip to the farm was awesome for
the class.

Directions: Have students make plural nouns out of the singular nouns. Write the sentences correctly using correct capitalization, end marks, and quotation marks, if needed.

Skills 3 231

Adding *-ed* and *-ing*

Add *-ed* or *-ing* to each word and write it in the blank.

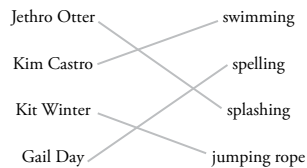
- Spiders are good at catching insects in their webs.
(catch)
- Insects stick to a spider's web. But when the spider is spinning the web, it does not stick to it.
(spin)
- Spiders use their spinnerets when spinning a new web.
(spin)
- When the insects escaped, they destroyed the web.
(destroy)
- The spider missed a meal because the insects got away.
(miss)
- The spider didn't wait and will have the web fixed in no time.
(fix)
- As soon as the web is fixed, the spider waits to catch more bugs.
(fix)
- Spiders are good helpers for gardeners. They spend their days catching pests.
(catch)

The Art of the Splash

- How long did it take Jethro to get good at splashing?
 - It took him five jumps.
 - It took him five weeks.
 - It took him five summers.
 Page 75
- Which contest did Jethro win?
 - He won a spelling bee.
 - He won a math contest.
 - He won a splash contest.
 Page 76
- What was his prize?
 - His prize was one hundred bucks.
 - His prize was ten bucks.
 - His prize was five hundred bucks.
 Page 76

Directions: Have students reread the story and answer the questions.

4. Match the kids with the skill at which they excel. (Feel free to look back at the book if you need to.)



81

5. What is a skill at which you excel?

Answers may vary.

The Math Contest

- Did Mark Deeds solve Problem 1?
Yes, in the end he did get
Problem 1.

 Page 81
- How long did it take him?
It took him ten minutes.

 Page 81
- What happened when Mark Deeds looked at Problem 2?
Answers may vary, but should
reference specific details from
the text.

 Page 82

Directions: Have students reread the story and answer the questions using complete sentences.

4. Who is Dr. Chang?

Dr. Chang is the teacher.

Page 83

5. What did Dr. Chang do to make Mark Deeds feel better?

Answers may vary, but should reference specific details from the text.

Page 83

6. Do you like math? Why or why not?

Answers may vary.

NAME: _____ PP.47 Activity Page
DATE: _____

The Winner

1. Who ended up winning the math contest?

Denzel Brucker ended up winning the math contest.

Page 86

2. Where is Denzel from?

He is from Saint Martin.

Page 87

3. How well did Denzel do on the math test?

Denzel aced the test. He missed just six problems out of one hundred.

Page 88

Directions: Have students reread the story and answer the questions using complete sentences.

4. How did Denzel excel at math?

Denzel did a lot of math problems just for fun.

Page 89

5. Can you explain why Denzel likes math so much?

Answers may vary, but should reference specific details from the text.

Page _____

NAME: _____ PP.48 Activity Page
DATE: _____

Too Much Mail

1. Why was Denzel in the paper?

Denzel was in the paper because he won the state math contest.

Page 92

2. Who is sending Denzel mail?

Lots of colleges where math is taught are sending Denzel mail.

Page 94

3. Why are they sending Denzel mail?

They are sending Denzel mail so he will pick to come to their college.

Page 94

Directions: Have students reread the story and answer the questions using complete sentences.

4. List some colleges that sent Denzel mail.
Yale, Cornell, Wisconsin, and Penn State all sent Denzel mail.

 Page 94

5. Why is getting too much mail a good problem to have?
It is a good problem to have because he can pick from a lot of colleges.

 Page 94

6. Do you want to go to college one day? Why or why not?
Answers may vary.

250 Skills 3

NAME: _____ PP.49 Activity Page
 DATE: _____

How to Skip a Rock

1. Moe Keller excels at _____.
 A. spelling
 (B) skipping rocks
 C. swimming
 Page 96

2. What is a good skipping rock?
 A. A good skipping rock is jagged.
 B. A good skipping rock is huge and sharp.
 (C) A good skipping rock is smooth and flat.
 Page 96

3. If you want to skip a rock, why do you snap your wrist when you let the rock go?
 (A) You snap your wrist to get the rock to spin.
 B. You snap your wrist to make the rock hot.
 C. You snap your wrist to get the rock to stop spinning.
 Page 98

4. What is a plonk?
 A. A plonk is when a rock skips ten times.
 (B) A plonk is when a rock sinks without skipping.
 C. A plonk is a kid who skips rocks.
 Page 100

Directions: Have students reread the story and answer the questions.

251 Skills 3

NAME: _____ PP.50 Activity Page
 DATE: _____

Letting the Ducks Out

1. What do they call rock skipping in the United Kingdom?
In the United Kingdom they call rock skipping stone skiffing.

2. What do they call it in Spain?
In Spain it's called making whitecaps.

3. What is the biggest number of skips ever seen?
The record number of skips is 51.

4. How did Moe do when he skipped rocks in the United Kingdom?
Moe got fifth place in a stone skiffing contest.

5. What is Moe's goal for the next trip?
His goal for the next trip is to be in the top three.

Directions: Have students answer the questions using complete sentences.

253 Skills 2

Appendix: Using Chunking to Decode Multisyllable Words

Mastering the various letter-sound correspondences taught in this program will enable students to read one-syllable words with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multisyllable words. To this end, most students will benefit from additional instruction in learning to recognize, chunk and read parts of words—syllables—as a way to decode longer words.

When students first encounter two-syllable words in Grade 1 materials, a small dot is used as a visual prompt or cue between the syllables (e.g., *sun·set*). This is done in both the Activity Books and Readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, this program introduces the decoding of two-syllable words by having students work first with two-syllable compound words (e.g., *cat·fish*, *cup·cake*, *pea·nut*, *drive·way*). For compound words, the dot is placed between the two component words. These are among the easiest two-syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one-syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity.

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., *yawn·ing*, *hunt·er*, *bust·ed*). The dot is typically placed immediately before the suffix. However, for words that contain double-letter spellings for consonants, in this program, the divider is typically placed after the double-letter spelling rather than between the two consonants (e.g. *batt·ed*, *bigg·er*, *bunn·y*). Teachers familiar with other ways to chunk or divide syllables may initially find this odd. This is done, however, because the double-letter spellings have been taught as single-spelling units since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.). This program strives to be consistent in representing these spellings in the way that the students have been taught to process them (e.g., as whole entities for a sound). (Ultimately, as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as *batt·ed* or *bat·ted*.) Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multisyllable words. To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify six different syllable types:

Note: Syllables exemplifying each type are underlined.

- **Closed Syllables (CVC, VC, CCVCC, etc.)—always associated with a “short” vowel sound (e.g., /a/, /e/, /i/, /o/, /u/):** *let, pad, rod, tin, fun, pic·nic, un·til*
- **Magic ‘E’ Syllables (V-C-E)—always associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/):** *cake, home, like, mule, Pete, mis·take, stam·pede*
- **Vowel Digraph Syllables:** *joint, speak, proud, play, dis·may, be·low, coun·sel*
- **R-Controlled Syllables:** *art, curb, girl, fort, clerk, tur·nip, ar·tist, fe·ver*
- **Open Syllables (V or CV)—always associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/):** *go, me, hi, a·pron, fi·nal, com·pre·hend*
- **Consonant–LE Syllables (C–LE):** *sim·ple, puz·zle, raf·fle, ca·ble, ri·fle*

In addition, it is also helpful to designate one additional syllable type:

- **Schwa Syllables:** *ben·e·fit, ap·pe·tite, a·bout, hos·pit·al, e·mo·tion*

Note: The Consonant–LE Syllable is also a schwa syllable, but it is distinguished separately because of the way this spelling is chunked when dividing words into syllables.

To be clear, in order to decode words, students do not need to identify syllables by these names. The names of the syllable types are provided here only to establish a common vocabulary for teachers as they use the materials. What is necessary, however, for students to become fluent readers of longer words in increasingly complex text is that they be able to visually parse certain spelling patterns as syllable chunks so they can quickly and easily decode each syllable.

The first type of two-syllable word pattern to which students are introduced is the closed syllable pattern in two-syllable words. These two-syllable words are also relatively easy for students to chunk and recognize as an example of the familiar CVC, VC, CCVCC, etc., spelling pattern they encountered in one-syllable words in Kindergarten.

Two closed syllables in a word are divided as follows:

- When two different consonants stand between two vowels, the syllables are divided between the consonants, creating one or more closed syllables.

ad · mit

nap · kin

trum · pet

- For words that contain double-letter spellings for consonants, the divider is typically placed after the double-letter spelling rather than between the consonants. As noted earlier, this is one because the double-letter spellings have been taught as single spelling units in this program since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.).

traff · ic

muff · in

happ · en

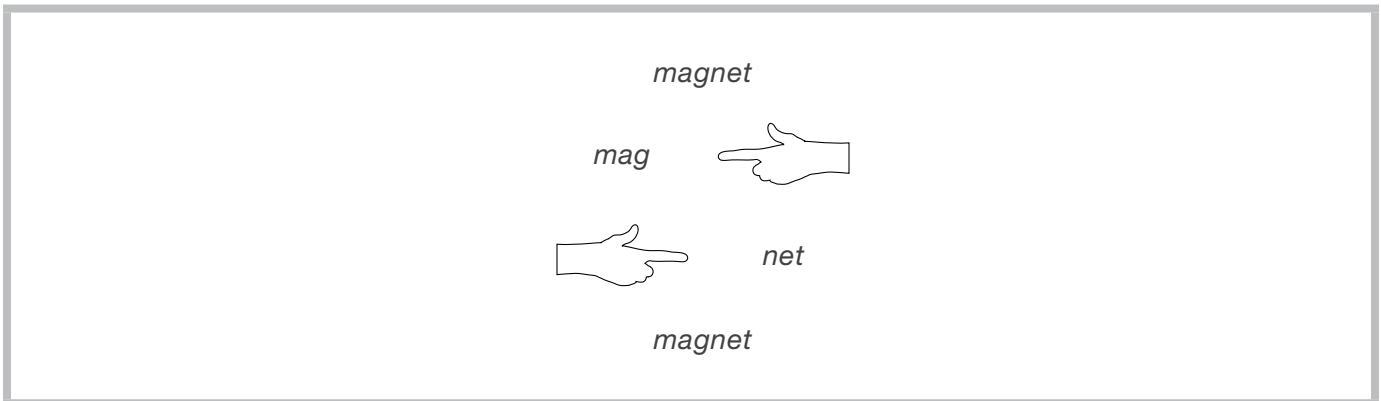
- When there are three consonants between two vowels, in general, the word is divided so the first consonant goes with the first vowel and the other two consonants with the second vowel.

mon · ster

con · tract

pil · grim

When students have difficulty reading a two-syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:



In Grade 1, students will encounter other two-syllable words with various combinations of the magic 'E' syllable, the vowel digraph syllable, the r-controlled vowel syllable, and the closed syllable.

- Chunking these syllable types follows the same patterns for division as noted above for closed syllables:

tar · get

for · get

es · cape

ig · loo

scoun · drel

char · coal

In Grade 2, students are introduced to more challenging multisyllable words.

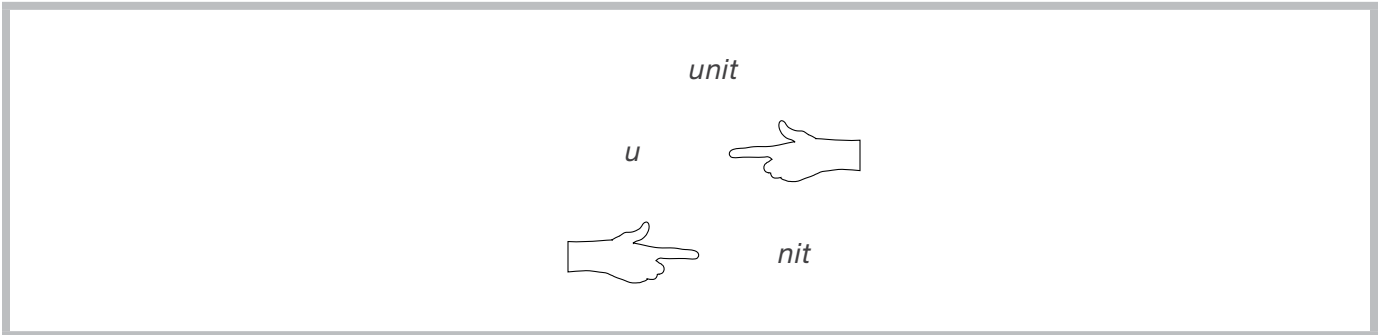
Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

- When only one consonant stands between two vowels, first divide the word in front of the consonant and sound it out as an open syllable:

pu · pil

vi · rus

mo · ment



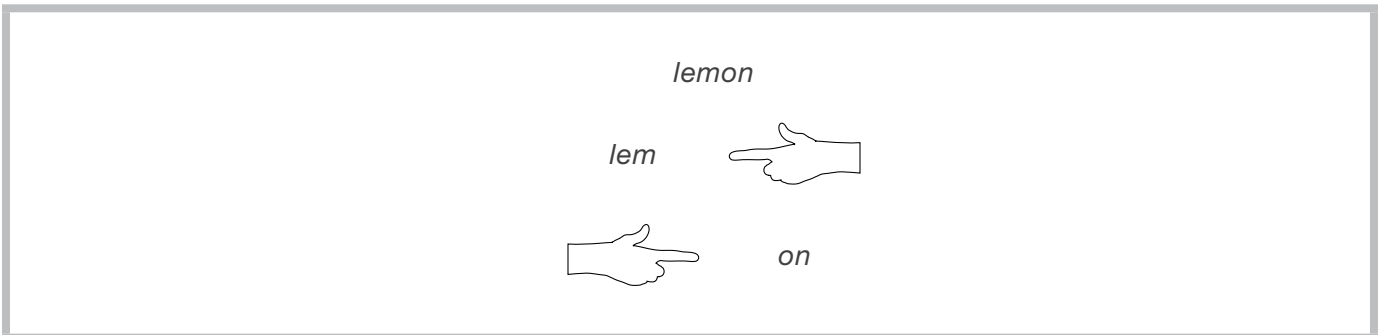
However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether they recognize a familiar word as they sound out each possibility. In order to recognize whether a word is familiar when sounded either way, the word must be one that the student has heard before (i.e., the word must be in the student’s oral vocabulary). Obviously, this will represent an additional challenge for students who have a limited vocabulary and/or for whom English is a second language.

- If the word divides after the consonant, a closed syllable is created:

cam · el

mel · on

pun · ish



In Grade 2, students are also introduced to Consonant–LE Syllables. Chunking these words into syllables is fairly straightforward.

- When a word ends in Consonant–LE, the word is divided in front of the consonant, creating a first syllable that may be an open, closed or even r-controlled syllable, depending on the other spellings in the words

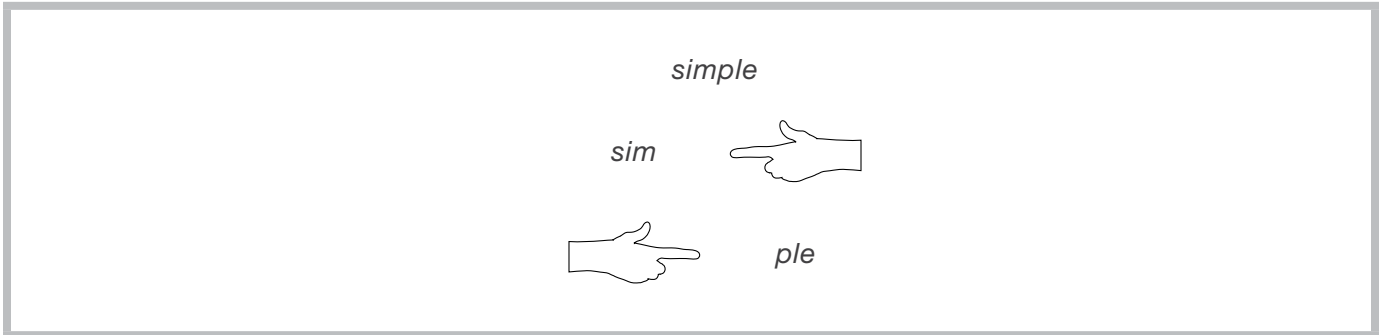
ban · gle

twin · kle

sta · ble

cra · dle

tur · tle



In the later part of Grade 2, students are introduced to syllables in which various spellings represent the schwa sound. English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound that linguists call a schwa. This happens in many English words. Spellings for the schwa sound include 'a', 'e', 'al', 'il', 'el' and 'tion'. Chunking and decoding words that include the schwa sound can be quite challenging for many students.

- Syllables with a schwa sound are divided in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

a · bout

de · pos · it

med · al

e · vil

nick · el

lo · tion

As noted earlier, the Consonant–LE Syllable is actually a schwa syllable, but it is identified separately because of the way this spelling is chunked when dividing words into syllables.

- Finally, while students encountered some simple root words and affixes in Grade 1, they study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly throughout the entire year of Grade 3 instruction.

pre · tend

non · sense

tri · cycle

re · peat

self · ish

sad · ness

help · less

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten—Grade 3, with the ability to chunk multisyllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Skills 3

Correlation—Teacher’s Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
TEKS 2.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	U3: p. 7, U3: p. 17, U3: p. 22, U3: p. 29, U3: p. 35, U3: p. 36; U3: p. 42, U3: p. 135, U3: p. 142, U3: p. 164, U3: p. 172, U3: p. 175, U3: p. 180, U3: p. 193, U3: p. 200, U3: p. 217, U3: p. 223, U3: p. 228, U3: p. 234, U3: p. 245, U3: p. 251
TEKS 2.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions	
TEKS 2.1.C	share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	U3: p. 268, U3: p. 271, U3: p. 277, U3: p. 280
TEKS 2.1.D	work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others	
TEKS 2.1.E	develop social communication such as distinguishing between asking and telling	
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
(A) demonstrate phonological awareness by:		
TEKS 2.2.A.i	producing a series of rhyming words;	
TEKS 2.2.A.ii	distinguishing between long and short vowel sounds in one-syllable and multi-syllable words	U3: p. 7; U3: p. 13; U3: p. 22; U3: p. 26; U3: p. 87; U3: p. 90; U3: p. 154; U3: p. 157; U3: p. 164; U3: p. 168; U3: p. 228; U3: p. 231, U3: p. 301
TEKS 2.2.A.iii	recognizing the change in spoken word when a specified phoneme is added, changed, or removed	U3: p. 35, U3: p. 36; U3: p. 39, U3: p. 40
TEKS 2.2.A.iv	manipulating phonemes within base words	
(B) demonstrate and apply phonetic knowledge by:		
TEKS 2.2.B.i	decoding words with short, long, or variant vowels, trigraphs, and blends	U3: p. 22, U3: p. 26, U3: p. 29, U3: p. 35, U3: p. 39, U3: p. 48, U3: p. 51, U3: p. 97, U3: p. 100, U3: p. 113, U3: p. 116, U3: p. 125, U3: p. 129, U3: p. 135, U3: p. 139, U3: p. 140, U3: p. 154, U3: p. 157, U3: p. 164, U3: p. 168, U3: p. 184, U3: p. 190, U3: p. 193, U3: p. 204
TEKS 2.2.B.ii	decoding words with silent letters such as <i>knife</i> and <i>gnat</i>	
TEKS 2.2.B.iii	decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	U3: p. 3; U3: p. 7; U3: p. 13; U3: p. 20; U3: p. 22; U3: p. 26; U3: p. 29; U3: p. 30; U3: p. 35; U3: p. 39; U3: p. 48; U3: p. 51; U3: p. 54; U3: p. 55; U3: p. 64; U3: p. 67; U3: p. 68; U3: p. 69; U3: p. 73; U3: p. 78; U3: p. 81; U3: p. 87; U3: p. 90; U3: p. 97; U3: p. 100; U3: p. 103; U3: p. 113; U3: p. 116; U3: p. 125; U3: p. 128; U3: p. 129; U3: p. 135; U3: p. 139; U3: p. 154; U3: p. 157; U3: p. 164; U3: p. 168; U3: p. 184; U3: p. 190; U3: p. 193; U3: p. 198; U3: p. 204; U3: p. 217; U3: p. 221; U3: p. 228; U3: p. 231; U3: p. 245; U3: p. 249; U3: p. 259; U3: p. 262, U3: p. 290, U3: p. 293
TEKS 2.2.B.iv	decoding compound words, contractions, and common abbreviations	U3: p. 22, U3: p. 29, U3: p. 36, U3: p. 42, U3: p. 48, U3: p. 54, U3: p. 97, U3: p. 103, U3: p. 217, U3: p. 223
TEKS 2.2.B.v	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV	U3: p. 35, U3: p. 39, U3: p. 48, U3: p. 51, U3: p. 73, U3: p. 81, U3: p. 97, U3: p. 100, U3: p. 113, U3: p. 116, U3: p. 135, U3: p. 139, U3: p. 154, U3: p. 157, U3: p. 164, U3: p. 168, U3: p. 193, U3: p. 204, U3: p. 207, U3: p. 210, U3: p. 228, U3: p. 231, U3: p. 259, U3: p. 262

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TEKS 2.2.B.vi	decoding words with prefixes, including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i>	U3: p. 97, U3: p. 103, U3: p. 135, U3: p. 151, U3: p. 207, U3: p. 210, U3: p. 212, U3: p. 213, U3: p. 215, U3: p. 245, U3: p. 251, U3: p. 259, U3: p. 262, U3: p. 268, U3: p. 271, U3: p. 277, U3: p. 280, U3: p. 284, U3: p. 287, U3: p. 290, U3: p. 291; U3: p. 293
TEKS 2.2.B.vii	identifying and reading high-frequency words from a research-based list	U3: p. 7, U3: p. 13
(C) demonstrate and apply spelling knowledge by:		
TEKS 2.2.C.i	spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	U3: p. 7, U3: p. 20, U3: p. 22, U3: p. 26, U3: p. 36, U3: p. 39, U3: p. 48, U3: p. 51, U3: p. 64, U3: p. 67, U3: p. 69, U3: p. 73, U3: p. 84, U3: p. 87, U3: p. 90, U3: p. 97, U3: p. 100, U3: p. 113, U3: p. 116, U3: p. 135, U3: p. 139, U3: p. 154, U3: p. 157, U3: p. 164, U3: p. 168, U3: p. 193, U3: p. 204, U3: p. 207, U3: p. 210, U3: p. 228, U3: p. 231, U3: p. 245, U3: p. 248, U3: p. 290, U3: p. 293
TEKS 2.2.C.ii	spelling words with silent letters such as <i>knife</i> and <i>gnat</i>	U3: p. 135, U3: p. 151, U3: p. 152, U3: p. 184, U3: p. 187
TEKS 2.2.C.iii	spelling compound words, contractions, and common abbreviations	U3: p. 22, U3: p. 29, U3: p. 36, U3: p. 42, U3: p. 48, U3: p. 54, U3: p. 97, U3: p. 103, U3: p. 217, U3: p. 223
TEKS 2.2.C.iv	spelling multisyllabic words with multiple sound-spelling patterns	U3: p. 3, U3: p. 7, U3: p. 20, U3: p. U3: p. 22, U3: p. 26, U3: p. 36, U3: p. 39, U3: p. 48, U3: p. 51, U3: p. 73, U3: p. 84, U3: p. 87, U3: p. 90, U3: p. 97, U3: p. 100, U3: p. 113, U3: p. 116, U3: p. 125, U3: p. 128, U3: p. 135, U3: p. 139, U3: p. 154, U3: p. 157, U3: p. 164, U3: p. 168, U3: p. 184, U3: p. 190, U3: p. 193, U3: p. 204, U3: p. 207, U3: p. 210, U3: p. 228, U3: p. 231, U3: p. 290, U3: p. 291; U3: p. 293
TEKS 2.2.C.v	spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word	U3: p. 48, U3: p. 51, U3: p. 52
TEKS 2.2.C.vi	spelling words with prefixes, including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i>	U3: p. 97, U3: p. 103, U3: p. 184, U3: p. 187, U3: p. 188, U3: p. 207, U3: p. 210, U3: p. 212, U3: p. 213, U3: p. 245, U3: p. 251, U3: p. 259, U3: p. 262, U3: p. 268, U3: p. 271, U3: p. 277, U3: p. 280, U3: p. 284, U3: p. 287, U3: p. 290, U3: p. 291; U3: p. 295
TEKS 2.2.D	alphabetize a series of words and use a dictionary or glossary to find words	
TEKS 2.2.E	develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 2.3.A	use print or digital resources to determine meaning and pronunciation of unknown words	
TEKS 2.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words	U3: p. 135, U3: p. 136; U3: p. 139, U3: p. 142
TEKS 2.3.C	identify the meaning of and use words with affixes <i>un-</i> , <i>re-</i> , <i>-ly</i> , <i>-er</i> , and <i>-est</i> (comparative and superlative), and <i>-ion/tion/sion</i>	U3: p. 97, U3: p. 103, U3: p. 245, U3: p. 251, U3: p. 259, U3: p. 262, U3: p. 268, U3: p. 271, U3: p. 277, U3: p. 280, U3: p. 284, U3: p. 287
TEKS 2.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	U3: p. 193, U3: p. 204, U3: p. 207, U3: p. 213, U3: p. 228, U3: p. 234, U3: p. 245, U3: p. 248

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(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 2.4	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	U3: p. 22, U3: p. 29, U3: p. 35, U3: p. 36; U3: p. 42, U3: p. 73, U3: p. 81, U3: p. 113, U3: p. 120, U3: p. 125, U3: p. 130, U3: p. 164, U3: p. 172, U3: p. 175, U3: p. 180, U3: p. 193, U3: p. 200, U3: p. 217, U3: p. 223
(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 2.5	self-select text and read independently for a sustained period of time	
(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 2.6.A	establish purpose for reading assigned and self-selected texts	U3: p. 7, U3: p. 17, U3: p. 35, U3: p. 36; U3: p. 42
TEKS 2.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information	U3: p. 22, U3: p. 29, U3: p. 164, U3: p. 172, U3: p. 175, U3: p. 180
TEKS 2.6.C	make [and] correct or confirm predictions using text features, characteristics of genre, and structures	
TEKS 2.6.D	create mental images to deepen understanding	
TEKS 2.6.E	make connections to personal experiences, ideas in other texts, and society	
TEKS 2.6.F	make inferences and use evidence to support understanding	U3: p. 113, U3: p. 120, U3: p. 193, U3: p. 200
TEKS 2.6.G	evaluate details read to determine key ideas	U3: p. 73; U3: p. 81; U3: p. 125; U3: p. 130; U3: p. 193; U3: p. 200; U3: p. 217; U3: p. 223; U3: p. 290; U3: p. 291; U3: p. 294
TEKS 2.6.H	synthesize information to create new understanding	
TEKS 2.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS 2.7.A	describe personal connections to a variety of sources	
TEKS 2.7.B	write brief comments on literary or informational texts that demonstrate an understanding of the text	U3: p. 245, U3: p. 251
TEKS 2.7.C	use text evidence to support an appropriate response	U3: p. 35; U3: p. 36; U3: p. 42; U3: p. 97; U3: p. 103; U3: p. 113; U3: p. 120; U3: p. 125; U3: p. 130; U3: p. 135; U3: p. 136; U3: p. 142; U3: p. 193; U3: p. 200; U3: p. 217; U3: p. 223; U3: p. 290; U3: p. 291; U3: p. 294
TEKS 2.7.D	retell and paraphrase texts in ways that maintain meaning and logical order	U3: p. 135, U3: p. 136; U3: p. 142
TEKS 2.7.E	interact with sources in meaningful ways such as illustrating or writing	
TEKS 2.7.F	respond using newly acquired vocabulary as appropriate	

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(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

TEKS 2.8.A	discuss topics and determine theme using text evidence with adult assistance	
TEKS 2.8.B	describe the main character's (characters') internal and external traits	U3: p. 48, U3: p. 54, U3: p. 97, U3: p. 103, U3: p. 228, U3: p. 234, U3: p. 245, U3: p. 251
TEKS 2.8.C	describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	U3: p. 175, U3: p. 180, U3: p. 182, U3: p. 259, U3: p. 263, U3: p. 264
TEKS 2.8.D	describe the importance of the setting	

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS 2.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales	
TEKS 2.9.B	explain visual patterns and structures in a variety of poems	
TEKS 2.9.C	discuss elements of drama such as characters, dialogue, and setting	

(D) recognize characteristics and structures of informational text, including:

TEKS 2.9.D.i	the central idea and supporting evidence with adult assistance	
TEKS 2.9.D.ii	features and graphics to locate and gain information	
TEKS 2.9.D.iii	organizational patterns such as chronological order and cause and effect stated explicitly	

(E) recognize characteristics of persuasive text, including:

TEKS 2.9.E.i	stating what the author is trying to persuade the reader to think or do	
TEKS 2.9.E.ii	distinguishing facts from opinion	
TEKS 2.9.F	recognize characteristics of multimodal and digital texts	

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS 2.10.A	discuss the author's purpose for writing text	U3: p. 259, U3: p. 263, U3: p. 264
TEKS 2.10.B	discuss how the use of text structure contributes to the author's purpose	
TEKS 2.10.C	discuss the author's use of print and graphic features to achieve specific purposes	
TEKS 2.10.D	discuss the use of descriptive, literal, and figurative language	
TEKS 2.10.E	identify the use of first or third person in a text	
TEKS 2.10.F	identify and explain the use of repetition	

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(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 2.11.A	plan a first draft by generating ideas for writing such as drawing and brainstorming	U3: p. 259, U3: p. 263, U3: p. 268, U3: p. 272, U3: p. 275, U3: p. 277, U3: p. 281
(B) develop drafts into a focused piece of writing by:		
TEKS 2.11.B.i	organizing with structure; and	
TEKS 2.11.B.ii	developing an idea with specific and relevant details	U3: p. 268, U3: p. 272, U3: p. 275, U3: p. 277, U3: p. 281
TEKS 2.11.C	revise drafts by adding, deleting, or rearranging words, phrases or sentences	
(D) edit drafts using standard English conventions, including:		
TEKS 2.11.D	edit drafts using standard English conventions	
TEKS 2.11.D.i	complete sentences with subject-verb agreement.	
TEKS 2.11.D.ii	past, present, and future verb tense	U3: p. 268, U3: p. 271, U3: p. 277, U3: p. 280, U3: p. 290, U3: p. 291, U3: p. 295
TEKS 2.11.D.iii	singular, plural, common, and proper nouns	U3: p. 87, U3: p. 93, U3: p. 154, U3: p. 159, U3: p. 175, U3: p. 178, U3: p. 290, U3: p. 291, U3: p. 295
TEKS 2.11.D.iv	adjectives, including articles	U3: p. 228, U3: p. 234, U3: p. 284, U3: p. 287
TEKS 2.11.D.v	adverbs that convey time and adverbs that convey place;	U3: p. 284, U3: p. 287
TEKS 2.11.D.vi	prepositions and prepositional phrases	
TEKS 2.11.D.vii	pronouns, including subjective, objective, and possessive cases	U3: p. 284, U3: p. 287
TEKS 2.11.D.viii	coordinating conjunctions to form compound subjects and predicates	
TEKS 2.11.D.ix	capitalization of months, days of the week, and the salutation and conclusion of a letter;	U3: p. 175, U3: p. 178, U3: p. 284, U3: p. 287
TEKS 2.11.D.x	end punctuation, apostrophes in contractions, and commas with items in a series and in dates;	U3: p. 175, U3: p. 178, U3: p. 284, U3: p. 287
TEKS 2.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;	U3: p. 284, U3: p. 287
TEKS 2.11.E	publish and share writing	
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 2.12.A	compose literary texts, including personal narratives and poetry	U3: p. 268, U3: p. 272, U3: p. 275, U3: p. 277, U3: p. 281, U3: p. 282, U3: p. 284, U3: p. 287
TEKS 2.12.B	compose informational texts, including procedural texts and reports; and	
TEKS 2.12.C	compose correspondence such as thank you notes or letters	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 2.13.A	generate questions for formal and informal inquiry with adult assistance	
TEKS 2.13.B	develop and follow a research plan with adult assistance	

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TEKS 2.13.C	identify and gather relevant sources and information to answer the questions	
TEKS 2.13.D	identify primary and secondary sources	
TEKS 2.13.E	demonstrate understanding of information gathered	
TEKS 2.13.F	cite sources appropriately	
TEKS 2.13.G	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	
<p>(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
ELPS 1.A	use prior knowledge and experiences to understand meanings in English	U3: p. 204, U3: p. 214
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	U3: p. 15, U3: p. 26, U3: p. 39, U3: p. 51, U3: p. 68, U3: p. 79, U3: p. 91, U3: p. 100, U3: p. 101, U3: p. 117, U3: p. 130, U3: p. 140, U3: p. 159, U3: p. 171, U3: p. 180, U3: p. 201, U3: p. 212, U3: p. 221, U3: p. 232, U3: p. 233, U3: p. 250, U3: p. 262
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
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	

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ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	U3: p. 19, U3: p. 45, U3: p. 83, U3: p. 122, U3: p. 133, U3: p. 182, U3: p. 203, U3: p. 225
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 note	
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	U3: p. 189
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	

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ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	U3: p. 15, U3: p. 26, U3: p. 39, U3: p. 51, U3: p. 68, U3: p. 79, U3: p. 91, U3: p. 100, U3: p. 101, U3: p. 117, U3: p. 130, U3: p. 140, U3: p. 159, U3: p. 171, U3: p. 180, U3: p. 201, U3: p. 212, U3: p. 214, U3: p. 221, U3: p. 232, U3: p. 233, U3: p. 250, U3: p. 262
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	U3: p. 19, U3: p. 45, U3: p. 83, U3: p. 122, U3: p. 133, U3: p. 182, U3: p. 203, U3: p. 225, U3: p. 243

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

Skills 3		Correlation—Teacher’s Guide
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	
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	U3: p. 287

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