

# 4

Grade 2

**Skills 4** | Teacher Guide

Grade 2

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# **Skills 4**

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**Teacher Guide**

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# Introduction

## UNIT 4 OVERVIEW

Unit 4 is devoted to introducing more spelling alternatives for vowel sounds and three tricky spellings. Remember vowel sounds and their spellings are the most challenging part of the English writing system. Only two vowel sounds are almost always spelled just one way (/a/ and /ar/). The other seventeen vowel sounds have at least one significant spelling alternative. Several of them have many spelling alternatives.

Many opportunities are provided in this unit for review of the spelling alternatives. The specific sounds and spellings introduced for the first time in this unit are:

- /er/ spelled 'er' (*her*), 'ur' (*hurt*), 'ir' (*bird*)
- /i/ spelled 'y' (*myth*)
- /ie/ spelled 'y' (*try*), 'igh' (*night*)
- /oe/ spelled 'ow' (*snow*)
- /ee/ spelled 'e' (*me*), 'y' (*funny*), 'ey' (*key*)
- /aw/ spelled 'al' (*wall*)

### Tricky Spellings

Some of the spellings introduced in this unit represent multiple sounds. For example, the spelling 'y' is introduced as a spelling alternative for the /i/ sound. Also, 'y' is a spelling alternative for the /ie/ sound, and a spelling alternative for the /ee/ sound. In addition, students already know 'y' is the basic code spelling for the /y/ sound. One could say this spelling is shared between /i/, /ie/, /ee/, and /y/. Or one could say it is ambiguous because it can stand for either /i/, /ie/, /ee/, or /y/. Because this spelling can stand for more than one sound, it is called a tricky spelling. Tricky spellings often pose a problem for the reader. When a reader comes across an unfamiliar word containing the 'y' spelling, he or she may need to try pronouncing the tricky spelling different ways to determine the actual pronunciation of the word.

The following tricky spellings are taught in this unit:

- 'e' can be pronounced /e/ (*pet*) or /ee/ (*me*)
- 'i' can be pronounced /i/ (*it*) or /ie/ (*biting*)
- 'y' can be pronounced /ee/ (*funny*), /i/ (*myth*), /ie/ (*try*), or /y/ (*yes*)



## Tricky Words

Tricky Words are introduced in this unit on an as-needed basis.

The following Tricky Words are introduced in stories in the Reader. They should be pretaught during the lessons before the stories are read.

- Lesson 3: *people, walk, grownup*
- Lesson 16: *building*
- Pausing Point: *statue*

**Note:** In the Reader, the story “Battery Park” is designated as a supplemental story for use during the Pausing Point. If you use this story, you should preteach the word *statue* as a Tricky Word.

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

As you introduce new spelling patterns, you will notice some words previously introduced as Tricky Words can be seen as part of spelling patterns. For example, once you have taught ‘e’ as a spelling alternative for /ee/, the words *he, she, we, be, and me* no longer need to be treated as Tricky Words. They can be described as members of a larger spelling pattern that includes words like *prefix* and *repeat*. At this point, these words should be removed from the Tricky Word Wall, if you have one. You may wish to place a green border around the yellow word cards and move the card to the Decodable Word Wall. Alternatively, you may wish to rewrite the word onto a green card and place it on the Decodable Word Wall. This is an excellent opportunity to demonstrate to students, visually, their growing knowledge of sound/spellings.

## Decodable Reader: *The Job Hunt*

*The Job Hunt* is a fictional Reader that describes a nineteen-year-old girl's search for a job in New York City with the help of her younger brother. The Introduction contains information about New York City, including a map.

## Close Reading

At the Grade 2 reading level, the focus on close reading through text-dependent questions is continued from previous grades. Once again in this unit, is included direction for teachers to utilize a close reading approach with several stories from the Reader. These lessons are carefully crafted to focus the student 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, 15, and 17 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 in this unit that the rigor has increased.

The close reading lessons occur 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.

## Spelling

Weekly spelling lists and assessments continue in this unit. The spelling lists continue to be made up of words with letter-sound correspondences that students have already been introduced to in reading.

At this point, students have learned one way to write every sound in English except for the very rare /zh/ as in *treasure*. They also know a number of spelling alternatives for both vowel and consonant sounds. They should 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. First, students need to be introduced to the spelling alternatives and learn to decode them while reading. Then, after many exposures to the spellings in written words, students will begin to write the correct spelling independently. 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 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.

While spelling mastery is developing, you should continue to accept plausible spelling in drafts, though you can also encourage correct spelling in revisions, particularly when the word is made up of previously taught spellings.

During writing activities, students will have an opportunity to practice correctly spelling high-frequency words and 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 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.C.i; 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; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## Grammar

The grammar lessons for Unit 4 review singular and regular plural nouns, as well as common and proper nouns. In addition, the formation of irregular plurals, the use of apostrophe-'s' with nouns to indicate possession, and the use of titles, such as *Mr.*, *Mrs.*, *Ms.*, and *Miss*, as a part of proper nouns are all introduced. Students will continue to work with verbs, reviewing action verbs, learning about *to be* verbs, and working with verb tenses. Synonyms, antonyms, contractions, and quotations are also reviewed.

## Writing

The writing strand continues with students learning about persuasive communication, specifically how to incorporate persuasive writing as part of a friendly letter. Students will edit their drafts for capitalization, end punctuation, commas in a series and in dates, pronoun cases, and prepositions.

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## UNIT 4 ASSESSMENTS

### 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.

Weekly spelling assessments continue in Unit 4. Each assessment is accompanied by a spelling analysis sheet. 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 for each assessment to summarize data about the types of errors students make. Use of this assessment and careful thought about students’ errors will give you insight into planning remediation of both decoding and encoding skills.

In addition, it is recommended that you continue using the Anecdotal Reading Record and the Discussion Questions Observation Record, found in the Teacher Resources section at the end of this Teacher Guide. You should circulate and listen to students read, making notes as you listen. You should strive to hear every student read aloud at least once or twice a week.

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

### Student Performance Assessment

A multipart Student Performance Assessment occurs in Lessons 23–25. The assessment components are the Reading Comprehension Assessment, the Grammar Assessment, the Fluency Assessment, and the Word Recognition Assessment. The Fluency Assessment is administered one-on-one with students while the other assessments are administered to the class as a whole group. If students struggle on these assessments, you may need to spend a few days reviewing before moving on and/or you may need to conduct remedial work with specific students.

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## PAUSING POINT

An extensive listing of additional activities to teach and practice the Unit 4 skills can be found in Pausing Point section included after 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.

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## 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.

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## APPENDIX

Once again, the appendix Using Chunking to Decode Multisyllable Words is included at the end of this Teacher Guide. Syllable division is included in this Teacher Guide when appropriate. Please feel free to use this as a resource when working with students who have not mastered the ability to chunk words into syllables for decoding.

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## TEACHER RESOURCES

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

- Reader's Log: Included for the first time in Unit 4 is a student reading log. At this point, it is highly recommended that students read independently at home for 20 minutes each night. You may choose to have students keep a log of what they read at home, and/or of what they read independently in class. **TEKS 2.5**
- Anecdotal Reading Record—Unit 4
- Discussion Questions Observation Record—Unit 4
- Spelling Analysis Directions and Chart for Lessons 5, 10, 15, and 20
- Reading Comprehension Assessment Record Sheet—Unit 4
- Reading Comprehension Assessment Analysis—Unit 4

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 **TEKS 2.5** Self-select text and read independently for a sustained period of time.

- Grammar Assessment Record Sheet—Unit 4
- Fluency Assessment Record Sheet—Unit 4
- Word Recognition Assessment Record Sheet—Unit 4
- Homophone Match Maker Word Cards
- Additional Support Activity Pages
- Activity Book Answer Key
- Appendix: Using Chunking to Decode Multisyllable Words

### ADDITIONAL MATERIALS NEEDED IN UNIT 4

Some additional materials (most typically available in Grade 2 classrooms) are needed for specific lessons of Unit 4. 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; marker; and tape for Spelling Trees (1)
- unruled 4" x 6" or 5" x 7" yellow index cards (1)
- thin-tipped blue markers for each student (1)
- thin-tipped green markers for each student (5)
- unruled 4" x 6" or 5" x 7" white index cards (6)
- 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. (1)

**Note to Teacher:** Prepare all Spelling Trees needed for this unit prior to beginning Lesson 1: /er/, /ae/, /a/, /ie/, /i/, /ue/, /u/, /oe/, /ee/, /e/, /aw/, /ow/.

## SPELLING ALTERNATIVES

# Introduce /er/ > 'er', 'ir', and 'ur'

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

Students will orally produce words with the /er/ sound, will read words with /er/ > 'er', 'ur', and 'ir' and will answer yes/no questions featuring words with /er/

✦ sound/spellings. **TEKS 2.2.A; TEKS 2.2.B.iii**

Students will read the Tricky Word *all* in a chain with consonants added to the beginning of the word and will read previously taught Tricky Words and high-

✦ frequency words. **TEKS 2.2.A.iii; TEKS 2.2.A.iv; TEKS 2.2.B.vii**

**Language (Spelling)**

Students will read and spell one-syllable and multisyllabic words with diphthongs /aw/ > 'aw' and 'au' and /oi/ > 'oi' and 'oy.'

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

✦ **TEKS 2.2.A** Demonstrate phonological awareness by (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (iv) manipulating phonemes within 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; (vii) identifying and reading high-frequency words from a research-based list; **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
<b>Foundational Skills</b>			
Introduce /er/ > 'ur' and 'ir' (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Cards /er/ > 'ur' ( <i>hurt</i> ), /er/ > 'ir' ( <i>bird</i> ) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> blue markers <input type="checkbox"/> /er/ Spelling Tree and leaves <input type="checkbox"/> /er/ Chart (Digital Components)
Practice Spelling Alternatives for /er/ (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Activity Page 1.2 <input type="checkbox"/> Activity Page 1.2 (Digital Components)
Word Baseball (Word Recognition)	Whole Group	10 min.	<input type="checkbox"/> prepared word cards
<b>Language (Spelling)</b>			
Introduce Spelling Words	Whole Group	10 min.	
<b>Take-Home Material</b>			
Family Letter			<input type="checkbox"/> Activity Page 1.1

## ADVANCE PREPARATION

### Foundational Skills

- You may wish to tab page 19 of the Vowel Code Flip Book.

#### ➤ Digital Component 1.1

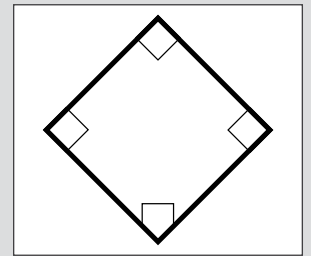
- Copy the /er/ chart (Digital Component 1.1) for Introduce /er/ > 'ur' and 'ir' on the board/chart paper or prepare to display the digital version.
- Prepare Spelling Tree for /er/. The tree should have four branches labeled 'er', 'ir', 'ur', and odd ducks.
- Write the following words on leaves for the Spelling Tree: *clerk, fern, verb, first, shirt, birth, bird, girl, fur, hurt, and church.*

#### ➤ Digital Component 1.2

- Create an enlarged version of Activity Page 1.2 (Digital Component 1.2) to display or use the digital version.
- Prepare word cards for the words listed in the box for Word Baseball.
- Draw a baseball diamond on the board/chart paper for Word Baseball.

### Universal Access

- Gather images of the following words for Introduce Spelling Words: *vault, haunted, hawk, and spool.*





## Lesson 1: Spelling Alternatives

## Foundational Skills



## Primary Focus

Students will orally produce words with the /er/ sound, will read words with /er/ > 'er', 'ur', and 'ir' and will answer yes/no questions featuring words with

✦ /er/ spellings. **TEKS 2.2.A; TEKS 2.2.B.iii**

Students will read the Tricky Word *all* in a chain with consonants added to the beginning of the word, and will read previously taught Tricky Words and high-

✦ frequency words. **TEKS 2.2.A.iii; TEKS 2.2.A.iv; TEKS 2.2.B.vii**

## INTRODUCE /ER/ &gt; 'UR' AND 'IR' (20 MIN.)

## Board Sort

- Before beginning, display the Vowel Code Flip Book and have the Spelling Cards listed in the Lesson at a Glance readily available.
- Today's letter-sound correspondences can be found on the following page of the Vowel Code Flip Book.

## Vowel Code Flip Book

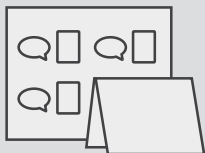
1. 'ur' > /er/ (*hurt*) **page 19**

2. 'ir' > /er/ (*bird*) **page 19**

- Tell students that, as in Unit 3, Unit 4 focuses on vowel sounds. They will learn many new vowel sounds and spellings.
- Tell students they will begin by reviewing the spelling 'er' for /er/. Remind students, the letter 'r' is a spelling for a consonant sound, but the sound /r/ can mingle with certain vowel sounds, to create unique vowel sounds like /er/.
- We know /er/ is a vowel sound because adding it to the end of a word adds a syllable: *steep* > *steeper*.
- Write the following words on the board/chart paper and ask students to read them: *fern, western, perfect, interrupt*.

✦ **TEKS 2.2.A** Demonstrate phonological awareness by (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (iv) manipulating phonemes within 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; (vii) identifying and reading high-frequency words from a research-based list.

## Code Materials



- Tell students they will focus on two other spellings for the /er/ sound: 'ir' and 'ur'.
- Display the /er/ chart you prepared in advance.
- Explain that the /er/ sound can be spelled by any of these letter combinations. Review and read the words in each column aloud. Ask students to share additional words that contain the /er/ sound and add it to the appropriate column.
- To acknowledge students who correctly provide a word with the /er/ sound, but with a spelling not being taught, create a column for odd ducks and list words there. Do not create and list words in the odd ducks column unless students happen to suggest these words, such as *dollar*, *sailor*, etc.

**Note:** See the appendix, Using Chunking to Decode Multisyllable Words, if students experience difficulty in reading two-syllable words.

### ➤ Digital Component 1.1

/er/			
'er'	'ur'	'ir'	odd ducks
sister	fur	bird	dollar
number	hurt	stir	sailor
nerve	turn	birth	
	curve	thirst	
	burn	shirt	

- Turn to **Vowel Code Flip Book page 19** and put the Spelling Card(s) 'ir' and 'ur' on the appropriate space(s). Discuss the power bar for each of the spellings for the /er/ sound.
- Today's letter-sound correspondences can be found on the following page of the Individual Code Chart.

Individual Code Chart
1. 'ur' > /er/ ( <i>hurt</i> ) <b>page 10</b>
2. 'ir' > /er/ ( <i>bird</i> ) <b>page 10</b>

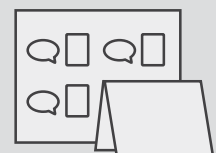
### Support

Point out that 'er' is the spelling most often used for /er/, but that students will need to practice when to use 'ir' and 'ur'. Explain that words with r-controlled vowels are easy to sound out because when they see 'ir', 'ur', and 'er', they will always make the same /er/ sound. Show that the /er/ sound is made by pulling back the tongue and pressing the sides of the tongue to the bottom sides of the teeth. Air comes down from the back of the throat to then make the /er/ sound.

### Challenge

Encourage students to come up with different words than the examples provided that have 'er', 'ur', and 'ir' spellings. The letters 'ur' often stand for /er/; however, they can also stand for other sounds and combinations, including /y/ + /er/ (*curious*), /ue/ + /r/ (*uranium*), and /or/ (*four*). Students who can decode 'ir' and 'ur' will probably also be able to decode the rare spellings 'irr' (*squirrel*) and 'urr' (*hurry*); those spellings are not explicitly taught in this program.

### Code Materials



- Distribute the blue markers. Have students turn to **Individual Code Chart page 10**. Guide students in outlining the appropriate cards on the chart.

### Spelling Tree

- Shuffle the leaves with the /er/ sound you prepared in advance.
- Hold up one of the leaves and ask students to read the word aloud. Ask a student to identify the branch where the leaf should be placed, and ask the student to tape the leaf to the appropriate branch.
- Tell students to look at the Individual Code Chart. Ask students which of the three spellings, 'er', 'ir', or 'ur', has the longest power bar ('er'). Explain that 'er' is used as a spelling for /er/ in more words than 'ur' and 'ir'.



### Check for Understanding

As students read the leaves, note which students are able to identify the correct branch of the tree and which students struggle to place words on the appropriate branches.

## PRACTICE SPELLING ALTERNATIVES FOR /ER/ (20 MIN.)

### Yes or No?

#### ➤ Digital Component 1.2

- Ask students to turn to Activity Page 1.2 in their Activity Books and refer to the display copy you prepared in advance.
- Complete this activity page together as a class.

## WORD BASEBALL (10 MIN.)

- Tell students they will review the Tricky Word *all*. Write *all* on the board and read the word.
- Do a simple chain with students.

1. all > call > fall > ball > tall > wall > mall > small > stall

- Tell students they will review high-frequency and Tricky Words with a baseball game. Remind them that being able to quickly decode words can help them become fluent readers.



- Use the cards and the baseball diamond you prepared in advance for this activity.
- Divide the class into two teams. You may consider having one team at a time come to the front of the room and line up in front of the board/chart paper. Or you may choose to have students stay seated and divide the class into teams by seating arrangement. Each team takes a “turn at bat” as follows:
  - Choose a card from the stack and ask the first person on a 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 team’s line, while the next player comes forward to read the next card. If the word is read correctly, draw a line from first to second base. Play continues this way. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for the team. Play continues for this team as long as no words are misread; when a 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 is the winning team. Point out that accuracy is important, but so is speed. The more turns players have to read words, the more likely their team is to score runs.

1. and	15. from	29. no	43. to
2. a	16. have	30. not	44. us
3. are	17. here	31. one	45. was
4. am	18. is	32. once	46. we
5. all	19. it	33. off	47. word
6. at	20. if	34. pull	48. what
7. an	21. I	35. said	49. why
8. ball	22. in	36. says	50. were
9. by	23. keep	37. see	51. when
10. but	24. let	38. so	52. which
11. best	25. look	39. tall	53. who
12. call	26. mall	40. tell	54. yes
13. can	27. my	41. the	55. you
14. do	28. must	42. there	56. your



Using Foundational  
Literacy Skills

Explain that the spelling patterns 'aw' and 'au' represent the sound people often utter when they see something adorable like a kitten. To make this sound, the jaw drops, but the tongue goes up a bit.

Explain that 'oy' and 'oi' stand for the sound in the word *boy* without the 'b'.

To make this sound, the tongue will come forward and touch the back of the two front teeth. As this happens the lips will form a circle then pull back to a smile.

**ELPS 1.F**



Check for Understanding

As students read words, note which students are struggling to quickly read high-frequency and Tricky Words and which students find this activity too easy. You can use this information later to differentiate and group students who need additional support recognizing and decode high-frequency and Tricky Words.

Lesson 1: Spelling Alternatives

# Language



**Primary Focus:** Students will read and spell one-syllable and multisyllabic words with diphthongs /aw/ > 'aw' and 'au' and /oi/ > 'oi' and 'oy.'

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

**INTRODUCE SPELLING WORDS (10 MIN.)**

**TEKS 2.2.C.i**

- Tell students that the spelling words this week include spelling alternatives. When one sound can be spelled more than one way, we say that sound has spelling alternatives.
- Say the sound /aw/ as in *paw*. Ask students if they can think of two ways to spell the sound /aw/. If students are unable to remember the spellings for /aw/, have them use the Individual Code Chart to find the answer.
- Write 'aw' and 'au' on the board/chart paper.
- Underneath 'aw', write the spelling words with this spelling, one word at a time, saying the word aloud. Do the same for the words with the 'au' spelling.
- Say the sound /oi/ as in *oil*. Ask students if they can think of two ways to spell the sound /oi/. If students need help with the spellings for /oi/, remind them to use the Individual Code Chart to find the answer.
- Write 'oi' and 'oy' on the board/chart paper.
- Underneath 'oi', write the spelling words with this spelling, one word at a time, saying the word aloud. Do the same for the words with the 'oy' spelling.

**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; (iii) spelling compound words, contractions, and common abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Repeat this procedure for the last three words with the /oo/ sound as in *soon*.
- Point out that students have fifteen words this week and no Tricky Word.
- The spelling words for this week are as follows:

'aw' > /aw/	'au' > /aw/	'oi' > /oi/	'oy' > /oi/	'oo' > /oo/
hawk	vault	oil	cowboy	moon
yawn	haunted	spoiled	enjoy	spool
crawl	causes	coin	destroy	cartoon

- Tell students that they will write an entire sentence that you dictate. Students may use their Dictation Journal.
- Read the sentence: *The milk was spoiled.*

End Lesson

# Take-Home Material

## FAMILY LETTER

- Distribute Activity Page 1.1 and have students take it home to a family member. Remind students to practice their spelling words each night for five to ten minutes.

Activity Page 1.1



## Lesson 1: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH SPELLING ALTERNATIVES

### Word Lists

- Make one copy of **Activity Pages TR 1.1 and TR 1.2** for each student.
- Have students read the words and circle or underline the spelling 'ir' in each word.
- Follow the same procedure for the spelling 'er' **Activity Pages TR 1.3 and TR 1.4.**

## Fill in the Blank

- Make one copy of **Activity Page TR 1.5** for each student.
- Have students write the best /er/ word to fill in the blank for each sentence.

### Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 693–841 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 700–847 of those words would be completely decodable.

Letters 'ir' often stand for /er/; however, they can also stand for other sounds and combinations, including /ie/ + /r/ (*hiring*), /i/ + /r/ (*spirit*), and /ae/ + /r/ (*fair*).

The letters 'ur' often stand for /er/; however, they can also stand for other sounds and combinations, including /y/ + /er/ (*curious*), /ue/ + /r/ (*uranium*), and /or/ (*four*).

Students who can decode 'ir' and 'ur' will probably also be able to decode the rare spellings 'irr' (*squirrel*) and 'urr' (*hurry*); those spellings are not explicitly taught in this program.

## SPELLING ALTERNATIVES

Review /er/ > 'er',  
'ir', and 'ur'

## PRIMARY FOCUS OF LESSON

## Language (Grammar)

Students will indicate whether a spoken word is a common or proper noun.

✦ **TEKS 2.11.D.iii**

## Foundational Skills

Students will review /er/ > 'er', 'ur', and 'ir' and will read single and multisyllable words featuring previously taught vowel sound/spellings, circling the letters that

✦ produce the vowel sound. **TEKS 2.2.B.iii; TEKS 2.2.B.v**

## Reading

Students will independently read the story "Morning" with purpose and understanding and will answer oral literal and evaluative questions about key

✦ details in the text. **TEKS 2.2.B.iv; TEKS 2.2.C.iii; TEKS 2.6.A; TEKS 2.7.C**

✦ Students will make and correct or confirm predictions about a text. **TEKS 2.6.C**

✦ Students will make connections between texts. **TEKS 2.6.E**

## FORMATIVE ASSESSMENT

Activity Page 2.1

Same or Different? 'ar,' 'or,' 'er,' 'ir,' 'ur'

✦ **TEKS 2.2.B.iii**

Observation

Discussion Questions "Morning"

✦ **TEKS 2.7.C**

✦ **TEKS 2.11.D.iii.** Edit drafts using standard English conventions including singular, plural, common, and proper nouns; **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; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.2.C.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations; **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; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society.



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Grammar)</b>			
Review Common and Proper Nouns	Whole Group	5 min.	
<b>Foundational Skills</b>			
Review Spelling Alternatives for /er/ (Phonics)	Whole Group	10 min.	<input type="checkbox"/> Spelling Tree leaves <input type="checkbox"/> /er/ Chart (Digital Components)
Spelling Tree Practice	Whole Group	10 min.	<input type="checkbox"/> Spelling Tree leaves; spelling trees
Practice R-Controlled Vowels (Phonics)	Whole Group/ Independent	10 min.	<input type="checkbox"/> Activity Page 2.1
<b>Reading</b>			
Introduce the Reader and Story	Whole Group	5 min.	<input type="checkbox"/> <i>The Job Hunt</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read “Morning”	Whole Group/ Independent	20 min.	<input type="checkbox"/> <i>The Job Hunt</i>
<b>Take-Home Material</b>			
Mixed Review R-Controlled Vowels			<input type="checkbox"/> Activity Page 2.2

## ADVANCE PREPARATION

### Foundational Skills

#### ➤ Digital Component 2.1

- Copy the /er/ chart for Review Spelling Alternatives for /er/ (Digital Component 2.1) on the board/chart paper or prepare to display the digital version.
- Write the words listed in the box below on leaves for the Spelling Tree. Words written on more than one leaf will be placed on multiple Spelling Tree branches. Also make sure all Spelling Trees for the following sounds are visible or accessible for this lesson: /er/, /ae/, /a/, /ie/, /i/, /ue/, /u/, /oe/, /ee/, /e/, /aw/, and /ow/.

- |   |   |
|---|---|
| 1. burnt (1 leaf: /er/)                             | 9. surround (2 leaves: /er/, /ow/)                      |
| 2. firm (1 leaf: /er/)                              | 10. hamburger (3 leaves: /a/, /er/ > 'ur' and 'er')     |
| 3. bunch (1 leaf: /u/)                              | 11. tender (2 leaves: /e/, /er/)                        |
| 4. flirt (1 leaf: /er/)                             | 12. thirteen (2 leaves: /er/, /ee/)                     |
| 5. tulip (2 leaves: /ue/, /i/)                      | 13. aspirin (3 leaves: /a/, /er/, /i/)                  |
| 6. hibernate (3 leaves: /ie/, /er/, /ae/)           | 14. entertain (3 leaves: /e/, /er/, /ae/)               |
| 7. undershirt (3 leaves: /u/, /er/ > 'er' and 'ir') | <b>Bonus:</b><br>thermometer (3 leaves: /er/, /o/, /e/) |
| 8. auto (2 leaves: /aw/, /oe/)                      |   |

### 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.
- Make a copy of the Discussion Questions Observation Record found in Teacher Resources and list the names of students in your class.

### Universal Access

- Bring in pictures of the following words for Preview Core Vocabulary: *college*, *slacks*, *cash*, and *fare card*.

## Lesson 2: Grammar

## Language



**Primary Focus:** Students will indicate whether a spoken word is a common or proper noun. **TEKS 2.11.D.iii**

**REVIEW COMMON AND PROPER NOUNS (5 MIN.)**

- Remind students that a noun names a person, place, or thing. A proper noun names a specific or particular person, place, or thing and is written with a capital letter.
- Tell students you are going to play a game. You will call out a word. If it is a common noun they will raise one finger; if it is a proper noun, they will raise two fingers. Call out the following words:

- |                              |  |
|------------------------------|--|
| 1. man (common-1)            | 6. mall (common-1)                     |
| 2. kid (common-1)            | 7. Yellowstone Park (proper-2)         |
| 3. state (common-1)          | 8. Lakeside Shopping Center (proper-2) |
| 4. Yankee Stadium (proper-2) | 9. New York (proper-2)                 |
| 5. park (common-1)           | 10. Ken Davidson (proper-2)            |

- If there is time, have a student give you an example of a common noun and ask another student to give an example of a proper noun.

## Lesson 2: Spelling Alternatives

## Foundational Skills



**Primary Focus:** Students will review /er/ > 'er', 'ur', and 'ir' and will read single and multisyllable words featuring previously taught vowel sound/spellings, circling the letters that produce the vowel sound. **TEKS 2.2.B.iii; TEKS 2.2.B.v**

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

## REVIEW SPELLING ALTERNATIVES FOR /ER/ (10 MIN.)

- Review previously taught spellings for /er/ using the chart you prepared.
- Working column by column, point to each word, circle the spelling for /er/, and ask students to read the word aloud.
- 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.
- Point to *modern*, *sunburn*, and *blackbird*.
- Say, “In *modern*, I see two vowel sounds (/o/ and /er/) on either side of one consonant. Note that in r-controlled vowels, ‘r’ works with the vowel to make one sound.”
- Underline the vowel sounds.
- Say, “When only one consonant comes between two vowels, I divide after the first vowel sound. So I will divide the word like this: *mo•dern*.”
- Point to *sunburn*.
- Say, “In this word, I see two vowels on either side of two consonants.”
- Underline the vowel sounds (/u/ and /ur/).
- Say, “When two consonants come between two vowels, I divide the word between the consonants: *sun•burn*.”
- Point to *blackbird*.
- Say, “In this word, I see a vowel on either side of three consonants in a row.”
- Underline the vowel sounds (/a/ and /ir/).
- 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, ‘c’ and ‘k’ work together to make the /k/ sound, so I will divide the syllables like this: *black•bird*.”

## ➤ Digital Component 2.1

'er'	'ur'	'ir'
clerk	hurt	bird
verb	fur	fir
fern	curb	first
servant	sunburn	stirrup
pattern	murder	blackbird
modern	disturb	squirrel
interest	surrender	

### SPELLING TREE PRACTICE (10 MIN.)

- Tell students they will add words to the Spelling Trees.
- Shuffle the leaves you prepared. Show one leaf at a time and guide the class in decoding each word, syllable by syllable if it is a multisyllable word.
- Make sure all Spelling Trees are visible. Distribute the leaves to individuals, pairs, or trios, depending on the number of leaves there are per word. Tell students that if a word has only one syllable, only one student will have a leaf for the word. If a word has two syllables, a pair of students will have leaves with the same word. If a word has three syllables, a trio of students will have leaves with the same word.
- For one-syllable words, ask individual students to circle the letters representing the vowel spelling in their word, identify the correct Spelling Tree, and then tape their leaf to the correct branch.
- For two- and three-syllable words, ask students to work with others who have the same word. Each student should circle the letters that spell a vowel sound in a single syllable, working on a different syllable than others with the same word. When they finish, they should each take their leaves to the appropriate Spelling Trees and tape them to the correct branches.



#### Check for Understanding

As students read the leaves, note which students are able to identify the correct branch of the tree and which students struggle to place words on the appropriate branches.

## PRACTICE R-CONTROLLED VOWELS (10 MIN.)

### Same or Different?

- Have students turn to Activity Page 2.1. Complete the first several items as a class, asking students to read the word pairs aloud and decide whether the medial vowel sounds in each word of the pair are the same or different. Remind students to focus on vowel sounds, not spellings.
- If most students appear to understand the content, have students complete the remainder of the activity page independently. If not, continue to provide guided practice.



### Activity Page 2.1: Same or Different?

Collect Activity Page 2.1 when students have completed their work, and assess which students need additional support with r-controlled vowels.

## Activity Page 2.1



## Lesson 2: “Morning” Reading



**Primary Focus:** Students will independently read the story “Morning” with purpose and understanding and will answer oral literal and evaluative questions

- ✦ about key details in the text. **TEKS 2.2.B.iv; TEKS 2.2.C.iii; TEKS 2.6.A; TEKS 2.7.C**
- ✦ Students will make and correct or confirm predictions about a text. **TEKS 2.6.C**
- ✦ Students will make connections between texts. **TEKS 2.6.E**

## INTRODUCE THE READER AND STORY (5 MIN.)

- Distribute the Reader *The Job Hunt*. Tell students to look at the front cover illustration. Ask them what they think the girl is looking at on the table. (*a newspaper*) Ask students to turn to a partner and share their thoughts about what the girl is reading in the newspaper and what this Reader will be about.
- ✦ Ask a few students to share their predictions. **TEKS 2.6.C**
- Tell students this Reader is about a girl named Kim who is trying to find a summer job. The picture on the front of the Reader shows Kim reading ads in the Job Openings section of the newspaper. The Job Openings section is where businesses advertise jobs for which they need to hire employees.

- ✦ **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 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society.

## Reader



## Page 4



## Reading

### Reading/Viewing Closely

Keep in mind that for some students, using a Reader and processing all the information within it will still be a struggle. If possible, begin a chart in the classroom describing text features. Explain the importance of the map and how we can refer to it if we want to better visualize the setting in the following stories.

**ELPS 4.F**

- Tell students Kim lives in Brooklyn, a borough, or specific part, of New York City. As students read the stories in this Reader, they will follow Kim's adventures as she travels all over New York City hunting for a summer job, accompanied by her younger brother, Kurt.
- Explain that subways, or rapid transit systems, are a type of public transportation typically found in large cities. Trains usually run underground in tunnels, although sometimes the trains run above ground on elevated platforms.
- Explain to students that New York City is made up of specific parts called boroughs. There are five boroughs in New York City: Manhattan, Brooklyn, Queens, the Bronx, and Staten Island.
- Ask students if they remember other Readers and/or stories where they have learned about brothers and sisters. (*Mike and Ann in Bedtime Tales; Val and Kim in Kids Excel; Les and Pat Pinker in Kids Excel; Jethro and his two sisters in Kids Excel*) **TEKS 2.6.E**
- Ask students to turn to the table of contents and tell you the title of the first story. ("*Morning*") Point out a few of the other titles, such as "The Corner Market" and "The Diner." Discuss this question: "This Reader is about Kim hunting for a job. What hints or clues do the titles provide about each story?" (*Kim will go to the corner market, the diner, and other businesses to look for jobs.*)
- Tell students that they will see the abbreviation *Mrs.* used in the story (*Mrs. Gunter*). Explain 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.

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

### Preview Spellings

- Display the chart you prepared in advance and guide students in reading each of the words from the story.

### ➤ Digital Component 2.2

/er/ > 'er'	/er/ > 'ir'	/er/ > 'ur'	Other Multisyllable Words
Gunter	shirt	Kurt	college
butter	first	burst	nineteen
paper			opening
sister			explained
summer			subway

**TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.2.B.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.

## Preview Core Vocabulary

**college—n.**, a school of higher learning people may attend after finishing high school (4)

Example: After graduating high school, I went to college.

**cash—n.**, money (4)

Example: We brought cash to the restaurant because they did not take credit cards.

**wailed—v.**, cried out (6)

Example: The baby wailed after he dropped his toy on the ground.

**slacks—n.**, a pair of long pants (8)

Example: He was ironing the slacks he was going to wear to work in the morning.

**fare card—n.**, a card used to pay for riding public transportation, such as a subway or a bus (10)

Example: She gave the bus driver her fare card so she could ride on the bus.

## Sayings and Phrases

**keep your chin up**—be positive; have a good attitude. (12)

Vocabulary Chart for “Morning”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	fare card	wailed	college cash
Multiple-Meaning Core Vocabulary Words			slacks
Sayings and Phrases	keep your chin up		

- In addition, you should preteach the abbreviation *Mrs.* Write *Mrs.* on the board/chart paper and explain that the word is a title used before a married woman’s last name. For example, with the name *Mrs. Gunter*, *Gunter* is the woman’s last name. Students will study these types of titles in grammar lessons later in the unit.

## Purpose for Reading

- Tell students to read the story to find out why Kim wants to get a summer job. Remind students that they can set a purpose for reading by asking themselves what they are trying to find out before they read. **TEKS 2.6.A**



## READ “MORNING” (20 MIN.)

### Whole Group

- Tell students that unlike the stories in *Kids Excel*, in which there was a specific narrator, Mark Deeds, who told each story, the stories in *The Job Hunt* do not have an identified narrator. Also point out that there are no captions to the illustrations in this story.
- When a speaker is not directly noted after quotation marks (such as on page 4), ask students to identify the speaker.
- Tell students that in the picture, Kurt is imagining how much fun it would be to ride bikes with Kim. Refer to the illustration on page 7.
- On page 12, remind students that “*keep your chin up*” means to not become discouraged.
- On page 13, point out the illustration with the long hallway and three doors, which provides a clue as to the type of building in which Kim and Kurt live. Ask students to identify whether Kim and Kurt live in a house or an apartment building and explain why. Ask students to provide a caption for the picture. (Possible answers should involve Kim and Kurt heading off for the job hunt.)

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Reading

### Reading/Viewing Closely

Explain that Kim and Kurt are related to but different from each other.

#### Beginning

Ask students to take a blank sheet of paper and divide it in half. Have them draw a picture of Kim and Kurt. Have students point out the ways that they are different.

#### Intermediate

Have students draw a picture of Kim and Kurt and write sentences about how they are different.

#### Advanced/ Advanced High

Have students draw a picture of Kim and Kurt and write sentences about how they are different.

ELPS 4.G

### Wrap-Up

- Use the following questions to guide discussion about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

#### Discussion Questions for “Morning”

1. **Literal.** Who is older, Kim or Kurt?
  - » Kim is older.How do you know?
  - » Kim is nineteen and Kurt is seven.Where has Kim been before summer time?
  - » Kim has been attending college.
2. **Literal.** Why does Kim want to get a summer job?
  - » She wants to earn money to save plus buy things she needs, like clothing and a bike.
3. **Literal.** When Kurt says he wants to get a job, too, what does Mrs. Gunter tell him that his job is?
  - » Kurt’s job is to do what Kim says and be good.
4. **Literal.** What advice does Mrs. Gunter give Kim about hunting for a job?
  - » Mrs. Gunter tells Kim to keep her chin up, use good manners, smile, and show people how smart she is.

5. **Evaluative.** What words would you use to describe Kurt?
  - » Possible answers include that he is *seven, excited, curious*.
6. **Evaluative.** What words would you use to describe Kim?
  - » Possible answers include that she is *nineteen, smart, and responsible*.



### Observation: Discussion Questions

Call on a different student to answer each question. Note students' performance on the Discussion Questions Observation Record, marking whether the question answered was literal or evaluative.

# Take-Home Material

## MIXED REVIEW R-CONTROLLED VOWELS

- Distribute Activity Page 2.2 and have students complete it for homework.

Activity Page 2.2



## Lesson 2: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH R-CONTROLLED VOWELS

### /er/ Words

- Write the following decodable words on the board/chart paper.

- |            |           |            |
|------------|-----------|------------|
| 1. hurt    | 8. burn   | 15. birth  |
| 2. first   | 9. fur    | 16. circus |
| 3. girl    | 10. curve | 17. shirt  |
| 4. third   | 11. nurse | 18. skirt  |
| 5. turn    | 12. bird  | 19. dirt   |
| 6. church  | 13. sir   | 20. purse  |
| 7. further | 14. stir  |            |

- Model reading the first word and marking the spelling for /er/ with students.
- Take turns having students read each word aloud and have each student mark the letters making the /er/ sound.

- Have students practice reading each word (or a section of the words) to a partner.

### **/er/ Flash Cards**

- Using **index cards**, help students make /er/ sound picture flash cards. For example, students might think of *water* for 'er', and draw a picture of water with the word written below it. Students can then keep these cards readily accessible to help them while reading.

### **Sentences and Phrases**

- Copy the following sentences and phrases on the board/chart paper.

1. Kat is purchasing a scarf.
2. The nurse wore a yellow shirt and a green skirt.
3. burst into tears
4. There are thirteen stars on the birthday cake.
5. birthday presents
6. kill two birds with one stone
7. Third time is the charm.
8. turn over a new leaf
9. The first step is the hardest.

- Model reading the first sentence and marking the spelling for /er/ with students.
- Take turns having students read each sentence or phrase aloud and have each student mark the letters making the /er/ sound.
- Have students practice reading each sentence or phrase to a partner.
- Have students read each sentence independently and then draw an illustration for each sentence.
- Before students complete the activity, explain what the expression *kill two birds with one stone* means.

### **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. Turn in place.
2. Purr like a cat.
3. Go to your seat.
4. Act surprised.
5. Twirl in place.

## SPELLING ALTERNATIVE

## Introduce /i/ &gt; 'y'

## PRIMARY FOCUS OF LESSON

## Language (Grammar)

Students will read singular nouns and orally indicate whether to add the inflectional ending —s or —es to form the plural version of the noun.

✦ **TEKS 2.2.C.i; TEKS 2.2.C.iv; TEKS 2.2.C.vi**

## Foundational Skills

Students will learn the sound/spelling /i/ > 'y' and will read single and multisyllable

✦ words with /i/ > 'y', and /i/ > 'i'. **TEKS 2.2.B.i; TEKS 2.2.B.v**

Students will read word pairs featuring /y/ > 'y' and /i/ > 'y' and will determine

✦ whether or not 'y' is making the same sound in both words. **TEKS 2.2.B.i**

## Reading

Students will partner read “Brooklyn” with purpose and understanding and will answer oral literal questions about key details in the text.

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

## FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record “Brooklyn”

✦ **TEKS 2.4**

Observation

Discussion Questions “Brooklyn”

✦ **TEKS 2.7.C**

✦ **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 2.2.B** Demonstrate and apply phonetic knowledge by (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 2.4** 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 2.6.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
<b>Language (Grammar)</b>			
Review Singular and Plural Nouns	Whole Group	10 min.	
<b>Foundational Skills</b>			
Introduce /i/ > 'y' (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Card for 'y' > /i/ (myth) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> green markers <input type="checkbox"/> /i/ Spelling Tree <input type="checkbox"/> spelling leaves
Practice /i/ > 'y' and 'i' (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> Activity Page 3.1 (Digital Components)
<b>Reading</b>			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> <i>The Job Hunt</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "Brooklyn"	Partner	10 min.	<input type="checkbox"/> <i>The Job Hunt</i>
<b>Take-Home Material</b>			
"Brooklyn" Story Comprehension			<input type="checkbox"/> Activity Pages 3.2, 3.3

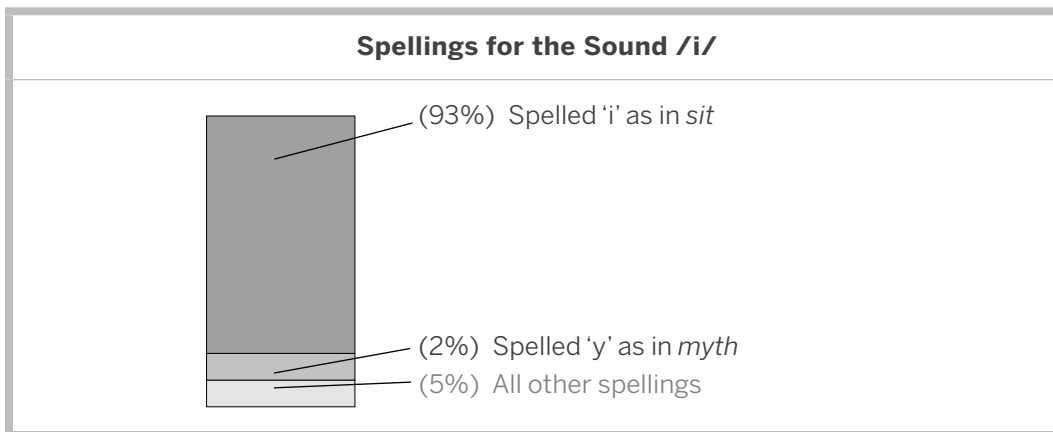
## ADVANCE PREPARATION

### Note to Teacher

Today you will quickly review the basic code spelling of 'y' as /y/ and will then introduce the letter 'y' as an alternative spelling for /i/. The following chart shows 'i' is the spelling used most of the time for the /i/ sound. However, there are more than 200 words in which /i/ is spelled with 'y', so it is important for students to learn this spelling alternative.

### Spellings for the Sound /i/

- Here are some patterns for your information:



- The sound /i/ does not occur at the end of words. It is always followed by a consonant sound.
- The 'i' spelling is used at the beginning of a word (*inch, interesting*) and in the middle of a word (*swim, dish*).
- At the beginning of a word, /i/ is almost always spelled with an 'i' (*if, ignore, in*).
- The 'y' spelling is used in the middle of a word (*gym, system*).
- Many words with the 'y' spelling came into English from Greek (*gym, myth, physics, synonym, and Olympics*).

## Foundational Skills

- You may wish to tab Vowel Code Flip Book page 2.

### ➤ Digital Component 3.1

- Create an enlarged version of Activity Page 3.1 (Digital Component 3.1) to display, or use the digital version.
- Add a new branch to the /i/ Spelling Tree you created in Unit 3. Label this branch 'y'. Also write the following words on leaves to add to the /i/ Spelling Tree for this lesson: *myth, gym, lynx, Lynn, hymn, Syd, system, cylinder,* and *symbol*.

## 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.
- Plan how you will pair students for partner reading.
- Make copies of the Anecdotal Reading Record found in Teacher Resources, one for each student in your class, and label with students' names

## Lesson 3: Singular and Plural Nouns

## Language



**Primary Focus:** Students will read singular nouns and orally indicate whether to add the inflectional ending —s or —es to form the plural version of the noun.

✦ **TEKS 2.2.C.i; TEKS 2.2.C.iv; TEKS 2.2.C.vi**

### REVIEW SINGULAR AND PLURAL NOUNS (10 MIN.)

- Tell students that today you will review singular and plural nouns. Write the following words on the board/chart paper, but do not write the words in parentheses.

- |                    |                     |
|--------------------|---------------------|
| 1. match (matches) | 6. tree (trees)     |
| 2. girl (girls)    | 7. box (boxes)      |
| 3. boy (boys)      | 8. pencil (pencils) |
| 4. fox (foxes)     | 9. paper (papers)   |
| 5. dish (dishes)   | 10. book (books)    |

- Point to the first word, hold up one finger, and say “One match, but two...” and pause for students to say *matches*. Ask students how to change the singular form of the noun *match* to its plural form, making the changes on the board as directed by students. Continue with the remaining words in the list.
- To provide students with more practice in correctly spelling words in dictated sentences, tell them they will write an entire sentence that you dictate using the singular and plural nouns above. Students may use their Dictation Journal.
- Read the sentence: *The foxes ran to the woods.*

✦ **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.



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### Language

#### Using Nouns and Noun Phrases

Review the rules for how to pluralize nouns.

- The plural of most nouns is created simply by adding the letter ‘s’ (e.g., more than one robot = robots, more than one plant = plants).
- Words that end in /ch/, /sh/, /x/, or /s/ will require ‘es’ to become plural (e.g., more than one dish = dishes; more than one match = matches; more than one kiss = kisses; more than one fox = foxes; more than one race = races).
- Students learning English as a second language will benefit from explicit instruction explaining that there are several nouns that have irregular plural forms (e.g., more than one child = children; more than one man = men; more than one mouse = mice).

**ELPS 1.C**



Lesson 3: /i/ > 'y' and 'i'

# Foundational Skills



## Primary Focus

Students will learn the sound/spelling /i/ > 'y' and will read single and multisyllable words with /i/ > 'y', and /i/ > 'i'. **TEKS 2.2.B.i; TEKS 2.2.B.v**

Students will read word pairs featuring /y/ > 'y' and /i/ > 'y' and will determine whether or not 'y', is making the same sound in both words. **TEKS 2.2.B.i**

## INTRODUCE /I/ > 'Y' (20 MIN.)

- Prior to the lesson, turn to the following page of the Vowel Code Flip Book:

### Vowel Code Flip Book

1. /i/ > 'y' (*myth*) page 2

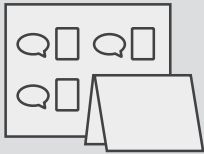
- Write the letter 'y' on the board/chart paper and ask students to produce the sound they have learned for this letter. (/y/). Remind students that in Kindergarten they learned the letter 'y' makes the consonant sound /y/.
- Write the following words with the 'y' spelling on the board/chart paper and ask students to read them with you:

- |         |              |
|---------|--------------|
| 1. yes  | 4. yard      |
| 2. yell | 5. yelp      |
| 3. yarn | 6. yesterday |

- Ask students if they notice any pattern as to the placement of the letter 'y' in these words. (*It is the first letter.*) Point out that when the letter 'y' occurs at the beginning of a word or syllable, it represents the /y/ sound.
- Tell students that they are going to learn a new sound associated with the letter 'y'. When the letter 'y' occurs in the middle of a word, it often represents the vowel sound /i/, not the consonant sound /y/.
- Have students say the sound /i/.
- Remind students that they have already learned one spelling for /i/: 'i'.

**TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (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.

## Code Materials



- Ask students if they can think of any words containing the /i/ sound.
- As students offer words, write the words on the board/chart paper, sorting the words into columns according to the spelling used for /i/ and circling the letter for the /i/ sound in each word.
- For example, if a student says *trick*, list the word under the heading 'i' and circle the 'i'. If a student says *gym*, list the word under the heading 'y' and circle the 'y'.
- Students may come up with examples of both of the spelling patterns listed, but if the spelling 'y' as /i/ does not end up on the chart spontaneously, introduce it. You can do this by writing one of the sample words on the board/chart paper, helping students to read the word, and then asking them, "Which letter stands for the /i/ sound in this word?"
- Write the remaining 'y' > /i/ words from the following box on the board/chart paper. Guide students in reading them one at a time. Be sure to point out that when the 'y' represents the /i/ sound, the letter occurs in the middle of a word or syllable.
- Use the syllable division routine from Lesson 2 to help students decode the multisyllabic words below.

i	y
fish	myth
children	gym
with	system
thin	cymbal
did	

- Show students the Spelling Card for /i/ > 'y' (*myth*). Have students read the sample word. Discuss the power bar.
- Add the Spelling Card to the **Vowel Code Flip Book page 2**.
- Distribute green markers. Have students turn to **Individual Code Chart page 7**. Guide students in outlining the appropriate card on the chart.

Individual Code Chart
1. /i/ > 'y' ( <i>myth</i> ) <b>page 7</b>

- Write the following words on the board/chart paper one at a time, circling the 'y' as /i/ spellings. Read each word aloud as a class.

- |            |           |
|------------|-----------|
| 1. synonym | 3. oxygen |
| 2. antonym | 4. symbol |

- Show students the Individual Code Chart. Ask students which of the two spellings they have learned for /i/ has the longest power bar. Explain that the spelling 'i' is used for /i/ in more words than the spelling 'y'.
- Hold up the leaves you prepared and call on a student to read each word. Then have that student tape the word to the appropriate branch of the /i/ Spelling Tree.
- Students can look to the following word pairs to remind them that *gym* sounds the same as *Jim* because the 'y' is making the sound /i/.

- |                  |
|------------------|
| 1. Jim—gym       |
| 2. symbol—cymbal |



### Check for Understanding

As students read the leaves, note which students are able to identify the correct branch of the tree and which students struggle to place words on the appropriate branches.

## PRACTICE /I/ > 'Y' AND 'I' (15 MIN.)

- Ask students to turn to Activity Page 3.1. Complete both sides as a teacher-guided activity.

### ➤ Digital Component 3.1

- In Part I, have students first circle the letter 'y' in each word pair, read each word in the pair aloud, and then decide whether the sound of the letter 'y' is the same in each word.



- In Part II, have students circle the letter(s) representing the vowel sound in each word, read each word in the pair aloud, and then decide whether the vowel sounds in each word are the same.
- On the back, have students first read aloud all the words in the box and then choose one word from the box to complete each sentence.



### Check for Understanding

As students are completing this page, circulate around the room and note which students are going ahead to complete the work. These students may require more challenging work. Students struggling with the concept of /i/ as 'y' might need additional support.

## Lesson 3: “Brooklyn” Reading



**Primary Focus:** Students will partner read “Brooklyn” with purpose and understanding and will answer oral literal questions about key details in the text.

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

### INTRODUCE THE STORY (5 MIN.)

- Remind students that Kim is home from college and is anxious to look for a summer job. Tell them that today Kurt will go with Kim as she starts off on her search for a job.
- Ask students to turn to the table of contents, find the story “Brooklyn,” and then turn to the page where it begins.

### Preview Spellings

- Using the chart you prepared in advance, review the following spellings with students before beginning the story.

Reader



Page 14

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



Reading

Reading/Viewing Closely

Explain that most of Brooklyn is different from Prospect Park.

**Beginning**

Ask students to take a blank sheet of paper and divide it in half. Have students draw a picture of what they see in the city and what they see in Prospect Park. Have students explain the difference between the two places.

**Intermediate**

Have students draw a picture of the city and Prospect Park and write sentences about what is different between the two places..

**Advanced/  
Advanced High**

Have students fill out a Venn diagram comparing the city to Prospect Park.

**ELPS 4.D**

➤ Digital Component 3.2

/i/ > 'y'	
Brooklyn Lynn	Sheryl gym

**Preview the Tricky Words**

- Before assigning the story, also preteach the following Tricky Words: *people*, *walk*, and *grownup*.
- Students might think *people* would be pronounced /p/ /e/ /o/ /p/ /l/ /e/, but in fact it is pronounced /p/ /ee/ /p/ /u/ /l/.
- Students might think *walk* would be pronounced /w/ /a/ /l/ /k/, but in fact it is pronounced /w/ /o/ /k/.
- Students might think *grownup* would be pronounced /gr/ /ow/ /n/ /u/ /p/, but in fact it is pronounced /gr/ /oe/ /n/ /u/ /p/.

**Preview Core Vocabulary**

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

**part-time job—n.**, a job that is worked less than forty hours a week (16)

Example: My parents got part-time jobs so we could buy a bigger car.

**hesitated—v.**, paused before doing something (20)

Example: The mailman hesitated before going into the yard because of the dog.

Vocabulary Chart for “Brooklyn”

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

### Purpose for Reading

- Tell students to read carefully to find out whether Kim succeeds in finding a job today and, if not, what makes her change her plans.

### READ “BROOKLYN” (10 MIN.)

### Partner Reading

- Have students read “Brooklyn” with partners.



### Observation: Anecdotal Reading Record

As you listen to students read, make notes of their individual reading ability in the Anecdotal Reading Record.

### Wrap-Up

- Use the discussion questions to help guide a discussion of the story.

### Discussion Questions for “Brooklyn”

1. **Literal.** Where is Brooklyn?
  - » Brooklyn is in New York City.
2. **Literal.** What are some things Kurt sees as they walk by Prospect Park?
  - » Kurt sees people playing Frisbee, bike riders, soccer players, runners, and a man playing fetch with a dog.
3. **Literal.** Who are Lynn and Sheryl and where are they going?
  - » They are Kim’s pals; they are going to Drummer’s Grove.
4. **Literal.** Does Kim agree to go to Drummer’s Grove? Why or why not?
  - » Yes; she wanted Kurt to have fun.
5. **Literal.** What do Kim, Kurt, Lynn, and Sheryl see in Drummer’s Grove?
  - » They see drummers.



### Observation: Discussion Questions

Ask a different student to respond to each question, noting in the Discussion Questions Observation Record each student’s ability to answer oral literal or inferential questions.

End Lesson

# Take-Home Material

## “BROOKLYN” STORY COMPREHENSION

- Distribute Activity Pages 3.2 and 3.3, for students to complete at home.

Activity Pages  
3.2, 3.3



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### Lesson 3: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH SPELLING ALTERNATIVES

### Word List

- Make one copy of **Activity Page TR 3.1** for each student.
- Model reading each word with students, reminding them that the 'y' in each word is making the /i/ sound.
- Have students circle or underline the letter 'y' in each word.
- At the end of the activity page, help students read the sentence and respond (e.g., an antonym for *fast* would be *slow*).

### Fill in the Blank

- Make one copy of **Activity Pages TR 3.2 and 3.3** for each student.
- Help students read the words and determine the appropriate word to fill in each blank.

## MORE HELP WITH 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 *system* and *children* on the board/chart paper.
- Point to *system*.
- Say, "In this word, I see two vowels on either side of two consonants."
- Underline the vowel sounds (/i/ and /e/).
- Say, "When two consonants come between two vowels, I divide the word between the consonants: *sys•tem*."
- Point to *children*.
- Say, "In this word, I see a vowel on either side of three consonants in a row."
- Underline the vowel sounds (/i/ and /e/).



- 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, ‘d’ and ‘r’ blend together, so I will divide the syllables like this: *chil•dren*.”

## PHRASES, SENTENCES AND WIGGLE CARDS

- Use the following list of phrases and sentences to extend lessons.

### Phrases and Sentences

1. Lynn runs laps at the gym.
2. Carl swam in the Olympics.
3. Is that a myth or a fact?
4. A can is a cylinder.

### 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 as they are able.

1. Point at a cylinder.
2. Say a synonym for *mad*.
3. Say an antonym for *fast*.
4. Do gymnastics.

### Code Knowledge

Before today’s lesson: If students read 1,000 words in a trade book, on average 700–847 of those words would be completely decodable.

After today’s lesson: If students read 1,000 words in a trade book, on average 702–847 of those words would be completely decodable.

‘y’ is a tricky spelling; it can stand for /ee/ (*funny*), /ie/ (*try*), /i/ (*myth*), or /y/ (*yes*).

## REVIEW

# Tricky Spelling ‘i’

## PRIMARY FOCUS OF LESSON

### Language (Grammar)

- Students will read simple decodable phrases, identify the action verbs, and demonstrate understanding by acting out the phrases. **TEKS 2.2.B.i; TEKS 2.2.B.vi**

### Foundational Skills

- Students will review the sound/spellings /ie/ > ‘i’, ‘ie’, and ‘i’ and will break two-syllable words into individual syllables to determine whether ‘i’ makes the /i/ sound or the /ie/ sound. **TEKS 2.2.B.i; TEKS 2.2.B.v**

- Students will read words with ‘i’ spellings and will complete fill-in-the-blank sentences using these words. **TEKS 2.2.B.i; TEKS 2.2.C.i; TEKS 2.2.C.iv**

### Reading

- Students will read “Drummer’s Grove” in pairs and will closely read the text to monitor comprehension by answering text-dependent questions, discussing the use of language, Tier 2 vocabulary, and difficult passages from the text. **TEKS 2.4; TEKS 2.6.I; TEKS 2.7.B; TEKS 2.7.C; TEKS 2.10.D**

## FORMATIVE ASSESSMENT

### Observation

- Anecdotal Reading Record “Drummer’s Grove”  
**TEKS 2.4**

### Writing Response

- Close Reading Questions “Drummer’s Grove”  
**TEKS 2.7.B; TEKS 2.7.C**

- TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (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; (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 and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllable; (iv) spelling multisyllabic words with multiple sound spelling patterns; **TEKS 2.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **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; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.10.D** Discuss the use of descriptive, literal, and figurative language.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Grammar)</b>			
Review Action Verbs	Whole Group	5 min.	<ul style="list-style-type: none"> <li>❑ eight Wiggle Cards with Action Verbs</li> </ul>
<b>Foundational Skills</b>			
Review Tricky Spelling 'i' (Phonics)	Whole Group	20 min.	<ul style="list-style-type: none"> <li>❑ /ie/ Spelling Tree</li> <li>❑ spelling leaves</li> </ul>
Practice Tricky Spelling 'i' (Phonics)	Whole Group/ Independent	10 min.	<ul style="list-style-type: none"> <li>❑ Activity Page 4.1</li> <li>❑ Activity Page 4.1 (Digital Components)</li> </ul>
<b>Reading</b>			
Introduce the Story	Whole Group	5 min.	<ul style="list-style-type: none"> <li>❑ <i>The Job Hunt</i></li> <li>❑ Preview Spellings Chart (Digital Components)</li> </ul>
Close Read "Drummer's Grove"	Partner/Whole Group	20 min.	<ul style="list-style-type: none"> <li>❑ <i>The Job Hunt</i></li> <li>❑ paper and pencil for each student</li> <li>❑ Activity Page 4.2</li> </ul>

## ADVANCE PREPARATION

### Language

- Make the following Wiggle Cards for Review Action Verbs:

- |                      |                       |
|----------------------|-----------------------|
| 1. Shake your brain. | 5. Open your mouth.   |
| 2. Make a face.      | 6. Flex your biceps.  |
| 3. Tap your throat.  | 7. Untie your shoes.  |
| 4. Sniff your toes.  | 8. Swim in the river. |

### Foundational Skills

- Write the following words on leaves for the /ie/ Spelling Tree: *bind, blind, find, grind, hind, kind, mind, rind, wind, mild, wild, and child*.

#### ➤ Digital Component 4.1

- Create an enlarged version of Activity Page 4.1 (Digital Component 4.1) to display, or use the digital version.

### Reading

#### ➤ Digital Component 4.2

- Create the Preview Spellings chart (Digital Component 4.2) for Introduce the Story on the board/chart paper, or use the digital version.

### Universal Access

- Bring in pictures of the following words for Preview Core Vocabulary: *sound system, drummer, steel drum, and bongo drums*. If possible, play a video and/or audio clip of these instruments being played.

## Lesson 4: Grammar

## Language



**Primary Focus:** Students will read simple decodable phrases, identify the action verbs, and demonstrate understanding by acting out the phrase. **TEKS 2.2.B.i; TEKS 2.2.B.vi**

**REVIEW ACTION VERBS (5 MIN.)**

- Display selected Wiggle Cards one at a time and ask students to read each card.
- Then ask one student to isolate and identify the specific action verb on each card.
- Ask students to perform the action described. Repeat for the remaining cards.

## Lesson 4: Tricky Spelling 'i' &gt; /ie/ and /i/

## Foundational Skills

**Primary Focus**

Students will review the sound/spellings /ie/ > 'i', 'ie', and 'i' and will break two-syllable words into individual syllables to determine whether 'i' makes the /i/ sound or the /ie/ sound. **TEKS 2.2.B.i; TEKS 2.2.B.v**

Students will read words with 'i' spellings and will complete fill-in-the-blank sentences using these words. **TEKS 2.2.B.i; TEKS 2.2.C.i; TEKS 2.2.C.iv**

**REVIEW TRICKY SPELLING 'I' (20 MIN.)**

- Tell students you will start today's lesson by reviewing the spellings they have already learned for the /ie/ sound. Direct students' attention to the Spelling Tree for /ie/.
- Remind students of the three different ways to spell the /ie/ sound.
- To review, point to the 'i\_e' branch and ask students to read three words with the 'i\_e' spelling. Next, point to the 'ie' branch and ask students to read three words with the 'ie' spelling. Finally, point to the 'i' branch and ask students to read three words with the 'i' spelling.

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

- Be sure to remind students that in multisyllable words, the letter 'i' is pronounced as /ie/ when it comes at the end of a syllable. Write the following words on the board/chart paper, pointing to the 'i' at the end of the first syllable and reading each word to reinforce this concept.

1. spider	2. tiger	3. silent
-----------	----------	-----------

- Remind students that the multisyllable words in their books are not divided into syllables, so when they are not sure where or how to divide a multisyllable word with 'i' into syllables, they should try pronouncing the 'i' as either /ie/, as in the open-syllable words listed previously, or /i/, as in the following words.
- Write the following words on the board/chart paper, pointing to each syllable in which the 'i' is followed by a consonant (VCV), and reading each word to reinforce this concept.

1. prison	2. finish	3. limit
-----------	-----------	----------

- Refer back to the 'i' branch of the /ie/ Spelling Tree and ask students whether the leaves presently attached to the branch are one-syllable or multisyllable words. Most of the time when 'i' is used as a spelling for /ie/, it is used in multisyllable words. However, there are a few one-syllable words with the /ie/ sound that are spelled with the letter 'i'.
- Write the word *mild* on the board/chart paper. Point out that the letter 'i' is followed by a consonant. Tell students they might reason that this word should be sounded out as /m/ /i/ /l/ /d/ because the word *milk* is sounded as /m/ i/ /l/ k/ and the word *mill* is sounded as /m/ /i/ /l/.
- Explain, that in several words ending with the spelling 'ild' the 'i' is read as /ie/. Point to the word *mild* and guide students in sounding it out as /m/ /ie/ /l/ /d/. Write the following words under *mild* and guide students in reading each of these words.

1. mild	2. wild	3. child
---------	---------	----------

- Circle 'ild' as you read each word, pointing out the pattern.
- Explain that there is another group of one-syllable words in which the letter 'i' represents the /ie/ sound. Write the following words on the board/chart paper and guide students in sounding out each word with the /ie/ sound.

## Support

Use syllable division strategies to scaffold the meaning of multisyllable words if needed.

## Support

Have students choose one 'ild' word and one 'ind' word.

Tell them to write each word on an index card and illustrate the word. On the back, have them use the word in a sentence and write the sentence down.

These word cards can be kept to remind them of how to read the two spelling patterns.

## Challenge

Write three categories on the board/chart paper: 'i\_e', 'ind', and 'ild'. Challenge students to listen to the following word list. Ask students which category to write the word in. Remind them to listen very carefully. Enunciate clearly.

Word List: *mind, wild, pile, kind, fine, shine, child, bind*

## Activity Page 4.1



1. find

2. kind

3. mind

4. bind

5. rind

6. wind

7. blind

8. grind

- Circle 'ind' as you read each word, pointing out the pattern.

**Note:** You may also want to point out that *wind* can be sounded out as /w/ /ie/ /n/ /d/, as in, "Please wind up the hose so we don't trip over it," or as /w/ /i/ /n/ d/, as in, "The wind is really blowing hard today." Tell students that this is one of those words where you just have to try both sounds and see which pronunciation makes sense for the way it is used.

- Shuffle the leaves in which one-syllable words have an /ie/ sound spelled with 'i'. Have students read each word one at time. Ask a student to use the word aloud in a sentence and then tape it on the correct branch of the /ie/ Spelling Tree.



## Check for Understanding

As students read the leaves, note which students are able to identify the correct branch of the tree and which students struggle to place words on the appropriate branches.

## PRACTICE TRICKY SPELLING 'I' (10 MIN.)

### ➤ Digital Component 4.1

- Have students turn to Activity Page 4.1. Complete the activity page as a teacher-guided activity, having students first read all the words in the box. Then have students write a new sentence with one of the words on the back of the Activity Page.



## Check for Understanding

Circulate throughout the room as students complete Activity Page 4.1. Students who do not perform well on this activity will benefit from additional support with the spellings of 'i' as /ie/.

### Lesson 4: "Drummer's Grove"

# Reading



**Primary Focus:** Students will read "Drummer's Grove" in pairs and will closely read the text by answering text-dependent questions to monitor comprehension, discussing the use of language, Tier 2 vocabulary, and difficult passages from the

✦ text. **TEKS 2.4; TEKS 2.6.I; TEKS 2.7.B; TEKS 2.7.C; TEKS 2.10.D**

#### INTRODUCE THE STORY (5 MIN.)

- Remind students that Kim is hunting for a job and that her brother Kurt is going along with her as she searches.
- Remind students that Kim and Kurt are in the borough of Brooklyn, and in the last story they read, Kim and Kurt had just run into Kim's friends, Lynn and Sheryl, at Prospect Park. Ask students if they remember where Lynn and Sheryl had invited Kim and Kurt to go. (*Drummer's Grove*)
- Ask students to turn to the table of contents, then find and turn to the page on which "Drummer's Grove" begins.

#### Preview Spellings

- Using the chart you prepared in advance, preview the following spellings with students before beginning the story.

✦ **TEKS 2.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **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; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.10.D** Discuss the use of descriptive, literal, and figurative language.

#### Reader



Page 22

#### Support

As you preview spellings, have students look through "Drummer's Grove" to find words that have the spellings. Once they find the words, have them skim the text to indicate other words that they might struggle sounding out. Work on the words that they have identified before they read the text in the lesson.



## ➤ Digital Component 4.2

/i/ > 'y'	/ie/ > 'y'
system	kind
Lynn	mind
	find
	wild

### Preview Core Vocabulary

- Before reading today's story, preview the following vocabulary:

**drummers—n.**, people who play drums (22)

Example: The drummers in the band did a great job at keeping the beat.

**steel drums—n.**, drums that make a tinny sound as they are struck (22)

Example: We went to hear people playing steel drums at the beach.

**bongo drums—n.**, little drums held between the knees and struck with the hands (22)

Example: He was learning how to play the bongo drums.

**sound systems—n.**, equipment that plays music, such as a car radio (22)

Example: When people drive with their car windows down, it is easy to hear the music coming from their sound systems.

### Sayings and Phrases

**soaking up**—enjoying (22)

**take a shot**—to try something (24)

**jumped at the chance**—quickly agreed and accepted (24)

### Support

As you preview the core vocabulary, show students the pictures you gathered for advance prep to activate knowledge. If you are able to, play video and/or audio clips of the instruments being played.

Vocabulary Chart for “Drummer’s Grove”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	steel drums bongo drums sound systems		drummers
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	soaking up take a shot jumped at the chance		

### Partner Reading

- Have students pair up and read “Drummer’s Grove.”



### Observation: Anecdotal Reading Record

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



### CLOSE READ “DRUMMER’S GROVE” (20 MIN.)

TEKS 2.6.1

#### Close Reading

- Before beginning the close reading questions, have students discuss the text with a partner to confirm their understanding of the events. If students disagree about a detail or event, encourage them to confirm their understanding by rereading or reviewing the images. Then, lead students in a close reading of the text by doing the following:
  - confirming comprehension of the text by asking text-dependent questions that require students to draw on evidence from the text;
  - identifying and discussing general academic (Tier 2) vocabulary;

**TEKS 2.6.1** Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

- discussing sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
- engaging students in a culminating writing activity completed independently, if possible.
- There are many ways for students to respond to the questions you ask. You may want to change the way you ask for students' responses in each lesson or even during the lesson to improve student engagement. During this lesson, it is recommended that you ask all students to provide a written response to each question before asking an individual student to respond aloud.



### Written Response: Close Reading Questions

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After reading “Drummer’s Grove,” collect student responses. Check for reading comprehension as well as for mechanics of writing. Note how well students expressed their ideas and how well developed their thinking about “Drummer’s Grove” is. Students struggling with the text may benefit from additional support in reading comprehension.

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## Teacher Overview

**Key Idea and Key Details:** The key idea of “Drummer’s Grove” is Kim and Kurt are distracted from the job hunt once again. Key details of the text include: Kim and Kurt are waylaid when friends ask them to join the festivities in Drummer’s Grove. Kurt likes the drummers best of all. Kurt asks to try drumming. Kurt tries drumming and discovers it is not as easy as it looks. Kim and Kurt decide to return to the pursuit of a job for Kim.

**Synopsis:** Kim and Kurt join friends in observing and joining the activities in Drummer’s Grove instead of continuing the search for a job for Kim.

## Lesson

### Text From Reader

Portions of the text of the Reader are 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 targeted vocabulary has been defined and/or discussed, ask the text-based questions.

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

Brooklyn was home to all kinds of sounds. Kim and Kurt were used to lots of them. There were the sounds of traffic. Cars and trucks and buses went zipping by all the time, honking their horns and playing loud music on their sound systems. There were also the sounds of voices—people shouting and chatting and singing. There were dogs barking and even the sounds of tools that people used as part of their jobs—like a jackhammer digging a hole in the street. This day, Kim and Kurt were soaking up the sounds in Drummer’s Grove with Kim’s pals, Lynn and Sheryl.

**sound systems**—equipment that plays music, such as a car radio

**chatting**—talking in an informal manner

**jackhammer**—a tool driven by air that breaks up stone or concrete

Reread paragraph one on page 22. List the different sounds Kim and Kurt are hearing.

You may consider having students make some of the various sounds Kim and Kurt were used to hearing in Brooklyn.

 **TEKS 2.10.D**

There were many different sounds: sounds of traffic, honking horns, cars playing loud music, sounds of peoples’ voices, dogs barking, and tool sounds

## Lesson

<p><b>Text From Reader</b></p> <p>Portions of the text of the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>	<p><b>Vocabulary Instruction</b></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><b>Text-Dependent Questions</b></p> <p>After targeted vocabulary has been defined and/or discussed, ask the text-based questions.</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><b>Responses</b></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>Drummer’s Grove is a place in Prospect Park where people gather to play drums. Some of them play steel drums. Some play bongo drums. Some of them hit the drums with sticks.</p> <p>Some of them slap the drums with their bare hands.</p>	<p><b>bongo drums</b>—little drums held between the knees and struck with the hands</p> <p><b>steel drums</b>—large drums that make a tinny sound as they are struck</p>	<p>What is Drummer’s Grove?</p>	<p>Drummer’s Grove is a place in Prospect Park where people gather to play the drums.</p>
<p><b>Page 24</b></p> <p>Kurt liked the sounds in Drummer’s Grove. He jumped up and down and did a dance. Kim, Lynn, and Sheryl all smiled. “Is drumming a job?” Kurt asked Kim.</p> <p>“It is for some people,” Kim said. “But here I think they drum just for fun.”</p> <p>“I can see why,” Kurt said. “It looks like a lot of fun!”</p> <p>“Would you like to take a shot at it?” Lynn asked.</p>	<p>Lynn asks Kurt if he would “like to take a shot” at playing the drum. What does “take a shot” 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 determine that the phrase “take a shot” means take a turn. We can infer this because the text says, “Kurt asked, Would you mind if I took a turn to play?”</p>

Lesson			
Text From Reader	Vocabulary Instruction	Text-Dependent Questions	Responses
<p>Portions of the text of the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</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>After targeted vocabulary has been defined and/or discussed, ask the text-based questions.</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>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>“Do you think they would let me play?” asked Kurt. “You won’t know unless you ask,” said Kim. “All they can say is no.”</p> <p>Kurt jumped at the chance. He went up to a drummer, pointed at his drum and said, “Would you mind if I took a turn to play?”</p> <p>The drummer was kind and let Kurt have a chance.</p>	<p>What does it mean when it says “jumped at the chance”?</p> <p>Have students act out the phrase (Kurt) “<i>jumped at the chance.</i>”</p>		<p>Support students in determining the meaning of the phrase “<i>jumped at the chance</i>” means Kurt wasted no time in approaching the drummer and asking for a turn.</p>
<p>Kurt pounded on the drum and tapped his foot like he was going wild! He did his best to keep up with the rest of the drummers. He liked drumming. He got the hang of it fast. But soon he felt pain in his hands from pounding so much.</p>		<p>Was drumming as much fun as Kurt thought it would be?</p> <p>What are some of the action verbs associated with drum play in “Drummer’s Grove”?</p> <p>Name an action verb and act it out.</p>	<p>It was fun but his hands start to hurt from pounding the drum so hard.</p> <p>Some of the action verbs are: <i>play, hit, slap, drum, pound, and tap.</i></p>
<p><b>Page 26</b></p> <p>“Thanks,” Kurt told the man as he gave him back the drum, “but you had better take the drum back. It’s hard on my hands.”</p> <p>“If you do it a lot, your hands will get used to it,” the drummer told him.</p>		<p>What did the drummer tell Kurt about his hands?</p>	<p>The drummer told Kurt that if you drum a lot your hands get used to it.</p>

## Lesson

<p><b>Text From Reader</b></p> <p>Portions of the text of the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>	<p><b>Vocabulary Instruction</b></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><b>Text-Dependent Questions</b></p> <p>After targeted vocabulary has been defined and/or discussed, ask the text-based questions.</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><b>Responses</b></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>Kurt went back to where Kim, Lynn, and Sheryl were standing.</p> <p>“You are a good drummer,” Lynn told him.</p> <p>“Tell Kim to get you a drum as a gift after she gets a job!” said Sheryl.</p>		<p>What did Sheryl tell Kurt that Kim should get for him?</p>	<p>Sheryl told Kurt that Kim should get him a drum as a gift when Kim gets a job.</p>
<p>“If we don’t get going soon, I’ll never find a job!” said Kim. “Let’s go, Kurt.”</p> <p>“Good luck with your job hunt,” Lynn said.</p> <p>“See you later!” Kim said. She waved to Lynn and Sheryl.</p> <p>Kurt waved to the drummers.</p>		<p>Why didn’t Kim and Kurt just stay at Drummer’s Grove the rest of the day so Kurt could start getting his hands used to the drums?</p>	<p>Kim said they needed to keep looking for a job for Kim.</p>
		<p><b>Turn and Tell:</b> Why is “Drummer’s Grove” a good title for this story?</p>	

## Wrap-Up

**Note:** Please be aware that you may not have enough time to complete the activity page during this lesson. However, it is included if there is time or if you wish to use it at a later time during the unit.

- If time permits, ask students to turn to Activity Page 4.2 to write five sentences telling why “Drummer’s Grove” is a good title for this story.

**Note:** Remind students to study for the Spelling Assessment in the next lesson.

End Lesson

Activity Page 4.2



## Lesson 4: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH SPELLING ALTERNATIVES

- Make one copy of **Activity Page TR 4.1 or TR 4.2** for each student. Students may practice reading these additional words with tricky ‘i’ as /ie/.

**Note:** Activity Page TR 4.1 contains the word *wind*, which can be pronounced /w/ /i/ /n/ /d/ or /w/ /ie/ /n/ /d/. If students notice this, acknowledge that they are correct, and praise them for knowing both pronunciations. Tell them that the pronunciation needed for this exercise is /w/ /ie/ /n/ /d/.

### MORE HELP WITH SYLLABLE DIVISION PATTERNS

- Provide more practice for students to use syllable division patterns to decode VCV words.
- Write the word *prison* on the board/chart paper.
- Say, “In the word *prison*, I see two vowel sounds (/i/ and /o/) on either side of one consonant.”
- Underline the vowel sounds.
- Say, “When only one consonant comes between two vowels, I divide after the first vowel sound. So I will divide the word like this: *pri•son*.”



## WORDS, SENTENCES, AND PHRASES

### Words

- Write the following decodable words on the board/chart paper.

- |            |             |             |
|------------|-------------|-------------|
| 1. find    | 8. quiet    | 15. excited |
| 2. I       | 9. item     | 16. blind   |
| 3. kind    | 10. rising  | 17. Friday  |
| 4. mind    | 11. driving | 18. diet    |
| 5. child   | 12. riding  | 19. tiger   |
| 6. writing | 13. prices  | 20. spider  |
| 7. wild    | 14. silent  | 21. Viking  |

- Model reading the first word and marking the spelling for /ie/ with students.
- Review the rule or spelling pattern causing the 'i' to make the /ie/ sound.
- Take turns having students read each word aloud and have each student mark the letters making the /ie/ sound.
- Have students practice reading each word (or a section of the words) with a partner.

### Phrases and Sentences

- Copy the following phrases and sentences on the board/chart paper:

- |                                  |                               |
|----------------------------------|-------------------------------|
| 1. Find your way.                | 11. bad timing                |
| 2. icing on the cake             | 12. on a diet                 |
| 3. wild child                    | 13. finer things in life      |
| 4. The tigers are sleeping.      | 14. Be kind.                  |
| 5. There is a spider in my boot. | 15. meek and mild             |
| 6. He is sliding down the slide. | 16. blind as a bat            |
| 7. That rat is gigantic!         | 17. mind over matter          |
| 8. luck of the Irish             | 18. strong but silent         |
| 9. dinner in a diner             | 19. Mind your manners.        |
| 10. a Viking raid                | 20. Stan is biting his nails. |

- Model reading the first sentence and marking the spelling for /ie/ with students.
- Take turns having students read each sentence aloud and have each student mark the letters making the /ie/ sound.
- Have students practice reading each sentence to a partner.

### Wiggle Cards

1. Be quiet.
2. Act like you are driving a car.
3. Act like you are riding a horse.
4. Find a partner.

### Chain

- Write *kind* on the **board/chart paper**.
- Erase the 'k' and add 'f' to create *find*.
- Continue this process for the remaining words in the chain.
- As you make each change, ask students what change you made to the word to create the new word.

1. kind > find > mind > mild > child > wild > wind > hind > bind > blind

## 5

## ASSESSMENT

# Spelling Assessment

## PRIMARY FOCUS OF LESSON

**Language (Spelling)**

Students will spell dictated one-syllable and multisyllabic words with diphthongs /

✦ aw/ > 'au' and 'aw', /oi/ > 'oi' and 'oy'. **TEKS 2.2.C.i**

**Foundational Skills**

Students will review the sound/spellings /ie/ > 'i\_e', 'ie' and 'i' and will read words

✦ with /ie/ > 'igh'. **TEKS 2.2.B.i**

**Language (Grammar)**

Students will read words with /ie/ > 'igh' and will use those words and their understanding of synonyms and antonyms to complete fill-in-the-blank sentences.

✦ **TEKS 2.2.B.i; TEKS 2.3.D**

**Reading**

Students will partner read "Dwight's Lights" with purpose and understanding, will answer written multiple-choice and short-answer questions about the story, and will answer oral literal, inferential, and evaluative questions about key details in the

✦ text. **TEKS 2.2.B.iv; TEKS 2.2.C.iii; TEKS 2.4; TEKS 2.6.A; TEKS 2.6.F; TEKS 2.6.G**

## FORMATIVE ASSESSMENT

Activity Page 5.1

Spelling Assessment

✦ **TEKS 2.2.C.i**

Activity Page 5.2

Synonyms and Antonyms

✦ **TEKS 2.3.D**

Observation

Anecdotal Reading Record "Dwight's Lights"

✦ **TEKS 2.4**

Activity Page 5.3

Story Questions "Dwight's Lights"

✦ **TEKS 2.6.F; TEKS 2.6.G**

Observation

Discussion Questions "Dwight's Lights"

✦ **TEKS 2.6.F; TEKS 2.6.G**

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Spelling)</b>			
Spelling Assessment	Whole Group	15 min.	<input type="checkbox"/> Activity Page 5.1
<b>Foundational Skills</b>			
Introduce /ie/ > 'igh' (Phonics)	Whole Group	10 min.	<input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Card for /ie/ > 'igh' ( <i>night</i> ) <input type="checkbox"/> /ie/ Spelling Tree <input type="checkbox"/> prepared spelling leaves <input type="checkbox"/> green markers
<b>Language (Grammar)</b>			
Practice Synonyms and Antonyms	Whole Group	15 min.	<input type="checkbox"/> Activity Page 5.2
<b>Reading</b>			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> <i>The Job Hunt</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "Dwight's Lights"	Partner	15 min.	<input type="checkbox"/> <i>The Job Hunt</i> <input type="checkbox"/> Activity Page 5.3

**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 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs and blends; (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 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.4** 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 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.6.G** Evaluate details read to determine key ideas.

## ADVANCE PREPARATION

### Foundational Skills

- Prior to this lesson, remove three or four leaves from each branch of the /ie/ Spelling Tree. For words spelled with 'i', be sure to remove both one-syllable and multisyllable words. You will use these leaves for review today and will reattach them during the lesson.
- Add a new branch to the /ie/ Spelling Tree, labeling it 'igh', and write the following words on leaves to add to the tree during the lesson: *light, bright, high, night, fight, fright, and sight*.
- You may wish to tab Vowel Code Flip Book page 10.

### Reading

#### ➤ Digital Component 5.1

- Create the Preview Spellings chart (Digital Component 5.1) for Introduce the Story on the board/chart paper, or use the digital version.

## Lesson 5: Spelling Assessment

## Language



**Primary Focus:** Students will spell dictated one-syllable and multisyllabic words with diphthongs /aw/ > 'au' and 'aw', /oi/ > 'oi' and 'oy'. **TEKS 2.2.C.i**

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

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

- |            |            |             |
|------------|------------|-------------|
| 1. moon    | 6. oil     | 11. enjoy   |
| 2. yawn    | 7. destroy | 12. vault   |
| 3. spoiled | 8. crawl   | 13. cowboy  |
| 4. hawk    | 9. cartoon | 14. coin    |
| 5. spool   | 10. causes | 15. haunted |

- Direct students' attention to the lines on the bottom of the activity page.
- Tell students to write the sentence: *My sister enjoys horses.* Slowly repeat this sentence twice.
- At the end, read each spelling word and the sentence one more time.
- After all the words have been read one last time, tell students that you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board/chart paper, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then go on to the sentence.

**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 Assessment

Collect Activity Page 5.1 and analyze it using the Lesson 5 spelling analysis directions and chart located in Teacher Resources to determine which students need additional support with the spelling patterns being tested.

### Lesson 5: /ie/ > 'igh'

# Foundational Skills



**Primary Focus:** Students will review the sound/spellings /ie/ > 'i\_e', 'ie' and 'i' and will read words with /ie/ > 'igh'. **TEKS 2.2.B.i**

#### INTRODUCE /IE/ > 'IGH' (10 MIN.)

- Display the Vowel Code Flip Book; also have the Spelling Card listed in the Lesson at a Glance readily available. Today's letter-sound correspondence can be found on the following page of the Vowel Code Flip Book.

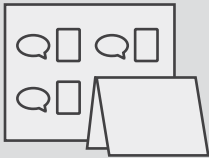
#### Vowel Code Flip Book

1. 'igh' > /ie/ (*night*) **page 10**

- Point to the /ie/ Spelling Tree and ask students to say the sound the different spellings on the various branches of this tree represent. (/ie/) Then point to each branch, noting the specific spelling and reading sample words on each branch: 'i\_e', 'ie', and 'i'. Read two sample words for 'i': one that is a multisyllable word in which the letter 'i' occurs at the end of a syllable and one that is a one-syllable word ending in either 'ild' or 'ind'.
- Shuffle the leaves you removed prior to the lesson. Display one leaf at a time and ask the class to read the word aloud. Call on a student to tell you where the leaf should be placed and then ask that student to tape the leaf to the correct branch.
- Tell students that today they will learn a new spelling for the /ie/ sound.
- Point to the new 'igh' branch you have added to the tree and tell students the letters 'igh' may also be used to represent the /ie/ sound in words.

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

#### Code Materials



- Hold up one of the leaves and point out the 'igh' spelling for the /ie/ sound. Call on a student to read the word. Then have the student tape the leaf to the appropriate branch of the tree.
- Continue until all the words have been read and the leaves have been placed on the appropriate branch.



### Check for Understanding

As students read the leaves, note which students are able to identify the correct branch of the tree and which students struggle to place words on the appropriate branches.

- Show students the Spelling Card for 'igh' > /ie/ (*night*). Have students read the sample word. Discuss the power bar.
- Turn to **Vowel Code Flip Book page 10** and put the Spelling Card on the appropriate space.
- Ask students which of the five spellings they have learned for /ie/ has the longest power bar. Explain that 'i' is used as a spelling for /ie/ in more words than 'i\_e', which is used as a spelling for /ie/ in more words than 'igh', which is used as a spelling for /ie/ in more words than 'ie'.

**Note:** Students may notice and comment that there is still one additional spelling for /ie/ on the Vowel Code Flip Book page that has not yet been taught, /ie/ spelled as 'y'; this spelling will be taught in the next lesson.

- Today's letter-sound correspondence can be found on the following page of the Individual Code Chart.
- Distribute the green markers. Have students turn to the **Individual Code Chart page 8**. Guide students in outlining the appropriate card on the chart as well as the spelling.

#### Individual Code Chart

1. 'igh' > /ie/ (*night*) **page 8**

- Write the following words on the board/chart paper, one at a time, and read each one aloud as a class.



- |          |          |
|----------|----------|
| 1. high  | 4. might |
| 2. sigh  | 5. night |
| 3. light | 6. right |

- Circle the 'igh' spelling and note 'igh' is used to spell the long vowel /ie/ sound in these words. This spelling is sometimes used when the /ie/ sound occurs at the end of a word, but is more often used when the /ie/ sound occurs in the middle of a word.

### Lesson 5: Grammar

# Language



**Primary Focus:** Students will read words with /ie/ > 'igh' and will use those words and their understanding of synonyms and antonyms to complete fill-in-the-blank sentences. **TEKS 2.2.B.i; TEKS 2.3.D**

## PRACTICE SYNONYMS AND ANTONYMS (15 MIN.)

- Have students turn to Activity Page 5.2
- Guide the class in reading aloud the /ie/ > 'igh' words in the box.
- Remind students of the meaning of the words *synonym* and *antonym* and review the completed first sentence as an example. Explain that each word in the box will complete one of the sentences on the activity page.
- Complete one or two additional examples and then have students finish the remainder of the activity page independently. Make sure students know there are additional items on the back of the activity page.
- If time permits, have students select a few words from the activity page to add to the /ie/ Spelling Tree.

### Activity Page 5.2



### Activity Page 5.2: Synonyms and Antonyms

Collect Activity Page 5.2 after students complete their work. Review the activity pages, noting which students struggled with spelling the 'igh' > /ie/ pattern and which students had trouble identifying synonyms/antonyms.

**TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

## Lesson 5: “Dwight’s Lights”

# Reading



**Primary Focus:** Students will partner read “Dwight’s Lights” with purpose and understanding, will answer written multiple-choice and short-answer questions about the story, and will answer oral literal, inferential, and evaluative questions about key details in the text.

**TEKS 2.2.B.iv; TEKS 2.2.C.iii; TEKS 2.4; TEKS 2.6.A; TEKS 2.6.F; TEKS 2.6.G**

### INTRODUCE THE STORY (5 MIN.)

- Remind students that they have been reading stories about Kurt and Kim, as Kim hunts for a job. So far, Kim has not really started her search for a job because she and Kurt stopped to listen to the drummers in Drummer’s Grove, a special place in Prospect Park, which is located in Brooklyn, New York.
- Tell students that today they will read a story called “Dwight’s Lights” in which Kim starts her job search in earnest. Ask students to find the story listed in the table of contents and turn to the correct page in the Reader. Ask students if they have any predictions about where Kim’s job hunt will lead them today.
- Write an exclamation point on the board/chart paper and ask students what this type of punctuation tells the reader to do. (Read with excitement.) Tell students they will see exclamation points throughout “Dwight’s Lights.” Also, let them know there is a paragraph written in bold. Like the exclamation point, bold lettering tells the reader the words are to be emphasized. Challenge students to read with expression, especially when they read sentences with exclamation points and bold letters.
- Tell students that they will see the word “*Street*” used in the story (*Wall Street*). Explain that abbreviations are often used when writing addresses. Write *St.* on the board. Explain that this is an abbreviation for the word *street*. Repeat with *Blvd./Boulevard*, *Ave./Avenue*, and *Pl./Place*. Explain that when we write an abbreviation, we place a period at the end. Point out that abbreviations used in addresses are usually capitalized because they are part of proper nouns (e.g. Park Ave.).
- Have students use their own paper to write their addresses using correctly formatted abbreviations. **TEKS 2.2.B.iv; TEKS 2.2.C.iii**

**TEKS 2.2.B.iv** Demonstrate and apply phonics 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** 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 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.6.G** Evaluate details read to determine key ideas.

Reader



Page 28



ENGLISH  
LANGUAGE  
LEARNERS

Foundational Skills

Using Foundational  
Literacy Skills

Exclamation Points

An exclamation point usually shows strong feeling, such as surprise, anger, or joy. Using an exclamation point when writing is like raising your voice when speaking.

If students are Spanish speakers and are accustomed to seeing written Spanish, explain that exclamation points are used differently in English than in Spanish. In Spanish, two exclamation points are used: an inverted one at the beginning of an emotional sentence and a “right-side-up” exclamation point at the end. Make the distinction clear to avoid confusion.

**ELPS 1.A**

## Preview Spellings

- Review the following spellings (Digital Component 5.1) with students before reading today's story.

### ➤ Digital Component 5.1

/ie/ > 'igh'	/ie/ > 'i_e'	/ie/ > 'ie'	/ie/ > 'i'
Dwight	smile	necktie	quiet
lights	price		
bright	twice		
sight	likes		
right			

## Preview Core Vocabulary

- Preview the following vocabulary and/or phrases before reading today's story.

**dorm room—n.**, a room in a dormitory, where college students live (30)

Example: When I go to college, I am going to live in a dorm room.

**shifting—v.**, changing position or direction (32)

Example: "Watch out!" the mother yelled, shifting into a louder voice than normal.

**odd—adj.**, strange or unusual (32)

Example: There was an odd smell coming from the trash can.

## Sayings and Phrases

**har har har—n.**, a laughing sound (30)

Example: You could hear loud "har har har"s coming from the comedy show.

**the man's face fell—**to quickly go from smiling to not smiling (32)

Example: When the he was told that he didn't win the prize the man's face fell.

**the job opening was filled—**someone was already hired for the job (32)

Example: The company told me that the job opening was filled when I tried to apply for the position.

### Vocabulary Chart for “Dwight’s Lights”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			dorm room
Multiple-Meaning Core Vocabulary Words		shifting odd	
Sayings and Phrases	har har har the man’s face fell the job opening was filled		

### Purpose for Reading

- Ask students to predict whether Kim will get a job at Dwight’s Lights. Tell them to read the story to find out if their predictions are correct.

### READ “DWIGHT’S LIGHTS” (15 MIN.)

### Partner Reading

- Tell partners to take turns reading. When they finish, tell them to work together to complete Activity Page 5.3.



### Observation: Anecdotal Reading Record

As you listen to students read “Dwight’s Lights,” make notes regarding their individual reading ability in the Anecdotal Reading Record.



### Activity Page 5.3: Story Questions

Collect Activity Page 5.3 and review to determine each student’s ability to answer multiple-choice and short-answer questions about key details in the story.

### Activity Page 5.3



### Wrap-Up

- Ask students if their predictions for the story were correct.
- Use the following questions to guide discussion about “Dwight’s Lights.” If time permits, review the answers to Activity Page 5.3.

### Discussion Questions for “Dwight’s Lights”

1. **Literal.** What sort of place is Dwight’s Lights?
  - » Dwight’s Lights is a store that sells lights and lamps.
2. **Inferential.** Why do you think Dwight has all of the lights in his store turned on?
  - » Answers may vary, but should include reference to the fact that it is a lighting store and should have lights on display.
3. **Evaluative.** Describe Dwight’s personality.
  - » Possible answers include energetic, pushy, outgoing, enthusiastic, loud.
4. **Inferential.** What does it mean to say Dwight’s face fell?
  - » He stopped smiling because he realized Kim and Kurt were not going to buy anything.
5. **Literal.** Did Kim get the job? Why or why not?
  - » No; the job was filled.



#### Observation: Discussion Questions

Call on different students to answer discussion questions. Record students’ performance in the Discussion Questions Observation Record, marking whether the question was literal, inferential, or evaluative.

End Lesson

Lesson 5: Foundational Skills Remediation

# Additional Support

## WORDS, PHRASES, AND SENTENCES

- Use the following lists of words, sentences, and phrases to extend your lessons. Display or photocopy charts. Help students decode words and find the spelling pattern making the /ie/ sound.

### Words

- |          |                |               |
|----------|----------------|---------------|
| 1. high  | 6. bright      | 11. tight     |
| 2. light | 7. fight       | 12. lightning |
| 3. might | 8. sight       | 13. sigh      |
| 4. night | 9. flight      | 14. slight    |
| 5. right | 10. frightened | 15. highway   |

### Homophones

- |               |                |                    |
|---------------|----------------|--------------------|
| 1. might—mite | 2. right—write | 3. sight—site—cite |
|---------------|----------------|--------------------|

### Phrases and Sentences

- |                             |  |
|-----------------------------|--|
| 1. high on the hog          | 7. That light is too bright!           |
| 2. Look on the bright side. | 8. Lightning never strikes twice.      |
| 3. tightfisted              | 9. Fighting like cats and dogs.        |
| 4. light bulb moment        | 10. Clay had a nightmare.              |
| 5. light on his feet        | 11. fighting words                     |
| 6. my way or the highway    | 12. It scared the daylights out of me! |

## Wiggle Cards

1. Grab your right foot.
2. Lie down.
3. Jump high.
4. Go night-night.
5. Hold up your right hand.

## Chain

1. high > sigh > sight > light > night > fight > might > tight > right

## MORE HELP WITH SPELLING ALTERNATIVES

- Make one copy of **Activity Page TR 5.1** for each student. Students may practice reading these additional words and identify the patterns making the /ie/ sound.

### Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 702–847 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 706–852 of those words would be completely decodable.

'igh' is generally pronounced /ie/.

## TRICKY SPELLING

Introduce 'y' > /y/,  
/i/, or /ie/

## PRIMARY FOCUS OF LESSON

## Foundational Skills

- ✦ Students will read words with 'y' > /ie/, /i/, and /y/. **TEKS 2.2.B.i**
- ✦ Students will recognize that 'y' can also make the /ie/ sound and identify words with 'y' as /ie/. **TEKS 2.2.B.i**

## Language (Spelling)

- ✦ Students will write the inflectional endings –s and –es to singular nouns to form plural nouns and will change 'y' to 'i' when adding –es to the ends of nouns or verbs. **TEKS 2.2.C.i; TEKS 2.2.C.iv; TEKS 2.2.C.vi**

## Reading

- ✦ Students will read “The Gym” with purpose and understanding and will answer literal and inferential questions about key details in the text. **TEKS 2.4; TEKS 2.6.A; TEKS 2.6.F**
- ✦ Students will evaluate details read to determine key ideas. **TEKS 2.6.G**

## Language (Spelling)

- ✦ Students will spell words with /ar/ > 'ar', /or/ > 'or', and /er/ > 'er', 'ir', and 'ur'. **TEKS 2.2.C.i**

## FORMATIVE ASSESSMENT

## Activity Page 6.1

## Fill in the Blank Change 'y' to 'i'

- ✦ **TEKS 2.2.B.i; TEKS 2.2.C.vi**

## Observation

## Anecdotal Reading Record “The Gym”

- ✦ **TEKS 2.4**

## Observation

## Discussion Questions “The Gym”

- ✦ **TEKS 2.6.G**

- ✦ **TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends; **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 2.4** 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 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.6.G** Evaluate details read to determine key ideas



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Introduce Tricky Spelling 'y' > /ie/ (Phonics)	Whole Group	20 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Vowel Code and Consonant Code Flip Book</li> <li><input type="checkbox"/> Spelling Card for 'y' &gt; /ie/ (<i>try</i>)</li> <li><input type="checkbox"/> Individual Code Chart</li> <li><input type="checkbox"/> green markers</li> <li><input type="checkbox"/> /ie/ Spelling Tree</li> <li><input type="checkbox"/> spelling leaves</li> <li><input type="checkbox"/> tape</li> <li><input type="checkbox"/> 'y' Spelling Tug of War Illustration (Digital Components)</li> </ul>
<b>Language (Spelling)</b>			
Change 'y' to 'i' and Add -es	Whole Group	15 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity Page 6.1</li> <li><input type="checkbox"/> Activity Page 6.1 (Digital Components)</li> </ul>
<b>Reading</b>			
Introduce the Story	Whole Group	5 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>The Job Hunt</i></li> <li><input type="checkbox"/> Preview Spellings Chart (Digital Components)</li> </ul>
Read "The Gym"	Partner	10 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>The Job Hunt</i></li> </ul>
<b>Language (Spelling)</b>			
Introduce Spelling Words	Whole Group	10 min.	
<b>Take-Home Material</b>			
Family Letter			<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity Page 6.2</li> </ul>

## ADVANCE PREPARATION

### Foundational Skills

- You may wish to tab the following pages of the Consonant Flip Book and the Vowel Code Flip Book:

Consonant Code Flip Book	Vowel Code Flip Book
1. 'y' > /y/ (yes) <b>page 22</b>	1. 'y' > /i/ (myth) <b>page 2</b>
	2. 'y' > /ie/ (try) <b>page 10</b>

### ➤ Digital Component 6.1

- Prepare to display Digital Component 6.1, a drawing depicting a tug of war and the tricky spelling 'y' with the different sounds it may represent: /y/, /i/, or /ie/.
- Prior to the lesson, have readily available the Spelling Card listed in the Lesson at a Glance.
- Prior to the lesson, add another branch to the /ie/ Spelling Tree, labeling it 'y', and prepare the following leaves for the Spelling Tree /ie/: *my, by, why, shy, fly, dryer, nearby, butterfly, supply*.

### ➤ Digital Component 6.2

- Create an enlarged version of Activity Page 6.1 (Digital Component 6.2) to display for Change 'y' to 'i' and Add -es, or use the digital version.

### Reading

### ➤ Digital Component 6.3

- Create the Preview Spellings chart (Digital Component 6.3) for Introduce the Story on the board/chart paper, or use the digital version.

## Lesson 6: Tricky Spelling 'y'

## Foundational Skills



## Primary Focus

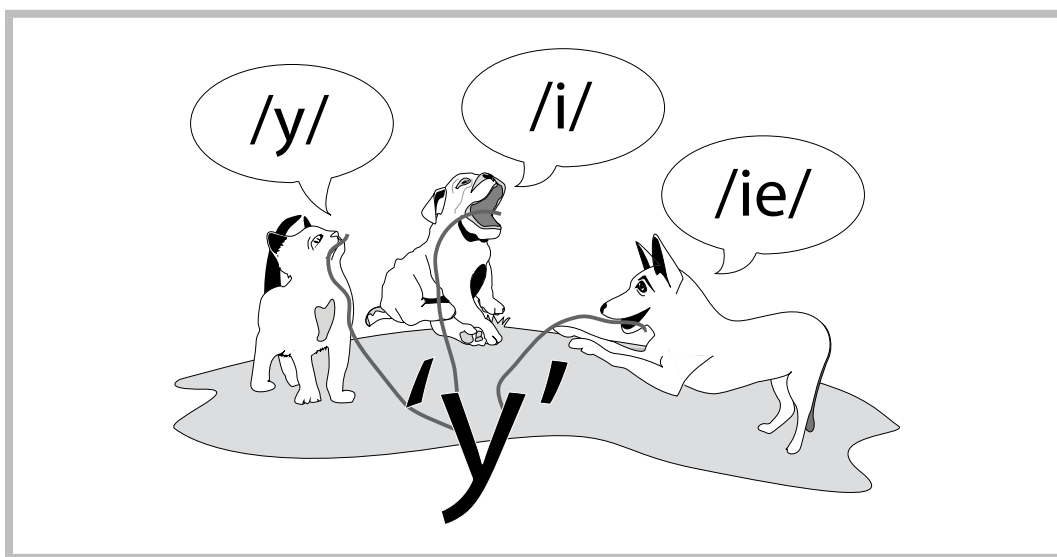
✦ Students will read words with 'y' > /ie/, /i/, and /y/. **TEKS 2.2.B.i**

✦ Students will recognize that 'y' can also make the /ie/ sound and identify words with 'y' as /ie/. **TEKS 2.2.B.i**

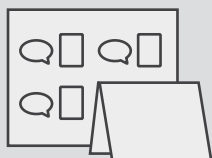
## INTRODUCE TRICKY SPELLING 'Y' &gt; /IE/ (20 MIN.)

- Tell students that the letter 'y' is really tricky. They have already learned two sounds the letter 'y' can represent: the consonant sound /y/ and the vowel sound /i/.
- Today they will learn another new sound the letter 'y' can also represent.
- Explain the new sound the spelling 'y' can represent is /ie/ as in *try*.
- The tug of war for 'y' as a tricky spelling is now a three-way tug of war.

## ➤ Digital Component 6.1



## Code Materials



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

- To begin the lesson, display the Consonant Code Flip Book and Vowel Code Flip Book side by side, if possible, and open to the following pages:

Consonant Code Flip Book	Vowel Code Flip Book
1. 'y' > /y/ (yes) <b>page 22</b>	1. 'y' > /i/ (myth) <b>page 2</b>

- Point to the Consonant Code Flip Book and remind students they have already learned that 'y' is a consonant sound. Ask students to read the word on the Spelling Card. (yes)
- Then ask students to read the following words as you write them on the board/ chart paper:

1. yard	4. yell
2. yarn	5. yes
3. yellow	6. yelp

- Then point to the Vowel Code Flip Book and remind students they have learned that 'y' can make the /i/ sound. Ask students to read the word on the Spelling Card. (myth)
- Have students read the following words as you write them on the board/chart paper.

1. myth	2. gym	3. oxygen
---------	--------	-----------

- Show students the Spelling Card for 'y' > /ie/ (try). Have students read the sample word. Discuss the power bar. Add the Spelling Card to **Vowel Code Flip Book page 10**.

Vowel Code Flip Book
1. 'y' > /ie/ (try) <b>page 10</b>

- 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.

### Individual Code Chart

1. 'y' > /ie/ (try) **page 8**

- Ask students to look at the Individual Code Chart as you quickly review the other spellings for /ie/ on **Vowel Code Flip Book page 10**. Next, ask students which of the four spellings for /ie/ has the longest power bar. Write the various spellings of /ie/ on the board/chart paper in order of frequency and tell students they have now learned all of the different ways in which /ie/ may be spelled. Note that 'y' is used to represent the /ie/ sound typically when that sound occurs at the end of a word.

1. 'i' biting

3. 'y' try

5. 'igh' night

2. 'i\_e' bite

4. 'ie' tie

### /ie/ Spelling Tree

- Shuffle the spelling leaves you prepared.
- Hold up one of the leaves and call on a student to read the word. Then have the student tape the leaf to the appropriate branch.
- Continue through the stack of leaves in this manner.

**Note:** The words *my*, *by*, and *why*, previously taught as Tricky Words, can now be seen as decodable words in which the /ie/ sound is spelled as 'y'. These words can be moved from the Tricky Word Wall to the Decodable Word Wall. You may wish to draw a green border around the card before placing it on the Decodable Word Wall. Alternately, you may wish to rewrite the word on a green card as the class observes you.

- Summarize and review the tricky spelling 'y' and the tug of war between the different sounds it can represent.

- Create the following chart on the board/chart paper, with a column for each sound: /y/, /i/, and /ie/. Now write each word, one at a time, in the correct column and circle the tricky spelling 'y' in each word. Read the word aloud as a class.

/y/	/i/	/ie/
yes	myth	spy
yard	gym	sky
yell		satisfy
		magnify
		reply

## Lesson 6: Change 'y' to 'i' and add -es

# Language



**Primary Focus:** Students will write the inflectional endings -s and -es to singular nouns to form plural nouns and will change 'y' to 'i' when adding -es to the ends of nouns or verbs. **TEKS 2.2.C.i; TEKS 2.2.C.iv; TEKS 2.2.C.vi**

### CHANGE 'Y' TO 'I' AND ADD -ES (15 MIN.)

- Tell students you are still going to work with words ending in the letter 'y' and representing the /ie/ sound, but are going to talk about some spelling changes that may happen to words ending in the letter 'y'. Explain that you will start first by looking at what changes are necessary to change a singular noun to plural noun, if the word ends in 'y'.

**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.

- Remind students that they have already learned two ways to change a singular noun to a plural noun by adding either 's' or 'es'. Write the following nouns on the board/chart paper and ask students to tell you how to make them plural. Write the plural form next to the singular noun, making whatever spelling changes students direct you to make.

Singular	Plural
cat	cats
fox	foxes
girl	girls
box	boxes
patch	patches

- Now write the singular nouns from the following box that end in the letter 'y' on the board/chart paper and show students how to change these singular nouns to plural nouns by changing the 'y' to 'i' and then adding -es.
- Think aloud through the process as you write the words. You may wish to say something like:
  - "To make singular nouns ending in the letter 'y' plural, you have to follow a special spelling rule. To change the singular noun, *one firefly*, to a plural noun, *two fireflies*, you need to change the 'y' to 'i'. After you do that, you can add the ending -es."
- Think aloud through the process as you write plural forms for the remaining nouns that end with the letter 'y'.

Singular	Plural
firefly	fireflies
butterfly	butterflies
spy	spies

- Ask students to read the word pairs aloud with you.
- Point out that although you changed the ending of the word by changing the 'y' to 'i', the new spelling 'ie' still stands for the sound /ie/.



## ➤ Digital Component 6.2

- Display Digital Component 6.2 and ask students to turn to Activity Page 6.1.
- Guide students first through Part 1, helping them make all the singular nouns plural by following the new spelling rule.
- In Part 2, explain that some words ending in 'y' are verbs. We sometimes use these verbs in sentences in a way that the /s/ sound needs to be added at the end of the verb. Explain that the same spelling rule demonstrated earlier with nouns ending in 'y' also applies when adding the /s/ sound or letter 's' to verbs ending in 'y': change the 'y' to 'i' and add -es.
- Ask students to read each verb in Part 2 and point out all the words ending in 'y'.
- Point to the first verb, *cry*, and say this is how we spell the word *cry* as it is used in the sentence: *Mary fell down and started to cry.*
- Now say a new sentence using the verb *cry* and ask students to write that form of the verb *cry* on their activity page: *The baby cries when she is hungry.*
- Make sure students change the 'y' to 'i' before adding -es.
- Guide students in reading and changing each remaining verb by using the following sentences as examples aloud.

*cry—cries*

1. Mary fell down and started to **cry**.
2. The baby **cries** when she is hungry.

*fly—flies*

1. The bluebird will **fly** away.
2. A bluebird **flies** through the air.

*dry—dries*

1. Can you **dry** the dishes?
2. The towel **dries** as it hangs on the rack.

*try—tries*

1. I will **try** hard to get a good grade on my test.
2. She **tries** her best.

*multiply—multiplies*

1. I know how to **multiply** 6 times 6.
2. To get the correct answer to the math problem, the teacher **multiplies** 4 times 5.



**Note:** The addition of –s to a verb in a sentence occurs in order to ensure subject-verb agreement. It is not necessary for Grade 2 students to know the name of this concept at this time. The focus in this lesson is on making sure students understand the spelling rule about the need to change ‘y’ to ‘i’ and then add –es, whenever the /s/ sound or letter ‘s’ is added to a word ending in ‘y’.

- Point out, once again, that although you changed ‘y’ to ‘i’, the new spelling ‘ie’ still stands for the sound /ie/.
- To provide students with more practice correctly spelling words in dictated sentences, have students use the back of the activity page to write the following sentences: *The spy was sneaky. The spies are sneaky.*



### Activity Page 6.1: Fill in the Blank

Collect Activity Page 6.1 to monitor student progress with changing ‘y’ to ‘i’ and adding ‘es’.

## Lesson 6: “The Gym” Reading



**Primary Focus:** Students will read “The Gym” with purpose and understanding and will answer literal and inferential questions about key details in the text.

✦ **TEKS 2.4; TEKS 2.6.A; TEKS 2.6.F**

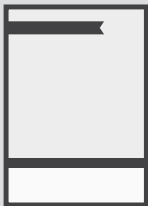
✦ Students will evaluate details read to determine key ideas. **TEKS 2.6.G**

### INTRODUCE THE STORY (5 MIN.)

#### Introduce the Story

- Tell students that today’s story is called “The Gym.” Ask students to look at the table of contents to see on which page the story begins.
- Ask students if they know what a gym is. Discuss with students what people do at a gym.

Reader



Page 34

✦ **TEKS 2.4** 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 2.6.F** make inferences and use evidence to support understanding; **TEKS 2.6.G** Evaluate details read to determine key ideas.

## Preview Spellings

- Using the chart you prepared in advance, preview the following spellings with students before beginning the story.

### ➤ Digital Component 6.3

/ae/ > 'a_e'	/ie/ > 'igh'	/ie/ > 'i'	/ie/ > 'y'	/i/ > 'y'	/er/ > 'er'	/er/ > 'ur'	Other Multisyllable Words
stare	Dwight's	find	try	gym	exercise	curls	moment
staring	lights	triceps	nearby		counter		strengthen
	might	biceps			Alberto		
	right	timing					

**Note:** The pronunciation of *staring* is a challenge. Students may want to pronounce 'ar' as /ar/, as in *starring*. To correctly pronounce this word students must remember the root word was *stare*.

## Preview Core Vocabulary

**bad timing—n.**, to arrive after a desired action has happened (36)

Example: Javier had bad timing when he missed winning free movie tickets by two minutes.

**strengthen—v.**, to make strong (38)

Example: Jenny made sure to walk often after getting the cast off her leg to strengthen the muscles.

**curls—n.**, a way of lifting weights for exercise (38)

Example: At the Man of Steel show, the strong men were doing curls with enormous weights.

**man of steel—a man** who is very strong and has hard muscles (38)

Example: There were advertisements at the beach to see the man of steel perform.

## Sayings and Phrases

**get in shape—to make your body stronger and healthy** (34)

### Vocabulary Chart for “The Gym”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		strengthen man of steel	bad timing
Multiple-Meaning Core Vocabulary Words		curls	
Sayings and Phrases	get in shape		

#### Purpose for Reading

- Ask students to read the story to find out what types of things people do at a gym and whether Kim gets a job.

#### READ “THE GYM” (10 MIN.)

#### Partner Reading

- Encourage student partners to read with expression throughout the story.



## Observation: Anecdotal Reading Record

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

### Wrap-Up

- Use the following questions to guide discussion about “The Gym.” Encourage students to read closely to evaluate the details in the text as they respond during the discussion. **TEKS 2.6.G**

#### Discussion Questions for “The Gym”

1. **Literal.** Why do people go to gyms?
  - » People go to gyms to exercise, run, lift weights, and do arm curls.
2. **Inferential.** Why is there a snack bar at the gym?
  - » There is a snack bar at the gym because people might be thirsty or hungry and want a snack and something cold to drink after they work out.
3. **Literal.** What does Tom let Kurt do?
  - » Tom lets Kurt try arm curls and lifting weights.
4. **Literal.** Does Kim get a job at the gym? Why or why not?
  - » No, Kim does not get a job. Beth and Tom do not need any more help right now.
5. **Literal.** How does Tom help Kim?
  - » He tells her to go see Alberto at the corner market because he may have a job opening.
6. **Inferential.** Why does Kurt think the gym is an “odd place”?
  - » Answers will vary but may include that Kurt sees people doing things they can do outside; people are running on treadmills like hamsters on a wheel, etc.



## Observation: Discussion Questions

Call on different students to answer discussion questions. Record students’ performance in the Discussion Questions Observation Record, marking whether the question was literal or inferential.

**TEKS 2.6.G** Evaluate details read to determine key ideas.



**ENGLISH  
LANGUAGE  
LEARNERS**

### Reading

#### Reading/Viewing Closely

Explain that the gym in this story is similar but quite different from the gym at school.

#### Beginning

Ask students to take a blank sheet of paper and divide it in half. Have students draw a picture of what they saw at the gym in the story on one side. On the other side have them draw a picture of what they see at the gym at school. Have students explain the differences between the two gyms.

#### Intermediate

Have students draw a picture of the gym at school and the gym in the story and write sentences about what was different about the two gyms and what was similar.

#### Advanced/

#### Advanced High

Have students fill out a Venn diagram comparing the gym at school and the gym in the story.

**ELPS 4.G**

## Lesson 6: Spelling Words

# Language



**Primary Focus:** Students will spell words with /ar/ > 'ar', /or/ > 'or', and /er/ > 'er', 'ir', and 'ur'. **TEKS 2.2.C.i**

### INTRODUCE SPELLING WORDS (10 MIN.)

- Tell students the spelling words for this week have r-controlled vowels. Remind students that they practiced r-controlled vowels in Unit 3, as well as at the beginning of this unit.
- Tell students the five vowels sometimes controlled by 'r' are: 'a', 'e', 'i', 'o', and 'u'.
- Write the following headers on the board/chart paper: 'ar', 'or', 'er', 'ir', and 'ur'
- The spelling words for this week are:

'ar' > /ar/	'or' > /or/	'er' > /er/	'ir' > /er/	'ur' > /er/	Tricky Word
car	store	nerve	stir	fur	all
bar	chore	serve	shirt	hurt	
			girl	turn	
			bird	purse	

- Write each word in the correct column, saying the word aloud as you point to the r-controlled spellings. Also, point out the Tricky Word *all*.

End Lesson

# Take-Home Material

### FAMILY LETTER

- Have students take Activity Page 6.2 home to share with a family member. Remind students to practice their spelling words each night for five to ten minutes.

**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 6.2



## Lesson 6: Foundational Skills Remediation

# Additional Support

### WORDS, SENTENCES, AND PHRASES

- Use the following lists of words, chains, Wiggle Cards, sentences, and phrases to extend your lessons:

#### Words

- |           |              |           |
|-----------|--------------|-----------|
| 1. by     | 7. dry       | 13. tied  |
| 2. fly    | 8. fry       | 14. flies |
| 3. my     | 9. sky       | 15. tries |
| 4. myself | 10. lie      | 16. ties  |
| 5. try    | 11. lies     | 17. pie   |
| 6. why    | 12. supplies | 18. tried |

#### Phrases and Sentences

- |  |                                     |
|--|-------------------------------------|
| 1. dry run                             | 13. Time flies.                     |
| 2. saved by the bell                   | 14. me, myself, and I               |
| 3. Let sleeping dogs lie.              | 15. Why ask why?                    |
| 4. Tie the knot.                       | 16. fit to be tied                  |
| 5. His necktie is red and green.       | 17. spy versus spy                  |
| 6. There are clouds in the sky.        | 18. nice try                        |
| 7. We are having pumpkin pie.          | 19. Don't be shy.                   |
| 8. Do not swat those flies!            | 20. It's a tie.                     |
| 9. A yellow butterfly is on the porch. | 21. coat and tie                    |
| 10. The dishes are drying in the sink. | 22. You can't win if you don't try. |
| 11. I cannot tell a lie.               | 23. pie in the sky                  |
| 12. french fries                       |                                     |

## Wiggle Cards

1. Untie your laces.
2. Tie your laces.
3. Try to fly.
4. Multiply this:  $2 \times 2$ .
5. Act like you are crying.
6. Act shy.

## Chains

1. pie > pies > dies > dries > tries > ties > tie > lie > lies > flies
2. try > dry > cry > pry > fry > fly > ply > sly > sky > spy

## MORE HELP WITH SPELLING ALTERNATIVES FOR /IE/

### Word Lists

- Make a copy of **Activity Page TR 6.1** and **Activity Page TR 6.2** for each student. Have students practice reading the words independently or with a partner and mark the spelling pattern responsible for making the /ie/ sound.

### Fill in the Blank

- Make a copy of **Activity Page TR 6.3** for each student. Have students complete the activity pages independently or with a partner.

### Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 706–852 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 707–855 of those words would be completely decodable.

'y' is a tricky spelling; it can stand for /ee/ (*funny*), /ie/ (*try*), /i/ (*myth*), or /y/ (*yes*).

## GRAMMAR

# Plural Nouns and Apostrophe-‘s’

## PRIMARY FOCUS OF LESSON

### Language (Grammar)

Students will write the correct singular or irregularly formed plural nouns in fill-in-the-blank sentences and will indicate whether printed words are singular or plural.

✦ **TEKS 2.2.C.vi**

### Reading

Students will read “The Corner Market” with purpose and understanding and will answer literal and inferential questions about key details in the text.

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

### Language (Grammar)

Students will write simple phrases, adding ‘s to proper nouns to indicate possession.

✦ **TEKS 2.11.D.iii; TEKS 2.11.D.x**

## FORMATIVE ASSESSMENT

Observation

Discussion Questions “The Corner Market”

✦ **TEKS 2.6.F; TEKS 2.7.C**

Activity Page 7.2

Show Possession Using ‘s

✦ **TEKS 2.11.D**

✦ **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 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.F** make inferences and use evidence to support understanding; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.11.D** Edit drafts using standard English conventions, including: (iii) singular, plural, common, and proper nouns; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates.



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Grammar)</b>			
Singular and Plural Nouns	Whole Group	20 min.	<ul style="list-style-type: none"> <li>❑ Activity Page 7.1</li> <li>❑ Singular and Plural Nouns Sentences (Digital Components)</li> <li>❑ Activity Page 7.1 (Digital Components)</li> </ul>
<b>Reading</b>			
Introduce the Story	Whole Group	5 min.	<ul style="list-style-type: none"> <li>❑ <i>The Job Hunt</i></li> <li>❑ Preview Spellings Chart (Digital Components)</li> </ul>
Read “The Corner Market”	Whole Group	15 min.	<ul style="list-style-type: none"> <li>❑ <i>The Job Hunt</i></li> </ul>
<b>Language (Grammar)</b>			
Show Possession Using 's	Whole Group	20 min.	<ul style="list-style-type: none"> <li>❑ Activity Page 7.2</li> <li>❑ 's to Show Possession Chart (Digital Components)</li> </ul>

## ADVANCE PREPARATION

### Language

#### ➤ Digital Component 7.1

- Copy the sentences for Singular and Plural Nouns (Digital Component 7.1) on the board/chart paper or prepare to display the digital version.

#### ➤ Digital Component 7.2

- Create an enlarged version of Activity Page 7.1 (Digital Component 7.2) to display for Singular and Plural Nouns, or use the digital version.

### Reading

#### ➤ Digital Component 7.3

- Create the Preview Spellings chart (Digital Component 7.3) for Introduce the Story on the board/chart paper, or use the digital version.

### Language

#### ➤ Digital Component 7.4

- Create the chart from Show Possession Using 's (Digital Component 7.4) on the board/chart paper, or use the digital version.

## Lesson 7: Grammar

## Language



**Primary Focus:** Students will write the correct singular or irregularly formed plural nouns in fill-in-the-blank sentences and will indicate whether printed words are singular or plural. **TEKS 2.2.C.vi**

### SINGULAR AND PLURAL NOUNS (20 MIN.)

- Tell students that today you will review making singular and plural nouns. Remind students that a singular noun stands for only one of something, whereas a plural noun stands for more than one.
- Working on one sentence at a time, ask a student to come to the board/chart paper and circle any nouns in the sentence and also indicate whether the noun(s) are singular or plural by writing 'S' (singular) or 'P' (plural) above the word.
- Repeat with the second sentence.

#### ➤ Digital Component 7.1

1. The girls can jump rope fast.
2. The man is painting the trucks red.

- Now draw students' attention to the list of words on the board/chart paper. Have a student read a word aloud, state if the noun is singular or plural, and then use the word in a spoken sentence. Continue until all words have been read.

- |              |                 |
|--------------|-----------------|
| 1. butterfly | 6. dresses      |
| 2. squirrels | 7. prizes       |
| 3. gym       | 8. church       |
| 4. morning   | 9. arches       |
| 5. hole      | 10. butterflies |

**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.

- Summarize by pointing out the different ways plural nouns can be created: some are formed by simply adding the ending *-s*, others by adding *-es* (nouns ending in 's', 'x', 'z', 'sh', and 'ch') and still others by changing 'y' to 'i' and then adding *-es*.
- Tell students that today they will learn that some singular nouns are exceptions to the general rule about adding the ending *-s* or *-es* to create the plural form. Write the word *child* on the board/chart paper. Ask a student to read the word and make up a spoken sentence using the word *child*. Write his/her sentence on the board/chart paper, underlining the word *child*. Ask students whether the underlined noun *child* means one or more than one child. (*one child*)
- Choose another student, hold up two fingers and say, "Make up a new sentence about two . . ." Pause and point to the underlined word *child*. If the student hesitates in providing a sentence, ask whether one would say "two childs." Guide the student in recognizing that the plural form of *child* is not *childs*, but *children*.
- Write *children* beside *child* and explain that it is the plural of *child*—or more than one child. Tell students that sometimes, it is not possible to create the plural form by simply adding *-s*, *-es*, or *-ies* to words. Sometimes the entire word and its spelling change in the plural form.
- Tell students they will be learning several of these irregular plural words today and explain they must try to remember these plural forms. Repeat the procedure with the following words.

- |                |                  |
|----------------|------------------|
| 1. man (men)   | 3. goose (geese) |
| 2. foot (feet) | 4. mouse (mice)  |

## ➤ Digital Component 7.2

- Complete Activity Page 7.1 as a class while you display the digital version.

### Activity Page 7.1



Lesson 7: “The Corner Market”

# Reading



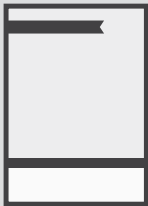
**Primary Focus:** Students will read “The Corner Market” with purpose and understanding and will answer literal and inferential questions about key details in the text. **TEKS 2.6.A; TEKS 2.6.F; TEKS 2.7.C**

## INTRODUCE THE STORY (5 MIN.)

### Introduce the Story

- Tell students to look at the table of contents and find the page number on which “The Corner Market” begins. (*page 42*) Ask students to turn to the page.
- Say the sentence: “A winner never quits, and a quitter never wins.” Tell students this is what Kim says to Kurt before entering the market. Have students turn to a neighbor to talk about what this sentence might mean. Have students share out their ideas, and as a class discuss the meaning of this sentence.
- Tell students to look at the picture on page 43. Ask students who they think this could be. (*Alberto, the manager, the owner of the market*) Ask students to use adjectives (describing words) to describe the man in the picture. (*The man in the picture seems happy and friendly.*)
- Ask students if they have ever been to a market and what kinds of things might be sold there. Ask students to describe interesting things they may have seen, heard, tasted, smelled, or bought in a market.

Reader



Page 42

**TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.7.C** Use text evidence to support an appropriate response.

## Preview Spellings

- Using the chart you prepared in advance, preview spellings before today's story.

### ➤ Digital Component 7.3

/er/ > 'er'	/er/ > 'ur'	/ar/ > 'ar'	Other Multisyllable Words
corner	return	market	suggested
drummers		park	timing
winner			tiring
quitter			someone
Alberto			
summer			
counter			

## Preview Core Vocabulary

- Preview the following vocabulary with students:

**accent—n.**, the way a person might pronounce the sounds and words slightly differently because he or she may have learned that language as a second language instead of learning it from birth from members of his or her family (42)

Example: When learning French, she spoke with an accent.

**shrug—n.**, the motion of raising one's shoulders (as if you don't know or are asking a question) (44)

Example: If he did not know the answer he would shrug his shoulders.

**gelato—n.**, an Italian version of ice cream; this is an Italian word pronounced /j/ /e/ /l/ \* /o/ /t/ \* /oe/ (46)

Example: Gelato is a delicious cold treat to have on a hot day.

## Sayings and Phrases

**a winner never quits and a quitter never wins**—if you want to succeed at something, don't give up; keep trying (42)

Example: When swim practice feels tough, Gina tells herself, "A winner never quits and a quitter never wins."

### Vocabulary Chart for “The Corner Market”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	gelato		
Multiple-Meaning Core Vocabulary Words		accent shrug	
Sayings and Phrases	a winner never quits and a quitter never wins		

### Purpose for Reading

- Ask students to predict whether Kim will get a job at the corner market. Ask students to read the story carefully to find out whether their predictions are correct.

### READ “THE CORNER MARKET” (15 MIN.)

#### Whole Group

- As students read the story, ask them at various times who the speaker is.
- When Alberto tells Kim “it is bad timing,” ask students if they have heard this phrase before. Students should remember Beth used this same phrase when Kim applied for a job at the gym.

#### Wrap-Up

- Ask students if their predictions were correct.
- Use the following questions to guide discussion about the story.



## Language

### Connecting Ideas

This reading passage is an opportunity to expose all students to the meaning of the words *accent* and *first language*. Alberto is a character who may be an immigrant or a child of immigrants. Pause for a moment here to allow any students who are recent immigrants or have family members who are recent immigrants practice language skills by sharing their stories.

**ELPS 3.E**

### Discussion Questions for “The Corner Market”

1. **Literal.** Where does Kurt want to go at the beginning of the story?
  - » Kurt wants to go back to the park to see the drummers.
2. **Inferential.** What things might be sold at a market?
  - » Answers may vary.
3. **Literal.** What does Alberto look like?
  - » Alberto is a nice-looking man with gray hair and glasses.
4. **Inferential.** Why might Alberto speak with an accent? What clues do you have from the story?
  - » English might be a second language for Alberto. His name, Alberto, is an Italian name.
5. **Literal.** Did Kim get a job at the corner market? Why did Kim give Alberto a card with her name and number?
  - » No, Kim did not get a job at the market.
  - » Kim gave Alberto her card so he can call her if a job opens up at a later time.
6. **Literal.** What snack does Kim buy for Kurt?
  - » Kim bought Kurt some lime gelato.



### Observation: Discussion Questions

Call on different students to answer discussion questions. Record students' performance in the Discussion Questions Observation Record, marking whether the question was literal or inferential.



Lesson 7: Grammar

# Language



**Primary Focus:** Students will write simple phrases, adding 's to proper nouns to indicate possession. **TEKS 2.11.D.iii; TEKS 2.11.D.x**

## SHOW POSSESSION USING 'S (20 MIN.)

- Write the title “Dwight’s Lights” on the board/chart paper. Have students read the titles out loud and remind them that this is the title of a story from *The Job Hunt*.
- Circle the 's at the end of “Dwight’s.” Explain that 's is often used in writing to show ownership or that something belongs to somebody.
- Point to the title “Dwight’s Lights,” noting that both words in the title are nouns. The first noun with the apostrophe–'s' is the name of a person (*Dwight’s*); the second noun is a thing (*Lights*).
- By adding 's to Dwight’s name, the writer shows that the lights belong to Dwight. Dwight owns the lights!
- Refer to the chart you prepared in advance. Explain that this chart has two columns of words that are both lists of nouns. Ask students to read all of the words in Column 1 and to then identify that these nouns—all people’s names—are a specific type of noun called proper nouns.
- Next ask students to read all the nouns in Column 2 and to identify that these are all common nouns, names of places or things.

### ➤ Digital Component 7.4

1—Names	2—Places or Things
Kurt	gym
Alberto	shorts
Tom	hamster
Kim	room
Beth	slacks
Mrs. Gunter	market

**TEKS 2.11.D** Edit drafts using standard English conventions, including: (iii) singular, plural, common, and proper nouns; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

- Explain that you are going to ask students to choose the name of a person from Column 1 and then pair it with a place or thing from Column 2 to show that the thing or place belongs to this particular person.
- Model choosing the name *Kurt* and the word *shorts*. Show that they belong to Kurt by writing *Kurt's shorts*. Be sure to emphasize the addition of the 's at the end of Kurt.
- Divide students into six groups. Ask each group to confer briefly to decide which noun from Column 2 they want to pair with a name from Column 1.
- At your signal, ask one person from each group to come to the board/chart paper simultaneously to write the noun phrase chosen by his or her group. Other students from each group should monitor their team member's writing to be sure that the 's is inserted in the right place.
- Review and discuss all written responses.
- Have students take out Activity Page 7.2. Explain that on this activity page they will make phrases by pairing a word from Column 1 (names people or owners) with a word from Column 2 (things) to show ownership. Review the example, pointing out the addition of 's.
- Do one additional phrase as a class, reminding students to add 's when they write phrases.
- Have students complete the remainder of the page independently.

## Activity Page 7.2



### Activity Page 7.2: Show Possession Using 's

Collect Activity Page 7.2. Review after class to determine which students need additional support using 's to show possession.

End Lesson

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Lesson 7: Grammar

# Additional Support

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## MORE HELP WITH R-CONTROLLED VOWELS

### Fill in the Blank

- Make one copy of **Activity Page TR 7.1** for each student.
- Guide students to read each sentence and fill in the blank with an appropriate word from the box.

### Kurt in the Dirt

- Make one copy of **Activity Page TR 7.2** for each student.
- Guide students to read each sentence and circle the words where the /er/ sound appears.

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## MORE HELP WITH TRICKY SPELLING

### Word Sort

- Make one copy of **Activity Page TR 7.3** for each student.
- Guide students to read each word and determine the appropriate column each word belongs in.

### Practice Sentences

- Make one copy of **Activity Page TR 7.4** for each student.
- Guide students to read each sentence and circle 'y' > /i/.

### Fill in the Blank

- Make one copy of **Activity Page TR 7.5** for each student.
- Guide students to read each sentence and fill in the blank with the appropriate word from the two words provided for each sentence.

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## MORE HELP WITH WRITING SENTENCES

### Help Wanted: Greeting Clerk

- Make one copy of **Activity Page TR 7.6** for each student.
- Have students read the advertisement and answer the questions in complete sentences.

## TRICKY SPELLING

## Review

## 'o' &gt; /o/ or /oe/

## PRIMARY FOCUS OF LESSON

## Language (Grammar)

- Students will read short sentences, identify the action verbs, and will act out the actions described. **TEKS 2.11.D.ii**

## Foundational Skills

- Students will read multisyllable words with 'o' > /o/ and 'o' > /oe/ and will complete fill-in-the-blank sentences with words featuring 'o' > /oe/.
- 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 decode and spell common abbreviations. **TEKS 2.2.B.iv; TEKS 2.2.C.iii**
- Students will read "The Diner" with purpose and understanding, will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary and difficult passages from the text, and will write a summary of what Kurt learned about diners in the story. **TEKS 2.4; TEKS 2.7.B; TEKS 2.7.D**
- Students will answer *who* and *what* questions to show their understanding of key details in "The Diner." **TEKS 2.6.F; TEKS 2.6.G**

## FORMATIVE ASSESSMENT

## Observation

## Anecdotal Reading Record "The Diner"

**TEKS 2.4**

- TEKS 2.11.D.ii** Edit drafts using standard English conventions: past, present, and future verb tense; **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 and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllable; (iii) spelling compound words, contractions, and common abbreviations; (iv) spelling multisyllabic words with multiple sound spelling patterns; **TEKS 2.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.6.G** Evaluate details read to determine key ideas.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Grammar)</b>			
Review Action Verbs	Whole Group	5 min.	❑ Wiggle Cards
<b>Foundational Skills</b>			
Review Tricky Spelling 'o' (Phonics)	Whole Group	25 min.	❑ /oe/ Spelling Tree ❑ spelling leaves ❑ tape ❑ Tricky Spelling 'o' Chart (Digital Components)
Practice Tricky Spelling 'o' > /oe/ (Phonics)	Whole Group	10 min.	❑ Activity Page 8.1
<b>Reading</b>			
Introduce the Story	Whole Group	5 min.	❑ <i>The Job Hunt</i> ❑ "The Diner" Preview Spellings (Digital Components)
Close Read "The Diner"	Partner/ Whole Group	15 min.	❑ <i>The Job Hunt</i> ❑ Activity Page 8.2
<b>Take-Home Material</b>			
"The Gym" Comprehension Questions			❑ Activity Pages 8.3, 8.4

## ADVANCE PREPARATION

### Language

- Create the following Wiggle Cards:

- |                                |                    |
|--------------------------------|--------------------|
| 1. Dance to the music.         | 5. Eat sausage.    |
| 2. Crawl on the floor.         | 6. Catch a fish.   |
| 3. Squawk like a chicken.      | 7. Get your coat.  |
| 4. Flap your arms like a hawk. | 8. Moan and groan. |

### Foundational Skills

- Write the following words on leaves for the /oe/ Spelling Tree: *old, told, bold, colt, roll, stroll, most, and post.*

#### ➤ Digital Component 8.1

- Create the chart in Review Tricky Spelling 'o' (Digital Component 8.1) on the board/chart paper or prepare to display 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

- Prepare picture cards for the following words for Preview Core Vocabulary: *diner, waitress, booths, and counter.*

## Lesson 8: Present-Tense Verbs

## Language

5M

**Primary Focus:** Students will read short sentences, identify the action verbs, and will act out the actions described. **TEKS 2.11.D.ii**

**REVIEW ACTION VERBS (5 MIN.)**

- Display cards one at a time and ask students to read each card.
- Ask one student to isolate and identify the specific action verb on each card.
- Point out to students that each action verb on the cards is in present tense. Ask one student to give an example of the past tense of “talk” and “jump.”
- Ask students to perform the action described. Repeat for the remaining cards.

**Check for Understanding**

**Thumbs-Up/Thumbs-Down:** One at a time, say some examples of action verbs (*run, talk, jump, sit, cry, and ride*) and non-action verbs (*am, want, have, love, feel, and believe*). Have students put their thumbs up when you say action verbs and have them put their thumbs down when you name non-action verbs.

## Lesson 8: Spelling Alternatives and Tricky Spelling

## Foundational Skills

35M

**Primary Focus:** Students will read multisyllable words with ‘o’ > /o/ and ‘o’ > /oe/ and will complete fill-in-the-blank sentences with words featuring ‘o’ > /oe/.

**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**

**REVIEW TRICKY SPELLING ‘O’ (25 MIN.)**

- Tell students you will start today’s lesson by reviewing the spellings they have already learned for the /oe/ sound. Direct students’ attention to the Spelling Tree for /oe/.

**TEKS 2.11.D.ii** Edit drafts using standard English conventions: past, present, and future verb tense; **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 and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllable; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

**Support**

Ask students to read the words with /o/ and /oe/ sounds. Have them write a few of the words and circle the target letters as they read the words with each sound.

- Remind students that they have learned three different ways to spell the /oe/ sound.
- To review, point to the 'o\_e' branch and ask students to read three words with the 'o\_e' spelling. Next, point to the 'oe' branch and ask students to read three words with the 'oe' spelling. Finally, point to the 'o' branch and ask students to read three words with the 'o' spelling
- Be sure to remind students that in multisyllable words, the letter 'o' is pronounced as /oe/ when it comes at the end of a syllable. Write the following words on the board/chart paper, pointing to the 'o' at the end of the first syllable and reading each word to reinforce this concept.

1. solar	2. open	3. over	4. oval
----------	---------	---------	---------

- Remind students that the multisyllable words in their books are not divided into syllables, so when students are not sure where or how to divide a multisyllable word with 'o' into syllables, they should try pronouncing the 'o' as either /oe/, as in the open-syllable words previously listed, or /o/, as in the following words.
- Write the following words on the board/chart paper, pointing to each syllable in which the 'o' is followed by a consonant (VCV), and reading each word with the /o/ sound to reinforce this concept.

1. comic	2. model	3. rotten
----------	----------	-----------

- Refer back to the 'o' branch of the /oe/ Spelling Tree and ask students whether the leaves presently attached to the branch are one-syllable or multisyllable words. Explain that most of the time when 'o' is used as a spelling for /oe/, it is used in multisyllable words. However, there are a few one-syllable words with the /oe/ sound spelled with the letter 'o'.
- Write the word *cold* on the board/chart paper. Point to the letter 'o' and note that it is followed by a consonant. Tell students they may think this word should be sounded out as /k/ /o/ /l/ /d/ since the word *cod* is sounded as /k/ /o/ /d/.
- Explain that in words ending with the spelling 'old', the 'o' is read as /oe/ instead of /o/. Point to the word *cold* and guide students in sounding it out as /k/ /oe/ /l/ /d/.
- Using the chart you prepared in advance or the digital version, guide students in reading words 1–8

## Support

Use syllable division strategies to scaffold reading of multisyllable words if needed.



## ➤ Digital Component 8.1

- |         |         |         |
|---------|---------|---------|
| 1. cold | 4. gold | 7. sold |
| 2. hold | 5. bold | 8. old  |
| 3. fold | 6. mold |         |

- Underline 'old' as you read each word, pointing out the pattern.
- Explain there are other groups of one-syllable words in which the letter 'o' also represents the /oe/ sound. Write the word *roll* on the board/chart paper, underlining the spelling 'oll'. Guide students in sounding out the word as /r/ /oe/ /l/, explaining that in the spelling 'oll', the 'o' is pronounced as /oe/. Ask students to read words 9–11.

- |            |          |          |
|------------|----------|----------|
| 9. roll    | 12. colt | 15. most |
| 10. toll   | 13. bolt | 16. post |
| 11. stroll | 14. jolt | 17. host |

- Use the same procedures for the spelling 'olt' and words 12–14 and the spelling 'ost' and words 15–17. As you read each word, point out the pattern.
- Shuffle the leaves in which one-syllable words have the /oe/ sound spelled with 'o'. Have students read each word one at a time. Next, ask a student to use the word aloud in a sentence and then tape it on the correct branch of the /oe/ Spelling Tree.

### **PRACTICE TRICKY SPELLING 'O' > /OE/ (10 MIN.)**

- Ask students to turn to Activity Page 8.1. Complete the activity page with students as a whole-group activity to practice reading the 'old', 'oll', and 'olt' spellings. Then have students write a new sentence with one of the words on the back of the Activity Page.

### Challenge

Ask students to write different one- and two-syllable words with the /oe/ spelling patterns to include on the spelling trees.

### Activity Page 8.1



# Lesson 8: "The Diner"

## Reading



### Primary Focus

✦ Students will decode and spell common abbreviations. **TEKS 2.2.B.iv; TEKS 2.2.C.iii**

Students will read "The Diner" with purpose and understanding, will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary and difficult passages from the text, and will write a summary of what Kurt learned

✦ about diners in the story. **TEKS 2.4; TEKS 2.7.B; TEKS 2.7.D**

Students will answer *who* and *what* questions to show their understanding of key

✦ details in "The Diner." **TEKS 2.6.F; TEKS 2.6.G**

### INTRODUCE THE STORY (5 MIN.)

- Ask students if they can name the different places Kim has visited so far to look for a summer job. (*Dwight's Lights, the gym, and the corner market*)
- Tell students today's story is called "The Diner." Ask students if they know what a diner is. Discuss what people do at a diner and what they might see at a diner.
- Ask students to look at the table of contents to find the page number for the story.

### Preview Spellings

- Using the chart you prepared in advance, preview the following spellings before reading today's story:

### ➤ Digital Component 8.2

/ie/ > 'igh'	/ie/ > 'i_e'	/ie/ > 'i'
high	quite	diner
sight		
midnight		

✦ **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** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.6.G** Evaluate details read to determine key ideas.

### Reader



Page 48



ENGLISH  
LANGUAGE  
LEARNERS

### Reading

#### Reading/Viewing Closely

Use the prepared picture cards for the following words to access "The Diner": *diner, waitress, booths, counter.*

**ELPS 4.F**

**Preview Core Vocabulary** **TEKS 2.2.B.iv; TEKS 2.2.C.iii**

- Preview the following vocabulary, which includes an abbreviation, before reading the story. Remind students that an abbreviation is a shortened form of a word or phrase. Explain that abbreviations sometimes include periods.:

**diner—n.**, a restaurant usually open until late in the night. Diners serve different types of food, including breakfast at all hours and American foods like hamburgers and hot dogs (48)

Example: Everyone wanted different food, so we ate at the diner.

**booths—n.**, tables in a restaurant with two long seats (48)

Example: We can fit six people into the booth in the back.

**waitress—n.**, a woman who works at a restaurant, taking food orders and bringing the food to customers (A man who works at a restaurant is a waiter) (48)

Example: The waitress took our order and served our food.

**counter—n.**, a flat surface where people pay for their food at restaurants (48)

Example: Give the host at the counter the money for the meal.

**a.m.—adj.**, the abbreviation (ante meridiem) stands for times starting at midnight until 11:59 the next morning (52)

Example: School begins at 8:00 a.m.

**Sayings and Phrases**

**quite a sight**—something that is very interesting to see (48)

Example: The autumn leaves were quite a sight to see.

**Vocabulary Chart for “The Diner”**

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		a.m.	diner waitress
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	quite a sight let's grab it if you say so		

**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.

**let's grab it**—let's sit there (48)

Example: There's a seat next to Jackie, let's grab it.

**if you say so**—it must be true (50)

Example: If you say so, I believe you.

### Partner Reading

- Have students pair up to read “The Diner” with a partner.



### Observation: Anecdotal Reading Record

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

## CLOSE READ “THE DINER” (15 MIN.)

### Close Reading

- After students have finished reading “The Diner” with their partners, lead students in a close reading of the text by doing the following:
  - asking text-dependent questions that require students to draw on evidence from the text;
  - identifying and discussing general academic (Tier 2) vocabulary;
  - discussing sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
  - engaging students in a culminating writing activity completed independently, if possible.
- There are many ways for students to respond to the questions you present and you may want to change the way in which you ask for students' responses in each lesson or even during the lesson to improve student engagement. During this lesson, it is recommended that you have students work as partners. Following each question, direct students to consult with their partner about the correct response before one student raises his or her hand to respond.

## Teacher Overview

**Key Idea and Key Details:** The key idea of “The Diner” is to explain the types of jobs available in a diner and the unique characteristics of a diner versus other restaurants. Key details of the text include Kim orders pancakes and explains to Kurt that diners have pancakes available for order all day long, not just at breakfast time. Kim explains the kinds of jobs needed at a diner. Kim is offered a job as a dishwasher but as the job lasts late into the night, Kim turns it down.

**Synopsis:** The story “The Diner” tells about Kim and Kurt eating a meal in a diner. In the process of eating, Kim inquires about a job and Kurt learns about the jobs available in a diner as well as one unique aspect of a diner menu.

## 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 questions. 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 48

The next place Kim went to look for a job was a diner.

“I’ll just drop off my name and number and then we can go on to the next place,” she said.

Kim says, “I’ll just drop off my name and number.” What does she mean?

Kim means she will write down her name and telephone number and leave them at the diner for the boss to use to contact her.

“No, no,” said Kurt. “I don’t think you should do that.”

“Why not?” said Kim. “You would not like to take a job in a diner without tasting the food to find out if it’s good.”

“Hmmm. I think that you would like to test the food at the diner, Mister Gelato!” Kurt nodded.

**diner**—a restaurant usually open until late in the night; diners serve different types of food, including breakfast at all hours and American foods like hamburgers and hot dogs.

How can you use the text to infer the meaning of the word *diner*?

Kurt says, “You would not like to take a job in a diner without tasting the food.” So we can tell it is a place that serves food. Further down we see that Kim and Kurt go to sit at the counter. Only some kinds of restaurants would have a counter to serve food.

## Lesson

<p><b>Text From Reader</b></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><b>Vocabulary Instruction</b></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><b>Text-Dependent Questions</b></p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. 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. Questions should focus on a word, phrase, sentence, or paragraph.</p>	<p><b>Responses</b></p> <p>Answers should reference the text. Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p><b>Page 50</b></p> <p>Kurt and Kim waited. After five minutes a waitress came by.</p> <p>“Hi,” said Kim. “I would like to ask if you are hiring.”</p> <p>“And I would like to ask if the milkshakes here are good,” said Kurt.</p> <p>“You won’t find a better milkshake in all of Brooklyn,” said the waitress. “Would you like to try one?” Kurt nodded. He ordered a hot dog, fries, and a milkshake.</p> <p>“I’ll just have coffee and pancakes,” said Kim.</p> <p>“Okay,” said the waitress. “I’ll check with the boss to see if he’s hiring.”</p> <p>“Did you just order pancakes for lunch?” Kurt asked.</p> <p>Kim nodded.</p> <p>“That seems odd,” said Kurt.</p> <p>“No, it’s not,” said Kim. “You can get pancakes all day long in a diner.”</p> <p>“If you say so,” said Kurt.</p>	<p><b>waitress</b>—a woman who works at a restaurant, taking food orders and bringing the food to customers. (A man who works at a restaurant is a waiter.)</p> <p><b>boss</b>—a person who is in charge of running a business establishment</p>	<p>On page 50, we learn one more thing that makes a diner different from other restaurants. What is it?</p>	<p>At a diner, you can get pancakes all day long, not just at breakfast time.</p>
<p>They went in. The place was packed. All the booths were taken. There were people sitting on most of the stools. A waitress passed by with a huge tray piled high with dishes. It was quite a sight.</p> <p>“There’s a spot at the counter over there,” said Kim. “Let’s grab it.”</p>	<p>What is the meaning of the phrase <i>the place was packed</i>?</p>		<p>There were many people in the diner. Most of the seats and tables were being used.</p>

## Lesson

<p><b>Text From Reader</b></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><b>Vocabulary Instruction</b></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><b>Text-Dependent Questions</b></p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. 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. Questions should focus on a word, phrase, sentence, or paragraph.</p>	<p><b>Responses</b></p> <p>Answers should reference the text. Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p><b>Page 52</b></p> <p>“So, what kinds of jobs do they have in a diner?” Kurt asked. “They have the waiters and waitresses. They take orders and bring food,” Kim explained. “There are people back in the kitchen, too. There is a cook and someone to clean the dishes.”</p> <p>The boss came over. “So, you would like a summer job?” he asked Kim.</p> <p>“Yes.”</p>		<p>There are different types of jobs in a diner. What jobs are described in this chapter?</p>	<p>Wait staff (including both waiters and waitresses)—they take orders and bring food.</p> <p>Cooks prepare the food.</p> <p>Dishwashers clean the dishes.</p>
<p>“Can you cook?” he asked. “I need a cook in the morning. And I need someone to clean dishes at night.”</p> <p>“I’m not going to lie,” Kim told the man. “I’m not the best cook. But I don’t mind cleaning dishes.”</p> <p>“Well, to clean dishes, you would stay until midnight or one a.m. sometimes.”</p> <p>“That’s late for me,” said Kim. “That might not be the best job for me. But thank you for your time.”</p> <p>“Thank you, too,” said the boss.</p>	<p><b>a.m.</b>—the abbreviation (<i>ante meridiem</i>) stands for times starting at midnight until 11:59 the next morning</p>	<p>Kim was offered a job in the diner. Why didn’t she take it?</p>	<p>She would have to stay until midnight or 1 a.m. to clean the dishes and that was too late for her.</p>
<p><b>Turn and Tell:</b></p> <p>Summarize what Kurt learned about diners in this story.</p>			

## Wrap-Up

- Ask students to turn to Activity Page 8.2 and summarize what Kurt learned about diners.

**Note:** You may not have time to complete the activity page. It is provided here and may be used during this lesson if time permits, or used at a later time in the unit.

End Lesson

# Take-Home Material

## “THE GYM” COMPREHENSION QUESTIONS

- Ask students to take home Activity Pages 8.3 and 8.4 to complete.

## Lesson 8: Foundational Skills Remediation

# Additional Support

## WORDS, SENTENCES, AND PHRASES

### Sentences and Phrases

- Use the following list of sentences to extend your lessons:

- |                     |                                      |
|---------------------|--------------------------------------|
| 1. Hold the line!   | 4. Who do you like the most?         |
| 2. Hold the door!   | 5. Pay the toll.                     |
| 3. How old are you? | 6. A lightning bolt struck the tree. |

### Wiggle Cards

- |                    |                                 |
|--------------------|---------------------------------|
| 1. Take a stroll.  | 3. Paw the air like a colt.     |
| 2. Hold your nose. | 4. Fold your hands in your lap. |

### Syllable Division Patterns

- Provide more practice for students to use syllable division patterns to decode VCV words.
- Write the word *model* on the board/chart paper.

## Activity Page 8.2



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## Reading

### Reading/Viewing Closely

#### Beginning

Ask students to draw what a diner might look like inside.

#### Intermediate

Allow students to work with a partner to write about what Kurt learned about diners.

#### Advanced/ Advanced High

Guide students in adding additional information about what Kurt learned about diners.

### ELPS 4.G

## Activity Pages 8.3, 8.4





- Say, “In *model*, I see two vowel sounds on either side of one consonant.”
- Underline the vowel sounds.
- Say, “When only one consonant comes between two vowels, I divide after the first vowel sound. So I will divide the word like this: *mo•del*.”

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### **MORE HELP WITH /OE/**

#### **Fill in the Blank**

- Make one copy of **Activity Page TR 8.1** for each student. Guide students in reading the words with /oe/ > 'o' and then ask them to complete the sentences.

#### **Word Block**

- Make one copy of the Word Block game board (**Activity Page TR 8.2**) for each student pair.
- Prepare two sets of word cards (**Activity Page TR 8.3**) with the /oe/ sound for each student pair. If possible, print each set on 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.

## TRICKY SPELLING

# Introduce 'ow' > /oe/ or /ou/

## PRIMARY FOCUS OF LESSON

**Language (Grammar)**

Students will read short sentences, will identify nouns and action verbs, and will orally provide proper nouns to replace the common nouns in those sentences.

✦ **TEKS 2.11.D.iii**

**Foundational Skills**

Students will read one- and two-syllable words containing 'ow' > /oe/ and

✦ 'ow' > /ou/. **TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.B.v**

Students will write one- and two-syllable words containing 'ow' > /oe/ and 'ow' >

✦ /ou/ 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 Subway" with purpose and understanding, will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary and discussing difficult passages from the text, and will answer literal and inferential questions about key details in the text.

✦ **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 9.1

Tricky Spelling 'ow' > /oe/ or /ou/

✦ **TEKS 2.2.B.i; TEKS 2.2.B.iii**

Observation

Discussion Questions "The Subway"

✦ **TEKS 2.7.C**

- ✦ **TEKS 2.11.D.iii** Edit drafts using standard English conventions, including singular, plural, common, and proper nouns; **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 and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllable; (iii) spelling compound words, contractions, and common abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.4** 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.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Grammar)</b>			
Review Nouns and Action Verbs	Whole Group	10 min.	<input type="checkbox"/> Nouns and Action Verbs Sentences (Digital Components)
<b>Foundational Skills</b>			
Introduce Tricky Spelling 'ow' (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Card for 'ow' > /oe/ (snow) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> green markers <input type="checkbox"/> /oe/ Spelling Tree <input type="checkbox"/> new spelling leaves <input type="checkbox"/> tape
Practice Tricky Spelling 'ow' (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 9.1
<b>Reading</b>			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> <i>The Job Hunt</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "The Subway"	Whole Group	15 min.	<input type="checkbox"/> <i>The Job Hunt</i>

## ADVANCE PREPARATION

### Language

#### ➤ Digital Component 9.1

- Write the sentences in Nouns and Action Verbs (Digital Component 9.1) on the board/chart paper or on sentence strips, or use the digital version.

### Foundational Skills

- You may wish to tab Vowel Code Flip Book page 11.
- You will need to add an additional branch to the existing /oe/ Spelling Tree. Label this branch 'ow'. In addition, you should prepare leaves with the following words: *slow, snow, grow, throw, glow, yellow, window, elbow, and owners.*

### Reading

#### ➤ Digital Component 9.2

- Create the Preview Spellings chart (Digital Component 9.2) for Introduce the Story on the board/chart paper, or use the digital version.

### Universal Access

- Be prepared to discuss the map of New York City from page 3 of the Reader that shows the specific boroughs of New York City. Review Lesson 2 information in Introducing the Reader.

## Lesson 9: Grammar

## Language



**Primary Focus:** Students will read short sentences, will identify nouns and action verbs in those sentences, and will orally provide proper nouns to replace the common nouns in those sentences. **TEKS 2.11.D.iii**

### REVIEW NOUNS AND ACTION VERBS (10 MIN.)

- Remind students that they have worked with nouns and verbs in previous lessons. Ask students to tell you what a noun is (a person, place, or thing) and to give examples of nouns.
- Ask students to tell you what a verb is (an action word telling something somebody is doing, did, or will do). Ask for examples of verbs.
- Refer to the previously prepared sentences on the board/chart paper or load the digital version.

#### ➤ Digital Component 9.1

1. She baked muffins for us.
2. The man ran to the gym.
3. He read that book at bedtime.
4. The dog jumped over the fence.
5. My teacher lives on a street near the school.

- Guide students in reading each sentence aloud. Then ask students to name the action verb. Draw a wiggly line under the action verb.
- Have students identify the nouns in the sentence. Circle the nouns.
- Have students provide a proper noun to replace each common noun.

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

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### Language

#### Learning about How English Works

Explain that in English the noun comes before the verb in most sentences.

#### Beginning

Ask students to tell what they do every day in class. (*I work. I read. I sit. I listen.*)

#### Intermediate

Allow students to expand on what they do every day in class. (*I work in class. I read books. I sit at my desk. I listen to the teacher.*)

#### Advanced/ Advanced High

Ask students to use a proper noun to tell what others do every day in class. (*Mrs. Smith teaches class. Jose sits at his desk.*)

**ELPS 3.C**

Lesson 9: Tricky Spelling 'ow' > /oe/ or /ou/

# Foundational Skills



## Primary Focus

Students will read one- and two-syllable words containing 'ow' > /oe/ and

✦ 'ow' > /ou/. **TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.B.v**

Students will write one- and two-syllable words containing 'ow' > /oe/ and 'ow' >

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

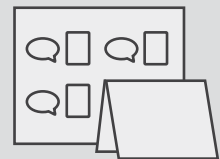
## INTRODUCE TRICKY SPELLING 'OW' (15 MIN.)

- Display the Vowel Code Flip Book and have the Spelling Card listed in Lesson at a Glance readily available. Also display the /oe/ Spelling Tree.
- Ask a student to identify one spelling he or she has learned for the /oe/ sound. Once a student names a spelling, point to the matching branch on the /oe/ Spelling Tree. Read six to eight of the leaves for each branch aloud as a class. Follow these steps for all of the /oe/ spellings taught.
- Tell students that today they will learn a new spelling for the /oe/ sound: 'ow'.
- Turn to **Vowel Code Flip Book page 11** and show students the 'ow' Spelling Card for /oe/, as well as the target word *snow* on the card. Put the Spelling Card on the appropriate space. Discuss the power bar.

### Vowel Code Flip Book

1. 'ow' > /oe/ (*snow*) **page 11**

## Code Materials



✦ **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 and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllable; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Distribute the green markers. Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate card and the spelling on the chart.

Individual Code Chart	
1.	'ow' > /oe/ (snow) <b>page 8</b>

- Write the following one-syllable words with the 'ow' spelling on the board/chart paper, one at a time, and call on students to read each one aloud:

1. low	4. show
2. tow	5. crow
3. row	6. blow

- Ask students where the 'ow' spelling occurs in these words. (*at the end*)
- Write the following two-syllable (VCV) words with the 'ow' spelling on the board/chart paper, one at a time, and call on students to read each one:

1. below	3. fellow
2. bellow	4. pillow

- Point out that the 'ow' pronounced as /oe/ occurs at the end of the word.
- Ask students to recall any other sound 'ow' may represent. (/ou/) Write the following words on the board/chart paper one at a time, and call on students to read each one:

1. down	5. how
2. clown	6. cow
3. howl	7. bow
4. now	

## Support

Use syllable division strategies to scaffold reading of multisyllable words if needed.

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## Foundational Skills

### Using Foundational Literacy Skills

You may want to point out that *bow* is a homophone and may be pronounced as /b/ /ou/, as in, "The boy bowed to the queen," or as /b/ /oe/, as in, "Tie a bow in your shoelace."

For more practice with homophones, use the additional supports at the end of the lesson.

**ELPS 1.F**

- Point out that the spelling 'ow' can also stand for /ou/ in the middle of words, as well as at the end of some words. The spelling 'ow' is tricky, so when students see it in a word, they should remember that there might be a tug of war between the different sounds. They may need to try both pronunciations and then decide which one makes the most sense in context.
- Now show each of the prepared leaves with the 'ow' > /oe/ spellings, one at a time, and read each word aloud as a class. Tape each word to the 'ow' branch of the /oe/ Spelling Tree.



### Check for Understanding

Choose a few words from the lesson (e.g., *row*, *how*, *show*, *clown*, *below*, *down*). Encourage students to pay close attention to the vowel sounds in each of the words as they say them aloud. Have students turn to a partner and decide if the vowels sound like /oe/ as in *snow* or /ow/ as in *now*. Each student pair then shares their answer with the class. Take note of students who are unsure or who incorrectly identify the vowels and consider meeting with these students to practice.

## PRACTICE TRICKY SPELLING 'OW' (15 MIN.)

### Word Sort

- Have students tear out Activity Page 9.1. Complete the front as guided practice with the class. If students are ready, have them complete the back independently. Then have students write a new sentence with one of the words on the back of the Activity Page.



### Activity Page 9.1: Tricky Spelling 'ow' > /oe/ or /ou/

Collect Activity Page 9.1 and review to determine which students need additional support with /oe/ > 'ow' or tricky spelling 'ow' > /oe/ or /ou/.

### Activity Page 9.1





## Lesson 9: “The Subway”

# Reading



**Primary Focus:** Students will read “The Subway” with purpose and understanding, will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary and discussing difficult passages from the text, and will answer literal and inferential questions about key details in the text.

✦ **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.)

Reader



Page 54

- Ask students to tell you the places where Kim has already looked for a job. (a gym, a corner market, Dwight’s Lights, and a diner)
- Tell students today’s story does not involve Kim applying for a job, but instead it is about her subway ride from Brooklyn to Manhattan. Explain to students that Brooklyn and Manhattan are boroughs (a neighborhood consisting of a county, cities, villages, and towns) in New York City. To get to Manhattan from Brooklyn, Kim and Kurt will take a subway to go under a river.
- Tell students that they will see the word “*Street*” used in the story (*Clark Street*). Remind them that in Lesson 5, they learned how to abbreviate *street*. Write *St.* on the board. Repeat with *Blvd./Boulevard*, *Ave./Avenue*, and *Pl./Place*. Remind students that when we write an abbreviation, we place a period at the end. Point out that these abbreviations are usually capitalized because they are part of proper nouns.
- ✦ Dictate a made-up address for students to write on their own papers to practice correctly formatting abbreviations. **TEKS 2.2.B.iv; TEKS 2.2.C.iii**
- Ask students if they have ever ridden on a subway. Refer to Lesson 2 to build background knowledge, if necessary, on the subway system.

**Note:** Lesson 2 of the Teacher Guide contains information about the manner in which New York City is divided into boroughs, as well as information about the subway system. You may wish to review this information before reading “The Subway.”

### Preview Spellings

- You may wish to preview the following spellings before reading today’s story:

✦ **TEKS 2.2.B.iv** Demonstrate and apply phonics 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** 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.

## ➤ Digital Component 9.2

/ee/ > 'ea'	/ae/ > 'ai'	/ae/ > 'ay'	/er/ > 'er'	Other Multisyllable Words
meal	train	subway	river	finished
breathing	waited	day	under	waitress
seats	air	swayed	closer	Manhattan
hear			better	platform
East				inside

### Preview Core Vocabulary

- Preview the following vocabulary with students:

**Times Square—n.**, a busy area of Manhattan consisting of shops and theaters (54)

Example: There were many people visiting Times Square!

**East River—n.**, a river running through New York City (56)

Example: We crossed over the East River on a long bridge.

**platform—n.**, a raised area where patrons wait for the subway or train (56)

Example: The people on the platform waited for their train to come.

### Sayings and Phrases

**left a tip**—gave money beyond what is required to pay for a meal to a waitress for their service (54)

Example: I will leave a \$5.00 tip for the waitress.

### Vocabulary Chart for “The Subway”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	Times Square East River	platform	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	left a tip		

## Support

Ask students to practice saying different activities they don't like to do with a sigh sound. (*"I don't want to do homework!"*)

## Challenge

Given the meaning of the prefix *sub-*, challenge students to define the words *subzero* and *substitute*.

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## Reading

### Reading/Viewing Closely

Explain that today's story is about riding on a subway.

### Beginning

Have students draw a picture of an automobile and a picture of a subway car and describe how they are different.

### Intermediate

Have students write sentences about the difference between cars and the subway.

### Advanced/ Advanced High

Have students fill out a Venn diagram comparing cars to the subway.

ELPS 4.D

## Purpose for Reading

- Ask students to think about the modes of transportation they use to get to different places: a car, a bus, an airplane, a bike, etc. Tell students when they read "The Subway," they should think of the ways the subway is similar to or different from the modes of transportation they have used before.

## READ "THE SUBWAY" (15 MIN.)

### Whole Group

- When Kurt says "Manhattan?" with a loud sigh, ask students to demonstrate what a loud sigh sounds and looks like. Encourage students to reread "Manhattan?" with expression.
- When Kim explains that *sub-* means under, tell students you are thinking of another word that starts with *sub-* something that goes underneath the surface of water. Ask students if they can guess what you are thinking. (*A submarine: marine refers to the ocean and a submarine is a vessel that can travel far down into the depths of the sea.*)

### Wrap-Up

- Use the following questions to guide discussion about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

### Discussion Questions for "The Subway"

1. **Literal.** Why does Kim want to go to Manhattan?
  - » Kim goes to Manhattan because she is not having any luck finding a job in Brooklyn.
2. **Literal.** Describe the inside of the subway train.
  - » Inside a subway train, there are seats as well as straps for people to hold onto, and there are windows to look outside.
3. **Literal.** What sounds does the subway make?
  - » The subway makes squeaking and creaking sounds.
4. **Inferential.** Why did Kurt say he was having difficulty breathing?
  - » The train was very crowded, so Kurt felt squashed and that made it hard to breathe.
5. **Literal.** Did Kurt and Kim end up getting seats?
  - » Yes, Kurt and Kim got seats after people got off at Wall Street.



## Observation Discussion Questions

Call on a different student to answer each question. Note students' performance on the Discussion Questions Observation Record, marking whether the question answered was literal or inferential.

End Lesson

### Lesson 9: Foundational Skills Remediation

# Additional Support

## WORDS, SENTENCES, AND PHRASES

- Use the following lists of words and phrases to extend your lessons:

### Homophones

1. no—know
2. toe—tow
3. rode—road—rowed
4. so—sow
5. rose—rows

### Wiggle Cards

1. Show me your hands.
2. Show me your elbows.
3. Follow me.
4. Act like you are growing.
5. Look out the window.
6. Row your boat.

### Chain

1. foal > coal > coat > boat > bat > bet > beet > bee > bow > row > grow > throw > crow

## MORE HELP WITH SYLLABLE DIVISION PATTERNS

- Provide more practice for students to use syllable division patterns to decode VCV words.
- Write the word *below* on the board/chart paper.
- Say, “In *below*, I see two vowel sounds on either side of one consonant.”
- Underline the vowel sounds.
- Say, “When only one consonant comes between two vowels, I divide after the first vowel sound. So I will divide the word like this: *be•low*.”

## MORE HELP WITH ‘OW’ > /OE/

### Fill in the Blank

- Make one copy of **Activity Page TR 9.1** for each student. Guide students in reading the words with /oe/ spelling alternatives and then ask them to complete the sentences using the words in the box.

### Roll, Flip, Read

- Make one copy of **Activity Page TR 9.2** for each student. Number the back of each card 1–12.
- Have students lay cards facedown on the table or floor in front of them.
- To play, either call out a number or have the student roll two dice, then “flip” the 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 all the words wins.
- An alternate way to play that does not involve dice is for each card to have a preassigned point value based on the difficulty of the word.

### Code Knowledge

Before today’s lesson: If students read 1,000 words in a trade book, on average 707–855 of those words would be completely decodable.

After today’s lesson: If students read 1,000 words in a trade book, on average 713–862 of those words would be completely decodable.

‘ow’ is a tricky spelling; it can stand for /ou/ (*cow*) or /oe/ (*snow*).

## ASSESSMENT AND GRAMMAR

# Spelling Assessment and Irregular Plural Nouns

## PRIMARY FOCUS OF LESSON

**Language (Spelling)**

Students will spell dictated words featuring r-controlled vowel patterns and the

- ✦ Tricky Word *all*. **TEKS 2.2.C.i**
- ✦ Students will write regular and irregular plural nouns. **TEKS 2.2.C.vi**

**Reading**

Students will partner reread “The Subway” with purpose and understanding, will answer written short-answer questions about key details in the text, and will place sentences describing the events of the plot in the correct sequential order.

- ✦ **TEKS 2.4; TEKS 2.6.G; TEKS 2.7.D**

## FORMATIVE ASSESSMENT

Activity Page 10.1

**Student Spelling Assessment**

- ✦ **TEKS 2.2.C.i**

Activity Page 10.2

**Irregular Plural Nouns**

- ✦ **TEKS 2.2.C.vi**

Observation

**Anecdotal Reading Record** “The Subway”

- ✦ **TEKS 2.4**

Activity Page 10.4

**Story Questions** “The Subway”

- ✦ **TEKS 2.6.G; TEKS 2.7.D**

- ✦ **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; (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.4** 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.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

**LESSON AT A GLANCE**

	<b>Grouping</b>	<b>Time</b>	<b>Materials</b>
<b>Language (Spelling)</b>			
Spelling Assessment	Independent	15 min.	☐ Activity Page 10.1
Irregular Plural Nouns	Whole Group	25 min.	☐ Activity Pages 10.2, 10.3
<b>Reading</b>			
Reread "The Subway"	Partner	20 min.	☐ <i>The Job Hunt</i> ☐ Activity Page 10.4

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## ADVANCE PREPARATION

### Universal Access

- Collect picture cards for the following words for Irregular Plural Nouns: *loaf*, *elf*, *hoof*, *shelf*, and *calves*.



## Lesson 10: Spelling Assessment and Plural Nouns

## Language



## Primary Focus

Students will spell dictated words featuring r-controlled vowel patterns and the

- ✦ Tricky Word *all*. **TEKS 2.2.C.i**
- ✦ Students will write regular and irregular plural nouns. **TEKS 2.2.C.vi**

**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 words.
- Repeat this procedure with each of the remaining words.

1. stir	6. store	11. girl
2. fur	7. shirt	12. chore
3. nerve	8. serve	13. purse
4. car	9. turn	14. hurt
5. bird	10. bar	15. all

- Direct students' attention to the lines on the bottom of the activity page. Tell students to write the sentence: *All the girls had purses*. Slowly repeat this sentence twice.
- At the end, read each spelling word and the sentence once more.
- After all the words have been called out, tell students you will 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** 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; (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## Activity Page 10.1





## Activity Page 10.1: Spelling Assessment

Collect Activity Page 10.1 and analyze it using the Lesson 10 spelling analysis directions and chart located in Teacher Resources to determine which students need additional support with the spelling patterns being tested.

### IRREGULAR PLURAL NOUNS (25 MIN.)

- Remind students that they have been practicing how to change nouns from singular to plural form. Write the following word pairs on the board/chart paper. Note that the rules in parentheses are for teacher reference and should not be copied.

1. <i>one</i> clerk— <i>two</i> clerks	(Rule 1: add the suffix <i>-s</i> .)
2. <i>one</i> branch— <i>two</i> branches	(Rule 2: add the suffix <i>-es</i> to words ending in 'ch', 'sh', 'ss', 'x', 'z'.)
3. <i>one</i> fly— <i>two</i> flies	(Rule 3: change 'y' to 'i' and add <i>-es</i> .)

- Tell students that each pair shows the singular and plural form of a particular noun. Ask a student to read the first pair. State the rule for how this singular noun was transformed to a plural noun. After the rule for each pair is stated, ask other students to provide several examples of other nouns in which the plural is created in the same way.
- Point out that all of these plural formations are considered “regular” because they follow one of the three plural-formation rules. Remind students they have already learned how to write and spell several irregular plural nouns.
- Ask students to turn to Activity Page 10.2.
- Ask students to read the singular nouns, one at a time, and then say and write the plural form of the same noun on their activity pages. After all students have had time to try writing the plural noun independently, write the correct plural form on the board/chart paper so students can check their work. Prompt students to correct any spelling errors they may have made. Provide time for students to write two sentences using these words.

### Activity Page 10.2



## Challenge

Given the rule for *shelf—shelves*, have students predict the plural of the word *wife*.

## Support

You may want to point out that the /l/ sound is not pronounced in the words *half—halves* and *calf—calves* even though they include the letter 'l'.

ENGLISH  
LANGUAGE  
LEARNERS



## Language

### Using Nouns and Noun Phrases

Display the picture cards for the following words: *loaf*, *elf*, *hoof*, *shelf*, and *calves*.

**ELPS 4.F**

## Activity Page 10.3



- Tell students they will learn several additional irregular plural formations today. Write the word *shelf* on the board/chart paper. Ask a student to read the word aloud and to give you a sentence using the word *shelf*. Write the sentence on the board/chart paper, circling the word *shelf*. Ask students whether the circled noun *shelf* refers to one shelf or more than one shelf.
- Choose another student, hold up two fingers and say, "Make up a new sentence about two . . ." pause and point to the circled word *shelf*. If the student hesitates in providing a sentence, ask whether, when talking about two of this item, one would say "two shelves." Guide the student in recognizing that the plural form of *shelf* is not *shelves*, but *shelves*.
- Write the word *shelf* on the board/chart paper again and explain that in order to create the plural of a noun that ends in the letter 'f', we change the 'f' to 'v' and then add 'es'. Erase the letter 'f' and then write 'ves' with a different color chalk or marker. Sound out the word with students.
- Repeat the previous procedure with the word *wife*. Explain that many times when a word ends in 'f' or 'fe', it is necessary to change the 'f' or 'fe' to 'v' or 've', then add the -s or -es suffix. Repeat with the words *hoof* (*hooves*), *elf* (*elves*), *half* (*halves*), and *calf* (*calves*). Remember to have students create sentences aloud using the plural forms of the nouns.
- Tell students to turn to Activity Page 10.3. Guide students in completing several examples from each part of the activity page and then allow them to complete the remaining items independently. Be sure students complete both the front and back of this activity page.



### Activity Page 10.3: Irregular Plural Nouns

Collect Activity Page 10.3 and review to determine which students need additional support with irregular plural nouns.

## Lesson 10: “The Subway”

# Reading



**Primary Focus:** Students will partner reread “The Subway” with purpose and understanding, will answer written short-answer questions about key details in the text, and will place sentences describing the events of the plot in the correct sequential order. **TEKS 2.4; TEKS 2.6.G; TEKS 2.7.D**

### REREAD “THE SUBWAY” (20 MIN.)

#### Partner Reading

- Tell students that today they will reread the story “The Subway” with partners. Remind students that rereading stories is an important way to become more fluent readers.
- If necessary, review with students how to be a good partner for reading (taking turns, helping each other sound out words, etc.). Encourage students to use the Individual Code Chart if they need help sounding out words.



#### Observation: Anecdotal Reading Record

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

- When students finish reading the story, they may work together to complete Activity Page 10.4. Be sure students complete both the front and back of the activity page.



#### Activity Page 10.4: Story Questions

Collect Activity Page 10.4 to review and assess each student’s ability to answer written questions about key details in the text and sequence events in the story.

End Lesson

**TEKS 2.4** 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.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

Reader



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Activity Page 10.4



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Lesson 10: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH R-CONTROLLED VOWELS

- Make one copy of **Activity Page TR 10.1** for each student and guide students in reading the sentences.
- Have students circle the r-controlled vowels in each sentence.

## MORE HELP WITH PLURAL NOUNS

### Race Against the Clock

- Copy and cut out the word cards with singular nouns for each player (**Activity Page TR 10.2**). Assign each word a point value based on the difficulty of the word. You may want to assign one point for regular plural nouns and two points for irregular plural nouns.
- Each player gets a preset time limit to attempt to make as many plural nouns from the singular nouns as possible within the time. Students get points for the words they make correctly and get no points for words they get wrong or skip.
- The student with the most points is the winner.

## TRICKY SPELLING

# Introduce 'e' > /ee/ or /e/

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

Students will review the /ee/ sound and its spellings and will read words with

✦ 'e' > /ee/. **TEKS 2.2.B.i; TEKS 2.2.B.v**

**Reading**

Students will read "Wall Street" with purpose and understanding and will answer

✦ literal questions about key details in the text. **TEKS 2.4; TEKS 2.6.A; TEKS 2.7.C**

**Language (Spelling)**

Students will read and spell words with /oe/ > 'ow' and /ow/ > 'ow,' as well as the

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

## FORMATIVE ASSESSMENT

Observation

Discussion Questions "Wall Street"

✦ **TEKS 2.7.C**

✦ **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (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 2.4** 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; **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; **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
<b>Foundational Skills</b>			
Review Spelling Alternatives for /ee/ (Phonics)	Whole Group	15 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Spelling Tree for /ee/</li> <li><input type="checkbox"/> spelling leaves</li> </ul>
Introduce Tricky Spelling 'e' (Phonics)	Whole Group	20 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Spelling Tree for /ee/</li> <li><input type="checkbox"/> spelling leaves</li> <li><input type="checkbox"/> Vowel Code Flip Book</li> <li><input type="checkbox"/> Individual Code Chart</li> <li><input type="checkbox"/> Spelling Card for 'e' &gt; /ee/ (<i>me</i>)</li> <li><input type="checkbox"/> tape</li> <li><input type="checkbox"/> green markers</li> <li><input type="checkbox"/> 'e' Spelling Tug of War Illustration (Digital Components)</li> </ul>
<b>Reading</b>			
Introduce the Story	Whole Group	5 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>The Job Hunt</i></li> <li><input type="checkbox"/> Preview Spellings Chart (Digital Components)</li> </ul>
Read "Wall Street"	Whole Group	10 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>The Job Hunt</i></li> </ul>
<b>Language (Spelling)</b>			
Introduce Spelling Words (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity Page 11.1</li> </ul>
<b>Take-Home Material</b>			
Spelling Words; Practice Tricky Spelling 'e'			<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity Pages 11.1, 11.2</li> </ul>

## ADVANCE PREPARATION

### Note to Teacher

In this lesson, you will review the spellings for /ee/ that students learned in Unit 2 ('ee', 'ea', and 'e\_e') as well as introduce the new spelling 'e' for /ee/ when it occurs at the end of a word or in an open syllable in a multisyllable word. The remaining spellings for /ee/—'y', 'ey', and 'ie'—will be taught later in this unit.

### Foundational Skills

- Prepare a new Spelling Tree for the /ee/ sound. Label the trunk of the tree /ee/ and then add eight branches, with the longest branch on the bottom labeled 'y'. The following branches should go in this order, from longest to shortest: 'e', 'ee', 'ea', 'ie', 'ey', 'e\_e', followed by odd ducks.
- In addition, you will need to write the following words on leaves for the /ee/ Spelling Tree: *feet, weekend, yankees, three, daydream, seesaw, Chinese, supreme, teacher, dear, beach, heaping, steam, least, athlete, reader, steal, centipede*.
- You may wish to tab Vowel Code Flip Book page 9.

### ➤ Digital Component 11.1

- Prepare to display the drawing for Introduce Tricky Spelling 'e' that depicts a tug of war and tricky spelling 'e' (Digital Component 11.1) with the different sounds it can represent: /ee/ or /e/.

### Reading

### ➤ Digital Component 11.2

- Create the Preview Spellings chart (Digital Component 11.2) for Introduce the Story on the board/chart paper, or use the digital version.

### Universal Access

- For Introduce the Story, use the map of New York City in the Reader to show the specific boroughs (specifically Manhattan where Wall Street is located) of New York City.
- Based on student ability levels, you may wish to substitute the human tug of war activity in the Foundational Skills lesson with a pantomime activity.



## Lesson 11: Spelling

## Foundational Skills



**Primary Focus:** Students will review the /ee/ sound and its spellings and will read words with 'e' > / ee/. **TEKS 2.2.B.i; TEKS 2.2.B.v**

**REVIEW SPELLING ALTERNATIVES FOR /EE/ (15 MIN.)**

- Show students the /ee/ Spelling Tree you have created. Point to the trunk and say the /ee/ sound aloud.
- Point out that there are many branches on this tree representing many different ways in which the sound /ee/ can be spelled. Tell students they have already learned three of the spellings on the tree—'ee', 'ea', and 'e\_e'—in Unit 2 and they will learn the remaining spellings for /ee/ in this unit.
- Review the spellings for /ee/. Point to the branches with the spellings 'ee', 'ea', and 'e\_e' one at a time. For each spelling, write an example word on the board/chart paper (*beet*, *meat*, and *Pete*), guiding students in reading each word.
- Distribute the prepared leaves to student pairs and/or individual students.
- Tell students to find and circle the /ee/ spelling in their word and then read the word together.
- Ask each student pair to show the class their leaf, read the word aloud, use it in an oral sentence, and say which of the /ee/ spellings the word contains. Have students tape their leaf to the appropriate branch on the Spelling Tree.


**Check for Understanding**

As students read the spelling leaves, note which students are able to correctly place the leaves and which students may need additional support with /ee/ spellings.

**TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (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.

## INTRODUCE TRICKY SPELLING 'E' (20 MIN.)

- Tell students that today they will learn the letter 'e' can sometimes be used to represent the long vowel /ee/ sound. However, remind them that they already know another sound the letter 'e' can represent.
- Write the following words on the board/chart paper beneath the heading 'e':

- |         |            |
|---------|------------|
| 1. hen  | 4. bedroom |
| 2. red  | 5. happen  |
| 3. stem |            |

- Ask students to read the words, pointing out the 'e' in these words represents the /e/ sound. Point out that in words or syllables in which the 'e' stands for /e/, the 'e' is followed by a consonant.

**Note:** Do not erase these words. You will refer to them again. Tell students the letter 'e' is a tricky spelling because it can represent more than one sound. They already know it can stand for /e/. Today they will learn words in which 'e' can stand for the /ee/ sound.

- Display the Vowel Code Flip Book; also have the Spelling Card listed in Lesson at a Glance readily available.
- Turn to **Vowel Code Flip Book page 9** and show students the 'e' Spelling Card for /ee/, as well as the target word, *me*, on the card. Tape the Spelling Card to the appropriate space.

### Vowel Code Flip Book

1. 'e' > /ee/ (*me*) **page 9**

- Today's letter-sound correspondence can be found on this page of the Individual Code Chart.
- Distribute the green markers. Have students turn to **Individual Code Chart page 8** and outline the 'e' card and spelling.

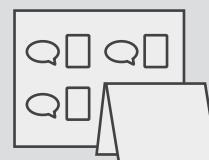
### Individual Code Chart

1. 'e' > /ee/ (*me*) **page 8**

## Support

Use syllable division strategies to scaffold reading of multisyllable words.

## Code Materials



- Write the following words on the board/chart paper. Point to and circle the 'e' at the end of each word and ask students to read these words.

1. me
2. be
3. he
4. she

- Explain that when the letter 'e' comes at the end of a word or syllable, it represents the /ee/ sound.

**Note:** The words listed previously were Tricky Words in Kindergarten and Grade 1. They are now decodable words.

- Now write the following multisyllable (VCV) words on the board/chart paper. Circle and point to the 'e' at the end of the syllable.

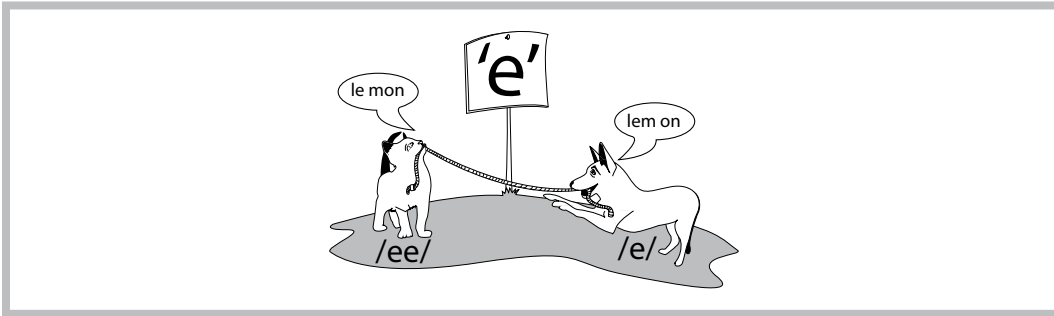
1. below
2. before
3. even
4. repeat

- Restate that when the letter 'e' comes at the end of a word or syllable, it represents the /ee/ sound.
- Remind students that 'e' is a tricky spelling. Quickly point to and read the list of words you wrote on the board/chart paper earlier in which the 'e' is followed by a consonant and represents the /e/ sound.
- Tell students to try breaking the word into syllables on their own, perhaps trying both pronunciations to see what makes sense.
- Write *lemon* 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 read and say this word."
- If possible, display the tug of war drawing of tricky 'e'.  
(Digital Component 11.1).

## Support

Use syllable division strategies to scaffold reading of multisyllable words.

## ➤ Digital Component 11.1



**Note:** If you are not able to display Digital Component 11.1, write the word *lemon* on the board/chart paper as follows: “le mon.” Use the same teaching points included in the bullets associated with Digital Component 11.1.

- Say, “To make lemonade, you must squeeze a \_\_\_\_\_.”
- Point to the syllables in the first word and model how to sound out the word as it is divided. *Le mon* is pronounced “/lee/ /mon/,” with the long vowel /ee/ sound.
- Now point to the second word *lem on* and model sounding out the word as it is divided: it is pronounced “/lem/ /on/” with the short vowel /e/ sound because the ‘e’ is followed by a consonant.
- Ask students which pronunciation makes sense and is a word they recognize. (*lem on*) Circle *lem on* and repeat the oral sentence, “To make lemonade, you must squeeze a lemon.”
- Review the spelling patterns for the long /e/ versus the short /e/ sound (i.e., ‘e’ is pronounced /ee/ at the end of a syllable or word, but is pronounced /e/ when it is followed by a consonant within the syllable).
- Repeat this procedure with the remaining words and sentences: write the target word on the board/chart paper and then write two different ways it can be broken into syllables. Use the word in a spoken sentence, alternately pointing to and saying the /ee/ and /e/ sound. Ask students which word makes sense and then circle the correct word.
- Remind students that if the ‘e’ is followed by a consonant within the syllable, it represents the /e/ sound; if it comes at the end of a syllable, it represents the /ee/ sound.

**Note:** Do not write the sentences. You will read them aloud. Only write the bolded words.

### Support

Ask students to work with a partner to have a human tug of war. Have students face each other and place their hands on each other’s elbows or pretend they are holding a rope between them. Assign one side of the pair to be the /ee/ sound and the other side to be the /e/ sound. Restate the words from the board/chart paper. Have students repeat the words and tug, as they are able, when their sound is made in the word.

1. I won't tell anyone. I am good at keeping a **se cret/sec ret**.
2. There are 60 **sec onds/se conds** in a minute.
3. The floor was at an **e ven/ev en** level.
4. Have you **e ver/ev er** seen a double rainbow?
5. You need to put quarters in the parking **me ter/met er**.
6. The book had pictures of ghosts and **de mons/dem ons**.
7. She is **se ven/sev en** years old.

- Remind students that the letter 'e' is a tricky spelling, which means it can represent more than one sound. The letter 'e' as a tricky spelling creates a "tug of war" between the /ee/ and /e/ sounds. When reading, students need to practice breaking words into chunks, trying out the two different sounds, and then choosing the sound and pronunciation that makes sense.



### Check for Understanding

Ask students to look at the words on the board/chart paper and tell you in which words the letter 'e' represents the /ee/ sound (*secret, even, meter, demons*). Hand out a blank spelling leaf to each student who correctly identifies a word in which the 'e' stands for /ee/. Ask them to write the word on a leaf and then tape it to the correct branch on the /ee/ Spelling Tree.

## Lesson 11: "Wall Street" Reading



**Primary Focus:** Students will read "Wall Street" with purpose and understanding and will answer literal questions about key details in the text.

**TEKS 2.4; TEKS 2.6.A; TEKS 2.7.C**

### INTRODUCE THE STORY (5 MIN.)

- Remind students that in a previous lesson they read the story "The Subway" in *The Job Hunt* Reader. Kim and Kurt were taking the subway into Manhattan, another borough of New York City, so Kim could look for a job there. At the end of the story, the subway had just stopped

**TEKS 2.4** 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 60

and many passengers got off the train at that stop. Ask students to recall the name of the subway stop. (*Wall Street*)

- Tell students that the story they will read today is about an area of New York City in Manhattan called Wall Street and the people who work there. Explain that Wall Street is the name of the subway stop and the name of an actual street. It is also used to name or describe an entire area of Manhattan where there are many banks.

### Preview Spellings

- You may wish to preview the following spellings before reading today’s story.

### ➤ Digital Component 11.2

/ee/ > ‘e’	/ee/ > ‘ee’	/ee/ > ‘ea’	/er/ > ‘er’	/ee/ > ‘y’	/oe/ > ‘ow’	Other Multisyllable Words
secret	street	deal	banker	spy	borrow	agent
even	fees		whispered		own	extra

### Preview Core Vocabulary

- Preview the following vocabulary with students:

**jabbed—v.**, punched, poked, or thrust abruptly (60)

Example: Joe gave Mike a jab with his elbow to stop him from talking.

**loans—n.**, things people borrow for a certain amount of time that they will give back, such as money (60)

Example: Can you loan me \$1 for lunch today if I promise to give it back to you tomorrow?

### Sayings and Phrases

**looked sharp—**looked dressed up and nice (60)

Example: You will look sharp in your new dress for the wedding.

Vocabulary Chart for “Wall Street”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		jabbed loan	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	looked sharp		



## Reading

### Reading/Viewing Closely

Explain that in English there is proper intonation for asking questions. When asking a question that requires a yes or no answer, the intonation goes up at the end of the question. Therefore questions beginning with *does, do, did, can, and is* will go up in pitch. When asking questions that require information from the listener, the intonation goes down at the end of the question. Therefore questions beginning with *who, what, were, when, why, and how* will go down in pitch.

### Beginning

Ask students to practice asking yes/no questions with the proper intonation. (“Do you like this book?” “Can I have a pencil?”)

### Intermediate

Have students practice asking both types of questions with the proper intonation. (“Is this your favorite story?” “What story did you like the most?”)

### Advanced/ Advanced High

Ask students to practice asking relevant questions about the story with the proper intonation. (“Do you think Kim will find a job?” “Who would need a loan?”)

**ELPS 1.B**

## Purpose for Reading

- Ask students to read to learn more about banks and bankers on Wall Street and some of the things they do.

## READ “WALL STREET” (10 MIN.)

### Whole Group

- Have students read “Wall Street” together as a class. There are many options for reading together as a class; select a method that best fits students.
- Ask students to provide a good caption for the picture of Kurt imagining what it might be like to open a store.
- If necessary, model for students the proper intonation for asking questions. Encourage students to read with expression.

### Wrap-Up

- Use the following questions to guide discussion about “Wall Street”:

#### Discussion Questions for “Wall Street”

1. **Literal.** Describe the man who gets on the train at the Wall Street stop.
  - » He had on black pants, a black jacket, a crisp white shirt, and a red necktie. He was holding a black case. He looked sharp.
2. **Literal.** What does Kim think the Wall Street man’s job might be?
  - » Kim thinks the man may be a banker.
3. **Literal.** What do banks do with people’s cash?
  - » They keep people’s cash safe until they need it and use their extra cash to make loans to people who want to borrow money.
4. **Literal.** Why does Kim think she would not be able to get a summer job at a bank?
  - » You need to have finished two or three years of college to work at a bank and she has only finished one.
5. **Evaluative.** Look at the picture on page 62. Why do you think Kurt imagines a toy store?



### Observation: Discussion Questions

Call on different students to answer discussion questions. Record students’ performance in the Discussion Questions Observation Record, noting that the question was literal.

## Lesson 11: Spelling

# Language



**Primary Focus:** Students will read and spell words with /oe/ > 'ow' and /ow/ > 'ow,' as well as the Tricky Word *your*. **TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.iv**

### INTRODUCE SPELLING WORDS (10 MIN.)

- Write 'ow' on the board/chart paper and remind students that the 'ow' spelling can represent the /oe/ sound, especially when this sound occurs at the end of words. Also remind them that the spelling 'ow' is tricky, so it can also represent the /ou/ sound, usually in the middle or at the end of words. Tell students the spelling words this week include words in which the 'ow' spelling represents either the /oe/ sound or the /ou/ sound.
- Remind students to use what they have learned about decoding open syllables when they spell words. Say, "In the word *below* I hear the /ee/ sound, so I know the word has an open syllable and will be spelled like this: *b e l o w*."
- Write *below* on the board. Draw a vertical line between *be* and *low*.
- Have students take out the Individual Code Chart. Ask them to turn to the page that has the /oe/ sound with the 'ow' spelling. (*page 8*) Ask a student to tell you the example word for the 'ow' spelling for /oe/. (*snow*) Ask students to tell you three other examples of words with the 'ow' spelling for /oe/. Repeat these steps for the 'ow' spelling for /ou/. (*page 9; now*)
- Write two columns on the board/chart paper with the headings 'ow' > /oe/ and 'ow' > /ou/. Write the spelling words in the appropriate columns.
- The spelling words for this week are as follows:

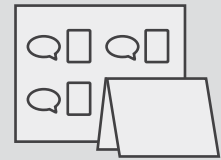
'ow' > /oe/	'ow' > /ou/
below	plow
yellow	flowers
elbow	growling
rainbow	powder
snow	shower
sorrow	meow
arrow	chow

**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; **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.

### Support

Ask students to circle the letters that make the 'ow' as /oe/ and 'ow' as /ow/ sound in each of the words in the columns.

### Code Materials





- Read each of the words aloud with students, focusing on the specific spellings in each word. Tell students the Tricky Word for this week is *your*.
- To provide students with more practice correctly spelling words in dictated sentences, have students use their Dictation Journal to write the following sentence: *The snow was cold*.
- Remind students to practice their spelling words at home each night.

End Lesson

# Take-Home Material

## SPELLING WORDS; PRACTICE TRICKY SPELLING 'E'

- Have students take home Activity Page 11.1 to practice spelling words, and Activity Page 11.2 to practice tricky spelling 'e'.

Activity Pages  
11.1, 11.2



## Lesson 11: Foundational Skills Remediation

# Additional Support

## WORDS, SENTENCES, AND PHRASES

**Note:** *Be, he, me, she,* and *we* were Tricky Words. Now they can be seen as part of a spelling pattern.

- Use the following lists of words and phrases to extend your lessons.

### Homophones

1. be—bee
2. we—wee

### Phrases and Sentences

- |                                    |                                      |
|------------------------------------|--------------------------------------|
| 1. between a rock and a hard place | 6. 100-meter dash                    |
| 2. behind her back                 | 7. neon lights                       |
| 3. behind the times                | 8. relay race                        |
| 4. odd or even                     | 9. running a fever                   |
| 5. Rob Peter to pay Paul.          | 10. The campsite is beyond the hill. |

## Wiggle Cards

1. Pretend to tell a secret.
2. Relax.

## Chain

1. he > she > me > we > be > bee > beet > beat > bean > mean

### MORE HELP WITH SPELLINGS FOR /EE/ AND /E/

#### Journey Through Space

- Copy and cut out the word cards (**Activity Page TR 11.1**) and the Steal a Card and Take Another Turn cards (**Activity Page TR 11.2**).
- Place all of the cards in a container. Pass the container around, having each student draw a card and read the word aloud.
- If the student reads the word correctly, then he or she gets to keep the card. If the student does not read the word correctly, he or she places the card back into the container.
- If a student draws a Steal a Card card and correctly reads the word on a card, he or she can take a card from another player.
- If a student draws a Take Another Turn card and correctly reads the word on a card, he or she gets a second turn.
- The student with the most cards at the end of the game wins.

### MORE HELP WITH SYLLABLE DIVISION PATTERNS

- Provide more practice for students to use syllable division patterns to decode VCV words.
- Write the words *repeat* and *secret* on the board/chart paper.
- Say, "In *repeat*, I see two vowel sounds on either side of one consonant."
- Underline the vowel sounds.
- 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•peat*."

- Point to *secret*.
- Say, “In this word, I see two vowel sounds on either side of two consonants.”
- Underline the vowel sounds.
- Say, “When two consonants come between two vowels, I divide after the first consonant: *sec•ret*.”

#### Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 713–862 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 734–866 of those words would be completely decodable.

'e' is a tricky spelling; it can stand for /e/ (*pet*) or /ee/ (*reflex*), or schwa (*telephone*).

## GRAMMAR AND WRITING

# Review Proper Nouns and Introduce Persuasive Writing

## PRIMARY FOCUS OF LESSON

**Language (Grammar)**

Students will provide examples of common and proper nouns, will properly capitalize and punctuate proper names with abbreviated titles, will properly capitalize and punctuate sentences that include proper nouns, and will identify

- ✦ the nouns and verbs in the sentences. **TEKS 2.11.D.iii; TEKS 2.11.D.ix**
- ✦ Students will decode and spell common abbreviations. **TEKS 2.2.B.iv; TEKS 2.2.C.iii**
- 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 to brainstorm ideas for a persuasive argument and then use these ideas to write a draft of a persuasive letter.

- ✦ **TEKS 2.9.E.i; TEKS 2.11.A; TEKS 2.12.C**
- ✦ Students will distinguish facts from opinion. **TEKS 2.9.E.ii**

## FORMATIVE ASSESSMENT

Activity Page 12.1

**Proper Nouns**

- ✦ **TEKS 2.11.D.iii**

Activity Page 12.3

**Persuasive Letter**

- ✦ **TEKS 2.11.A; TEKS 2.12.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; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (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** Demonstrate and apply spelling knowledge by (iii) 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 of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion*/*tion*/*sion*; **TEKS 2.9.E.i** Recognize characteristics of persuasive text, including: stating what the author is trying to persuade the reader to think or do; **TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming; **TEKS 2.12.C** Compose correspondence such as thank you notes or letters; **TEKS 2.9.E.ii** Recognize characteristics of persuasive text, including: distinguishing facts from opinion.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Grammar)</b>			
Review Common and Proper Nouns	Whole Group	10 min.	<input type="checkbox"/> Activity Page 12.1 <input type="checkbox"/> Proper/Common Nouns (Digital Components) <input type="checkbox"/> Proper Nouns Practice Sentences (Digital Components)
Decode, Spell, and Use Words with Prefixes	Whole Group	10 min.	
<b>Writing</b>			
Introduce Persuasive Writing	Whole Group	40 min.	<input type="checkbox"/> Activity Pages 12.2–12.4 <input type="checkbox"/> Activity Page 12.2 (Digital Components) <input type="checkbox"/> Activity Page 12.3 (Digital Components)
<b>Take-Home Material</b>			
“The Subway”			<input type="checkbox"/> Activity Page 12.5

## ADVANCE PREPARATION

### Note to Teacher

We are exposed to many forms of persuasive communication on a daily basis. Such communication may be nonverbal, verbal, or written, formal or informal. Persuasive communication occurs whenever an individual attempts to convince others to take a certain action, such as purchasing a certain product or adopting a certain belief. Advertisements and commercials are good examples of persuasive communication, but persuasive communication can take more subtle forms and may be a part of letters, booklets, newspaper articles, essays, and so on. In this lesson and those following, students will learn about persuasive writing by writing a persuasive letter.

### Language

#### ➤ Digital Component 12.1

- Create the chart (Digital Component 12.1) found in Review Common and Proper Nouns on the board/chart paper or use the digital version.

#### ➤ Digital Component 12.2

- Create the chart with sentences (Digital Component 12.2) found in Review Common and Proper Nouns on the board/chart paper or use the digital version.

### Writing

- If possible, bring in a box of brand-name children's cereal and a generic, or store brand, for comparing and contrasting. Alternatively, you could use commercials for various children's products available on the Internet.

#### ➤ Digital Components 12.3 and 12.4

- Prepare Activity Pages 12.2 and 12.3 for display.
- Prepare to display a blank planning template (Activity Page 12.2) on the board/chart paper, or use the digital version (Digital Component 12.3).
- Prepare to display an enlarged version of the friendly letter template (Activity Page 12.3) on the board/chart paper, or use the digital version (Digital Component 12.4).

# Lesson 12: Proper Nouns Language



## Primary Focus

Students will provide examples of common and proper nouns, will properly capitalize and punctuate proper names with abbreviated titles, will properly capitalize and punctuate sentences that include proper nouns, and will identify

the nouns and verbs in the sentences. **TEKS 2.11.D.iii; TEKS 2.11.D.ix**

Students will decode and spell common abbreviations. **TEKS 2.2.B.iv; TEKS 2.2.C.iii**

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**

## REVIEW COMMON AND PROPER NOUNS (10 MIN.)

- Tell students they will review proper and common nouns as well as learn some additional kinds of proper nouns. Remind them that common nouns identify general people, places, or things, and are always written starting with a lowercase letter, whereas proper nouns identify specific people, places, or things, and are always written starting with an uppercase letter.
- Draw students' attention to the chart you prepared in advance.

### ➤ Digital Component 12.1

Common Nouns			Proper Nouns		
People	Places	Things	People	Places	Things

- Ask students to provide multiple examples under each heading. Prompt students to offer the names of specific streets, cities, and states, as well as days of the week and months of the year if they do not do so spontaneously.

**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; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (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** Demonstrate and apply spelling knowledge by (iii) 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 of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*.

## ➤ Digital Component 12.2

- Tell students they will now learn a new type of proper noun. Write your name on the board/chart paper (e.g., Miss Jones, Mr. Parks, Ms. Rogers, Mrs. Sanders).
- Explain that many times we write names with a title in front of the person's last name as a sign of respect. Explain that the title always begins with a capital letter.
- Write the following titles and names on the board/chart paper one at a time.

- |              |               |
|--------------|---------------|
| 1. Mr. Parks | 3. Miss Burks |
| 2. Mrs. Ward | 4. Ms. Rand   |

- Explain that *Mr.* is the title for a married or unmarried man and that *Ms.* is the title for a married or unmarried woman. Explain that we can also use *Mrs.* as a title for a married woman and *Miss* as a title for an unmarried woman. Point out that *Mr.*, *Mrs.*, and *Ms.* are all abbreviated (or shortened) forms of other words, so a period follows each title. *Miss* is a complete word and needs no period at the end. **TEKS 2.2.B.iv; TEKS 2.2.C.iii**

- Draw students' attention to the next sentences you prepared in advance.

## ➤ Digital Component 12.2

- |   |
|---|
| 1. did mr lane chop the wood into logs for the fireplace yesterday                        |
| 2. mrs jefferson placed three pies on the shelves in the kitchen for miss craff on sunday |

- Ask students to first read each sentence aloud. Then, starting with the beginning of the sentence, have students proceed word by word to identify each noun, indicating whether it is a common or proper noun, whether it should be capitalized or not, and why. Complete each sentence, circling each noun and making capitalization and punctuation changes as the students direct.
- Next, ask students to indicate whether the nouns are singular or plural.
- Distribute Activity Page 12.1. Review the directions and complete the first few items in each section as teacher-guided practice. Be sure students complete both sides of the activity page.

➤ **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.

## Challenge

Challenge students to think of another common title that can be used for a man or a woman who practices medicine. Ask them to think of the proper abbreviation for the title. (*Dr.*)

## Activity Page 12.1







## Activity Page 12.1: Proper Nouns

Collect Activity Page 12.1 and review to determine each student's ability to identify common and proper nouns and determine which students need additional support with proper nouns.

### DECODE, SPELL, AND USE WORDS WITH PREFIXES (10 MIN.)

- Explain to students that we can decode, or read, words with prefixes by segmenting and blending the sounds and using the syllable chunking method.
- Tell 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 *re-* first."
- Display some of the following words.
  - rewind, redo, reread, remix, remove, rerun, replay, retell, retake, repack, rewire, reset, rename, respray, reappear
- Say, "I see the prefix *re-* /r/ /ee/. I am going to segment the rest of the word: /w/ /ie/ /n/ /d/. Now I can blend the entire word: re•wind."
- Pause between the syllables. Underline the *re-* in *rewind*.
- Say, "Re•wind. There are two syllables. The prefix *re-* 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, *wind* becomes *rewind* when we add the prefix *re-*, which means "again" or "back." *Rewind* means "wind again."
- Say: "For words with prefixes, the spelling of the base word does not change when the prefix is added."
- Finally, 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 *reappear* 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 re-*).
- Ask, “What is the base word?” (*appear*) “What does the word *appear* mean?” (*to come into view*)
- Say, “If we add the prefix *re-* at the beginning of *appear*, how does the meaning of the word change?” (*It means to come into view again.*)
- For practice, have small groups use their own paper to create and identify the meaning of words with the prefix *re-*. Provide base words and have them add prefixes. Have volunteers share their words and their meanings. Offer feedback as needed.

## Lesson 12: Persuasive Writing

# Writing



### Primary Focus

Students will use a planning template to brainstorm ideas for a persuasive argument and then use these ideas to write a draft of a persuasive letter.

✦ **TEKS 2.9.E.i; TEKS 2.11.A; TEKS 2.12.C**

✦ Students will distinguish facts from opinion. **TEKS 2.9.E.ii**

### INTRODUCE PERSUASIVE WRITING (40 MIN.)

✦ **TEKS 2.9.E.i; TEKS 2.9.E.ii; TEKS 2.12.C**

- Tell students they will begin several lessons about learning how to write a letter persuading someone to do something.
- Tell students that when you try to persuade someone, you try to convince them to do something you want them to do. Use the cereal boxes and/or Internet commercials to talk about how the writers of these materials use many different techniques to try to convince customers to buy something. Point out specific text, colors, and images designed to catch the eye so people will purchase the products.

✦ **TEKS 2.9.E.i** Recognize characteristics of persuasive text, including: stating what the author is trying to persuade the reader to think or do; **TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming; **TEKS 2.12.C** Compose correspondence such as thank you notes or letters; **TEKS 2.9.E.ii** Recognize characteristics of persuasive text, including: distinguishing facts from opinion.



## Check for Understanding

**Think-Pair-Share:** Have students turn to a partner and try to persuade them to switch seats. Tell students to make sure they give a reason to move into his/her seat (e.g., better lighting, closer to the board, next to a friend).

### Reader



Page 28

- Remind students of the story, “Dwight’s Lights,” in which Dwight tries to persuade Kim and Kurt to purchase lights from his store. Ask students to turn to “Dwight’s Lights” in the Reader and identify several things Dwight says as he tries to persuade Kim and Kurt to buy something. Explain that Dwight tries to offer several reasons why Kim and Kurt should purchase a light from him.
- Ask students to read and discuss several of Dwight’s statements aloud. These reasons should come up during the discussion:
  - Dwight claims to have every kind of light anyone would need.
  - Dwight claims to have the best price of anyone.
- Tell students they are going to practice writing letters to persuade someone to do something. Today students will pretend to ask the principal if the school cafeteria can serve french fries every day for lunch.

**Note:** If you or students prefer to choose a different topic as the subject of the persuasive letter to the principal, feel free to do so.

### ➤ Digital Component 12.3

- Ask students to turn to Activity Page 12.2 as you display the enlarged version you prepared in advance.
- Tell them they will use this planning template for persuasive letter writing to organize their thoughts on the topic before they actually write the letter.
- Tell students that each piece of persuasive writing should start with an opening sentence stating what it is that they want to happen (i.e., the goal or purpose of this persuasive writing). In this case, the purpose might be, “We would like french fries for lunch every day at school.” As you model writing the opening sentence on the display copy of Activity Page 12.2, have students copy the sentence on their activity pages.

### Activity Page 12.2



- Tell students that in order to persuade someone to do something, they will need to provide very convincing reasons why the other person should do what is asked or proposed. Explain that people often mention specific facts or opinions when they are providing reasons to persuade someone to do something.
- Explain that facts and opinions are not the same things:
  - Opinion—someone’s belief about something. For example, one person might think chocolate ice cream is the best flavor, whereas another person might think vanilla ice cream is the best.
  - Fact—a statement that can be checked or proven. For example, my house is one mile from the school.
- Point out that although persuasive writing is most powerful if the writer can provide facts as reasons why someone should do something, the reasons given in a persuasive piece are often opinions (as is the case in many advertisements and commercials).
- Encourage students to suggest reasons they might use to persuade the principal they should have french fries every day. Here are a few ideas if they need prompting:
  - French fries taste good.
  - Everyone likes french fries.
  - French fries are easy to make.
- Model writing three reasons on the display activity page as students write three reasons on their own activity pages.
- Tell students it is effective to end persuasive writing with a sentence that sums up and restates the purpose in a closing sentence. Model writing a closing sentence as students add the closing sentence on their activity pages.

### ➤ Digital Component 12.4

- Now that students have their persuasive writing ideas organized on paper, ask them to turn to Activity Page 12.3 as you display the enlarged version you prepared in advance. Explain that they will use Activity Page 12.3 as a class to compose a friendly letter to the principal.
- Point out the Tricky Words on the letter template: *school*, *principal*, and *sincerely*.
- Explain that a friendly letter has very specific parts always placed on specific areas of the page. On the display copy, point out and complete the heading, greeting, and closing, using this specific terminology. (Do not complete

## Support

Give students some sentences and help them choose if the sentence is a fact or opinion.

- New York City has a subway.
- The subway is fun to ride.
- Manhattan is a beautiful place.
- Manhattan is in New York City.

## Activity Page 12.3



the body of the letter.) Tell students to complete their own activity page, following along as you fill out the template in front of the whole class. Use this opportunity to reinforce the capitalization of proper nouns in addresses, dates, and titles.

- After these parts of the letter are complete, tell students they are now ready to complete the main part of the letter, called the body of the letter. Demonstrate how they will copy their persuasive writing from Activity Page 12.2 by writing the opening sentence from the display copy of Activity Page 12.2 on the display copy of the body of the letter. Tell students to finish the letter by copying the rest of their work from the persuasive writing template to the body of the letter.
- Then, direct students' attention to the closing provided, *Sincerely*. Tell students that closings are a way to bring the letter to an end. *Sincerely* is a fairly standard closing. You may also tell students the closing of a letter depends on the person to whom the letter is addressed. A friendly letter to a friend or relative might close with *Love*, or *Very Truly Yours*.
- Lastly, direct students to sign their own names on the signature line of the template.
- If time permits, encourage any students who finish writing their letter to refer to Activity Page 12.4 to double-check their work with the editing checklist.

#### Activity Page 12.4



#### Activity Page 12.3: Persuasive Letter

Collect Activity Page 12.3 and review to determine any general errors or misunderstandings as well as each student's ability to write a persuasive letter.

End Lesson

## Take-Home Material

### “THE SUBWAY”

- Ask students to take home Activity Page 12.5 to read to a family member.

#### Activity Page 12.5



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## Lesson 12: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH SPELLING ALTERNATIVES

- Make one copy of **Activity Page TR 12.1** for each student.
- Have students identify the sound in each header; the columns are sorted by /ee/, /i/, and /ie/.
- Tell students to identify the spelling for each sound in the words and circle the spelling.

### MORE HELP WITH COMMON AND PROPER NOUNS

- Give three or more players a pencil and a piece of paper.
- Each player draws a 5-by-5 grid on their piece of paper, leaving enough space in the boxes to be able to write words.
- Five common nouns are chosen, and each player writes them down the left side of the grid. (Examples include *superhero, river, town, holiday, month, day, language, friend in class, teacher, restaurant, and movie.*)
- Each player tries to fill in the grid with proper nouns that fit into the categories. The goal is to score the most points by writing proper nouns that other players don't.
- When time is up, players compare their answers. One point is scored for each other player who does not have the same word.
- The player with the most points wins.

## 13

## GRAMMAR AND WRITING

# Proper Nouns and Persuasive Writing

## PRIMARY FOCUS OF LESSON

**Language (Grammar)**

Students will correct and rewrite sentences, adding appropriate capitalization and punctuation to all proper nouns, including periods at the end of abbreviated titles and apostrophes to show possession. **TEKS 2.11.D.vii; TEKS 2.11.D.ix; TEKS 2.11.D.x**

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 to brainstorm ideas for a new persuasive argument, use these ideas to write a draft of a persuasive letter, and use an editing checklist to review the draft. **TEKS 2.11.D.vi; TEKS 2.11.D.vii; TEKS 2.11.D.x; TEKS 2.12.C**

## FORMATIVE ASSESSMENT

Activity Page 13.1

**Abbreviated Titles and Possessives**

**TEKS 2.11.D.x**

Writing Response

**Persuasive Letter and Editing Checklist**

**TEKS 2.11.D; TEKS 2.12.C**

**TEKS 2.11.D** Edit drafts using standard English conventions, including (vi) prepositions and prepositional phrases; (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; **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 2.12.C** Compose correspondence such as thank you notes or letters.

**LESSON AT A GLANCE**

	<b>Grouping</b>	<b>Time</b>	<b>Materials</b>
<b>Language (Grammar)</b>			
Review Proper Nouns	Whole Group	10 min.	<input type="checkbox"/> Activity Page 13.1 <input type="checkbox"/> Proper Nouns Practice Sentences (Digital Components)
Decode, Spell, and Use Words with Prefixes	Whole Group	10 min.	
<b>Writing</b>			
Plan and Draft Persuasive Writing	Whole Group	40 min.	<input type="checkbox"/> Activity Pages 13.2–13.4 <input type="checkbox"/> Activity Page 13.2 (Digital Components) <input type="checkbox"/> Activity Page 13.3 (Digital Components)
<b>Take-Home Material</b>			
“Wall Street” Story Comprehension			<input type="checkbox"/> Activity Pages 13.5, 13.6



## ADVANCE PREPARATION

### Language

#### ➤ Digital Component 13.1

- Write the two sentences in for Review Proper Nouns (Digital Component 13.1) on the board/chart paper or prepare to display the digital version.

### Writing

#### ➤ Digital Component 13.2

- Prepare to display a blank planning template (Activity Page 13.2) on the board/chart paper, or use the digital version (Digital Component 13.2).

#### ➤ Digital Component 13.3

- Prepare to display an enlarged version of the editing checklist on Activity Page 13.4 or use the digital version (Digital Component 13.2).

Start Lesson

## Lesson 13: Proper Nouns

# Language



**Primary Focus:** Students will correct and rewrite sentences, adding appropriate capitalization and punctuation to all proper nouns, including periods at the end of abbreviated titles and apostrophes to show possession. **TEKS 2.11.D.vii; TEKS 2.11.D.ix; TEKS 2.11.D.x**

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**

## REVIEW PROPER NOUNS (10 MIN.)

- Quickly review common and proper nouns by asking students to verbally give two examples of common and proper nouns that are persons (including names that use the titles *Mr.*, *Mrs.*, *Ms.*, and *Miss*), two more examples of common and proper nouns that are places, and, finally, two examples of common and proper nouns that are things.

**TEKS 2.11.D** Edit drafts using standard English conventions, including (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; **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*.

## ➤ Digital Component 13.1

1. mr smith counted foxes and wolves with three men last october
2. mrs jones, jeffs mom, drove him and some children from his class to the park on main street on friday

- Read each sentence as a class, explaining that these sentences include words that have not been capitalized or punctuated correctly. Starting at the beginning of the first sentence, ask students to identify each word that is a proper noun as you draw a box around it.
- As students identify each proper noun, ask students whether proper nouns need to start with capital letters or lowercase letters. (*capital*) After capitalizing each title, ask students what punctuation mark needs to follow the abbreviated title and add this as well. (*period*)
- After capitalizing and punctuating proper nouns, look at the sentence as a whole, reminding students that the first word of a sentence must be capitalized and there must be end punctuation at the end of a sentence and add these.
- After students have correctly capitalized and punctuated each sentence, ask them to direct you in identifying common nouns (circle them) and proper nouns (box them). Then ask students to direct you in marking the verb with a wiggly line and possessives with a straight line.

Sentence 1: **Common Nouns:** foxes, wolves, men

**Proper Nouns:** Mr. Smith, October

**Verb:** counted

Sentence 2: **Common Nouns:** mom, children, class, park

**Proper Nouns:** Mrs. Jones, Jeff's, Main Street, Friday

**Verb:** drove

- Distribute Activity Page 13.1 and explain that in Part 1, students are to edit the sentences by adding capitalization and punctuation as needed. Students should cross out any lowercase letters that need to be capitalized and write the uppercase letter above the crossed-out letter. Complete Part 1 as guided practice with the class. Explain the remaining directions and allow students to complete the rest of the activity page independently if this is appropriate for the skill level of this class.

### Activity Page 13.1



ENGLISH  
LANGUAGE  
LEARNERS

### Language

#### Using Nouns and Noun Phrases

#### Beginning

When working on Activity Page 13.1, guide students to use the correct grammar in each sentence and phrase.

#### Intermediate

Allow students to work with a partner to complete Activity Page 13.1 to ensure all editing has been done.

#### Advanced/ Advanced High

Students should be able to work independently on Activity Page 13.1. Check for any missed editing and guide them to correct mistakes themselves.

**ELPS 5.D**



### Activity Page 13.1: Abbreviated Titles and Possessives

Collect Activity Page 13.1 and review which students need additional support with capitalization and punctuation of proper nouns, specifically regarding abbreviated titles and possessives.

#### **DECODE, SPELL, AND USE WORDS WITH PREFIXES (10 MIN.)**

- Remind students of what they learned in Lesson 12 about decoding, or reading, 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. Some prefixes include *un-*, *dis-*, *in-*, *re-*, *pre-*, *mis-*, *non-*, and *ex-*. Each of these prefixes is one syllable. In this lesson they'll focus on *re-* again.
- Write the word *remix* on the board/chart paper.
- Say, "I see the prefix *re-* /r/ /ee/. I am going to segment the rest of the word: /m/ /i/ /x/. Now I can blend the entire word: *re•mix*."
- Pause between the syllables. Underline the *re-* in *remix*.
- Say, "Re•mix. There are two syllables. The prefix *re-* 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, remind students that prefixes change the meaning of the word. For example, *mix* becomes *remix* when we add the prefix *re-*, which means "again" or "back." *Remix* means "mix again." 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."
- Finally, remind students that when they 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.
- Write the word *remake* on the board/chart paper.
- 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 re-*).

- Ask, “What is the base word?” (*make*) “What does the word *make* mean?” (*to put something together*)
- Say, “If we add the prefix *re-* at the beginning of *make*, how does the meaning of the word change?” (*It means to make something again.*)
- For practice, have small groups use their own paper to practice creating and identifying the meaning of words with the prefix *re-*. Provide base words and have them add prefixes. Have volunteers share their words and their meanings. Offer feedback as needed.

## Lesson 13: Persuasive Letter Writing



**Primary Focus:** Students will use a planning template to brainstorm ideas for a new persuasive argument, use these ideas to write a draft of a persuasive letter, and use an editing checklist to review the draft.

**TEKS 2.11.D.vi; TEKS 2.11.D.vii; TEKS 2.11.D.x; TEKS 2.12.C**

### PLAN AND DRAFT PERSUASIVE WRITING (40 MIN.)

- Review the concept of persuasive writing, reminding students that when you write to persuade someone, you are trying to convince them to do or believe something. Ask students to give examples of persuasive writing. (*advertisements, commercials, the friendly letter they wrote to the principal*)



#### Check for Understanding

Ask students if, in their opinion, the principal will approve the action they suggested in the letter they wrote in the previous lesson. Ask them to defend their answer. Students should be able to list the reasons they wrote as evidence that they persuaded the principal.

- Tell students they will write a new persuasive letter as a class.
- Read the following prompts aloud and allow students to choose which topic they would like to write about as a class.
- You may want to ask students to vote for their favorite topic.

**TEKS 2.11.D** Edit drafts using standard English conventions; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; **TEKS 2.12.C** Compose correspondence such as thank you notes or letters.

## Activity Page 13.2

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### Support

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To give students a moment to solidify their ideas, allow them to share with a partner. This extra minute and opportunity to share in a small group will help students to verbalize their ideas clearly with the whole group.

### Challenge

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After listing multiple reasons why the action should take place, ask students to decide which reasons have the most merit and will make the most persuasive argument for the action.

## Activity Pages 13.3, 13.4

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- Possible persuasive letter writing topics:
  - Write a letter to the person or persons of your choice persuading them that:
    - a certain game is the best game for everyone to play at recess.
    - a class field trip to a certain place is best.
    - a certain name is the best name for the school mascot.
    - a certain kind of candy is the best.
    - a certain book is the best to read.
    - a certain movie is the best to go see.
    - a certain food is the best to eat for lunch or dinner.
    - a certain song is the best song.
    - a particular knock, knock joke is the most hilarious joke.
  - Of course, other ideas may be more appropriate for your class and if so, use those instead.
- Begin by verbally repeating the prompt the class has selected and ask the class to decide the specific item (game, trip, mascot, candy, book, etc.) as the subject of their persuasive letter. If multiple ideas are suggested, you may want to ask students to vote.
- Next, ask students to spend thirty seconds with their eyes closed and heads down, thinking about how they would go about convincing someone to agree with the specific topic they have selected.
- When you say, "Heads up!" everyone should sit back up and you can begin calling on students to help you fill out Activity Page 13.2.

### ➤ Digital Component 13.2

- Ask students to turn to Activity Page 13.2 as you display the enlarged version you prepared in advance.
- Remind students that this kind of writing is called *persuasive writing* and they are writing a persuasive, friendly letter designed to convince someone of something.
- Create an opening sentence stating the purpose of the letter (e.g., to have the teacher take the whole class to the zoo).
- Help students think of three reasons why the action should take place.
- Assist students in developing a closing sentence recapping the request.

### ➤ Digital Component 13.3

- Ask students to turn to Activity Page 13.3 as you display the enlarged version you prepared in advance.
- Guide the students through completing Activity Page 13.3 as you work as a class, allowing them time to copy the information from your displayed sheet.

- If time permits, ask students to turn to Activity Page 13.4 and review the editing checklist as a class. Urge students to double-check their own work carefully by using the checklist.
- Tell students to look for places to add prepositions and prepositional phrases and to check for correct use of pronoun cases.
- Explain to students that a preposition is a word that can help tell where something is taking place. Words such as *in*, *out*, *under*, *above*, and so on are called *prepositions*. Prepositions are useful in making simple sentences longer and more interesting.
- Remind students that a prepositional phrase is a phrase that begins with a preposition and is followed by an object (e.g., *in the cave*, *on the table*, *under the rock*, *above the clouds*). A prepositional phrase answers the same question, *where*, that a preposition answers about something in a sentence.
- To help students understand when to use commas, start by explaining how to use a comma to separate items in a series. Write the following sentence on the board: *The fruit salad has oranges bananas and apples.*
- Say, “When we write a list of three or more things, we use commas to separate the items. This sentence needs two commas. What words should they follow?” (*oranges and bananas*) “Yes. This sentence has a list of three fruits. Commas go after the first two words in the list. What is the last fruit?” (*apples*) “What word goes before apples?” (*and*)
- Then write the date September 6 2022 on the board, leaving out the comma.
- Say, “I have a family member who was born on September 6 in the year 2022. What month was that person born?” (*September*) “What year?” (*2022*) “What day?” (*the 6th*) “I wrote all that information on the board: first the month, then the day, and finally the year. When we write dates, we put a comma between the day and the year.” Add a comma to show correct placement.
- To reinforce how to edit drafts for pronoun cases (subjective, objective, and possessive), 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</i> , <i>at</i> , <i>before</i> , <i>on</i> , <i>to</i> , <i>with</i> , <i>near</i> , or <i>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 that they will work on creating their own letter with a writing partner in a future lesson.



### Activity Pages 13.3 and 13.4: Persuasive Letter and Editing Checklist

Collect Activity Page 13.3 and compare each student's persuasive letter draft with Activity Page 13.4 (students' self-assessment). Determine which students need more support for using the editing checklist.

End Lesson

## Take-Home Material

### “WALL STREET” STORY COMPREHENSION

- Ask students to take home Activity Page 13.5 to read and Activity Page 13.6 to complete.

Activity Pages  
13.5, 13.6



### Lesson 13: Foundational Skills Remediation

## Additional Support

### MORE HELP WITH COMMON AND PROPER NOUNS

- Make one copy of **Activity Page TR 13.1** for each student.
- Have students read the columns in Activity Page TR 13.1. The columns contain proper and common nouns.
- Have students pair proper nouns with common nouns and add apostrophe-'s' to the proper nouns to show possession.
- Where necessary, have students capitalize the first letter in abbreviated titles.
- Have students write complete sentences using the possessive noun combinations.

## GRAMMAR AND WRITING

# Introduce Verb: to be and Persuasive Writing

## PRIMARY FOCUS OF LESSON

**Language (Grammar)**

Students will complete fill-in-the-blank sentences with the correct form of the present tense of the verb *to be* and will identify present tense forms of the verb

✦ *to be* in written sentences. **TEKS 2.11.D.i; 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 to brainstorm ideas for a new persuasive argument, use these ideas to write a draft of a persuasive letter, and use an editing

✦ checklist to review the draft. **TEKS 2.11.A; TEKS 2.11.D.vi; TEKS 2.11.D.vii;**

**TEKS 2.11.D.ix; TEKS 2.11.D.x; TEKS 2.12.C**

## FORMATIVE ASSESSMENT

Activity Page 14.1

**Verb to be**

✦ **TEKS 2.11.D.i**

Activity Page 14.3

**Drafting a Persuasive Letter**

✦ **TEKS 2.11.A; TEKS 2.11.D; TEKS 2.12.C**

✦ **TEKS 2.11.D** Edit drafts using standard English conventions, including (i) complete sentences with subject-verb agreement; (ii) past, present, and future verb tense; (vi) prepositions and prepositional phrases; (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; **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 2.12.C** Compose correspondence such as thank you notes or letters.



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Grammar)</b>			
Introduce Verb <i>to be</i>	Whole Group	20 min.	<input type="checkbox"/> Activity Page 14.1 <input type="checkbox"/> Present Tense Verb Chart (Digital Components) <input type="checkbox"/> Verb <i>to be</i> Chart (Digital Components)
Decode, Spell, and Use Words with Prefixes	Whole Group	10 min.	
<b>Writing</b>			
Plan and Draft Persuasive Writing	Small Group	30 min.	<input type="checkbox"/> Activity Pages 14.2–14.4
<b>Take-Home Material</b>			
Practice with Apostrophe-‘s’			<input type="checkbox"/> Activity Page 14.5

## ADVANCE PREPARATION

### Language

#### ➤ Digital Component 14.1

- Create the chart with action verb sentences for Introduce Verb *to be* (Digital Component 14.1) on the board/chart paper or use the digital version.

#### ➤ Digital Component 14.2

- Create the chart with verb *to be* sentences for Introduce Verb *to be* (Digital Component 14.2) on the board/chart paper or use the digital version.

### Writing

- Plan student partners for Plan and Draft Persuasive Writing:
- Write the following prompts on index cards or slips of paper and place them in a box or basket to be distributed during the lesson. Feel free to add or substitute different prompts. You may also want to make multiple copies of some prompts, so several student pairs have the opportunity to write about the same topic.
- Suggested writing prompts:
  - Write a letter to the President asking if he will come visit your class.
  - Write a letter to your parents asking for ice cream as an afternoon snack every day.
  - Write a letter to your parents asking to have a new pet.
  - Write a letter to your parents asking for a later bedtime on the weekend.
  - Write a letter to your parents asking to spend the night at your friend's house.
  - Write a letter to your principal explaining why you and your partner should be "Principals for a Day."
  - Write a letter to your teacher asking for an extra recess later this week.
  - Write a letter to your teacher asking for no homework for the rest of the year.
  - Write a letter to your principal asking that you come to class only four days instead of five days a week for the rest of the year.
  - Write a letter to a TV show producer asking that he make a TV show that you and your partner have created.
  - Write a letter to an ice cream store asking that they serve a new kind of ice cream you and your partner have invented.

- Write a letter to the tooth fairy asking for more cash or a different surprise the next time one of your teeth falls out.
- Write a letter to a TV station manager asking for cartoons on TV all the time.
- Write a letter to an imaginary elf asking him to grant you a wish.
- Write a letter to an airline asking them to give you free tickets for a trip somewhere.
- Write a letter to your grandparents or a friend asking them to visit you.
- Write a letter to the mailman asking him to leave you surprise packages in the mail.

### Universal Access

- Prior to teaching Introduce Verb *to be*, ensure students understand subject (or personal) pronouns. Use the following chart to help them:

Singular	Plural
I	we
you	you
he, she, it	they

Start Lesson

## Lesson 14: *to be* as a Verb Language



**Primary Focus:** Students will complete fill-in-the-blank sentences with the correct form of the present tense of the verb *to be* and identify present-tense forms of the verb *to be* in written sentences. **TEKS 2.11.D.i; 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**

### INTRODUCE VERB TO BE (20 MIN.)

**Note:** Before introducing *to be* as a verb, it will be helpful for students to have a very basic understanding of verb conjugation; it is not necessary, however, for students to know or use the term *conjugation*.

**TEKS 2.11.D** Edit drafts using standard English conventions, including (i) complete sentences with subject-verb agreement; (ii) 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

Give a few examples of present-tense verbs. (We learn at school. I teach you every day. Students listen to their teacher.) Have students state the definition of present-tense verbs.

This lesson will introduce the concept of conjugation with a review of present-tense action verbs first. The second part of the lesson will introduce students to present-tense forms of *to be* as a verb.

- Direct students' attention to the chart with action verb sentences that you prepared in advance.

### ➤ Digital Component 14.1

I run fast.	I play ball.	I sing a song.	I drink milk.
You run fast.	You play ball.	You sing a song.	You drink milk.
We run fast.	We play ball.	We sing a song.	We drink milk.
They run fast.	They play ball.	They sing a song.	They drink milk.
He runs fast.	He plays ball.	He sings a song.	He drinks milk.
She runs fast.	She plays ball.	She sings a song.	She drinks milk.



ENGLISH  
LANGUAGE  
LEARNERS

### Language

#### Using Verbs and Verb Phrases

Explain that the verb *to be* is used in many ways in English. The most common ways are to express qualities (beautiful, smart, tall), emotions (happy, sad, excited), roles (teacher, sister, president), and location (at lunch, in the class, on the playground).

**ELPS 1.F**



### Check for Understanding

Read the sentences out loud and ask students to listen for the verb in each sentence. When you say the verb, have them wiggle their hands.

- Ask students to read each group of sentences and identify the action verb in each sentence as you underline it with a wiggly line. Point out that the action verb in each group is the same, though it may change form slightly depending on who is performing the action in each sentence. For example, we use the word *run* with *I*, *you*, *we*, or *they*, but we use *runs* with *he* or *she*.
- Repeat the process with the remaining groups of sentences in the first chart.
- Explain that students are going to learn a new kind of verb that is not an action verb but is still a verb. Write the following sentence on the board: He is glad.
- Explain to students that the verb in this sentence is not an action word. The verb in this sentence is *is*. Draw a wiggly line under *is*. Ask students who the sentence is about, i.e., who is glad? (*he*) Explain that the verb *is* is about *he* but it does not show action, like *runs* or *jumps*. It is one form of the special verb *to be*.
- Direct students' attention to the chart with verb *to be* sentences.

## ➤ Digital Component 14.2

I am glad.	I am sick.	I am in the gym.
You are glad.	You are sick.	You are in the gym.
We are glad.	We are sick.	We are in the gym.
They are glad.	They are sick.	They are in the gym.
He is glad.	He is sick.	He is in the gym.
She is glad.	She is sick.	She is in the gym.

- Ask students to read the first group of sentences. Underline each form of the verb *to be* with a wiggly line and point out that this is the verb in the sentence. Continue with the other groups of sentences, but now ask students to identify the verb in each sentence as you underline it with a wiggly line.
- Distribute Activity Page 14.1 and complete the front with the whole class as guided practice.

### Activity Page 14.1



#### Activity Page 14.1: Verb *to be*

Collect Activity Page 14.1 and note which students will need additional support with the present tense of the verb *to be*.

### DECODE, SPELL, AND USE WORDS WITH PREFIXES (10 MIN.)

- Remind students of what they learned in previous lessons about decoding, or reading, 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. In this lesson they'll focus on *re-* again.
- Write the word *replay* on the board/chart paper.
- Say, "I see the prefix *re-* /r/ /ee/. I am going to segment the rest of the word: /p/ /l/ /ae/. Now I can blend the entire word: *re•play*."
- Pause between the syllables. Underline the *re-* in *replay*.
- Say, "Re•play. There are two syllables. The prefix *re-* 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, remind students that prefixes change the meaning of the word. For example, *play* becomes *replay* when we add the prefix *re-*, which means "again" or "back." *Replay* means "play again." 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."

- Finally, remind students that when they 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.
- Write the word *review* on the board/chart paper.
- 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 re-*).
- Ask, “What is the base word?” (*view*) “What does the word *view* mean?” (*to see*)
- Say, “If we add the prefix *re-* at the beginning of *view*, how does the meaning of the word change?” (*It means to see again.*)
- For practice, have small groups use their own paper to practice creating and identifying the meaning of words with the prefix *re-*. Provide base words and have them add prefixes. Have volunteers share their words and their meanings. Offer feedback as needed.

## Lesson 14: Persuasive Writing

# Writing



**Primary Focus:** Students will use a planning template to brainstorm ideas for a new persuasive argument, use these ideas to write a draft of a persuasive letter, and use an editing checklist to review the draft. **TEKS 2.11.A; TEKS 2.11.D.vi; TEKS 2.11.D.vii; TEKS 2.11.D.ix; TEKS 2.11.D.x; TEKS 2.12.C**

### PLAN AND DRAFT PERSUASIVE WRITING (40 MIN.)

- Tell students that today they will plan and draft a new persuasive letter.
- Group students as writing partners. Pass the box or basket of writing prompts to each pair and have them take one prompt without looking.
- Tell each pair to read the prompt together and then take several minutes to talk quietly about the topic. Circulate around the room to make sure all students understand what they are to write about.
- Ask students to turn to Activity Page 14.2. Suggest that the pairs discuss possible opening sentences for their persuasive writing. Once they have agreed on a sentence, tell students to write the opening sentence on their own copy of Activity Page 14.2.
- Ask students to talk with their partners for several minutes to brainstorm three reasons that would support the topic of their persuasive writing. When they are ready, tell each student to write the three reasons on their respective copy of Activity Page 14.2.

**TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming; **TEKS 2.11.D** Edit drafts using standard English conventions, including (vi) prepositions and prepositional phrases; (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; **TEKS 2.12.C** Compose correspondence such as thank you notes or letters.

#### Activity Page 14.2



#### Activity Page 14.3



## Activity Page 14.4



- Guide students through creating their closing sentence. Remind writing partners that the closing sentence should restate their request.
- When students have completed Activity Page 14.2, ask students to turn to Activity Page 14.3 and work with their partners to complete the provided letter template. Circulate throughout the room giving feedback and assistance as needed. You may especially need to provide assistance in completing the address and date.
- It is unlikely students will have time for editing today, but if they do, have students turn to Activity Page 14.4 to begin the editing process. Remind students of what they learned about pronoun cases, prepositions, and commas in Lesson 13 as they review the checklist.



## Activity Page 14.3: Drafting a Persuasive Letter

Collect and then correct Activity Page 14.3. Take note of improvements from previous lessons.

End Lesson

# Take-Home Material

## PRACTICE WITH APOSTROPHE-'S'

- Distribute Activity Page 14.5 and have students take it home to a family member.

## Activity Page 14.5



## Lesson 14: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH SPELLING ALTERNATIVES FOR /IE/

- Make one copy of **Activity Pages TR 14.1 and TR 14.2** for each student.
- Have students read the columns Activity Page TR 14.1. The chart contains sorted spellings for the /ie/ sound. Have students use Activity Page TR 14.1 to answer the questions on Activity Page TR 14.2.
- Have students write a sentence using words from the chart on a separate **piece of paper**. Encourage them to use as many words as they can!

## ASSESSMENT AND WRITING

# Edit a Persuasive Letter

## PRIMARY FOCUS OF LESSON

**Language (Spelling)**

Students will spell dictated one-syllable and multisyllabic words with diphthongs

✦ 'ow' > /ou/, 'ow' > /oe/, and the Tricky Word *your*. **TEKS 2.2.C.i**

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 review and edit the previously completed persuasive letter draft,

✦ using the editing checklist. **TEKS 2.11.D.vi; TEKS 2.11.D.vii; TEKS 2.11.D.ix;**

**TEKS 2.11.D.x; TEKS 2.12.C**

**Reading**

Students will read "The Daydream" with purpose and understanding, will close-read the text by answering text-dependent questions, discussing Tier 2 vocabulary and difficult passages from the text, and will write four to five sentences describing the

✦ plot of the story. **TEKS 2.7.B; TEKS 2.8.C**

## FORMATIVE ASSESSMENT

Activity Page 15.1

**Spelling Assessment**

✦ **TEKS 2.2.C.i**

Writing Response

**Close Reading Questions "The Daydream"**

✦ **TEKS 2.7.B; TEKS 2.8.C**

✦ **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; (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.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 2.3.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** Edit drafts using standard English conventions, including (vi) prepositions and prepositional phrases; (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; **TEKS 2.12.C** Compose correspondence such as thank you notes or letters; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of 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.



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Spelling)</b>			
Spelling Assessment	Independent	15 min.	☐ Activity Page 15.1
Decode, Spell, and Use Words with Prefixes	Whole Group	10 min.	
<b>Writing</b>			
Edit a Persuasive Letter	Small Group	15 min.	☐ Activity Pages 14.2–14.4
<b>Reading</b>			
Introduce the Story	Whole Group	5 min.	☐ <i>The Job Hunt</i> ☐ Preview Spellings Chart (Digital Components)
Close Read “The Daydream”	Whole Group/ Partner	15 min.	☐ <i>The Job Hunt</i> ☐ Activity Page 15.2

## ADVANCE PREPARATION

### Reading

#### ➤ Digital Component 15.1

- Create the Preview Spellings chart (Digital Component 15.1) for Introduce the Story on the board/chart paper or use the digital version.

### Universal Access

- The story “The Daydream” relies heavily on understanding baseball facts and terms. Bring in any picture cards, baseball cards, and/or a short clip of a baseball game with commentary.

Start Lesson

## Lesson 15: Spelling Assessment

# Language



**Primary Focus:** Students will spell dictated one-syllable and multisyllabic words with diphthongs ‘ow’ > /ou/, ‘ow’ > /oe/, and the Tricky Word *your*. **TEKS 2.2.C.i**

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**

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

- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word. Repeat this procedure with each of the remaining words. The spelling words for this week are as follows.

- |             |            |             |
|-------------|------------|-------------|
| 1. meow     | 6. plow    | 11. sorrow  |
| 2. below    | 7. snow    | 12. rainbow |
| 3. growling | 8. powder  | 13. flowers |
| 4. yellow   | 9. elbow   | 14. chow    |
| 5. arrow    | 10. shower | 15. your    |

**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; (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.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 2.3.C** Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*.

## Activity Page 15.1



- Direct students' attention to the lines on the bottom of the activity page.
- Tell students to write the sentence: *Did your cat meow?* Slowly repeat this sentence twice. At the end, read each spelling word and the sentence once more.
- 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 on to the sentence.



### Activity Page 15.1: Spelling Assessment

Collect Activity Page 15.1 and analyze it using the Lesson 15 spelling analysis directions and chart located in Teacher Resources to determine which students need additional support with the spelling patterns being tested.

## DECODE, SPELL, AND USE WORDS WITH PREFIXES (10 MIN.)

- Remind students of what they learned in previous lessons about decoding, or reading, 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. In this lesson they'll focus on *re-* again.
- Write *rename* on the board/chart paper.
- Say, "I see the prefix *re-* /r/ /ee/. I am going to segment the rest of the word: /n/ /ae/ /m/. Now I can blend the entire word: *re•name*."
- Next, remind students that prefixes change the meaning of the word. For example, *name* becomes *rename* when we add the prefix *re-*, which means "again" or "back." *Rename* means "name again." Explain that the spelling of the base word does not change when the prefix is added.
- Have small groups use their own paper to practice creating and identifying the meaning of words with the prefix *re-*.

## Lesson 15: Edit a Persuasive Letter

# Writing



**Primary Focus:** Students will review and edit the previously completed persuasive letter draft, using the editing checklist. **TEKS 2.11.D.vi; TEKS 2.11.D.vii; TEKS 2.11.D.ix; TEKS 2.11.D.x; TEKS 2.12.C**

### EDIT A PERSUASIVE LETTER (25 MIN.)

- Tell students they will continue to work on the persuasive letter they started with their partner during yesterday’s lesson. Ask students to return to Activity Pages 14.2 and 14.3. Suggest they reread both activity pages first and then start writing wherever they left off the day before. Circulate throughout the room providing feedback and assistance as needed.
- Tell students to turn to Activity Page 14.4 when they are finished writing their letter and are ready to begin the editing process. Suggest partners read each item aloud on the editing checklist one at a time and then read the letter line by line to check for any errors.
- If time permits, allow students to read their letters aloud to the class.

### Challenge

Have one set of partners switch their final draft of their persuasive letters with another set of partners. Have the set of partners peer edit each other’s work.

### Activity Pages 14.2–14.4



## Lesson 15: “The Daydream”

# Reading



**Primary Focus:** Students will read “The Daydream” with purpose and understanding, will close-read the text by answering text-dependent questions, discussing Tier 2 vocabulary and difficult passages from the text, and will write four to five sentences describing the plot of the story. **TEKS 2.7.B; TEKS 2.8.C**

### INTRODUCE THE STORY (5 MIN.)

- Ask students if they remember the setting of the last story, “Wall Street.” (*the subway*) Tell students that in today’s story, “The Daydream,” Kurt and Kim are still riding on the subway. Remind them that Kim and Kurt took the subway from Brooklyn to Manhattan because Kim was having difficulty finding a summer job in Brooklyn. She wanted to come to Manhattan to see if she would have better luck finding a job there.

**TEKS 2.11.D** Edit drafts using standard English conventions, including (vi) prepositions and prepositional phrases; (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; **TEKS 2.12.C** Compose correspondence such as thank you notes or letters; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of 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.

### Reader



Page 64

- Direct students' attention to the title, "The Daydream," and ask if they know what it means to daydream. If students are able to respond correctly, ask them to give examples of things they like to daydream about. If students are unfamiliar with this word, provide an example of something you like to daydream about, explaining that when people daydream they usually like to think about pleasurable, happy things they wish they could do or they wish would happen.



### Check for Understanding

**Think-Pair-Share:** Have students turn to a partner and discuss what they like to daydream about. Ask student pairs to share with the class.

### Preview Spellings

- Preview the following spellings before reading today's story:

#### ➤ Digital Component 15.1

/ae/ > 'ai'	/ae/ > 'a'	/ae/ > 'a_e'	/ae/ > 'ay'	/ee/ > 'ea'	/ie/ > 'i_e'	/ie/ > 'y'	/ie/ > 'i'
train	paper	baseball	daydream	daydream	smile	fly	ninth
				team	life		mind
					twice		wild

### Preview Core Vocabulary

**Note:** The following core vocabulary is reviewed during the close read of the story. Preview the core vocabulary that you feel will be difficult for students.

**strike—n.,** when a baseball player does not hit the ball and cannot move forward on the bases (66)

Example: The hitter's count is two balls and a strike.

**fly ball—n.,** when a ball goes high into the air (66)

Example: The batter hit a fly ball to left field.

**home run—n.,** a ball that is hit so far that the player can run around all of the bases in one turn to score a run (66)

Example: The home run traveled all the way into the upper deck.

### Support

Ask individual students to reread the words written on the board and to circle vowels with the targeted spelling.

### Support

Use the picture cards and other audio visual support gathered in Advance Preparation to aid in students' understanding of baseball.

## Sayings and Phrases

**This is the life!**—to say it’s a good way to be living (64)

Example: Kim said, “This is the life!” as she sat on the warm beach in Mexico.

**play-by-play**—to say out loud what someone sees happening at that moment, especially in sports (64)

Example: The announcer called the “play-by-play” for the winning goal.

**two out in the ninth inning**—Two players have struck out (not moved around the bases) in the final inning of the game (64)

Example: The pitcher got “two out in the ninth inning” before giving up a hit.

**down by two runs**—A baseball team needs two more runs to even the score (64)

Example: The Cubs are “down by two runs” after that hit.

**They don’t like the call.**—the fans do not like the umpire’s decision about the play (66)

Example: “They don’t like the call” and are arguing with the umpire.

**It’s out of here!**—when the player hits the baseball so far it cannot be caught (66)

Example: The ball is hit hard, and “it’s out of here!”

**the bee’s knees**—meaning something is really great (66)

Example: This new video game is “the bee’s knees!”

**Note:** This expression originated in the 1920s as a slang term to mean excellent.

**Vocabulary Chart for “The Daydream”**

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	strike fly ball home run		
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	This is the life! the bee’s knees play-by-play	two out in the ninth inning down by two runs caller on my show	They don’t like the call. It’s out of here! rounding the bases



## Reading

### Reading/Viewing Closely

#### Beginning

Ask students simple yes/no questions about baseball. (“Have you ever been to a baseball game?” “Do you like baseball?”)

#### Intermediate

Ask students to contribute to the discussion and offer their opinion or knowledge about baseball.

#### Advanced/ Advanced High

Ask students to contribute more to the discussion about baseball and provide feedback about any knowledge they have of the game and terms presented.

**ELPS 3.G**

## CLOSE READ “THE DAYDREAM” (15 MIN.)

### Close Reading

**Note:** As the story “The Daydream” relies heavily upon an understanding of the game of baseball and terms unique to baseball, it is recommended that you consider a shift in the procedures typically used when there are close reading lessons. Rather than have students partner read the story first, conduct the close reading lesson first so you will have an opportunity to scaffold and discuss with students the meaning of the many baseball terms in the context of the story.

- Lead students in a close reading of the text by doing the following:
  - asking text-dependent questions that require students to draw on evidence from the text;
  - identifying and discussing general academic (Tier 2) vocabulary;
  - discussing sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
  - engaging students in a culminating writing activity completed independently, if possible.
- There are many ways for students to respond to the questions you present and you may want to change the way in which you ask for students’ responses in each lesson or even during the lesson to improve student engagement. During this lesson, ask all students to write a response to each question, then ask an individual student to respond aloud.

## Teacher Overview

**Key Idea and Key Details:** The key idea of the story is Kurt sees a poster as he rides along on the subway and it fuels his daydream about his future. Key details of the text include Kurt daydreams about being a successful baseball player and what the crowds and announcer will sound like.

**Synopsis:** The story “The Daydream” contains a play-by-play account of a baseball game that Kurt imagines himself playing.

## 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 questions.

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 64

The subway train went on past Wall Street, going north. Kim looked at the Job Opening ads in the paper. Kurt looked up at the posters that were hanging on the walls of the train. One of them was a poster of two star baseball players. The players seemed to smile down at Kurt, as if to say, “This is the life, man!” Kurt stared at the poster and daydreamed.

**This is the life!**—to say it’s a good way to be living

What prompted Kurt to start to daydream?

He saw a poster of baseball players on the wall of the subway train.

He could hear a man speaking. The man was calling out the play-by-play for a baseball game. *“Two out in the ninth inning,” the man said. “The home team is down by two runs. So, Mark, it looks like it’s all up to Kurt Gunter at this point.”*

**play-by-play**—to say out loud what someone sees happening at that moment  
**two out in the ninth inning**—two players have struck out (not moved around the bases) in the final inning of the game  
**down by two runs**—a baseball team needs two more runs to even the score

Why is some of the text on page 64 written in italics?

It is written in italics to show Kurt is daydreaming about what an announcer might say.



**Lesson**

<p><b>Text From Reader</b></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><b>Vocabulary Instruction</b></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><b>Text-Dependent Questions</b></p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. 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.</p>	<p><b>Responses</b></p> <p>Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.</p>
<p><b>Page 66</b></p> <p><i>“Well, James,” said a different voice, “Kurt Gunter has had such a good year. As you know, the former spaceship pilot and race car driver is leading the team in hits, home runs, and runs batted in.”</i></p>		<p>What other jobs do you learn that Kurt supposedly has had in his daydream?</p>	<p>Kurt was a former race car driver and spaceship pilot.</p>
<p><i>“He has hit the ball so well this year that most fans I’ve spoken with think he’s the bee’s knees! In fact, I had a caller on my show, Sports Yap, last week who told me he thinks Gunter should make twice what they pay him.” “So Gunter steps up to the plate. Here’s the pitch. It’s a strike. The fans are mad. They don’t like the call. They think it was a ball. But Gunter himself seems not to mind. He steps back into the box. Here’s the pitch. Gunter swings.” Smack! “Look out, Mark! He got a bit of that one! It’s a long fly ball to the left. It’s going, it’s going. It’s out of here! Kurt Gunter has hit a home run! Home run by Gunter! We win! We win!”</i></p>	<p><b>caller on my show</b>—the announcer has a radio call-in show where people telephone him with comments or questions</p> <p><b>the bee’s knees</b>—something that is really great</p> <p><b>strike</b>—a baseball term meaning a player tried to hit a ball thrown to him/her and missed</p> <p><b>fly ball</b>—a baseball term meaning the ball has been hit by the player and is going a long way</p> <p><b>It’s out of here!</b>—A baseball term meaning the ball has been hit so hard that it will land where it can’t be caught</p> <p><b>home run</b>—a baseball term referring to a player running all the way around the bases to score one point</p>	<p>The announcer says Kurt is “the bee’s knees.” (Note to teacher: this expression originated in the 1920s as a slang expression used to mean excellent). Find evidence in the text that calling Kurt Gunter “the bee’s knees” is a compliment.</p>	<p>After describing how most fans he’s spoken with think Kurt is “the bee’s knees,” the announcer reveals one caller told him Kurt should make twice what they pay him. Later, the announcer describes how the fans are angry when they don’t like a strike call. These examples show how much Kurt’s fans like him, so we can infer that “the bee’s knees” is a compliment.</p>

## Lesson

<p><b>Text From Reader</b></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><b>Vocabulary Instruction</b></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><b>Text-Dependent Questions</b></p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.</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><b>Responses</b></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>“James, I’m telling you, that’s why Kurt Gunter is a rich man!”</i></p>		<p>The announcer says that “Kurt is a rich man.” Why does he make that statement?</p>	<p>He says that because in his daydream Kurt hits a home run. Baseball players who hit a lot of home runs are paid a lot of money.</p>
<p><i>“Gunter is rounding the bases. He tips his hat to the fans. The fans are going wild! They are shouting, ‘Kurt! Kurt! Kurt!’”</i></p>	<p><b>rounding the bases</b>—a player has left second base and is approaching third base on his way to home base</p>	<p>What does the announcer mean when he says “The fans are going wild.”?</p>	<p>He means the fans are very excited and happy.</p>
<p><b>Page 68</b></p> <p>Just then Kurt looked up. Kim was shaking him and saying, “Kurt, Kurt, Kurt! This is our stop!”</p>		<p><b>Turn and Tell:</b></p> <p>Describe the plot of this story to your partner.</p>	



## Written Response: Close Reading Questions

Collect student responses. Check work for reading comprehension as well as for mechanics of writing. Note how well students express their ideas about “The Daydream.” Students struggling with the text may benefit from additional support in reading comprehension.

### Partner Reading

- Have students partner read “The Daydream” and complete Activity Page 15.2.

**Note:** As in previous lessons, you may or may not have time to have students complete the activity page during this lesson. If time does not permit, you may use this activity page at another time in the unit.

End Lesson

## Lesson 15: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH TRICKY SPELLING ‘OW’

#### Baseball Game

- Make one copy and cut out the Baseball word cards (**Activity Page TR 15.1**).
- Make one copy of the Baseball game board (**Activity Page TR 15.2**) to use with playing pieces or use the template to draw a baseball diamond on the board/chart paper.
- 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 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

## Activity Page 15.2



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.

- |            |              |
|------------|--------------|
| 1. elbow   | 13. rainbow  |
| 2. slow    | 14. snow     |
| 3. cow     | 15. sorrow   |
| 4. throw   | 16. now      |
| 5. low     | 17. arrow    |
| 6. owners  | 18. plow     |
| 7. show    | 19. flowers  |
| 8. yellow  | 20. sow      |
| 9. how     | 21. powder   |
| 10. below  | 22. tow      |
| 11. shower | 23. chow     |
| 12. meow   | 24. growling |

## 16

## WRITING

# Edit and Publish a Persuasive Letter

## PRIMARY FOCUS OF LESSON

## Reading

- ✦ Students will make and correct or confirm predictions about a text. **TEKS 2.6.C**

Students will partner read “The Florist” with purpose and understanding and will answer literal and inferential questions about key details of the text.

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

## Writing

Students will use a planning template to write ideas for a persuasive letter, will use a persuasive letter template to write a draft of a persuasive letter, and will use an

- ✦ editing checklist to edit and publish the draft. **TEKS 2.11.A; TEKS 2.11.D.vi; TEKS 2.11.D.vii; TEKS 2.11.D.x; TEKS 2.12.C**

## Language (Spelling)

Students will read and spell one-syllable and multisyllabic words with VCe syllables and digraphs /ee/ > ‘e\_e’, /ee/ > ‘ee’, /ee/ > ‘e’, /ee/ > ‘ea’, and the

- ✦ Tricky Word *people*. **TEKS 2.2.B.iii; TEKS 2.2.C.i**

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**

## FORMATIVE ASSESSMENT

## Observation

## Anecdotal Reading Record “The Florist”

- ✦ **TEKS 2.4**

## Observation

## Discussion Questions “The Florist”

- ✦ **TEKS 2.6.F; TEKS 2.7.C**

- ✦ **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.4** 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 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming; **TEKS 2.11.D** Edit drafts using standard English conventions, including (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; **TEKS 2.12.C** Compose correspondence such as thank you notes or letters; **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 and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (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 of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/-tion/sion*.

**LESSON AT A GLANCE**

	<b>Grouping</b>	<b>Time</b>	<b>Materials</b>
<b>Reading</b>			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> <i>The Job Hunt</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read “The Florist”	Partner	20 min.	<input type="checkbox"/> <i>The Job Hunt</i>
<b>Writing</b>			
Edit and Publish a Persuasive Letter	Small Group	15 min.	<input type="checkbox"/> Activity Pages 14.2–14.4
<b>Language (Spelling)</b>			
Decode, Spell, and Use Words with Prefixes	Whole Group	10 min.	
Introduce Spelling Words	Whole Group	10 min.	
<b>Take-Home Material</b>			
Spelling Words			<input type="checkbox"/> Activity Page 16.1

## ADVANCE PREPARATION

### 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.

### Universal Access

- Provide pictures from cityscapes, such as skyscrapers, crowds of people, and traffic; and pictures to support understanding of a florist shop such as the shop, a florist, larkspur, aster, and other flowers for Introduce the Story and Preview Core Vocabulary.

## Lesson 16: “The Florist”

# Reading



**Primary Focus:** Students will make and correct or confirm predictions about a text. **TEKS 2.6.C**

Students will partner read “The Florist” with purpose and understanding and will answer literal and inferential questions about key details of the text.

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

### INTRODUCE THE STORY (5 MIN.)

- Write the word *florist* (flor | ist) on the board and guide students in reading the word aloud. Ask students if they know what the word *florist* means (a person who arranges flowers into bouquets).
- Tell students the first place Kim will go to look for a job in Manhattan is a florist shop. Ask students what they think is sold at a florist shop.

### Preview Spellings

- Teach the word *building* as a Tricky Word. The letters ‘ui’ are tricky and unexpected because they stand for the /i/ sound, but otherwise the rest of the word is sounded out as expected.
- Also review the Tricky Word *people*, which is a spelling word this week.
- Using the chart you prepared in advance or the digital version, preview the following spellings before reading today’s story.

### ➤ Digital Component 16.1

/ie/ > ‘igh’	/ie/ > ‘i_e’	Multisyllable Words
sights	tired	underground
sighed		hundreds
right		skyscrapers
bright		Hester
		aster
		larkspur

**TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.4** 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 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.7.C** Use text evidence to support an appropriate response.

### Reader



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**ENGLISH  
LANGUAGE  
LEARNERS**

### Reading

#### Reading/Viewing Closely

Display the picture cards you prepared for the city and the florist.

#### Beginning

Ask students simple yes/no questions about the city or florist picture cards. (Have you ever been to a city? Have you seen a skyscraper?)

#### Intermediate

Ask students more questions to discuss the picture cards. Have them offer their opinion or knowledge about the subjects.

#### Advanced/Advanced High

Ask students more questions about any knowledge they have about cities or florists.

**ELPS 4.F**



## Support

Write the /ie/ words on the board/chart paper and ask individual students to reread the words and to circle vowels with the /ie/ sound.

### Preview Core Vocabulary

- Preview the following vocabulary with students:

**underground—adv.**, below the street (70)

Example: We went underground to take the train home.

**skyscraper—n.**, a tall building (70)

Example: The elevator took us to the top of the skyscraper and we could see the view of the city.

**thongs—n.**, big groups of people (70)

Example: There were thongs of people watching the clown perform in the park.

**larkspur and aster—n.**, types of flowers (72)

Example: Larkspur and aster grew all around in the garden.

**bright—adj.**, smart (74)

Example: The bright puppy learned every new trick quickly.

### Sayings and Phrases

**ringing up people**—adding up people’s purchases at a cash register (72)

Example: Sam waited for the clerk to finish “ringing up people” before he could pay for his candy.

**lifelong dream**—something someone has wanted for a long time (72)


Example: Mira’s “lifelong dream” was to own a horse.

Vocabulary Chart for “The Florist”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	larkspur aster	thongs skyscraper	
Multiple-Meaning Core Vocabulary Words		underground bright	
Sayings and Phrases	ringing up people lifelong dream		

### Purpose for Reading **TEKS 2.6.C**

- Before students read the story with their partners, have them look at the illustration of Hester, Kim, and Kurt on page 73. Ask them to share their

 **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures.

thoughts about what is happening in this picture. Ask them to predict what a good caption might be for the illustration. Tell students to read the story to find out if their predictions are correct.

## READ “THE FLORIST” (20 MIN.)

### Partner Reading

- Have students read “The Florist” with partners.



### Anecdotal Reading Record

As you listen to students read in pairs, make note of students’ strengths and weaknesses in the Anecdotal Reading Record.

### Wrap-Up

- Use the discussion questions to guide your conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

#### Discussion Questions for “The Florist”

1. **Literal.** What is a florist?
  - » A florist is a person who arranges flowers into bouquets to sell.
2. **Literal.** What did Hester want to hire someone to do?
  - » Hester wanted to hire someone to ring up people and take their cash.
3. **Literal.** What four questions does Hester ask Kim?
  - » Have you ever had a job “ringing up people” and taking their cash?
  - » Have you ever had a job at a florist shop?
  - » Can you tell larkspur from aster?
  - » Is it your “lifelong dream” to have a job as a florist?
4. **Literal.** Why does Hester tell Kim that she said the wrong thing?
  - » Kim said she is leaving at the end of the summer and Hester does not want to hire someone for a short time.
5. **Inferential.** What adjectives would you use to describe Hester?
  - » Answers may vary but may include: *older, gray-haired, mean, cranky*, etc.

### Challenge

Ask the students why they thought Hester acted the way she did? Compare and contrast Hester’s attitude with Kim’s attitude.



## Observation: Discussion Questions

Ask a different student to respond to each question, noting in the Discussion Questions Observation Record each student's ability to answer oral literal and inferential questions about the main characters, setting, or plot, as applicable.

## Lesson 16: Edit and Publish Persuasive Writing



**Primary Focus:** Students will use a planning template to write ideas for a persuasive letter, will use a persuasive letter template to write a draft of a persuasive letter, and will use an editing checklist to edit and publish the draft.

✦ **TEKS 2.11.A; TEKS 2.11.D.vi; TEKS 2.11.D.vii; TEKS 2.11.D.x; TEKS 2.12.C**

### EDIT AND PUBLISH A PERSUASIVE LETTER (25 MIN.)

- If there are still students who have not completed the persuasive letter they started with their partner in Lesson 14, allow them sufficient time to finish writing and editing their letter. Remind students what they learned about pronoun cases, prepositions, and commas as they review the checklist.
- For those students who have finished, they may use this time to recopy their edited draft so their letters can be displayed. Alternatively, students may use a word processing program to prepare their letters for display or publication.

## Lesson 16: Spelling Words



**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 and spell one-syllable and multisyllabic words with VCe syllables and digraphs /ee/ > 'e\_e', /ee/ > 'ee', /ee/ > 'e', /ee/ > 'ea', and the Tricky

✦ Word *people*. **TEKS 2.2.B.iii; TEKS 2.2.C.i**

✦ **TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming; **TEKS 2.11.D** Edit drafts using standard English conventions, including (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; **TEKS 2.12.C** Compose correspondence such as thank you notes or letters; **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.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; *-ing*, *-er*, and *-est*;

Activity Pages  
14.2–14.4



## DECODE, SPELL, AND USE WORDS WITH PREFIXES (10 MIN.)

- Remind students of what they learned in previous lessons about decoding, or reading, 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. In this lesson they'll focus on *re-* again.
- Write *rerun* on the board/chart paper.
- Say, "I see the prefix *re-* /r/ /ee/. I am going to segment the rest of the word: /r/ /u/ /n/. Now I can blend the entire word: *re•run*."
- Next, remind students that prefixes change the meaning of the word. For example, *run* becomes *rerun* when we add the prefix *re-*, which means "again" or "back." *Rerun* means "run again." Explain that the spelling of the base word does not change when the prefix is added.
- Have small groups use their own paper to practice spelling and identifying the meaning of words with the prefix *re-*.

## INTRODUCE SPELLING WORDS (10 MIN.)

TEKS 2.2.C.i

- Write /ee/ on the board/chart paper. Tell students the spelling words this week all have the /ee/ sound spelled in four ways: 'e\_e', 'ee', 'ea', and 'e'.
- Make four columns on the board/chart paper with the headings: 'e\_e', 'ee', 'ea', and 'e'. Write the spelling words in the appropriate columns.
- Explain to students that they can use what they have learned about decoding open syllables when they spell words. Say, "In the word *fever* I hear the /ee/ sound so I know it has an open syllable and will be spelled like this: *f e v e r*."
- Write *fever* on the board/chart paper. Draw a vertical line between *fe* and *ver*.
- The spelling words for this week are as follows.

'e_e' > /ee/	'ee' > /ee/	'e' > /ee/	'ea' > /ee/
eve	creek	she	squeak
complete	week	we	meal
	meeting	fever	wheat
		zero	seal
		pretend	

**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*.

- Read each of the words aloud with students, focusing on the specific spellings in each word. Tell students the Tricky Word for this week is *people*.
- Remind students to practice their spelling words at home each night with a family member.

End Lesson

# Take-Home Material

## SPELLING WORDS

- Students should take home Activity Page 16.1 to practice the spelling words.

Activity Page 16.1



## Lesson 16: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH VOWEL SOUNDS

### Let's Do the Bunny Hop!

- Make one copy of **Activity Page TR 16.2** for each group of up to four students.
- Make one copy of **Activity Page TR 16.1** and cut apart the word cards.
- Shuffle the cards and lay them face down.
- Each student should write his or her name on one of the bunny hop paths on the game board (**Activity Page TR 16.2**).
- Have students take turns drawing a card and reading the word on the card aloud. If the student reads the word correctly, he or she writes the word on the first blank space on the bunny path.
- After each card is read, the student puts the card back on the bottom of the stack.
- First person to fill up the bunny path wins!

## SPELLING ALTERNATIVES

Introduce /ee/ > 'y'  
and 'ey'

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will discriminate between the /ee/ and /e/ sounds, as well as between the /oe/, /o/, and /ou/ sounds and /ie/ and /i/ sounds. **TEKS 2.2.A.ii; TEKS 2.2.B.iii; TEKS 2.2.B.v**

Students will read and spell one-syllable and two-syllable words containing /ee/ > 'y' and /ee/ > 'ey' and will complete fill-in-the-blank sentences with words with these sound/spellings. **TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.iv**

## Reading

Students will read "The Bakery" with purpose and understanding, and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing difficult passages from the text.

**TEKS 2.4; TEKS 2.7.B**

## FORMATIVE ASSESSMENT

Observation

**Anecdotal Reading Record** "The Bakery"

**TEKS 2.4**

Writing Response

**Close Reading Questions** "The Bakery"

**TEKS 2.8.C**

**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 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; **TEKS 2.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.7.B** Write brief comments on literary or information texts that demonstrate an understanding of 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.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Review Vowel Sounds (Phonics)	Whole Group	10 min.	
Introduce /ee/ > 'y' and 'ey' (Phonics and Word Recognition)	Whole Group	15 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> /ee/ Spelling Tree; previously prepared spelling leaves</li> <li><input type="checkbox"/> Vowel Code Flip Book</li> <li><input type="checkbox"/> Individual Code Chart</li> <li><input type="checkbox"/> Spelling Cards for 'y' &gt; /ee/ (<i>funny</i>) and 'ey' &gt; /ee/ (<i>key</i>)</li> <li><input type="checkbox"/> tape</li> <li><input type="checkbox"/> green markers</li> </ul>
Practice /ee/ > 'y' and 'ey' (Phonics and Word Recognition)	Whole Group	15 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity Page 17.1</li> </ul>
<b>Reading</b>			
Introduce the Story	Whole Group	5 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>The Job Hunt</i></li> <li><input type="checkbox"/> Preview Spellings Chart (Digital Components)</li> </ul>
Close Read "The Bakery"	Partner/Whole Group	15 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>The Job Hunt</i></li> <li><input type="checkbox"/> Activity Page 17.2</li> </ul>
<b>Take-Home Material</b>			
Mixed Practice			<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity Page 17.3</li> </ul>

## ADVANCE PREPARATION

### Foundational Skills

- You will use the /ee/ Spelling Tree you created in Lesson 11. This tree should already have two branches labeled with the spelling 'y' and the spelling 'ey'. In addition, write the following words on leaves: *funny, happy, sunny, tummy, twenty, body, city, story, baby, army, lady, easy, angry, study, key, kidney, chimney, hockey, donkey*.
- You may wish to tab Vowel Code Flip Book page 9.

### Reading

#### ➤ Digital Component 17.1

- Create the Preview Spellings chart (Digital Component 17.1) for Introduce the Story on the board/chart paper, or use the digital version.

### Universal Access

- Prepare pictures of a window cleaner on a platform and a bakery and its products for Introduce the Story.



## Lesson 17: Tricky Spelling: 'y'

## Foundational Skills



## Primary Focus

Students will discriminate between the /ee/ and /e/ sounds, as well as between the /oe/, /o/, and /ou/ sounds and /ie/ and /i/ sounds. **TEKS 2.2.A.ii; TEKS 2.2.B.iii; TEKS 2.2.B.v**

Students will read and spell one-syllable and two-syllable words containing /ee/ > 'y' and /ee/ > 'ey' and will complete fill-in-the-blank sentences with words with these sound/spellings. **TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.iv**

## REVIEW VOWEL SOUNDS (10 MIN.)

- You will review three sets of vowel sounds with students. The purpose of this is to focus student attention on the difference between various vowel sounds. For each set, follow these steps:
  - Write the sounds and their corresponding numbers on the board/chart paper.
  - Say the words provided one at a time.
  - Have students repeat the word after you, say the vowel sound, and raise their fingers to represent the correct corresponding vowel sound. For example, if the short vowel /a/ sound was number '1' and you said the word *cat*, students would raise one finger to show they heard the short vowel /a/ sound.
- Tell students some of the words have more than one syllable. Tell them when there is more than one syllable, and therefore more than one vowel sound, you will let them know which syllable and vowel sound you want them to focus on: the first syllable and vowel sound or the last syllable and vowel sound.
- For the first set of words, write /ee/ = 1 and /e/ = 2 on the board. Point to and say each sound.
- Tell students they are to listen only for the long /ee/ or the short /e/ sounds. Say the following words aloud one at a time while alternately pointing to /ee/ and /e/. Ask students to repeat the word, say the vowel sound, and then raise either one or two fingers. Remind students to raise one finger if they hear the long /ee/ sound and two fingers if they hear the short /e/ 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 decoding multisyllabic words with (iii) 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 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.

- Say the following words with the /ee/ and /e/ sound. You should tell students *lemon* and *before* are two-syllable (VCV) words. They should listen to the first syllable and vowel sound. You may also pause after saying the first syllable to accentuate the syllable and the vowel sound.

- |              |               |
|--------------|---------------|
| 1. reach (1) | 4. lemon (2)  |
| 2. tree (1)  | 5. before (1) |
| 3. rest (2)  |               |

- Tell students that for the next set of words, they are to listen for the following sounds: /oe/, /o/, and /ow/. Write /oe/ = 1, /o/ = 2, and /ow/ = 3 on the board/chart paper. Say the following words aloud one at a time while alternately pointing to /oe/, /o/, and /ow/. Ask students to repeat the word, say the vowel sound, and then raise one, two, or three fingers. Remind students to raise one finger if they hear the long /oe/ sound, two fingers if they hear the short /o/ sound, and three fingers if they hear the /ou/ sound.
- Say the following words with the /ou/, /oe/, and /o/ sounds. You should tell students *totem* and *shower* are two-syllable (VCV) words. They should listen to the first syllable and vowel sound. You may also pause after saying the first syllable to accentuate the syllable.

- |              |               |
|--------------|---------------|
| 1. show (1)  | 4. crow (1)   |
| 2. crowd (3) | 5. totem (1)  |
| 3. shop (2)  | 6. shower (3) |

- Tell students that for the last set of words, they are to listen for either the /ie/ sound or the /i/ sound. Write /ie/ = 1, /i/ = 2 on the board/chart paper. Say the following words, one at a time, while alternately pointing to /ie/ and /i/. You should tell students *item* and *igloo* are two-syllable (VCV and VCCV) words. They should listen to the first syllable and vowel sound. You may also pause after saying the first syllable to accentuate the syllable.

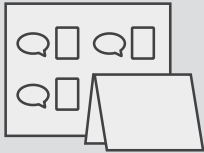
- |              |              |
|--------------|--------------|
| 1. fight (1) | 4. cries (1) |
| 2. fit (2)   | 5. item (1)  |
| 3. fly (1)   | 6. igloo (2) |



## Check for Understanding

Make note of any students who respond incorrectly as they raise their fingers to indicate which sound they heard.

### Code Materials



## INTRODUCE /EE/ › 'Y' AND 'EY' (15 MIN.)

### Review Tricky Spelling 'y'

- Display the Vowel Code Flip Book and have the Spelling Cards listed in the Lesson at a Glance readily available.
- Tell students they are going to learn some additional sounds the letter 'y' can represent, but you will first review the three sounds they have already learned for the letter 'y': one is a consonant sound and two are vowel sounds.
- Ask students to refer to the Individual Code Chart. Tell students, "When I say 'go,' I want you to quickly find a sound we have learned represented by the letter 'y.' Remember the sounds and spelling we have learned are already outlined by colored marker. It will be easiest if you look at the sample words on the cards of your charts to find words with the letter 'y.' Raise your hand when you have found a word with the spelling 'y' we have already learned. Ready, set, go!"
- Call on a student who has found a 'y' spelling. Ask the student to tell others on which page their spelling (and sound) is located, and have all students turn to that page in the Individual Code Chart. Ask the student to say the sound the letter 'y' stands for and read the sample word.
- Write the sound the student has identified on the board. Then write the three example words from the box below beside the sound.
- Repeat these steps for the other two 'y' spellings and sounds.

1. /y/: yell, yarn, yes (**page 6**)
2. /i/: myth, symbol, system (**page 7**)
3. /ie/: cry, shy, satisfy (**page 8**)

- Tell students they will now learn a new sound for the letter y spelling: /ee/.
- Tell students 'y' as a spelling for /ee/ often is found at the end of words, as in *funny*.

- Turn to **Vowel Code Flip Book page 9** and put the Spelling Card on the appropriate space. Discuss the power bar.



Language

**Using Nouns and Noun Phrases**

Students may need more explanation about the *-er* and *-y* suffixes. Provide a few more examples to secure their understanding.

- I teach. I am a teacher**er**. A teacher is a person who teaches.

Sometimes a 'y' is added to a word to tell where people do their job.

- A grocer**er** is someone who sells food in a grocer**y** store.
- A baker**er** is someone who bakes food in a baker**y**.

Sometimes 'y' is added to make a word into an adjective (a word that describes something). (e.g., The orange is *juicy*. The bun is *sticky*. The muffin is *tasty*.)

**ELPS 1.F**

Vowel Code Flip Book	Individual Code Chart
1. 'y' > /ee/ (funny) <b>page 9</b>	1. 'y' > /ee/ (funny) <b>page 8</b>

- Distribute the green markers. Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate card on the chart.
- Show students the prepared leaves with the 'y' spelling, one at a time, and read each one aloud as a class. Tape the leaves to the /ee/ Spelling Tree.
- Tell students there is another spelling for the /ee/ sound: 'ey' as in *key*.
- Turn to **Vowel Code Flip Book page 9** and put the Spelling Card on the appropriate space. Discuss the power bar.
- Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate card.

Vowel Code Flip Book	Individual Code Chart
1. 'ey' > /ee/ (key) <b>page 9</b>	1. 'ey' > /ee/ (key) <b>page 8</b>

- Show students the prepared leaves with the 'ey' spelling, one at a time, and read each one aloud as a class. Tape the leaves to the /ee/ Spelling Tree.

**PRACTICE /EE/ > 'Y' AND 'EY' (15 MIN.)**

- Complete both sides of Activity Page 17.1 together as a class. Then have students write a new sentence with one of the words on the back of the Activity Page.

## Lesson 17: "The Bakery"

# Reading



**Primary Focus:** Students will read "The Bakery" with purpose and understanding, and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing difficult passages from the text.

**TEKS 2.4; TEKS 2.7.B**

### INTRODUCE THE STORY (5 MIN.)

- Write the word *bake* on the board/chart paper and ask students to tell you what this word means. (*to cook food like muffins, pies, cakes, and bread in the oven*) Add the letter 'r' to *bake* and ask students to read this new word and guess what it now means. (*a person who bakes food*) Add the letter 'y' to the word and ask students to read this new word and guess what this word means. (*the store where bakers bake and sell their food*)
- Tell students today's story takes place in a bakery. Ask students what types of jobs Kim might apply for at a bakery. (*cashier, cleaner, baker, delivery girl*)

### Preview Spellings

- Preview the following spellings before reading today's story.

### ➤ Digital Component 17.1

/ee/ > 'y'	/ee/ > 'e'	/ie/ > 'igh'
bakery	recipe	high
sticky	secret	sights
freshly	maybe	
hungry		
tasty		
cranberry		
perfectly		
tummy		

**TEKS 2.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.

## Activity Page 17.1



## Preview Core Vocabulary

- Preview the following vocabulary with students:

**cranberry—n.**, a small, red, round fruit that tastes tart or sour (78)

Example: The cranberry juice was tart, so my mother mixed it with apple juice.

**recipe—n.**, the ingredients and instructions used to make food (80)

Example: Grandma followed the recipe to make the best birthday cake!

## Sayings and Phrases

**no fear of high places**—does not feel afraid of being high in the air (76)

**made his tummy thunder**—made him feel hungry (78)

Vocabulary Chart for “The Bakery”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		recipe	cranberry
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	no fear of high places made his tummy thunder		

## Partner Reading

- Have students read “The Bakery” in pairs.



### Observation: Anecdotal Reading Record

As you listen to students read in pairs, make note of students’ strengths and weaknesses in the Anecdotal Reading Record.

Reader



Page 76

## CLOSE READ “THE BAKERY” (15 MIN.)

### Close Reading

- After students have finished reading “The Bakery” with their partners, lead students in a close reading of the text by doing the following:
  - ask text-dependent questions which 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 might require inferences; and
  - engage students in a culminating writing activity completed independently, if possible.
- There are many ways for students to respond to the questions you present and you may want to change the way in which you ask for students’ responses in each lesson, or even during the lesson, to improve student engagement. During this lesson, ask all students to write a response to each question, then ask an individual student to respond aloud.

## Teacher Overview

**Key Idea and Key Details:** The key idea of the story is the continuing job hunt, this time, at a bakery. Key details of the text include Kim asking about positions and being given paperwork to fill out, and Kurt eating a muffin and deciding he wants to be a baker when he grows up.

**Synopsis:** The story “The Bakery” is about Kim asking at a bakery about possible job openings as her brother, Kurt, continues to look for food to eat.

## Lesson

<b>Text From Reader</b> 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.	<b>Vocabulary Instruction</b> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	<b>Text-Dependent Questions</b> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.  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.	<b>Responses</b> Answers should reference the text. Multiple responses may be provided using different pieces of evidence.  Inferences must be grounded logically in the text.
<p><b>Page 76</b></p> <p>Kurt followed Kim as they made their way down the street, checking in all the shops. Then he saw something way up high. “Look at him!” Kurt said, pointing up at a store. There was a window cleaner high up on the side and he sat on a platform. The platform was hanging by long ropes.</p> <p>“He clearly has no fear of high places,” said Kim. “That is not the job for me.”</p> <p>“I think it would be fun,” said Kurt. “Think of all the stuff you could see from way up there!”</p> <p>“I would rather see the sights from inside the store,” Kim said. “Let’s keep going. It’s getting late.”</p>	<p><b>platform</b>—a raised, flat surface</p>	<p>Kim says on page 76 that she would rather see the sights from inside the store. Can you infer why she might say this?</p>	<p>The inference is Kim is afraid of heights.</p>
<p><b>Page 78</b></p> <p>Suddenly, Kurt smelled something that made his tummy thunder. The smell of freshly baked goods filled the air.</p>	<p><b>made his tummy thunder</b>—made him feel hungry</p>	<p>What “made Kurt’s tummy thunder” this time?</p>	<p>The smell of freshly baked goods.</p>



## Lesson

<p><b>Text From Reader</b></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><b>Vocabulary Instruction</b></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><b>Text-Dependent Questions</b></p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>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.</p>	<p><b>Responses</b></p> <p>Answers should reference the text. Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p>“We must go in there!” Kurt said. It was a bakery. The baked goods were displayed in a big glass case. There were cakes and cupcakes. There were rolls and muffins. There were sticky buns and other yummy treats. Kim asked if they had a job opening.</p> <p>“Maybe,” said the baker. “The boss is out. Fill out these forms. She will call you later if she has a job.”</p> <p>“This place is making me hungry,” Kurt said.</p> <p>“Here, you can have this muffin,” said the baker. “It’s a day old, but it’s perfectly fine. It’s a cranberry muffin.”</p>	<p><b>muffin</b>—a type of dense sweet bread baked in a cupcake like shape</p> <p><b>day old</b>—not freshly baked today</p> <p><b>cranberry</b>—a small, tart berry that grows in bogs</p>	<p>Based on what you know about Kurt, do you think he urges Kim to go inside the bakery by saying, “We must go in there!” because he wants her to ask about a job opening or because he would like some baked goods?</p>	<p>Answers may vary.</p>
<p><b>Page 80</b></p> <p>Kurt bit into the muffin. “It’s so tasty!” he said. “It’s tart, but also sweet. What’s in it?”</p> <p>“All muffins start out with the same basic recipe,” the man said. “You need flour, eggs, cream, and butter. The tart taste is from the cranberry. That’s all I can tell you! The rest of the recipe is a secret.”</p> <p>“Why is it a secret?” Kurt asked.</p> <p>“If I told people how to make muffins like that one, then they would not need to come here to get one.”</p>	<p><b>tart</b>—a flavor that is not sweet</p> <p><b>recipe</b>—directions for making certain foods</p>	<p>Why are the baker’s recipes secret?</p>	<p>If the baker gave out the recipes then people could make them at home and would not need to come to the bakery to buy any of his products.</p>

## Lesson

<p><b>Text From Reader</b></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><b>Vocabulary Instruction</b></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><b>Text-Dependent Questions</b></p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>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.</p>	<p><b>Responses</b></p> <p>Answers should reference the text. Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>
<p>As they left the bakery, Kurt whispered to Kim, “If you get a job here, maybe they’ll teach you the secret recipe. Then we can open our own bakery.”</p> <p>“So you are going to be a baker now?” Kim said with a smile. “You are quite a dreamer, Kurt.”</p>		<p>What new job does Kurt dream of as they are leaving the store?</p>	<p>Kurt thinks he might want to be a baker.</p>
		<p><b>Turn and Tell:</b> Kurt has eaten a lot of different foods since Kim started her job hunt. Can you name three?</p>	



## Written Response: Close Reading Questions

Collect student responses. Check work for reading comprehension as well as for mechanics of writing. Note how well students expressed their ideas and how well developed their thinking is. Students struggling with the text may benefit from additional support in reading comprehension.

### Activity Page 17.2



#### Support

Allow students to draw pictures of all the food Kurt has eaten and encourage them to find the words to label the drawings in the text.

### Activity Page 17.3



**Note:** As noted before, you may or may not have time to complete the Activity Page during this lesson. If you do not have time, you may wish to use it at another time in the unit.

#### Wrap-up

- Ask students to turn to Activity Page 17.2 and work with a partner to make a list of all the foods Kurt has eaten since the job hunt began. Remind students to use the Reader for reference.

End Lesson

# Take-Home Material

## MIXED PRACTICE

- Students should take home Activity Page 17.3.

Lesson 17: Foundational Skills Remediation

# Additional Support

## WORDS, SENTENCES, AND PHRASES

- Use the following lists of words and phrases to extend your lessons.

### Words

- |           |             |                |
|-----------|-------------|----------------|
| 1. carry  | 10. really  | 19. volleyball |
| 2. every  | 11. angry   | 20. key        |
| 3. funny  | 12. energy  | 21. jersey     |
| 4. happy  | 13. library | 22. chimney    |
| 5. only   | 14. hurry   | 23. alley      |
| 6. very   | 15. story   | 24. donkey     |
| 7. body   | 16. study   | 25. hockey     |
| 8. twenty | 17. baby    | 26. kidney     |
| 9. city   | 18. lady    | 27. candy      |

### Phrases and Sentences

- |                       |                                     |
|-----------------------|-------------------------------------|
| 1. charley horse      | 8. The donkey is eating the barley. |
| 2. smiley face        | 9. I smell something fishy.         |
| 3. up a blind alley   | 10. Finding a penny is lucky.       |
| 4. hills and valleys  | 11. to make a long story short      |
| 5. down in the valley | 12. We were reading in the library. |
| 6. kidney bean        | 13. tasty treat                     |
| 7. alley cat          | 14. hockey stick                    |

### Wiggle Cards

- |                                    |                                       |
|------------------------------------|---------------------------------------|
| 1. Pretend to be a donkey.         | 6. Act like a baby.                   |
| 2. Act like you're playing hockey. | 7. Make a silly face.                 |
| 3. Point at your kidneys.          | 8. Point at something shiny.          |
| 4. Dance slowly.                   | 9. Act like you are ninety years old. |
| 5. Quickly form a line.            | 10. Act like you are in a hurry.      |

## Chain

1. baggy > buggy > muggy > muddy > buddy > bunny > sunny > funny > fuzzy > fizzy > dizzy

### MORE HELP WITH SPELLING ALTERNATIVES

- Make one copy of **Activity Page TR 17.1** for each student.
- Have students circle the 'ey' spelling for /ee/ in each sentence.

### MORE HELP WITH SYLLABLE DIVISION PATTERNS

- Provide more practice for students to use syllable division patterns to decode VCV words.
- Write the words *item* and *igloo* on the board/chart paper.
- Say, "In *item*, I see two vowel sounds on either side of one consonant."
- Underline the vowel sounds.
- Say, "When only one consonant comes between two vowels, I divide after the first vowel sound. So I will divide the word like this: *i•tem*."
- Point to *igloo*.
- Say, "In this word, I see two vowel sounds on either side of two consonants."
- Underline the vowel sounds.
- Say, "When two consonants come between two vowels, I divide after the first consonant: *ig•loo*."

### Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 734–866 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 752–881 of those words would be completely decodable.

'y' is a tricky spelling: it can stand for /ee/ (*funny*), /ie/ (*try*), /i/ (*myth*), or /y/ (*yes*).

'ey' is a tricky spelling: it can stand for /ee/ (*key*) or /ae/ (*hey*).

## REVIEW

# Tricky Spelling ‘y’

## PRIMARY FOCUS OF LESSON

### Foundational Skills

Students will read and spell one- and two-syllable words with ‘y’ > /y/, /ie/, /i/, and /ee/, and will write the words in sorted columns based on sound/spellings.

✦ **TEKS 2.2.B.iii; TEKS 2.2.C.i**

### Language (Spelling, Grammar)

Students will write the inflectional ending –s and –es to singular nouns to form plural nouns and will change ‘y’ to ‘i’ when adding –es to the ends of nouns and

✦ verbs. **TEKS 2.2.C.i; TEKS 2.2.C.iv; TEKS 2.2.C.vi**

### Reading

Students will partner read “Keeping It Up” with purpose and understanding and will answer literal questions about key details in the text.

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

## FORMATIVE ASSESSMENT

Activity Page 18.2

**Change ‘y’ to ‘i’ and Add –es**

✦ **TEKS 2.2.C.vi**

Observation

**Anecdotal Reading Record** “Keeping It Up”

✦ **TEKS 2.4**

Observation

**Discussion Questions** “Keeping It Up”

✦ **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** 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; (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.4** 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.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Review Tricky Spelling 'y' (Phonics)	Whole Group	10 min.	☐ Activity Page 18.1
<b>Language (Spelling, Grammar)</b>			
Change 'y' to 'i' and Add -es	Whole Group	15 min.	
Wiggle Cards	Whole Group	5 min.	☐ Wiggle Cards
Practice Changing 'y' to 'i' and Adding -es	Whole Group	15 min.	☐ Activity Page 18.2
<b>Reading</b>			
Introduce the Story	Whole Group	5 min.	☐ <i>The Job Hunt</i> ☐ Preview Spellings Chart (Digital Components)
Read "Keeping It Up"	Small Group/ Partner	10 min.	☐ <i>The Job Hunt</i>
<b>Take-Home Material</b>			
"The Daydream" Story Comprehension			☐ Activity Pages 18.3, 18.4

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## ADVANCE PREPARATION

### Language

- Select ten previously created Wiggle Cards to use to give students a quick break between the Language activities.

### Reading

#### ➤ Digital Component 18.1

- Create the Preview Spellings chart (Digital Component 18.1) for Introduce the Story on the board/chart paper, or use the digital version.
- Plan which students you will listen to in Group 1 and which students will partner read in Group 2.

### Universal Access

- Have picture cards for the following words ready to use prior to reading “Keeping It Up”: *auto shop*, *grease*, and *drill*.



## Lesson 18: Tricky Spelling 'y'

## Foundational Skills



**Primary Focus:** Students will read and spell one- and two-syllable words with 'y' > /y/, /ie/, /i/, and /ee/, and will write the words in sorted columns based on sound/spellings. **TEKS 2.2.B.iii; TEKS 2.2.C.i**

**REVIEW TRICKY SPELLING 'Y' (10 MIN.)****Word Sort**

- Tell students they will review the four sounds they have learned for the spelling 'y'. Ask students to refer to the Individual Code Chart and look for the sounds they have learned for the spelling 'y'. When they have found a sound for the spelling 'y', tell students to raise their hands. Call on a student and write the sound as a header for a column on the board/chart paper.
- Students should provide the following sounds for the spelling 'y': /y/, /ie/, /i/, and /ee/.
- Tell students that they will now practice working with these four sounds for the letter 'y'.
- Have students take out Activity Page 18.1. Ask students to first read aloud all of the words in the box. Complete the activity page as a class.

## Activity Page 18.1



## Lesson 18: Change 'y' to 'i' and Add -es

## Language



**Primary Focus:** Students will write the inflectional ending -s and -es to singular nouns to form plural nouns and will change 'y' to 'i' when adding -es to the end of nouns and verbs. **TEKS 2.2.C.i; TEKS 2.2.C.iv; TEKS 2.2.C.vi**

**CHANGE 'Y' TO 'I' AND ADD -ES (15 MIN.)**

**Note:** To provide students with extra practice correctly spelling words in dictated sentences, have students use their Dictation Journal to write the sentences you say during this activity.

- 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; (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

**Support**

Write more examples of the three rules for changing singular to plural nouns. Support students as they review each of the rules for making a noun plural.

- Tell students they have learned three ways to change a singular noun to a plural noun.
- Write *dog* on the board/chart paper. Ask students how they would make *dog* plural. (add –s) Write *dogs* beside *dog* and underline ‘s’.
- Write *box* on the board/chart paper. Ask students how they would make *box* plural. (add –es) Write *boxes* beside *box* and underline ‘es’.
- Remind students of the rule they learned about how to change singular nouns to plural nouns when the word ends in the letter ‘y’ and represents the /ie/ sound.
- Write the word *butterfly* on the board/chart paper and ask students to read it. Say the sentence, “On Monday, I saw one butterfly.”
- Say the sentence, “On Tuesday, I saw three butterflies.” Point to the word *butterfly* on the board/chart paper and tell students the spelling for *butterfly* has to change now that there is more than one.
- Carry out the following steps, saying them aloud so students can be reminded of the spelling rule for forming plural nouns ending in ‘y’ as /ie/: change the ‘y’ to ‘i’ and add –es. Write the word *butterflies* next to *butterfly* and leave both words on the board/chart paper.
- Write the word *supply* on the board and ask students to read it. Say the sentence, “We have a small supply of food.” Next, say the sentence, “They bought many different supplies at the store.” Have students tell you the spelling rule for changing the singular noun *supply* to the plural noun *supplies*. Write the word *supplies* next to *supply* and leave both words on the board/chart paper.
- Point to and read both word pairs, explicitly pointing out that the ‘y’ at the end of the word represents the /ie/ sound in the singular form of the noun, so the ‘ie’ in the plural form of the noun also represents the /ie/ sound.
- Write the word *play* on the board/chart paper. Point out that it ends in the letter ‘y’ but it has the letter ‘a’ in front of the ‘y’.
- Tell students whenever ‘y’ is preceded by a vowel, they do not change anything at all but simply add –s.
- Write the following words on the board/chart paper and ask students whether or not they need to change the ‘y’ to make the word plural.

1. toy
2. ray
3. stay
4. boy



Language

Using Verbs and Verb Phrases

Before proceeding with changing the 'y' to an 'i' and adding -es to verbs, remind students why we add an -s to some verbs.

- A verb is a word that shows action or something you can do.
- If the action is being done by one person, the verb ends with the letter 's'.
- Kurt rides the subway.
  - Kim looks for a job.
  - The baker gives Kurt a muffin.
  - Explain that the same spelling rule demonstrated previously with nouns ending in 'y' also applies when adding the /s/ sound (or letter 's') to verbs ending in 'y': change the 'y' to 'i' and add -es.

**Beginning**

Have the students repeat after you: "Kim tries to find a job."

**Intermediate**

Allow the students to try to change the verb correctly: Kurt (carry) the bag.

**Advanced/**

**Advanced High**

Have the students create a sentence about Kim and Kurt studying the subway map using the correct verb. (*studies*)

**ELPS 1.F; ELPS 5.D**

- Write the following singular nouns on the board/chart paper. Have students read each of the words, noting that in these words, the 'y' at the end of the word is pronounced /ee/:

Singular	Plural
story	stories
lady	ladies
fairy	fairies

- Tell students that these singular nouns ending in 'y' follow the same spelling rule: change the 'y' to 'i' and add -es. Carry out the steps to change these nouns from singular to plural, saying the steps aloud. Be sure to write the plural form next to each singular noun.

**Note:** The addition of 's' to a verb in a sentence occurs in order to ensure subject-verb agreement. It is not necessary for Grade 2 students to know the name of this process at this time. The focus in this lesson is on making sure students understand the spelling rule about the need to change 'y' to 'i' and then add -es, whenever the letter 's' is added to a word ending in 'y'.

- Point to and read word pairs on the board/chart paper, explicitly pointing out that the 'y' at the end of these words represents the /ee/ sound in the singular form of the noun, so the 'ie' in the plural form of the noun now represents the /ee/ sound (i.e., the same original sound as the 'y'). Students have previously learned to pronounce 'ie' as /ie/, so this means they must now treat 'ie' as a tricky spelling because it can sometimes stand for /ee/.
- Remind students that some words ending in 'y' are verbs and that we sometimes use these verbs in sentences in a way that requires the /s/ sound to be added at the end of the verb. Explain that the same spelling rule demonstrated previously with nouns ending in 'y' also applies when adding the /s/ sound (or letter 's') to verbs ending in 'y': change the 'y' to 'i' and add -es.
- Follow the same steps for the verbs *cry* and *dry*: write each word on the board/chart paper and use it in a spoken sentence, then use the word in another spoken sentence in which the subject changes and therefore requires a change in the form of the verb. Ask students to tell you how to change the word by following the spelling rule. Write the new verb form next to the original.
- For the word *cry*, use the following sentences: "I cry when I scrape my knee." and "She always cries at sad movies."

- For the word *dry*, use the following sentences: “Did you dry the dishes?” and “He dries the dishes after they have been washed.”
- Point out again that when you change ‘y’ to ‘i’, the new spelling ‘ie’ stands for the sound /ie/, just as the ‘y’ at the end of these verbs originally did.
- Repeat these same steps for the verbs *carry* and *study* in which the ‘y’ represents the /ee/ sound: write each word on the board, use it in a spoken sentence, then use the word in another spoken sentence in which the subject changes and therefore requires a change in the form of the verb. Ask students to tell you how to change the word by following the spelling rule. Write the new verb form next to the original.
- For the word *carry*, use the following sentences: “The women carry heavy loads on the top of their heads.” and “He carries his tools in a backpack.”
- For the word *study*, use the following sentences: “Did you study for your test?” and “He studies for his spelling tests every Thursday night.”
- Explicitly point out that in these words the ‘y’ at the end of the words represents the /ee/ sound, so when the spelling changes to ‘ie’, the ‘ie’ now represents the /ee/ sound (i.e., the same original sound as the ‘y’).

### WIGGLE CARDS (5 MIN.)

- Give students a short break by asking them to read and act out Wiggle Cards of your choice.

### PRACTICE CHANGING ‘Y’ TO ‘I’ AND ADDING –ES (15 MIN.)

- Complete Activity Page 18.2 as a class. Ask students to read each sentence and then read the word below the blank as it is presently written. For sentences 1–5, students should change the singular noun to a plural noun. For sentences 6–10, students should change the verb to the appropriate present-tense form. Ask students to reread each sentence after they have changed the ‘y’ to ‘i’ and added –es.

Activity Page 18.2



#### Activity Page 18.2: Practice Changing ‘y’ to ‘i’ and Adding –es

Collect and correct Activity Page 18.2. Note which students will need additional support adding ‘y’ to ‘i’ and adding –es.

## Lesson 18: “Keeping It Up”

# Reading



**Primary Focus:** Students will partner read “Keeping It Up” with purpose and understanding and will answer literal questions about key details in the text.

**TEKS 2.4; TEKS 2.6.A; TEKS 2.7.C**

Reader



Page 82

Support

Use syllable division strategies to scaffold reading of multisyllable words.

Support

Use picture cards listed in Advance Preparation to aid students in understanding core vocabulary.

### INTRODUCE THE STORY (5 MIN.)

- Tell students the title of today’s story is “Keeping It Up.” Review the other places where Kim has tried to get a job. Discuss what the title might tell us about the story. (*Kim keeps trying to find a job.*)

### Preview Spellings

- You may wish to preview the following spellings before reading today’s story:

### ➤ Digital Component 18.1

/ee/ > ‘y’	/ie/ > ‘y’	/ie/ > ‘i’	/ie/ > ‘i_e’	/oe/ > ‘o’
energy	lying	find	fine	auto
spicy	trying	kind	tired	go
baby				so
candy				
cavity				
lady—ladies				

### Preview Core Vocabulary

- Preview the following vocabulary with students:

**auto shop—n.**, a place where cars (automobiles) are fixed (82)

Example: The cars were being fixed at the auto shop.

**grease—n.**, oily or fatty matter (82)

Example: Grease spilled on my shirt from the hamburger.

**TEKS 2.4** 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.

**exclaimed—v.**, to yell or call out with excitement (84)

Example: The little girl exclaimed, “I got a new toy!”

**gloomy—adj.**, to be sad (86)

Example: The rainy weather made us feel gloomy.

**flopped down—v.**, sat down heavily (86)

Example: After playing all day, Camille flopped down on the sofa and rested.

### Sayings and Phrases

**caught a whiff—**smelled (82)

Example: The cat started meowing when it “caught a whiff” of the open can of tuna.

**after a bit—**after some time has passed (86)

Example: “After a bit,” we decided to go to the movies.

**get a cavity—**to get a small hole in a tooth from eating too many sweets (86)

Example: I don’t drink soda because I don’t want to “get a cavity.”

Vocabulary Chart for “Keeping It Up”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		exclaimed gloomy	auto shop flopped down
Multiple-Meaning Core Vocabulary Words		grease	
Sayings and Phrases	caught a whiff after a bit get a cavity		

### Purpose for Reading

- Ask students if they have ever personally had to try really hard to do or accomplish something. Ask how they felt when they conquered challenges or overcame difficulties. Tell them to read today’s story to see if Kim feels the same way when trying to accomplish something difficult.

## READ “KEEPING IT UP” (10 MIN.)

### Small Group

**Group 1:** Read the story with students, asking students throughout the story to identify the speaker. Encourage students to read with expression when there is a question mark or an exclamation point.

**Group 2:** Students in Group 2 should read with partners.



### Observation: Anecdotal Reading Record

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



### Check for Understanding

Tell students that you want them to pay attention to the question marks and exclamation points today while they are reading. Ask them to put their hand on their chin with their pointer finger extended (looking in deep thought) when they read a question mark. Ask them to put their hands over their heads when they get to an exclamation point like they are on an exciting ride. You or their partners can check if they are paying attention to the punctuation.

### Wrap-Up

- Use the following discussion questions with the whole group to guide your discussion about “Keeping It Up.” Remember to encourage students to answer in complete sentences and to look back at the story if necessary.

### Support

Tell students to put their index finger on their chin when they read a question mark, and their hands on their head when they read an exclamation point.

### Challenge

Compare and contrast Kim’s feelings from the beginning of the job hunt to her feelings now.

### Discussion Questions for “Keeping It Up”

1. **Literal.** Where does Kurt think it would be fun to work?
  - » Kurt thinks it would be fun to work in the auto shop.
2. **Literal.** What does Kim first buy Kurt as a snack?
  - » Kim buys spicy peanuts for Kurt.
3. **Literal.** Where does Kim go to ask if there are job openings?
  - » Kim goes to: music shop, clothing shop, bookstore, and baby clothing store.
4. **Literal.** What does Kim buy as a second snack?
  - » Kim buys sweets.
5. **Literal.** How does Kim feel when she goes to buy candy?
  - » Kim feels hot, tired, and discouraged.
6. **Literal.** What does Kurt say to cheer up Kim?
  - » Kurt says, “A quitter never wins, and a winner never quits.”



#### Observation: Discussion Questions

Ask a different student to respond to each question, noting in the Discussion Questions Observation Record each student’s ability to answer oral literal questions about the main characters, setting, or plot, as applicable.

End Lesson

## Take-Home Material

### “THE DAYDREAM” STORY COMPREHENSION

- Students should take Activity Pages 18.3 and 18.4 to complete at home.

Activity Pages  
18.3, 18.4





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**Lesson 18: Foundational Skills Remediation**

# Additional Support

## **MORE HELP WITH TRICKY SPELLING ‘Y’**

- Make one copy of **Activity Page TR 18.1** for each student. Review the different sounds that tricky spelling ‘y’ can represent.
- Guide students in sorting the underlined words by sound.

### **Code Knowledge**

Before today’s lesson: If students read 1,000 words in a trade book, on average 752–881 of those words would be completely decodable.

After today’s lesson: If students read 1,000 words in a trade book, on average 754–882 of those words would be completely decodable.

‘i’ is a tricky spelling; it can stand for /i/ (*hit*), /ie/ (*mind*), or /ee/ (*funniest*).

## GRAMMAR

# Present and Past Tense of the Verb: to be

## PRIMARY FOCUS OF LESSON

### Language (Grammar)

Students will complete fill-in-the-blank sentences with the correct form of the present or past tense of the verb *to be*. **TEKS 2.11.D.ii; TEKS 2.11.D.vii**

### Reading

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

**TEKS 2.3.D; TEKS 2.4; TEKS 2.6.A; TEKS 2.6.F**

## FORMATIVE ASSESSMENT

Activity Page 19.1

**Present and Past Tense of *to be***

**TEKS 2.11.D.ii**

Observation

**Anecdotal Reading Record** “The Grocery”

**TEKS 2.4**

Observation

**Discussion Questions** “The Grocery”

**TEKS 2.6.F**

**TEKS 2.11.D** Edit drafts using standard English conventions, including (ii) past, present, and future verb tense; (vii) pronouns, including subjective, objective, and possessive cases; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.4** 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 2.6.F** Make inferences and use evidence to support understanding.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Grammar)</b>			
Review Action Verbs	Whole Group	10 min.	<ul style="list-style-type: none"> <li>❑ Wiggle Cards</li> </ul>
Present and Past Tense of <i>to be</i>	Whole Group	30 min.	<ul style="list-style-type: none"> <li>❑ Activity Page 19.1</li> <li>❑ Present Tense <i>to be</i> Chart (Digital Components)</li> <li>❑ Past Tense <i>to be</i> Chart (Digital Components)</li> <li>❑ Past/Present Tense Sentences (Digital Components)</li> <li>❑ Singular/Plural <i>to be</i> Chart (Digital Components)</li> </ul>
<b>Reading</b>			
Introduce the Story	Whole Group	5 min.	<ul style="list-style-type: none"> <li>❑ <i>The Job Hunt</i></li> <li>❑ Preview Spellings Chart (Digital Components)</li> </ul>
Read “The Grocery”	Small Group/ Partner	15 min.	<ul style="list-style-type: none"> <li>❑ <i>The Job Hunt</i></li> </ul>

## ADVANCE PREPARATION

### Language

- Select a number of Wiggle Cards containing action verbs to use in the first activity. The following cards are suggestions only:

- |                     |                      |
|---------------------|----------------------|
| 1. Join hands.      | 5. Wave ten fingers. |
| 2. Oink like a pig. | 6. March in place.   |
| 3. Jump for joy.    | 7. Pucker your lips. |
| 4. Sit in a seat.   | 8. Look up.          |

### ➤ Digital Component 19.1

- Create the present tense *to be* chart (Digital Component 19.1) on the board/chart paper, or use the digital version.

### ➤ Digital Component 19.2

- Create the past tense *to be* chart (Digital Component 19.2) on the board/chart paper, or use the digital version.

### ➤ Digital Component 19.3

- Copy the present and past tense sentences (Digital Component 19.3) on the board/chart paper, or use the digital version.

### ➤ Digital Component 19.4

- Create the present and past *to be* chart with subject pronouns (Digital Component 19.4) on the board/chart paper, or use the digital version.

### Reading

### ➤ Digital Component 19.5:

- Create the Preview Spellings chart (Digital Component 19.5) for Introduce the Story on the board/chart paper, or use the digital version.

### Universal Access

- Prior to teaching the verb *to be* in past tense, review subject (or personal) pronouns.

## Lesson 19: Grammar

## Language



**Primary Focus:** Students will complete fill-in-the-blank sentences with the correct form of the present or past tense of the verb *to be*. **TEKS 2.11.D.ii; TEKS 2.11.D.vii**

### REVIEW ACTION VERBS (10 MIN.)

- Using the Wiggle Cards, review action verbs.
- Remind students that an action verb is a word conveying or showing action or movement. Display a Wiggle Card to the entire class.
- Ask them to read the Wiggle Card.
- Call on a student to identify the action verb on the Wiggle Card.
- Ask all students to perform the action.

### PRESENT AND PAST TENSE OF TO BE (30 MIN.)

- Remind students that several days ago they learned a new verb that is not an action word, but is still a verb. This verb, *to be*, has several different forms that can be used in sentences, depending on how the sentence begins.
- Point to the present tense chart you prepared in advance. Tell students that each sentence starts with a subjective pronoun. Remind students of what they have learned about pronoun cases in previous lessons.

#### ➤ Digital Component 19.1

**am, are, or is**

I \_\_\_\_ (happy today).

You \_\_\_\_ (hungry right now).

We \_\_\_\_

They \_\_\_\_

He \_\_\_\_

She \_\_\_\_

**TEKS 2.11.D** Edit drafts using standard English conventions, including (ii) past, present, and future verb tense (vii) pronouns, including subjective, objective, and possessive cases.

- Point to and read *am*, *are*, and *is*, reminding students that these are forms of the verb *to be* that they learned several days ago. Now point to each of the other words in rapid order, starting with *I*, telling students to say the word you point to and fill in the blank aloud with the proper form of *to be* (e.g., *I am*, *you are*, *we are*).
- Tell students you would like them to do the same thing again, but this time, they should add the following phrase at the end of each verb: *happy today*. Point in rapid order, starting with *I am happy today*, *You are happy today*, etc.
- Tell students that this time when you point, you want them to add the phrase *hungry right now* at the end. Ask them to pay careful attention because this time you will point to the words beginning the sentence in random order; start with *they* (*are hungry right now*) and continue in random order.
- Explain that the words *am*, *are*, and *is* are all forms of the verb *to be* in what is called “the present tense.” These verbs tell something is happening in the present, which means it is happening now. Repeat “*I am happy today*” and “*I am hungry right now*” with emphasis on the bolded words to reinforce the idea the present tense is happening now.
- Tell students it is also possible to use the verb *to be* to describe things that have already happened in the past; this is called “the past tense.” Tell them that today they will learn some forms of the verb *to be* in the past tense.
- Point to the past tense chart you prepared in advance.

## ➤ Digital Component 19.2

### was or were

I \_\_\_\_ (happy yesterday).

You \_\_\_\_ (hungry an hour ago).

We \_\_\_\_

They \_\_\_\_

He \_\_\_\_

She \_\_\_\_

- Follow the same steps described earlier, asking students to complete each sentence aloud with the appropriate form of the past tense as you point to a word at the beginning. Emphasize these forms of the verb *to be* are in the past tense.

- Compare the present and past tenses of *to be* aloud in the following sentences, asking students to first identify the verb and then say whether it is in the present or past tense.

### ➤ Digital Component 19.3

I am happy right now.

I was happy at the park yesterday.

She was sad last Tuesday.

She is sad right now.

We are in the library reading books.

We were in the library yesterday reading books.

- Summarize the use of present and past tense of *to be* using the chart you prepared in advance.

### ➤ Digital Component 19.4

Singular			Plural		
Person	Present Tense Verb <i>to be</i>	Past Tense Verb <i>to be</i>	Person	Present Tense Verb <i>to be</i>	Past Tense Verb <i>to be</i>
I	am	was	we	are	were
you	are	were	you	are	were
he, she, it	is	was	they	are	were



#### Check for Understanding

Call on a student to say a sentence in the present tense using the verb *to be*. Call on another student to change the sentence to past tense.

#### Activity Page 19.1



- Distribute Activity Page 19.1. Use Part 1 of the activity page as a guided practice with the whole group. The remainder of the activity page may be either independent work or guided practice if students need the additional guidance. If you choose to assign the sheet as independent practice, review all directions with students.



## Activity Page 19.1: Past and Present Tense of *to be*

Collect Activity Page 19.1, noting which students will need additional support with the past and present tense of *to be*.

## Lesson 19: “The Grocery” Reading



**Primary Focus:** Students will read “The Grocery” with purpose and understanding and will answer literal and inferential questions about key details in the text.

✦ **TEKS 2.3.D; TEKS 2.4; TEKS 2.6.A; TEKS 2.6.F**

### INTRODUCE THE STORY (5 MIN.)

- Tell students that the title of today’s story is “The Grocery.” Ask them to look in the table of contents and tell you the page where the story begins. (*page 88*)
- Ask students to think about the story “The Florist” and name some describing words (adjectives) about Hester’s personality. Write them on the board (*mean, cranky, rude, etc.*). Now ask students for antonyms of the words they provided for Hester and also write them on the board (*kind, nice, happy, polite, etc.*). Tell students that the owner of the grocery store, Mr. Fremont, has a very different personality than Hester, so the antonyms they just provided will most likely describe Mr. Fremont.

### Reader



Page 88

### Challenge

Ask students to describe other characters from *The Job Hunt*. (Dwight, Tom and Beth, Alberto, the baker).

✦ **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.4** 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 2.6.F** Make inferences and use evidence to support understanding.



## Support

Ask students to circle the letters that make the /ee/ and /oe/ sounds in each of the words in the columns.

### Preview Spellings

- You may wish to preview the following spellings before reading today's story.

### ➤ Digital Component 19.5

/ee/ > 'y'	/ee/ > 'ee'	/oe/ > 'o'	/oe/ > 'ow'	Other Multisyllable Words
grocery	sweep	poster	window	Mr. Fremont
jolly		moment	own	register
inventory		grocer		details
yummy				children
silly				
precisely				
cheerfully				
quickly				

**Note:** You may want to point out that the 'c' in *grocery* may represent either the /s/ or the /sh/ sound, allowing for regional pronunciations.

### Preview Core Vocabulary

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

**jolly—adj.**, happy (88)

Example: The man was as jolly as Santa Claus.

**cash register—n.**, where purchases are totaled and money is taken/given back in change (88)

Example: The cashier put the money into the cash register and gave out the change.

**precisely—adv.**, exactly correct (90)

Example: The cashier counted the money precisely so she knew how much change to give.

### Sayings and Phrases

**liked the look of him—**as soon as Kim saw Mr. Fremont, she thought he would be a nice person (88)

**have taken a liking to you—**Mr. Fremont is beginning to think Kim will be good for the job (92)

### Vocabulary Chart for “The Grocery”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		jolly precisely	cash register
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	liked the look of him have taken a liking to you		

### Purpose for Reading

- Tell students to read today’s story to learn more about Mr. Fremont’s personality and whether Kim will get a job at the grocery store.

### READ “THE GROCERY” (15 MIN.)

#### Small Group

**Group 1:** Students in Group 1 should read with their partners.

**Group 2:** Read the story with students, asking them to identify the speakers throughout the story. Encourage students to read with expression when there is a question mark or an exclamation point.



#### Observation: Anecdotal Reading Record

As you listen to Group 2 students read, make note of their individual reading ability in the Anecdotal Reading Record.

#### Wrap-Up

- Use the following discussion questions with the whole group to guide your discussion about “The Grocery.” Remember to encourage students to answer in complete sentences and to look back at the story if necessary.

### Discussion Questions for “The Grocery”

1. **Inferential.** What types of items are sold in a grocery store?
  - » In a grocery store, these types of items are sold: food, items for the house, etc.
2. **Literal.** Who is Mr. Fremont?
  - » Mr. Fremont is the owner of the grocery store.
3. **Inferential.** What words (adjectives) describe Mr. Fremont?
  - » Answers may vary but should include: *jolly, kind*.
4. **Inferential.** How does Kim impress Mr. Fremont?
  - » Kim impresses Mr. Fremont because she knows what it means to take inventory, she can do many of the things that need to be done in a grocery store, she’s good at math, and she is eager to learn.



#### Observation: Discussion Questions

Ask a different student to respond to each question, noting in the Discussion Questions Observation Record each student’s ability to answer oral literal and inferential questions about the main characters, setting, or plot, as applicable.

End Lesson

### Lesson 19: Foundational Skills Remediation

# Additional Support

#### MORE HELP WITH SPELLING ALTERNATIVES

- Make one copy of **Activity Page TR 19.1** for each student.
- Have students read the sentences aloud and circle the spelling for /ee/.

## ASSESSMENT AND REVIEW

# Spelling Assessment and Grammar

## PRIMARY FOCUS OF LESSON

**Language (Spelling, Grammar)**

Students will spell dictated one-syllable and multisyllabic words with VCe syllables and digraphs /ee/ > 'ee', 'e', 'e\_e', 'ea', and the Tricky Word *people*. **TEKS 2.2.C.i**

Students will identify common nouns, proper nouns, and verbs in written sentences, will convert singular nouns to plural nouns in writing, and will answer multiple-choice questions by identifying the grammatically correct version of proper nouns. **TEKS 2.2.C.vi; TEKS 2.11.D.ii; TEKS 2.11.D.iii; TEKS 2.11.D.x**

## FORMATIVE ASSESSMENT

Activity Page 20.1

**Spelling Assessment**✦ **TEKS 2.2.C.i**

Activity Page 20.2

**Grammar Review**✦ **TEKS 2.11.D.iii; TEKS 2.11.D.ix**

✦ **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; (vi) 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; (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.

**LESSON AT A GLANCE**

	<b>Grouping</b>	<b>Time</b>	<b>Materials</b>
<b>Language (Spelling, Grammar)</b>			
Spelling Assessment (Spelling)	Whole Group	15 min.	☐ Activity Page 20.1
Grammar Review and Practice (Grammar)	Whole Group	25 min.	☐ Activity Page 20.2
Review and Practice	Small Group/ Partner	20 min.	☐ Selected Pausing Point Pages

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## ADVANCE PREPARATION

### Language

- Based on previous formative assessment information, choose one or two Pausing Point activity pages for students to complete. See the Pausing Point Topic Guide to choose activities that will best meet the students' needs. You may want to choose a page for some students to complete independently or with a partner, while other students work in a small group with you for guided practice.
- Prepare a series of dates for use during the Grammar Review.

### Universal Access

- Have singular and plural noun charts available from previous lessons.
- Have verb *to be* charts available from previous lessons.

## Lesson 20: Assessment and Review

## Language



## Primary Focus

Students will spell dictated one-syllable and multisyllabic words with VCe syllables and digraphs /ee/ > 'ee', 'e', 'e\_e', 'ea', and the Tricky Word *people*. **TEKS 2.2.C.i**

Students will identify common nouns, proper nouns, and verbs in written sentences, convert singular nouns to plural nouns in writing, and answer multiple-choice questions by identifying the grammatically correct versions of proper nouns. **TEKS 2.2.C.vi; TEKS 2.11.D.ii; TEKS 2.11.D.iii; TEKS 2.11.D.x**

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

- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words:

- |             |             |
|-------------|-------------|
| 1. week     | 9. squeak   |
| 2. she      | 10. creek   |
| 3. wheat    | 11. fever   |
| 4. we       | 12. seal    |
| 5. zero     | 13. eve     |
| 6. complete | 14. pretend |
| 7. meal     | 15. people  |
| 8. meeting  |             |

- Direct students' attention to the lines on the bottom of the activity page.
- Tell students to write the sentence, *Did the people have a meeting?* Slowly repeat this question twice.
- At the end, read each spelling word and sentence once more.

**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; (vi) 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; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

- After all the words have been called out, tell students that you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word and the sentence 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.



### Activity Page 20.1: Spelling Assessment

Collect Activity Page 20.1 and analyze it using the Lesson 20 spelling analysis directions and chart located in Teacher Resources to determine which students need additional support with the spelling patterns being tested.

### Activity Page 20.1



### Activity Page 20.2



## GRAMMAR REVIEW AND PRACTICE (25 MIN.)

- Complete Activity Page 20.2 as a class to review all of the grammar skills taught in this unit.
- Have students use the back of Activity Page 20.2 as they work in groups to write a sentence that lists three or more items. Have a volunteer from each group write their sentence on the board, and have the class check to see if the commas are correctly placed. Then dictate a series of dates. Have students work together to write the dates on the board, remembering to include the comma between the day and year.



**ENGLISH  
LANGUAGE  
LEARNERS**

### Language



### Check for Understanding

In Part 4 of Activity Page 20.2, have students read aloud numbers 1 and 2. Have them use the proper intonation and expression for a question and an exclamatory sentence.

### Using Verbs and Verb Phrases

#### Beginning

Ask students simple yes/no questions about Activity Page 20.2. (Is *subway* a common noun?)

#### Intermediate

Ask students what changes need to be made to a word ending in 'y' before adding *-es*.

#### Advanced/

#### Advanced High

Ask students to explain their thinking about their answers. (Why did you add a question mark to sentence number 1?)



### Activity Page 20.2: Grammar Review and Practice

Collect Activity Page 20.2. Correct and record the results.

**ELPS 3.C**



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## REVIEW AND PRACTICE (20 MIN.)

### Small Group

- Based on students' formative assessment results, create small groups and select activities from the Pausing Point. Choose activities that best fit students' needs.

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

### Lesson 20: Foundational Skills Remediation

# Additional Support

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## MORE HELP WITH SPELLING 'E' > /EE/

- Make one copy of **Activity Page TR 20.1** for each student.
- Model reading each word with students.
- Have students circle or underline 'e' > /ee/ in each word.

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## MORE HELP WITH SPELLING ALTERNATIVES

### Frisky Beavers Game

- Make one copy of the game board (**Activity Page TR 20.2**) and enough copies of **Activity Page TR 20.3** for each student to have a copy.
- Provide each student with a **token or game piece**.
- Have students take turns rolling a die and moving the number of spaces shown on the die.
- The student reads the word in the space, then writes the word in the correct column on **Activity Page TR 20.3**.

## SPELLING ALTERNATIVES

Introduce /aw/ > ‘al’,  
‘au’, and ‘aw’

## PRIMARY FOCUS OF LESSON

## Foundational Skills

- Students will read words with /aw/ > ‘a’, ‘au’, and ‘aw’ and will complete fill-in-the-blank sentences with words containing these features. **TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.iv**

## Reading

- Students will read “Inventory” with purpose and understanding, and will answer literal questions about key details in the text. **TEKS 2.2.B.iv; TEKS 2.2.C.iii; TEKS 2.4; TEKS 2.6.A; TEKS 2.7.C; TEKS 2.7.D**

## FORMATIVE ASSESSMENT

Activity Page 21.1

Spellings for /aw/

- ✦ **TEKS 2.2.B.iii; TEKS 2.2.C.i**

Observation

Discussion Questions “Inventory”

- ✦ **TEKS 2.7.C**

- ✦ **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) demonstrate and apply phonics knowledge by decoding compound words, contractions, and common abbreviations; **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; (iii) demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.4** 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; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

## LESSON AT A GLANCE

|                                                    | Grouping    | Time    | Materials                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------|-------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Foundational Skills</b>                         |             |         |                                                                                                                                                                                                                                                                                                                                                     |
| Sound/Spelling Review (Phonics)                    | Whole Group | 10 min. | <input type="checkbox"/> Individual Code Chart                                                                                                                                                                                                                                                                                                      |
| Introduce /aw/ > 'al' (Phonics)                    | Whole Group | 20 min. | <input type="checkbox"/> Spelling Tree for /aw/<br><input type="checkbox"/> spelling leaves<br><input type="checkbox"/> Vowel Code Flip Book<br><input type="checkbox"/> Spelling Card for 'al' > /aw/ ( <i>wall</i> )<br><input type="checkbox"/> Individual Code Chart<br><input type="checkbox"/> green markers<br><input type="checkbox"/> tape |
| Practice Spelling Alternatives for /aw/ (Phonics)  | Independent | 10 min. | <input type="checkbox"/> Activity Page 21.1                                                                                                                                                                                                                                                                                                         |
| <b>Reading</b>                                     |             |         |                                                                                                                                                                                                                                                                                                                                                     |
| Introduce the Story                                | Whole Group | 20 min. | <input type="checkbox"/> <i>The Job Hunt</i><br><input type="checkbox"/> Preview Spellings Chart (Digital Components)                                                                                                                                                                                                                               |
| Read "Inventory"                                   |             |         |                                                                                                                                                                                                                                                                                                                                                     |
| <b>Take-Home Material</b>                          |             |         |                                                                                                                                                                                                                                                                                                                                                     |
| Practice 'y' > /ee/; Change 'y' to 'i' and Add -es |             |         | <input type="checkbox"/> Activity Pages 21.2, 21.3                                                                                                                                                                                                                                                                                                  |

## ADVANCE PREPARATION

### Foundational Skills

- In this lesson, you will need to add an additional branch labeled 'al' to the /aw/ Spelling Tree you created in Unit 3.
- You will also need to write the following words on spelling leaves prior to the lesson: *hallway, wallpaper, install, salt, also, always, false, walnut, walrus, Walter, walk, and talk.*
- You may wish to tab Vowel Code Flip Book page 17.

### Reading

#### ➤ Digital Component 21.1

- Create the Preview Spellings chart (Digital Component 21.1) for Introduce the Story onto the board/chart paper, or use the digital version.

### Universal Access

- Prepare picture cards for the following words for Introduce /aw/ > 'al': *walnut* and *walrus*
- Prepare picture cards for the following vocabulary words: *baked beans, pinto beans, butter beans, kidney beans, dusty, and cherries.*

## Lesson 21: Spelling Alternatives

## Foundational Skills



**Primary Focus:** Students will read words with /aw/ > 'a', 'au', and 'aw' and will complete fill-in-the-blank sentences with words containing these features.

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

### SOUND/SPELLING REVIEW (10 MIN.)

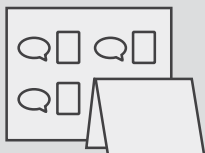
- Play a game of “I Spy” with the Individual Code Charts.
- You might say something like this: “I spy a spelling for /ee/. Who can find a spelling for /ee/?”
- You could continue directing the game or let the student who correctly points to the spelling make the next “I Spy” statement.

### INTRODUCE /AW/ > 'AL' (20 MIN.)

- Turn to **Vowel Code Flip Book page 17**.
- Display the /aw/ Spelling Tree and remind students that in Unit 3, they learned several ways to spell the /aw/ sound. Ask students to refer to the various branches in order to identify the different spellings of /aw/ they have already learned: 'aw', 'au', and 'augh'. Have students read several words from each branch as a quick review.
- Point to the new branch you have added to the tree and tell students that today they will learn an additional spelling for /aw/: 'al'.
- Write the spelling 'al' on the board/chart paper and ask, “If you saw this spelling in a word, what sound would you say?” (Students may be able to deduce they should say /aw/. If not, point to the 'a' and 'l' and tell students that sometimes this spelling, 'al', is pronounced /aw/.)
- Tell students that when they see the letters 'al', they should recognize these letters are working together as a digraph, or letter team, and say the sound /aw/.
- Write the following words on the board, circle the 'al' spelling for /aw/, and have students read them aloud:

✦ **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.

## Code Materials



- |         |            |
|---------|------------|
| 1. all  | 5. talk    |
| 2. ball | 6. always  |
| 3. tall | 7. walnut  |
| 4. call | 8. install |

### Vowel Code Flip Book

- 'al' > /aw/ (wall) page 17

- Show students the Spelling Card for 'al' > /aw/ (wall). 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. 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 following card in green:

### Individual Code Chart

- 'al' > /aw/ (wall) page 9

- Distribute the previously written leaves to student pairs or trios. For each leaf ask them to circle the spelling for /aw/, read the word to the rest of the class, and then tape the leaf on the appropriate branch.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** One at a time, read words with and without the /aw/ sound. Have students put their thumbs up when you say a word with the /aw/ sound and have them put their thumbs down when you say a word without the /aw/ sound.

### Support

Show students the images of a walrus and a walnut.

### Challenge

Ask students if they can think of any words that have the 'al' spelling.

## PRACTICE SPELLING ALTERNATIVES FOR /AW/ (10 MIN.)

### Activity Page 21.1



- Have students read the words in the box as a class and then complete the remainder of Activity Page 21.1 independently. Then have students write a new sentence with one of the words on the back of the Activity Page.



### Activity Page 21.1: Spellings for /aw/

Collect Activity Page 21.1 and review to assess student progress with spelling alternatives for /aw/.

## Lesson 21: “Inventory”

# Reading



**Primary Focus:** Students will read “Inventory” with purpose and understanding, and will answer literal questions about key details in the text.

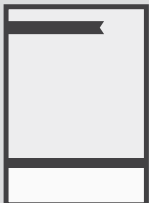
✦ **TEKS 2.2.B.iv; TEKS 2.2.C.iii; TEKS 2.4; TEKS 2.6.A; TEKS 2.7.C; TEKS 2.7.D**

## INTRODUCE THE STORY (5 MIN.)

- Tell students the title of today’s story is “Inventory.” Ask them to look in the table of contents and tell you the page on which the story begins. (*page 94*)
- Ask students to summarize what happened in the previous story, “The Grocery.” Tell students that today they will find out what kind of test Mr. Fremont has in mind for Kim.
- Tell students that they will see the abbreviation *Mr.* used in the story (*Mr. Fremont*). Remind 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.

✦ **TEKS 2.2.B.iv; TEKS 2.2.C.iii**

### Reader



Page 94

✦ **TEKS 2.2.B.iv** Demonstrate and apply phonics 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** 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; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

## Preview Spellings

- Preview the following spellings before reading today's story:

### ➤ Digital Component 21.1

| 'y' to 'i'<br>and add<br>-es | /ee/ ><br>'ea' | /ee/ ><br>'ee' | /ee/ ><br>'ey' | /ee/ ><br>'y' | /ie/ ><br>'i' | /ie/ ><br>'i_e' |
|------------------------------|----------------|----------------|----------------|---------------|---------------|-----------------|
| cherry/<br>cherries          | beans          | green          | kidney         | golly         | kinds         | white           |
| quantity/<br>quantities      |                |                | smiley         | easy          |               | quite           |
|                              |                |                |                | quantity      |               |                 |
|                              |                |                |                | eagerly       |               |                 |
|                              |                |                |                | carefully     |               |                 |

## Preview Core Vocabulary

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

**quantity—n.**, a number representing how many there are of something, such as cans (94)

Example: There was a large quantity of Halloween candy in the bowl.

**hush!—v.**, be quiet! (94)

Example: The teacher said, "Hush! I think I hear the fire alarm."

**yapping—v.**, talking loudly and continuously (96)

Example: My little sister was yapping so much I could not concentrate on reading.

**golly—a word that shows surprise** (96)

Example: When Seamus discovered he'd won the writing prize, he said, "Golly!"

## Sayings and Phrases

**peace and quiet—silence; no interruptions** (96)

Example: Juan prefers "peace and quiet" when he does homework.

**not quite as easy as it looks—it seems to be simple to do, but is actually difficult** (96)

Example: Doing a handstand is "not quite as easy as it looks."

## Support

Have students identify and circle the target spelling on the board.

## Support

Show students the images of beans you prepared in advance to help support understanding.



### Vocabulary Chart for “Inventory”

| Vocabulary Type                        | Tier 3<br>Domain-Specific Words                  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|----------------------------------------|--------------------------------------------------|----------------------------------|---------------------------------|
| Core Vocabulary                        |                                                  | quantity<br>hush<br>yapping      | golly                           |
| Multiple-Meaning Core Vocabulary Words |                                                  |                                  |                                 |
| Sayings and Phrases                    | peace and quiet<br>not quite as easy as it looks |                                  |                                 |

### Purpose for Reading

- Tell students to read today’s story to learn what it means to take inventory.

### READ “INVENTORY” (15 MIN.)

#### Whole Group

- Have students read the story as a whole group in the manner that best suits students’ needs. Encourage students to read with expression.
- When Kurt draws a smiley face in the dust on page 96, ask students to describe how he is feeling. (*bored*)

#### Wrap-Up

- Use the following questions to guide discussion about “Inventory.” Remember to encourage students to answer in complete sentences and to look back at the story if necessary.

### Discussion Questions for “Inventory”

1. **Literal.** What is Kim’s first task?
  - » Kim’s first task was taking inventory.
2. **Literal.** What does it mean to take inventory?
  - » *Inventory* means to count and record items.
3. **Literal.** What things does Kim count?
  - » Kim counts cans of peas, beans, cherries, and jelly.
4. **Literal.** How does Kim feel about how Kurt behaves while she is trying to take inventory? Why?
  - » Kim is frustrated because he interrupts her and she loses count.
5. **Literal.** How does Mr. Fremont know Kim’s inventory numbers are correct?
  - » Mr. Fremont knows Kim’s inventory numbers are correct because he counted the cans earlier.



### Observation: Discussion Questions

Ask a different student to respond to each question, noting in the Discussion Questions Observation Record each student’s ability to answer oral literal questions.

End Lesson

# Take-Home Material

## PRACTICE ‘Y’ > /EE/; CHANGE ‘Y’ TO ‘I’ AND ADD (-ES)

- Ask students to take home Activity Pages 21.2 and 21.3.

Activity Pages  
21.2, 21.3



Lesson 21: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH 'AL' > /AW/

- Make one copy of **Activity Page TR 21.1** for each student.
- Have students read the sentences and then circle the /aw/ sound in each sentence.

### Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 754–882 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 760–888 of those words would be completely decodable.

In many cases, an 'a' before 'l' is pronounced /aw/ (or /o/) as in *hall* and *also*, but there are many exceptions: *alien*, *Alex*, *along*, *coal*, *deal*, etc.

## UNIT ASSESSMENT

# Reading Comprehension and Grammar

## PRIMARY FOCUS OF LESSON

**Reading**

Students will read “The Tally” independently and answer written multiple-choice questions about key details in the text. **TEKS 2.6.A; TEKS 2.6.G**

**Language (Grammar)**

Students will identify grammatically correct proper noun forms, identify parts of speech in written sentences, rewrite grammatically incorrect sentences, rewrite singular nouns as plurals, and complete fill-in-the-blank sentences with the correct form of the verb *to be*. **TEKS 2.2.C.vi; TEKS 2.11.D.ii; TEKS 2.11.D.iii**

## FORMATIVE ASSESSMENT

Activity Page 22.1

**Reading Comprehension Assessment**✦ **TEKS 2.6.G**

Activity Page 22.2

**Grammar Assessment**✦ **TEKS 2.2.C.vi; TEKS 2.11.D.ii; TEKS 2.11.D.iii**

✦ **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.G** Evaluate details read to determine key ideas; **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.

**LESSON AT A GLANCE**

|                                  | <b>Grouping</b> | <b>Time</b> | <b>Materials</b>                                                                                                                                           |
|----------------------------------|-----------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading</b>                   |                 |             |                                                                                                                                                            |
| Reading Comprehension Assessment | Independent     | 30 min.     | <input type="checkbox"/> <i>The Job Hunt</i><br><input type="checkbox"/> Activity Page 22.1<br><input type="checkbox"/> Reading Comprehension Record Sheet |
| <b>Language (Grammar)</b>        |                 |             |                                                                                                                                                            |
| Wiggle Cards                     | Whole Group     | 5 min.      | <input type="checkbox"/> Wiggle Cards                                                                                                                      |
| Grammar Assessment               | Independent     | 25 min.     | <input type="checkbox"/> Activity Page 22.2<br><input type="checkbox"/> Grammar Assessment Record Sheet                                                    |

## ADVANCE PREPARATION

### Note to Teacher

When you finish all the assessments in Lessons 22–25, it is strongly recommended that the Grade 2 teachers meet as a grade level to globally examine student progress and consider any adjustments that may need to be made to groups across the grade level.

Consider setting up a few stations for students to relax and practice skills over the next few assessment days.

- game station using games from additional supports throughout the unit
- listening station
- writing station to write letters or draw pictures for Mr. Mowse
- special comfy reading space

### Language

- Select or make the following Wiggle Cards:

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| 1. Act like you are driving a car.  | 6. Act like you are ninety years old. |
| 2. Act like you are riding a horse. | 7. Pretend to be a donkey.            |
| 3. Find a partner.                  | 8. Act like you're playing hockey.    |
| 4. Make a silly face.               | 9. Point at your kidneys.             |
| 5. Point at something shiny.        | 10. Dance slowly.                     |

## Lesson 22: Unit Assessment

## Reading



**Primary Focus:** Students will read “The Tally” independently and answer written multiple-choice questions about key details in the text. **TEKS 2.6.A; TEKS 2.6.G**

**READING COMPREHENSION ASSESSMENT (30 MIN.)**

Reader



Page 100

- Ask students to tear out Activity Page 22.1 and then turn the page upside down on their desks.
- Tell students to turn to “The Tally” in *The Job Hunt*. Write the word *tally* on the board/chart paper and guide students in reading the word correctly. Explain that the word *tally* means to count or add things up. Tell students they will continue reading about Kim and her job hunt in this story. Ask students to recall where Kim was in the last story. (*at a grocery store*)
- Tell students they must first read this story. After reading the story, students should complete Activity Page 22.1. They may refer to the Reader as needed to complete the questions.

Activity Page 22.1


**Activity Page 22.1: Reading Comprehension Assessment**

Collect Activity Page 22.1 and use the Reading Comprehension Record Sheet Analysis chart found in Teacher Resources to record and analyze students' scores.

**Analysis**

- Record students' results on the Reading Comprehension Record Sheet. Put a check mark for each correctly answered item.
- Follow the directions on the Reading Comprehension Analysis chart to sort students into groups for an activity in Lesson 23.
  - Students who are listed in Column B of the Reading Comprehension Analysis chart will work on an activity in Pausing Point Activity Pages PP.44 and PP.45. This activity will help them understand that there are logical answers to each question based on author information and their own thinking.

**TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.G** Evaluate details read to determine key ideas.

- For students who are listed in Column C, it is strongly suggested that you find time the next day to have these students work with you individually in a quiet area to retake the assessment. You may want to make a copy of “The Tally” from the Reader, so you can complete an anecdotal record, noting any reading errors, as students read the story aloud to you. Also, ask students to read the comprehension questions and explain why they selected the particular answers they chose. By reviewing errors made while reading aloud, in conjunction with students’ explanation of their answers to the comprehension questions, you should be able to get a more accurate idea of whether the difficulty a student is experiencing is the result of poor decoding skills or poor comprehension or perhaps a combination of both.
- In any event, students who performed poorly on this assessment are very likely at risk in terms of their reading mastery. Special attention should be paid to examining the performance of these students on the Fluency Assessment and the Word Recognition Assessment that are to be administered during the next several lessons.

## Lesson 22: Grammar Assessment

# Language



**Primary Focus:** Students will identify grammatically correct proper noun forms, identify parts of speech in written sentences, rewrite grammatically incorrect sentences, rewrite singular nouns as plurals, and will complete fill-in-the-blank sentences with the correct form of the verb *to be*.

✦ **TEKS 2.2.C.vi; TEKS 2.11.D.ii; TEKS 2.11.D.iii**

### WIGGLE CARDS (5 MIN.)

- Using the Wiggle Cards you prepared in advance, give students a short break.

### GRAMMAR ASSESSMENT (25 MIN.)

- Administer the Grammar Assessment on Activity Page 22.2. Be sure to carefully review the directions for each part of the assessment. Students are asked to complete exercises very similar to those they have been practicing throughout the unit. You may also decide to give part one of the Grammar Assessment today and the remainder tomorrow.

✦ **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.

### Activity Page 22.2







## Activity Page 22.2: Grammar Assessment

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Collect Activity Page 22.2. Record students' results in the Grammar Assessment Record Sheet found in Teacher Resources.

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End Lesson

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23

24

25

## UNIT ASSESSMENT

# Fluency and Word Recognition

## PRIMARY FOCUS OF LESSON

**Reading**

Students will read “The Visit” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral literal recall questions about key details in the text.

✦ **TEKS 2.4; TEKS 2.6.G**

**Foundational Skills**

Students will hear dictated words and select the correct word from a list of similarly spelled words and will circle words that share the same vowel sounds as

✦ dictated words. **TEKS 2.2.B.i**

## FORMATIVE ASSESSMENT

Activity Page 23.1–23.4

**Fluency Assessment**

✦ **TEKS 2.4; TEKS 2.6.G**

Activity Page 23.5

**Word Recognition Assessment**

✦ **TEKS 2.2.B.i**

✦ **TEKS 2.4** 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.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends.

## LESSON AT A GLANCE

|                             | Grouping    | Time               | Materials                                                                                                                                           |
|-----------------------------|-------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading</b>              |             |                    |                                                                                                                                                     |
| Fluency Assessment          | One-on-One  | 5 min. per student | <input type="checkbox"/> Activity Pages 23.1–23.4<br><input type="checkbox"/> stopwatch<br><input type="checkbox"/> Fluency Assessment Record Sheet |
| <b>Foundational Skills</b>  |             |                    |                                                                                                                                                     |
| Word Recognition Assessment | Whole Group | 15 min.            | <input type="checkbox"/> Activity Page 23.5<br><input type="checkbox"/> Word Recognition Assessment Record Sheet                                    |
| Pausing Point Activities    | Independent | 45 min             | <input type="checkbox"/> activity pages and/or <i>The Job Hunt</i>                                                                                  |

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**MEET AS A GRADE LEVEL**

This point in the school year would be an excellent time to meet as a grade level and examine student progress. After completing and analyzing all assessments, it is strongly recommended that you meet with your fellow grade-level teachers to look globally at student progress and consider any adjustments that may need to be made to groups across the grade level.

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**NOTE TO TEACHER**

For the next three days, lessons will include a combination of assessment and review activities. You should divide your class into thirds and administer the Fluency Assessment as a one-on-one assessment to approximately one-third of your students each day.

Administer the Word Recognition Assessment to the entire class on Day 2.

Select pages and activities from the Pausing Point for groups and/or individual students to complete on all three days. Further direction on determining specific Pausing Point activity pages is included at the end of this lesson.

The following lesson plan is one way you might organize and structure the assessments and Pausing Point activities during these lessons. For Days 1 and 3, you may use the template as written. For Day 2, administer the Word Recognition Assessment first as a whole group activity.

| <b>Time</b> | <b>Teacher Activity</b>                                                                                                                                     | <b>Student Activity</b>                                                                                                                    | <b>Suggested Activity</b>                                                                                                                                                                              |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| :00–:05     | Teacher assigns students to small group and/or independent work to be completed during the first 15-minute block of time.                                   | At teacher signal, students go to small group or independent work area with assigned materials.                                            | Assign students two activity pages to complete.                                                                                                                                                        |
| :05–:20     | Teacher assesses students one at a time.                                                                                                                    | Students work independently or in small groups without interrupting teacher.                                                               | See above.                                                                                                                                                                                             |
| :20–:25     | Teacher directs all students to read independently for next 15 minutes.                                                                                     | Students read independently either from <i>The Job Hunt</i> or teacher-selected materials.                                                 | Teacher should explicitly assign reading with a purpose. For example, “I want you to read the story, ‘Battery Park.’ When you have finished, write five sentences describing the events in the story.” |
| :25–:40     | Teacher assesses students one at a time.                                                                                                                    | Students read and complete writing prompt.                                                                                                 | See above.                                                                                                                                                                                             |
| :40–:45     | Teacher assesses students one at a time. Teacher assigns students to groups and/or individual work to be completed during the last 15-minute block of time. | Students read and complete writing prompt. At teacher signal, students go to small group or independent work area with assigned materials. | This could be a student choice activity. Students could finish the previous work assigned or could complete a chosen activity such as pleasure reading or free writing.                                |
| :45–:60     | Teacher assesses students one at a time.                                                                                                                    | Students work independently or in small groups without interrupting teacher.                                                               | See above.                                                                                                                                                                                             |

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## ADVANCE PREPARATION

### Note to Teacher

Consider setting up a few stations for students to relax and practice skills over the next few assessment days.

- Game station using games from additional supports throughout the unit
- Listening station
- Writing station to write letters or draw pictures for Mr. Mowse
- Special comfy reading space

## Lessons 23–25: Unit Assessment

## Reading



**Primary Focus:** Students will read “The Visit” orally with appropriate fluency (rate, accuracy, and prosody), and will answer oral literal recall questions about key details in the text. **TEKS 2.4; TEKS 2.6.G**

**FLUENCY ASSESSMENT (5 MIN. PER STUDENT)** **TEKS 2.4**

**Note:** The reading selection reproduced on Activity Page 23.1 is an abridged version of the story “The Visit” included in the Reader.

- For this assessment, call students one at a time to a quiet area of the room and assess them individually using the Oral Reading Fluency Assessment provided for you.
- Ask each student to come to the table with their Activity Book.
- Tear Activity Pages 23.1–23.4 from the Activity Book.
- Write the student’s name at the top of each page.
- Use Activity Page 23.2 to mark as a running record as you listen to the student read aloud. Place Activity Page 23.1 in front of the student. Give the following directions:
  - “The title of this story is ‘The Visit.’ Have you ever gone to visit someone or someplace?”
  - Allow the student a few moments to respond to your prompt. Then tell the student, “Today you will read a story aloud to me about a visit that Kim and Kurt make to see their mom.”
  - “In just a minute, I am going to ask you to read the story. I want you to think about the story as you read because I will ask you some questions when you finish reading.”
  - “When I tell you to begin, I want you to read each word aloud. Do your very best reading. If you do not know a word, I will tell you the word.”
  - “Do you have any questions?”
- Set your stopwatch. Ask the student to begin with the first word of the first paragraph. Be sure to mark any words the student misreads and/or that you provide on Activity Page 23.2.

Activity Pages  
23.1–23.4



**TEKS 2.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.G** Evaluate details read to determine key ideas.

- When the student completes the story, record the amount of time the student took to read the passage.
- Ask the student the questions on Activity Page 23.3. Students should have Activity Page 23.1 in front of them as you ask the questions and should be encouraged to look back in the story for the answers to the questions. Record the score at the bottom of Activity Page 23.3.
- Then mark the Multidimensional Fluency Scale on Activity Page 23.4 at this time as you may not recall it after assessing multiple students. The student may return to his or her seat and you will move on to the next student. Do not take the time to do your calculations now. Complete Words Correct Per Minute calculations on Activity Page 23.3 later today. It is more important to assess at least one-third of your students each day than to take up valuable assessment time completing calculations.



### Activity Pages 23.2–23.4: Fluency Assessment

Review Activity Pages 23.2–23.4 for each student and record the results on the Fluency Assessment Record Sheet in Teacher Resources.

### Guidelines for Calculating W.C.P.M. Scores

- If the reading was fairly accurate (< 10 uncorrected errors), you can get a rough (and easy) estimate of a student's W.C.P.M. score simply by noting the time and looking at the chart on the bottom of Activity Page 23.3
- To calculate a student's exact W.C.P.M. score, use the information you wrote on the record sheet and follow the described steps. The steps are also shown in graphic form on Activity Page 23.3 (W.C.P.M. Calculation Sheet). You will probably find it helpful to have a calculator available.
  - First, complete the Words section of the W.C.P.M. Calculation Sheet.
  - Count Words Read. This is the total number of words that the student read or attempted to read, up to the point where he or she stopped. It includes words that the student read correctly as well as words that the student read incorrectly or skipped over. If the student attempted to read the whole story, including the title, use 301 words as your total. If the student did not finish the story, you will need to count the number of words that the student actually attempted to read. Write the count for Words Read in the matching box on the W.C.P.M. Calculation Sheet.



- Count the Uncorrected Mistakes noted in your running record. This includes words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes. (A mistake that is corrected by the student is not counted as a mistake; the student is penalized for the time he or she lost making the correction, but not for the initial mistake.) Subtract Uncorrected Mistakes from Words Read to get Words Correct.
- Next, complete the Time section of the Activity Page.
- Calculate Elapsed Time in minutes and seconds. (If you used a stopwatch, this should already be done for you. Skip to the next step.) If you used a watch and recorded start and stop times, you will need to subtract the Start Time from the Finish Time to calculate the Elapsed Time. Subtract seconds from seconds then minutes from minutes. Calculate Time in Seconds. Multiply the number of minutes by 60 to convert minutes to seconds, and then add the number of seconds.
- Divide Words Correct by Time in Seconds. Then multiply by 60 to get Words Correct Per Minute (W.C.P.M.).
- As you evaluate W.C.P.M. scores, here are some factors to consider:
  - It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal for Grade 2 students is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in subsequent grades. Exact fluency targets vary from state to state; the national mean calculated by Hasbrouck and Tindal in 2006 for Winter of Grade 2 is 72 W.C.P.M.
  - A student's W.C.P.M. score can be compared with the score of other students in the classroom (or grade level) and also with the national fluency norms for Winter of Grade 2 obtained by Hasbrouck and Tindal. Students whose scores are below the 25th percentile (42 W.C.P.M), are experiencing serious problems in reading fluently.
- Compare the student's W.C.P.M. score to national norms for Winter of Grade 2 (Hasbrouck and Tindal, 2006):

| <b>W.C.P.M</b> | <b>National Percentiles for Winter, Grade 2</b> |
|----------------|-------------------------------------------------|
| 125            | 90th                                            |
| 100            | 75th                                            |
| 72             | 50th                                            |
| 42             | 25th                                            |
| 18             | 10th                                            |

- After you have entered each student's scores on Activity Page 23.3 (W.C.P.M Calculation Sheet), record them on the Fluency Assessment Record Sheet found in Teacher Resources.

## Analysis

- Students who answered 3 or more questions correctly are reading with understanding.
- Students who receive a fluency rating of Mostly Fluent or Fluent on the Multidimensional Fluency Scale are making good to excellent progress in terms of reading fluency.
- Students who receive a fluency rating of Improving may benefit from particular attention devoted to preteaching words that include tricky spellings and multisyllable words prior to the independent reading of any new story. These students will also benefit from additional opportunities to reread stories multiple times.
- Students who receive a fluency rating of Labored are clearly struggling and are likely at risk in terms of their reading mastery. Their results on this assessment should be examined in conjunction with the Reading Comprehension Assessment and the Word Identification and Decoding Skills Assessment, with a view to providing intensive remediation.

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## Lessons 23–25: Unit Assessment

# Foundational Skills



**Primary Focus:** Students will hear dictated words and select the correct word from a list of similarly spelled words and will circle words that share the same vowel sounds as dictated words. **TEKS 2.2.B.i**

### WORD RECOGNITION ASSESSMENT (15 MIN.)

- Ask students to turn to Activity Page 23.5.
- Tell students you will read a word from each row and they should circle the word you read. Be sure to call out each row by number to orient students. Read the word only twice. Do not read the word more than twice as both accuracy and automaticity are being evaluated.
- Here are the words for the front side of Activity Page 23.5:

### Activity Page 23.5



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

- |          |           |
|----------|-----------|
| 1. fern  | 6. night  |
| 2. burn  | 7. spy    |
| 3. first | 8. snow   |
| 4. myth  | 9. even   |
| 5. kind  | 10. lucky |

- After completing the front, ask students to turn the paper over.
- This time tell students to circle the word in each row with the same vowel sound as the word you say. Again, say the number of the row and the word only two times.

|           | You will say | Student will mark |
|-----------|--------------|-------------------|
| <b>1</b>  | fern         | clerk             |
| <b>2</b>  | burn         | burst             |
| <b>3</b>  | first        | thirst            |
| <b>4</b>  | myth         | gym               |
| <b>5</b>  | kind         | mind              |
| <b>6</b>  | night        | sight             |
| <b>7</b>  | spy          | sky               |
| <b>8</b>  | snow         | blow              |
| <b>9</b>  | me           | see               |
| <b>10</b> | bunny        | funny             |



### Activity Page 23.5: Word Recognition Assessment

Collect Activity Page 23.5 and record students' results on the Word Recognition Assessment Record Sheet in Teacher Resources.

### PAUSING POINT ACTIVITIES (45 MIN.)

- To select Pausing Point Activities for students to use independently on Day 1, see the Reading Comprehension Assessment Analysis chart you completed in Lesson 22.

- Use your judgment based on your observation of students' work throughout the unit, as well as the Word Recognition Assessment Record Sheet at the end of this lesson, to select additional Pausing Point activities for students.
- This copy of the Multidimensional Fluency Scale is for your reference.

| Descriptions                                                             |                                                                           |                                           | Circle One           |          |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------|----------------------|----------|
| Phrasing                                                                 | Prosody                                                                   | Pace                                      | Score                | Comments |
| Mostly reads word-by-word                                                | Many long pauses, rereads, and multiple attempts                          | Very slow and laborious                   | <b>Labored</b>       |          |
| Attempts to make text meaningful but still struggles with decoding words | Attempts phrases, may still have word-by-word reading for some of passage | Still hesitant and not fluid; very choppy | <b>Improving</b>     |          |
| May stumble occasionally over words                                      | May read too fast and/ or too slow without regard to textual signals      | Generally appropriate expression and rate | <b>Mostly Fluent</b> |          |
| Good expression and engagement with text                                 | Observation of functional text signals and meaningful expression          | Smooth, appropriate pace for the text     | <b>Fluent</b>        |          |

Adapted from scale by Zutell & Rasinski, 1991.

### Word Recognition and Decoding Skills

- Use the following guidelines to assist you in providing further study using Pausing Point materials. Refer to the Word Recognition Assessment Record Sheet.
  - All students listed in columns 1, 2, 3, 11, 12, and 13 should complete Activity Pages PP.16–PP.19.
  - All students listed in columns 4 and 14 should complete Activity Pages PP.20–PP.21.
  - All students listed in columns 5, 9, 10, 15, 19, and 20 should complete Activity Pages PP.29–PP.33.

Activity Pages  
PP.16–21 and  
PP.29–33





- All students listed in columns 6, 7, 16, and 17 should complete Activity Pages PP.22–PP.23.
- All students listed in columns 8 and 18 should complete Activity Page PP.26.

### **Meet as a Grade Level**

- Once again, this point in the school year would be an excellent time to meet as a grade level and examine student progress. It is strongly recommended that you meet with your fellow grade-level teachers to look globally at student progress and consider any adjustments that may need to be made to groups across the grade level.

# Pausing Point

This is the end of Unit 4. A lesson plan template has been provided for you in Lesson 23. It is recommended that you utilize this template as you finish administering the Fluency Assessment one-on-one with students.

Select specific Pausing Point activities for individuals and/or groups of students on the basis of their performance on the following assessments: the Reading Comprehension Assessment, the Fluency Assessment, and the Word Recognition Assessment.

With the completion of Unit 4, it is critical to identify students who may be struggling and not making expected progress. Providing more intensive remediation at the appropriate instructional time should be a serious consideration.

## PAUSING POINT TOPIC GUIDE

### Skills Review

|                       |          |
|-----------------------|----------|
| Synonyms and Antonyms | Page 273 |
| Make Compound Words   | Page 273 |
| Homophone Match Maker | Page 273 |

### Grammar

|                                        |                                     |
|----------------------------------------|-------------------------------------|
| Circle the Nouns                       | Page 274                            |
| Mixed Plural Nouns                     | Page 274                            |
| Irregular Plural Nouns                 | Page 274                            |
| Titles and Proper Nouns                | Page 274                            |
| Titles, Proper Nouns, and Verbs        | Page 274                            |
| Verbs                                  | Page 274                            |
| Present Tense <i>to be</i>             | Page 274                            |
| Past Tense <i>to be</i>                | Page 274                            |
| More Help with Plural Nouns            | Additional Support<br>Lesson 10     |
| More Help with Common and Proper Nouns | Additional Support<br>Lessons 12,13 |

### Sound/Spelling Review

|                              |          |
|------------------------------|----------|
| More Help with Rhyming Words | Page 275 |
|------------------------------|----------|

|                                         |                                                          |
|-----------------------------------------|----------------------------------------------------------|
| Practice Weekly Spelling Words          | Page 275                                                 |
| Practice /er/ > 'er', 'ir', and 'ur'    | Page 275                                                 |
| Practice /i/ > 'i' and 'y'              | Page 275                                                 |
| Practice /ie/ > 'gh'                    | Page 275                                                 |
| Practice Tricky Spelling 'y'            | Page 275                                                 |
| Practice Tricky Spelling 'ow'           | Page 275                                                 |
| Practice /oe/ > 'o'                     | Page 275                                                 |
| Practice Tricky Spelling 'e'            | Page 275                                                 |
| Practice Spelling Alternatives for /ee/ | Page 275                                                 |
| Mixed Practice                          | Page 276                                                 |
| Change 'y' to 'i' and Add -es           | Page 276                                                 |
| Dictation with Words                    | Page 276                                                 |
| More Help with Spelling Alternatives    | Additional Support<br>Lessons 1–3,6–9,<br>12,14–17,19–21 |
| More Help with R-Controlled Vowels      | Additional Support<br>Lessons 2,7,10                     |
| More Help with Tricky Spelling 'e'      | Additional Support<br>Lessons 11,12                      |
| More Help with Tricky Spelling 'ow'     | Additional Support<br>Lesson 15                          |
| More Help with Tricky Spelling 'y'      | Additional Support<br>Lessons 6, 17,18                   |

### **Additional Reading**

|                                   |          |
|-----------------------------------|----------|
| "The Visit" and/or "Battery Park" | Page 276 |
|-----------------------------------|----------|

### **More Help with Reading**

|                               |                                                  |
|-------------------------------|--------------------------------------------------|
| Wiggle Cards                  | Additional Support<br>Lessons 3–6, 8,<br>9,11,17 |
| Words, Phrases, and Sentences | Additional Support<br>Lessons 4–6,8,9,<br>11,17  |
| Homophones                    | Additional Support<br>Lessons 5,9,11             |
| Word Block                    | Additional Support<br>Lesson 8                   |
| Roll, Flip, Read              | Additional Support<br>Lesson 9                   |

### **More Help with Writing**

|                             |                                |
|-----------------------------|--------------------------------|
| Help Wanted: Greeting Clerk | Additional Support<br>Lesson 7 |
|-----------------------------|--------------------------------|

## SKILLS REVIEW

### Synonyms and Antonyms

- Have students tear out Activity Page PP.1.
- On the front of the activity page, tell students to write a synonym from the word box for each numbered word.
- On the back of the activity page, tell students to write an antonym from the word box for each numbered word.

### Make Compound Words

- Have students turn to Activity Page PP.2.
- Explain that students can create a compound word by adding a word from the box to the end of each numbered word. Tell students to write the entire compound word on the line.

### Homophone Match Maker

- Make one copy of the Homophone Match Maker Word Cards (found in Teacher Resources) for each small group or student pair. Copy these pages on cardstock to allow for reuse.
- Cut apart the word cards and distribute.
- Have students shuffle the cards and place them facedown on the table or floor, in rows and columns.
- Have students take turns flipping over two cards at a time to try to make a match. Students should read the cards aloud to determine if the cards match (meaning they sound the same). If there is a match, the student keeps the matching pair. If the cards do not match, the student turns the cards over and tries again.
- When students find a match, you might also ask them to use each word of the pair in an oral sentence.

Activity Pages  
PP.1 and PP.2





## GRAMMAR

Activity Pages  
PP.3–PP.11



### Circle the Nouns

- Have students complete Activity Page PP.3.
- Use after Lesson 10.

### Mixed Plural Nouns

- Have students complete Activity Page PP.4.
- Use after Lesson 7.

### Irregular Plural Nouns

- Have students complete Activity Page PP.5.
- Use after Lesson 10.

### Titles and Proper Nouns

- Have students complete Activity Page PP.6.
- Use after Lesson 12.

### Titles, Proper Nouns, and Verbs

- Have students complete Activity Page PP.7.
- Use after Lesson 13.

### Verbs

- Have students complete Activity Page PP.8.
- Use after Lesson 14.

### Present Tense *to be*

- Have students cut apart the word cards on Activity Pages PP.9 and PP.10. Students will match each pronoun with the correct present tense form of the verb *to be* and write a sentence using each matched pair.
- Use after Lesson 14.

### Past Tense *to be*

- Have students complete Activity Page PP.11.
- Use after Lesson 19.

## SOUND/SPELLING REVIEW

### 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 *tip*.
- Invite students to close their eyes and repeat the word. Isolate the beginning sound of the word if needed and repeat; say /t/ /i/ /p/.
- Tell students to find a rhyming word(s), we need to change the first sound and keep the ending sound (e.g., *dip*, *hip*).
- Direct students to the alphabet posted in the classroom to use as a reference for beginning sounds.
- Invite students to use blends and digraphs they have learned to make rhymes (e.g., *trip*, *flip*, *ship*).
- ✚ • Repeat this process with the word *fin*. **TEKS 2.2.A.i**

### Practice Weekly Spelling Words

- Have students use the following activity pages to practice each week's spelling words:
  - Lessons 1–5                      Activity Page PP.12
  - Lessons 6–10                     Activity Page PP.13
  - Lessons 11–15                    Activity Page PP.14
  - Lessons 16–20                    Activity Page PP.15

### Practice /er/ > 'er', 'ir', 'ur'

- Have students complete Activity Pages PP.16–PP.19. Select the activity page(s) you feel best suits students' needs.

### Practice /i/ > 'i' and 'y'

- Have students complete Activity Pages PP.20 and/or PP.21.

### Practice /ie/ > 'igh'

- Have students complete Activity Page PP.22.

### Practice Tricky Spelling 'y'

- Have students complete one or more of the following activity pages: Activity Pages PP.23, PP.34, PP.35, and/or PP.36. Select the activity page(s) you feel best suits students' needs.

Activity Pages  
PP.12–PP.36



✚ **TEKS 2.2.A.i** Demonstrate phonological awareness by producing a series of rhyming words.



### Practice Tricky Spelling ‘ow’

- Have students complete Activity Pages PP.25–PP.28. Select the activity page(s) you feel best suits students’ needs.

### Practice /oe/ > ‘o’

- Have students complete Activity Page PP.24.

### Practice Tricky Spelling ‘e’

- Have students complete one or more of the following activity pages: Activity Pages PP.29, PP.32, and/or PP.33. Select the activity page(s) you feel best suits students’ needs.

### Practice Spelling Alternatives for /ee/

- Have students complete Activity Pages PP.30 and PP.31.

### Mixed Practice

- Have students complete Activity Pages PP.37 and PP.38 for mixed practice with reading previously taught sound/spellings, including those introduced in this unit.

### Change ‘y’ to ‘i’ and Add –es

- Have students complete Activity Pages PP.39 and PP.40.

### Dictation with Words

- Choose ten of the words from the box.
- Have students take out a pencil and a piece of paper.
- Explain that you are going to say ten words students have seen many times in their Readers.
- Have students write each word that you say.

#### Words That Occur at Least Ten Times in the Readers for Units 1–3

a, after, and, are, as, asked, back, bandit, bedtime, bee, best, big, but, call, can, cat, coach, contest, dad, did, down, excel, fifth, for, free, frog, get, good, got, great, had, hard, hare, hedgehog, he, her, him, his, house, how, I, if, in, it, jam, jumping, just, kids, last, left, like, long, looted, make, man, math, me, meet, miss, mom, mouse, munch, next, not, number, of, off, on, one, out, pancake, panther, place, pool, problem, race, ran, rock, runner, said, same, sat, see, set, she, side, sister, so, spelling, start, swimmer, tale, test, that, the, them, think, this, time, to, too, up, was, water, went, what, when, will, with, would, you

## ADDITIONAL READING

### “The Visit” and/or “Battery Park”

- Have students read “The Visit” and/or “Battery Park.”

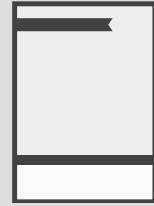
**Note:** Preteach the word *statue* as a Tricky Word prior to students reading “Battery Park.”

- Other activities that may be completed in conjunction with reading the stories:
  - Students may complete the story comprehension questions provided on Activity Pages PP.41–PP.44.
  - Have students make lists of the /ie/ and/or /ee/ words in the stories. They may wish to add a few of the words they find to the Spelling Trees.
  - Have students make lists of verbs and/or noun + adjective phrases.
  - Tell students that they will see the abbreviations *Mr.* and *Mrs.* used in the story “Battery Park.” (*Mr. Fremont* and *Mrs. Gunter*) Remind 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.




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

Reader



Activity Pages  
PP.41–PP.44



 **TEKS 2.2.B.iv** Demonstrate and apply phonics 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.



# Teacher Resources

|         |          |
|---------|----------|
| Grade 2 | Skills 4 |
|---------|----------|

**Teacher Guide**

# Teacher Resources

Reader's Log

Anecdotal Reading Record—Unit 4

Discussion Questions Observation Record—Unit 4

Lesson 5: Spelling Analysis Directions

Lesson 5: Analysis of Student Errors

Lesson 10: Spelling Analysis Directions

Lesson 10: Analysis of Student Errors

Lesson 15: Spelling Analysis Directions

Lesson 15: Analysis of Student Errors

Lesson 20: Spelling Analysis Directions

Lesson 20: Analysis of Student Errors

Reading Comprehension Assessment Record Sheet—Unit 4

Reading Comprehension Assessment Analysis—Unit 4

Grammar Assessment Record Sheet—Unit 4

Fluency Assessment Record Sheet—Unit 4

Word Recognition Assessment Record Sheet—Unit 4

Homophone Match Maker Word Cards

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

**READER'S LOG**

**TEKS 2.5**

Keep track of the stories you listen to or read. After you finish, review your list. Which story did you enjoy the most? Why is that story your favorite?

| Story Title | Author | Type of Story | My Comments |
|-------------|--------|---------------|-------------|
|             |        |               |             |
|             |        |               |             |
|             |        |               |             |
|             |        |               |             |
|             |        |               |             |

My favorite story: \_\_\_\_\_

Reasons why I like this story best: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TEKS 2.5** Self-select text and read independently for a sustained period of time.



**ANECDOTAL READING RECORD—UNIT 4**

**Name:**

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:



---

## LESSON 5: SPELLING ANALYSIS DIRECTIONS

### Unit 4 Lesson 5

- Write students' names in the column provided.
- Place an X in the column of any word students did not spell correctly.
- If students misspelled numbers 2, 4, and/or 8, then you may wish to review 'aw' as /aw/.
- If students misspelled numbers 10, 12, and/or 15, then you may wish to review 'au' as /aw/.
- If students misspelled numbers 3, 6, and/or 14, then you may wish to review 'oi' as /oi/.
- If students misspelled numbers 7, 11, and/or 13, then you may wish to review 'oy' as /oi/.
- If students misspelled numbers 1, 5, and/or 9, then you may wish to review the sounds and spellings of /oo/.



---

## LESSON 10: SPELLING ANALYSIS DIRECTIONS

### Unit 4: Lesson 10

- Write students' names in the column provided on the analysis chart.
- Place an X in the column of any word students did not spell correctly.
- If students misspelled numbers 1, 5, 7, and/or 11, then you may wish to review 'ir' as /er/.
- If students misspelled numbers 2, 9, 13, and/or 14, then you may wish to review 'ur' as /er/.
- If students misspelled numbers 3 and/or 8, then you may wish to review 'er' as /er/.
- If students misspelled numbers 6 and/or 12, then you may wish to review 'or' as /or/.
- If students misspelled numbers 4 and/or 10, then you may wish to review 'ar' as /ar/.



---

## LESSON 15: SPELLING ANALYSIS DIRECTIONS

### Unit 4 Lesson 15

- Write students' names in the column provided.
- Place an X in the column of any word students did not spell correctly.
- Words 1, 3, 6, 8, 10, 13, and 14 represent the 'ow' as /ou/.
- Words 2, 4, 5, 7, 9, 11, and 12 represent the 'ow' as /oe/.
- In the Pausing Point, you will find two activity pages, one for the /ou/ sound and another for the /oe/ sound to use for additional practice or instruction.





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## LESSON 20: SPELLING ANALYSIS DIRECTIONS

### Unit 4 Lesson 20

- You will find additional practice for this lesson's spelling words in the Pausing Point. If a problem seems to warrant more help than is available in the Pausing Point, you may need to use materials and/or lessons from previous units to reteach the skills content.
  - Students who miss numbers 6 and/or 13 may need additional help with 'e\_e' for /ee/.
  - Students who miss numbers 1, 8, and/or 10 may need additional help with 'ee' for /ee/.
  - Students who miss numbers 2, 4, 5, 11, and/or 14 may need additional help with 'e' for /ee/.
  - Students who miss numbers 3, 7, 9, and/or 12 may need help with 'ea' for /ee/.

**LESSON 20: ANALYSIS OF STUDENT ERRORS**

| Student Name |          |  |  |  |  |  |  |  |  |  |  |  |  |
|--------------|----------|--|--|--|--|--|--|--|--|--|--|--|--|
| 1            | week     |  |  |  |  |  |  |  |  |  |  |  |  |
| 2            | she      |  |  |  |  |  |  |  |  |  |  |  |  |
| 3            | wheat    |  |  |  |  |  |  |  |  |  |  |  |  |
| 4            | we       |  |  |  |  |  |  |  |  |  |  |  |  |
| 5            | zero     |  |  |  |  |  |  |  |  |  |  |  |  |
| 6            | complete |  |  |  |  |  |  |  |  |  |  |  |  |
| 7            | meal     |  |  |  |  |  |  |  |  |  |  |  |  |
| 8            | meeting  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9            | squeak   |  |  |  |  |  |  |  |  |  |  |  |  |
| 10           | creek    |  |  |  |  |  |  |  |  |  |  |  |  |
| 11           | fever    |  |  |  |  |  |  |  |  |  |  |  |  |
| 12           | seal     |  |  |  |  |  |  |  |  |  |  |  |  |
| 13           | eve      |  |  |  |  |  |  |  |  |  |  |  |  |
| 14           | pretend  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15           | people   |  |  |  |  |  |  |  |  |  |  |  |  |















HOMOPHONE MATCH MAKER WORD CARDS

sight

site

right

write

might

mite

high

hi

sighs

size

higher

hire

genes

jeans

sea

see

read

reed

hear

here

real

reel

meat

meet

piece

peace

weak

week

beat

beet

steel

steal

peek

peak

deer

dear

creek

creak

seem

seam



# Additional Support Activity Pages

|         |          |
|---------|----------|
| Grade 2 | Skills 4 |
|---------|----------|

**Teacher Guide**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.1

Spelling Alternative: 'ir' > /er/ (*bird*)

first

shirt

birth

bird

girl

stir

thirst

whirl

firm

flirt

thirteen

aspirin

third

sir

circus

dirt

skirt

birthday

third

twirl

fir

The girl likes to sing.



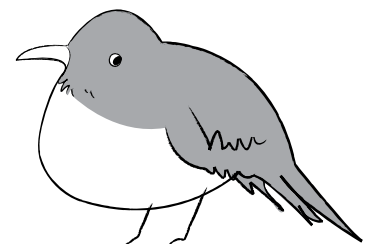
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.2

Spelling Alternative: 'ir' > /er/ (*bird*)

|         |          |           |
|---------|----------|-----------|
| birch   | birthday | circling  |
| direct  | fir      | chirp     |
| swirled | twirl    | girls     |
| firmer  | flirt    | whirl     |
| thirst  | shirt    | squirt    |
| Kirk    | dirt     | blackbird |





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.3

Spelling Alternative: 'er' > /er/ (*her*)

after

bigger

butter

gather

germs

helper

powder

flower

tower

wrapper

enter

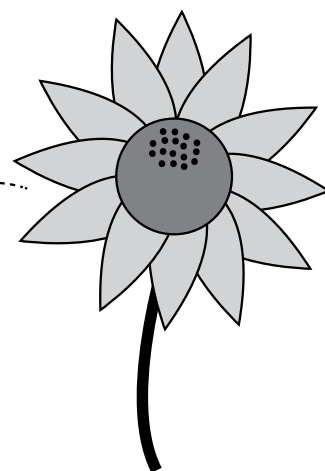
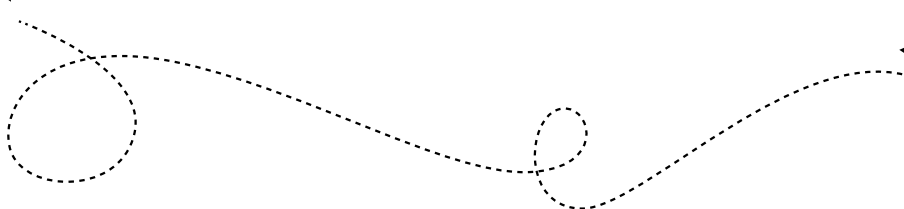
permit

her

pepper

verb

A hot desert has sand.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.4

Spelling Alternative: 'er' > /er/ (*her*)

|          |           |           |
|----------|-----------|-----------|
| ever     | fishermen | verse     |
| checkers | cracker   | sprinkler |
| spinner  | termites  | sticker   |
| letters  | flatter   | finger    |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.5

Fill in the Blank

hurt

circus

skirts

surprise

birds

Saturday

1. I like pants better than \_\_\_\_\_.
2. Stay back from the edge! I don't want you to get \_\_\_\_\_.
3. Is the game on Friday or \_\_\_\_\_?
4. In the nest sat three \_\_\_\_\_.
5. Sherman saw clowns at the \_\_\_\_\_.
6. Don't tell. We are going to \_\_\_\_\_ her!

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

|        |          |        |
|--------|----------|--------|
| burned | dirt     | clerks |
| thirst | birthday | shirt  |

7. Abigail got lots of gifts for her \_\_\_\_\_.
8. Can I have something to drink to quench my \_\_\_\_\_?
9. My mom asked me to change my \_\_\_\_\_ before dinner.
10. We had to give the dog a bath after he rolled in the \_\_\_\_\_.
11. The fire \_\_\_\_\_ all night.
12. The store \_\_\_\_\_ helped us.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 3.1

Spelling Alternative: 'y' > /i/ (*myth*)

gym

myth

system

mystic

Brooklyn

symbol

bicycling

Lynn

Syd

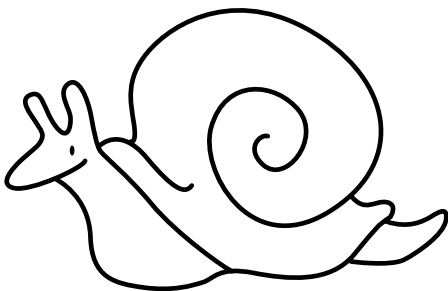
synonym

oxygen

antonym

cylinder

What is an antonym for *fast*?



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 3.2

'y' as /i/ Review: Fill in the Blank

|          |          |       |
|----------|----------|-------|
| cylinder | synonyms | gym   |
| antonyms | oxygen   | myths |

1. I go to the \_\_\_\_\_ to exercise.
2. *Big* and *small* have opposite meanings, so they are \_\_\_\_\_.
3. *Nice* and *kind* mean the same thing, so they are \_\_\_\_\_.
4. In the \_\_\_\_\_ was a rolled-up map.
5. All humans must have \_\_\_\_\_.
6. Did you read Greek \_\_\_\_\_ in your class?

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 3.3

'y' as /i/ Review: Fill in the Blank

symbolic

synonyms

cylinder

gymnastics

antonyms

myth

1. A can of beans is shaped like a \_\_\_\_\_.
2. Is that a fact, or is it a \_\_\_\_\_?
3. The stars on the U.S. flag are \_\_\_\_\_ of the 50 states.
4. *Street* and *road* are \_\_\_\_\_.
5. *Hot* and *cold* are \_\_\_\_\_.
6. I like to do flips in my \_\_\_\_\_ class.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 4.1

Spelling Alternative: 'i' > /ie/ (*biting*)

|      |       |       |
|------|-------|-------|
| mild | wild  | find  |
| kind | blind | grind |
| mind | bind  | rind  |
| wind | hind  | child |





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 4.2

Spelling Alternative: 'i' > /ie/ (*biting*)

blind

bind

find

kind

mind

mild

child

wild

wind

hind

rind

grind

blinded

minded

kindness

finding

silent

Friday

spider

tiger

quiet

diet

item

virus

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 5.1

Spelling Alternative: 'igh' > /ie/ (*night*)

|         |          |          |
|---------|----------|----------|
| right   | might    | light    |
| high    | bright   | slight   |
| lighter | frighten | daylight |
| fright  | sight    | flight   |
| night   | sighing  | tights   |
| thigh   | knight   | tonight  |

A big and bright spotlight shines.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 6.1

Spelling Alternative: 'y' > /ie/ (try)

try

my

shy

sly

fly

dry

nearby

supply

butterfly

by

why

dryer

spy

sky

magnify

multiply

satisfy

flying

crying

flyer

skylight

A big python snake slithers.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 6.2

Mixed Review

untie

Olympics

life

silence

symbolic

prices

crime

gym

satisfy

prize

child

satisfies

supply

drive

driver

gymnastics

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 6.3

Fill in the Blank

writing

silent

kind

siren

shining

Friday

spider

finds

1. The sun is \_\_\_\_\_.
2. A critter that makes a web is a \_\_\_\_\_.
3. Is he mean, or is he \_\_\_\_\_?
4. *Quiet* and \_\_\_\_\_ are synonyms.
5. Here is the story that I am \_\_\_\_\_.
6. One of the days of the week is \_\_\_\_\_.
7. When we play hide-and-seek, he never \_\_\_\_\_ me.
8. The fire truck has a loud \_\_\_\_\_.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 7.1

Mixed /er/ Review: Fill in the Blank

|       |       |         |        |
|-------|-------|---------|--------|
| hurt  | purse | concert | dirt   |
| fur   | bird  | turns   | twirl  |
| nurse | first | butter  | beaver |

1. I fell and \_\_\_\_\_ my arm.
2. I like melted \_\_\_\_\_ on my popcorn.
3. The \_\_\_\_\_ made a dam.
4. We have to take \_\_\_\_\_ with the games.
5. Do you have some gum in your \_\_\_\_\_?
6. I like to spin and \_\_\_\_\_.
7. A \_\_\_\_\_ was in the nest.
8. That cat has a lot of \_\_\_\_\_!
9. My dog loves to play in the \_\_\_\_\_.
10. He was in the \_\_\_\_\_ grade.
11. I liked the songs at the \_\_\_\_\_.
12. The \_\_\_\_\_ gave me a shot in the arm.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 7.2

## **Kurt in the Dirt**

Kurt was outside on Thursday. He looked at a fir tree and saw three big birds.

He gathered up some flowers.

He took a nap in a cluster of clover.

Kurt liked to be outside.

When he went home, his mom said, "Kurt! Go change your shirt!"

Kurt's shirt had dirt all over it. Kurt's mom was mad.

Kurt put on a red shirt with no dirt on it.

He went to his mom and gave her the flowers.

Kurt's mom was no longer mad.

She gave Kurt a hug.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 7.3

'y' and 'i' as /i/

Directions: Have students read the words in the box aloud and circle the letter that stands for the /i/ sound in each word. Then have students write the words with the /i/ sound spelled 'i' under skin and the words with the /i/ sound spelled 'y' under system.

|      |         |         |        |      |     |
|------|---------|---------|--------|------|-----|
| kick | gym     | gift    | hill   | myth | lip |
| milk | antonym | synonym | acting | did  |     |

'i' like *skin*

'y' like *system*

**kick**

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 7.4

Practice Sentences for 'y' > /i/

1. I exercise at the gym on Saturday.
2. How many sounds are in the word *myth*?
3. We are practicing synonyms and antonyms in grammar.
4. The oxygen tank was shaped like a cylinder.
5. Brooklyn is part of New York.
6. Lynn and Syd ordered hamburgers.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 7.5

Fill in the Blank

Directions: Have students write the correct word in each blank.

1. He \_\_\_\_\_ to bake a cake.  
(tribe tries)
2. Can you tell if she \_\_\_\_\_ at sad films?  
(cries tribes)
3. The horse \_\_\_\_\_ at the gate.  
(shies shy)
4. My pet bird \_\_\_\_\_ all over our house.  
(shies flies)
5. I would like \_\_\_\_\_ with my burger.  
(spies fries)
6. Blue \_\_\_\_\_ with white clouds means a nice day.  
(flies skies)
7. We must get \_\_\_\_\_ for our camping trip.  
(fireflies supplies)
8. The teacher \_\_\_\_\_ large numbers in math.  
(satisfies multiplies)
9. Just one serving \_\_\_\_\_ my hunger.  
(satisfies requires)
10. You can see \_\_\_\_\_ in the dark when they light up at night.  
(butterflies fireflies)

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 7.6

*Directions: Have students read the advertisement and answer the questions in complete sentences.*

|                        |                                                                                                                                                                              |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>HELP<br/>WANTED</b> | <b>HELP WANTED:<br/>Greeting Clerk</b>                                                                                                                                       |
|                        | Need one person to help at downtown gym. Must work 9 to 5 each day. Weekends off. Should be a good writer and speller. Must be nice and kind. Must like to work with people. |

1. What is this job? Where is it located?

---

---

---

2. Do they need more than one person for this job?

---

---

---

3. What time would you have to start this job each day?

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4. Will you have to be at the job on Saturday?

---

---

---

5. If you get this job, how should you act?

---

---

---

6. What skills do you need to get this job?

---

---

---

7. If you get this job, will you smile or frown? Why?

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 8.1

Fill in the Blank

|      |       |       |        |      |
|------|-------|-------|--------|------|
| cold | scold | solo  | soda   |      |
| mold | hold  | banjo | moment | open |

1. Will you \_\_\_\_\_ your book?
2. Please wait one \_\_\_\_\_ and then we will all go to the store.
3. To sing by yourself means to sing a \_\_\_\_\_.
4. Would you like a \_\_\_\_\_ to drink?
5. There was green \_\_\_\_\_ on my sandwich so I didn't eat it.
6. Can you \_\_\_\_\_ my mittens?
7. My mom might \_\_\_\_\_ me if I am not home on time.
8. My sister can play the \_\_\_\_\_.
9. I am so \_\_\_\_\_, I think I might freeze.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 8.2

Word Block

|  |  |  |  |  |                     |
|--|--|--|--|--|---------------------|
|  |  |  |  |  | Player Two<br>Cards |
|  |  |  |  |  | place cards here    |
|  |  |  |  |  |                     |
|  |  |  |  |  | place cards here    |
|  |  |  |  |  | Player One<br>Cards |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 8.3

Word Block Word Cards

Directions: Copy the word cards, then cut cards apart.

|       |        |         |        |        |       |
|-------|--------|---------|--------|--------|-------|
| bolt  | old    | most    | hold   | mold   | gross |
| host  | gold   | roll    | sold   | poll   | both  |
| jolt  | told   | colt    | scroll | over   | open  |
| robot | frozen | program | solo   | moment | cargo |
| cold  | post   | fold    | bold   | voted  | omit  |
| toll  | stroll | scold   | troll  | soda   | poet  |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 9.1

Fill in the Blank

growth

elbow

blown

hollow

shadows

bowl

pillow

window

shallow

flown

1. The crows had \_\_\_\_\_ to the top of the tree.
2. I like to sleep on a firm \_\_\_\_\_.
3. The leaves have all \_\_\_\_\_ off the trees.
4. I hurt my \_\_\_\_\_ and have to keep my arm in a cast and sling for two weeks.
5. We used the flashlight and our hands to make different \_\_\_\_\_ on the wall.
6. Will you serve my ice cream in a large \_\_\_\_\_?
7. We are keeping track of the \_\_\_\_\_ of the plants by checking their size with a ruler each week.
8. The tree died long ago, so now all that is left is a \_\_\_\_\_ stump.
9. When we looked out of the \_\_\_\_\_, we could see that it was snowing.
10. The opposite of *deep* is \_\_\_\_\_.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 9.2

Word Cards for Roll, Flip, Read



Directions: Copy one template for each student. Cut out cards and write numbers (1–12) on the back of each card.

grow

low

know

snow

own

elbow

show

slow

yellow

rainbow

window

bellow

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 10.1

R-Controlled Vowels: Mixed Review

1. Norm is a farmer.
2. Marge is an artist.
3. The horse is eating the corn.
4. Fern had to sit in the corner.
5. It was winter in the forest.
6. There are sharks at that beach.
7. My sister is a teacher.
8. What sort of fort should we make?
9. Stars shone in the darkness.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 10.2

Race Against the Clock

clerk

branch



car

elf

fly

box

wolf

leaf

scarf

loaf

Directions: Copy the word cards and cut apart the cards.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 10.2

CONTINUED

Race Against the Clock

desk

bus



kiss

dish

girl

plant

shelf

bird

match

buzz

Directions: Copy the word cards and cut apart the cards.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 11.1

Journey Through Space

me

be



he

she

feel

weekend

beekeeper

three

daydream

seesaw

centipede

supreme

Directions: Copy the word cards and cut apart the cards.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 11.1

CONTINUED

Journey Through Space

teacher

dear



beach

heaping

steam

hen

red

stem

bedroom

happen

Directions: Copy the word cards and cut apart the cards.

NAME: \_\_\_\_\_

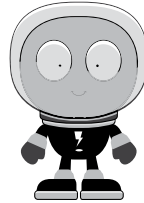
DATE: \_\_\_\_\_

TR 11.2

CONTINUED

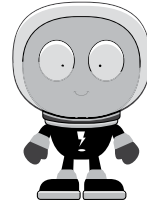
Journey Through Space (Steal a Card)

me



**Steal a Card**

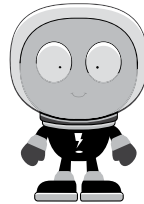
teacher



**Steal a Card**

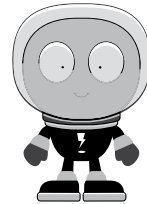


sleepover



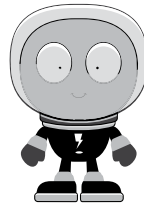
**Steal a Card**

beach



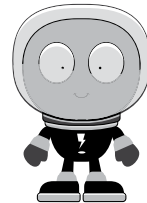
**Steal a Card**

he



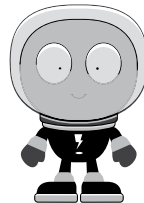
**Steal a Card**

steam



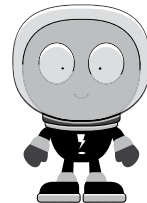
**Steal a Card**

daydream



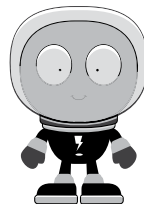
**Steal a Card**

red



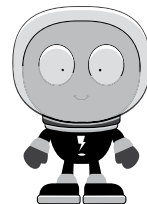
**Steal a Card**

stampede



**Steal a Card**

bedroom



**Steal a Card**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 11.2

CONTINUED

Journey Through Space (Second Turn)

be

Take Another Turn



seesaw

Take Another Turn



she

Take Another Turn



supreme

Take Another Turn



feet

Take Another Turn



dear

Take Another Turn



weekend

Take Another Turn



heaping

Take Another Turn



three

Take Another Turn



stem

Take Another Turn



Directions: Copy the template several times and write words on each card. Cut out the cards



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 12.1

Mark the spellings for each sound.

| <b>/ee/</b> | <b>/i/</b> | <b>/ie/</b> |
|-------------|------------|-------------|
| treat       | gym        | stripe      |
| even        | hint       | wild        |
| Pete        | amethyst   | night       |
| centipede   | kissed     | pie         |
| meter       | Brooklyn   | cry         |
| wheat       | myth       | find        |
| complete    | bitter     | try         |
| repeat      | system     | sigh        |
| relax       | skip       | shine       |
| steep       | hiccup     | tie         |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 13.1

*Directions: Have students write a name from column 1 with a thing from column 2 and add apostrophe-'s' after the name to show possession. Have students capitalize the first letter of the proper nouns and add periods to abbreviated titles. Have students choose four possessive word pairs to write complete sentences.*

| <b>Names</b> | <b>Things</b> |
|--------------|---------------|
| jim          | shirt         |
| miss law     | books         |
| bert         | ferret        |
| mrs smith    | backpack      |
| kurt         | shorts        |
| mr hurt      | car           |

Example: **Kurt's car**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Example: **Kurt's car is small.**

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## TR 14.1

This chart shows words with spellings for the /ie/ sound. Use the chart to fill in the blanks on the next page.

|          | <b>'i_e'</b>            | <b>'i'</b>                             | <b>'y'</b>                             | <b>'ie'</b> | <b>'igh'</b> |
|----------|-------------------------|----------------------------------------|----------------------------------------|-------------|--------------|
| <b>b</b> | bike                    | biker                                  |                                        |             | bright       |
| <b>c</b> | campfire                | child                                  | cry                                    | cries       |              |
| <b>d</b> | drive                   | diet<br>driver                         | dry                                    | dried       |              |
| <b>e</b> | excite                  | excited                                |                                        |             |              |
| <b>f</b> |                         | find                                   | fly                                    |             |              |
| <b>g</b> |                         | gigantic                               |                                        |             |              |
| <b>h</b> | hike                    | hiking                                 |                                        |             | high         |
| <b>k</b> | kite                    | kind                                   |                                        |             |              |
| <b>l</b> | life                    |                                        |                                        |             | light        |
| <b>m</b> |                         | mind                                   |                                        |             | might        |
| <b>n</b> | nine                    | ninth                                  |                                        |             | night        |
| <b>o</b> |                         | Ohio                                   |                                        |             |              |
| <b>p</b> | pride                   |                                        |                                        |             |              |
| <b>q</b> | quite                   | quiet                                  |                                        |             |              |
| <b>r</b> | rise                    |                                        |                                        |             | right        |
| <b>s</b> | shine<br>slime<br>smile | shining<br>silent<br>smiling<br>spider | satisfy<br>shy<br>sky<br>spy<br>supply | spies       |              |
| <b>t</b> | time<br>tired           | tiger                                  | try                                    | tried       |              |
| <b>w</b> | write                   | wild<br>writing                        | Wyoming                                |             |              |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 14.2

Use the chart to fill in the blanks.

1. Count the words on the chart that have the sound /ie/ spelled 'i\_e' and write the number here.

\_\_\_\_\_

2. Count the words on the chart that have the sound /ie/ spelled 'i' and write the number here.

\_\_\_\_\_

3. Count the words on the chart that have the sound /ie/ spelled 'y' and write the number here.

\_\_\_\_\_

4. Count the words on the chart that have the sound /ie/ spelled 'ie' and write the number here.

\_\_\_\_\_

5. Count the words on the chart that have the sound /ie/ spelled 'igh' and write the number here.

\_\_\_\_\_

6. Which spelling for /ie/ has the most words?

\_\_\_\_\_

7. Where does the spelling 'igh' tend to be found in a word—at the beginning, in the center, or at the end?

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8. Where does the spelling 'y' as /ie/ tend to be found in a word—at the beginning, in the center, or at the end?

\_\_\_\_\_

9. Which words on the chart are proper nouns?

\_\_\_\_\_

10. Which word on the chart is an antonym of *low*?

\_\_\_\_\_

11. There are two bugs on the chart. What are they?

\_\_\_\_\_

12. Which word on the chart names something that a lot of kids like to ride?

\_\_\_\_\_

13. Which word on the chart is a synonym of *nice*?

\_\_\_\_\_

14. Which word on the chart is a synonym of *huge*?

\_\_\_\_\_

15. There is one compound word on the chart. What is it?

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 15.1

Baseball Word Cards

elbow

slow



cow

throw

low

owners

show

yellow

how

below

shower

meow

Directions: Copy word cards and cut apart.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 15.1

Baseball Word Cards

rainbow

snow



sorrow

now

arrow

plow

flowers

sow

powder

tow

chow

growling



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 15.2

Baseball Game




NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 16.1

Bunny Hop Word Cards

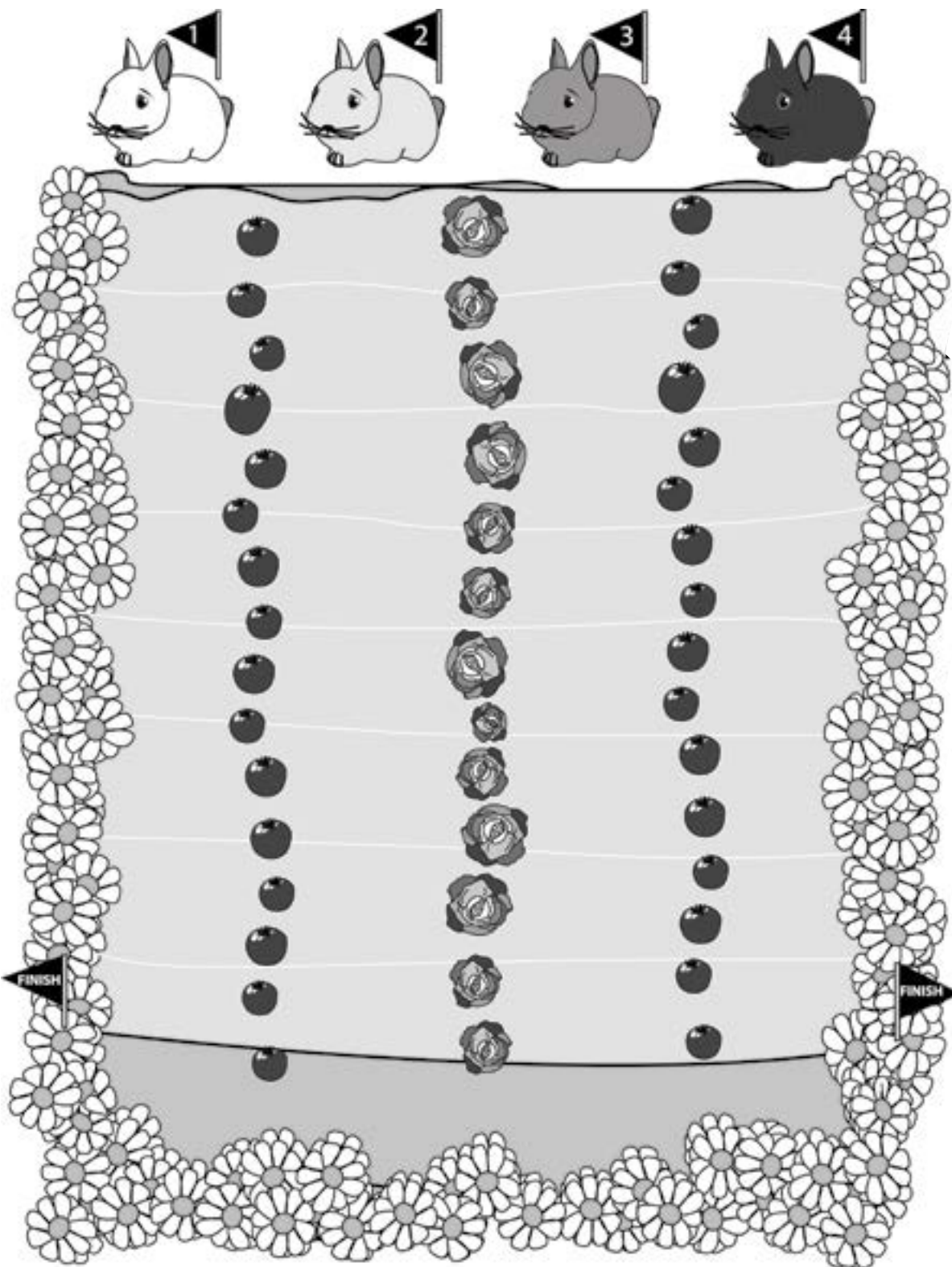
|          |        |           |        |        |                                                                                              |
|----------|--------|-----------|--------|--------|----------------------------------------------------------------------------------------------|
| servant  | find   | curb      | gym    | post   | multiply  |
| stirrup  | spy    | gold      | spider | fellow | nearby                                                                                       |
| pattern  | supply | surrender | silent | elbow  | mold                                                                                         |
| system   | old    | bright    | tiger  | owners | disturb                                                                                      |
| cylinder | cold   | swirl     | dryer  | toll   | snow                                                                                         |
| symbol   | below  | squirt    | cry    | high   | blow                                                                                         |
| bind     | yellow | disturb   | fry    | lies   | show                                                                                         |
| blind    | window | myth      | most   | oxygen | third                                                                                        |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 16.2

Bunny Hop Game Board



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 17.1

Practice Sentences for Oral Reading

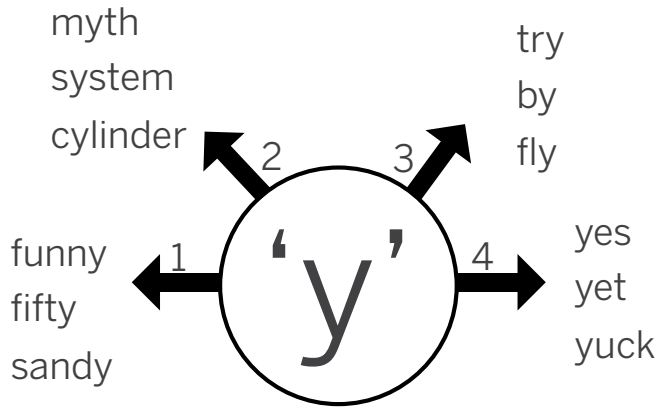
1. Stacey plays volleyball.
2. Wesley plays hockey.
3. Jeffrey is hiding in the alley.
4. Tracey is having her kidney taken out.
5. Casey rode the trolley.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 18.1

Practice Tricky 'y'



Directions: Have students sort the underlined words by the pronunciation of 'y'.

|                                              | <i>funny</i> | <i>myth</i> | <i>try</i> | <i>yes</i> |
|----------------------------------------------|--------------|-------------|------------|------------|
| The grass in our <u>yard</u> is green.       |              |             |            | yard       |
| We watched the <u>Olympics</u> on TV.        |              |             |            |            |
| We are visiting <u>Brooklyn</u> this week.   |              |             |            |            |
| Do not swat that <u>fly</u> !                |              |             |            |            |
| I have not seen her in a <u>year</u> .       |              |             |            |            |
| A <u>baby</u> cat is called a <u>kitty</u> . |              |             |            |            |
| She is soft-spoken and <u>shy</u> .          |              |             |            |            |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 19.1

Practice Reading Spelling Alternatives

Sydney and Molly and their mom took a cab from their hotel to the beach. At the beach, all three smeared sunblock all over their skin. It was hot so they got in the sea for a bit. Then they looked for seashells. After that, Sydney and Molly played volleyball with some teenagers. Sydney made some really sweet plays. (She's quite the athlete!) In fact, a small group formed to look at her play. After the game, Sydney and Molly and their mom started to feel like they could use some food. They left the beach to find something to eat. What a good day!

*Directions: Have students circle all of the spellings for the /ee/ sound.*

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 20.1

Word Lists Activity Page

report

respond

recent

repair

remain

respect

refuse

repeat

between

began

became

behind

below

beware

beneath

maybe

belong

because

demand

decent

hero

fever

even


secret

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 20.2

Frisky Beavers Game Board—Part 1

|                                                |                                                                                                              |                |                                                                     |              |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------|--------------|
| <b>scream</b>                                  | <b>dream</b>                                                                                                 | <b>weed</b>    | Good Job! You got a big tree for the beavers. Move ahead one space. | <b>sleep</b> |
| <b>eve</b>                                     | <br><b>Frisky Beavers</b> |                |                                                                     |              |
| <b>lucky</b>                                   |                                                                                                              |                |                                                                     |              |
| <b>beet</b>                                    |                                                                                                              |                |                                                                     |              |
| <b>puppy</b>                                   |                                                                                                              |                |                                                                     |              |
| <b>wheat</b>                                   |                                                                                                              |                |                                                                     |              |
| Oh no! The tree fell on the den. Wait 1 turn.. | <b>steep</b>                                                                                                 | <b>compete</b> | <b>queen</b>                                                        | <b>seam</b>  |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 20.2

CONTINUED

Frisky Beavers Game Board—Part 2

The board game grid consists of several paths of cells. A starburst labeled 'START' is positioned over the 'glee' cell, with an arrow pointing down to the 'greedy' cell. The grid contains the following words:

|         |        |        |      |                                                        |
|---------|--------|--------|------|--------------------------------------------------------|
| athlete | steamy | eat    | glee | <b>START</b>                                           |
|         |        | streak |      | greedy                                                 |
| tree    | jelly  | stream |      | Oops! You fell in the pond. Dry off and wait one turn. |
|         |        | happy  |      | deed                                                   |
|         |        | teeth  |      | Pete                                                   |
|         |        | mean   |      | beam                                                   |
| creek   | silly  | green  | team | cheap                                                  |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 20.3

Frisky Beavers Recording Sheet

## Frisky Beavers /ee/

Roll the die to move ahead. Read the word in the space, then write the word in the right place on this page.

*Directions: Throw the die to move a game piece. Read the word in the space then write the word in the correct column on this sheet.*

| 'e_e' | 'ea' | 'ee' | 'y' |
|-------|------|------|-----|
|       |      |      |     |
|       |      |      |     |
|       |      |      |     |
|       |      |      |     |
|       |      |      |     |
|       |      |      |     |
|       |      |      |     |
|       |      |      |     |
|       |      |      |     |
|       |      |      |     |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 21.1

Practice Sentences for Oral Reading

1. I think this meat tastes too salty.
2. Martin scalded his hand with the hot water.
3. Do you like malt balls?
4. The students had to mark all the sentences as true or false.
5. The farmer cleaned out the barn stalls and put down clean hay.
6. My dad is almost bald.
7. We had a new stove delivered and installed today.
8. A synonym for *stop* is *halt*.
9. We always go sledding after the first snowfall.
10. My pants were too long so my mom altered them.

# ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1.2 Activity Page

## Yes or No?

Directions: Have students read each question and then write yes or no in response.

1. Can a dog chirp with joy? no
2. Can yogurt sing as you eat it? no
3. Can birds perch on a tree branch? yes
4. Do squirrels have gray fur? yes
5. Do you like to stir dirt into your milk? no
6. Would your mom be pleased if you burped out loud at dinner?  
no
7. Could a nurse place a thermometer in your mouth?  
yes
8. Can you draw a pattern on your paper? yes
9. Can a clown be part of a circus? yes
10. If you use sunblock, could you still get a sunburn? yes or no
11. Could your purse eat popcorn? no

Skills 4

3

12. Would a glass of sawdust take away your thirst? no
13. Can a waitress serve us lunch after she takes our order?  
yes
14. Is Thursday a day in the weekend? no
15. Could you surf in the desert? no
16. Can you cook hamburgers on a grill? yes
17. Can you make a cake in a whirlpool? no
18. Can a girl turn and turn to make her skirt twirl?  
yes
19. Can a girl with short hair have curls? yes
20. Can you jump feet first into a pool? yes
21. Can a curb be at the side of the road? yes

4

Skills 4

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

2.1 Activity Page

## Yes (Same) or No (Different)?

Directions: Have students read each pair of words and decide if the vowel sounds are the same. Have students write yes if the sounds are the same or no if the sounds are different.

1. third – thorn no
2. nurse – clerk yes
3. bird – burn yes
4. chirp – church yes
5. skirt – shirt yes
6. fur – far no
7. surf – sir yes
8. burst – barn no
9. prize – purse no
10. Carl – curl no
11. hurt – girl yes
12. skirt – dirt yes

Skills 4

5

13. verb – herd yes
14. Burt – Bert yes
15. perk – park no
16. fir – fur yes
17. curve – churn yes
18. fern – curb yes
19. stir – turn yes
20. thorn – bore yes

6

Skills 4

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

2.2

Take Home

### Mixed Review R-Controlled Vowels

#### Dear Family Member,

Ask your student to read each sentence and the two word choices. Your student should write the best choice for each sentence in the blank.

1. Kurt  
(Kurt Corn) and Kim are job hunting.
2. Jill would like to get three more skirts  
(skirts swirls).
3. A bird will chirp  
(curb chirp) to its mom for food.
4. Did you burn  
(burn burst) a log in the fireplace?
5. A nurse  
(purse nurse) can help you when you are hurt.
6. Did you see the boy as he surfed  
(surfed barked) the huge waves?
7. Beth asked her mom to help curl  
(churn curl) her hair.
8. Would you rather put on a red or a green shirt  
(shirt fork)?
9. Who was your teacher in first  
(fire first) grade?

Skills 4

7

10. The squirrel  
(sunburn squirrel) dug holes next to the tree to hide acorns.

11. The shepherd  
(artist shepherd) is herding the sheep.

12. Did you forget  
(target forget) that today is my birthday?

8

Skills 4

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

3.1

Activity Page

### Yes or No?

#### Part 1: Does the letter 'y' have the same sound in each word pair?

1. yelp – myth no
2. gym – myth yes
3. Lynn – yarn no
4. yikes – lynx no
5. Syd – gym yes

#### Part 2: Do these words have the same vowel sound?

1. join – gym no
2. miss – myth yes
3. gym – jam no
4. myth – math no
5. quill – lynx yes

Directions: In Part 1, have students circle the letter 'y' in each word. As a class, read the word pairs aloud, and decide if the sound 'y' is the same or different in each word pair. In Part 2, first ask students to circle the vowel sounds in each word. Then have students read the word pairs aloud. After reading each pair, ask students if the vowel sounds are the same or different and write yes if the same and no if different.

Skills 4

9

### Fill in the Blank

Write the best word from the box to finish each sentence.

|          |          |        |         |
|----------|----------|--------|---------|
| cymbals  | synonyms | oxygen | gym     |
| cylinder | myths    | symbol | antonym |

1. A can is cylinder shaped.
2. I exercise at the gym.
3. When the boy in the band clapped the cymbals together, they made a loud sound like a gong.
4. An antonym of the word *yes* is the word *no*.
5. In math problems, a "+" is the symbol telling you to add the numbers.
6. *Smile* and *grin* have the same meaning and are synonyms.
7. The teacher read the class some Greek myths.
8. Humans breathe oxygen.

10

Skills 4

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

3.3

Take Home

### Brooklyn

Family Member Directions: Ask your student to reread the story and circle the answers to the questions.

- Where are Kim and Kurt?  
*Kim and Kurt are in \_\_\_\_\_.*
  - Manhattan
  - Brooklyn
  - Bronx
  - Queens
- When Kim and Kurt get to Prospect Park, what does Kurt want to do?  
*Kurt wants to \_\_\_\_\_.*
  - eat ice cream
  - go to the gym
  - look for a job
  - stop and play
- Why is Kurt sad?  
*Kurt is sad because \_\_\_\_\_.*
  - Kim says he cannot get ice cream
  - Kim says Kurt must look for a job
  - Kim says that they cannot stop and play
  - Kim says Kurt must go home

Skills 4

13

- Why is Kim looking for a part-time job?  
*Kim wants to have time to \_\_\_\_\_.*
  - read books for college
  - play and do fun things with Kurt
  - sleep late each morning
  - exercise at the gym
- Where do Lynn and Sheryl invite Kim and Kurt to go?  
*They invite Kim and Kurt to go with them to \_\_\_\_\_.*
  - the Bronx Zoo
  - Brooklyn
  - Queens
  - Drummer's Grove

Circle the name of the character who made the statement.

| Sentence                                           | Character                                             |
|----------------------------------------------------|-------------------------------------------------------|
| "I think that makes me part kid and part grownup." | Kurt Lynn <input checked="" type="radio"/> Kim Sheryl |
| "You should get a job at the Bronx Zoo!"           | <input checked="" type="radio"/> Kurt Lynn Kim Sheryl |
| "Hi, big man! Would you like to come with us?"     | Kurt <input checked="" type="radio"/> Lynn Kim Sheryl |

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Skills 4

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

4.1

Activity Page

### Fill in the Blank

kind entire mile pilot find  
child mind surprise grind wild

Directions: Have students write the best word from the box to complete each sentence.

- A cat is tame and can be a pet, but a tiger is wild.
- What kind of ice cream do you like the best?
- Lynn hid my notebook and now I cannot find it.
- The pilot landed the plane on time.
- A child cannot drive a car.
- The miller will grind the wheat into flour.
- Don't tell Kim what I got for her birthday. I want to surprise her.
- The school is about a mile away.
- Do you mind if I sit next to you?
- Bill ate the entire pie and then felt sick!

Skills 4

15

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

5.2

Activity Page

### Synonyms and Antonyms

Write the best word from the box to finish each sentence.

sigh night frighten high  
right light fight

- A synonym of *scare* is frighten.  
A witch could frighten a child.
- An antonym of *day* is night.  
We sleep during the night.
- An antonym of *wrong* is right.  
Bill got all of his spelling words right on the test.
- An antonym of *dark* is light.  
Please turn on the light so I can read.
- A synonym of *argue* is fight.  
When my sister and I do not agree, we fight.
- A synonym for *breathe out* is sigh.  
Bart let out a sigh when his dad said to turn off the TV.
- A synonym for *tall* is high.  
I cannot reach the box because it is on a high shelf.

Skills 4

21

### Synonyms and Antonyms

Write the best word from the box to finish each sentence.

|         |        |        |
|---------|--------|--------|
| highway | tight  | flight |
| upright | bright | might  |

- A synonym for *may* is might.  
I might not go to soccer today because I feel sick.
- An antonym of *dim* is bright.  
I needed sunglasses because it was so bright outside.
- A synonym for a *plane trip* is flight.  
My flight was late, so I did not get there on time.
- An antonym of *loose* is tight.  
My pants are too tight.
- A synonym of *road* is highway.  
We will take the highway to drive to the store.
- A synonym of *standing* is upright.  
The chair on the deck tipped over during the storm, so I turned it back upright.

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Skills 4

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

5.3 Activity Page

### Dwight's Lights

- What is printed on the poster in Dwight's Lights?
  - "Sale!" is printed on the poster.
  - "Open!" is printed on the poster.
  - "Dwight is hiring!" is printed on the poster.  
Page 28
- Why is Dwight's Lights so bright?
  - The shop has a lot of sun.
  - The shop's lights and lamps are all turned on.
  - The shop is on fire.  
Page 28
- Dwight is very loud with Kim and Kurt. Why?
  - Dwight would like to sell a light or lamp to Kim and  Kurt.
  - Dwight is angry with Kim and Kurt.
  - There is a lot of noise in the shop.  
Page 30

Directions: Have students reread the story and answer the questions.

Skills 4

23

- Why does Dwight's face fall when Kim says that she has no need for a light?
  - Dwight had hoped to make a sale.
  - Dwight is feeling ill.
  - Dwight would like to talk more with Kim and Kurt.

Page 32

- Do you think that you would like Dwight? Why or why not?

Answers may vary, but may include statements like "No, because he seems too loud."

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Skills 4

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

6.1 Activity Page

### Fill in the Blank

#### Part 1: Nouns

- one dragonfly, three dragonflies
- one butterfly, three butterflies
- one firefly, three fireflies
- one spy, three spies

#### Part 2: Verbs

- cry cries
- fly flies
- dry dries
- try tries
- multiply multiplies

Directions: Have students practice changing -y to -i and adding -es to each word. Refer to the Teacher Guide, Lesson 6 for detailed directions.

Skills 4

25

Directions: Have students write the correct form and spelling of each word in each sentence.

Part 3: Nouns and Verbs

1. dragonflies are fast.  
(dragonfly)
2. I caught a jar of fireflies.  
(firefly)
3. There were lots of butterflies in the tree.  
(butterfly)
4. The dress dries as it hangs in the sun.  
(dry)
5. When I haven't had something to eat for a while, a hamburger satisfies my hunger.  
(satisfy)

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

7.1

Activity Page

Part 1:

1. The \_\_\_\_\_ went fishing at the lake.  
plural of man  
A. mans  
 B. men  
C. mens
2. The \_\_\_\_\_ enjoyed playing checkers.  
plural of child  
A. childs  
 B. children  
C. childrens
3. Bart went home to get some boots when it started to rain so his \_\_\_\_\_ would stay dry.  
plural of foot  
A. foots  
B. feets  
 C. feet

Directions: Part 1: Have students circle the letter of the best answer for each sentence.

Directions: Part 2: Have students read the noun on each line. Have them write 'S' if the noun is just one of something (singular). Have them write 'P' if the noun is more than one (plural).

4. The dentist cleaned my \_\_\_\_\_.  
plural of tooth  
 A. teeth  
B. teeths  
C. toothes
5. I saw \_\_\_\_\_ flying in the sky.  
plural of goose  
A. gooses  
B. geeses  
 C. geese
6. The cat was chasing three \_\_\_\_\_.  
plural of mouse  
A. mouses  
 B. mice  
C. mices

Part 2:

|              |   |                 |   |
|--------------|---|-----------------|---|
| man _____    | S | children _____  | P |
| teeth _____  | P | fireflies _____ | P |
| tooth _____  | S | mice _____      | P |
| geese _____  | P | pencil _____    | S |
| dishes _____ | P | feet _____      | P |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

8.1

Activity Page

Fill in the Blank

1. My sister is one year old today.  
(told old)
2. A bolt of lightning hit the tree.  
(toll bolt)
3. We had to pay a toll to drive on the highway.  
(told toll)
4. Would you like a dinner roll with your meat?  
(scroll roll)
5. Who has the most eggs in a basket?  
(told most)
6. I have a stuffed up nose and a bad cold.  
(cold gold)
7. Dad will scold us if we don't do our jobs.  
(sold scold)
8. Can you help me hold the fence post while I fix it?  
(sold hold)
9. Would you like to go for a stroll outside to get some exercise?  
(colt stroll)
10. Will you help me fold the clean shirts?  
(fold sold)

Directions: Have students write the correct word in each blank.



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

# 8.4

Take Home

## The Gym

Family Member Directions: Have your student reread the story and answer the questions in complete sentences.

1. What is a gym?

A gym is a place where people go to exercise and get in shape.

2. Why do people pay to join a gym?

People pay to join a gym so they can be members.

3. Who are Tom and Beth?

Tom and Beth are the owners of the gym.

Skills 4

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4. Why don't Tom and Beth hire Kim?

Tom and Beth don't hire Kim because they just hired someone else.

5. What advice does Tom give Kim?

Tom tells Kim to go see Alberto at the corner market.

6. What do you do to exercise?

Answers may vary, but might include statements like "I exercise by playing sports."

7. Would you rather run outside or run inside a gym? Why?

Answers may vary, but might include phrases like "I would rather run outside because the scenery changes."

Skills 4

40

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

# 9.1

Activity Page

Directions: Have students read all the words in the box aloud, circle the tricky spelling 'ow', and then sort the words into correct columns.

|       |       |       |       |      |
|-------|-------|-------|-------|------|
| blow  | fowl  | owl   | glow  | row  |
| show  | howl  | slow  | prowl | snow |
| tow   | crown | grow  | frown | gown |
| clown | throw | growl | scowl | town |

/o/ like snow

/ou/ like now

|       |       |
|-------|-------|
| blow  | clown |
| show  | fowl  |
| tow   | howl  |
| throw | crown |
| slow  | owl   |
| grow  | growl |
| glow  | prowl |
| row   | frown |
| snow  | scowl |
|       | gown  |
|       | town  |

Skills 4

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Directions: Have students read all the words in the box aloud. Have students write the best word from the box to complete each sentence.

|       |       |       |      |       |
|-------|-------|-------|------|-------|
| glow  | snow  | throw | gown | cloud |
| pound | sound | howl  | town | crown |

- We have a house in a small town.
- Did you hear the sound of the crickets?
- Can you throw a ball?
- Fireflies can glow in the dark at night.
- Did you hear the dog howl at the moon?
- Sometimes when it is cold, snow will fall and make the ground white.
- Is there a cloud in the sky?
- The queen has a crown.
- The clerk at the market sold me a pound of beans.
- I like my pink gown the most.

Skills 4

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 10.2 Activity Page

### Singular and Plural Nouns

| Singular Nouns (one) | Plural Nouns (more than one) |
|----------------------|------------------------------|
| child                | children                     |
| butterfly            | butterflies                  |
| man                  | men                          |
| tooth                | teeth                        |
| class                | classes                      |
| foot                 | feet                         |
| woman                | women                        |
| mouse                | mice                         |

- \_\_\_\_\_
- \_\_\_\_\_

Directions: Have students write the plural form of each noun on the corresponding line. Then have students make up two sentences using at least one of the plural nouns from the exercise in each sentence.

Skills 4

45

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 10.3 Activity Page

### Singular and Plural Nouns

#### Part 1

- wife wives
- loaf loaves
- elf elves
- hoof hooves
- shelf shelves
- half halves

#### Part 2

- \_\_\_\_\_
- \_\_\_\_\_

Directions: In Part 1, have students write the plural form for each word. In Part 2, have students write two sentences using one of the nouns. Use the singular form of the noun in one sentence and the plural form in the other sentence. Circle the noun selected in each sentence.

Skills 4

47

Directions: Have students use the words in the box to complete the sentences. Then have students circle all of the common nouns, draw a box around the proper nouns, and draw a wiggly line under each verb in the sentences.

|        |        |        |       |
|--------|--------|--------|-------|
| calves | scarf  | loaves | leaf  |
| leaves | halves | hoof   | elves |

- When it is cold, Sheryl wears her red scarf wrapped around her neck.
- The leaves on the trees turn red and yellow in the fall.
- Mom cut the muffin into two halves so that Bart and Jill each could have a part to eat.
- Pam mixed flour, eggs and milk to make three loaves.
- Dad read a story about how elves make shoes.
- I slipped on a wet leaf on the steps outside.
- The calves are in the barn with the cows.
- The horse started to limp, so we looked and found a thorn in its hoof.

each year.

48

Skills 4

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 10.4 Activity Page

### The Subway

- Where do Kim and Kurt need to go on the subway?  
Kim and Kurt need to ride the subway to Manhattan.
- Will Kim and Kurt get to see the East River? Why or why not?  
Kim and Kurt will not see the East River because they will ride under it while riding the subway.
- What is the meaning of the word *sub*?  
Sub is a prefix meaning under.
- Why does Kurt want to get off the train?  
Kurt wants to get off the train because he is so squashed that he's having trouble breathing.
- What happens at the Wall Street stop?  
A lot of people get off the train at the Wall Street stop so Kim and Kurt are able to sit down.

Directions: Have students reread the story and answer the questions in complete sentences.

Skills 4

49

6. Have you ever taken a subway? If so, what was it like? If not, would you like to? Why or why not?  
Answers may vary, but may include phrases like "I've never ridden a subway, but I would like to soon, if it isn't too crowded."

**First, number the sentences in the proper order. Then rewrite the sentences in the right order.**

Kurt and Kim got seats on the train. 5  
 Kurt and Kim waited on the platform. 3  
 Kurt and Kim left the diner. 1  
 Kim grabbed a strap, and Kurt grabbed Kim's leg. 4  
 Kurt and Kim looked at the subway map. 2

- Kurt and Kim left the diner.
- Kurt and Kim looked at the subway map.
- Kurt and Kim waited on the platform.
- Kim grabbed a strap, and Kurt grabbed Kim's leg.
- Kurt and Kim got seats on the train.

50 Skills 4

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **11.2** Take Home

**Fill in the Blank**

|         |        |        |         |        |         |
|---------|--------|--------|---------|--------|---------|
| athlete | beach  | zebra  | expect  | fever  | replied |
| else    | second | became | pretend | create | decide  |

- He is a good athlete and plays football for a pro team.
- Sometimes my sister likes to wear a crown and a long dress and pretend that she is a princess.
- When I asked my mom if I could stay up until midnight, she firmly replied, "No way!"
- A zebra looks like a horse with black and white stripes.
- He became a third grader at the beginning of the year.
- On a summer day, I like to spend the day at the beach, relaxing and swimming.
- Mark has a fever and does not feel well.
- Lynn came in first place in the race and Sheryl came in second.

Family Member Directions: Have your student first read all the words in the box and then choose the best word from the box to complete each sentence.

53 Skills 4

**Fill in the Blank**

|         |        |        |         |        |         |
|---------|--------|--------|---------|--------|---------|
| athlete | beach  | zebra  | expect  | fever  | replied |
| else    | second | became | pretend | create | decide  |

- Kurt had a hard time trying to decide what kind of ice cream to order because he liked them all.
- What time do you expect your aunt to get here?
- The artist will create a new painting to be displayed in the art show.
- I have looked everywhere for my lost purse and don't know where else to search.

54 Skills 4

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **12.1** Activity Page

**Proper Nouns**

**Part 1:**

mr halter Mr. Halter miss burks Miss Burks  
 ms parker Ms. Parker mrs binns Mrs. Binns  
 miss jacks Miss Jacks mr hunt Mr. Hunt  
 mrs tripp Mrs. Tripp ms sims Ms. Sims

**Part 2:**

girl \_\_\_\_\_ street \_\_\_\_\_  
 teacher \_\_\_\_\_ state \_\_\_\_\_  
 day \_\_\_\_\_ boy \_\_\_\_\_

Directions: Have students rewrite the names correctly in Part 1. Then have students write a name for each common noun in Part 2.

55 Skills 4

Directions: Have students rewrite these sentences correctly. Then have students draw a circle around the common nouns, a box around the proper nouns, and a wiggly line under the verbs.

1. do you know if bill sold the old truck to mr tucker last sunday

Do you know if Bill sold the old truck to Mr. Tucker last Sunday?

2. mrs fine tripped on the curb thursday at miss smith's house

Mrs. Fine tripped on the curb Thursday at Miss Smith's house.

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Skills 4

NAME: \_\_\_\_\_ 13.1

DATE: \_\_\_\_\_

Activity Page

Part 1:

1. Miss Tucker took our class to the fair, the fair was on Saturday, May 2, 2013.
2. Beth's dad, Mr. Bonner, went with us to the fair, the fair was on Main Street. We went to eat at Burger Barn after the fair, Mrs. Harper made cupcakes for our lunch.

Part 2:

1. mr bob parker Mr. Bob Parker
2. mrs jane jones Mrs. Jane Jones
3. ms tammy binns Ms. Tammy Binns
4. miss becky willis Miss Becky Willis

Directions: Part 1: Have students read and edit the sentences. Part 2: Have students rewrite the names correctly.

Skills 4

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Directions: Part 3: Have students rewrite the sentences correctly. Draw a circle around the common nouns, a box around the proper nouns, and a wiggly line under the verb, and a straight line under possessives.

Part 3:

1. kurt plays goalie for his soccer team, the tigers, on fridays

Kurt plays goalie for his soccer team, the Tigers, on Fridays.

2. jans track team, the roadrunners, is coached by mrs turner

Jan's track team, the Roadrunners, is coached by Mrs. Turner.

3. fran played at bills house on saturday morning

Fran played at Bill's house on Saturday morning.

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Skills 4

NAME: \_\_\_\_\_ 13.6

DATE: \_\_\_\_\_

Take Home

1. How did the man who got on the train look?
- The man looked like a mess.
  - The man looked sharp.
  - The man was singing.
2. What is a bank?
- A bank is a place where you get free food.
  - A bank is a place where you take your food to keep it safe.
  - A bank is a place where you take your cash to keep it safe.
3. What is a loan?
- A loan is cash that you have to pay back.
  - A loan is free cash that you don't have to pay back.
  - A loan is a free car that you get to pick out.
4. What is one reason that you would need a loan?
- You might need a loan because you have too much cash.
  - You might need a loan because you want to open your own shop.
  - You might need a loan because you want to sing a song.

Family Member Directions: Ask your student to mark the circle by the best answer to each question.

Skills 4

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5. Why can't Kim get a job at a bank?
- Kim doesn't want a job at a bank.
  - Kim doesn't have sharp clothes.
  - Kim hasn't completed two or three years of college.

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Skills 4

NAME: \_\_\_\_\_ 14.1 Activity Page  
DATE: \_\_\_\_\_

**More Verbs**

am is are

**Part 1:**

1. I am you are he is.
2. she is we are they are.

**Part 2:**

1. I am at home today.
2. They are mad.
3. He is a good athlete.
4. We are fast runners.
5. You are my best pal.
6. She is fun to play with.
7. You are a girl.
8. I am from the United States.

Directions: Part 1: Have students fill in blanks with a form of the verb to be (am, is, are) Part 2: Have students read the sentences and draw a wiggly line under the verb to be in each sentence.

Skills 4

77

Directions: Part 3: Have students complete the sentences by writing a form of the verb to be in the blank. Students may use words more than once. Part 4: Have students write three sentences using the form of the verb to be

**Part 3:**

am is are

1. She is a good runner.
2. They are members of my soccer team.
3. We are good readers.
4. I am the class helper today.
5. You are in the right line.
6. He is glad to be in our class.

**Part 4:**

1. am \_\_\_\_\_  
\_\_\_\_\_
2. is \_\_\_\_\_  
\_\_\_\_\_
3. are \_\_\_\_\_  
\_\_\_\_\_

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Skills 4

NAME: \_\_\_\_\_ 17.1 Activity Page  
DATE: \_\_\_\_\_

**Fill in the Blank**

Write the best word from the box to finish each sentence.

key bunny story city baby shy  
myth chimney yard funny study donkey

1. A donkey looks a lot like a horse.
2. The grass in the back yard needs to be mowed.
3. The baby was crying because he was hungry.
4. Kurt asked his sister to read him a silly story.
5. Do you have your house key so you can unlock the door?
6. I saw a fluffy, white bunny burrow into its hole.
7. There was smoke blowing from the chimney because we had a fire in the fireplace.
8. The Greek myth we are reading is about gods and goddesses.

Directions: Have students read the words in the box aloud. Then have students read and follow directions.

Skills 4

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### Fill in the Blank

Write the best word from the box to finish each sentence.

|      |         |       |       |       |        |
|------|---------|-------|-------|-------|--------|
| key  | bunny   | story | city  | baby  | shy    |
| myth | chimney | yard  | funny | study | donkey |

- What a \_\_\_\_\_ joke!
- Don't forget to \_\_\_\_\_ your spelling words for the test on Friday!
- Jenny is \_\_\_\_\_ with people that she does not know well.
- I do not like the noise of the traffic in the \_\_\_\_\_.

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Skills 4

NAME: \_\_\_\_\_ 17.3

DATE: \_\_\_\_\_

Take Home

|          |       |        |           |        |
|----------|-------|--------|-----------|--------|
| nurse    | easy  | light  | butterfly | twenty |
| squirrel | furry | really | angry     | body   |

- I stayed outside all day and got a sunburn over my entire \_\_\_\_\_  
body.
- The \_\_\_\_\_nurse told me I had a fever.
- My sister is \_\_\_\_\_twenty years old.
- Math is an \_\_\_\_\_easy subject for me.
- The \_\_\_\_\_squirrel ate the corn from the feeder.
- I did not eat lunch, so I am \_\_\_\_\_really hungry!
- Can you turn on the \_\_\_\_\_light?
- A soft, \_\_\_\_\_furry bunny hopped past the lawn.
- My mom was \_\_\_\_\_angry when she saw the hole in my pants.
- The \_\_\_\_\_butterfly flitted from flower to flower.

Family Member Directions: Have your student write the best word from the box to complete each sentence.

Skills 4

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NAME: \_\_\_\_\_ 18.1

DATE: \_\_\_\_\_

Activity Page

|        |        |           |        |       |         |
|--------|--------|-----------|--------|-------|---------|
| yellow | tricky | butterfly | baby   | gym   | antonym |
| story  | dry    | study     | supply | crazy | fairy   |

|                                                          |                                                                                                    |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <p><b>'y' &gt; /y/ (yarn)</b></p> <p>yellow</p>          | <p><b>'y' &gt; /ie/ (my)</b></p> <p>butterfly<br/>dry<br/>supply</p>                               |
| <p><b>'y' &gt; /i/ (myth)</b></p> <p>gym<br/>antonym</p> | <p><b>'y' &gt; /ee/ (funny)</b></p> <p>tricky<br/>baby<br/>story<br/>study<br/>crazy<br/>fairy</p> |

Directions: Have students write each word in the correct box.

Skills 4

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NAME: \_\_\_\_\_ 18.2

DATE: \_\_\_\_\_

Activity Page

### Plural Nouns

- Big \_\_\_\_\_cities  
(city) have subway trains.
- We went to a lot of \_\_\_\_\_parties.  
(party)
- There are six \_\_\_\_\_puppies!  
(puppy)
- We picked a bucket of \_\_\_\_\_cherries.  
(cherry)
- Cindy likes to hear \_\_\_\_\_stories about elves  
and \_\_\_\_\_fairies.  
(story)  
(fairy)

### Verbs

- He \_\_\_\_\_studies  
(study) for his test each night.
- The man \_\_\_\_\_hurries  
(hurry) to his home.
- Jane \_\_\_\_\_buries  
(bury) her green peas in the gravy.
- The squirrel \_\_\_\_\_carries  
(carry) nuts in his cheeks.
- Mark \_\_\_\_\_marries  
(marry) Jane next week.

Directions: Have students read each sentence and then read the word below the blank as it is presently written. For sentences 1–5, students should change the singular noun to a plural noun. For sentences 6–10, students should change the verb to the appropriate present-tense form.

Skills 4

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Directions: Part 1: Have students draw circles around the common nouns, boxes around the proper nouns, and wiggly lines under the verbs. Part 2: Have students make each singular noun into a plural noun. Part 3: Have students fill in the bubble beside the correct answer.

**Part 1:**

- I was on the subway until Wall Street.
- Mr. Fremont is a jolly man.
- We were really hungry.
- The player hit the baseball out of the park.
- Her mom's name is Mrs. Gunter.

**Part 2:**

- 1 witch, 5 witches    1 child, 2 children  
 1 puppy, 2 puppies    1 mouse, 3 mice  
 1 towel, 6 towels    1 firefly, 4 fireflies  
 1 squirrel, 9 squirrels    1 elf, 8 elves

**Part 3:**

- |                                                   |                                                     |
|---------------------------------------------------|-----------------------------------------------------|
| 1. <input type="radio"/> ms Ginger Marks          | 3. <input type="radio"/> Mrs Lynn west              |
| <input type="radio"/> Ms Ginger Marks             | <input type="radio"/> mrs. lynn west                |
| <input checked="" type="radio"/> Ms. Ginger Marks | <input checked="" type="radio"/> Mrs. Lynn West     |
| 2. <input type="radio"/> Mr Jim Burton            | 4. <input type="radio"/> miss sheryl parker         |
| <input checked="" type="radio"/> Mr. Jim Burton   | <input checked="" type="radio"/> Miss Sheryl Parker |
| <input type="radio"/> mr. Jim Burton              | <input type="radio"/> Miss. Sheryl Parker           |

**Part 4:**

- Is Mrs. Wiggins a teacher at Western High?
- A mouse ran past the door and startled Mr. Smith.
- My birthday is on Monday, March 7th.
- I am going to eat at the Burger King that is on Oak street.
- Can you help Miss Winters find the state of Maine on the map?

**Part 5:**

\_\_\_\_\_ am \_\_\_\_\_ are \_\_\_\_\_ is \_\_\_\_\_

- He is very sleepy.
- You are a really good pal.
- I am not really hungry right now.
- She is smart.

**Part 6:**

\_\_\_\_\_ was \_\_\_\_\_ were \_\_\_\_\_

- We are at the park.
- I was so mad yesterday!
- They were satisfied with their gift.

Directions: Part 4: Have students correct the sentences. Part 5: Have students fill in the blanks. Part 6: Have students fill in the blanks.

**Fill in the Blank**

|       |        |         |           |
|-------|--------|---------|-----------|
| salty | caught | dawn    | wallpaper |
| false | always | almanac | walrus    |

- The sun rises in the east at dawn.
- My sister is always last to wake up at our house.
- I went to the store with my mom to pick out wallpaper to decorate my bedroom walls.
- The almanac says that the first snowfall this year will be in December.
- The test will be a true or false test.
- There was a sudden thunderstorm and we got caught in the rain.
- I got very thirsty because the peanuts were salty.
- A walrus has whiskers and long white tusks.

Directions: Have students read the words in the box aloud. Have students write the best word from the box to complete each sentence.

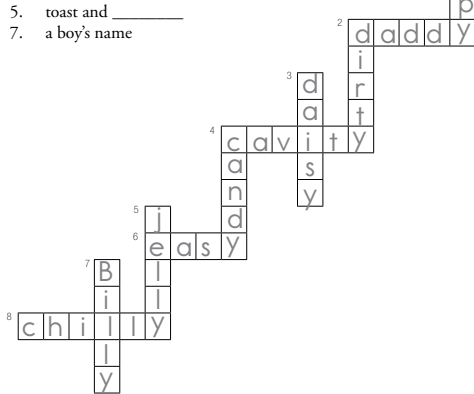
|       |       |        |       |       |
|-------|-------|--------|-------|-------|
| Billy | daddy | cavity | puppy | dirty |
| daisy | easy  | chilly | jelly | candy |

**Down**

- baby dog
- not clean
- a kind of flower
- sweet treat
- toast and \_\_\_\_\_
- a boy's name

**Side to Side**

- antonym of mommy
- hole in your tooth
- not difficult
- a bit cold



Directions: Have students use the clues to complete the crossword puzzle.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **21.3** Take Home

**Dear Family Member.**

Please ask your student to read each sentence carefully. In some sentences the word below the blank will fit in the blank as it is. In other sentences, the word will need to be changed into its plural form.

- I have three cavities.  
(cavity)
- Is the baby wet?  
(baby)
- How many ponies does the farmer have?  
(pony)
- Did you have a penny?  
(penny)
- Is he in the army or navy?  
(army)
- All of my buddies will be at the party.  
(buddy)
- How many daisies did you pick?  
(daisy)
- We all had fat tummies.  
(tummy)
- How many cherries did you eat?  
(cherry)
- What is your hobby?  
(hobby)

Skills 4

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **22.1** Assessment

**The Tally**

- Who is Mr. Fremont?
  - Mr. Fremont is a clerk at the store.
  - Mr. Fremont is the store owner.
  - Mr. Fremont is a shopper in the store.
- What did Mr. Fremont ask Kim to do?
  - He asked her to add up the cost of some food.
  - He asked her to use the front door.
  - He asked her to place items on the shelves.
- Why did Mr. Fremont tell Kim not to use the cash register?
  - The cash register was broken.
  - He wanted to see if Kim could add up the cost herself.
  - He thinks Kim does not know how to use the cash register.
- How did Kim complete the tally?
  - She used a calculator to enter the prices.
  - She checked the prices on the shelves.
  - She wrote the prices on paper and then added them.
- How did Mr. Fremont show he was pleased with Kim?
  - He clapped his hands.
  - He told Kim that she saved the store.
  - He told Kim to add the sales tax.

Directions: Have students read the story and answer the questions.

Skills X

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- Why did Mr. Fremont hand Kim twenty bucks?
  - He wanted her to place the twenty bucks in the cash register.
  - He wanted to pay her for taking inventory and doing the tally.
  - He wanted to help her pay for her subway ride.
- How did Kim feel at the end of the story?
  - She was sad she did not get a job.
  - She was mad after doing the inventory.
  - She was excited because she found a job.
- When did Mr. Fremont tell Kim she could start her job?
  - He told her she could start today.
  - He told her she could start next week.
  - He told her she could start next year.
- If Kim showed up at her job at 9:00 the next day, she would
  - be late.
  - be right on time.
  - be there at the wrong time.
- Who did Kim call?
  - Kim called Kurt.
  - Kim called Mr. Fremont.
  - Kim called her mom.

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Skills 4

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **22.2** Assessment

**Which is Right?**

**Part 1**

- |                                                |                                                  |
|------------------------------------------------|--------------------------------------------------|
| 1. <input type="radio"/> Mr Tom White          | 2. <input type="radio"/> Kims job                |
| <input checked="" type="radio"/> Mr. Tom White | <input checked="" type="radio"/> Kim's job       |
| <input type="radio"/> Mr. tom White            | <input type="radio"/> kim's job                  |
| 3. <input type="radio"/> beths gym             | 4. <input type="radio"/> Miss. Gail Smith        |
| <input type="radio"/> Beths gym                | <input checked="" type="radio"/> Miss Gail Smith |
| <input checked="" type="radio"/> Beth's gym    | <input type="radio"/> Miss Gail smith            |

**Part 2**

- Grasshoppers hop high off the ground. (2 nouns and 1 verb)
- Sally was really happy last Friday. (2 nouns and 1 verb)
- I am at home. (1 noun and 1 verb)

**Part 3**

- i hope we go to oak park on saturday  
I hope we go to Oak Park on Saturday.
- is mr jones invited to the party on march 1, 2011  
Is Mr. Jones invited to the party on March 1, 2011?

Directions: Part 1: Have students fill in the bubble next to the correct answer. Part 2: Have students draw a circle around the common nouns, a box around the proper nouns, and a wiggly line under the verbs. Part 3: Have students rewrite the sentence correctly.

Skills X

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Directions: Part 4: Have students rewrite each word as a plural. Parts 5 and 6: Have students fill in the blank with the correct word.

**Part 4**

shelf shelves child children  
 dress dresses pen pens  
 church churches wife wives  
 elf elves box boxes  
 mouse mice man men  
 wish wishes foot feet

**Part 5**

am are is  
 1. He is happy at the party today.  
 2. I am in second grade this year.  
 3. We are not going outside today.  
 4. They are having pie for a snack.  
 5. You are always on time.  
 6. She is in her room playing.

**Part 6**

was were  
 1. She was happy when she rode the bus yesterday.  
 2. We were all really tired last night.  
 3. They were thrilled to have a party last week.  
 4. I was glad my pal came over yesterday.  
 5. He was my partner in the game last Friday.  
 6. You were the last one to finish the race.

NAME: \_\_\_\_\_ 23.5 Assessment  
 DATE: \_\_\_\_\_

1. fern first find furl
2. burnt bend burn bunt
3. fist first find furl
4. mist math miss myth
5. find kite kin kind
6. neat nice night might
7. spit spy sky sight
8. sowing now snow sow
9. ever ease even easy
10. luck ducky lucky leaky

Directions: Have students circle the word called by the teacher.

11. clerk cent can't cart
12. born burst barn fun
13. thirst thin thick then
14. germ ginger gym gap
15. mend mid made mind
16. sight sitter singer sap
17. seal sky seek sail
18. blow yelling yells howl
19. bent met see mending
20. fume furl fern funny

NAME: \_\_\_\_\_ PP.1 Activity Page  
 DATE: \_\_\_\_\_

**Synonyms**

fix fib silent silly pony  
 speak cry myth part shriek

1. funny silly
2. legend myth
3. quiet silent
4. lie fib
5. sob cry
6. piece part
7. horse pony
8. repair fix
9. scream shriek
10. talk speak

Directions: Have students use the words from the box to write a synonym on the line next to each word.

**Antonyms**

|       |           |       |        |         |
|-------|-----------|-------|--------|---------|
| long  | beginning | erase | soggy  | quickly |
| quiet | kind      | hard  | smooth | dark    |

Directions: Have students use the words from the box to write an antonym on the line next to each word.

1. easy      hard
2. slowly    quickly
3. ending    beginning
4. brief      long
5. mean      kind
6. light      dark
7. bumpy     smooth
8. loud      quiet
9. dry        soggy
10. write     erase

Skills 4

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ PP.2 Activity Page

**Compound Words**

|      |       |       |       |      |
|------|-------|-------|-------|------|
| body | fly   | shirt | light | end  |
| tie  | print | mint  | life  | pool |

Directions: Have students add a word from the box to the end of each numbered word to create a compound word. Write the new compound word on the line.

1. pepper    mint
2. under     shirt
3. finger     print
4. wild      life
5. neck      tie
6. butter     fly
7. flash      light
8. every     body
9. week      end
10. whirl     pool

Skills 4

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ PP.3 Activity Page

**Nouns**

Wear your yellow skirt. (1)

1. Kitties and puppies are cute. (2)
2. The pie has blackberries and cherries. (3)
3. The pond reflected the moonlight. (2)
4. The athlete is holding a football. (2)
5. These lyrics are really good! (1)
6. The bunny is hiding behind the tree. (2)
7. Venus is a planet. (2)

Directions: Have students circle the nouns in the sentences. The number of nouns in a sentence is written at the end of the sentence.

Skills 4

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ PP.4 Activity Page

**Mixed Plural Nouns**

|       |              |       |                 |
|-------|--------------|-------|-----------------|
| cow   | <u>cows</u>  | chip  | <u>chips</u>    |
| girl  | <u>girls</u> | foot  | <u>feet</u>     |
| tooth | <u>teeth</u> | wish  | <u>wishes</u>   |
| desk  | <u>desks</u> | goose | <u>geese</u>    |
| mouse | <u>mice</u>  | child | <u>children</u> |

Directions: Have students write the plural nouns for the words.

Skills 4

Directions: Have students write whether the noun means "one" or "more than one" on the blank beside the word.

- mice more than one
- man one
- men more than one
- geese more than one
- teeth more than one
- children more than one
- foot one
- child one
- tooth one

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Skills 4

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.5

Activity Page

### Irregular Plural Nouns

|      |         |        |        |
|------|---------|--------|--------|
| wolf | leaves  | loaf   | loaves |
| elf  | wolves  | leaf   | scarf  |
| half | scarves | halves | elves  |

- Many leaves fell from the trees.
- Santa has many elves.
- I saw a bright red leaf from a tree on the ground.
- Mrs. Barton baked three loaves, one for each of my teachers.
- Mom has a new green scarf to wear.
- We cut the paper into two halves.
- Can you give me half of your muffin?
- There can be wolves in the woods.

Directions: Have students select the word from the box that best fits the sentence.

Skills 4

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|      |         |        |        |
|------|---------|--------|--------|
| wolf | leaves  | loaf   | loaves |
| elf  | wolves  | leaf   | scarf  |
| half | scarves | halves | elves  |

- There was only one loaf left on the store shelf.
- There is a big, bad wolf in the tale "The Three Little Pigs."
- There were nice scarves at the store.
- In the magic tale, an elf found gold at the end of the rainbow.

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Skills 4

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.6

Activity Page

### Titles and Proper Nouns

#### Part 1:

- ms tyler Ms. Tyler
- miss smith Miss Smith
- mr winters Mr. Winters
- mrs landers Mrs. Landers

#### Part 2:

- mom baked a cake for mr woods on saturday  
Mom baked a cake for Mr. Woods on Saturday.
- can miss rogers help us with our meeting in september  
Can Miss Rogers help us with our meeting in September?
- it is fun to go to burns park on main street each friday  
It is fun to go to Burns Park on Main Street each Friday.

Directions: Part 1: Have students write the titles correctly. Part 2: Have students write the sentences correctly.

Skills 4

143



NAME: \_\_\_\_\_ PP.11 Activity Page  
 DATE: \_\_\_\_\_

**Past Tense to be**

Fill in each blank with *was* or *were*.

1. I was
2. You were
3. She was
4. We were
5. They were
6. It was
7. He was

Skills 4

153

Write two sentences using the word *was*.

1. Answers may vary.  
 \_\_\_\_\_  
 \_\_\_\_\_
2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Write two sentences using the word *were*.

1. Answers may vary.  
 \_\_\_\_\_  
 \_\_\_\_\_
2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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Skills 4

NAME: \_\_\_\_\_  
 DATE: \_\_\_\_\_

**Spelling Activity Page for Lessons 1-5**

|        |         |         |         |         |
|--------|---------|---------|---------|---------|
| hawk   | yawn    | crawl   | vault   | haunted |
| causes | oil     | spoiled | coin    | cowboy  |
| enjoy  | destroy | moon    | cartoon | spool   |

Use the words in the word box to complete the puzzle.

**Down**

1. The sun, the \_\_\_\_\_, and the stars are in the sky.
3. You do this when you are sleepy.
4. You might be this if you always get your way.
5. What \_\_\_\_\_ a cold?
7. I would \_\_\_\_\_ some ice cream.
8. A word for *jump*
9. A comic strip
11. You fry food in this.

**Side to Side**

2. He rides the plains with cows.
5. A penny or a dime
6. Large bird that eats chickens
9. A baby will do this before walking.
10. Do not \_\_\_\_\_ my vase.
12. A \_\_\_\_\_ of kite string
14. A house might be \_\_\_\_\_ if there are ghosts.

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Skills 4

PP.12 Activity Page



Skills 4

157

NAME: \_\_\_\_\_  
 DATE: \_\_\_\_\_

### Spelling Activity Page for Lessons 6–10

Use the words in the word box to complete the puzzle.

|       |      |       |       |       |
|-------|------|-------|-------|-------|
| car   | bar  | store | chore | nerve |
| serve | stir | girl  | bird  | fur   |
| hurt  | turn | purse | all   | shirt |

#### Down

- I \_\_\_\_\_ my knee when I fell.
- Your mom might say you are getting on her last \_\_\_\_\_.
- A job you do at home
- You go here to get milk.
- My car is shedding her \_\_\_\_\_.
- I have a stain on my \_\_\_\_\_.
- Not a boy but a \_\_\_\_\_
- I added a \_\_\_\_\_ to the fence.

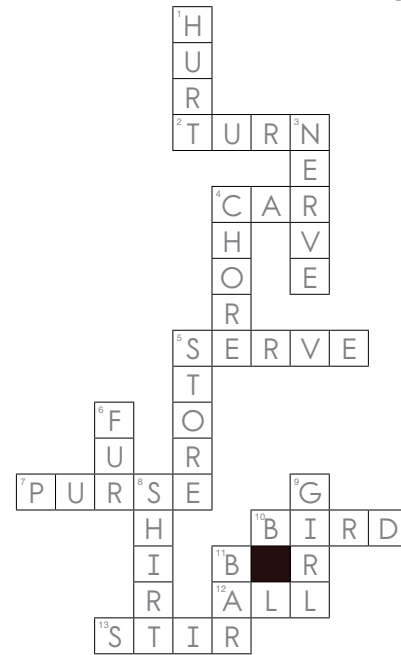
#### Side to Side

- Can you \_\_\_\_\_ on the light?
- You ride in this.
- A waiter will \_\_\_\_\_ you dinner.
- My mom has a big \_\_\_\_\_.
- A crow is one of these.
- Can \_\_\_\_\_ of us go with you?
- Please \_\_\_\_\_ the cake batter.

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Skills 4

PP.13 Activity Page



Skills 4

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NAME: \_\_\_\_\_  
 DATE: \_\_\_\_\_

### Spelling Activity Page for Lessons 11–15

Use the words in the word box to complete the puzzle.

|        |        |       |         |         |
|--------|--------|-------|---------|---------|
| elbow  | yellow | below | rainbow | snow    |
| sorrow | arrow  | plow  | flowers | your    |
| powder | shower | meow  | chow    | growing |

#### Down

- to eat
- You might take this to get clean.
- many colors in an arch in the sky
- a sound a dog might make
- the bend of your arm
- You might put this on a baby.
- A farmer might do this to the soil.
- A cat makes this sound.

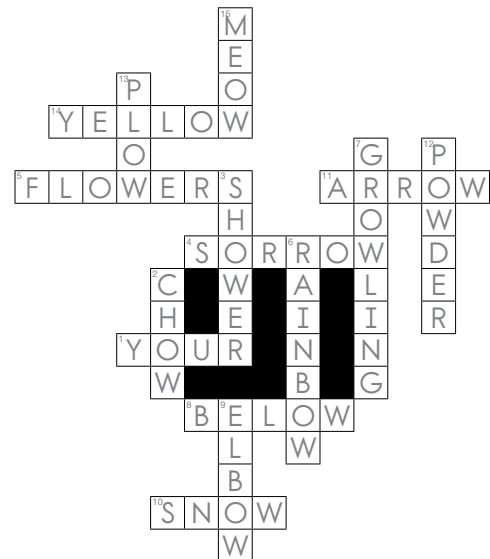
#### Side to Side

- This is \_\_\_\_\_ scarf.
- sadness
- plants that bloom
- not on top
- White flakes that fall from the sky in winter.
- bow and \_\_\_\_\_
- A buttercup flower is this color.

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Skills 4

PP.14 Activity Page



Skills 4

161

NAME: \_\_\_\_\_  
 DATE: \_\_\_\_\_

### Spelling Activity Page for Lessons 16–20

Use the words in the word box to complete the puzzle.

|      |       |      |         |          |
|------|-------|------|---------|----------|
| eve  | creek | week | meeting | she      |
| we   | fever | zero | pretend | squeak   |
| meal | wheat | seal | people  | complete |

#### Down

- seven days long
- I saw a \_\_\_\_\_ swimming at the zoo.
- I will see you at the \_\_\_\_\_.
- There were lots of \_\_\_\_\_ in the crowd.
- the night before
- to finish
- He is not going, so \_\_\_\_\_ is not going.

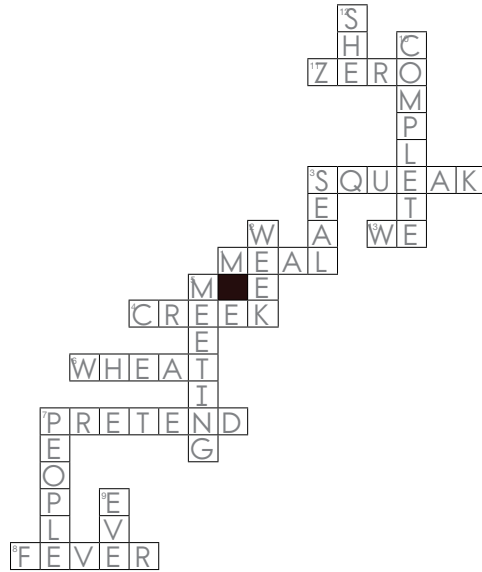
#### Side to Side

- Dinner is a \_\_\_\_\_.
- A toy for dogs might make this sound.
- smaller than a river
- Flour is made from this grain.
- not real
- If you are sick, you may have a \_\_\_\_\_.
- a number less than 1
- \_\_\_\_\_ are happy!

162

Skills 4

PP.15 Activity Page



Skills 4

163

NAME: \_\_\_\_\_ PP.16 Activity Page  
 DATE: \_\_\_\_\_

Choose the best word from the box to complete each sentence.

|          |          |        |
|----------|----------|--------|
| hurt     | circus   | skirts |
| burned   | birthday | birds  |
| surprise | Saturday | clerks |
| thirsty  | dirty    |        |

- I like pants better than skirts.
- Be careful near the edge! I don't want you to get hurt.
- Is the party on Friday or Saturday?
- In the nest sat three baby birds.
- Shirley saw clowns at the circus.
- Is the party a surprise?
- Abby got lots of gifts for her birthday.
- Can I have something to drink? I am so thirsty.
- My mom makes me shower when I am dirty.

Skills 4

165

Choose the best word from the box to complete each sentence.

|          |          |        |
|----------|----------|--------|
| hurt     | circus   | skirts |
| burned   | birthday | birds  |
| surprise | Saturday | clerks |
| thirsty  | dirty    |        |

- The fire burned all night.
- The store clerks were very helpful.

166

Skills 4



NAME: \_\_\_\_\_ PP.17 Activity Page  
 DATE: \_\_\_\_\_

Fill in *yes* or *no* on each blank.

1. Can a bird swim in a birdbath? yes
2. Is today Thursday? yes / no
3. Do fish have fur? no
4. Can tigers run fast? yes
5. Does a dime have corners? no
6. Is a goose a bird? yes
7. Does a nurse use a thermometer? yes
8. Does a shepherd take care of squirrels? no
9. Is Saturn a planet? yes
10. Do you have to go to class on Saturday? no

Skills 4

167

NAME: \_\_\_\_\_ PP.18 Activity Page  
 DATE: \_\_\_\_\_

1. The bird will make a nest in the spring.  
(hard bird)
2. Her hair has lots of curls.  
(church curls)
3. My mom's purse has lots of stuff in it.  
(nurse purse)
4. Can you ask that girl to skip rope with me?  
(grill girl)
5. The nurse gave me a shot in the arm.  
(purse nurse)
6. If you can ride the waves in the sea, then you can surf.  
(sure surf)
7. Last year I was in first grade.  
(fist first)
8. I like the swirl ice cream cones at the shop.  
(swirl sell)
9. To make butter, you have to churn cream.  
(churn curl)
10. My skirt is green and red for the holidays.  
(skirt skit)
11. Dad lets me stir the pancake batter on Saturday mornings.  
(skirt stir)
12. The cat's fur is so soft.  
(fur first)

Directions: Have students write the best word to complete each sentence.

Skills 4

169

NAME: \_\_\_\_\_ PP.19 Activity Page  
 DATE: \_\_\_\_\_

**Part 1:**

|         |          |         |
|---------|----------|---------|
| curly   | lever    | thirty  |
| baker   | maker    | mother  |
| hurry   | birth    | western |
| turning | thirsty  | person  |
| dirty   | interest | sunburn |
| bird    | squirrel | hurt    |
| curb    | faster   | over    |

**Part 2:**

|           |       |         |         |
|-----------|-------|---------|---------|
| circus    | serve | ham     | whirl   |
| turn      | fork  | purr    | pattern |
| fur       | cold  | bird    | nerve   |
| curb      | class | further | dirt    |
| perch     | lever | first   | best    |
| surrender | stare | stirrup | sir     |
| bird      | arch  | perfect | disturb |

Directions: Part 1: Have students circle the spelling in each word that stands for the /er/ sound. Part 2: Have students cross out the word in each row that DOES NOT contain the /er/ sound.

Skills 4

171

NAME: \_\_\_\_\_ PP.20 Activity Page  
 DATE: \_\_\_\_\_

**Sound Sorting**

|          |      |         |         |        |     |
|----------|------|---------|---------|--------|-----|
| kick     | gym  | gift    | hill    | myth   | lip |
| syllable | milk | antonym | synonym | acting | did |

|                      |                        |
|----------------------|------------------------|
| 'i' like <i>skin</i> | 'y' like <i>system</i> |
| kick                 | antonym                |
| acting               | gym                    |
| gift                 | myth                   |
| hill                 | syllable               |
| did                  | synonym                |
| lip                  |                        |
| milk                 |                        |

Directions: Have students read the words in the box aloud. Then have students circle the letter for the /i/ sound in each word. Then write the words with the /i/ sound spelled 'i' under skin and the words with the /i/ sound spelled 'y' under system.

Skills 4

173

NAME: \_\_\_\_\_ PP.21 Activity Page  
 DATE: \_\_\_\_\_

Last Friday, Mike and his dad visited the wildlife park in Ohio. Mike was most excited to see the tigers, but as soon as he spied them, he became frightened. (Mike is just five.) His dad tried to quiet him, but Mike started crying and would not stop. He was terrified of the tigers! At last, Mike's dad asked Mike if he'd like to see the pythons. Mike nodded and his sobs subsided. He was quiet as he and his dad tried to find the pythons, but once they found them, Mike started smiling and chatting up a storm.

Directions: Have students circle all of the spellings for the /i/ sound.

Skills 4

175

NAME: \_\_\_\_\_ PP.22 Activity Page  
 DATE: \_\_\_\_\_

Use the words from the word box to fill in the puzzle.

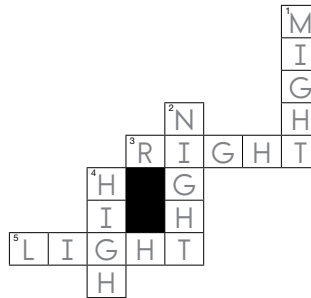
light    might    night    right    high

Down

- I \_\_\_\_\_ like an ice pop.
- We can see the stars at \_\_\_\_\_.
- Put the book on the \_\_\_\_\_ shelf.

Side to Side

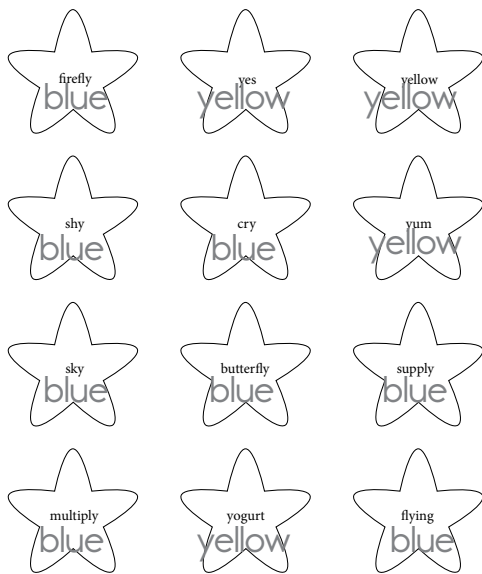
- Turn \_\_\_\_\_ at the corner.
- Please turn on the \_\_\_\_\_.



Skills 4

177

NAME: \_\_\_\_\_ PP.23 Activity Page  
 DATE: \_\_\_\_\_



Directions: If the word on the star has the /ie/ sound, color it blue. If the word on the star has the /y/ sound, color it yellow.

Skills 4

179

NAME: \_\_\_\_\_ PP.24 Activity Page  
 DATE: \_\_\_\_\_

Fill in the Blank

cold    yodel    scold    solo    cola  
 mold    hold    banjo    moment    open

- Will you open the door?
- A yodel is a kind of shout or call.
- Please wait one moment and then we will all go to the store.
- To sing by yourself means to sing a solo.
- Would you like a cola to drink?
- There was green mold on my sandwich, so I didn't eat it.
- Can you hold my mittens?
- My mom might scold me if I am not home on time.
- My sister can play the banjo.
- I am so cold, I think I will just freeze.

Directions: Have students read the words in the box aloud. Have students write the best word from the box to complete each sentence.

Skills 4

181

NAME: \_\_\_\_\_ PP.25 Activity Page  
DATE: \_\_\_\_\_

This morning, my mom gave me a yellow pot filled with brown soil. She told me that the soil had a flower seed in it. I set the pot on my windowsill and waited, but the flower did not grow. I put the pot in the shower to water the seed, but the flower did not grow. I placed the pot where the sun would shine on it, but the flower did not grow. I placed the pot in a shadow, but the flower still did not grow. I frowned and was just about to throw it out. At last, my mom said to me, "Don't you know that flowers grow slowly?" Well, now I know!

Directions: The spelling 'ow' is tricky. It can stand for /oe/ as in snow or /ou/ as in cow. Sort the words with an underlined 'ow' by sound. Write the words with 'ow' sounded /oe/ under 'ow' and /ou/ under 'ow'.

|                |               |
|----------------|---------------|
| /oe/ like snow | /ou/ like cow |
| yellow         | brown         |
| windowsill     | flower        |
| grow           | shower        |
| shadow         | frowned       |
| throw          | now           |
| know           |               |
| slowly         |               |
| know           |               |

Skills 4 183

NAME: \_\_\_\_\_ PP.26 Activity Page  
DATE: \_\_\_\_\_

Fill in the blank with **yes** or **no**.

- Can flowers frown? no
- Have you ever seen a show? yes / no
- Is clam chowder something to eat? yes
- Are you a snowman? no
- Can a man blow a horn in a car? yes
- Is your elbow part of your arm? yes
- Do you use a towel to dry off after a shower? yes
- Can you look out a window? yes
- Can a cow bow? no
- Can a pig grow wings? no
- Is the grass yellow? no
- Can a firefly glow at night? yes
- Is *up* the antonym of *down*? yes
- Can a spider grow? no
- Do you like clowns? yes / no

Skills 4 185

NAME: \_\_\_\_\_ PP.27 Activity Page  
DATE: \_\_\_\_\_

Directions: Have students sort the words with the tricky spelling 'ow' sounded /oe/ under snow and /ou/ under now. Write the words with the tricky spelling 'ow' sounded /oe/ under 'ow' and /ou/ under 'ow'.

|      |   |      |   |     |
|------|---|------|---|-----|
| snow | 1 | 'OW' | 2 | now |
| low  |   |      |   | wow |
| row  | ← |      | → | cow |

|                                           |                |               |
|-------------------------------------------|----------------|---------------|
|                                           | /oe/ like snow | /ou/ like now |
| The king is wearing a crown.              |                | crown         |
| That boy needs to take a shower.          |                | shower        |
| Troy has some food in his bowl.           | bowl           |               |
| The baby pool is very shallow.            | shallow        |               |
| On Hugo's bed, there are two pillows.     | pillows        |               |
| The hungry tiger growled.                 |                | growled       |
| Jake looked at the sky and saw a rainbow. | rainbow        |               |

Skills 4 187

NAME: \_\_\_\_\_ PP.28 Activity Page  
DATE: \_\_\_\_\_

If a square has a word with the spelling 'ow' sounded /oe/, make it yellow.  
If a square has a word with the spelling 'ow' sounded /ou/, make it brown.

|         |        |        |        |        |
|---------|--------|--------|--------|--------|
| crown   | now    | know   | owl    | own    |
| brown   | brown  | yellow | brown  | yellow |
| show    | grow   | power  | follow | below  |
| yellow  | yellow | brown  | yellow | yellow |
| crowded | slowly | window | town   | snow   |
| brown   | yellow | yellow | brown  | yellow |
| yellow  | drown  | narrow | flow   | brown  |
| yellow  | brown  | yellow | yellow | brown  |
| cow     | throw  | flower | blow   | bowl   |
| brown   | yellow | brown  | yellow | yellow |

Skills 4 189

NAME: \_\_\_\_\_ PP.29 Activity Page  
 DATE: \_\_\_\_\_

If a square has a word with the spelling 'e' sounded /ee/, make it green. If a square has a word with the spelling 'e' sounded /e/, make it yellow.

|         |        |        |        |         |
|---------|--------|--------|--------|---------|
| seven   | them   | then   | being  | western |
| yellow  | yellow | yellow | green  | yellow  |
| below   | get    | result | went   | maybe   |
| green   | yellow | green  | yellow | green   |
| because | never  | decide | men    | require |
| green   | yellow | green  | yellow | green   |
| best    | tell   | reply  | next   | seed    |
| yellow  | yellow | green  | yellow | green   |
| end     | bellow | zero   | better | destroy |
| yellow  | yellow | green  | yellow | green   |

Skills 4

191

NAME: \_\_\_\_\_  
 DATE: \_\_\_\_\_

Use the words from the word box to fill in the puzzle.

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| lady  | baby  | crazy | gravy | tasty |
| shaky | tummy | bunny | sunny | wavy  |

Down

- I get \_\_\_\_\_ when I am cold.
- My hair is curly and \_\_\_\_\_.
- I like \_\_\_\_\_ and rolls.
- \_\_\_\_\_ and the Tramp is the name of a film.
- It is a hot and \_\_\_\_\_ day.

Side to Side

- Ice cream is \_\_\_\_\_.
- Are you \_\_\_\_\_?
- A \_\_\_\_\_ can crawl.
- My \_\_\_\_\_ is filled with good food.

194

Skills 4

PP.30 Activity Page



Skills 4

195

NAME: \_\_\_\_\_ PP.31 Activity Page  
 DATE: \_\_\_\_\_

Katie and Molly and their mom took a cab from their hotel to the beach. At the beach, all three smeared sunblock all over their skin. It was hot so they got in the sea for a bit. Then they looked for seashells. After that, Katie and Molly played volleyball with some teenagers. Katie made some really sweet plays. (She's quite the athlete.) In fact, a small group formed to look at her play. After the game, Katie and Molly and their mom started to feel like they could use some food. They left the beach to find something to eat. What a good day!

Directions: Have students circle all of the spellings for the /ee/ sound.

Skills 4

197

NAME: \_\_\_\_\_ PP.32 Activity Page  
DATE: \_\_\_\_\_

pet 1 **e** 2 me  
went began  
shell ← → below

*Directions: Have students write the words with the tricky spelling 'e' sounded /e/ under pet and the words with the tricky spelling 'e' sounded /ee/ under me.*

|                                     | /e/ like pet | /ee/ like me |
|-------------------------------------|--------------|--------------|
| I find sweets hard to resist.       |              | resist       |
| Should we go east or west?          |              | we           |
| The horse jumped the fence.         | fence        |              |
| I saw a cow at the rodeo.           |              | rodeo        |
| If you make a mistake, erase it.    |              | erase        |
| Who came in second place?           | second       |              |
| Is it on the right or the left?     | left         |              |
| Batman is my hero.                  |              | hero         |
| I will write a report for homework. |              | report       |

Skills 4 199

NAME: \_\_\_\_\_ PP.33 Activity Page  
DATE: \_\_\_\_\_

### Sound Sorting

|        |       |        |
|--------|-------|--------|
| fever  | bench | behind |
| zebra  | maybe | tense  |
| eleven | went  | seven  |

| /e/ like pet | /ee/ like me |
|--------------|--------------|
| eleven       | fever        |
| bench        | zebra        |
| went         | eleven       |
| tense        | maybe        |
| seven        | behind       |
|              |              |
|              |              |

*Directions: Have students write the words with the tricky spelling 'e' sounded /e/ under pet and the words with the tricky spelling 'e' sounded /ee/ under me.*

Skills 4 201

NAME: \_\_\_\_\_ PP.34 Activity Page  
DATE: \_\_\_\_\_

myth system cylinder try by fly  
funny 1 **y** 4 yes  
fifty ← → yet  
sandy

*Directions: Have students write the words with the tricky spelling 'y' sounded /ee/ under funny, the words with the tricky spelling 'y' sounded /i/ under myth, the words with the tricky spelling 'y' sounded /ie/ under try, and the words with the tricky spelling 'y' sounded /y/ under yes.*

|                                     | funny | myth     | try | yes  |
|-------------------------------------|-------|----------|-----|------|
| The grass in our yard is green.     |       |          |     | yard |
| We watched the Olympics on TV.      |       | Olympics |     |      |
| We are visiting Brooklyn this week. |       | Brooklyn |     |      |
| Do not swat that fly!               |       |          | fly |      |
| I have not seen her in a year.      |       |          |     | year |
| A baby cat is called a kitty.       | baby  |          |     |      |
| She is soft-spoken and shy.         |       |          | shy |      |

Skills 4 203

NAME: \_\_\_\_\_ PP.35 Activity Page  
DATE: \_\_\_\_\_

### Sound Sorting

|       |        |         |          |
|-------|--------|---------|----------|
| empty | very   | satisfy | system   |
| yawn  | energy | really  | multiply |
| story | gym    | study   | yuck     |

|        |        |          |       |
|--------|--------|----------|-------|
| funny  | myth   | try      | yes   |
| empty  | gym    | satisfy  | yawn  |
| story  | system | multiply | yuck  |
| very   | _____  | _____    | _____ |
| energy | _____  | _____    | _____ |
| really | _____  | _____    | _____ |
| study  | _____  | _____    | _____ |
| _____  | _____  | _____    | _____ |

*Directions: Have students write the words with the tricky spelling 'y' sounded /ee/ under funny, the words with the tricky spelling 'y' sounded /i/ under myth, the words with the tricky spelling 'y' sounded /ie/ under try, and the words with the tricky spelling 'y' sounded /y/ under yes.*

Skills 4 205

NAME: \_\_\_\_\_ PP.36 Activity Page  
 DATE: \_\_\_\_\_

If a square has a word with the letter 'y' sounded /ee/, make it green. If a square has a word with the letter 'y' sounded /i/, make it yellow. If a square has a word with the letter 'y' sounded /ie/, make it red. If a square has a word with the letter 'y' sounded /y/, make it brown.

|        |          |          |        |        |
|--------|----------|----------|--------|--------|
| try    | system   | year     | dry    | simply |
| red    | yellow   | brown    | red    | green  |
| gym    | sky      | likely   | plenty | funny  |
| yellow | red      | green    | green  | green  |
| yet    | gingerly | Brooklyn | yes    | supply |
| brown  | green    | yellow   | brown  | red    |
| flying | beyond   | myth     | easy   | copy   |
| red    | brown    | yellow   | green  | green  |
| happy  | daddy    | satisfy  | lynx   | yelled |
| green  | green    | red      | yellow | brown  |

Skills 4

207

NAME: \_\_\_\_\_ PP.37 Activity Page  
 DATE: \_\_\_\_\_

### Mixed Practice

Fill in the blank with *yes* or *no*

- Do ducks have feet? yes
- Is a synonym the same as an antonym? no
- Is a spider bigger than a tiger? no
- Are pies made with a cherry filling? yes
- Can a butterfly cry? no
- Do ponies frighten you? yes / no
- Is a centipede a person? no
- Are you ten years old? no
- Can flies speak? no
- Is a baby lighter than a house? yes
- Is surfing a sport? yes

Skills 4

209

- Is a pie the same as a cake? no
- Can you drink cookies? no
- Can a key unlock a house? yes
- Do you play the horn? yes / no
- Can a spider drive a car? no
- Can a pony fly? no
- Does a necktie go on your leg? no
- Is a hippo light? no
- Can a pig read a book? no

210

Skills 4

NAME: \_\_\_\_\_ PP.38 Activity Page  
 DATE: \_\_\_\_\_

### Mixed Practice

Directions: Have students circle anything that has something to do or is associated with an animal.

- |                |              |
|----------------|--------------|
| toads croak    | goats eat    |
| gray seal      | wren nest    |
| ringing bell   | birds fly    |
| running donkey | tiger growls |
| groaning mule  | coast waves  |
| mound of dirt  | beaver cheek |
| steam dryer    | pig squeal   |
| mean well      | sleek cat    |
| goat herd      | black coal   |
| tiger's den    | bird nest    |

Skills 4

211

|               |                |
|---------------|----------------|
| swell time    | crawling snake |
| robe of gold  | red fox        |
| wet nose      | slow goat      |
| fur coat      | fast horse     |
| queen's crown | sheep bleating |
| dog chow      | broken rope    |
| raccoon mask  | wise owl       |
| lean steel    | soccer coach   |
| fell swoop    | spelling bee   |
| hen's pen     | splash artist  |
| flying dove   | math whiz      |

212 Skills 4

NAME: \_\_\_\_\_ PP.39 Activity Page  
 DATE: \_\_\_\_\_

### Tricky Spelling 'y'

Add 's' or 'es' to each of the following words. Be careful! Don't get tricked! Sometimes you need to change the 'y' to 'i' and sometimes you don't!

- play plays
- try tries
- tray trays
- fly flies
- pay pays
- hurry hurries
- joy joys
- study studies
- puppy puppies
- toy toys
- kitty kitties

Skills 4 213

- enjoy enjoys
- story stories
- boy boys
- butterfly butterflies
- day days
- dragonfly dragonflies
- lady ladies

214 Skills 4

NAME: \_\_\_\_\_ PP.40 Activity Page  
 DATE: \_\_\_\_\_

Add 's' or 'es' to each word. Don't fall down the steps by changing a 'y' to 'i' when you don't need to do so!

|       |         |
|-------|---------|
| play  | plays   |
| puppy | puppies |
| toy   | toys    |
| pony  | ponies  |
| army  | armies  |
| city  | cities  |
| berry | berries |

Use two of the words in a sentence.

Answers may vary.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Skills 4 215

NAME: \_\_\_\_\_ PP.41 Activity Page  
DATE: \_\_\_\_\_

### The Visit

Directions: Have students read the story "The Visit" and answer the questions in complete sentences.

1. What is Mrs. Gunter's job?  
Mrs. Gunter is a math teacher.  
\_\_\_\_\_  
\_\_\_\_\_
2. Kim hails a cab. What is a synonym for *cab*?  
A synonym for *cab* is taxi.  
\_\_\_\_\_  
\_\_\_\_\_
3. What does riding fast in the cab make Kurt think of?  
Riding fast in the cab made Kurt think of riding in a  
race car.  
\_\_\_\_\_  
\_\_\_\_\_
4. What are some risks of driving too fast?  
Answers may vary.  
\_\_\_\_\_  
\_\_\_\_\_

Skills 4

217

5. What do you think a paycheck is?  
Answers may vary.  
\_\_\_\_\_  
\_\_\_\_\_
6. What are the Gunters going to do to celebrate Kim's new job?  
The Gunters are going to have a picnic to  
celebrate Kim's getting a job.  
\_\_\_\_\_  
\_\_\_\_\_
7. When Kim tells Mrs. Gunter that Kurt ate a lot, what does Mrs. Gunter say?  
When Kim tells Mrs. Gunter that Kurt ate a lot, Mrs.  
Gunter says, "Well, he's a strong, growing child, and  
he was busy all day."  
\_\_\_\_\_

218

Skills 4

NAME: \_\_\_\_\_ PP.42 Activity Page  
DATE: \_\_\_\_\_

### Battery Park

Directions: Have students read the story and answer the questions in complete sentences.

1. Where are the Gunters picnicking?  
The Gunters are picnicking in Battery Park.  
\_\_\_\_\_  
\_\_\_\_\_
2. What does Kurt think the Statue of Liberty is holding in her hand?  
Kurt thinks the Statue of Liberty is holding an ice  
cream cone.  
\_\_\_\_\_  
\_\_\_\_\_
3. What is the Statue of Liberty really holding?  
The Statue of Liberty is holding a torch.  
\_\_\_\_\_  
\_\_\_\_\_

Skills 4

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4. Who gave the Statue of Liberty to the people of the United States?  
The Statue of Liberty was given to the people of  
the United States by France.  
\_\_\_\_\_  
\_\_\_\_\_
5. What is the largest present you've ever gotten?  
Answers may vary.  
\_\_\_\_\_  
\_\_\_\_\_
6. What does *liberty* mean?  
Liberty means being free to do what you wish, say  
what you wish, and think what you wish.  
\_\_\_\_\_

220

Skills 4



NAME: \_\_\_\_\_ PP.45 Activity Page  
DATE: \_\_\_\_\_

### The Visit

PP.43 #1 Kim was happy that she had found herself a summer job.

"Let's go and visit Mom," she said. "She will be finished teaching by the time we get there."

PP.43 #2 Mrs. Gunter was a math teacher. She taught at a college in lower Manhattan.

Kim held up a hand to hail a cab.

PP.43 #3 A yellow cab screeched to a stop on the side of the street. Kurt and Kim hopped in. PP.44 #1

"Where to?" asked the driver.

PP.43 #4 Kim told him the address.

The cab went shooting off. Wind came rushing in the windows as the cab sped past stores on both sides. PP.43 #5

Kurt hung on tight. It was a crazy ride. The cab man was weaving in and out of traffic. Kurt thought they might crash. Part of him was frightened. But part of him found driving at that speed exciting. It was like riding in a race car. PP.44 #2

"Do you have a license to drive?" Kurt called to the driver.

PP.43 #6 "Yes. All cab drivers must have a license," the driver said.

"And they teach you to drive like this?"

"No, no," said the driver. "It takes years and years of driving to become an expert like me!"

They made it safely. Kim paid the driver and gave him a tip. She and Kurt went in to see their mom.

PP.43 #7 Mrs. Gunter gave Kim a big hug. Kurt snuck in between them so he could be part of the hug, too. Then Kim told her mom how they had spent the day. PP.44 #3

PP.43 #8 Kim listed the places they had visited. She explained what had happened with Tom and Beth, with Alberto at the corner market, with Dwight, the

Skills 4

225

PP.43 #9

Man of Light, with Hester the florist, and, at last, with Mr. Fremont. She told her mom how she had used math to help her get the job at the grocery.

PP.44 #1  
"By the end of the story, Mrs. Gunter was beaming. You see," she said. "I told you math would help you out one day. You thought I was crazy."

"You were right," said Kim. "Mr. Fremont was really impressed that I could add up the tally without the cash register and also add in the sales tax." PP.43 #10

"Good for you!" said her mom. "I'm so proud of you!"

"I never dreamed I would have a job in a grocery," added Kim, "but I think it's going to be a good job for me." PP.44 #5

"It may not be the job of your dreams," said her mom. "But it's a job. The next job you get can be better. And the next one can be even better. If you study hard in college, you will have a chance to get the job of your dreams some day. Until then, just do a good job and save as much of your paycheck as you can."

"I will," said Kim.

"Let's do something fun!" said Kurt.

"I know!" said their mom. "Let's celebrate Kim's new job by getting some subs and snacks and going down to Battery Park for a picnic. Are you two hungry for dinner?"

"You bet!" said Kurt.

"This is crazy!" Kim said. "Mom, all day, Kurt ate and ate. Each time I got him a snack, I said, that's the end of that. But he was still hungry."

"Well, he's a strong, growing child," said Mrs. Gunter. "And he was busy all day."

"That's right!" said Kurt.

They went to a sub shop nearby. Mrs. Gunter ordered a sub for each of them, plus some snacks and drinks.

Then Mrs. Gunter hailed a cab. The three of them got in. The cab took them down the West Side Highway. It dropped them off in Battery Park, on the south end of Manhattan.

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# Appendix: Using Chunking to Decode Multisyllable Words

Mastering the various letter-sound correspondences 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, 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 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, stom-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 done because the double-letter spellings have been taught as single spelling units since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.).

*traff · ic*

*muff · in*

*happ · en*

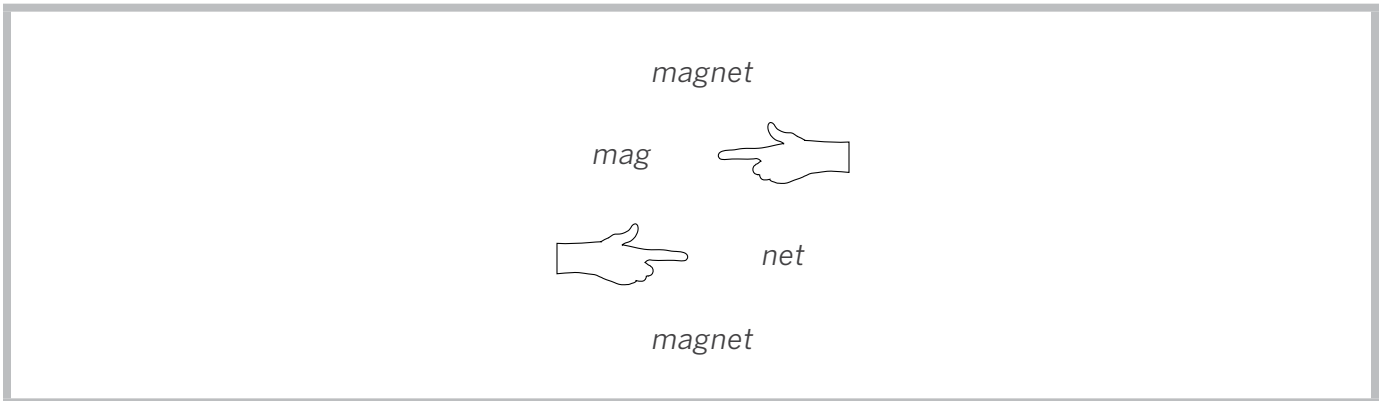
- When there are three consonants between two vowels, in general, the word is divided so the first consonant goes with the first vowel and the other two consonants with the second vowel.

*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.

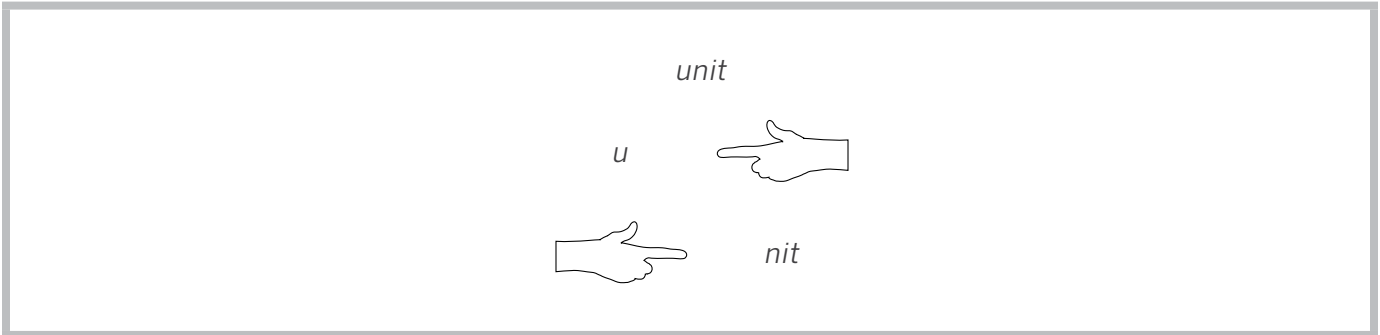
Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility 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*



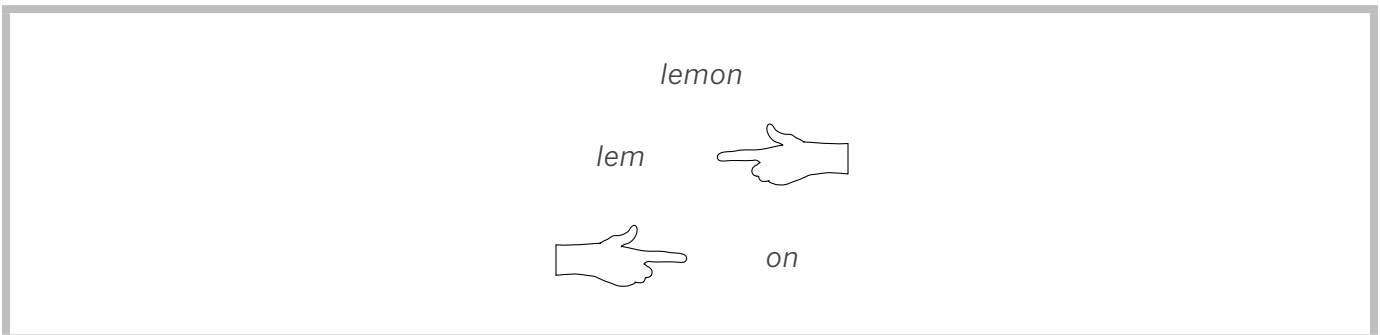
However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether 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

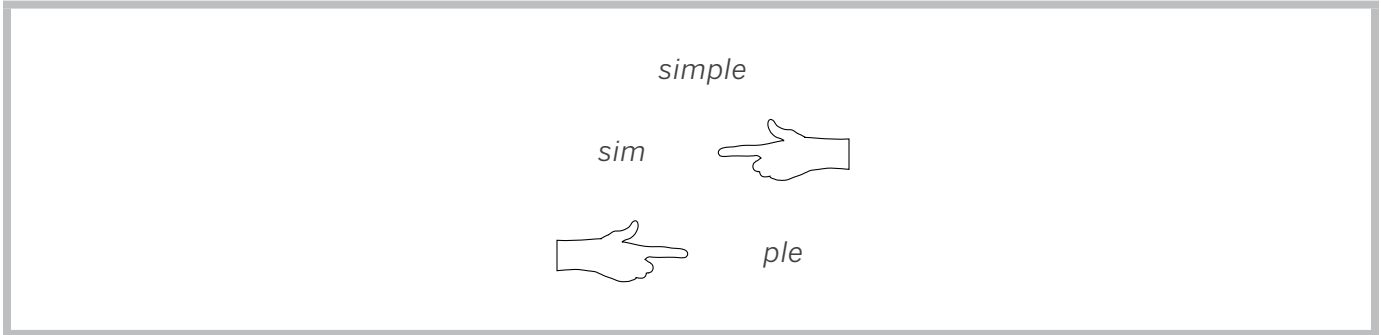
*ban · gle*

*twin · kle*

*sta · ble*

*cra · dle*

*tur · tle*



In the latter 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

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### 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                                                                                                 |                                                                                                                                                                                                                              |
| 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.                                                            |                                                                                                                                                                                                                              |
| 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:                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                 | U4: p. 7, U4: p.10                                                                                                                                                                                                           |
| TEKS 2.2.A.i                                                                                                                                                                                                                                                                                                                        | producing a series of rhyming words;                                                                                                                                                                            | U4: p. 275                                                                                                                                                                                                                   |
| TEKS 2.2.A.ii                                                                                                                                                                                                                                                                                                                       | distinguishing between long and short vowel sounds in one-syllable and multi-syllable words                                                                                                                     | U4: p. 199, U4: p. 202                                                                                                                                                                                                       |
| TEKS 2.2.A.iii                                                                                                                                                                                                                                                                                                                      | recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and                                                                                                               | U4: p. 7, U4: p. 10                                                                                                                                                                                                          |
| TEKS 2.2.A.iv                                                                                                                                                                                                                                                                                                                       | manipulating phonemes within base words                                                                                                                                                                         | U4: p. 7, U4: p. 10                                                                                                                                                                                                          |
| (B) demonstrate and apply phonetic knowledge by:                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                 | U4: p. 43, U4: p. 46, U4: p. 101, U4: p. 104                                                                                                                                                                                 |
| TEKS 2.2.B.i                                                                                                                                                                                                                                                                                                                        | decoding words with short, long, or variant vowels, trigraphs and blends                                                                                                                                        | U4: p. 29, U4: p. 34, U4: p. 43, U4: p. 46, U4: p. 60, U4: p. 61, U4: p. 64, U4: p. 66, U4: p. 76, U4: p. 73, U4: p. 101, U4: p. 104, U4: p. 115, U4: p. 119, U4: p. 135, U4: p. 138, U4: p. 259, U4: p. 267                 |
| TEKS 2.2.B.ii                                                                                                                                                                                                                                                                                                                       | decoding words with silent letters such as knife and gnat;                                                                                                                                                      |                                                                                                                                                                                                                              |
| 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;                          | U4: p. 7, U4: p. 10, U4: p. 14, U4: p. 17, U4: p. 20, U4: p. 101, U4: p. 104, U4: p. 115, U4: p. 119, U4: p. 135, U4: p. 145, U4: p. 190, U4: p. 196, U4: p. 199, U4: p. 202, U4: p. 215, U4: p. 218, U4: p. 243, U4: p. 246 |
| TEKS 2.2.B.iv                                                                                                                                                                                                                                                                                                                       | decoding compound words, contractions, and common abbreviations                                                                                                                                                 | U4: p. 17, U4: p. 23, U4: p. 24, U4: p. 60, U4: p. 67, U4: p. 101, U4: p. 107, U4: p. 108, U4: p. 115, U4: p. 122, U4: p. 149, U4: p. 152, U4: p. 153, U4: p. 243, U4: p. 248, U4: p. 277                                    |
| TEKS 2.2.B.v                                                                                                                                                                                                                                                                                                                        | decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                                                                                                                      | U4: p. 17, U4: p. 20, U4: p. 29, U4: p. 34, U4: p. 43, U4: p. 46, U4: p. 101, U4: p. 104, U4: p. 115, U4: p. 119, U4: p. 135, U4: p. 138, U4: p. 199, U4: p. 202                                                             |
| 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>        | U4: p. 43, U4: p. 46, U4: p. 149, U4: p. 152, U4: p. 160, U4: p. 162, U4: p. 169, U4: p. 172, U4: p. 177, U4: p. 179, U4: p. 190, U4: p. 196                                                                                 |
| TEKS 2.2.B.vii                                                                                                                                                                                                                                                                                                                      | identifying and reading high-frequency words from a research-based list                                                                                                                                         | U4: p. 7, U4: p. 10                                                                                                                                                                                                          |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

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| (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;  | U4: p. 3, U4: p. 7, U4: p. 14, U4: p. 29, U4: p. 33, U4: p. 43, U4: p. 46, U4: p. 60, U4: p. 61, U4: p. 63, U4: p. 73, U4: p. 79, U4: p. 86, U4: p. 101, U4: p. 104, U4: p. 115, U4: p. 119, U4: p. 127, U4: p. 130, U4: p. 135, U4: p. 145, U4: p. 177, U4: p. 179, U4: p. 190, U4: p. 196, U4: p. 197, U4: p. 199, U4: p. 202, U4: p. 215, U4: p. 218, U4: p. 237, U4: p. 240, U4: p. 243, U4: p. 246 |
| TEKS 2.2.C.ii                                                                                                                                                                                                                                                                                               | spelling words with silent letters such as <i>knife</i> and <i>gnat</i> ;                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                         |
| TEKS 2.2.C.iii                                                                                                                                                                                                                                                                                              | spelling compound words, contractions, and common abbreviations;                                                                                                                                         | U4: p. 17, U4: p. 23, U4: p. 24, U4: p. 60, U4: p. 67, U4: p. 101, U4: p. 107, U4: p. 108, U4: p. 115, U4: p. 122, U4: p. 149, U4: p. 152, U4: p. 153, U4: p. 243, U4: p. 248, U4: p. 277                                                                                                                                                                                                               |
| TEKS 2.2.C.iv                                                                                                                                                                                                                                                                                               | spelling multisyllabic words with multiple sound-spelling patterns;                                                                                                                                      | U4: p. 3; U4: p. 7, U4: p. 14, U4: p. 29, U4: p. 33, U4: p. 43, U4: p. 46, U4: p. 73, U4: p. 79, U4: p. 101, U4: p. 104, U4: p. 115, U4: p. 119, U4: p. 135, U4: p. 146, U4: p. 199, U4: p. 202, U4: p. 215, U4: p. 218, U4: p. 243, U4: p. 246                                                                                                                                                         |
| TEKS 2.2.C.v                                                                                                                                                                                                                                                                                                | spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                         |
| 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> | U4: p. 29, U4: p. 33, U4: p. 73, U4: p. 79, U4: p. 89, U4: p. 92, U4: p. 127, U4: p. 130, U4: p. 149, U4: p. 152, U4: p. 160, U4: p. 162, U4: p. 169, U4: p. 172, U4: p. 177, U4: p. 179, U4: p. 190, U4: p. 196, U4: p. 215, U4: p. 218, U4: p. 237, U4: p. 240, U4: p. 253, U4: p. 257                                                                                                                |
| 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                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                         |
| 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>                          | U4: p. 149, U4: p. 152, U4: p. 160, U4: p. 162, U4: p. 169, U4: p. 172, U4: p. 177, U4: p. 179, U4: p. 190, U4: p. 196                                                                                                                                                                                                                                                                                  |
| TEKS 2.3.D                                                                                                                                                                                                                                                                                                  | identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.                                                                                                         | U4: p. 60, U4: p. 61, U4: p. 66, U4: p. 227, U4: p. 233                                                                                                                                                                                                                                                                                                                                                 |
| (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                                                                                                                                                                                                                                                                                                    | use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.                                                                                                                     | U4: p. 29, U4: p. 37, U4: p. 43, U4: p. 49, U4: p. 60, U4: p. 61, U4: p. 67, U4: p. 73, U4: p. 82, U4: p. 101, U4: p. 107, U4: p. 115, U4: p. 122, U4: p. 127, U4: p. 133, U4: p. 135, U4: p. 143, U4: p. 190, U4: p. 193, U4: p. 199, U4: p. 206, U4: p. 215, U4: p. 222, U4: p. 227, U4: p. 233, U4: p. 243, U4: p. 248, U4: p. 259, U4: p. 264                                                       |



## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

### Skills 4

### Correlation—Teacher’s Guide

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| (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.                                                                                                  | U4: p. 5, U4: p. 281                                                                                                                                                                                                                                                                                       |
| (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;                                                                                                          | U4: p. 17, U4: p. 23, U4: p. 25, U4: p. 29, U4: p. 37, U4: p. 60, U4: p. 61, U4: p. 67, U4: p. 73, U4: p. 82, U4: p. 89, U4: p. 94, U4: p. 115, U4: p. 122, U4: p. 135, U4: p. 143, U4: p. 190, U4: p. 193, U4: p. 215, U4: p. 222, U4: p. 227, U4: p. 233, U4: p. 243, U4: p. 248, U4: p. 253, U4: p. 256 |
| TEKS 2.6.B                                                                                                                                                                                                                                                                                                  | generate questions about text before, during, and after reading to deepen understanding and gain information                                                             |                                                                                                                                                                                                                                                                                                            |
| TEKS 2.6.C                                                                                                                                                                                                                                                                                                  | make [and] correct or confirm predictions using text features, characteristics of genre, and structures                                                                  | U4: p. 17, U4: p. 23, U4: p. 190, U4: p. 193, U4: p. 194                                                                                                                                                                                                                                                   |
| 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                                                                                              | U4: p. 17, U4: p. 23, U4: p. 24                                                                                                                                                                                                                                                                            |
| TEKS 2.6.F                                                                                                                                                                                                                                                                                                  | make inferences and use evidence to support understanding                                                                                                                | U4: p. 29, U4: p. 37, U4: p. 60, U4: p. 61, U4: p. 67, U4: p. 73, U4: p. 82, U4: p. 89, U4: p. 94, U4: p. 101, U4: p. 107, U4: p. 190, U4: p. 193, U4: p. 227, U4: p. 233                                                                                                                                  |
| TEKS 2.6.G                                                                                                                                                                                                                                                                                                  | evaluate details read to determine key ideas                                                                                                                             | U4: p. 60, U4: p. 61, U4: p. 67, U4: p. 73, U4: p. 82, U4: p. 85, U4: p. 101, U4: p. 107, U4: p. 127, U4: p. 133, U4: p. 253, U4: p. 256, U4: p. 259, U4: p. 264                                                                                                                                           |
| 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 | U4: p. 43, U4: p. 49, U4: p. 51                                                                                                                                                                                                                                                                            |
| (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                                                                    | U4: p. 43, U4: p. 49, U4: p. 101, U4: p. 107, U4: p. 177, U4: p. 181, U4: p. 199, U4: p. 206                                                                                                                                                                                                               |
| TEKS 2.7.C                                                                                                                                                                                                                                                                                                  | use text evidence to support an appropriate response                                                                                                                     | U4: p. 17, U4: p. 23, U4: p. 29, U4: p. 37, U4: p. 43, U4: p. 49, U4: p. 89, U4: p. 94, U4: p. 115, U4: p. 122, U4: p. 135, U4: p. 143, U4: p. 190, U4: p. 193, U4: p. 215, U4: p. 222, U4: p. 243, U4: p. 248                                                                                             |
| TEKS 2.7.D                                                                                                                                                                                                                                                                                                  | retell and paraphrase texts in ways that maintain meaning and logical order                                                                                              | U4: p. 101, U4: p. 107, U4: p. 127, U4: p. 133, U4: p. 243, U4: p. 248                                                                                                                                                                                                                                     |
| 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                                                                                                                   |                                                                                                                                                                                                                                                                                                            |
| (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                                                                                             |                                                                                                                                                                                                                                                                                                            |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

| <b>Skills 4</b>                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                            | <b>Correlation—Teacher’s Guide</b>                                     |
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| TEKS 2.8.B                                                                                                                                                                                                                                                                                                                                                                                                    | describe the main character's (characters') internal and external traits                                                                   |                                                                        |
| TEKS 2.8.C                                                                                                                                                                                                                                                                                                                                                                                                    | describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently | U4: p. 177, U4: p. 181, U4: p. 199                                     |
| 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                                                                    | U4: p. 149, U4: p. 155                                                 |
| TEKS 2.9.E.ii                                                                                                                                                                                                                                                                                                                                                                                                 | distinguishing facts from opinion                                                                                                          | U4: p. 149, U4: p. 155                                                 |
| 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                                                                                              |                                                                        |
| 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                                                                           | U4: p. 43, U4: p. 49, U4: p. 53                                        |
| 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                                                                                                 |                                                                        |
| (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                                                       | U4: p. 149, U4: p. 155, U4: p. 169, U4: p. 175, U4: p. 190, U4: p. 196 |
| (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                                                                                      |                                                                        |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

### Skills 4

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| 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                                                             | U4: p. 160, U4: p. 165, U4: p. 190, U4: p. 196, U4: p. 237, U4: p. 240                                                                                   |
| TEKS 2.11.D.i                                                                                                                                                                                                                                | complete sentences with subject-verb agreement.                                                            | U4: p. 169, U4: p. 172                                                                                                                                   |
| TEKS 2.11.D.ii                                                                                                                                                                                                                               | past, present, and future verb tense                                                                       | U4: p. 101, U4: p. 104, U4: p. 169, U4: p. 172 U4: p. 227, U4: p. 230, U4: p. 237, U4: p. 240, U4: p. 253, U4: p. 257                                    |
| TEKS 2.11.D.iii                                                                                                                                                                                                                              | singular, plural, common, and proper nouns                                                                 | U4: p. 17, U4: p. 20, U4: p. 89, U4: p. 98, U4: p. 115, U4: p. 118, U4: p. 149, U4: p. 152, U4: p. 237, U4: p. 240, U4: p. 253, U4: p. 257               |
| TEKS 2.11.D.iv                                                                                                                                                                                                                               | adjectives, including articles                                                                             |                                                                                                                                                          |
| TEKS 2.11.D.v                                                                                                                                                                                                                                | adverbs that convey time and adverbs that convey place;                                                    |                                                                                                                                                          |
| TEKS 2.11.D.vi                                                                                                                                                                                                                               | prepositions and prepositional phrases                                                                     | U4: p. 160, U4: p. 165, U4: p. 169, U4: p. 175, U4: p. 177, U4: p. 181, U4: p. 190, U4: p. 196                                                           |
| TEKS 2.11.D.vii                                                                                                                                                                                                                              | pronouns, including subjective, objective, and possessive cases                                            | U4: p. 160, U4: p. 162, U4: p. 169, U4: p. 175, U4: p. 177, U4: p. 181, U4: p. 190, U4: p. 196, U4: p. 227, U4: p. 230                                   |
| 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;                 | U4: p. 149, U4: p. 152, U4: p. 160, U4: p. 162, U4: p. 169, U4: p. 175, U4: p. 177, U4: p. 181, U4: p. 237                                               |
| TEKS 2.11.D.x                                                                                                                                                                                                                                | end punctuation, apostrophes in contractions, and commas with items in a series and in dates;              | U4: p. 89, U4: p. 98, U4: p. 160, U4: p. 162, U4: p. 165, U4: p. 169, U4: p. 175, U4: p. 177, U4: p. 181, U4: p. 190, U4: p. 196, U4: p. 237, U4: p. 240 |
| TEKS 2.11.D.xi                                                                                                                                                                                                                               | correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; |                                                                                                                                                          |
| 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                                           |                                                                                                                                                          |
| 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                                                  | U4: p. 149, U4: p. 155, U4: p. 160, U4: p. 165, U4: p. 169, U4: p. 175, U4: p. 177, U4: p. 181, U4: p. 190, U4: p. 196                                   |
| (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                                                   |                                                                                                                                                          |
| 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.             |                                                                                                                                                          |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

### Skills 4

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| <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                                                                                                                                                          | U4: p. 67                                                 |
| ELPS 1.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | monitor oral and written language production and employ self-corrective techniques or other resources                                                                                                                          | U4: p. 144                                                |
| ELPS 1.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary                                                              | U4: p. 33                                                 |
| ELPS 1.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)             |                                                           |
| ELPS 1.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment                                                           |                                                           |
| ELPS 1.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | use accessible language and learn new and essential language in the process                                                                                                                                                    | U4: p. 14, U4: p. 120, U4: p. 173, U4: p. 205, U4: p. 220 |
| 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                                                                              |                                                           |
| 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                                                                                     |                                                           |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

| Skills 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                  | Correlation—Teacher’s Guide |
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| ELPS 2.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment                                                                                                                                                                                           |                             |
| ELPS 2.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar                                                                                                                                                                 |                             |
| ELPS 2.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 |                             |
| 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                                                                                                                                                                            | U4: p. 118, U4: p. 241      |
| 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                                                                                                                                                                                                                                                                                           | U4: p. 97                   |
| 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                                                                                                                                            | U4: p. 184                  |
| 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                                                                                                                                                                                   |                             |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

### Skills 4

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(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:

|          |                                                                                                                                                                                                                                                                                                  |                                               |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| 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                                                                                                               | U4: p. 38, U4: p. 124                         |
| 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      | U4: p. 24, U4: p. 107, U4: p. 132, U4: p. 193 |
| ELPS 4.G | demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs                                                                  | U4: p. 26, U4: p. 85, U4: p. 113              |
| 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                                                                          |                                               |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

### Skills 4

### Correlation—Teacher’s Guide

(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:

|          |                                                                                                                                                                                                                                                                                                      |                        |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| 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                                                                                                 | U4: p. 163, U4: p. 220 |
| ELPS 5.E | employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly |                        |
| ELPS 5.F | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired                                                                                                     |                        |
| ELPS 5.G | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired                                                                                                                                                              |                        |

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**Grade 2** | **Skills 4** | Teacher Guide

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