

# 5

Grade 2

**Skills 5** | Teacher Guide

Grade 2

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# **Skills 5**

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**Teacher Guide**

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ISBN 979-8-89404-043-1

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Printed in the USA  
01 XXX 2024

# Contents

**Introduction** 1

**Lesson 1 Spelling Alternatives: Introduce /u/ > ‘o,’ ‘ou,’ and ‘o\_e’** 9

**Foundational Skills (25 min.)**

- Spellings for /u/
- Spelling Tree for /u/

**Language (35 min.)**

- Introduce Adjectives
- Introduce Spelling Words and Alphabetical Order

**Lesson 2 Spelling Alternatives: Review /u/ > ‘o’ and ‘u’** 19

**Foundational Skills (35 min.)**

- Review /u/ > ‘o’
- Practice /u/ > ‘o’ and ‘u’

**Reading (25 min.)**

- Introduce the Reader and Chapter
- Read “The Beginning”

**Lesson 3 Spelling Alternatives: Review /u/ > ‘ou’ and ‘o\_e’** 30

**Foundational Skills (30 min.)**

- Review /u/ > ‘ou’ and ‘o\_e’
- Practice /u/ > ‘ou’ and ‘o\_e’

**Language (10 min.)**

- Review Adjectives

**Reading (20 min.)**

- Introduce the Chapter
- Read “The Thief”

**Lesson 4 Grammar: Adjectives** 41

**Language (30 min.)**

- Adjective Hunt
- Adjectives

**Reading (30 min.)**

- Introduce the Chapter
- Close Read “All’s Well that Ends Well”

**Lesson 5 Review and Practice: Spelling Assessment** 59

**Language (15 min.)**

- Spelling Assessment

**Foundational Skills (20 min.)**

- Practice Spelling Alternatives for /u/

**Reading (25 min.)**

- Introduce the Chapter
- Read “The Hungry Troll”

**Lesson 6 Grammar: Subject and Predicate** 68

**Foundational Skills (30 min.)**

- Spelling Alternatives Review
- Differentiated Instruction

**Language (30 min.)**

- Introduce Subject and Predicate
- Introduce Spelling Words

## Lesson 7 Spelling Alternatives: /ə/ › 'a' and 'e'

78

### Foundational Skills (35 min.)

- /ə/ › 'a' and 'e'
- Review /ə/ › 'a' and 'e'

### Language (10 min.)

- Review Subject and Predicate

### Reading (15 min.)

- Close Read  
"The Hungry Troll"

## Lesson 8 Spelling Alternatives: Review /ə/ › 'a' and 'e'

97

### Foundational Skills (30 min.)

- Review of Vowel Code and Parts of Speech
- Review Spellings for /ə/ and /u/

### Reading (30 min.)

- Introduce the Chapter
- Read "Fire!"

## Lesson 9 Review Apostrophes

107

### Language (30 min.)

- Review Apostrophes
- Introduce Compound Subjects and Predicates

### Reading (30 min.)

- Introduce the Chapter
- Read "The Boat Trip"

## Lesson 10 Assessment: Spelling Assessment

116

### Language (60 min.)

- Spelling Assessment
- Review Parts of Speech
- Review Subject and Predicate
- Review Writing Sentences

## Lesson 11 Spelling Alternatives: Introduce /ə/ + /l/ › 'ul,' 'al,' and 'il'

125

### Foundational Skills (20 min.)

- Introduce /ə/ + /l/ › 'ul,' 'al,' and 'il'
- Spelling Tree for /ə/ + /l/

### Reading (25 min.)

- Introduce the Chapter
- Read "The King's Ghost"

### Language (15 min.)

- Introduce Spelling Words

## Lesson 12 Review: Spelling Alternatives for /u/ and /ə/

137

### Foundational Skills (40 min.)

- Review Spellings for /u/ and /ə/
- Practice Spellings for /u/ and /ə/

### Language (20 min.)

- Grammar Review

### Lesson 13 Spellings Alternatives: Introduce /ə/ + /l/ > /el/ and 'le' and Syllable Review

142

#### Foundational Skills (35 min.)

- Review /ə/ and /ə/ + /l/ Spelling Tree(s)
- Introduce /ə/ + /l/ > 'el' and 'le'
- Review Syllable Chunking

#### Reading (25 min.)

- Introduce the Chapter
- Read "The Letter"

### Lesson 14 Spelling Alternatives: Review /u/, /ə/, and /ə/ + /l/

154

#### Foundational Skills (20 min.)

- Review Spellings for /u/, /ə/, and /əl/

#### Differentiated Instruction (20 min.)

- Review Parts of Speech and/or Practice with 'le'

#### Reading (20 min.)

- Close Read "The Letter"

### Lesson 15 Review and Practice: Spelling Assessment

163

#### Language (20 min.)

- Spelling Assessment

#### Foundational Skills (20 min.)

- Introduce /sh/ + /ə/ + /n/ > 'tion'
- /sh/ + /ə/ + /n/ Spelling Tree
- Practice /sh/ + /ə/ + /n/ > 'tion'

#### Reading (20 min.)

- Introduce the Chapter
- Read "The Fearsome Beast"

### Lesson 16 Review: Suffix -tion

174

#### Foundational Skills (20 min.)

- Review /sh/ + /ə/ + /n/ > 'tion'
- Practice /ə/, /ə/ + /l/, and /u/

#### Reading (25 min.)

- Close Read "The Fearsome Beast"

#### Language (15 min.)

- Introduce Spelling Words

### Lesson 17 Writing: Plan a Narrative Ending

186

#### Language (40 min.)

- Review Action Verbs and *to be*
- Review Present- and Past-Tense Verbs
- Decode, Spell, and Use Words with Prefixes

#### Writing (20 min.)

- Write a Different Ending

### Lesson 18 Writing: Plan a Narrative Ending

193

#### Language (15 min.)

- Review Present- and Past-Tense Verbs
- Decode, Spell, and Use Words with Prefixes

#### Writing (20 min.)

- Plan a Different Story Ending

#### Reading (25 min.)

- Introduce the Chapter
- Read "The King's Birthday"

## Lesson 19 Draft and Edit A Narrative Ending

201

<b>Language and Foundational Skills (15 min.)</b> <ul style="list-style-type: none"><li>• Verb Tense and Vowel Code Review</li><li>• Decode, Spell, and Use Words with Prefixes</li></ul>	<b>Language (20 min.)</b> <ul style="list-style-type: none"><li>• Review Future-Tense Verbs</li></ul>	<b>Writing (25 min.)</b> <ul style="list-style-type: none"><li>• Write and Edit a Different Ending</li></ul>
---	---	--

## Lesson 20 Review and Practice: Spelling Assessment

207

<b>Language (15 min.)</b> <ul style="list-style-type: none"><li>• Spelling Assessment</li></ul>	<b>Differentiated Instruction (20 min.)</b> <ul style="list-style-type: none"><li>• /sh/ + /ə/ + /n/ &gt; 'tion', ABC Order</li><li>• Writing a New Story Ending</li></ul>	<b>Reading (25 min.)</b> <ul style="list-style-type: none"><li>• Introduce the Chapter</li><li>• Read "Betrayed"</li></ul>
---	--	--

## Lesson 21 Tricky Spelling: Introduce 'a' › /a/, /ae/, or /ə/

216

<b>Foundational Skills (20 min.)</b> <ul style="list-style-type: none"><li>• Introduce Tricky Spelling 'a'</li></ul>	<b>Reading (25 min.)</b> <ul style="list-style-type: none"><li>• Introduce the Chapter</li><li>• Read "The Wizard"</li></ul>	<b>Language (15 min.)</b> <ul style="list-style-type: none"><li>• Introduce Spelling Words</li></ul>
--	--	--

## Lesson 22 Tricky Spelling: Introduce 'e' › /e/, /ee/, or /ə/

226

<b>Foundational Skills (40 min.)</b> <ul style="list-style-type: none"><li>• Practice Alphabetical Order</li><li>• Introduce Tricky Spelling 'e'</li></ul>	<b>Reading (20 min.)</b> <ul style="list-style-type: none"><li>• Introduce the Chapter</li><li>• Read "Breaking the Spell"</li></ul>
--	--

## Lesson 23 Tricky Spelling: Introduce 'o' › /o/, /oe/, or /u/

235

<b>Foundational Skills (20 min.)</b> <ul style="list-style-type: none"><li>• Introduce Tricky Spelling 'o'</li></ul>	<b>Language (10 min.)</b> <ul style="list-style-type: none"><li>• Review Past-, Present-, and Future-Tense Verbs</li></ul>	<b>Reading (30 min.)</b> <ul style="list-style-type: none"><li>• Introduce the Chapter</li><li>• Close Read "Looking For the Enemy"</li></ul>
--	--	---

## Lesson 24 Tricky Spelling: Introduce 'o\_e' › /oe/ or /u/

251

<b>Foundational Skills (20 min.)</b> <ul style="list-style-type: none"><li>• Introduce Tricky Spelling 'o_e'</li></ul>	<b>Language (10 min.)</b> <ul style="list-style-type: none"><li>• Review Subject and Predicate</li></ul>	<b>Reading (30 min.)</b> <ul style="list-style-type: none"><li>• Introduce the Chapter</li><li>• Read "Revenge"</li></ul>
--	--	---

**Lesson 25 Assessment and Tricky Spelling: Spelling Assessment and Introduce ‘ou’ > /ou/ or /u/** **261**

<b>Language (20 min.)</b> <ul style="list-style-type: none"> <li>• Spelling Assessment</li> </ul>	<b>Foundational Skills (20 min.)</b> <ul style="list-style-type: none"> <li>• Introduce Tricky Spelling ‘ou’</li> </ul>	<b>Reading (20 min.)</b> <ul style="list-style-type: none"> <li>• Introduce the Chapter</li> <li>• Read “Battle Plans”</li> </ul>
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**Lesson 26 Unit Assessment: Reading Comprehension and Grammar** **270**

<b>Unit Assessment (30 min.)</b> <ul style="list-style-type: none"> <li>• Reading Comprehension Assessment</li> </ul>	<b>Language (10 min.)</b> <ul style="list-style-type: none"> <li>• Practice Alphabetizing</li> </ul>	<b>Unit Assessment (20 min.)</b> <ul style="list-style-type: none"> <li>• Grammar Assessment</li> </ul>
---	--	---

**Lesson 27 Unit Assessment: Decoding and Alphabetizing** **277**

<b>Unit Assessment (15 min.)</b> <ul style="list-style-type: none"> <li>• Decoding Assessment</li> </ul>	<b>Language (10 min.)</b> <ul style="list-style-type: none"> <li>• Spelling Bee</li> </ul>	<b>Unit Assessment (15 min.)</b> <ul style="list-style-type: none"> <li>• Alphabetizing Assessment</li> </ul>	<b>Reading (20 min.)</b> <ul style="list-style-type: none"> <li>• Introduce the Chapter</li> <li>• Read “The Final Battle”</li> </ul>
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**Lesson 28–30 Review and Assessment: Individual Assessments and Review Activities** **284**

<b>Assessment (10 min.)</b> <ul style="list-style-type: none"> <li>• Individual Decoding Assessment</li> </ul>	<b>Assessment (10 min.)</b> <ul style="list-style-type: none"> <li>• Individual High-Frequency Word Assessment</li> </ul>	<b>Assessment (10 min.)</b> <ul style="list-style-type: none"> <li>• Individual Oral Reading Comprehension Assessment</li> </ul>	<b>Pausing Point Activities (40–60 min.)</b> <ul style="list-style-type: none"> <li>• Activities per Teacher Choice</li> </ul>
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**Pausing Point (4 to 5 Days)** **291**

**Teacher Resources** **319**





# Introduction

## UNIT OVERVIEW

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

The sounds and spellings taught in this unit are:

- /u/ spelled 'u' (*but*), 'o' (*son*), 'ou' (*touch*), 'o\_e' (*come*)
- /ə/ (also called the schwa sound) spelled 'a' (*about*), 'e' (*debate*)

In addition to the above sounds and spellings, two sound combinations and their spellings are also taught in this unit. They are:

- /ə/ + /l/ spelled 'al' (*animal*), 'il' (*pencil*), 'el' (*travel*), 'le' (*apple*)
- /sh/ + /ə/ + /n/ spelled 'tion' (*action*)

The basic unit of instruction in this program is the phoneme. Students are taught to segment a spoken word into single phonemes and spell the word one phoneme at a time. Likewise, when reading, students learn to identify graphemes (or spellings) that stand for single phonemes and then blend them to make words. This is the best way to read and write most English words, because our writing system is based on making symbols for phonemes.

However, there are some instances in which it makes sense to look at a unit larger than a single phoneme. Two of these multisound chunks are introduced in this unit. Both contain the /ə/ sound. The students will learn a set of spelling alternatives for /ə/ + /l/ as in *table*, *shovel*, *devil*, and *animal*. These /ə/ + /l/ words offer a good example of how /ə/ complicates English spelling. The four words above all end with the same sound combination, /ə/ + /l/, and yet they each contain a different spelling. Students will also learn the 'tion' spelling for the sound combination /sh/ + /ə/ + /n/, as in *action*.

You will introduce the above sounds and spellings using Spelling Trees as you have in earlier Grade 2 units. For the various spellings of /u/, you will simply add branches to the /u/ Spelling Tree introduced in Unit 3 with a review of short vowel sounds.

For the schwa sounds and spellings, you may choose to have three separate new Spelling Trees: one in which the trunk is labeled /ə/ with two branches for 'a' and 'e'; a second tree in which the trunk is labeled /ə/ + /l/ with four branches for 'al', 'el', 'il', and 'le'; and a third tree in which the trunk is labeled /sh/ + /ə/ + /n/ with one branch for 'tion'. If space does not permit you to have three separate trees, however, you may choose to make one large tree in which the trunk is labeled /ə/ with seven branches representing the various spellings associated with the schwa sound.

Please refer to the section More About Schwa (/ə/) in the Appendix for a more in-depth explanation of /ə/ and its relationship to /u/.

### Tricky Spellings

Some of the spellings introduced in this unit are “shared” between multiple sounds. For example, the spelling 'a' is introduced as a spelling alternative for the /ə/ sound. However, students have already been taught that 'a' is the basic code spelling for the /a/ sound, a spelling alternative for the /ae/ sound, and a spelling alternative for the /aw/ sound. We can say this spelling is shared between /a/, /ae/, /aw/, and /ə/. Or we can say it is ambiguous because it can stand for either /a/, /ae/, /aw/, or /ə/. Because this spelling can stand for more than one sound, it is called a *tricky spelling*. Tricky spellings pose a problem for the reader. When a reader comes across an unfamiliar word containing the 'a' 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:

- 'a' can be pronounced /a/ (*hat*), /ae/ (*paper*), /ə/ (*about*), or /aw/ (*wall*)
- 'e' can be pronounced /e/ (*pet*), /ee/ (*me*), or /ə/ (*debate*)
- 'o' can be pronounced /o/ (*hop*), /oe/ (*open*), or /u/ (*son*)
- 'o\_e' can be pronounced /oe/ (*home*) or /u/ (*come*)
- 'ou' can be pronounced /ou/ (*shout*) or /u/ (*touch*)

### Challenges for Reading and Writing

The sound spellings introduced in this unit will likely pose challenges for many students in your class. The /ə/ poses problems for reading. Many spellings may be pronounced as /ə/ in addition to their other pronunciations. Once /ə/ is introduced, for example, students have to consider four pronunciations for the tricky spelling 'a': /a/ as in *cat*, /ae/ as in *table*, /ə/ as in *about*, and /aw/ as in *wall*.

The /ə/ poses even more serious problems for spelling. Indeed it is probably the single largest source of difficulty in accurately spelling English words. If students spell phonemically and are not aware of /ə/, they are likely to produce spellings like these:

- *about* > *ubout*
- *America* > *Umericu*
- *benefit* > *benufit* or *benifit*
- *debate* > *dubate* or *dibate*

You should expect to see many words spelled in this way for a while. Although not entirely correct, these spelling choices demonstrate that the student is hearing the sounds and writing a plausible spelling for each sound. Gradually, as students gain more exposure to printed words, they will begin to spell more of these words correctly. This unit primarily focuses on making students aware of the problem, encourage them to notice /ə/ while reading, consider it as another pronouncing option, and practice spelling a few high-frequency words containing /ə/. It will take quite a bit of reading and spelling practice for most students to begin to offer reliably correct spellings for the thousands of English words containing /ə/. For some students, this process may take several years.

### **Decodable Reader: *Sir Gus***

*Sir Gus* is a fictional Reader detailing the serendipitous undertakings of Sir Gus, one of King Alfred's knights. Despite his title as "Sir Gus the Fearless," Sir Gus actually has many different fears. In this Reader, Sir Gus has to face a thief, a troll, pirates, an evil wizard, and an enemy king.

In the Reader lessons for this unit, you will notice a decrease in the number of individual words and spellings reviewed in isolation for decoding purposes immediately before students read the story. This decrease is intentional and represents a very gradual process in which students will assume increasing responsibility and independence in reading texts. While preparing for the day's lesson, however, you should read the story in advance, keeping in mind the letter-sound correspondence mastery of students in your class. You should identify and select words with spellings that have been challenging for all or particular students in the past, so these can be reviewed prior to the story. Likewise, you may want to omit words and spellings selected for review if you feel these have been mastered.

## Close Reading

With the adoption of the Texas Essential Knowledge Standards, increasing attention has been focused on the practice of close reading. At the Grade 2 reading level, the focus on text-dependent questions continues. Once again in this unit, direction is included for teachers to utilize a close-reading approach with several stories from the Reader. These lessons have been 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 wherever these lessons occur, the commitment to placement of decodable text in the Reader and Activity Book does not waiver. Close reading lessons will intensify as the units progress. You will find the close reading lessons occurring about once a week. Please note, for some weeks where writing or assessment are the focus, there may not be sufficient time available to conduct a close reading lesson.

## 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.

In this unit, students review alphabetical order and also practice alphabetizing their spelling list words. They are introduced to the concept of alphabetical order as an organizational principle and are encouraged to look up their spelling words in beginning dictionaries if available.


At this point students have learned one way to write every sound in English except for the very rare /zh/ as in *treasure*. (They should also know a number of spelling alternatives for consonant sounds.) They should therefore be able to write a plausible, if not dictionary-correct, spelling for any word in their oral vocabulary. As the year goes on they will learn more and more of the spelling alternatives they will need to achieve 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 varying amounts of exposure to the spellings in written words, students will begin to select the correct spelling in their own writing. Some students move fairly rapidly from seeing spelling alternatives in print and completing word sorts to using the correct spellings in their writing. Others take much longer to master conventional spelling. It is not unusual for this to take several years. This 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 progressing, 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 spellings students have been taught.

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 in their when reviewing their writing. Many writing assignments also use an editing checklist, so students should be checking their spelling before submitting their assignment.

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

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

## Grammar

In Unit 5, students will continue to review previously taught grammar skills, including capitalization and punctuation, use of apostrophes, and the identification of nouns and verbs as parts of speech. New concepts introduced include adjectives as a new part of speech, the concept of verb tenses (present, past, and future), and the components of a sentence, subject and predicate.

## Writing

In Unit 5, students will continue to practice narrative writing. They will learn to brainstorm and write a logically plausible, but different, ending to a story. They will first be introduced to this type of writing activity using a story of your choice from *Sir Gus*; they will then rewrite an ending to the story “Fire!” from *Sir Gus*.

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 5 ASSESSMENT

### Formative Assessments and Additional Support

Throughout this unit, formative assessments are clearly marked for monitoring individual student performance and progress in key skills. You will also be prompted to collect activity pages to monitor student progress in reading and writing the spelling alternatives for /u/, /ə/, /əl/, and /shən/, and the Tricky Spellings ‘a,’ ‘e,’ ‘o,’ and ‘ou.’ You will also collect activity pages on which students are asked to apply and demonstrate the grammar and writing skills taught in this unit. Quick “Checks for Understanding” to evaluate students’ performance as a whole are also designated in various lessons.

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 **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.

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 tools provided in Teacher Resources to summarize data about the types of errors students make.

In addition, continue using the Anecdotal Reading Record and Discussion Questions Observation Record found in the Teacher Resources section at the end of this Teacher Guide, as well as the Story Question Activity Pages. 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**

At the end of Unit 5, a series of both group and individual Student Performance Assessments occur in Lessons 26–30. In Lesson 26, the first task is a whole group Reading Comprehension Assessment. Students will be asked to silently read a selection from *Sir Gus* and answer questions about what they have read. After a short break students will be asked to complete a Grammar Assessment. This assessment is cumulative and includes asking students to determine the tense of a verb in a given sentence.

In Lesson 27, all students will complete a group Decoding Assessment. Students who do not perform adequately on the Reading Comprehension Assessment from Lesson 26 or the Decoding Assessment from Lesson 27 will be asked to sit individually with the teacher and complete additional assessments to identify specific areas of difficulty.

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### **SMALL GROUP TIME**

Small group sessions are continued throughout Unit 5. Small group time is an opportunity for you to work with students needing help with specific issues, such as difficulties with letter-sound correspondences, fluency, and comprehension. It is also a time for you to work with the more independent learners. Although activity pages and other activity suggestions are provided, you should decide how this time can best be utilized to meet the specific needs of students.

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### **PAUSING POINT**

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

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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 directions in the *Fluency Packet* for further guidance.

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## APPENDICES

Prior to teaching Lesson 7, please study Appendix A: More About Schwa (/ə/.) Once again Appendix B: Using Chunking to Decode Multisyllable Words is included at the end of this Teacher Guide. Please 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 this section at the end of the Teacher's Guide, you will find forms and charts that may be useful, including the following:

- Discussion Questions Observation Record
- Anecdotal Reading Record
- Lessons 5, 10, 15, 20, and 25: Analysis of Student Spelling Errors
- Reading Comprehension Assessment Record Sheet
- Grammar Assessment Record Sheet
- Decoding Assessment Record Sheet
- Decoding Assessment Analysis Sheet
- Alphabetizing Assessment Record Sheet
- Individual Decoding Assessment
- Individual High Frequency Assessment
- Additional Support Activity Pages
- Activity Book Answer Key



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## ADDITIONAL MATERIALS NEEDED IN UNIT 5

Some additional materials (most typically available in Grade 2 classrooms) are needed for specific lessons of Unit 5. These materials are always listed in the Lesson at a Glance chart at the beginning of each lesson. For your convenience, a complete list of these additional materials is included here. The number in parentheses indicates the first lesson in which the materials are used:

- brown, green, and yellow paper, scissors, marker and tape for Spelling Trees (1)
- unruled 4" x 6" or 5" x 7" white index cards (1)
- paper clips (1)
- grade-appropriate reference materials, such as beginning dictionaries, books with glossaries and/or indices, to illustrate the use of alphabetical order as an organizing principle. (1)
- thin-tipped green markers for each student (2)
- sentence strips (10)
- chart paper (17)
- 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)

## SPELLING ALTERNATIVES

Introduce /u/ > 'o,'  
'ou,' and 'o\_e'

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will identify the alternative sound/spelling correspondences /u/ > 'o,' 'ou,' and 'o\_e' and will read and sort words with these features.

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

## Language (Grammar, Spelling)

Students will identify nouns and verbs in oral sentences and will add adjectives to describe nouns, using the terms *adjective* and *noun* to describe individual words.

✦ **TEKS 2.11.D.iv**

Students will read two-syllable words ending in -y or -ly and the Tricky Word

✦ *alphabet* and will alphabetize a series of words. **TEKS 2.2.D**

## FORMATIVE ASSESSMENT

Observation

Board Sort and Spelling Tree

✦ **TEKS 2.2.B.i; TEKS 2.2.C.iv**

✦ **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 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 2.11.D.iv** Edit drafts using standard English conventions, including: adjectives, including articles; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.

## LESSON AT A GLANCE

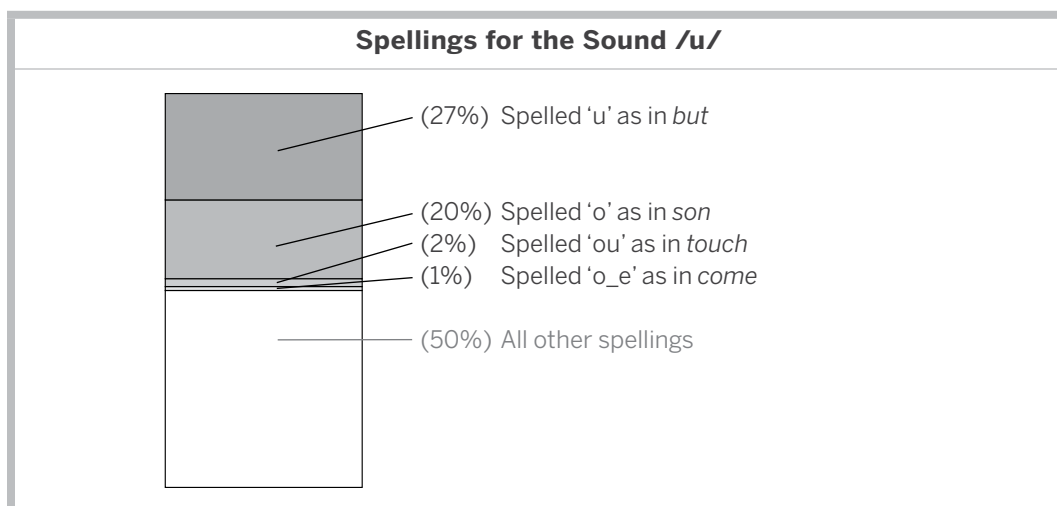
	Grouping	Time	Materials
<b>Foundational Skills</b>			
Spellings for /u/ (Phonics)	Whole Group	10 min.	<input type="checkbox"/> Board Sort Chart (Digital Components)
Spelling Tree for /u/ (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Spelling Tree for /u/ <input type="checkbox"/> three new branches, <input type="checkbox"/> prepared leaves <input type="checkbox"/> tape
<b>Language</b>			
Introduce Adjectives (Grammar)	Whole Group	20 min.	
Introduce Spelling Words and Alphabetical Order (Spelling)	Whole Group	15 min.	<input type="checkbox"/> index cards <input type="checkbox"/> tape <input type="checkbox"/> paper clips <input type="checkbox"/> assorted reference materials <input type="checkbox"/> Activity Page 1.1
<b>Take-Home Material</b>			
Spelling Letter: Alphabetical Order			<input type="checkbox"/> Activity Page 1.1

## ADVANCE PREPARATION

### Note to Teacher

Over several lessons, you will teach spelling alternatives for the /u/ sound. In this lesson, you will present an overview of the most frequent spelling alternatives for /u/ using the Spelling Tree. During subsequent lessons this week, you will target one or two specific spelling alternatives per lesson using the Vowel Code Flip Book and Individual Code Chart.

These spellings include the basic code spelling 'u' as in *but* and the spelling alternatives 'o' as in *son*, 'o\_e' as in *come*, and 'ou' as in *touch*. The chart shows the most common spellings for this sound. Students should already know the basic code spelling 'u' as in *but*.



Here are some patterns for your information:

- The spelling '**o**' is common. It appears in stressed (*front, other, mother*) and unstressed syllables (*consumer, second, button*), most often in multisyllable words.
- The spelling '**ou**' appears in stressed (*double, cousin*) and unstressed syllables (*famous, nervous*).
- The spelling '**o\_e**' occurs in a handful of one-syllable words (*some, come*) and the compound words that derive from these words (*something, become*).
- The spellings '**ou**' and '**o\_e**' never represent /u/ at the beginning or end of a word.
- The spelling '**o**' never represents /u/ at the end of a word.

## Foundational Skills

### ➤ Digital Component 1.1

- Create a blank version of the chart for Spellings for /u/ (Digital Component 1.1) on the board/chart paper, or use the digital version
- Create two long branches to add to the /u/ Spelling Tree, for 'o' and 'ou', and a much shorter branch for 'o\_e'. Prepare the following leaves for the /u/ Tree: *public, subject, tantrum, mother, brother, cousin, touch, some, and love.*

## Language

- Write the following definition for *adjective* on the board/chart paper to display for student reference: An adjective is a word that describes a noun.
- Write the following spelling words on index cards or sentence strips. Write the alphabet on the board vertically for students to reference for several days. Leave at least one inch between letters.

/ee/ > 'y'	/ee/ > 'ly'	Tricky Word:
funny	quickly	alphabet
angry	neatly	
empty	ugly	
mommy	jelly	
daddy	chilly	
happy	slowly	
pretty		
grumpy		

- Have available, in hard copy or electronically, various dictionaries, a few books with an index, and a set of encyclopedias. Alternatively, visit the library media center to access these resources.

## Universal Access

- Bring in images to support the spelling words and the alternative spellings ('o', 'ou', 'o\_e') for the /u/ sound. For the Board Sort and Spelling Tree, gather images for *duck, bug, mother, brother, touch, love.*
- For Spelling Words, gather images depicting the following antonym pairs: *quickly-slowly* and *ugly-pretty*. Also bring examples of *jelly, chilly, funny, angry, happy, grumpy, empty, mommy, and daddy.*

## Lesson 1: Spelling Alternatives

## Foundational Skills



**Primary Focus:** Students will identify the alternative sound/spelling correspondences /u/ > 'o', 'ou', and 'o\_e' and will read and sort words with these features. **TEKS 2.2.B.i; TEKS 2.2.C.i; TEKS 2.2.C.iv**

## SPELLINGS FOR /U/ (10 MIN.)

## Board Sort

- Tell students that today you will review the basic code spelling and introduce new spelling alternatives for the sound /u/.
- Have students say the sound /u/.
- Give students two minutes to think of words with alternative spellings of the /u/ sound. While students think, display the chart you created in advance or display the digital version. Then call on students to contribute words with the alternative spellings to the chart.
- Write the words on the board in the appropriate columns, circling the alternative spelling of /u/ in each word. For example, if a student says *some*, list the word under the heading 'o\_e' and circle the 'o\_e'. If a student says *stuck*, list the word under the heading 'u' and circle the 'u'. If a student says *touch*, list the word under the heading 'ou', with the 'ou' circled.

 Digital Component 1.1

Spelling Alternatives for /u/			
'u'	'o'	'ou'	'o_e'
1. stuck	1. mother	1. touch	1. some
2. duck	2. brother	2. cousin	2. love
3. buy			3. dove

**Note:** Students may come up with schwa words like *America* during this exercise. Write these on the board as odd ducks, and tell students they will learn about these spellings later in this unit.

## Challenge

Remind students that they already know the spelling 'o\_e' stands for the /oe/ sound, but now they are learning a new sound for this spelling. Based on readiness, have students work in pairs to write one or two sentences that include a word that contains the spelling 'o\_e'.

**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 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.



## Foundational Skills

### Using Foundational Literacy Skills

Introduce the words with spelling leaves along with an image for support. When creating the Spelling Tree, place an image next to each word. Using the home language and culture of English learners can connect them to the content. For example, providing the translation of *Spelling Tree*, *árbol de ortografía*, might help deepen students' understanding of adding leaves to the tree.

**ELPS 1.C**

### Support

Tell students that they can organize adjectives into categories that relate to the senses.

For example:

Sound - *loud, soft, silent, screaming, shouting, quiet, noisy*

Taste - *sweet, sour, salty, delicious, yummy, spicy, yucky*

Touch - *hard, soft, silky, bumpy, smooth, lumpy, scratchy, rough, glassy, mushy*

Call on students to provide a sound adjective that describes the word *baby*, a taste adjective that describes the word *cake*, etc.

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

## SPELLING TREE FOR /U/ (15 MIN.)

- Display the Spelling Tree for /u/.
- Have students read the existing words, pointing out that /u/ is spelled 'u' in every one. Ask students to help you add new spellings for the /u/ sound to the tree. Tape the three new branches to the /u/ Spelling Tree.
- Using the leaves you created, read each word aloud to students, circle the spellings for /u/, and add them to the tree. Move any odd ducks that contain one of the alternative spellings of /u/ to the appropriate branch at this time. Explain that students will have chances to add more words to the tree over the next few days.



### Observation: Board Sort and Spelling Tree

As students complete the Board Sort and Spelling Tree activity note any confusion that individual students may have about the pronunciation of any of the spelling alternatives for the /u/ sound.

## Lesson 1: Grammar

# Language



### Primary Focus

Students will identify nouns and verbs in oral sentences and will add adjectives to describe nouns, using the terms *adjective* and *noun* to describe individual

✦ words. **TEKS 2.11.D.iv**

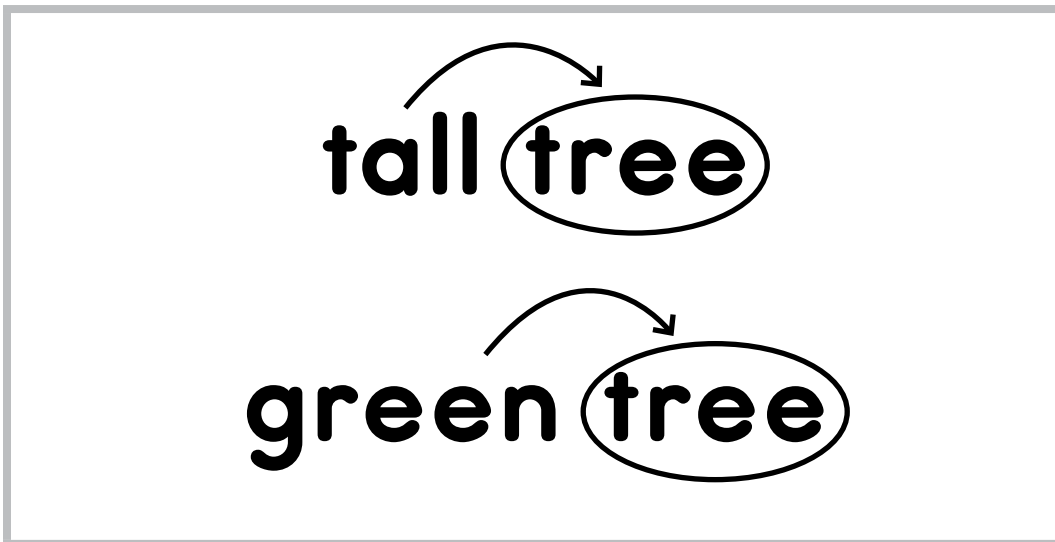
✦ Students will read two-syllable words ending in *-y* or *-ly* and the Tricky Word *alphabet* and alphabetize a series of words. **TEKS 2.2.D**

## INTRODUCE ADJECTIVES (20 MIN.)

- Review nouns and verbs with students. (A noun names a person, place, or thing. A verb can show action.)

✦ **TEKS 2.11.D.iv** Edit drafts using standard English conventions, including: adjectives, including articles; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.

- Say the following sentence, “Mary saw a tree.” Have students identify the nouns and verb(s) in the sentence. (*nouns: Mary, tree; verb: saw*)
- Now say, “How can we learn more about the tree Mary saw? Maybe we can think of words to describe the tree. How about the word *big*? Mary saw a big tree. *Big* describes the noun *tree*. Now you try.”
- Record students’ responses, listing each adjective and noun offered.  
Sample answers: *tall tree, big tree, green tree, oak tree, pine tree.*
- Say: “The words that describe the noun *tree* are called adjectives. An adjective is a part of speech that describes a noun.” Circle the adjectives and draw an arrow from adjective to noun. Reiterate: “An adjective is a word that describes a noun.”



- Display the definition of *adjective* you prepared in advance.
- If time allows, use the sentences below to continue working.
- Say a sentence and ask students to suggest various adjectives to describe the common noun, making it more specific. Make sure students use the terms *noun* and *adjective* in their responses.
  - Jack is eating candy. (sweet candy, delicious candy, chocolate candy)
  - John is playing with the dog. (spotted dog, old dog, brown dog)
  - I see a slide. (long slide, yellow slide, slick slide)
  - Look at the cat. (black cat, old cat, pretty cat)



ENGLISH  
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## Language

### Learning How English Works

#### Beginning

Hold up an object and ask students to describe it using one word: “What color is the crayon?” Use students’ responses in a sentence: “I have a yellow crayon.” Have students repeat the sentence.

#### Intermediate

Hold up an object and ask students to describe it, using one word: “What color is the crayon?” Then provide a sentence frame for the next step: “I have a \_\_\_\_\_.”

#### Advanced/ Advanced High

Have students work independently to choose and describe an object(s): “I will use yellow, red, and blue crayons to color my drawing.”

**ELPS 1.F**



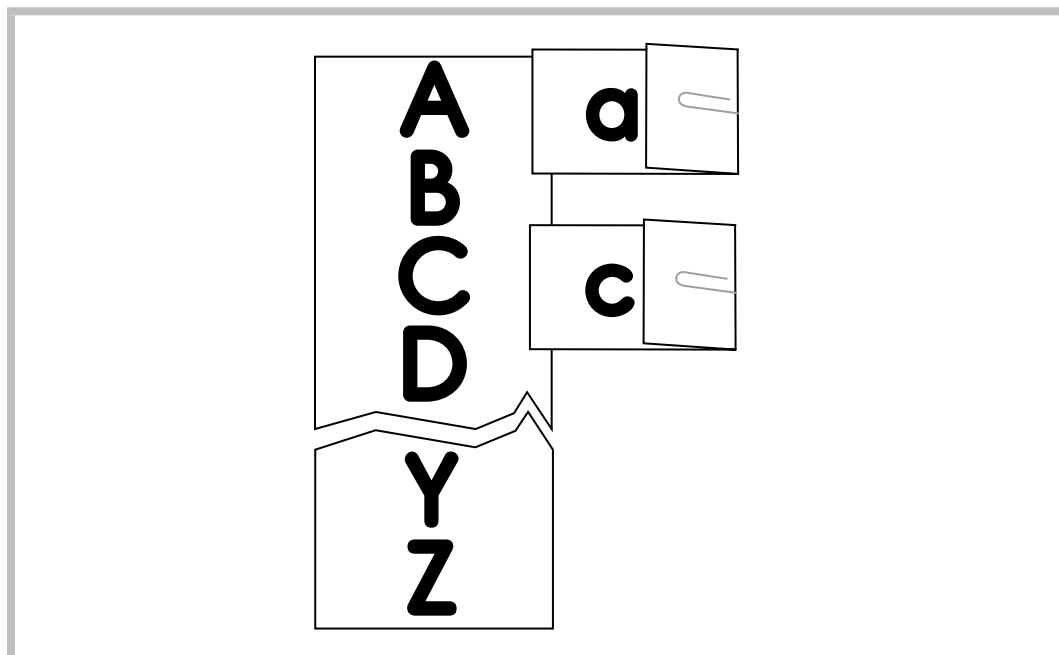
## INTRODUCE SPELLING WORDS AND ALPHABETICAL ORDER (15 MIN.)

### TEKS 2.2.D

- Show each index card you created in advance and read each spelling word to students. Then have them read aloud each word as you tape the spelling words to the board in random order. (Do NOT tape the words to the alphabet written vertically on the board at this time.) Point out that each word ends with either 'y' or 'ly', where the 'y' represents the /ee/ sound.
- Point to the alphabet you have written vertically on the board.
- Tell students they will learn how to put words in alphabetical order. First, sing the alphabet song with students as you point to each letter. Then explain that *alphabetical order* means to start with the first letter, 'a', and continue to the last letter, 'z', like when you sing the alphabet song.
- Show students a dictionary and other references. Point out that the entries appear in alphabetical order. Help students see that alphabetical order provides a quick way to find words, articles, and other things. DVDs, for example, often appear on store shelves in alphabetical order, by title. Books appear in bookstores and the library in alphabetical order, by the author's last name.
- Direct students' attention to the alphabet written on the board. Tell them they will use the alphabet as a tool for learning to put words in alphabetical order.
- Remove the spelling word cards one at a time from the board. Fold over and fasten the card with a paper clip so only the first letter shows. Then tape the words to the board by matching the letter on the card to a letter in the alphabet.

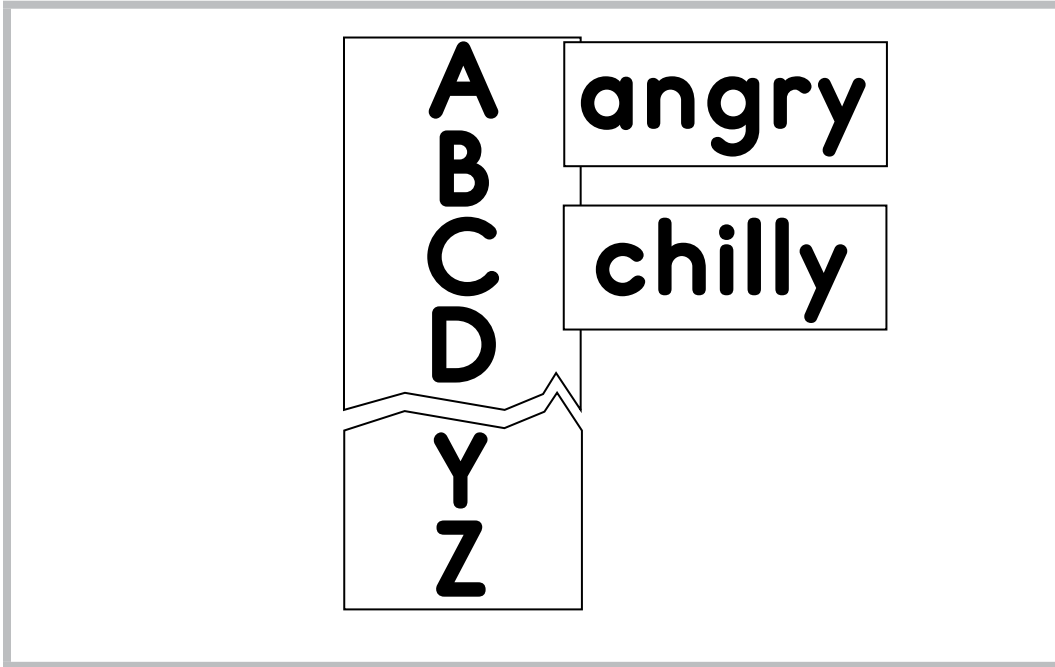
### Support

Put students' first names in alphabetical order. Ask them to write their first name on a note card. Have them put the card on the vertical alphabet, next to the letter that begins their name.



TEKS 2.2.D Alphabetize a series of words and use a dictionary or glossary to find words.

- Tell students that their spelling words are now in alphabetical order. Unfold each word.



- Have students read the words aloud, reminding them that the spelling words are in alphabetical order.
- If there are sufficient copies of beginning dictionaries, distribute them to students and support them as they look up several spelling words in the dictionary.
- Have students turn to Activity Page 1.1 and tear it out to take home. Tell students to use the back to write words in alphabetical order with their families.

End Lesson

## Take-Home Material

### **SPELLING LETTER; ALPHABETICAL ORDER**

- Have students take home Activity Page 1.1 to practice their spelling words and place them in alphabetical order.

Activity Page 1.1



Lesson 1: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH SPELLING ALTERNATIVES FOR /U/

- Using a **pocket chart or the board/chart paper**, create and label a column for each spelling for /u/: 'u', 'o', 'ou', and 'o\_e'.
- Copy each of the following words on **index cards**, one word per card:

'o'	'ou'	'o_e'	'u'
freedom	country	come	pun
person	famous	love	funny
mother	young	become	runner
canyon	cousin	done	stun
brother	southern	glove	gum
kingdom		shove	tummy
honey		none	
other		welcome	

- Have students read the word on a card and put the card under the proper header.

## SPELLING ALTERNATIVES

# Review

## /u/ > 'o' and 'u'

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

Students will read words with /u/ > 'o' and will sort and write words with /u/ > 'o' and 'u.' **TEKS 2.2.B.i; TEKS 2.2.B.v; TEKS 2.2.C.i; TEKS 2.2.C.iv**

**Reading**

Students will read "The Beginning" with purpose and understanding and will answer literal and inferential questions about the main characters' traits and key details in the text. **TEKS 2.8.B; TEKS 2.10.C**

## FORMATIVE ASSESSMENT

Activity Page 2.1

**Word Sort** /u/ > 'o' and 'u'

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

Activity Page 2.2

**Fill in the Blanks** /u/ > 'o' and 'u'

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

Observation

**Discussion Questions** "The Beginning"

**TEKS 2.8.B**

**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 2.2.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 2.8.B** Describe the main character's (characters') internal and external traits; **TEKS 2.10.C** Discuss the author's use of print and graphic features to achieve specific purposes.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Review /u/ > 'o' (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Vowel Code Flip Book</li> <li><input type="checkbox"/> Spelling Card for /u/ &gt; 'o' (son)</li> <li><input type="checkbox"/> Individual Code Chart</li> <li><input type="checkbox"/> Spelling Tree for /u/ and leaves</li> <li><input type="checkbox"/> green markers</li> </ul>
Practice /u/ > 'o' and 'u' (Phonics)	Whole Group	25 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity Pages 2.1, 2.2</li> <li><input type="checkbox"/> Activity Page 2.1 (Digital Components)</li> </ul>
<b>Reading</b>			
Introduce the Reader and Chapter	Whole Group	5 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Sir Gus</i></li> <li><input type="checkbox"/> Preview Spellings Chart (Digital Components)</li> </ul>
Read "The Beginning"	Whole Group	20 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Sir Gus</i></li> </ul>
<b>Take-Home Material</b>			
"The Beginning"			<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity Pages 2.3, 2.4</li> </ul>

## ADVANCE PREPARATION

### Foundational Skills

- Prepare to display the Vowel Code Flip Book within view of all students. You may wish to tab page 4. Also have the Spelling Card listed in the Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.
- Write the following words on leaves for the /u/ Spelling Tree: *son, cover, month, money, front, wonder, won, dozen, crunchy, trumpet, husband, thunder.*
- Bring in an image depicting each word you will add to the /u/ Spelling Tree.

### ➤ Digital Component 2.1

- Create an enlarged version of Activity Page 2.1 (Digital Component 2.1).

### Reading

### ➤ Digital Component 2.2

- Create the Preview Spellings Chart (Digital Component 2.2) for Introduce the Reader and Chapter on the board/chart paper or prepare to display the digital version.
- At the start of each week, prepare the Discussion Questions Observation Record provided in Teacher Resources. Over the course of the week, be sure to ask each student to respond to at least one discussion question. Make notes regarding each student's ability to respond in complete sentences and answer literal, inferential, and evaluative questions.

## Lesson 2: Spelling Alternative

## Foundational Skills



**Primary Focus:** Students will read words with /u/ > 'o' and will sort and write

words with /u/ > 'o' and 'u.' **TEKS 2.2.B.i; TEKS 2.2.B.v; TEKS 2.2.C.i; TEKS 2.2.C.iv**

**REVIEW /U/ > 'O' (10 MIN.)**

- Display the Vowel Code Flip Book and have the Spelling Card /u/ > 'o' (*son*) readily available. Also have the Spelling Tree for /u/ ready to display.
- Point to the /u/ Spelling Tree. Tell students they already know the 'u' spelling, as in *up*, *nuts*, *but*.
- Explain they will review one of the spelling alternatives presented yesterday, the 'o' spelling for /u/.
- Remind students they have learned 'o' as /o/ in *box*, *fox*, and *mom*. Remind them they have also learned 'o' as /oe/ in *no*, *so*, and *go*.
- Reiterate that today students will learn words in which 'o' represents the /u/ sound.

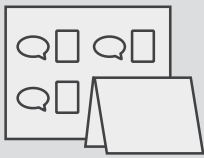
Vowel Code Flip Book	Individual Code Chart
1. /u/ > 'o' ( <i>son</i> ) <b>page 4</b>	1. /u/ > 'o' ( <i>son</i> ) <b>page 7</b>

- Turn to **Vowel Code Flip Book page 4**. Put the Spelling Card on the appropriate space. Discuss the power bar.
- Distribute green markers. Have students turn to page 7 of the Individual Code Chart for today's letter-sound correspondence. Guide students as they outline the appropriate spelling on the chart.
- Write the words in the following box on the board, one at a time, circling the spellings for /u/. Read each word aloud as a class. Reiterate that 'o' is a spelling alternative for the /u/ sound.

- |           |            |
|-----------|------------|
| 1. cover  | 4. brother |
| 2. mother | 5. month   |
| 3. won    |            |

**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 2.2.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



- Shuffle the word leaves you created. Hold up one word leaf with a supporting image. Then ask a student to read the word, identify the spelling for /u/, and tape the leaf and image to the Spelling Tree.
- Have students look at the Individual Code Chart. Ask which spelling for /u/ has the longer power bar. Explain that 'u' is used as a spelling for /u/ more often than 'o'.
- Remind students to use what they know about syllable types, such as VCV, VCCV, and VCCCV, and chunking to read and spell these words.
- Point to *cover*.
- Say, "In *cover*, 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 *co•ver*."

## PRACTICE /U/ > 'O' AND 'U' (25 MIN.)

### Word Sort

#### ➤ Digital Component 2.1

- Display the enlarged version of Activity Page 2.1, and ask students to tear the page from their Activity Books.
- Explain that the words in the box contain the /u/ sound; the words either have the spelling 'o' or 'u'.
- Tell students you want them to sort the words according to spellings and write them in the proper columns.
- Point out the first word, *rush*, has already been sorted.
- Ask students to read the second word in the box, *trust*; point out the sound/spelling for the /u/ sound and circle the spelling. Then ask where you should write the word.
- Add the word to the correct column. Have students do the same on their activity pages. Then use the word in an oral sentence to illustrate its meaning.
- Repeat this process until all of the words have been sorted.

### Fill in the Blanks

- Ask students to turn to Activity Page 2.2. Remind them that they have been learning the alternative spellings 'o' and 'u' for the /u/ sound.
- Start by reading aloud the words in the box on Activity Page 2.2.

## Activity Page 2.1



ENGLISH  
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## Foundational Skills

### Using Foundational Literacy Skills

#### Beginning

Assist students with the Word Sort by giving them note cards. Sample card: /u/ *ugly*, /u/ *front*. Say the word on the card. Have students repeat the word and put the card in the correct column.

#### Intermediate

After students have read the word, help them frame the next step: "Put the card in \_\_\_\_\_."

#### Advanced/ Advanced High

Ensure that students use complete sentences during the activity: "Put the word *trust* in the first column."

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

**ELPS 3.A; ELPS 4.A**

## Activity Page 2.2





## Support

Use the scaffolding strategies described in the appendix “Using Chunking to Decode Multisyllable Words” to assist students who struggle to read multisyllable words. Also remind students to use their Individual Code charts.

- Tell students sometimes they are going to come across words they will have to sound out to read. Tell them they will have to use their very best skills, such as thinking about tricky spellings and chunking syllables, to sound out words. Point out that they should also use context clues to see if the word they have sounded out makes sense in the sentence in which it is used.
- For sentence number 1, say to students, “I see some words in this sentence I am not sure about, and I am going to use the rules I know to see if I can say them.” Model sounding out the following words by using chunking and context clues: *heard* and *lightning*. Make sure to emphasize students need to focus on meaning in context as well as chunking, blending, and sounding out. For example:
  - *heard*: “I can try to sound this out by saying /h/ /ee/ /ar/ /d/. No, that doesn’t sound right. So I will try using what I know about r-controlled vowels /h/ /er/ /d/. This seems close to the word heard—that means to use my ears and listen. Let me try it in the sentence. (Read the sentence using the correct word.) Yes, this word makes sense.”
  - *lightning*: “I will try /l/ /i/ /g/ /h/ /t/ /n/ /ing/. No, that doesn’t sound like any word I know. Oh, I see ‘igh’ and I know it sounds like /ie/, so I will try /l/ /ie/ /t/ /n/ /ing/. This word makes sense. Let me try it in the sentence. (Read the sentence using the correct word.) Yes, this word makes sense.”
- Follow the same procedure for sentence 3.
  - *buy*: “I will try /b/ /u/ /y/. No, that doesn’t make any sense. Let me try /b/ /u/ /ee/. No, let me try /b/ /ee/. No, that doesn’t make sense. Let me try /b/ /ie/. Yes, that makes sense when I use it in the sentence.”
- Continue guiding students through the activity.



### Activity Pages 2.1, 2.2: Word Sort and Fill in the Blanks

Collect and review Activity Pages 2.1 and 2.2 to monitor student progress with /u/ > ‘o’ and ‘u’ and in reading Tricky Words.

- 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 words from Activity Pages 2.1 and 2.2. Students may use the back of the activity pages or their Dictation Journal.
- Read the sentence: *There are a dozen months in the year.*

## Lesson 2: “The Beginning”

# Reading

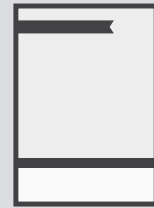


**Primary Focus:** Students will read “The Beginning” with purpose and understanding and will answer literal and inferential questions about the main characters’ traits and key details in the text. **TEKS 2.8.B; TEKS 2.10.C**

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

- Show students the front cover of the Reader, *Sir Gus*, the story of a knight. A knight is a type of soldier who lived long ago during a time called the Middle Ages. Most knights worked for kings, defending their kingdoms. Explain that kings often honored knights who became famous for doing a great job defending kingdoms. These knights earned the title *sir*, as in *Sir Gus*.
- Distribute the Readers. Ask students to turn to the table of contents and find the page on which “Sir Gus and His Stuff” begins. Ask students to turn to page 2.
- Tell students that the illustrations show things from the Middle Ages, also called medieval times, when knights, kings, and queens lived. Clarify: Knights did exist. However, in many fairy-tale stories, knights are fictional characters, who often fight fictional dragons and break magic spells. This Reader, *Sir Gus*, is fictional.
- Guide students through the first pictures of “Sir Gus and His Stuff.” Explain that because knights were in charge of protecting the kingdom against its enemies, they needed weapons. They also needed to protect themselves during battles.
  - **Lance:** A long pole knights held when they fought on horseback. “How might a knight use a lance?” (*knocking things down*)
  - **Spear:** Ask students for adjectives to describe the word *spear*. (*The end is pointed and sharp.*) Explain that the word *spear* is used as a noun and as a verb: “We carry a spear” and “spear a fish.”
  - **Sword:** Preview the Tricky Word *sword* for students, explaining that they do not pronounce the ‘w’. Tell students that knights used swords to fight their enemies. Ask students what they think a sword might be made of. (*metal*)
  - **Shield:** Knights carried shields in front of their bodies for protection.

Reader



Page 2

**TEKS 2.8.B** Describe the main character’s (characters’) internal and external traits; **TEKS 2.10.C** Discuss the author’s use of print and graphic features to achieve specific purposes.

- **Armor:** Ask students to look at the picture of a knight on page 5. Explain that the knight is wearing armor. Tell students the armor is made of metal. Ask students why they think a knight would have worn armor like this. (*to protect him when fighting*) Ask students if they think armor would be heavy or light. (*heavy*) Point out the horse; it is wearing armor to protect it as well. The knight is carrying a flag representing the colors of his kingdom. Ask students how they think it would feel to wear heavy armor with just a small space in the visor for looking out. (*very difficult*)
- **Castle:** Preview the Tricky Word *castle*. Have students sound out the letters 'le' as /əl/. The 't' is not pronounced /t/. The spelling 'st' represents the /s/ sound. "Who lived in castles?" (*kings and queens*) Explain that castles had thick walls to keep enemies out, and lookout towers from which guards watched for enemies of the kingdom.
- You may also preview the Tricky Words *before* and *always*. Explain that the /or/ sound in *before* is spelled 'ore.' The 'al' in *always* is pronounced /ə/ + /l/.

### Preview Spellings

- Preview the following additional spellings before reading today's text:

### ➤ Digital Component 2.2

/n/ > 'kn'	/u/ > 'o'	/ee/ > 'ea'
knight	of	sea
knife	from	feasts
known		peaceful
knee		fears

### Preview Core Vocabulary

- Preview the following vocabulary before reading today's text:

**well-known—adj.,** fully or widely known (10)

Example: The well-known artist makes beautiful paintings.

**fearless—adj.,** without fear, brave (10)

Example: The knight was fearless, even in dangerous situations.

**odd—adj.,** strange (10)

Example: The kitchen had an odd smell while my brother was cooking lunch.

**faint—v.,** when a person passes out, falling to the ground and appearing to be asleep (10)

Example: If you play in the hot sun with no water, you may faint while playing soccer.

**absentminded—adj.**, forgetful (12)

Example: Since I was so tired, I was absentminded and didn't bring my homework to school.

### Sayings and Phrases

**served him well**—Sir Gus always did the best he could for King Alfred. (12)

Example: The king told me that Sir Gus always “served him well.”

Vocabulary Chart for “The Beginning”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		well-known fearless absentminded	
Multiple-Meaning Core Vocabulary Words		odd faint	
Sayings and Phrases	served him well		

### Purpose for Reading

- Tell students to read Chapter 1, “The Beginning,” to find out if Sir Gus deserves the name “Sir Gus the Fearless.”

## READ “THE BEGINNING” (20 MIN.)

### Whole Group

- Read the story as a group, allowing students to take turns reading a paragraph aloud. Encourage students to read with expression, and model this for them if necessary. The rest of the class should follow along in their Readers as a classmate reads aloud.

### Guided Reading Supports

- At the end of the first page, ask students to describe King Alfred. (*He is fair and kind, keeps his people safe, and likes having fun at feasts and parties.*)
- Point out the sentence: “Cats and horses made Sir Gus itch.” Ask students to show you what *Sir Gus* did when he started to itch.

### Support

Tell students that to get information about whether or not Sir Gus deserves the name “Sir Gus the Fearless,” they can look for patterns in what Sir Gus does and says. They can think about those patterns: “Sir Gus sleep a long time.” “Is this how fearless knights act?”

## Challenge

Ask students: "Horses and cats make Sir Gus itch. Why might Sir Gus react that way to cats and horses?"

Lead students in a brief discussion. (*Sir Gus might be allergic to cats and horses. When he goes near these animals, he itches. Itching is a sign of an allergic reaction.*)

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## Reading

### Reading Closely

#### Beginning

Ask students yes/no questions using simple phrases to summarize the story: "Sir Gus is afraid of a lot of things. Do you agree?"

#### Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words: "First, Sir Gus meets the \_\_\_\_\_." "Then he starts to \_\_\_\_\_."

#### Advanced/ Advanced High

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

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

## Wrap-Up

- Ask students to share adjectives for Sir Gus. (*fearful, absentminded, odd*) Does he really deserve the name "Sir Gus the Fearless?"
- Use the following questions to guide discussion about the text.

### Discussion Questions for "The Beginning" **TEKS 2.8.B**

1. **Literal.** How many knights does King Alfred have?
  - » King Alfred has twelve knights.
2. **Inferential.** Why does King Alfred give Sir Gus the name *Fearless*?
  - » Answers may vary.
3. **Inferential.** Is Sir Gus's character brave? Why or why not?
  - » Sir Gus does not sound brave. Sir Gus is afraid of many things: the dark, mice, bats, spiders, boats, shadows, and loud noises.
4. **Literal.** Which things make Sir Gus itch?
  - » Horses and cats make Sir Gus itch.
5. **Literal.** Sir Gus likes to do what things?
  - » Sir Gus likes sleeping in and long soaks in the bathtub.



### Observation: Discussion Questions

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

**TEKS 2.8.B** Describe the main character's (characters') internal and external traits.

# Take-Home Material

## “THE BEGINNING”

- Have students complete Activity Pages 2.3 and 2.4 at home.

Activity Pages  
2.3, 2.4



### Lesson 2: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH SPELLING ALTERNATIVES

### Word Sort

- Write the words from the following box on the board/chart paper.
- Have students write the following column headers on paper: ‘o’ and ‘u’.
- Have students sort the words according to the spelling that is used for the /u/ sound by writing each word in the appropriate column.

- |           |           |
|-----------|-----------|
| 1. ugly   | 6. sponge |
| 2. front  | 7. ton    |
| 3. funny  | 8. buzz   |
| 4. month  | 9. such   |
| 5. unkind | 10. honey |

### Fill in the Blank

- Make one copy of **Activity Page TR 2.1** for each student.
- Have students complete each sentence with one of the words from the box.

### 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 787–898 of those words would be completely decodable.

The spelling ‘o’ can be pronounced /u/ as in *son*.

## 3

## SPELLING ALTERNATIVES

Review  
/u/ > 'ou' and 'o\_e'

## PRIMARY FOCUS OF LESSON

## Foundational Skills

- ✦ Students will read words featuring /u/ > 'ou' and 'o\_e'. **TEKS 2.2.B.i**  
Students will complete fill-in-the-blank sentences, using syllable chunking and sentence context to determine the correct pronunciation and meaning of words.
- ✦ **TEKS 2.2.B.i; TEKS 2.2.B.iii; TEKS 2.2.B.v; TEKS 2.2.C.i; TEKS 2.2.C.iv; TEKS 2.3.B**

## Language (Grammar)

- ✦ Students will identify adjectives and the nouns they describe in oral sentences.
- ✦ **TEKS 2.11.D.iv**

## Reading

- ✦ Students will read "The Thief" with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the text.
- ✦ **TEKS 2.4; TEKS 2.6.C; TEKS 2.6.I; TEKS 2.8.C**

## FORMATIVE ASSESSMENT

## Activity Page 3.1

## Fill in the Blank /u/ &gt; 'ou' and 'o\_e'

- ✦ **TEKS 2.2.B.i**

## Observation

- ✦ **Adjectives TEKS 2.11.D.iv**

## Observation

## Anecdotal Reading Record "The Thief"

- ✦ **TEKS 2.4**

## Observation

## Discussion Questions "The Thief"

- ✦ **TEKS 2.8.C**

- ✦ **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 syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.11.D.iv** Edit drafts using standard English conventions, including: adjectives, including articles; **TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **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 2.8.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 /u/ > 'ou' and 'o_e'	Whole Group	15 min.	<input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Cards 'o_e' > /u/, 'ou' > /u/ <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> green markers <input type="checkbox"/> /u/ Spelling Tree and leaves <input type="checkbox"/> Review /u/ > 'o_e' (Digital Components)
Practice /u/ > 'ou' and 'o_e' (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 3.1
<b>Language (Grammar)</b>			
Review Adjectives	Whole Group	10 min.	
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min.	<input type="checkbox"/> <i>Sir Gus</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "The Thief"	Partner	15 min.	<input type="checkbox"/> <i>Sir Gus</i>
<b>Take-Home Material</b>			
"The Thief"			<input type="checkbox"/> Activity Pages 3.2, 3.3



## ADVANCE PREPARATION

### Note to Teacher

It is strongly suggested that you read each story prior to assigning the story to students to read. Based on students' needs, you may add or subtract the spellings to preview as appropriate.

### Foundational Skills

- Write the following words on leaves to add to the Spelling Tree: *done, none, come, shove, glove, cousins, country, young, southern*.
- Prepare to display the Vowel Code Flip Book within view of all students. You may wish to tab page 4. Also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.

### ➤ Digital Components 3.1 and 3.2

- Create the charts (Digital Components 3.1 and 3.2) for reviewing /u/ > 'ou' and 'o\_e' on the board/chart paper or use the digital version.

### Reading

- At the start of each week, prepare the Anecdotal Reading Record provided in Teacher Resources. Over the course of the week, be sure to listen to each student read at least once and note student performance in the Anecdotal Reading Record.

### ➤ Digital Component 3.3

- Create the Preview Spellings Chart (Digital Components 3.3) for Introduce the Chapter on the board/chart paper or use the digital version.
- Plan student partners based on students' strengths and weaknesses.

## Lesson 3: The /u/ Sound and Its Spellings

## Foundational Skills



## Primary Focus

- Students will read words featuring /u/ > 'ou' and 'o\_e'. **TEKS 2.2.B.i**

Students will complete fill-in-the-blank sentences, using syllable chunking and sentence context to determine the correct pronunciation and meaning of words.

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

## REVIEW /U/ &gt; 'OU' AND 'O\_E' (15 MIN.)

- Take a few moments to review the spelling you taught yesterday: 'o' > /u/ (*son*). Direct students' attention to the branch on the /u/ Spelling Tree to which you attached the leaves yesterday. As a class, read the words on the branch.
- Display the Vowel Code Flip Book within view of all students; also have the Spelling Cards listed in Lesson At a Glance readily available.
- Today's letter-sound correspondences appear on the following pages of the Vowel Code Flip Book.

## Vowel Code Flip Book

- /u/ > 'o\_e' (*come*) **page 4**
- /u/ > 'ou' (*touch*) **page 4**

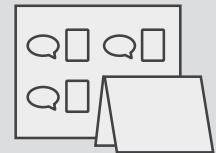
- Tell students that today they will focus on two other spellings for the /u/ sound: 'o\_e' and 'ou'.
- Explain that 'o\_e' is one type of VCe syllable pattern that can stand for the /u/ sound as in *done*. Point out that students have learned about other VCe words that have long vowel sounds. The sound /u/ spelled 'o\_e' differs from the long vowel VCe pattern.
- Display the chart with /u/ > 'o\_e' words that you prepared in advance.

 **Digital Component 3.1**

- |          |          |         |
|----------|----------|---------|
| 1. none  | 3. glove | 5. some |
| 2. shove | 4. done  | 6. come |

- 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 syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

## Code Materials



## Support

Remind students they have already learned 'o\_e' stands for /oe/ as in *drove*, *rose*, and *hose*.

- Turn to **Vowel Code Flip Book page 4**, and attach the Spelling Card 'o\_e' on the appropriate space. Discuss the power bar for the /u/ sound.

**Note:** The Tricky Word *some* is now included as part of a larger spelling pattern. You can move it to the decodable word wall.

- Explain that 'ou' can stand for the /u/ sound as in *touch*. Display the chart with /u/ > 'ou' words that you prepared in advance.

### ➤ Digital Component 3.2

- |            |            |             |
|------------|------------|-------------|
| 1. country | 3. Doug    | 5. southern |
| 2. young   | 4. cousins |             |

- Show students the Spelling Card for 'ou' > /u/ (*touch*). Read aloud the sample word. Discuss the power bar. Add the Spelling Card to the Vowel Code Flip Book on page 4.
- Today's letter-sound correspondences appear on the following pages of the Individual Code Chart:

Individual Code Chart	
1.	/u/ > 'o_e' ( <i>come</i> ) <b>page 7</b>
2.	/u/ > 'ou' ( <i>touch</i> ) <b>page 7</b>

- Distribute the green markers. Have students turn to **Individual Code Chart page 7**. Guide students in outlining the appropriate spellings on the chart.
- Shuffle the leaves you have prepared in advance.
- Hold up one of the leaves, and call on a student to read the word aloud. Ask which branch the leaf belongs on, and have the student tape the leaf to the appropriate branch.
- Tell students to look at the Individual Code Chart. Ask students which of the two spellings, 'o\_e' or 'ou', has the longest power bar. (*They are about the same.*) Explain that these spellings do not appear often, but they show up in some common words, so we need to learn them.

### Support

Remind students that they have already learned 'ou' sounds, like /ou/ as in *shout*, *ounce*, and *bounce*.

## PRACTICE /U/ > 'OU' AND 'O\_E' (15 MIN.)

- Have students read aloud the words in the boxes on both sides of Activity Page 3.1.
- Remind students to use what they know about syllable types, such as VCV, VCCV, and VCCCV, and chunking to read and spell these words.
- Point to *younger*.
- Say, "In this word, I see two vowels on either side of two consonants."
- Underline the vowel sounds (/u/ and /er/).
- Say, "When two consonants come between two vowels, I divide the word between the consonants: *youn•ger*."
- Work with students to complete the front of the sheet. Students should complete the back independently.

## Activity Page 3.1



### Activity Page 3.1: Fill in the Blank

Collect and review Activity Page 3.1 to monitor student progress with /u/ > 'o\_e' and 'ou'.

## Lesson 3: Grammar

# Language



**Primary Focus:** Students will identify adjectives and the nouns they describe in oral sentences. **TEKS 2.11.D.iv**

## REVIEW ADJECTIVES (10 MIN.)

- Ask students, "What is an adjective?" (*a word that describes a noun*) Have them provide as many adjectives as possible describing the clothes you are wearing today.
- Tell students that adjectives can be very useful words as they describe important details. For example, adjectives help to:
  - give directions by identifying things (turn at the yellow house)
  - give correct amounts for recipes (use one cup of white sugar)
  - order at restaurants (scrambled eggs, fried eggs)
  - know the weather (rainy day)
- Tell students that adjectives also serve to make writing more descriptive and interesting to read.

**TEKS 2.11.D.iv** Edit drafts using standard English conventions, including: adjectives, including articles.

- Read the following sentences aloud. Ask students to identify the adjective and the noun it is describing.

- |                         |                           |
|-------------------------|---------------------------|
| 1. White goats jump!    | 6. Loyal dogs stay.       |
| 2. Orange hair rocks.   | 7. Smart teachers rule!   |
| 3. Soft grass sways.    | 8. Funny books are great. |
| 4. Pink bubblegum pops! | 9. Brown cows moo.        |
| 5. Silly cats dance.    |                           |



### Check for Understanding

After identifying the adjective in each sentence below, call on different students to provide a different adjective for the noun, making note of any student who appears to struggle or who hesitates in responding.

## Lesson 3: “The Thief” Reading



**Primary Focus:** Students will read “The Thief” with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the

✦ text. **TEKS 2.4; TEKS 2.6.C; TEKS 2.6.I; TEKS 2.8.C**

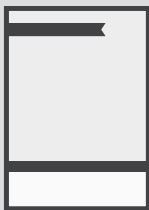
### INTRODUCE THE CHAPTER (5 MIN.)

**Note:** For the first time in the program, you will direct students to perform silent reading. Please be aware that silent reading for Grade 2 students at this point may not really sound silent; students may move their lips and read under their breath.

- Tell students they will read this story with a reading partner. Divide students into partner pairs. Explain to students that they will both read the first page silently, then one partner will read that page aloud. Next, they will both read the second page silently, then the other partner will read that page aloud, and so on. Remind students to use the Individual Code Chart to help sound out words and to ask their partners questions when they encounter confusing parts in the story.

✦ **TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **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 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

Reader



Page 14

- Ask students to turn to the table of contents and tell you the title of the story after “The Beginning.” (*The Thief*) Write *thief* on the board and read it aloud to students, asking them to repeat after you. Ask students, “What is a thief?” (*a person who steals things*) Talk about why it is wrong to steal things. Tell students today’s story is about a thief who steals something from the king.

### Preview Spellings

- Preview the following spellings before reading today’s story.

### ➤ Digital Component 3.3

/u/ > ‘o_e’	/u/ > ‘ou’	/u/ > ‘o’	Compound Words
love	country	agony	bedroom
none	young	gallop	horseback
	could		sunrise

- You may preview the Tricky Word *father*. Tell students that the ‘a’ is not pronounced /a/, but rather /o/.
- In addition to previewing the spellings, make sure to use any words in a sentence to clarify meaning for students.

### Preview Core Vocabulary

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

**agony—n.**, intense pain or suffering (14)

Example: After breaking her arm, the girl was in agony.

**herring—n.**, a salty fish (14)

Example: My mother likes to eat herring for dinner.

**summoned—v.**, sent for (16)

Example: The Queen summoned a group of knights to the palace.

**mounted—v.**, climbed up onto something above the level of the ground (22)

Example: The knight mounted his horse and began riding away.

### Sayings and Phrases

**my lord; your majesty**—respectful titles for a king (remind students about other titles you have discussed, such as *Mr.* and *Mrs.*) (16)

Example: 1. “My lord” has given me a job to do. 2. It is my pleasure to serve you, “your majesty.”

### Support

Remind students that ‘ie’ is a tricky spelling, either representing the sound /ie/ as in *pie* or /ee/ as in *thief*.



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### Foundational Skills

#### Using Foundational Literacy Skills

Pair students who need more support with proficient readers and scaffold the oral reading for students beforehand.

#### Beginning

Students can listen to “The Thief” read aloud, as they follow the text. Show students where to pause to talk about the supporting images.

#### Intermediate

Assign sentences or paragraphs to students before the oral reading, based on difficulty level and reading stamina.

#### Advanced/ Advanced High

Provide accommodations for students, if necessary, but encourage them to follow the main plan for reading “The Thief.”

**ELPS 4.B; ELPS 4.F**

**crack of dawn**—very early in the morning when the sun is beginning to rise (20)

Example: I needed to get up at the “crack of dawn” in order to make it to the soccer game on time.

**shot off like an arrow**—started quickly (22)

Example: The horse “shot off like an arrow” after hearing the horn blow.

Vocabulary Chart for “The Thief”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	herring	agony summoned mounted	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	my lord your majesty crack of dawn shot off like an arrow		

### Purpose for Reading

- Ask students to make a prediction about how King Alfred will react when he finds out something of his has been stolen. Tell students to read the story carefully to discover if their predictions are correct.

### READ “THE THIEF” (15 MIN.)

#### Partner Reading

- Explain to students that they will both read the first page silently, then one partner will read that page aloud. Next, they will both read the second page silently, then the other partner will read that page aloud, and so on. Remind students to use the Individual Code Chart to help sound out words and to ask their partners questions when they encounter confusing parts in the story.



#### Observation: Anecdotal Reading Record

As students read, circulate throughout the room listening to different pairs. Make note of students' individual reading ability in the Anecdotal Reading Record.

## Wrap-Up

- Ask students to share adjectives for Sir Gus. (*fearful, absentminded, odd*)
- Use the following questions to guide discussion about the text.

### Discussion Questions for “The Thief”

1. **Evaluative.** Were there any parts of the story that you found confusing? What questions did you ask yourself as you read?
  - » Answers may vary.
2. **Literal.** What is stolen at the beginning of the story?
  - » King Alfred’s ring
3. **Literal.** What does it mean to be in agony?
  - » to be in great pain
4. **Literal.** In the story, King Alfred summons his knights. Can you think of a synonym for *summon*?
  - » *call*
5. **Inferential.** I might say that Sir Gus is lazy. Can you read a sentence to support my adjective?
  - » Answers may vary.
6. **Inferential.** Do you think Sir Gus will recover the king’s ring? Why or why not?
  - » Answers may vary.



### Observation: Discussion Questions

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



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## Reading

### Reading Closely

#### Beginning

Ask students yes/no questions using simple phrases to summarize the story: “King Alfred’s ring is stolen in this story. Is that right?”

#### Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words: “When King Alfred’s \_\_\_\_\_ gets stolen, he summons \_\_\_\_\_.”

#### Advanced/ Advanced High

Encourage students to expand/or build on other students’ responses and learned phrases. For example, add these sentence stems: “I noticed something similar to \_\_\_\_\_, Sir Gus” or “I agree with \_\_\_\_\_’s observation that. . . .”

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





### Check for Understanding

Ask students to summarize events in “The Thief.” Say: “Let’s make a list of the most important events in the story, from beginning to end.” (*thief steals king’s ring, king summons knights, Sir Gus appears without his horse, king gives Sir Gus the royal horse, knights leave castle in search of the thief*)

End Lesson

# Take-Home Material

## “THE THIEF”

- Students should take home Activity Pages 3.2 and 3.3 to complete at home.

Activity Pages  
3.2, 3.3



### Lesson 3: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH SPELLING ALTERNATIVES FOR /U/

- Make one copy of **Activity Page TR 3.1** for each student.
- Have students practice by reading a word and using it in an oral sentence.
- Remind students to use what they know about syllable types, such as VCV, VCCV, and VCCCV, and chunking to read and spell these words.
- Point to *money*.
- Say, “In this word, I see two vowels on either side of one consonant.”
- Underline the vowel sounds (/u/ and /ee/).
- Say, “When one consonant comes between two vowels, I divide the word after the first vowel: *mo•ney*.”
- To provide students with practice spelling words in sentences, have students write a sentence using one of the words on Activity Page TR 3.1.

## GRAMMAR

# Adjectives

## PRIMARY FOCUS OF LESSON

### Language (Grammar)

- Students will recognize the suffix *-ous* indicates a word is an adjective and will pair adjectives with nouns. **TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C; TEKS 2.11.D.iv**

### Reading

- Students will decode words with blends. **TEKS 2.2.B.i**
- Students will partner read “All’s Well that Ends Well” and will close read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing challenging portions of the text. **TEKS 2.4; TEKS 2.6.I; TEKS 2.7.C**
- Students will learn the multiple meanings of the word *well* and will identify when a particular use of the word is employed in “All’s Well that Ends Well.” **TEKS 2.3.B**

## FORMATIVE ASSESSMENT

### Observation

**Anecdotal Reading Record** “All’s Well that Ends Well” **TEKS 2.4**

### Activity Pages 4.1, 4.2

“All’s Well that Ends Well” **TEKS 2.3.B**

- TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by: decoding words with prefixes including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by: spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion*/*tion*/*sion*; **TEKS 2.11.D.iv** Edit drafts using standard English conventions, including: adjectives, including articles; **TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by: decoding words with short, long, or variant vowels, trigraphs, and blends; **TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level texts; **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.C** Use text evidence to support an appropriate response; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Grammar)</b>			
Adjective Hunt	Whole Group	10 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Sir Gus</i></li> </ul>
Adjectives	Whole Group	20 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adjectives Chart (Digital Components)</li> </ul>
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Sir Gus</i></li> <li><input type="checkbox"/> Preview Spellings Chart (Digital Components)</li> </ul>
Close Read "All's Well that Ends Well"	Partner/ Whole Group	25 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Sir Gus</i></li> <li><input type="checkbox"/> red, green, blue markers for each student</li> <li><input type="checkbox"/> Activity Pages 4.1, 4.2</li> <li><input type="checkbox"/> 'Well' Multiple Meaning Chart (Digital Components)</li> <li><input type="checkbox"/> Activity Page 4.1 (Digital Components)</li> </ul>
<b>Take-Home Material</b>			
Spelling Alternatives for /u/			<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity Page 4.3</li> </ul>

## ADVANCE PREPARATION

### Note to Teacher

It is strongly suggested that you read each story prior to assigning the story to students. Based on students' needs, you may add or subtract the spellings to preview as appropriate.

### Language

#### ➤ Digital Component 4.1

- Write the list of only the adjectives (Digital Component 4.1) for the Adjectives activity on the board/chart paper, or use the digital version.

### Reading

#### ➤ Digital Component 4.2

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

#### ➤ Digital Component 4.3

- Create the multiple-meaning word chart for *well* (Digital Component 4.3) from the Reading lesson on the board/chart paper or use the digital version.

#### ➤ Digital Component 4.4

- Create an enlarged version of Activity Page 4.1 to display for Close Reading, or use the digital version.

## Lesson 4: Adjectives

## Language



**Primary Focus:** Students will recognize the suffix *-ous* indicates a word is an adjective and will pair adjectives with nouns.



**TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C; TEKS 2.11.D.iv**

### ADJECTIVE HUNT (10 MIN.)

Reader



Page 6

- For this activity, students will complete an adjective hunt using the story “The Beginning” from *Sir Gus*. Review the definition of an adjective (a part of speech describing a noun). Ask students to quickly provide one or two adjectives for each of these nouns: *flower, book, pencil*.
- Then have students add the inflectional endings *-er* and *-est* to each adjective. Point out that they have formed the comparative and superlative forms of the adjectives. Remind them that comparative adjectives compare two things, and superlative adjectives compare three or more things.
- Now ask students to turn to Chapter 1 of *Sir Gus*. Tell them they will be playing a game called *Adjective Hunt*. To play this game, students are to find as many adjectives as they can in the story “The Beginning” as a guided activity. You will record the words on the board to see how many adjectives they can find.
- Begin with this sentence: “King Alfred was in charge of a large land that stretched from the dark forests of the north to the sea in the south.”
- Tell students that before looking for adjectives they need to first find the nouns. Do this by identifying *land, forests, and sea* as some of the nouns in this sentence. Write the nouns on the board.
- Show students the adjectives describing the nouns *land* and *forests*. (*large* and *dark*) Write these words on the board next to their respective nouns.
- Direct students’ attention to the last sentence on page 10: “But Sir Gus liked a long soak in a bathtub better than a fight.”
- Have students identify the noun and adjective. *Soak* is the noun, and *long* is the adjective.
- If time permits, direct students’ attention to the sentence on page 10: “He had a spear and a sword.”



**TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by: decoding words with prefixes including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by: spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*; **TEKS 2.11.D.iv** Edit drafts using standard English conventions, including: adjectives, including articles.

- Ask students if they can think of adjectives to add to the sentence to describe the spear and sword to make it more interesting. Encourage them to come up with comparative and superlative adjectives too.
- Students may supply adjectives such as: *sharp/sharpest, pointed, long/longest diamond-handled.*

## ADJECTIVES (20 MIN.)

**Note:** The goal of this lesson is not to have students memorize the definitions of the adjectives presented, but to recognize *-ous* as a suffix that signals a word is an adjective.

- Tell students they will learn about a group of adjectives ending in the suffix *-ous*. Write 'ous' on the board. Tell students that 'ous' seems to be a tricky spelling. We know 'ou' can sound like /ou/ or /u/. When 'ous' occurs at the end of a word, it is sounded as /us/.
- Write the word *famous* on the board, and guide students as they sound it out. Tell them that the word *famous* is related to the word *fame*, so it describes a person who is well known by many other people, such as a musician, actor, or athlete.
- Ask students if they can think of other adjectives ending in the suffix *-ous*. Record their answers on the board.
- Write the following adjectives on the board, underline 'ous', have students sound out the word, and then discuss the meaning with students.

### ➤ Digital Component 4.1

1. monstrous—(related to monsters) frightful, revolting
2. disastrous—(related to a disaster) most unfortunate
3. nervous—(related to nerves) uneasy, excitable, tense
4. chivalrous—(related to chivalry) considerate, loyal, polite
5. enormous—very big
6. generous—very giving; a large amount
7. boisterous—noisy and rough
8. hideous—horrible
9. jealous—resentful and wishing to have someone else's possessions

- Have students pair each adjective with as many nouns as they can brainstorm. For example, ask students to name some nouns that might be *enormous*.
- Review that adjectives are describing words, and some adjectives have the suffix *-ous*.

### Support

Students may need to make several attempts to decode *hideous*. They may try /hide/ /us/. Then they might try /hide/ /ee/ /us/. If they do not do so on their own, direct them to try /hid/ /ee/ /us/; to sound out *jealous*, students may first try /j/ /ee/ /l/ /ous/. Direct them to try /j/ /e/ /l/ /ous/.

- Tell students to watch for *-ous* adjectives when they are reading and to try to include *-ous* words in their own writing.

## Lesson 4: “All’s Well that Ends Well”

# Reading



### Primary Focus

- ✦ Students will decode words with blends. **TEKS 2.2.B.i**

Students will partner read “All’s Well that Ends Well” and will close read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing

- ✦ challenging portions of the text. **TEKS 2.4; TEKS 2.6.I; TEKS 2.7.C**

Students will learn the multiple meanings of the word *well* and will identify when a

- ✦ particular use of the word is employed in “All’s Well that Ends Well.” **TEKS 2.3.B**

### INTRODUCE THE CHAPTER (5 MIN.)

- Remind students that the last story they read was “The Thief.” Review the characters and main events with students.
- Tell students today’s story is “All’s Well that Ends Well.” Discuss the meaning of this saying (if everything is fine at the end of a situation, then everything that happened in between, even if it was challenging, is okay as well).
- Note the contraction *All’s* in the title, created by using *all* + ‘s, meaning all is.

- ✦ **Preview Spellings** **TEKS 2.2.B.i**

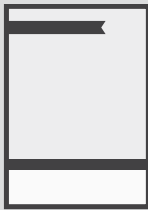
- Preview the following spellings before reading today’s story.

### ➤ Digital Component 4.2

/u/ > ‘ou’	/u/ > ‘o_e’
country	glove
nervously	come
young	
touched	
generous	

- ✦ **TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by: decoding words with short, long, or variant vowels, trigraphs, and blends; **TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level texts; **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.C** Use text evidence to support an appropriate response; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

Reader



Page 24

## Preview Core Vocabulary

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

**Note:** The multiple meanings of the word *well* will be explored in depth during the close reading of the story. During Preview Core Vocabulary, briefly explain only meanings (1) and (2).

**well—1. adj.,** everything is fine (24); **2. n.,** a deep hole dug into the ground to reach underground water. A bucket is lowered down into the well on a rope (24);

**3. int.,** an exclamation or expression of emotion (30)

Example: 1. I hope you’re feeling well today 2. The family got their water from a well behind their house. 3. Well! Look at that hot air balloon.

**shiver—v.,** to shake due to fear or the cold (28)

Example: After swimming in the chilly lake, I began to shiver.

## Sayings and Phrases

**ack!**—an exclamation used when someone is frustrated and surprised (26)

Example: Ack! There is a spider on my shoulder!

Vocabulary Chart for “All’s Well that Ends Well”

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

## Purpose for Reading

- Tell students they will read this story with a reading partner. Tell students they will both read the first page silently, then one partner will read that page aloud. Next, they will both read the second page silently, then the other partner will read that page aloud, and so on. Remind students to use the Individual Code Chart to help sound out words and to ask their partners questions when they encounter confusing parts in the story.





## Reading

### Reading Closely

#### Beginning

Reframe questions to get simple yes/no answers: “Did Sir Gus fall down a deep hole in the ground filled with water? Is this deep hole called a *well*?”

#### Intermediate

Provide students with a sentence frame for answering questions: “In this sentence, *well* means a deep \_\_\_\_\_.”

#### Advanced/

#### Advanced High

Encourage students to expand or build on other students’ comments.

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

## Support

Use the text of “All’s Well that Ends Well” and Activity Pages 4.1 and 4.2. Have students work with a partner to find the multiple-meaning words *fetch*, *spotted*, *touched*, *generous*, *peer*. Write the words on the board for students’ reference. As they find each word, have them read the sentence in which it appears

## CLOSE READ “ALL’S WELL THAT ENDS WELL” (25 MIN.)

### Partner Reading

- Ask students to partner read “All’s Well that Ends Well,” taking turns reading the first two pages silently and then aloud to each other. Tell them to read the remainder of the story silently.



### Observation: Anecdotal Reading Record

As students read, circulate throughout the room, listening to different students read. Make note of students’ individual reading ability in the Anecdotal Reading Record.

### Close Reading

- After students have finished reading “All’s Well that Ends Well” with their partners, lead students in a close reading of the text, using the following strategies.
  - Ask text-dependent questions that require students to draw on evidence from the text, identifying and discussing general academic (Tier 2) vocabulary.
  - Discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences.
  - Engage students in a culminating writing activity completed independently, if possible.

**Note:** In this lesson you will note the rigor of the close-reading lesson has increased. In Units 2–4, students were asked simple questions as they learned to closely examine the text of a selection. In this lesson, students will become aware of multiple-meaning words and reflect on the author’s purpose in using them. Although particular focus is on the multiple-meaning word *well* in this chapter, there are other multiple-meaning words that may be used to reinforce the concept that words can have more than one meaning. It is up to your discretion, based on students’ needs and time constraints, to further discuss these words.



- During this close reading, students will read “All’s Well that Ends Well” story using Activity Page 4.1, instead of the Reader. Students will be asked to use the different colored markers to circle each use of the multiple-meaning word *well* in the story on Activity Page 4.1, using a different colored marker to designate each meaning of *well*.
- Using the chart you created in advance or the digital version, review the three possible meanings using each in a sentence, noting that each different meaning of *well* also changes its part of speech.

### ➤ Digital Component 4.3

Well		
1. adjective	everything is fine or ok	green
2. noun	a hole dug in the ground for water	blue
3. !	Wow! or a sentence starter	red

### ➤ Digital Component 4.4

- Ask students to open their Activity Book to page 4.1 and explain that the story they just read with their partners in the Reader is reproduced on Activity Page 4.1. During today’s close reading lesson explain that they will read from Activity Page 4.1 rather than the Reader.
- Explain that they will need to pay special attention to the word *well* that occurs many times in the story. Each time they encounter the word *well*, you will ask them to circle it with a particular color marker to show the meaning of the word in each sentence: green for definition 1, blue for definition 2, and red for definition 3.

## Teacher Overview

(Note: You will need red, green, and blue markers for students in this activity. You may use the markers you normally use for the Individual Code Charts.)

**Key Idea and Key Details:** The key idea of “All’s Well that Ends Well” is that Sir Gus, completely by accident, solves the mystery of the missing ring for the king. Key details of the text include: Sir Gus’s allergy to horses causes him to stop and seek a drink of water. Due to the itching from his allergy, Sir Gus loses his balance and falls into the well. After the young owner of the farm hauls Sir Gus out of the well, he offers Sir Gus some dry clothing. Robin’s cat causes Sir Gus to itch again, and in the course of knocking over a shelf in the farmhouse, Sir Gus discovers and retrieves the king’s ring.

**Synopsis:** The story “All’s Well that Ends Well” is Sir Gus’s continuing accidental success in serving the king.

## 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 24

All’s Well that Ends Well

**well** (multiple-meaning)—everything is fine

Ask students if they can determine the meaning of the word *well* from the title of the story.

Guide students in understanding that in the table and second paragraph, *well* means everything’s fine. Prompt students to circle each of these uses in green.

## 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>Sir Gus rode the king’s horse out into the country. He galloped over green land and lovely rolling hills.</p>	<p><b>galloped</b>—ran fast</p>	<p>Ask students to use the text to describe the setting of the selection.</p>	<p>Students should report the setting (time and place) is somewhere in the country (green land and rolling hills). The time is sometime during the day, as the illustrations in the Reader indicate daytime—there are no drawings of darkness or night-time scenes.</p>
<p>All was well, until he began to itch. He scratched his leg. He scratched his neck. He tried to scratch his back and nearly fell off the horse. Nothing seemed to help. At last Sir Gus told himself he had better stop, lest he scratch himself right off the king’s horse! Sir Gus stopped in front of a farmhouse.</p>	<p><b>well</b> (multiple-meaning)—everything is fine <b>lest</b>—for fear of</p>	<p>In this context, can we tell the meaning of the word <i>well</i>?</p>	<p>Students should respond that in this context it means everything is fine or satisfactory or pleasing. They can tell this as Sir Gus is riding along and the description of the scenery is lovely. Prompt students to circle each of these uses in green. The word <i>until</i> is used to signal a change is about to take place.</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>Near the farmhouse was a stone <u>well</u>. Standing near the <u>well</u> was a young, strong-looking man.</p> <p>Sir Gus spoke to the young man politely.</p> <p>“Pardon me, good sir,” he said, “may I drink from your <u>well</u>?”</p> <p>“Yes, you may,” said the young man.</p>	<p><b>well</b> (multiple-meaning)—a deep hole dug in the ground to reach underground water</p> <p><b>pardon me</b>—another polite way to say <i>excuse me</i></p>	<p>In this context, can we tell the meaning of the word <i>well</i>?</p>	<p><i>Well</i> here refers to the hole in the ground containing drinking water. The text says, “may I drink from your <i>well</i>?” Prompt students to underline each of these uses in blue.</p>
<p><b>Page 26</b></p> <p>Sir Gus went to draw water from the <u>well</u>. He grabbed the rope and began to tug on it. But then he felt the need to scratch. He let go of the rope and started itching himself. Soon he was scratching himself so hard that he started jumping up and down. He jumped up and down so much that he fell into the <u>well</u> and landed with a splash at the bottom.</p> <p>“Ack!” cried Sir Gus.</p> <p>“What have I done?”</p>	<p><b>well</b> (multiple-meaning)—a deep hole dug in the ground to reach underground water</p>	<p>In this context, can we tell the meaning of the word <i>well</i>?</p>	<p>Yes, the word <i>well</i> here continues to refer to the hole dug in the ground to reach underground water. Prompt students to underline each of these uses in blue.</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><b>Page 28</b></p> <p>It was a good thing that Sir Gus was tall. The water in the <u>well</u> only came up to his chest.</p>	<p><b>well</b> (multiple-meaning)—a deep hole dug in the ground to reach underground water</p>	<p>Which meaning of the word <i>well</i> applies to this section of the text?</p>	<p>In this section of the text, the author is still referring to the hole in the ground containing water. Prompt students to underline each of these uses in blue.</p>
<p>The young man peered down into the <u>well</u>.</p>	<p><b>peer</b> (multiple-meaning)—1. to look at; 2. one of equal standing</p> <p><b>well</b> (multiple-meaning)—a deep hole dug in the ground to reach underground water</p>	<p>What does the word <i>peered</i> mean in this context?</p> <p>Can you think of other meanings for <i>peer</i>?</p> <p>Can you think of a homophone for <i>peer</i>?</p>	<p>In this context, <i>peered</i> means looked at. <i>Peer</i> also means one of equal standing. Students may know this as a reference to their peers in the classroom. <i>Peer</i> is a homophone for <i>pier</i>—a structure built over water for boats to land. Prompt students to underline each use of the word <i>well</i> in blue.</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>“Have no fear!” he shouted to Sir Gus. “I will help you. I will drop the bucket down. Take hold of it, and I will lift you up.” Sir Gus waited nervously at the bottom of the dark <u>well</u>. He did not like the dark or the cold water. His legs began to shiver and shake. The bucket came down the well. Sir Gus grabbed the bucket and held on tight. Slowly the young man began to bring Sir Gus up out of the <u>well</u>.</p>	<p><b>“Have no fear!”</b>—reassurance to someone; do not be afraid</p> <p><b>well</b> (multiple-meaning)—a deep hole dug in the ground to reach underground water</p>	<p>What evidence in the text lets you know everything is going to be okay?</p>	<p>The text tells us the plan to get Sir Gus out of the well. “I will help you. I will drop the bucket down. Take hold of it, and I will lift you up.” Prompt students to underline each use of the word <i>well</i> in blue.</p>
<p><b>Page 30</b></p> <p>As Sir Gus reached the top of the well, the young man offered the knight his hand. “Young man,” said Sir Gus, as he stepped out of the <u>well</u>, “I am touched by your generous deed. I would like to thank you for helping me. What is your name?” “My name is Robin,” replied the man.</p>	<p><b>generous</b> (multiple-meaning)—1. very giving; 2. a large amount</p> <p><b>well</b> (multiple-meaning)—a deep hole dug in the ground to reach underground water</p> <p><b>deed</b>—to perform a task</p> <p><b>touched</b> (multiple-meaning)—1. emotionally stirred; 2. to press gently with the hand or fingers</p>		<p>Prompt students to underline each use of the word <i>well</i> in blue</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>“<u>Well</u>, then, Robin,” said Sir Gus, “I thank you.” “You are welcome,” said Robin.</p>	<p><b>well</b> (multiple-meaning)—an exclamation or expression of emotion</p>	<p>How is the word <i>well</i> used differently here?</p>	<p>The word <i>well</i> is used here as an exclamation. Prompt students to underline each use of the word <i>well</i> in red.</p>
<p>The two men shook hands. Robin clasped the knight’s hand so tightly that water dripped from his glove. Robin smiled. “Come into my house,” he said. “I will find you some dry clothing.” Sir Gus went inside. “Sit down,” said Robin. “I will fetch you some dry clothing and something to drink.” Robin left the room.</p>	<p><b>clasp</b> (multiple-meaning)—1. to grab; 2. the fastener on a piece of jewelry <b>fetch</b>—to find or gather or obtain</p>	<p>Robin says he will fetch some dry clothing and something to drink for Sir Gus. What does <i>fetch</i> mean?</p>	<p>The text says, “I will find you some dry clothing.” <i>Fetch</i> means to find or gather.</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><b>Page 32</b></p> <p>Sir Gus sat down on a wooden chair. As he did so, a large black cat jumped onto his lap. At once, Sir Gus began to itch all over. He got up and started jumping up and down. He jumped so hard that he knocked over a chair and bumped into a shelf. Some things fell off the shelf. As he bent down to pick these things up, Sir Gus spotted a ring. It was the king’s ring! Robin was the robber!</p>	<p><b>spotted</b> (multiple-meaning)—1. seen with one’s eyes; 2. having or marked with spots</p>	<p>Here, we learn that Robin was the robber. Why do you think the author chose Robin to be the robber’s name?</p>	<p>The name Robin includes the word <i>rob</i>. The name Robin also sounds like the action of robbing.</p>
<p><b>Page 34</b></p> <p>Sir Gus stood thinking for a moment. “There is no point fighting with the man,” Sir Gus said to himself. “That would be dangerous. I can tell by his grip that he is very strong.” Sir Gus grabbed the ring. Then he tiptoed quietly out of the house.</p>	<p><b>grip</b>—a strong grasp</p>	<p>How could Sir Gus tell Robin’s grip was strong?</p>	<p>The text says, “Robin clasped the knight’s hand so tightly that water dripped from his glove.”</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>He mounted his horse and rode back to see the king.</p>	<p><b>mounted</b>—climbed up on</p>		
		<p><b>Turn and Tell:</b> How many meanings of the word <i>well</i> did you hear in this chapter?</p> <p>Which meaning was used the most?</p> <p>Why did the author title the story “All’s Well That Ends Well”?</p> <p>Does that title have more than one meaning?</p> <p>Why did Sir Gus tiptoe out of Robin’s house?</p> <p>What do you know about Sir Gus’s personality so far?</p> <p>What are some examples that make you think this?</p>	



### Wrap-Up

- If time permits, have students complete Activity Page 4.2. Then students should list the three meanings of *well* and the number of times each meaning was used on Activity Page 4.1.



### Activity Page 4.1 and 4.2: “All’s Well that Ends Well”

Collect and review Activity Pages 4.1 and 4.2, to monitor student progress learning multiple-meaning words in context.

End Lesson

## Take-Home Material

### SPELLING ALTERNATIVES FOR /U/

- Ask students to complete Activity Page 4.3 at home.
- Remind students about the spelling assessment tomorrow.



### Lesson 4: Foundational Skills Remediation

## Additional Support

### MORE HELP WITH SPELLING ALTERNATIVES FOR /U/

- Make one copy of **Activity Page TR 4.1** for each student.
- Ask students to circle words with the target spellings for /u/: ‘o’, ‘ou’, and ‘o\_e’.
- They can also circle words that have the *-ous* ending.

### MORE HELP WITH ORAL READING

- Make one copy of **Activity Page TR 4.1** for each student.
- Direct students to work in small groups and read the story poem to one another orally.
- Have students discuss their reading, identifying word errors and explaining how they self-corrected.

## REVIEW AND PRACTICE

# Spelling Assessment

## PRIMARY FOCUS OF LESSON

**Language (Spelling)**

Students will spell dictated words featuring the suffixes *-y* and *-ly* and the

✦ Tricky Word *alphabet*. **TEKS 2.2.C.iv; TEKS 2.2.D**

**Foundational Skills**

Students will read words in sorted columns with /u/ > 'o\_e,' 'ou', and 'o' and will

✦ answer questions using words from the columns. **TEKS 2.2.B.i TEKS 2.2.B.v**

**Reading**

Students will read "The Hungry Troll" with purpose and understanding and will answer literal and inferential questions about key details in the text.

✦ **TEKS 2.4; TEKS 2.6.C; TEKS 2.8.C**

Students will write a short-answer response expressing an opinion about the text.

✦ **TEKS 2.7.B**

## FORMATIVE ASSESSMENT

Activity Page 5.1

**Spelling Assessment**

✦ **TEKS 2.2.C.iv**

Activity Pages 5.2, 5.3

**Spelling Alternatives /u/**

✦ **TEKS 2.2.B.i**

Observation

**Anecdotal Reading Record "The Hungry Troll"**

✦ **TEKS 2.4**

Observation

**Discussion Questions "The Hungry Troll"**

✦ **TEKS 2.8.C**

Activity Page 5.4

**Story Questions "The Hungry Troll"**

✦ **TEKS 2.7.B; TEKS 2.8.C**

✦ **TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **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** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Spelling)</b>			
Spelling Assessment	Whole Group	15 min.	<input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> beginning dictionaries
<b>Foundational Skills</b>			
Practice Spelling Alternatives for /u/	Whole Group/ Partner	20 min.	<input type="checkbox"/> Activity Pages 5.2, 5.3
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min	<input type="checkbox"/> <i>Sir Gus</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "The Hungry Troll"	Partner	20 min	<input type="checkbox"/> <i>Sir Gus</i> <input type="checkbox"/> Activity Page 5.4

## ADVANCE PREPARATION

### Reading

#### ➤ Digital Component 5.1

- Create the Preview Spellings chart (Digital Component 5.1) from Introduce the Story or use the digital version.

Start Lesson

## Lesson 5: Spelling Assessment

# Language



**Primary Focus:** Students will spell dictated words featuring the suffixes *-y* and *-ly* and the Tricky Word *alphabet*. **TEKS 2.2.C.iv; TEKS 2.2.D**

### SPELLING ASSESSMENT (15 MIN.)

- Students will use Activity Page 5.1 for the assessment.
- 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. mommy  | 6. pretty   | 11. neatly   |
| 2. daddy  | 7. grumpy   | 12. ugly     |
| 3. happy  | 8. jelly    | 13. slowly   |
| 4. angry  | 9. empty    | 14. funny    |
| 5. chilly | 10. quickly | 15. alphabet |

- Direct students' attention to the lines on the bottom of Activity Page 5.1.
- Tell students to write the sentence: *We can write the alphabet*. Slowly repeat this sentence twice.
- At the end, read each spelling word 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.

**Note:** If beginning dictionaries are available, distribute them to students, encouraging them to use their knowledge of the alphabet to look up some of the words in the dictionary to confirm the correct spelling.

### Activity Page 5.1



**TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.

- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then onto the sentence.
- Circle the following words on the board. Ask students to turn Activity Page 5.1 over to the back and write the words in alphabetical order.

1. lance	2. eels	3. horse
----------	---------	----------

- Give students about three minutes to do this.
- Then, write the three words in alphabetical in order for students to correct their work.

1. eels	2. horse	3. lance
---------	----------	----------



### Activity Pages 5.1: Spelling Assessment

Collect and review Activity Pages 5.1, using the spelling analysis tools in Teacher Resources to analyze students' mistakes.

## Lesson 5: Spelling Alternatives Review

# Foundational Skills



**Primary Focus:** Students will read words in sorted columns with /u/ > 'o\_e,' 'ou', and 'o' and will answer questions using words from the columns.

**TEKS 2.2.B.i TEKS 2.2.B.v**

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

- Have students tear out Activity Pages 5.2 and 5.3.
- Explain that the chart on Activity Page 5.2 shows a set of words with the /u/ sound.
- The words have been sorted into columns according to the spelling used for /u/.

**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;

Activity Pages  
5.2 and 5.3



- Ask students to read the words in each column as a class. Use this as an opportunity to review any unfamiliar vocabulary by using the words in an oral sentence.
- Remind students to use what they know about syllable types, such as VCV, VCCV, and VCCCV, and chunking to read and spell these words.
- Point to *handsome*.
- Say, “In this word, I see two vowels on either side of three consonants.”
- Underline the vowel sounds (/a/ and /u/).
- Say, “When three consonants come between two vowels, I divide the word between the consonants where it makes the most sense. In this case, ‘n’ and ‘d’ blend together, so I will divide the word like this: *hand•some*.”
- Tell students that Activity Page 5.3 has a set of questions for them to answer using the chart on Activity Page 5.2.
- Have students complete these activity pages with a partner. Move around the room while students work. Discuss the questions with them, and remind students of the spelling patterns for /u/.
- If time permits, ask some students to share the sentences they created for the last question.
- Have students select a few words from the chart to add to the Spelling Tree.



### Activity Pages 5.2 and 5.3: Spelling Alternatives

Collect and review Activity Pages 5.2 and 5.3 to monitor students’ with the /u/ sound and spellings. See the Pausing Point for additional instructional activities for /u/.

## Lesson 5: “The Hungry Troll” Reading



### Primary Focus

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

**TEKS 2.4; TEKS 2.6.C; TEKS 2.8.C**

Students will write a short-answer response expressing an opinion about the text.

**TEKS 2.7.B**

**TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.

Lesson 5 Review and Practice: Spelling Assessment

Reader



Page 36



## INTRODUCE THE CHAPTER (5 MIN.)

- Remind students that the last story they read was “All’s Well that Ends Well.” Now we are going to read Chapter 4: “The Hungry Troll.”

### Preview Spellings

- Preview the following spellings before reading today’s story.

### ➤ Digital Component 5.1

/u/ > ‘o_e’	/u/ > ‘ou’ >	/u/ > ‘o’
come	country	nothing
	famous	recovered
		months

### Preview Core Vocabulary

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

**sire—n.**, a title of address used for a man of royalty (36)

Example: Sire, we’ve prepared your armor and your horse.

**thunderous—adj.**, (related to thunder) an adjective describing a loud noise like thunder (38)

Example: When the chair crashed to the floor it made a thunderous noise.

**troll—n.**, an ugly and nasty character in fairy tales who usually lives in caves or under bridges (38)

Example: There is a troll that lives under the bridge, by the river.

**monstrous—adj.**, (related to monsters) an adjective meaning something is terrible and horrifying, like a monster (38)

Example: The troll gave off a monstrous roar when he did not get his way.

**loathsome—adj.**, highly offensive (40)

Example: The loathsome troll sickened everyone who saw him.

### Vocabulary Chart for “The Hungry Troll”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	sire	thunderous monstrous loathsome	troll
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

### Purpose for Reading

- Tell students they will read this story with a partner. Ask students to think of King Alfred’s personality and predict what he will do when he receives his stolen ring.

### READ “THE HUNGRY TROLL” (20 MIN.)

### Partner Reading

- Ask students to partner read “The Hungry Troll,” taking turns reading the first two pages silently and then aloud to each other. Remind students that, just as before, they will both read the first page silently, then one partner will read that page aloud. Next, they will both read the second page silently, then the other partner will read that page aloud. Remind students to use the Individual Code Chart to help sound out words and to ask their partners questions when they encounter confusing parts in the story. Tell them to read the remainder of the story silently.
- If students finish early, they should work with their partner and complete Activity Page 5.4.

### Support

Explain that *personality*, means the things that make a person different from others, including their actions and the emotions they show. Review personality characteristics of Sir Gus (fearful, absentminded, odd) and King Alfred (fair, kind, caring, fun-loving).



### Observation: Anecdotal Reading Record

As students read, circulate throughout the room, listening to individual students. Make notes regarding their individual reading ability in the Anecdotal Reading Record.

### Wrap-Up

- Use the following questions to guide discussion about the chapter.

### Discussion Questions for “The Hungry Troll”

1. **Literal.** What does Sir Gus do with the ring?
  - » He gives it back to the king.
2. **Inferential.** What does it mean to say the knights “carried with them” the story of Sir Gus and the ring?
  - » They traveled back to their homes and told everyone the story they had heard.
3. **Literal.** Why didn't Sir Gus hear the troll?
  - » He was sleeping and snoring.
4. **Inferential.** The king sends a knight to fetch Sir Gus. What is a synonym for *fetch*?
  - » *get*
5. **Inferential.** Why does Sir Gus say “Doe, your dajesty” instead of “No, your majesty”?
  - » He has a cold and his nose is stuffed up, changing his speech. (You might want to let students try holding their nose shut with their fingers and saying the phrase, “No, your Majesty,” so they can hear that a stuffy nose really does impact speech!)



#### Observation: Discussion Questions

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

- Ask students to turn to Activity Page 5.4, if they have not already done so, and complete it with their partners.



#### Activity Page 5.4: Story Questions

Collect and review Activity Page 5.4 to monitor student understanding of Chapter 4: “The Hungry Troll.”

#### Activity Page 5.4

## Lesson 5: Foundational Skills Remediation

## Additional Support

## MORE HELP WITH SPELLING ALTERNATIVES FOR /U/

## Board Sort

- Select ten to twenty /u/ words from the following box. Write the words on the board in alphabetical or random order.
- Remind students to use what they know about syllable types, such as VCV, VCCV, and VCCCV, and chunking to read and spell these words.
- Point to *money*.
- Say, “In this word, I see two vowels on either side of one consonant.”
- Underline the vowel sounds.
- Say, “When one consonant comes between two vowel sounds, I divide the word after the first vowel: *mo•ney*.”
- Point to *welcome*.
- Say, “In this word, I see two vowels on either side of two consonants.”
- Underline the vowel sounds (/e/ and /u/).
- Say, “When two consonants come between two vowel sounds, I divide the word between the consonants: *wel•come*.”
- Give students lined **paper folded into four columns**. Have them write one spelling for /u/ ('u', 'o', 'ou', 'o\_e') at the top of each column.
- Ask students to sort the words into columns based on the spelling alternatives.

**Note:** If students need additional scaffolding, underline the target spelling in each word.

Words for /u/	Words for /o/	Words for /o_e/	Words for /ou/
ugly	other	lovely	young
slump	person	none	country
unkind	money	gloves	various
sudden	second	shove	famous
funny	nothing	welcome	southern

## 6

## GRAMMAR

## Subject and Predicate

## PRIMARY FOCUS OF LESSON

## Foundational Skills

- Students will read words with the vowel teams /u/ > 'ou' and 'o\_e', /ee/ > 'ie' and 'ey', and /ie/ > 'i\_e', 'i' and 'y'. **TEKS 2.2.B.i; TEKS 2.2.B.v**

## Language

- Students will identify the noun, verb, adjective, subject, and predicate in a sentence. **TEKS 2.11.D.i; TEKS 2.11.D.iii; TEKS 2.11.D.iv**
- Students will read words with /ie/ > 'igh' and 'y' and will alphabetize them. **TEKS 2.2.B.i; TEKS 2.2.C.i; TEKS 2.2.D**

## FORMATIVE ASSESSMENT

Activity Page 6.1

Spelling Alternatives

- ✦ **TEKS 2.2.B.i**

Activity Page 6.2

Parts of Speech

- ✦ **TEKS 2.11.D.i; TEKS 2.11.D.iii; TEKS 2.11.D.iv**

- ✦ **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 2.2.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 2.11.D** Edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Spelling Alternatives Review (Phonics)	Whole Group	15 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> prepared index cards</li> <li><input type="checkbox"/> Spelling Alternatives Review (Digital Components)</li> <li><input type="checkbox"/> Baseball Diamond (Digital Components)</li> </ul>
Differentiated Instruction	Small Group/ Independent	15 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity Pages 6.1, 6.2</li> </ul>
<b>Language</b>			
Introduce Subject and Predicate (Grammar)	Whole Group	20 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> prepared index cards</li> </ul>
Introduce Spelling Words (Spelling)	Whole Group	10 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> index cards</li> <li><input type="checkbox"/> tape</li> <li><input type="checkbox"/> paper clips</li> </ul>
<b>Take-Home Material</b>			
Spelling Words and Alphabetizing			<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity Page 6.3</li> </ul>

## ADVANCE PREPARATION

### Foundational Skills

#### ➤ Digital Component 6.1

- Create a blank version of the chart for Spelling Alternatives Review with just the column headings (Digital Component 6.1) on the board/chart paper or use the digital version.
- Write the following words on index cards or paper for Word Baseball.

1. chief	6. sky	11. monkey	16. honey
2. thief	7. time	12. firefly	17. other
3. cookie	8. pilot	13. touch	18. dozen
4. stories	9. glove	14. find	19. nothing
5. field	10. ton	15. mother	20. Southern

#### ➤ Digital Component 6.2

- Create the baseball diamond for Word Baseball (Digital Component 6.2) on the board/chart paper or use the digital version.
- You will have the option to differentiate instruction for students using your choice of activity pages. Give some thought in advance to which students may need more practice and support in reading spelling alternatives (Activity Page 6.1) and which students may be ready for the challenge of hunting for parts of speech (Activity Page 6.2).

### Language

- Write the words in the following sentences on index cards for Introduce Subject and Predicate—one word on each card. Mark the ending punctuation on the card with the last word of each sentence.

1. The bike rolled down the hill.
2. The old farmer plowed his field.
3. Beth frowned.
4. My smart dog performs fancy tricks.

- If you have not done so, write the alphabet vertically on the board for students to reference during Introduce and Alphabetize Spelling Words. Write the spelling words on index cards.

1. knight	6. light	11. nearby
2. might	7. bright	12. trying
3. high	8. crying	13. sky
4. right	9. pry	14. drying
5. frightened	10. why	<b>Tricky Word:</b> kingdom

Start Lesson

## Lesson 6: Spelling Alternatives Review

# Foundational Skills



**Primary Focus:** Students will read words with the vowel teams /u/ > 'ou' and 'o\_e', /ee/ > 'ie' and 'ey', and /ie/ > 'i\_e', 'i', and 'y'. **TEKS 2.2.B.i; TEKS 2.2.B.v**

### SPELLING ALTERNATIVES REVIEW (15 MIN.)

- Today you will review a mixed assortment of previously taught spelling alternatives.
- Display the chart you prepared in advance or the digital version.

#### ➤ Digital Component 6.1

/u/ > 'o'	/u/ > 'ou'	/u/ > 'o_e'	/ee/ > 'ie'	/ee/ > 'ey'	/ie/ > 'i_e'	/ie/ > 'i'	/ie/ > 'y'
son	touch	dove	thief	key	lime	final	fly
mother	cousin	some	cookie	hockey	crime	item	fry

- Remind students that they can use what they know about syllable types, such as VCV, VCCV, and VCCCV, and chunking to read and spell these words.
- Point to *cookie*.
- Say, "In this word, I see two vowel sounds on either side of one consonant."
- Underline the vowel sounds (oo/ and /ee/).
- Say, "When one consonant comes between two vowels, I divide the word after the first vowel sound: *coo•kie*."

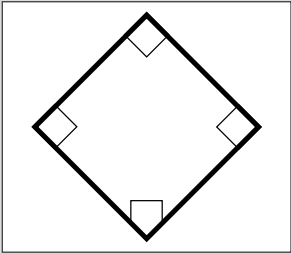
**TEKS 2.2.B** Demonstrate and apply phonetic knowledge by: (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.



- Review each sound with its respective spelling alternatives and ask students to give you one or two sample words for each spelling alternative. Write each word in the appropriate column on the chart.
- Shuffle the cards you have prepared, explaining that these words include the spelling alternatives you just reviewed.

### ➤ Digital Component 6.2

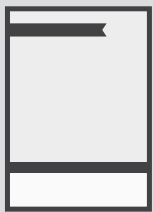
- Display the baseball diamond you prepared in advance or the digital version
- Divide the class into two teams, having one team at a time come to the front of the room and line up in front of the board. (Alternately, you may choose to have students stay seated and divide the class into teams by the manner in which they are seated.) Each team takes a “turn at bat” as follows:
  - ❑ Set a timer for ten minutes, and tell students whichever team has the most runs when the timer rings is the winning team. Point out that accuracy is important, but so is speed when reading words quickly. The more turns players have to read words, the more likely their team is to score runs.
  - ❑ Pick a card from the stack, and ask the first person on the team to read it aloud. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player then goes to the back of his or her team’s line, while the next player comes forward to read the next card. If he or she reads the word correctly, draw a line from first to second base. Play continues 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 so long as no words are misread; when one word is misread, the next team takes its turn at bat.



Activity Pages  
6.1, 6.2



Reader



Page 36

### DIFFERENTIATED INSTRUCTION (15 MIN.)

**Small Group:** Use Activity Page 6.1 to work with students who need more review in spellings of the /u/, /ee/, and /ie/ sounds. Have students read each word in a column aloud and then circle the spelling.

**Independent:** Assign Activity Page 6.2 to students ready to work independently on a grammar challenge. Explain that students are to hunt for different parts of speech in the story “The Hungry Troll.”



### Activity Pages 6.1, 6.2: Spelling Alternatives and Parts of Speech

Collect and review Activity Pages 6.1 and 6.2 to monitor student progress reviewing spelling alternatives (6.1) or identifying parts of speech (6.2) for /u/, /ee/, and /ie/.

## Lesson 6: Grammar and Spelling

# Language



### Primary Focus

Students will identify the noun, verb, adjective, subject and predicate in a sentence. **TEKS 2.11.D.i; TEKS 2.11.D.iii; TEKS 2.11.D.iv**

Students will read words with /ie/ > 'igh' and 'y' and will alphabetize them.

**TEKS 2.2.B.i; TEKS 2.2.C.i; TEKS 2.2.D**

### INTRODUCE SUBJECT AND PREDICATE (20 MIN.)

- Tell students they are going to learn how the parts of speech they have studied (nouns, verbs, adjectives) can be combined to make sentences.
- Write the following sentence on the board: *The brown dog barked loudly.*
- Ask a student to read the sentence aloud. Ask students what comes at the beginning and at the end of a sentence. (*a capital letter; a period or other final punctuation mark*)
- Point to the word *dog* and ask students what part of speech it is. (*noun*) Circle the word *dog*.
- Point to the word *barked* and ask students what part of speech it is. (*verb*) Draw a wiggly line under the word *barked*.

**Note:** Students may ask what the remaining words in the sentence are called. We will not teach articles, adverbs, or other parts of speech at this point; however, if students ask about them, feel free to give them this information.

- Point to the word *brown* and ask students what part of speech it is. (*adjective*) Draw an arrow from *brown* to *dog*. This arrow shows the adjective that describes the noun.
- Tell students every sentence expresses a complete thought. In order to be a complete thought, every sentence must have two parts: a subject and a predicate. Write *subject* and *predicate* on the board, and read the words aloud.
- Explain the subject includes the different parts of speech telling who or what a sentence is about. Ask students who or what this sentence is about. (*the brown dog*) Underline *The brown dog* once. Explain the subject often contains a noun; in this case, the noun is *dog*.

### Challenge

Have students write the nouns *cat, boy, girl* on the left side of a note card. On the right side, have them write a verb to match the noun. (*cat meows, boy swings, girl dances*) More proficient students can make up their own nouns and write a complete sentence. (*The girl dances. The boy plays in the park.*)

**TEKS 2.11.D** Edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; **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.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.D** Alphabetize a series of words and use a dictionary or glossary to find words.

- Explain that the subject may also contain some other words. Explain that the subject of this sentence also contains the word *brown*, an adjective, as well as the word *the*.
- Tell students that the other part of a complete sentence is the predicate. The predicate describes what the subject is or does and always includes a verb.
- Ask what the subject, *the brown dog*, is doing in this sentence. (*barking loudly*) Underline the predicate twice.
- Reiterate that the predicate must always contain at least one verb. Ask students to identify the verb in this sentence. (*barked*)
- Explain the predicate may also contain some additional words. The predicate of this sentence also includes the word *loudly*.
- Ask students which comes first in this sentence, the subject or the predicate. (*the subject*) Explain the subject comes before the predicate in most English sentences, but not all of them.
- Repeat the same steps for this sentence: *The blue fish swims in the bowl*.
- Have students identify the nouns, verb, and adjective: circle the nouns, draw a wiggly line under the verb, and draw an arrow from the adjective to the noun.
- Next, remind students that the subject tells who or what the sentence is about. Ask students to identify the subject and ask what this sentence is about. (*the blue fish*)
- Underline the subject *The blue fish* once. Point out that the subject includes the noun *fish*.
- Next, ask students to identify the predicate; what does the subject do? (*swims in the bowl*)
- Underline the predicate twice. Point out the predicate includes the verb *swims*.
- Point out that *bowl* is a noun, but it is part of the predicate. There are many nouns in sentences, and you can't assume a noun is always in the subject of the sentence.
- Ask which comes first in this sentence, the subject or the predicate. (*subject*)
- For the next sentence, distribute six word cards for *The bike rolled down the hill*. to six students.

- Ask students to arrange themselves in front of the class so that the words are in an order that makes sense.
- Discuss the parts of speech in the sentence.
- Ask students to identify the words making up the subject of the sentence. (Remind them that the subject tells who or what the sentence is about.)
- Have a student “underline” the subject by holding an arm under the cards for *The bike*.
- Have another student identify the predicate and “double underline” it by holding two arms under *rolled down the hill*.
- Repeat these steps for at least one more of the sentences you prepared in advance, discussing the sentence and marking the subject and predicate with “arm underlining.”
- Write the following on the board:
  - Subject + Predicate = Complete Sentence
- Tell students that a sentence must have both subject and predicate to be a complete sentence.
- Ask students, “If I just have the subject, do I have a complete sentence?” (*no*)
- “If I have just the predicate, do I have a complete sentence?” (*no*)
- “What do I need in order to have a complete sentence?” (*both subject and predicate*)



## INTRODUCE SPELLING WORDS (10 MIN.)

TEKS 2.2.D

- Show each index card and read each spelling word aloud. Next have students read aloud each word as you tape the spelling words to the board in random order. (You are not taping words to the alphabet at this time.)
- Point out to students that each of the words contains either ‘y’ or ‘igh’ as a spelling alternative for the /ie/ sound. If there is time, please have students guide you in circling the letters for the /ie/ sound in each word.
- Remind students that they have been practicing placing words in alphabetical order. Discuss the importance of knowing how to alphabetize words.



**TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.

## Support

Explain that students can use the skill of alphabetizing for day-to-day things, such as finding a word in the dictionary, an entry in the encyclopedia, or information in a book, using an index. They might also use the skill at work, when looking up information in a file cabinet or in a computer file.

- Tell students you will put the spelling words in alphabetical order by matching the first letter of the word to the alphabet letters on the board. Remove the spelling word cards one at a time from the board, and fold over and clip the card so only the first letter of each word is visible. (See Lesson 1 for illustration.)
- Ask students to tell you where each card belongs on the alphabet list. Tape the cards one at a time beside the matching letter on the alphabet written on the board.
- Tell students that they will write an entire sentence that you dictate. Students may use their Dictation Journal.
- Read the sentence: *The knight held his head high.*
- Unfold each word. Have all students read the words aloud, and tell students the spelling words are now in alphabetical order.

End Lesson

# Take-Home Material

## SPELLING WORDS AND ALPHABETIZING

- Have students complete Activity Page 6.3 at home.

Activity Page 6.3



### Lesson 6: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH SPELLING ALTERNATIVES FOR /U/

- Copy the following chart on the **board/chart paper**.

/u/ > 'ou'	/u/ > 'o_e'	/u/ > 'o'
country	love	gallop
touch	glove	honey
cousin	none	kingdom
famous	shove	lemon
generous		mammoth

- Have students practice by reading isolated words for the target sound.
- Remind students that they can use what they know about syllable types, such as VCV, VCCV, and VCCCV, and chunking to read and spell these words.
- Point to *kingdom*.
- Say, “In this word, I see two vowels on either side of three consonants.”
- Underline the vowel sounds (/ee/ and /u/).
- Say, “When three consonants come between two vowels, I divide the word between the consonants where it makes the most sense. In this case, ‘n’ and ‘g’ blend together, so I will divide the word like this: *king•dom*.”
- They can also read phrases and sentences with one or more target sound. (*gallop to the kingdom, love the gloves, famous couple, I love lemon and honey.*)

### Spelling-to-Sound Card Game

- Give a student all the **word cards** for /u/ from Lesson 1 Additional Support.
- Ask the student to sort the cards by spelling, so that each spelling has its own row (there is one row for ‘u’, one row for ‘o’, one row for ‘o\_e’, etc.).
- When the cards have been sorted, have the student say the sound for each spelling.

### PROGRESS MONITORING (OPTIONAL)

- Copy and distribute **Activity Page TR 6.1**, which consists of ten rows of words.
- Tell students that for each row, you will say one word. Tell students to circle the word that they hear you say. Read each word provided below, calling out each number to indicate the row that students should point to and look at as you read the word.

1. mother	6. love
2. touch	7. some
3. shove	8. country
4. wonder	9. hideous
5. cousin	10. done

- Record student performance on the Spelling Alternatives Progress Monitoring Record Sheet (**Activity Page TR. 6.2**). Any student who scores less than 8 out of 10 needs further remediation.

## 7

## SPELLING ALTERNATIVES

Introduce  
/ə/ > 'a' and 'e'

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

- Students will learn the sound/spellings /ə/ > 'a' and 'e' and will read two- and three-syllable words with these features. **TEKS 2.2.B.i; TEKS 2.2.C.i; TEKS 2.2.C.iv**

**Language (Grammar)**

- Students will identify the subject and predicate in sentences. **TEKS 2.11.D.i**

**Reading**

- Students will reread "The Hungry Troll" with partners, will close read the story by answering text-dependent questions, discussing Tier 2 vocabulary and discussing challenging passages. **TEKS 2.6.G; TEKS 2.11.D.iv**
- Students will discuss the use of descriptive language. **TEKS 2.10.D**

## FORMATIVE ASSESSMENT

Activity Page 7.2

✦ **Adjectives** **TEKS 2.11.D.iv**

- ✦ **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.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.C.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.11.D.i** Edit drafts using standard English conventions, including: complete sentences with subject-verb agreement; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.11.D.iv** Edit drafts using standard English conventions, including: adjectives, including articles; **TEKS 2.10.D** Discuss the use of descriptive, literal, and figurative language.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Introduce /ə/ > 'a' and 'e' (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Cards 'a' > /ə/ ( <i>about</i> ), 'e' > /ə/ ( <i>debate</i> ) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> Spelling Tree and leaves <input type="checkbox"/> green markers <input type="checkbox"/> tape
Review /ə/ > 'a' and 'e' (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> Activity Page 7.1 (Digital Components)
<b>Language (Grammar)</b>			
Review Subject and Predicate	Whole Group	10 min.	
<b>Reading</b>			
Close Read "The Hungry Troll"	Whole Group	15 min	<input type="checkbox"/> <i>Sir Gus</i> <input type="checkbox"/> Activity Page 7.2
<b>Take-Home Material</b>			
Fill in the Blanks			<input type="checkbox"/> Activity Page 7.3



## ADVANCE PREPARATION

### Note to Teacher

In this lesson you will introduce students to the concept of schwa. Schwa can be a major obstacle on the road to fluent reading and a serious impediment to good spelling. The introduction to this unit describes schwa in detail, and it is recommended that you read it before teaching this and the following lessons.

Read “The Spelling Spoilers,” a story about schwa, included in this lesson for Foundational Skills. You will need to customize the text in some places (e.g., adding your name, the name of your school, and community).

### Foundational Skills

- Prepare to display the Vowel Code Flip Book within view of all students. You may wish to tab page 6. Also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.
- You will need to prepare a Spelling Tree for /ə/. For today's lesson, prepare two branches for the /ə/ Spelling Tree, one for 'a' and another for 'e'.
  - Label the trunk / /.
  - Leaves for the 'a' branch: *about, alike, afraid, China, America, appear*
  - Leaves for the 'e' branch: *debate, appetite, decide, and category*
  - You can use the names of students' in your class to illustrate the / /; for example, *Linda, Martha, Evan, Adam, Steven, and Jeremy* all include the / / sound.

### ➤ Digital Component 7.1

- Create an enlarged version of Activity Page 7.1 (Digital Component 7.1) to display for "The Spelling Spoilers" Story, or use the digital version.

### Language

- Make a simple drawing of two ladders on the board for the game "Climb the Ladder." At the top of each ladder write, "Winner!"

## Lesson 7: Spelling Alternative Schwa

## Foundational Skills



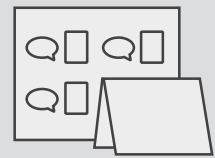
**Primary Focus:** Students will learn the sound/spellings /ə/ > 'a' and 'e' and will read two- and three-syllable words with these features.

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

**INTRODUCE /ə/ > 'A' AND 'E' (20 MIN.)**

- Before beginning the lesson, display the **Vowel Code Flip Book** and the Spelling Cards you gathered in advance.
- Ask students to provide some vowel sounds they have learned so far. They may refer to the Individual Code Chart.
- Remind students that every English word must contain a vowel sound.
- Remind them that words containing more than one vowel sound also have more than one syllable. A word has as many syllables as it has vowel sounds.
- Tell students that today they are going to learn a new vowel sound. The name of the sound is schwa, but that is not the sound it makes.
- Write the word *schwa* on the board. Explain the tricky part: 'sch' > /sh/.
- Have the class say *schwa*.
- Write the symbol for schwa, /ə/, on the board and explain that this is the symbol for schwa, a vowel sound.
- Explain that the exact pronunciation of schwa differs from person to person, place to place, and word to word. However, in many words and many parts of the United States, schwa sounds a lot like /u/. In some words and some regions of the United States, it is pronounced more like /i/. Write *about* on the board, and ask students how they might expect it to be pronounced. (*They might expect it to be pronounced /a/ /b/ /ou/ /t/ or /ae/ /b/ /ou/ /t/.*)
- Explain that this word is usually pronounced /ə/ /b/ /ou/ /t/.
- Ask students if they can see how this could be a challenge when reading. If students initially try to pronounce the first vowel sound in *about* as /a/ or /ae/, it will not sound like a recognizable English word. They will need to revise their first try and replace the initial sound with a schwa sound similar to /u/.
- Ask students to consider how this can pose a problem for spelling as well. If they spell *about* the way it sounds, they may be tempted to write *ubout*.

## Code Materials



**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.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.C.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns.

- Repeat the same steps with *afraid* and *China*. For each word, ask students to generate a hypothetical pronunciation. Then tell them the actual pronunciation. Discuss why each word might pose a problem while reading and while spelling. Point out that students may be tempted to spell *afraid* with an initial 'u' and *China* with a final 'u'.
- Tell students they will often see 'a' > /ə/ at the very beginning of a word, as in *about*, or at the very end, as in *China*.

Vowel Code Flip Book	Individual Code Chart
1. /ə/ > 'a' (about) <b>page 6</b>	1. /ə/ > 'a' (about) <b>page 7</b>
2. /ə/ > 'e' (debate) <b>page 6</b>	2. /ə/ > 'e' (debate) <b>page 7</b>

- Turn to **Vowel Code Flip Book page 6** and put the Spelling Card 'a' > /ə/ (*about*) on the appropriate space. Have students read the sample word. Discuss the power bar.
- Distribute the green markers. Have students turn to **Individual Code Chart page 7**. Guide students in outlining the appropriate card 'a' > /ə/ on the chart.
- Explain that other spellings can also stand for a schwa sound. Another spelling for schwa in many words is 'e'.
- Write the following words on the board. Guide students in reading each word. Ask students to tell you which letters make the /ə/ sound so you can circle them.

1. benefit	3. decay	5. Tennessee
2. severe	4. appetite	

- Students should hear a schwa in most of these words, but do not worry if they only hear it in some of them. Remember: pronunciation varies from person to person, word to word, and region to region.
- Turn to Vowel Code Flip Book page 6, and put the Spelling Card 'e' > /ə/ (*debate*) on the appropriate space. Have students read the sample word. Discuss the power bar.
- Have students outline the appropriate card 'e' > /ə/ on the Individual Code Chart, page 7.

- Direct students' attention to the leaves you have prepared. Ask students to read the leaves and tape them on the proper branch of the Spelling Tree.

**Note:** If *the*, *a*, *what*, and *was* are understood as containing the /ə/ sound, then they are no longer tricky and you can remove them from the Tricky Word wall.



### Check for Understanding

As students read and attempt to place the leaves, note which students struggle to place the leaves correctly. Students who have trouble with this activity may need additional support with reading words featuring schwa sound/spellings.

- Have students use their own paper to write a sentence with one of the words with the schwa sound/spelling from the box above.

## REVIEW /ə/ > 'A' AND 'E' (15 MIN.)

### "The Spelling Spoilers" Story

- Read aloud "The Spelling Spoilers" on the following pages. The story describes a group of troublemakers called the Spelling Spoilers, who are trying to ruin students' spelling by convincing them to spell schwa with the letter 'u'.
- You will also need to write on the board/chart paper as you present the Read-Aloud.
- Ask students to open their Activity Book to Activity Page 7.1

### ➤ Digital Component 7.1

- Use your best "TV-villain voice" to make the Head Spelling Spoiler sound as villainous as possible. His laughter is meant to sound like the schwa sound: "/u/ . . . /u/ . . . /u/!" If you find that difficult to say, you can have him laugh like this: "huh . . . huh . . . huh!"
- As you present the Read-Aloud, be sure to point out to students the pictures of the Spelling Spoilers on Activity Page 7.1.

### Activity Page 7.1



### Support

As an alternative to you reading the laughter of the Head Spelling Spoiler, ask for volunteers. Before reading the story, tell students they should say "/u/ . . . /u/ . . . /u/" on cue. Work with the students for a few minutes to practice the sound, assisting them in pronouncing it.



### **The Spelling Spoilers**

Deep in his underground lair, the Head Spelling Spoiler spoke to the other Spelling Spoilers.

“Fellow Spoilers, our plot to ruin spelling in the United States is going well!”

He paused to let out a long cackle of strange-sounding laughter: “/u/ . . . /u/ . . . /u/!”

- Point to the first picture on Activity Page 7.1.

The Head Spelling Spoiler went on: “There are lots of children out there who can’t spell well. And there are lots of adults who can’t spell well either. And, best of all, there are adults who are telling the children that English spelling makes no sense. All of these things show that our master plan to ruin spelling in this country is working!”

Then he cackled again: “/u/ . . . /u/ . . . /u/!”

All the other Spoilers began whispering happily among themselves.

Then the Head Spoiler lowered his voice and began speaking again.

“But I am afraid the news is not all good.”



- Point to the second picture on the first line of Activity Page 7.1.

The other Spoilers fell silent.

“I have received an alarming report from **[insert name of your town]**. It seems the students at **[insert name of your school]** are learning what they need to know to become very good spellers.”

The Spoilers fidgeted in their seats nervously.

“I am especially concerned about **[insert your name]**’s class. I am told students in that class know five ways to spell the /oe/ sound.”

The Spoilers moaned.

“I am told students in **[insert your name]**’s class know four ways to spell the /ae/ sound.”

The Spoilers groaned. “And, worst of all, I am told students in **[insert your name]**’s class know seven ways to spell the /ee/ sound.”

The Spoilers gasped.

“No! It can’t be true!” cried one of the Spoilers.

The Head Spelling Spoiler spoke again: "Fellow Spoilers, I don't have to tell you the situation is serious. If those students can spell sounds like /ae/, /oe/, and /ee/, they are on the verge of becoming good spellers. There's only one thing that can stop them from becoming really good spellers. And that is our old friend, schwa."



- Point to the schwa picture on Activity Page 7.1.

"Ah, yes, schwa!" The Spoilers all smiled and nodded. They knew that schwa had been messing up children's spelling for many years. Schwa caused more spelling problems than almost anything else. It was a Spelling Spoiler's best friend.

"You Spoilers all know schwa is a sound that sounds a lot like /u/. But it is not necessarily spelled with the letter 'u'. And that's just what we need to ruin the children's spelling! /u/ . . . /u/ . . . /u/!"

"Now, the next few weeks are going to be very important. I want all of you to make yourselves invisible. Then I want you to go out to **[insert your name]**'s classroom. Whenever the students are writing, and they come to a word that has the schwa sound in it, I want you to be there, whispering in their ears, 'Spell it with a 'u'! Spell it with a 'u'!'"

All the Spoilers started to chant: "Spell it with a 'u'! Spell it with a 'u'!"

"That's the spirit!" said the Head Spoiler. "If we can get them to spell the schwa sound with a 'u', they will make hundreds of mistakes."

He cackled: "/u/ . . . /u/ . . . /u/!"

- Point to the fourth picture on Activity Page 7.1.

“If we can get them to spell the schwa sound with a ‘u’, they will write the word *about* like this.”


 **[Write *ubout* on the board.]**

“Whereas we know it is really spelled like this.”

 **[Cross out *ubout* and write *about*.]**

“If we can get them to spell the schwa sound with a ‘u’, they will write *reporter* like this.”

 **[Write *ruporter* on the board.]** “Or maybe like this.”

 **[Write *riporter* on the board.]** “Whereas we know it is really spelled like this.”

 **[Cross out *ruporter* and *riporter*; write *reporter* on the board.]**

“And, best of all, they will write *America* like this.”

 **[Write *Umericu* on the board.]**

“Whereas we know it is really spelled like this.”

 **[Cross out *Umericu* and write *America* on the board.]**

“Ah, how I love to see the word *America* spelled with two u’s!”

He cackled his loudest cackle yet: “/u/ . . . /u/ . . . /u/!”

“So, my little Spoilers, you know what to do! Get out there and whisper in their ears!

Convince them to spell every schwa sound with a ‘u’! Turn their spelling into rubbish! Spoil their spelling! /u/ . . . /u/ . . . /u/!”





Language

Interacting in  
Meaningful Ways

Use students' personal lives as a way to bring them into the discussion of subject and predicate.

**Beginning**

Say a sentence and ask the student to respond with "yes" or "no": "Ricardo rides a bike." After the student responds say: "Is Ricardo the subject of my sentence?"

**Intermediate**

Provide students a sentence frame with which to answer *wh*-questions. "Listen to my sentence: Ricardo rides a bike. Who is the subject of the sentence? What is Ricardo doing?"

**Advanced/  
Advanced High**

Students can affirm and build on their peers' responses. "Ricardo rides a bike in Columbus Park."

**ELPS 3.G**

- Point to the last picture on Activity Page 7.1.



Lesson 7: Review Subject and Predicate

# Language



**Primary Focus:** Students will identify the subject and predicate in sentences.

**TEKS 2.11.D.i**

**REVIEW SUBJECT AND PREDICATE (10 MIN.)**

- Review subject and predicate:
  - The subject of a sentence tells who is doing something and contains nouns. The subject often comes in the beginning of a sentence.
  - The predicate of a sentence contains the verb and tells what is happening in the sentence.
- Tell students today you will play a game to review the subject and predicate in sentences. The name of the game is "Climb the Ladder."
- Divide the class into two teams and point to the two ladders you created in advance.
- Tell students you will read some sentences aloud to them. Ask them to provide the subject and predicate. Permit students on each team to confer quietly before responding aloud. Each time they are correct, their team moves up one more rung on the ladder. The first team to the top is the winner.

**TEKS 2.11.D.i** Edit drafts using standard English conventions, including: complete sentences with subject-verb agreement.

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| 1. The bike rolled down the hill. | 6. Ben likes apples.              |
| 2. Two cats chased the mouse.     | 7. Jesse's dad makes funny jokes. |
| 3. Jeff loves to read.            | 8. Jamie's mom likes to run.      |
| 4. Mike wrote a letter.           | 9. Jim works hard.                |
| 5. Kim built a playhouse.         | 10. Matt went bowling.            |



### Check for Understanding

Observe both teams of students, noting whether any students struggle with identifying which part of the sentence is a subject and which is the predicate.

## Lesson 7: "The Hungry Troll"

# Reading



### Primary Focus

Students will reread "The Hungry Troll" with partners, will close read the story by answering text-dependent questions, discussing Tier 2 vocabulary and discussing

✦ challenging passages. **TEKS 2.6.G; TEKS 2.11.D.iv**

✦ Students will discuss the use of descriptive language. **TEKS 2.10.D**

### CLOSE READ "THE HUNGRY TROLL" (15 MIN.)

- Since students have already read "The Hungry Troll" with a partner in an earlier lesson, begin immediately with a close reading of the text by doing the following:
  - Ask text-dependent questions that require students to draw on evidence from the text.
  - Identify and discuss general academic (Tier 2) vocabulary.
  - Discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences.

**Note:** Today's lesson focuses on the author's use of adjectives in the story.

- In today's lesson, have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response, before one student then raises his/her hand to respond.

✦ **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.11.D.iv** Edit drafts using standard English conventions, including: adjectives, including articles; **TEKS 2.10.D** Discuss the use of descriptive, literal, and figurative language.

Reader



Page 36

### Teacher Overview

**Key Idea and Key Details:** The key idea of “The Hungry Troll” is that Sir Gus returns home to undeserved accolades. All is well in the kingdom until a troll begins to bellow and threaten the people of the kingdom. Key details of the text include: A hungry troll, who wakes up in the dead of winter and begins to bellow. Trolls eat people, so the king and his citizens are frightened. All of the knights arrive except Sir Gus. Sir Gus has a head cold and is still sleeping when the king needs him. One of the knights proposes a plan to make a fire near the troll’s home and frighten it. All of the knights ride out to make the fire except Sir Gus, who, instead, has a piece of pie.

**Synopsis:** The story “The Hungry Troll” is about the king summoning his knights to fix the problem of a hungry troll who is threatening the citizenry.

### 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 36

King Alfred was delighted when Sir Gus gave him his ring. “How did you find it so quickly?” he asked. Sir Gus shrugged and said, “It was nothing, sire—just a bit of good luck.”

**shrugged**—lifted the shoulders  
**sire**—title of address for a man of authority

In the opening sentence there is an adjective that describes King Alfred; what is the adjective?

*delighted*—“King Alfred was delighted when Sir Gus gave him his ring.”

## 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 see you are not only brave and clever,” said the king. “You are modest as well!”</p> <p>The king slipped the ring back on his finger. Then he had all his other knights come to a meeting.</p> <p>“Knights,” he said, “brave Sir Gus has recovered my ring. You may all go home.”</p> <p>The knights rode off to their homes in the country. They carried with them the story of Sir Gus and the king’s ring.</p>	<p><b>modest</b>—not bold or bragging</p> <p><b>as well</b>—in addition to</p>	<p>Direct students to notice the word <i>well</i> occurs again in this story. Does it mean the same as the previous definitions of <i>well</i>?</p> <p>What adjectives does King Alfred use to describe Sir Gus?</p>	<p>No—this use of <i>well</i> means in “addition to.” The king lists two characteristics of Sir Gus and then lists a third: modesty.</p> <p><i>Brave, clever,</i> and <i>modest</i> are all adjectives used to describe Sir Gus.</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>The story was told far and wide. Sir Gus became a very famous knight.</p> <p><b>Page 38</b></p> <p>For a long time, all was well. Each day the king would hunt, fish, and eat. Each night he slept peacefully in his bed. Months passed. Then one snowy winter morning, there came the sound of thunder. Except it was not thunder. It was the thunderous cry of a troll.</p> <p>The troll had woken from a long sleep. It was very hungry. A troll is a monstrous beast. It will eat a lot of things, but it is very fond of people. King Alfred was frightened. He woke up when the troll cried out. He feared for the safety of his kingdom. He sent for his knights.</p>	<p><b>famous</b>—widely known</p> <p><b>thunderous</b>—(related to <u>thunder</u>) an adjective describing a loud noise like thunder</p> <p><b>monstrous</b>—(related to <u>monsters</u>) an adjective meaning something is terrible and horrifying, like a monster</p>	<p>All three words have the suffix <i>-ous</i>. What do you notice about these three words?</p>	<p>Allow students time to brainstorm with a partner before asking for their conclusions. Students should indicate that these words are adjectives.</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><b>Page 40</b></p> <p>At once, eleven brave knights came. They too were woken by the loud cry of the troll. However, Sir Gus the Fearless did not come. The cries of the troll had not woken him. He was still tucked up in bed snoring. At last, the king could wait no longer. He sent one of the other knights to fetch Sir Gus. Sometime after lunch, Sir Gus came. He was tired and hungry. He had a bad cold. His nose was swollen and red. “What kept you?” asked the king. “Did you not hear the sound of the troll?”</p>	<p><b>cry</b>—a loud call</p> <p><b>fetch</b>—to go and get someone or something (We learned this in the last close reading lesson—you may wish to ask students to recall the meaning of this word.)</p>	<p>What adjectives can you find in the text, on this page only, to describe Sir Gus?</p>	<p><i>Fearless, tired, hungry; swollen and red</i> (his nose); acceptable answers would also include the word <i>bad</i> to describe the cold Sir Gus has.</p>
<p>“Doe, your dajesty,” said Sir Gus, “I did dot. I have a dold in my doze,” replied Sir Gus.</p>		<p>Why does the author write certain words in this sentence using italics?</p>	<p>The author has these words written in this way to point out the way Sir Gus speaks with his stuffed-up nose due to his cold.</p>
<p>“Well it must have stopped up your ears, too!” said the king.</p>	<p><b>well</b>—an exclamation of emotion</p>	<p>Does this use of well fit one of the definitions we previously identified for it?</p>	<p><u>Yes</u>—it is an exclamation of emotion.</p>

Lesson			
Text From Reader	Vocabulary Instruction	Text-Dependent Questions	Responses
<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>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</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>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><b>Page 40</b>            “Hear me, knights! I am concerned. We must do something to stop this monstrous troll! We must keep this loathsome beast from eating all of the people in my kingdom! Who has a plan?”</p>	<p><b>loathsome</b>—very unpleasant (derives from the Old English word for evil)</p> <p><b>beast</b>—a dangerous creature</p>	<p>What are some of the adjectives describing the troll in the text so far?</p>	<p><i>Monstrous, loathsome.</i></p>
<p><b>Page 42</b>            “If I may, your majesty,” said the knight known as Sir Tom, “I know that trolls are scared of fire. We could make a fire near the troll’s home and scare it.”            “I like it!” said the king.            “See that it is done!”            Eleven of the knights went to get torches. Then they rode off to find the troll.            Sir Gus, however, did not ride off at once. He crept into the king’s kitchen and helped himself to a big slice of pie.</p>		<p>Why did Sir Gus go to the kitchen for a slice of pie? (This answer will be inferential.)            Sir Gus had saved the day by finding the King’s ring and was thought of as a hero. How have things changed with this new Troll problem?</p>	<p>Acceptable conclusions would be: Sir Gus feels too sick to go with the other knights. Sir Gus is hungry. Sir Gus doesn’t really want to go with the others. Sir Gus is frightened.</p>
		<p><b>Turn and Tell:</b> Talk with your partner about the author’s use of adjectives to describe either Sir Gus or the troll. <b>TEKS 2.10.D</b></p>	

## Wrap-Up

- If time permits, ask students to turn to Activity Page 7.2. Students should choose Sir Gus or the troll and begin recording adjectives for the character.



## Language

### Expanding and Enriching Ideas Modifying to Add Details

Lead students in an “adjective chant” using the words in “The Hungry Troll.” Use “my turn, then your turn” structure. Start by clapping your hands to get a rhythm going. Then say the full chant. Now say each line, in order, and wait for students to repeat the line. Say the next line, etc. (You can also organize students to “act out” the chant, especially the troll.)

Brave, clever,  
modest Sir Gus

Famous Sir Gus

Big, hungry,  
loathsome troll

Monstrous Troll

Concerned, kind,  
peaceful King Alfred

Generous King Alfred

### ELPS 2.1

## Activity Page 7.2, 7.3



## Activity Page 7.2: Adjectives

Collect and review Activity Page 7.2 to monitor students' progress in identifying adjectives.

End Lesson

# Take-Home Material

## FILL IN THE BLANKS

- Students should take Activity Page 7.3 home to complete with a family member.

## Lesson 7: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH INITIAL /ə/ OR /u/

- Explain that you are going to say ten words that will begin with either the sound /u/ or /ə/. Students should write each word you say on **paper**. If the word starts with /un/, students should spell these sounds 'un' as in *unhappy*; if the word starts with any other sound combination, they should write the first sound with an 'a' as in *above*.

- |           |           |
|-----------|-----------|
| 1. under  | 6. unless |
| 2. about  | 7. agree  |
| 3. around | 8. amount |
| 4. until  | 9. avoid  |
| 5. along  | 10. alarm |



## MORE HELP WITH FINAL /ə/ OR /u/ SPELLED 'A'

- Explain that you are going to say ten words containing either the sound /u/ or /ə/. Students should write each word you say on **paper**. If students hear an /u/ sound in the middle of the word, they should spell it with 'u'. If they hear a /ə/ at the end of a word, they should spell it with an 'a'.

- |          |           |
|----------|-----------|
| 1. run   | 6. Martha |
| 2. extra | 7. fun    |
| 3. cut   | 8. bus    |
| 4. bug   | 9. Linda  |
| 5. panda | 10. Anna  |

### Code Knowledge

Before today's lesson, if students read 1,000 words in a trade book, on average 787–898 would be completely decodable.

After today's lesson, if students read 1,000 words in a trade book, on average 829–914 would be completely decodable.

The spelling 'a' can be pronounced as: /a/ as in *cat*, /æ/ as in *table*, /ɑ/ as in *water*, or /ə/ as in *about*.

The spelling 'e' can be pronounced as: /e/ as in *bed*, /ee/ as in *secret*, or /ə/ as in *debate*.

## SPELLING ALTERNATIVES

# Review

## /ə/ > 'a' and 'e'

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

Students will read short sentences with words featuring spellings for /ie/, /oe/,

✦ /e/, /ee/, and /ae/. **TEKS 2.2.B.i**

Students will correctly spell words featuring /ə/ and /u/ sound/

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

**Reading**

Students will read "Fire!" with purpose and understanding, will write complete sentences to answer comprehension questions about key details in the text, and will list four nouns, four verbs, and four adjectives found in the story.

✦ **TEKS 2.2.B.v; TEKS 2.8.C; TEKS 2.11.D.ii-iv**

Students will generate questions about text during reading to deepen

✦ understanding and gain information. **TEKS 2.6.B**

## FORMATIVE ASSESSMENT

Activity Page 8.1

**Beat the Spoilers**

✦ **TEKS 2.2.C.i**

Activity Page 8.2

**Story Questions "Fire!"**

✦ **TEKS 2.8.C; TEKS 2.11.D.ii-iv**

✦ **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 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 2.2.B.v** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.11.D** Edit drafts using standard English conventions, including: (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Review of Vowel Code and Parts of Speech (Phonics, Grammar)	Whole Group	10 min.	<input type="checkbox"/> Individual Code Chart
Review Spellings for /ə/ and /u/ (Phonics)	Whole Group	20 min.	<input type="checkbox"/> /u/ and /ə/ Spelling Trees <input type="checkbox"/> Activity Page 8.1
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min	<input type="checkbox"/> <i>Sir Gus</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "Fire!"	Whole Group	25 min.	<input type="checkbox"/> <i>Sir Gus</i> <input type="checkbox"/> Activity Page 8.2
<b>Take-Home Material</b>			
"Fire!"			<input type="checkbox"/> Activity Page 8.3

## ADVANCE PREPARATION

### Reading

#### ➤ Digital Component 8.1

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

Start Lesson

### Lesson 8: Spelling Alternative Schwa

# Foundational Skills



#### Primary Focus

Students will read short sentences with words featuring spellings for /ie/, /oe/,

✦ /e/, /ee/, and /ae/. **TEKS 2.2.B.i**

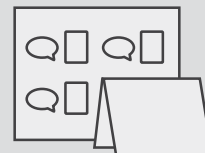
Students will correctly spell words featuring /ə/ and /u/ sound/spellings.

✦ **TEKS 2.2.C.i; TEKS 2.2.C.iv**

## REVIEW OF VOWEL CODE AND PARTS OF SPEECH (10 MIN.)

- Tell students they will review verbs and vowel sounds.
- Say, “He swims” and ask a student to identify the verb.
- Once the verb has been correctly identified, repeat it and ask a student to tell you the vowel sound in the word *swims*. (/i/)
- Once the vowel sound has been correctly identified, ask students to use their Individual Code Charts to locate spellings students have learned for this sound.
- Call on one student to summarize what the class has learned, scaffolding as needed (e.g., “We learned to spell the sound /i/ with the letter ‘i’ or the letter ‘y.’”). Ask students which way the /i/ is spelled in the word *swims* (**Individual Code Chart p. 7**).
- Repeat these steps with the additional sentences below.

### Code Materials



✦ **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 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.

1. They **play**. /æ/ (**Individual Code Chart p. 8**)

2. She **hides**. /ie/ (**Individual Code Chart p. 8**)

3. We **feel**. /ee/ (**Individual Code Chart p. 8**)

4. I **wrote**. /oe/ (**Individual Code Chart p. 8**)

5. We **fell**. /e/ (**Individual Code Chart p. 7**)

6. He did **cry**. /ie/ (**Individual Code Chart p. 8**)

### REVIEW SPELLING FOR /ə/ AND /u/ (20 MIN.)

**Note:** In this program, the /u/ sounds are not called schwa sounds. It is not important for students to differentiate whether a spelling is an /u/ or a schwa sound. What is important, however, is that they can read and write the words correctly.

- Remind students that they learned a new sound in the last lesson. Ask students to provide the name for this sound. (*schwa*) Point to the 'a' and 'e' spellings for /ə/ in the Vowel Code Flip Book, and read the example words.
- Point to the /ə/ Tree, reading the words on the leaves aloud. Remind students that they should hear /ə/ in most of these words, but they should not worry if they only hear it in some. **Note:** Remember that pronunciation varies from person to person, word to word, and region to region.
- Have students identify the different ways /ə/ is spelled.
- Point to the /u/ Spelling Tree. Review a few words on this tree by pointing randomly to words and having students read the words aloud. Have students identify the different ways /u/ is spelled.
- Ask students to take out Activity Page 8.1. Tell students it is time to try to beat the Spelling Spoilers by spelling the /ə/ and the /u/ sounds they have learned in this unit correctly.
- Write *about* on the board, and read it aloud. Point out that even though the first sound in *about* is /ə/, the first letter in the printed word is 'a'.
- Have students copy *about* into the far left column labeled "Copy." They should say the sound of each letter as they copy the word.
- Erase the word from the board.
- Have students fold the activity page along the dotted line so *about* is facing down on the desk.

- Have students write *about* from memory in the middle column labeled “Spell.” They should say the sound of each letter as they write the word.
- Tell students to unfold the activity page and compare the word they just wrote from memory with the word they copied earlier.
- If any students spelled the word incorrectly, have them correct the incorrect spelling and print the correct spelling.
- Tell students to make a mark on the activity page indicating whether they beat the Spelling Spoilers or not.
- Repeat these steps with the remaining words in the following box.

**Note:** The letter or letters in each word for the schwa or the /u/ sounds are bolded.

- |                      |                      |
|----------------------|----------------------|
| 1. <b>a</b> bout     | 6. Tennessee         |
| 2. China             | 7. <b>l</b> ove      |
| 3. <b>a</b> round    | 8. <b>c</b> ousin    |
| 4. Africa            | 9. <b>s</b> omething |
| 5. app <b>e</b> tite | 10. <b>t</b> ouch    |



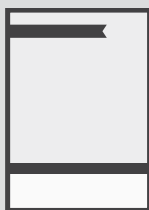
### Activity Page 8.1: Beat the Spoilers

Collect and review students' work on Activity Page 8.1 to monitor their progress in spelling the /ə/ and the /u/ sounds correctly.

- To provide students with practice spelling words in sentences, have them use one of the words with the schwa sound/spelling to write a sentence on the second page of Activity Page 8.1.

### Activity Page 8.1



**Beginning**

Walk through the images in “Fire!” Point to and say key words, such as *fire*, *knight*, *grove*, and *foot of the hill*. Then ask students to point to the image and say the word.

**Intermediate**

Walk through the images in the text. Say a key word and have students point to the picture. Then have them write the word and use it in a sentence.

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

Help students make inferences about the content of the reading: “Will Sir Gus be a hero in this story, too?” “Do you notice repetition in the stories?”

**ELPS 3.J; ELPS 4.F;****ELPS 4.J****Lesson 8: “Fire!”****Reading****Primary Focus**

Students will read “Fire!” with purpose and understanding, will write complete sentences to answer comprehension questions about key details in the text, and will list four nouns, four verbs, and four adjectives found in the story.

✦ **TEKS 2.2.B.v; TEKS 2.8.C; TEKS 2.11.D.ii–iv**

Students will generate questions about text during reading to deepen

✦ understanding and gain information. **TEKS 2.6.B**

**INTRODUCE THE CHAPTER (5 MIN.)**

- Tell students that the last story, “The Hungry Troll,” ended with the knights coming up with a plan to scare off the troll. Ask students to share the knights’ plan. (*They wanted to make a fire by the troll’s home to scare it.*)
- Share with students that today’s story is about the knights trying to scare away the troll with fire.

**Preview Spellings**

- Preview the following spellings before reading today’s story. Remind students that they can use what they have learned about syllable division patterns VCV, VCCV, and VCCCV, and chunking to read these words.

**➤ Digital Component 8.1**

/ə/ > ‘a’	/ie/ > ‘igh’
attack	knights
attempt	nightfall
alarming	sight
approached	frighten
afraid	

**Preview Core Vocabulary**

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

**prickly—adj.**, covered with sharp points (44)

Example: The cactus was prickly.

✦ **TEKS 2.2.B.v** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.11.D** Edit drafts using standard English conventions, including: (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.

**grove—n.**, a small growth of trees without underbrush (44)

Example: Behind my house, there is a grove of orange trees.

**devised—v.**, come up with or thought of a plan (46)

Example: The football team devised a plan in order to win.

**defeat—v.**, to beat (46)

Example: The local team was hoping to defeat the visitors.

**splendid—adj.**, wonderful (48)

Example: With the sun shining, it was a splendid day for the park.

**deed—n.**, a notable achievement (48)

Example: The boy did a good deed when he helped his neighbor mow his lawn.

**crackling—v.**, making sharp, cracking noises (like those made by burning wood) (52)

Example: The fire was crackling loudly, but it kept us warm.

### Sayings and Phrases

**foot of the hill**—bottom of the hill (44)

Example: At the “foot of the hill” is where the hiking trail starts.

### Support

When reading the text, focus on two or three vocabulary words, digging deeply into the words' meaning and common usage.

Vocabulary Chart for “Fire!”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		grove devised defeat splendid deed	
Multiple-Meaning Core Vocabulary Words		prickly crackling	
Sayings and Phrases	foot of the hill		

### Purpose for Reading

- Ask students if they think Sir Gus will offer to use fire to bravely scare away the troll. Ask students to give you examples from past stories to explain why they think Sir Gus will not be brave when fighting the troll. Tell students they should read today's story to find out how Sir Gus will react when he is near the troll.



## READ “FIRE!” (25 MIN.)

### Whole Group

- Have students read the first page of the story silently to themselves. Then have one or more students read the same page aloud. Continue reading the story in this fashion. If time does not allow for reading the entire story this way, continue by reading the rest of the story aloud after completing at least two or three pages of both silent and oral reading.
- At the end of each page, ask students if there are any parts of the story they are confused about. If there are, have students ask questions to clear up their confusion. **TEKS 2.6.B**
- Have students look at the illustration on page 45 of the Reader. Point out that there is an empty hill with a few dying trees. Have students look closely at the illustration. Ask students: What do you think Sir Tom and the knights might be doing? Do you think the knights found the troll? Ask students if they have any questions about the illustration.
- Have students look at the illustration on page 47. Ask them what the illustration suggests about the knights' plan.
- On **page 48**, when Sir Gus says, “But, but . . . well . . . I . . . er . . . um . . .,” model for students how to give appropriate pauses for the ellipses. Ask students if Sir Gus wanted to be the knight who tried to frighten the troll.
- After reading **page 50**, ask students how the pieces of rock came flying out of the cave. Ask them what thoughts or questions they may have about the text or the illustration to help them understand the story better.
- After reading **page 52**, ask students if they think that Sir Gus was really brave. Ask them who they think gave the scream that came “from inside the cave,” Sir Gus or the troll? Have them explain their answer.

### Wrap-Up

- Ask students to complete Activity Page 8.2 after you finish reading the story.

### Support

To be certain students are following the storyline, it may be helpful to read the story in chunks, pausing often to make sure they know what happened before reading on: “Does this make sense?” “What do I want to know?” Review the story structure to help comprehension. Fictional texts generally include a problem, rising action, resolution, and falling action. The action rises until the problem is resolved, then the story action falls.

### Activity Page 8.2



### Activity Page 8.2: Story Questions

Review Activity Page 8.2 as a class to monitor students comprehension of the story and knowledge of nouns, verbs, and adjectives.

**TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.

# Take-Home Material

## “FIRE!”

- Have students take home Activity Page 8.3 to read “Fire!” to a family member.

Activity Page 8.3



## Lesson 8: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH /ə/ AND ITS SPELLINGS

- Select ten to twenty /ə/ words from the following box. Write the words on the board in alphabetical order or random order.
- Pass out **lined paper**. Ask students to sort the words into columns based on which spelling is used to stand for the /ə/ sound. (If possible, display the sort.)

**Note:** If students need additional scaffolding, you can underline the target spelling in each word.

Words with /ə/ > 'a'	Words with /ə/ > 'e'
1. about	1. molecule
2. around	2. benefit
3. away	3. deposit
4. important	4. severe
5. along	5. telescope
6. across	6. categories
7. Africa	7. decay
8. among	8. deciding
9. ago	9. necessity
10. probably	10. genetic
11. amount	11. debate
12. finally	12. cement
13. alone	13. ceremony
14. thousand	14. strategy
	15. Tennessee

## Word Sort with Pocket Chart

- Set up a **pocket chart** so it has a header for each of the spellings students have learned for /ə/.
- Write ten to twenty decodable words from the previous list of words containing the spellings for /ə/ on **index cards**.
- Ask students to sort the words by placing them on the pocket chart under the proper headers.
- Remind students that they can use what they know about syllable types, such as VCV, VCCV, and VCCCV, and chunking to read and spell these words.
- Point to *deposit*.
- Say, “In this word, I hear three syllables. I see VCV and VCV syllable patterns.”
- Underline the vowel sounds (/ee/, /o/, and /i/).
- Say, “I will divide the word into three syllables after the first and second vowels: *de•po•sit*.”

**Note:** If students need additional scaffolding, you can underline the target spelling in each word, or have students do this as a preliminary step.

## GRAMMAR

# Review Apostrophes

## PRIMARY FOCUS OF LESSON

**Language (Grammar)**

Students will review the use of apostrophes to form contractions and to show possession. **TEKS 2.2.B.iv; TEKS 2.11.D.x**

Students will understand and identify compound subjects and predicates. **TEKS 2.11.D.i; TEKS 2.11.D.viii**

**Reading**

Students will partner read “The Boat Trip” with purpose and understanding, will write a summary of the events of the story, and will match subjects with predicates based on the events in the story.

**TEKS 2.2.B.iii; TEKS 2.4; TEKS 2.6.A; TEKS 2.6.I; TEKS 2.7.D**

## FORMATIVE ASSESSMENT

Activity Page 9.1

**Subject and Predicate**

**TEKS 2.11.D.i; TEKS 2.11.D.viii**

Observation

**Anecdotal Reading Record “The Boat Trip”**

**TEKS 2.4**

Activity Page 9.2

**Story Questions “The Boat Trip”**

**TEKS 2.7.D**

**TEKS 2.2.B.iv** Demonstrate and apply phonetic knowledge by: decoding compound words, contractions, and common abbreviations; **TEKS 2.11.D** Edit drafts using standard English conventions, including: (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; (i) complete sentences with subject-verb agreement; (viii) coordinating conjunctions to form compound subjects and predicates; **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 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.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.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Grammar)</b>			
Review Apostrophes	Whole Group	10 min.	<input type="checkbox"/> prepared index cards <input type="checkbox"/> tape
Introduce Compound Subjects and Predicates	Whole Group	20 min.	<input type="checkbox"/> Activity Page 9.1
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min.	<input type="checkbox"/> <i>Sir Gus</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "The Boat Trip"	Partner	25 min.	<input type="checkbox"/> <i>Sir Gus</i> <input type="checkbox"/> Activity Page 9.2
<b>Take-Home Material</b>			
Practice Apostrophes			<input type="checkbox"/> Activity Page 9.3

## ADVANCE PREPARATION

### Note to Teacher

This lesson reviews the use of apostrophes to form contractions that students learned in Unit 2 and the use of 's to show possession, which they learned in Unit 4.

### Language

- Before teaching Review Apostrophes, write the following words and word pairs on index cards. (If you have cards from Unit 2, you can reuse them.)

can't	can not
isn't	is not
aren't	are not
couldn't	could not
wouldn't	would not
won't	will not

- Write the phrases for Review Apostrophes on the board/chart paper.

### Reading

#### ➤ Digital Component 9.1

- Prepare to display the Preview Spellings Chart (Digital Component 9.1) from Introduce the Chapter on the board/chart paper or use the digital version.

### Universal Access

- Be prepared to clarify for students the difference between possessives and contractions, as some confuse the two.

## Lesson 9: Grammar

## Language



## Primary Focus

Students will review the use of apostrophes to form contractions and to show possession. **TEKS 2.B.iv; TEKS 2.11.D.x**

Students will understand and identify compound subjects and predicates.

**TEKS 2.11.D.i; TEKS 2.11.D.viii**

**REVIEW APOSTROPHES (10 MIN.)**

- Tell students that today you will review contractions.
- Ask how a word becomes a contraction. (*A contraction is a new word made up of two words, with certain letters left out and an apostrophe inserted in place of the letters.*)
- Show each index card one at a time, asking students to say a sentence using the words on the card.
- As students give you a sentence, tape the word cards randomly to the board.
- After you have been through all the cards, ask students to read the cards aloud with you.
- Ask students to help you match the contractions to the word pairs. Make sure you put the contractions and the words making the contractions in two columns, side by side.
- Remind students that 's is also used to form possessives.
- Refer to the following phrases you prepared in advance.

Tom's car	Jane's bike
Marie's trophy	Drummer's stick
Dwight's Lights	Chicken's beak

- Point out that each phrase has two nouns.
- Call on different students to identify which of the two nouns is the noun that is the "owner" noun. Students should identify the noun with 's as being the person/thing that owns the other noun in the phrase.

**TEKS 2.2.B.iv** Demonstrate and apply phonetic knowledge by: decoding compound words, contractions, and common abbreviations; **TEKS 2.11.D** Edit drafts using standard English conventions, including: (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; (i) complete sentences with subject-verb agreement; (viii) coordinating conjunctions to form compound subjects and predicates.

### Support

Point out an exception to the rule for forming the contractions listed here. The contraction for *will not* is *won't*, not *willn't*.

## INTRODUCE COMPOUND SUBJECTS AND PREDICATES (20 MIN.)

- Tell students that today they are going to review the role of subjects and predicates in sentences.
- Write the following sentence on the board: *Beth ate the pie.*
- Ask students to identify the subject and then the predicate. Have a student come to the board and underline the subject once and the predicate twice.
- Then write this sentence on the board: *Beth and Joe walked and ran.*
- Ask students for the subject and predicate. Have a student come to the board and underline the subject once and the predicate twice. Point out that *Beth and Joe* is an example of a compound subject because there are two subjects, and *walked and ran* is an example of a compound predicate because there are two verbs.
- Ask students to turn to Activity Page 9.1. Complete the initial items as a teacher-guided activity, allowing students to complete the remaining items on their own.



### Activity Page 9.1: Subject and Predicate

Collect and Activity Page 9.1. Review students' performance and look for error patterns indicating which students need additional support with compound subjects and predicates.

## Activity Page 9.1



## Challenge

Before working on the activity, ask proficient students to model the sentence *Beth and Joe walked and ran* to write another sentence with a compound subject and predicate.

## Lesson 9: "The Boat Trip" Reading



**Primary Focus:** Students will partner read "The Boat Trip" with purpose and understanding, will write a summary of the events of the story, and will match subjects with predicates based on the events in the story.

TEKS 2.2.B.iii; TEKS 2.4; TEKS 2.6.A; TEKS 2.6.I; TEKS 2.7.D

## INTRODUCE THE CHAPTER (5 MIN.)

- Tell students to turn to the table of contents. Ask them the title of the story after "Fire!" ("*The Boat Trip*")

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 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.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.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

Lesson 9 Grammar: Review Apostrophes

## Reader



Page 56





## Foundational Skills

### Using Foundational Literacy Skills

Support English learners by offering them ways to collaborate with others to discuss ideas, interpret information, and present and defend claims. Before independent reading, show students pictures in the Reader and teach them specific vocabulary words.

For example, to start a discussion, ask whether they like boats or water.

**ELPS 1.E; ELPS 3.E**

## Support

Encourage students to record at least one unfamiliar word seen in the text. Help them chunk, define (using context clues), and say the word.

Then suggest that to remember the word, they should try to use it often.

- Ask students to tell you the page on which “The Boat Trip” begins. (page 56)
- Remind students that Sir Gus does not like water. Ask them what they think a boat ride would be like for Sir Gus.

### Preview Spellings

- Before reading today’s story, preteach the Tricky Word *water*. The ‘a’ sounds like /aw/.
- Remind students that they may come across words they have not seen before. They are to use their word skills, chunking into syllables, and context clues to determine the correct pronunciation.
- Preview the following spellings before reading today’s story. Remind students what they have learned about VCe syllables forming long vowel sounds as they read the /ae/ > ‘a’ words.

### ➤ Digital Component 9.1

/ae/ > ‘a’	/ə/ > ‘a’	Tricky Word
tale	afloat	water
grateful		
bravery		
waves		

### Preview Core Vocabulary

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

**utterly—adv.**, absolutely, completely (56)

Example: The children were utterly fearless riding the largest roller coaster in the world.

**trust—v.**, believe that someone is honest and good (58)

Example: The children trust that their parents will take care of them.

**alarmed—v.**, felt nervous (60)

Example: The hiker was alarmed when he saw a bear in the road.

### Sayings and Phrases

**symbol of his bravery**—the large, red robe represents and shows everyone Sir Gus is brave (56)

**set sail**—traveled by boat (58)

Example: The captain of the ship “set sail” early in the morning.

Vocabulary Chart for “The Boat Trip”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		utterly trust alarmed	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	symbol of his bravery set sail		

### Purpose for Reading

- Tell students to read carefully and sound out unfamiliar words. Ask students to think about what type of adventures/troubles a person might encounter when out at sea on a boat.

### READ “THE BOAT TRIP” (25 MIN.)

#### Partner Reading

- Remind students that they will each read the first page silently, then one partner will read that page aloud. Next, they will both read the second page silently, then the other partner will read that page aloud, and so on. As they read, have partners take turns sharing background knowledge about boats. Remind students to use the Individual Code Chart to help sound out words and to ask their partners questions when they encounter confusing parts in the story.



#### Observation: Anecdotal Reading Record

As students work in pairs, circulate throughout the room, listening to different students read. Make note of individual students' reading abilities in the Anecdotal Reading Record.

### Support

When reading the story, call students' attention to the sentence *He lay in the bottom of the boat moaning and groaning*. Say the sentence aloud, “*He lay in the bottom of the boat moaning and groaning.*” Explain that when a person moans and groans, they make sounds that mean, “*I am in pain.*” Have students moan and groan with you. Ask: “What is the difference between *moaning* and *groaning* and saying, ‘I am in pain.’?”

## Activity Page 9.2



### Wrap-Up

- Ask students if there were any confusing parts of the story and if they have questions that could help them understand things better.
- Have partners take turns retelling what happened in this chapter. Remind students to listen closely when their partner is speaking. After one partner retells the story, have the other partner repeat what was said.
- Complete Activity Page 9.2 as a class.



### Activity Page 9.2: Story Questions

Collect and review Activity Page 9.2 to monitor students' ability to summarize events in "The Boat Trip."

End Lesson

# Take-Home Material

## PRACTICE APOSTROPHES

- Have students take home Activity Page 9.3 to practice contractions.

## Activity Page 9.3



### Lesson 9: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH /U/ AND ITS SPELLINGS

- Make one copy of **Activity Pages TR 9.1 and TR 9.2** for each student.
- Have students complete the fill-in-the-blank exercises to review alternative spellings for /u/.
- First ask students to read all the words in the box aloud, then circle the spelling for /u/ in each boxed word.
- Ask students to then use the words in the box to complete each sentence.

## PROGRESS MONITORING (OPTIONAL)

- Make one copy of **Activity Pages TR 9.3** and **TR 9.4**, for each student. Distribute Activity Page TR 9.3 to students.
- Tell students that for each row, you will say one word. Tell students to circle the word that they hear you say. Read each word provided below, calling out each number to indicate the row that students should point to and look at as you read the word.

1. across	6. appetite
2. decide	7. about
3. defeat	8. delay
4. afloat	9. agree
5. benefit	10. severe

- Record student performance on the Spelling Alternatives Progress Monitoring Record Sheet (Activity Page TR. 9.4). Any student who scores less than 8 out of 10 needs further remediation.

## 10

## REVIEW AND PRACTICE

Spelling  
Assessment

## PRIMARY FOCUS OF LESSON

**Language (Spelling, Grammar)**

Students will spell dictated words featuring /ie/ > 'igh' and 'y' and the Tricky Word

✦ *kingdom*. **TEKS 2.2.C.i; TEKS 2.2.D**

Students will read and correctly identify the subjects and predicates of sentences.

✦ **TEKS 2.11.D.i; TEKS 2.11.D.viii**

## FORMATIVE ASSESSMENT

Activity Page 10.1

✦ **Spelling Assessment** **TEKS 2.2.C.i**

Activity Page 10.2

✦ **Write Sentences** **TEKS 2.11.D.i; TEKS 2.11.D.viii**

✦ **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.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.11.D** Edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (viii) coordinating conjunctions to form compound subjects and predicates.

**LESSON AT A GLANCE**

	<b>Grouping</b>	<b>Time</b>	<b>Materials</b>
<b>Language</b>			
Spelling Assessment (Spelling)	Whole Group	20 min.	<input type="checkbox"/> Activity Page 10.1 <input type="checkbox"/> beginning dictionaries
Review Parts of Speech (Grammar)	Whole Group	15 min.	<input type="checkbox"/> Parts of Speech Story Chart (Digital Components)
Review Subject and Predicate (Grammar)	Whole Group	15 min.	<input type="checkbox"/> sentence strips <input type="checkbox"/> container
Review Writing Sentences (Grammar)	Whole Group	10 min.	<input type="checkbox"/> Activity Page 10.2

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## ADVANCE PREPARATION

### Language

#### ➤ Digital Component 10.1

- Create the Parts of Speech Story Chart (Digital Component 10.1) for Review Parts of Speech on the board/chart paper or use the digital version.
- Before today's lesson, copy the sentences on Activity Page TR 10.1 in Teacher Resources for Review Subject and Predicate. Cut them apart and place them in a container.
- Plan in advance how you divide students into groups for Review Subject and Predicate and which student in each group will serve as the spokesperson.

### Universal Access

- In preparing for the "Stump Your Friends" game, add sentences geared toward the mix of proficiency levels in your class. Some ways to do this include simplifying, increasing difficulty, and personalizing (use students' names, favorite activities, etc.).

## Lesson 10: Spelling Assessment, Grammar

## Language



## Primary Focus

Students will spell dictated words featuring /ie/ > 'igh' and 'y' and the Tricky

✦ Word *kingdom*. **TEKS 2.2.C.i; TEKS 2.2.D**

Students will read and correctly identify the subjects and predicates of sentences.

✦ **TEKS 2.11.D.i; TEKS 2.11.D.viii**

**SPELLING ASSESSMENT (20 MIN.)**

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

- |               |             |
|---------------|-------------|
| 1. bright     | 9. nearby   |
| 2. might      | 10. trying  |
| 3. high       | 11. sky     |
| 4. frightened | 12. drying  |
| 5. knight     | 13. right   |
| 6. pry        | 14. crying  |
| 7. why        | 15. kingdom |
| 8. light      |             |

- Direct students' attention to the lines on the bottom of the activity page.
- Tell students to write the sentence: *King Alfred took care of his kingdom*. Slowly repeat this sentence twice.
- At the end, read each spelling word 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.

**Note:** If beginning dictionaries are available, distribute them to students, encouraging them to use their knowledge of the alphabet to look up some of the words in the dictionary to confirm the correct spelling.

✦ **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.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.11.D** Edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (viii) coordinating conjunctions to form compound subjects and predicates.

## Activity Page 10.1





- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then go onto the sentence.
- Circle the following words on the board. Ask students to turn Activity Page 10.1 over to the back and write the words in alphabetical order.

1. troll	2. boat	3. fire
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- Give students about three minutes to do this.
- Write the three words in alphabetical order so students may correct their work.

1. boat	2. fire	3. troll
---------	---------	----------



### Activity Page 10.1: Spelling Assessment

Collect and review Activity Page 10.1. Later today, you may find it helpful to use the spelling analysis tools provided in Teacher Resources to analyze students' mistakes. This will help you understand any error patterns developing or persisting among individual students.

## REVIEW PARTS OF SPEECH (15 MIN.)

- Display the story chart you created in advance or the digital version.

### ➤ Digital Component 10.1

1	Teacher's last name	
2	Adjective	
3	Adjective	
4	Noun naming a food	
5	Noun	
6	Verb	
7	Verb	
8	Verb	
9	Verb	

Mr./Ms. \_\_\_\_\_ is our teacher. S/he is \_\_\_\_\_ and  
 (#1 Teacher's name) (#2 Adjective)

\_\_\_\_\_. For lunch every day, Mr./Ms. \_\_\_\_\_ eats \_\_\_\_\_  
 (#3 Adjective) (#1) (#4 Noun)

\_\_\_\_\_ with a \_\_\_\_\_.  
 naming a food) (#5 Noun)

When s/he comes into the classroom, all the kids \_\_\_\_\_. We like him/her  
 (#6 Verb)

because s/he likes to \_\_\_\_\_ with us. We have learned how to \_\_\_\_\_  
 (#7 Verb) (#8 Verb)

and \_\_\_\_\_.  
 (#9 Verb)

Mr./Ms. \_\_\_\_\_ is our favorite teacher!  
 (#1)

- Explain to students that you will ask them for words representing different parts of speech. Then you will add the words they supply to blanks in a story frame to make a new, silly story.
- Ask students for the parts of speech listed at the top of the story chart. Enter their responses in the appropriate spaces.

### Challenge

Following the game, give proficient students a copy of the story chart to fill out during small-group work. You can tailor the chart to match students' level of proficiency.

- Once you have completed all of the numbered blanks, read the story back to students, filling in the words and adjusting the articles and pronouns as needed. If you have time, collect a second set of words, write them on the second copy, and make a second silly story using the same frame.

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### REVIEW SUBJECT AND PREDICATE (15 MIN.)

- Tell students you will play a new game called Stump Your Friends.
- Divide students into four groups. You will serve as the referee.
- Have a student from one group draw a sentence strip from a container and read it aloud.
- Members of this group should quickly confer to decide which words in the sentence represent the subject and which represent the predicate. While this group is conferring, members in each of the other groups should also discuss what they think the correct response may be.
- The first group should then announce which words are the subject and which are the predicate. Each of the remaining groups decide whether they agree or disagree, announcing their decision by saying, “Agree” or “Challenge.” Any group that “challenges” must indicate the correct subject and predicate.
- After all groups have responded, the referee should provide the correct response. Any group that responded correctly receives one point. In addition, any group that “challenged” the first group and was able to provide the correct subject and predicate gets an extra point. Continue to play until all groups have had at least one turn at drawing and reading a sentence strip. The group with the most points wins.



#### Check for Understanding

Observe students carefully as they play Stump Your Friends. Notice which students might need extra support identifying the subject and predicate.

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## REVIEW WRITING SENTENCES (10 MIN.)

- Have students turn to Activity Page 10.2.
- Call students' attention to the punctuation at the end of each item: exclamation point, question mark, and period.
- Tell them they are to write complete sentences based on the end punctuation provided in each item.
- Remind students that a complete sentence always starts with a capital letter and must have a subject and predicate.
- After students write each sentence, tell them to underline the subject with one line and the predicate with two and to put a check above any compound subject or predicate.



### Activity Page 10.2: Write Sentences

Collect and review Activity Page 10.2 to monitor students' ability to write complete sentences with appropriate capitalization and punctuation and to identify the subject and predicate. Follow up with a small-group lesson, as needed.

End Lesson

## Lesson 10: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH SUBJECTS AND PREDICATES

### Stump Your Friends

- Make a copy of **Activity Pages TR 10.1 and TR 10.2**. Cut out the sentences and place them in a container.
- Tell students you will play “Stump Your Friends.”
- Divide students into four groups. You will serve as referee.
- Have a student from one group draw a sentence strip from a container and read it aloud.
- Members of the group should quickly confer to decide which words in the sentence represent the subject and which represent the predicate. While this group is conferring, members in each of the other groups should also discuss what they think the correct response may be.

## Activity Page 10.2



## Challenge

Encourage students to use adjectives in their sentences. Students ready for a greater challenge should try writing a sentence with a compound subject or predicate.

- The first group should then announce which words are the subject and which are the predicate. Each of the remaining groups decide whether they agree or disagree, announcing their decision by saying “Agree” or “Challenge.” Any group that “challenges” must indicate the correct subject and predicate.
- After all groups have responded, the referee should provide the correct response. Any group that responded correctly receives one point. In addition, any group that “challenged” the first group and was able to provide the correct subject and predicate gets an extra point. Continue to play until all groups have had at least one turn at drawing and reading a sentence strip. The group with the most points wins.

## SPELLING ALTERNATIVES

Introduce /ə/+ /l/ >  
'ul,' 'al,' and 'il'

## PRIMARY FOCUS OF LESSON

## Foundational Skills

- Students will read and sort words with /ə/ + /l/ > 'ul,' 'al,' and 'il.' **TEKS 2.2.C.iv**

## Reading

Students will partner read "The King's Ghost" with purpose and understanding and will answer literal and inferential questions about key details in the text.

- TEKS 2.2.B.ii; TEKS 2.2.B.v; TEKS 2.4; TEKS 2.6.A; TEKS 2.6.F**

## Language (Spelling)

Students will read and practice spelling words with /ee/ > 'ie.'

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

## FORMATIVE ASSESSMENT

## Observation

## Anecdotal Reading Record "The King's Ghost"

- TEKS 2.4**

## Activity Page 11.2

## Story Questions "The King's Ghost" (Group 2)

- TEKS 2.6.F**

## Observation

## Discussion Questions "The King's Ghost"

- (Group 1) **TEKS 2.6.F**

- TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by: (ii) decoding words with silent letters such as knife and gnat; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **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.D** Alphabetize a series of words and use a dictionary or glossary to find words.

## LESSON AT A GLANCE

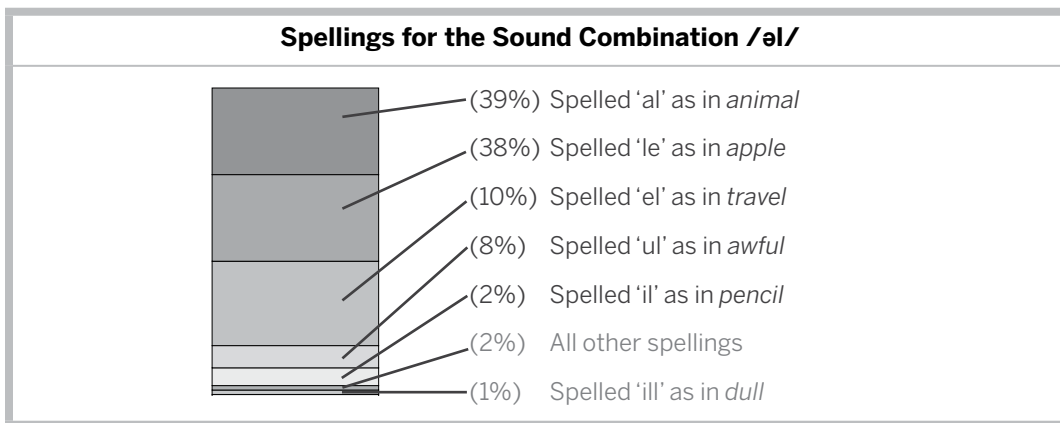
	Grouping	Time	Materials
<b>Foundational Skills</b>			
Introduce /ə/ + /l/ > 'ul', 'al', and 'il' (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Board</li> <li><input type="checkbox"/> Vowel Code Flip Book</li> <li><input type="checkbox"/> Spelling Cards /ə/ + /l/ &gt; 'ul' (<i>awful</i>), /ə/ + /l/ &gt; 'al' (<i>animal</i>), /ə/ + /l/ &gt; 'il' (<i>pencil</i>)</li> <li><input type="checkbox"/> Individual Code Chart</li> <li><input type="checkbox"/> green and red markers</li> </ul>
Spelling Tree for /ə/ + /l/ (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Spelling Tree: /ə/ or /ə/ + /l/ sound</li> <li><input type="checkbox"/> three new branches, one each for 'al', 'il', and 'ul'</li> <li><input type="checkbox"/> prepared leaves</li> <li><input type="checkbox"/> tape</li> <li><input type="checkbox"/> Activity Page 11.1</li> </ul>
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Sir Gus</i></li> <li><input type="checkbox"/> Preview Spellings Chart (Digital Components)</li> </ul>
Read "The King's Ghost"	Partner	20 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Sir Gus</i></li> <li><input type="checkbox"/> Activity Page 11.2</li> </ul>
<b>Language (Spelling)</b>			
Introduce Spelling Words	Whole Group	15 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> index cards</li> <li><input type="checkbox"/> tape</li> </ul>
<b>Take-Home Material</b>			
Spelling Letter; "The King's Ghost"		.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity Pages 11.3, 11.4</li> </ul>

## ADVANCE PREPARATION

### Note to Teacher

Today you will introduce students to other spelling alternatives for /ə/ when combined with the letter 'l'.

The chart shows the most common spellings for this sound combination when it falls at the end of a word. /əl/ and /ul/ are considered here.



Students have already learned how to write the sound /u/ with a 'u' and the sound /l/ with a single 'l' or the double-letter spelling 'll'. So they should be able to read certain words that end in /əl/, like *awful* and *dull*. However, as you saw from the chart, these spellings are less common than most the alternatives introduced in this lesson.

Here are some patterns for your information:

- The percentages in the chart focus on the **'al'**, **'ul'**, and **'il'** spellings at the end of a word. Some of these spellings also occur in the middle of a word (*family, happily*).
- The **'al'** and **'ul'** spellings appear frequently in adjectives (*final, normal, formal, awful, helpful*).
- The **'le'** and **'el'** spellings are more common in nouns (*apple, uncle, eagle, wrinkle, angel, chapel*), though they can also be found in other parts of speech (*rattle, purple, little, grovel*).
- The **'il'** combination is rare but does occur in some frequently used words.



## Foundational Skills

- You can create a new tree for /əl/ or just add new branches to the /ə/ Tree. (See the Introduction of this Teacher Guide for more information.)
- You will need three new branches for the Spelling Tree, one each for 'al', 'il', and 'ul'.
- Write the following words on leaves: *helpful, cheerful, wonderful, animal, metal, total, royal, principal, typical, normal, practical, signal, pencil, evil, April, devil, fossil, nostril.*
- Prepare to display the Vowel Code Flip Book within view of all students. You may wish to tab page 7. Also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green and red markers readily available.

## Reading

### ➤ Digital Component 11.1

- Create the Preview Spellings Chart (Digital Component 11.1) for Introduce the Chapter on the board/chart paper or use the digital version.
- Plan small groups for the Wrap-Up. Group 2 will complete Activity Page 11.2 independently, while Group 1 works with your support to answer oral discussion questions.

## Language

- Prior to the lesson, prepare the spelling words on index cards to teach alphabetizing. However, this time do not fold over the cards.

- |            |                           |
|------------|---------------------------|
| 1. field   | 9. yield                  |
| 2. piece   | 10. movie                 |
| 3. shield  | 11. niece                 |
| 4. thief   | 12. cookies               |
| 5. ladies  | 13. babies                |
| 6. achieve | 14. kitties               |
| 7. relief  | <b>Tricky Word:</b> water |
| 8. grief   |                           |

## Universal Access

- Bring in images or objects to support the spelling words and the spelling alternatives 'al,' 'ul,' and 'il'. Add the images to the spelling index cards and Spelling Tree leaves.

## Lesson 11: The /ə/ Sound and Its Spellings

## Foundational Skills



**Primary Focus:** Students will read and sort words with /ə/ + /l/ > 'ul,' 'al,' and 'il.'

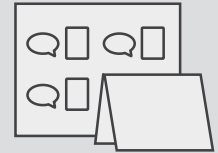
**TEKS 2.2.C.iv**

**INTRODUCE /ə/ + /l/ → 'UL', 'AL', AND 'IL' (10 MIN.)**

- Before beginning the lesson, display the Vowel Code Flip Book and the Spelling Cards (see the Lesson at a Glance section).

Vowel Code Flip Book	Individual Code Chart
1. /ə/+ /l/ > 'ul' (awful) <b>page 7</b>	1. /ə/+ /l/ > 'ul' (awful) <b>page 8</b>
2. /ə/+ /l/ > 'al' (animal) <b>page 7</b>	2. /ə/+ /l/ > 'al' (animal) <b>page 8</b>
3. /ə/+ /l/ > 'il' (pencil) <b>page 7</b>	3. /ə/+ /l/ > 'il' (pencil) <b>page 8</b>

## Code Materials



- Tell students they will focus on three spellings for /ə/+ /l/ sound combination.
- Turn to **Vowel Code Flip Book page 7** and put the Spelling Cards /ə/+ /l/ > 'ul' (*awful*), /ə/+ /l/ > 'al' (*animal*), /ə/+ /l/ > 'il' (*pencil*) on the appropriate space. Have students read the sample words. Discuss the power bars.
- Distribute the green and red markers. Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate cards /ə/+ /l/ > 'ul,' /ə/+ /l/ > 'el,' and /ə/+ /l/ > 'il' on the chart.
- Create three columns on the board: 'ul,' 'al,' and 'il'.
- Explain that the first spelling is one they already know: 'ul' as in *awful*. It should be easy for them to sound out this word.
- Write the following words on the board, one at a time, under the 'ul' header, and read them aloud as a class: *stressful, helpful, cheerful, wonderful, tactful*.
- Ask students to tell you which letters to circle for the /ə/+ /l/ sound.
- Explain that the second spelling for /ə/+ /l/ is 'al' as in *animal*. Students learned 'a' can represent the /ə/ sound earlier in this unit.
- Write the following words on the board, one at a time, under 'al,' and read them aloud as a class: *principal, typical, normal, practical, signal*.

**TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns.



## Foundational Skills

### Using Foundational Literacy Skills

Introduce words for the Spelling Tree coupled with an image for support.

When adding words to the Spelling Tree, place an image next to each word.

**ELPS 1.C**

## Activity Page 11.1



- Call on various students to tell you which letters to circle for the /ə/+ /l/ sound.
- Explain that the third spelling for /ə/+ /l/ is 'il' as in *pencil*. Students have not learned that 'i' can stand for /ə/. Although the 'i' spelling for /ə/ is less common, it is still a sound students should know, as it is used in some useful words they will read.
- Write the following words on the board, one at a time, and read them aloud as a class: *evil, April, devil, fossil, nostril*.
- Call on various students to tell you which letters to circle for the /ə/+ /l/.

### SPELLING TREE FOR /ə/ + /l/ (10 MIN.)

- Point out either the new /ə/+ /l/ Spelling Tree or the new branches for the /ə/ Spelling Tree, depending on which option you have chosen.
- Hand out the prepared leaves and ask students to read the words.
- Explain the meanings of any unfamiliar words to students.
- Ask students to place the leaves on the tree as they read the word and identify the spellings representing the /ə/+ /l/ sound.
- Tell students to turn to Activity Page 11.1.
- Explain that the words in the box all contain the sound combination /ə/+ /l/; some of them have the spelling 'ul', some 'il', and some 'al'.
- Have students sort the words according to the spelling used for the /ə/+ /l/ sound combination, placing each word in the appropriate column.



### Check for Understanding

Tell students that they will play a game called Race Against the Clock. Give them two minutes to provide one word to illustrate each of the three alternative spellings for /ə/+ /l/, namely 'ul', 'al', and 'il'.

## Lesson 11: “The King’s Ghost”

# Reading



**Primary Focus:** Students will partner read “The King’s Ghost” with purpose and understanding and will answer literal and inferential questions about key details in the text. **TEKS 2.2.B.ii; TEKS 2.2.B.v; TEKS 2.4; TEKS 2.6.A; TEKS 2.6.F**

### INTRODUCE THE CHAPTER (5 MIN.)

- Ask students, “In the last story, ‘The Boat Trip,’ who was sneaking up on the king’s boat when no one was looking?” (*a pirate ship*) Tell students that today’s story is about Sir Gus and the knights facing the pirates.

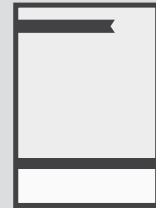
### Preview Spellings

- Begin by preteaching the Tricky Words *ghost* and *again*. Students might think the ‘gh’ in *ghost* would be pronounced /g/ /h/, but these letters stand for the /g/ sound. Students might think the ‘ai’ in *again* would be pronounced /ae/, but in this word these letters stand for the /e/ sound.
- Remind students that they can use what they have learned about syllable division patterns VCV, VCCV, and VCCCV to chunk and read these words. For example, *again* can be divided after the first vowel sound: *a•gain*.
- Preview the following spellings before reading today’s story:

### ➤ Digital Component 11.1

‘ie’ > /ee/	/ə/ + /l/ > ‘il,’ ‘al,’ ‘ul’	Tricky Words
shields	evil	ghost
chief	vengeful	again
relief	medal	
	helpful	
	nautical	

Reader



Page 62

**TEKS 2.2.B** Demonstrate and apply phonetic knowledge by: (ii) decoding words with silent letters such as knife and gnat; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.F** Make inferences and use evidence to support understanding.

## Preview Core Vocabulary

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

**chief—n.**, a leader of a group (64)

Example: The chief came to meet the strangers that were approaching the village.

**vengeful—adj.**, an adjective to describe someone who wants to punish or harm someone else (66)

Example: After losing the championship tennis match, the boy became vengeful.

**wisdom—n.**, accumulated knowledge (68)

Example: Her grandfather had a lot of wisdom that he shared when he told her stories.

**nautical—adj.**, an adjective describing things of the sea, such as sailors and ships (68)

Example: Her mother decided to decorate her house with a nautical theme.

## Sayings and Phrases

**died down—**came to an end (68)

Example: After the audience gave a long standing ovation, the cheers finally “died down.”

Vocabulary Chart for “The King’s Ghost”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	nautical	chief vengeful wisdom	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	died down		

## Purpose for Reading

- Tell students they will ask their partners a Think-Pair-What question when they finish the story. Ask them to think of a good *what* question after they finish reading.

## READ “THE KING’S GHOST” (20 MIN.)

### Partner Reading

- Tell students they will read this story with a reading partner.
- Divide students into partner pairs.
- Explain to students that they will both read the first page silently, then one partner will read that page aloud. Next, they will both read the second page silently, then the other partner will read that page aloud, and so on. Remind students to use the Individual Code Chart to help sound out words and to ask their partners questions when they encounter confusing parts in the story.



### Observation: Anecdotal Reading Record

Listen to the students read aloud. Make note of students’ individual reading abilities in the Anecdotal Reading Record.

### Wrap-Up

- Divide the class into small groups before wrapping up the lesson. Group 2 will be made up of students who can answer story questions independently, and Group 1 will be students who need more support.

**Group 2:** Have students complete Activity Page 11.2.

**Group 1:** 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.

### Support

Have students take brief pauses from reading to discuss the illustrations. Provide them with focus questions based on what they should notice. For today’s reading, students can compare the pirates with King Alfred’s entourage. Have them notice differences and similarities in face, hair, and clothing. How do they stand, communicate, and make you feel?

### Activity Page 11.2





## Reading

### Interacting in Meaningful Ways

#### Beginning

Discuss ideas in the text with students using illustrations of the pirates.

Help them understand these characters by saying, “I do not like the pirates. They do not look friendly. Are they friendly? What do they want from King Alfred?”

#### Intermediate

Use illustrations to discuss ideas in the text in greater detail with students. Say, “Look at the pirates. What does the picture tell you about them?”

#### Advanced/ Advanced High

Say, “Who are the pirates? What do they want? Have you read other stories that had similar characters?” (First establish that the pirates represent trouble. Then have students connect this idea to other stories by identifying characters who cause trouble.)

**ELPS 4.D**

### Discussion Questions for “The King’s Ghost”

1. **Inferential.** Why do you think the knights don’t have their weapons with them?
  - » Answers may vary.
2. **Literal.** What do the pirates demand?
  - » The pirates demand the king and his boat.
3. **Literal.** According to the story, what skill are pirates not good at doing?
  - » The pirates are not good at math.
4. **Literal.** Do the pirates take the king?
  - » The pirates do not take the king.
5. **Literal.** The pirates believe there is a ghost on the ship. What is really making the noise?
  - » Sir Gus is seasick down below, and he is making the noises.
6. **Inferential.** Who is Sir Tom?
  - » Sir Tom is a knight on the ship.
7. What adjectives would you use to describe Sir Tom, and what sentences from the story show what you mean?
  - » Answers may vary; students may say that Sir Tom is clever because he comes up with the story that the sounds from Sir Gus are from a ghost.



#### Observation: Discussion Questions

Call on a different Group 1 student to answer each question. Note student performance in the Discussion Questions Observation Record, noting whether the question answered was literal or inferential, and whether the student answered in a complete sentence and/or cited evidence from the text.



#### Activity Page 11.2: Story Questions

Collect and review Activity Page 11.2 from Group 2 to monitor student progress with story comprehension.

## Lesson 11: Spelling

# Language



**Primary Focus:** Students will read and practice the spelling words with /ee/ > 'ie.'

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

### INTRODUCE SPELLING WORDS (15 MIN.)

- Read each spelling word to students, and then have students read aloud each word as you tape the spelling words to the board in random order. Point out that each word contains 'ie' as the /ee/ sound.
- Remind students what they have learned about reading words with open syllables. Point out the /ae/ sound in *ba•bies* and the /ee/ sound in *re•lief*.
- Have students guide you in circling the 'ie' spelling for the /ee/ sound in each word.
- Remind students that they have been practicing placing words into alphabetical order. Discuss the importance of knowing how to alphabetize words.
- Tell students you have been putting the spelling words in alphabetical order by matching the first letter of the word to the alphabet on the board. Today you will begin putting words in alphabetical order by looking at the alphabet list only for reference. They should look at the alphabet list when deciding which letter comes first on the word cards. Remove the word cards one at a time from the board. Ask students to read them aloud once more as you remove them.
- Hold up the word cards for *babies* and *field*. Ask students, "Which letter comes first in the alphabet, 'b' or 'f'?"
- When students say 'b', tape the card for *babies* on the board some distance away from the alphabet strip. Today you are not matching the letters from the alphabet with the words. Then tape the word card for *field* underneath *babies* on the board, leaving space between the words.
- Hold up the cards for *cookies* and *achieve*. Ask students, "Which letter comes first in the alphabet, 'c' or 'a'?"
- When students say 'a', tape the word card for *achieve* on the board above *babies* and the word card for *cookies* underneath *babies*, leaving space between the words.
- Continue in this way through the rest of the spelling words. Have all students read the words aloud and tell students the spelling words are now in alphabetical order.

**TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by: (i) 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; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.



- To provide students with practice spelling words in sentences, have them use one of the words with the schwa sound/spelling to write a sentence on their own paper.

End Lesson

# Take-Home Material

## SPELLING LETTER; “THE KING’S GHOST”

- Have students take home Activity Pages 11.3 and 11.4 to share with a family member.

Activity Pages  
11.3, 11.4



## Lesson 11: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH THE /ə/ + /l/ SOUND AND ITS SPELLINGS

- Make one copy of **Activity Page TR 11.1** for each student. Tell students to read the words in the box and underline the spelling for /ə/ + /l/. Then have students use the words from the box to find a secret message.
- Make one copy of **Activity Page TR 11.2** for each student. Have students read the words in the box and underline the spelling for /ə/ + /l/. Then have students use the words from the box to answer the clues.

Remind students that they can use what they have learned about syllable division patterns VCV, VCCV, and VCCCV to chunk the words.

- Point to *plural*.
- Say, “In this word, I see a vowel on either side of one consonant.”
- Underline the vowel sounds.
- Say, “I will divide the word after the first vowel sound: *plu•ral*.”
- Point to *lentil*.
- Say, “In this word, I see a vowel on either side of two consonants.”
- Underline the vowel sounds.
- Say, “I will divide the word between the two consonants: *len•til*.”

### Code Knowledge

Before today’s lesson: If students read 1,000 words in a trade book, on average between 829–914 of those words would be completely decodable.

After today’s lesson: If students read 1,000 words in a trade book, on average between 843–919 of those words would be completely decodable.

## REVIEW

# Spelling Alternatives for /u/ and /ə/

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

Students will read words with /ə/ > 'a' and 'e'; /ə/ +/l/ > 'al,' 'il,' and 'ul'; and /u/ > 'o,' 'o\_e,' and 'ou.' **TEKS 2.2.B.i; TEKS 2.2.B.v; TEKS 2.2.C.i; TEKS 2.2.C.iv**

**Language (Grammar)**

Students will demonstrate command of the conventions of English grammar and usage when writing or speaking. **TEKS 2.11.D.ix; TEKS 2.11.D.x**

Students will capitalize the first letters of holidays and geographic names.

**TEKS 2.11.D.ix**

## FORMATIVE ASSESSMENT

Activity Page 12.1

**Fill in the Blanks:** /ə/, /ə/ +/l/, and /u/

**TEKS 2.2.B.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; **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 2.11.D** Edit drafts using standard English conventions, including: (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>Foundational Skills</b>			
Review Spellings for /u/ and /ə/ (Phonics)	Whole Group	25 min.	<input type="checkbox"/> Spelling Trees for /u/, /ə/, and /ə/ + /l/ <input type="checkbox"/> prepared leaves
Practice Spellings for /u/ and /ə/ (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 12.1
<b>Language (Grammar)</b>			
Grammar Review	Independent	20 min.	<input type="checkbox"/> Activity Page 12.2

## ADVANCE PREPARATION

### Foundational Skills

- Before today's lesson, prepare leaves for the Spelling Trees with the following words: *general, stencil, hospital, normal, tonsils, equal, petal, tropical, emergency, civil, several, local, amount, legal, rental, pedal, personal, come, touch, love, son, mother, nostril, cousin.*

Start Lesson

## Lesson 12: The Schwa Sound and Spellings

# Foundational Skills



**Primary Focus:** Students will read words with /ə/ > 'a' and 'e'; /ə/ + /l/ > 'al,' 'il,' and 'ul'; and /u/ > 'o,' 'o\_e', and 'ou.'

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

### REVIEW SPELLINGS FOR /U/ AND /ə/ (25 MIN.)

- Remind students that the focus of Unit 5 has been on the /u/ and /ə/ spellings.
- Point to the /u/ Tree and ask students to read at least three words aloud from each of the branches.
- Point to the /ə/ Tree(s) and ask students to read words from these branches, focusing on words ending in 'al' and 'il'.
- Remind students that they have learned the followings spellings: 'a' > /ə/, 'e' > /ə/, 'al,' 'il,' and 'ul' > /ə/ + /l/, and the spellings 'o,' 'o\_e', and 'ou' for the /u/ sound.
- Write these spellings on the board, and tell students that the leaves they will receive today contain one of these spellings.
- Hand out the prepared leaves to students, one per student, placing them upside down on their desks. Remind students that they can use what they have learned about syllable division patterns VCV, VCCV, and VCCCV to chunk and read these words. For example, *petal* can be divided after the first vowel sound: *pe•tal*. Tell students to turn over their leaf, divide the word into syllables to help them read it, think about the meaning of the word, and come up with an oral sentence using the word.
- Next, have each student present to the class by reading their word aloud, using it in a sentence, and then taping it to the appropriate tree and branch.

### Support

If you feel you have students who are unable to complete this task on their own, ask students to work with a partner.

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

## Activity Page 12.1



ENGLISH  
LANGUAGE  
LEARNERS



## Foundational Skills

### Using Foundational Literacy Skills

#### Beginning

Simplify the activity page by providing fewer word choices based on students' level of proficiency.

#### Intermediate

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

#### Advanced/ Advanced High

Students can work on the activity independently.

**ELPS 1.F**

## Activity Page 12.2



## PRACTICE SPELLINGS FOR /U/ AND /ə/ (15 MIN.)

- Read each word in the word box on Activity Page 12.1 as a class.
- Have students complete Activity Page 12.1 independently.
- To provide students with more practice spelling words in sentences, have them write a new sentence on the back of Activity Page 12.1 using one of the words in the box.



## Activity Page 12.1: Fill in the Blanks

As students work on Activity Page 12.1, walk through the classroom answering questions and monitoring progress. Collect and review completed pages to determine whether students need additional practice.

## Lesson 12: Grammar

# Language



### Primary Focus

Students will demonstrate command of the conventions of English grammar and usage when writing or speaking. **TEKS 2.11.D.ix; TEKS 2.11.D.x**

Students will capitalize the first letters of holidays and geographic names.

**TEKS 2.11.D.ix**

## GRAMMAR REVIEW (20 MIN.)

- Tell students you will now work together to review the grammar skills they have learned so far this school year. Remind students that grammar rules help writing make sense.
- Remind students that when they write a date, they should place a comma between the day and year.
- Complete Activity Page 12.2 as a class.

**Note:** The number in parentheses at the end of each item in the first section indicates the number of changes that students need to make to rewrite the item correctly.

**TEKS 2.11.D** Edit drafts using standard English conventions, including: (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.



## Check for Understanding

After students complete Activity Page 12.2, review their work as a class to gauge how well they retained information provided earlier in the year. Target students who had trouble completing the exercise and provide additional support.

End Lesson

### Lesson 12: Foundational Skills Remediation

# Additional Support

#### PROGRESS MONITORING (OPTIONAL)

- Make one copy of **Activity Page TR 12.1 and TR 12.2** for each student. Distribute Activity Page TR 12.1 to students.
- Tell students that for each row, you will say one word. Tell students to circle the word that they hear you say. Read each word provided below, calling out each number to indicate the row that students should point to and look at as you read the word.

1. signal	6. about
2. pencil	7. civil
3. awful	8. powerful
4. several	9. before
5. evil	10. central

- Record student performance on the Spelling Alternatives Progress Monitoring Record Sheet (Activity Page TR 12.2). Any student who scores less than 8 out of 10 needs further remediation.

## 13

## SPELLING ALTERNATIVES

# Introduce /ə/ + /l/ > ‘el’ and ‘le’ and Syllable Review

## PRIMARY FOCUS OF LESSON

## Foundational Skills

- ✦ Students will read words with /ə/ + /l/ > ‘el’ and ‘le’. **TEKS 2.2.B.iii**

Students will decode two-syllable words with CVC and open vowel patterns and two-syllable words with /ə/ + /l/.

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

## Reading

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

- ✦ **TEKS 2.4; TEKS 2.7.C; TEKS 2.7.D**

## FORMATIVE ASSESSMENT

## Observation

## Discussion Questions “The Letter”

- ✦ **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; (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by: (i) spelling one-syllable 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** 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 2.7.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>			
Review /ə/ and /ə/ + /l/ Spelling Tree(s) (Phonics)	Whole Group	5 min.	<input type="checkbox"/> Board
Introduce /ə/ + /l/ > 'el' and 'le' (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Cards /ə/ + /l/ > 'el' ( <i>travel</i> ) and /ə/ + /l/ > 'le' ( <i>apple</i> ) <input type="checkbox"/> Individual Code Charts <input type="checkbox"/> green and red markers <input type="checkbox"/> Spelling Tree branches <input type="checkbox"/> prepared leaves <input type="checkbox"/> tape
Review Syllable Chunking (Phonics)	Whole Group	10 min.	<input type="checkbox"/> Syllable Chunking Chart (CVC words) (Digital Components) <input type="checkbox"/> Syllable Chunking Chart (Open-Vowel words) (Digital Components) <input type="checkbox"/> Syllable Chunking Chart ('le' words) (Digital Components)
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min.	<input type="checkbox"/> <i>Sir Gus</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "The Letter"	Whole Group	20 min.	<input type="checkbox"/> <i>Sir Gus</i>
<b>Take-Home Material</b>			
Practice 'le' Words			<input type="checkbox"/> Activity Page 13.1



## ADVANCE PREPARATION

### Note to Teacher

- This lesson reviews chunking syllables to decode multisyllable words. For more information on chunking, see the appendix, Using Chunking to Decode Multisyllable Words.

### Foundational Skills

- Prepare to display the Vowel Code Flip Book within view of all students. You may wish to tab page 7. Also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green and red markers readily available.
- Prepare two more branches for the /ə/ or /ə/ + /l/ Spelling Tree: 'el' and 'le'. Attach the branches to the tree.
- Prepare these leaves for the branches: *level, model, camel, tunnel, channel, nickel, travel, middle, bubble, little, simple, uncle, jungle, table, trouble*.

#### ➤ Digital Component 13.1

- Prepare the chart with CVC pattern words (Digital Component 13.1) for Review Syllable Chunking or use the digital version.

#### ➤ Digital Component 13.2

- Prepare the chart with open-syllable words (Digital Component 13.2) for Review Syllable Chunking or use the digital version.

#### ➤ Digital Component 13.3

- Prepare the chart with 'le' words (Digital Component 13.3) for Review Syllable Chunking or use the digital version.

### Reading

#### ➤ Digital Component 13.4

- Prepare the Preview Spellings Chart (Digital Component 13.4) for Introduce the Chapter or use the digital version.

### Universal Access

- Copy the leaves for the branches of the Spelling Tree to distribute. Add images to the word leaves you have created. Then make one copy for each student who needs support. Clip the copies together to form a booklet, following the order in which you plan to introduce the words. Before the Introduce /ə/ + /l/ > 'el' and 'le' lesson, show students how to use their leaves to follow along as you discuss and add words to the Spelling Tree.

## Lesson 13: The /ə/ Sound and Its Spellings

## Foundational Skills



## Primary Focus

- Students will read words with /ə/ + /l/ > 'el' and 'le'. **TEKS 2.2.B.iii**

Students will decode two-syllable words with CVC and open vowel patterns and two-syllable words with /ə/ + /l/.

- TEKS 2.2.B.i; TEKS 2.2.B.v; TEKS 2.2.C.i; TEKS 2.2.C.iv**

**REVIEW /ə/ AND /ə/ + /L/ SPELLING TREE(S) (5 MIN.)**

- Ask students to say the schwa sound together as a class.
- Point to random words on the /ə/ and /ə/ + /l/ Tree(s) and ask students to read the words together as a class, pointing out the different spellings.

**INTRODUCE /ə/ + /L/ > 'EL' AND 'LE' (20 MIN.)**

- Before beginning the lesson, display the Vowel Code Flip Book and the Spelling Cards (see the Lesson at a Glance section).

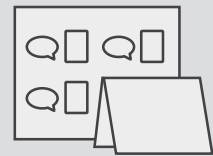
**Vowel Code Flip Book**

- el' > /ə/+/l/ (travel) **page 7**
- 'le' > /ə/+ /l/ (apple) **page 7**

- Remind students that, in a previous lesson, they had worked with the spellings 'ul', 'il', and 'al' for the /ə/ + /l/ sound combination. Tell them that today they will focus on two more spellings for the /ə/ + /l/ sound combination.
- Explain that the first spelling is 'el' as in *travel*.
- Write the following words on the board, one at a time, and read them aloud as a class as you write the words: *level, model, tunnel, channel, camel*.
- Ask various students to direct you to circle the letters in each word for the /ə/ + /l/ sound.
- Explain that the second spelling is 'le' as in *apple*.
- Write the following words on the board, one at a time, and read them aloud as a class as you write the words: *middle, simple, uncle, cattle, little*.

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





## Foundational Skills

### Using Foundational Literacy Skills

During the independent task, distribute the booklets and have students say each word and circle the target sound. As the new leaves go up on the tree, show students how to follow along by matching their leaves to yours. As an alternative, ask students to add images to the word leaves you provided.

**ELPS 1.C; ELPS 4.A**

## Support

Preview the lessons to target content that may be particularly challenging. For example, if students are struggling, give them two index cards and have them say the word and tap the syllables. Have them write the letters in the syllables on each card (such as *den* and *tist*) and then segment the sounds in order to decode and read the word (/d/, /e/, /n/, *den*; /t/, /i/, /s/, /t/, *tist*: *den-tist*).

- Turn to **Vowel Code Flip Book page 7** and put the Spelling Cards /ə/ + /l/ > 'el' (*travel*) and /ə/ + /l/ > 'le' (*apple*) on the appropriate space. Have students read the sample word. Discuss the power bar.
- Today's letter-sound correspondences can be found on the following pages of the Individual Code Chart.

### Individual Code Chart

1. 'el' > /ə/ + /l/ (*travel*) **page 8**
2. 'le' > /ə/ + /l/ (*apple*) **page 8**

- Distribute the green and red markers. Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate cards 'el' > /ə/ + /l/ and 'le' > /ə/ + /l/ on the chart.
- Point out the new branches for the /ə/ or /ə/ + /l/ Tree, 'el' and 'le'.
- Show students the leaves you have prepared. Distribute the leaves to student groups. Ask them to circle the spellings of the /ə/ + /l/ on each leaf and attach them to the correct tree and branch.

## REVIEW SYLLABLE CHUNKING (10 MIN.)

- Refer to the chart you prepared in advance and read the following words:

### ➤ Digital Component 13.1

- |             |             |                |
|-------------|-------------|----------------|
| 1. dis cuss | 3. wit ness | 5. den tist    |
| 2. mag net  | 4. sig nal  | 6. fan tas tic |

- Point out that the vowel sound in these syllables is a closed syllable and produced a short vowel sound, because the syllable ends in a consonant. Remind students to use what they know about syllable division pattern VCCV to read the words. For example, *discuss* can be read *dis•cuss* because VCCV words can be divided between the consonants.

- Refer to the chart you prepared in advance and ask students to read the following words with you:

### ➤ Digital Component 13.2

1. la dy	3. ho tel	5. re ply
2. o pen	4. ti ny	6. u nite

- Point out that the first syllable in each word ends with a vowel sound and as a result represents the long vowel sound. (Remember that an open syllable is one that ends in a vowel, making the vowel sound a long sound, and a closed syllable is one that ends in a consonant, which makes the vowel sound a short sound.)
- Review each word, emphasizing the long sound at the end of the first syllable.
- Tell students that they have been practicing reading words with these syllable patterns for several months, so they should be very familiar with reading these types of words.
- Now, direct students' attention to the /ə/ or /ə/ + /l/ Tree and the 'le' branch, explaining that students will now learn a new syllable pattern.
- Point out to students that on this branch, all the 'le' words have a consonant before the 'le'. This is a new syllable pattern. When chunking syllables with words ending in 'le', the preceding consonant and 'le' are a separate syllable.
- Refer to the chart you prepared in advance and point out that these words all end in a consonant plus 'le'. Call attention to how these words are divided into syllables, with the consonant plus 'le' as one syllable. Ask students to read the words.

### ➤ Digital Component 13.3

1. sin gle	6. sta ble
2. han dle	7. cra dle
3. gam ble	8. i dle
4. tem ple	9. a ble
5. twin kle	10. nee dle

- Point out that in the first five words, the first syllable is a closed syllable (ending in a consonant and producing a short vowel sound) and the first syllable in the next five words ends in a vowel and produces the long vowel sound.

- To provide students with more practice spelling words in sentences, have them write a new sentence on their own paper using one of the words in the box.

## Lesson 13: “The Letter”

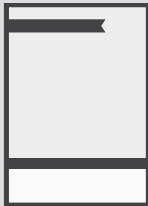
# Reading



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

**TEKS 2.4; TEKS 2.7.C; TEKS 2.7.D**

Reader



Page 70

### INTRODUCE THE CHAPTER (5 MIN.)

- Ask students to summarize what happened in the last story, “The King’s Ghost.” Lead students through this process by first asking them to tell you the main characters, the major events, and the story’s ending. (You may wish to record their answers on the board.) With the information provided, summarize the story:
  - The king and his knights went out to sea and pirates approached their ship. The pirates told the knights they had to give up the king and the boat. Sir Gus made scary-sounding noises because Sir Gus was seasick, and Sir Tom told the pirates the sounds were from the boat’s ghost. The pirates were scared of the ghost and they went away. King Alfred wanted to reward Sir Gus for being clever and brave, pretending to be a ghost, but Sir Gus was really just seasick.

### Preview Spellings

- Begin by preteaching the Tricky Word *bridge*. The students might think the ‘dge’ in *bridge* would be pronounced /d/ /j/, but these letters stand for the /j/ sound. ‘dge’ is a spelling for /j/, also found in words like *judge* and *fudge*.
- Preview the following spellings before reading today’s story.

### ➤ Digital Component 13.4

/ee/ > ‘y’	/ə/ + /l/ > ‘ul’, ‘al’, ‘el’, ‘le’	/ə/ > ‘a’	/u/ > ‘o’	Tricky Word
story	traveled	across	from	bridge
shiny	peaceful	apologize		
utterly	several	assembly		
assembly	arrival			
	noble			

**TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.7.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 Core Vocabulary

Preview the following vocabulary before reading today's story.

**summoned—v.**, called to do something (72)

Example: I was summoned by my parents to come to dinner.

**dazed—v.**, confused (72)

Example: After not sleeping at night, the boy felt dazed.

**llama—n.**, four-legged animal related to the camel (72)

Example: There was a llama at the farm.

**assembly—n.**, a group of people gathered together (74)

Example: The President called an assembly of the members of the congress.

**fearsome—adj.**, causing fear or dread (74)

Example: The fearsome storm caused the boat to rock.

**astonished—v.**, completely surprised (74)

Example: His brother was astonished that he gave him his last piece of candy.

**Vocabulary Chart for "The Letter"**

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	llama	summoned dazed assembly fearsome astonished	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

## Purpose for Reading

- Students should read the story to find out what news King Alfred gets in the letter.

## READ “THE LETTER” (20 MIN.)

### Whole Group

- Read the story as a group, allowing students to take turns reading a paragraph aloud. Encourage students to read with expression, and model this for them if necessary. The rest of the class should follow along in their Readers as a classmate reads aloud.

### Guided Reading Supports

- Have students read the first page of the story silently to themselves. Then have one or more students read the same page and as a class continue reading the story in this same fashion.
- Tell students that if they are confused as they read, they should raise their hands to ask a question.
- After reading **page 72**, make sure students understand the humor when Sir Gus says he had a nasty run-in with a llama. (Llamas are peaceful animals.)
- At the end of the story, the knights smile and chuckle. Ask students why they do this. (*The knights knew they tricked the king into thinking Sir Gus was volunteering to fight the fearsome beast.*)

### 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.



## Reading

### Reading Closely

#### Beginning

Ask students yes/no questions using simple phrases to summarize the story: “Sir Gus volunteered to fight the beast? Do you agree?”

#### Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words “The King gives Sir Gus a \_\_\_\_\_ and a \_\_\_\_\_.”

#### Advanced/

#### Advanced High

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

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

### Discussion Questions for “The Letter”

1. **Literal.** What does the king give Sir Gus after the ride on the boat?
  - » The king gives Sir Gus a shiny medal and a silver cup.
2. **Literal.** Why does the king call his knights together?
  - » The king has heard there is a frightening beast, and he wants his knights to get rid of it.
3. **Inferential.** The king speaks of a beast that can make flames come out of its mouth. What type of beast might this be?
  - » a dragon
4. **Inferential.** What does it mean to be fearsome?
  - » Answers may vary, but should include references to things that cause fear.
5. **Literal.** Why does the king think Sir Gus is volunteering to save the kingdom from the beast?
  - » All of the other knights step backwards, leaving Sir Gus in front of the group.
6. **Literal.** Does Sir Gus volunteer to fight the beast?
  - » No, he wasn’t paying attention, so he didn’t step back with the rest of the knights.



### Observation: Discussion Questions

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





### Check for Understanding

Draw a T-chart on the board entitled “The Letter.” Label the left column *Opinion* and the right column *Proof* (or *Support*, *Evidence*, etc.). Ask, “Who are the main characters in the story?” Focus on a character mentioned and say, “Let’s make a list of opinions about [insert name of character] along with the reasons behind them.” (Opinion: Sir Gus does not pay attention; Proof: He does not step back with the rest of the knights. Opinion: Sir Gus gets himself into trouble.)

End Lesson

# Take-Home Material

## PRACTICE ‘LE’ WORDS

- Ask students to complete Activity Page 13.1 at home.

Activity Page 13.1



## Lesson 13: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH /ə/ + /l/ AND ITS SPELLINGS

- Select ten to twenty /ə/ + /l/ words from the following box. Write the words on the board in alphabetical or random order. Pass out **lined paper**. Ask students to sort the words into columns based on which spelling stands for /ə/ + /l/ (‘ul’, ‘al’, ‘il’, ‘el’, ‘le’).
- Remind students that they can use what they have learned about syllable division patterns VCV, VCCV, and VCCCV to read the words. For example, VCCCV words can be divided after the first or second consonant depending on the word. In the case of *helpful*, the ‘l’ and ‘p’ blend together, so we can divide the word *help•ful*.

**Note:** If students need additional scaffolding, you can underline the target spelling in each word.

### Words for /ə/ + /l/

1. helpful	1. several	1. April	1. level	1. little
2. awful	2. general	2. pencil	2. travel	2. able
3. cheerful	3. central	3. evil	3. model	3. possible
4. hopeful	4. local	4. nostrils	4. vessel	4. table
	5. total		5. tunnel	5. middle
	6. personal		6. label	6. simple
	7. metal		7. channel	7. single
	8. normal		8. barrel	8. trouble
	9. final		9. novel	9. available
			10. camel	10. uncle

### Code Knowledge

Before today's lesson, if students read 1,000 words in a trade book, on average 843–919 of those words would be completely decodable.

After today's lesson, if students read 1,000 words in a trade book, on average 850–926 of those words would be completely decodable.

## 14

## SPELLING ALTERNATIVES

## Review

## /u/, /ə/, and /ə/ + /l/

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will read words with /u/, /ə/, and /ə/ + /l/ with different spelling

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

## Differentiated Instruction

Students will capitalize the names of people and places.

✦ **TEKS 2.11.D.ii; TEKS 2.11.D.iii; TEKS 2.11.D.iv**

Students will use sentence-level context as a clue to the meaning of a word or

✦ phrase. **TEKS 2.2.B.i**

## Reading

Students will partner read “The Letter” and will close read the text by answering text-dependent questions, identifying Tier 2 vocabulary, and discussing challenging

✦ portions of the text. **TEKS 2.6.F; TEKS 2.7.E; TEKS 2.11.D.iv**

## FORMATIVE ASSESSMENT

## Activity Page 14.1

**Fill in the Blank:** /u/, /ə/, and /ə/ + /l/

✦ **TEKS 2.2.B.i**

## Activity Page 14.2

**Parts of Speech**

✦ **TEKS 2.11.D.ii; TEKS 2.11.D.iii; TEKS 2.11.D.iv**

## Activity Page 14.3

**Practice with ‘le’**

✦ **TEKS 2.2.B.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; **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 2.11.D** Edit drafts using standard English conventions, including: (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Review Spellings for /u/, /ə/, and /ə/ + /l/ (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Activity Page 14.1
<b>Differentiated Instruction</b>			
Review Parts of Speech and/or Practice with 'le' (Grammar, Phonics)	Independent/ Small Group	20 min.	<input type="checkbox"/> Activity Pages 14.2, 14.3
<b>Reading</b>			
Close Read "The Letter"	Partner/ Whole Group	20 min.	<input type="checkbox"/> <i>Sir Gus</i> <input type="checkbox"/> Activity Page 14.4

## ADVANCE PREPARATION

### Differentiated Instruction

- You have the option to differentiate instruction for students in your choice of Activity Book pages. Give some thought in advance to which students may need more practice in reading spelling alternatives (Activity Page 14.3 or any Additional Support Activities from Lessons 1–13) and which students may benefit in practicing various parts of speech.

## Lesson 14: The /ə/ Sound and Its Spellings

## Foundational Skills



**Primary Focus:** Students will read words with /u/, /ə/, and /ə/ + /l/ with different spelling alternatives. **TEKS 2.2.B.i; TEKS 2.2.B.v; TEKS 2.2.C.i; TEKS 2.2.C.iv**

**REVIEW SPELLINGS FOR /U/, /ə/ AND /ə/ + /L/ (20 MIN.)**

- Remind students that they have learned many spellings so far, and in the past few units, including this one, the focus has been on vowel sounds. Most recently, they have learned different spelling alternatives for the following sounds: /u/, /ə/, and /ə/ + /l/.
- Tell students they will now review these sounds on Activity Page 14.1
- Remind students of what they have learned about using syllable patterns to read words. For example, the word *jungle* fits in the VCCCV pattern, and because 'n' and 'g' are a blend, the word can be divided *jung•le*.
- Have students first read all the words in the box, naming the sound in each word, and underlining the particular spelling alternative in each word. Repeat with the words in the box on the back page.
- Then direct students to complete the sentences on the front and back.
- To provide students with more practice spelling words in sentences, have them use their own paper to write a new sentence using one of the words from the box.

## Activity Page 14.1



## Activity Page 14.1: Fill in the Blank

Collect and review Activity Page 14.1 to monitor students' progress with the spelling alternatives for /u/, /ə/, and /ə/ + /l/.

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

## Lesson 14: Grammar and Phonics



# Differentiated Instruction

### Primary Focus

Students will capitalize the names of people and places.

✦ **TEKS 2.11.D.ii; TEKS 2.11.D.iii; TEKS 2.11.D.iv**

Students will use sentence-level context as a clue to the meaning of a word

✦ or phrase. **TEKS 2.2.B.i**

### REVIEW PARTS OF SPEECH AND/OR PRACTICE WITH 'LE' (20 MIN.)

- **Independent:** Review the parts of speech, such as common and proper nouns, verbs, and adjectives) with students who are able to work independently. Then have those students complete Activity Page 14.2. Any students who finish early may complete Activity Page 14.3, practice with 'le', independently.
- **Small Group:** Work with students needing more support on any Unit 5 Skills in a small group. You may use either Activity Page 14.2 or Activity Page 14.3, depending on which skills students need to practice. You may also choose to use Additional Support Activities from earlier lessons.



### Activity Pages 14.2, 14.3: Parts of Speech/ Practice with 'le'

Collect and review Activity Pages 14.2 and 14.3 to monitor students' progress with identifying various parts of speech (14.2) and/or ability to read and use words ending in 'le' to complete sentences (14.3).

Activity Pages  
14.2, 14.3



✦ **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; (iv) adjectives, including articles; **TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by: decoding words with short, long, or variant vowels, trigraphs, and blends.

## Lesson 14: “The Letter”

# Reading



**Primary Focus:** Students will partner read “The Letter” and will close read the text by answering text-dependent questions, identifying Tier 2 vocabulary, and discussing challenging portions of the text. **TEKS 2.6.F; TEKS 2.7.E; TEKS 2.11.D.iv**

### CLOSE READ “THE LETTER” (20 MIN.)

- Since students have already read “The Letter” in the previous lesson, begin immediately with a close reading of the text by doing the following:
  - Ask text-dependent questions that require students to draw on evidence from the text.
  - Identify and discuss general academic (Tier 2) vocabulary.
  - Discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or ideas that require inferences.
  - Engage students in a culminating writing activity completed independently, if possible.
- In today’s lesson, have students work as partners. Following each question, direct students to consult with their partner about the correct response, before one student raises their hand to respond.

Reader



Page 70

ENGLISH  
LANGUAGE  
LEARNERS



Reading

#### Interacting in Meaningful Ways

Partner proficient readers with ELLs to assist them in understanding the question, if necessary, and asking pointed questions (which you provide) to help them come up with a response.

**ELPS 4.F**

**TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.11.D.iv** Edit drafts using standard English conventions, including: adjectives, including articles.

## Teacher Overview

**Key Idea and Key Details:** The key idea of “The Letter” is that the kingdom of King Alfred is in peril yet again. Key details of the text include: The arrival of a letter tells of a beast in the forest who is threatening the kingdom. King Alfred summons the knights. Sir Gus is late to arrive, again, this time having been waylaid by a run in with a llama. Sir Gus once again is not paying attention to the matter at hand and by default gets selected to go to battle with the beast.

**Synopsis:** The story “The Letter” is about the arrival of a letter describing a fire-breathing beast who is threatening the kingdom. Sir Gus ends up being the knight who has to do battle with the beast.

## 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 70

The story of how Sir Gus saved the king from pirates traveled across the land. People began to tell tales of Brave Sir Gus.

The king thanked his knights and gave them presents. Sir Gus was given a shiny medal and a silver cup. Then, after several parties at the palace, the knights went back to their homes.

The kingdom remained peaceful and calm for several months. Then one day, the king was given a letter that told of danger.

**several**—more than two  
**palace**—another word for *castle*; the place where a king lives

What does it mean that the story traveled across the land?  
Sir Gus is described as brave; is he really brave?

Acceptable answers will include that the story did not actually walk across the land but was told from one person to the next.

Acceptable answers will point to the fact that Sir Gus has been successful only due to luck—he is not particularly brave.



## 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><b>Page 72</b></p> <p>The King summoned his knights to the palace. Just as before, eleven of the twelve knights arrived at once. However, it was several days before Sir Gus the Utterly Fearless appeared, looking dazed and dented.</p> <p>“I am glad to see that you have arrived at last,” said the king.</p> <p>Sir Gus knelt down.</p> <p>“Your majesty, I apologize for my late arrival. I had a nasty run-in with a llama near the Old Stone Bridge,” explained the knight.</p> <p>“A llama?” exclaimed the king. “I didn’t know that we had llamas in our kingdom.”</p> <p>“Indeed, nor did I, your majesty,” replied Sir Gus.</p>	<p><b>utterly</b>—completely</p> <p><b>dazed</b>—confused</p> <p><b>dented</b>—marked by a crimp in a surface</p> <p><b>nasty</b>—not nice</p> <p><b>llama</b>—four-legged animal related to the camel</p> <p><b>run-in</b>—a small fight</p> <p><b>nor</b>—neither</p>	<p>What additional adjectives can you find describing Sir Gus?</p> <p>If you were asked to draw a picture of Sir Gus, what would he look like after reading this page of text?</p>	<p><i>dazed, dented, and utterly fearless</i></p> <p>Acceptable answers include references to the fact that Sir Gus is a little worse for wear in this description.</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><b>Page 74</b></p> <p>Then the king called an assembly of all of his brave knights.</p> <p>“Good knights,” said the king, “my people have told me that there is a fearsome beast in the Bleak Forest of the East. It is said that this beast can make flames come out of its mouth. Which of you noble knights will do battle with this terrible beast?”</p> <p>Sir Gus was looking at a fly buzz around the room, so he did not hear much of what the king said. He did not see that his fellow knights had all taken a step back, leaving him standing alone in front of the king.</p> <p>“Once again, Sir Gus the Utterly Fearless will save us!” proclaimed the king, as he patted the rather astonished knight on the back.</p> <p>Sir Gus looked puzzled.</p> <p>The other knights smiled and chuckled.</p>	<p><b>assembly</b>—a gathering of people for a common purpose</p> <p><b>noble</b>—of high birth or rank</p> <p><b>astonished</b>—very surprised</p> <p><b>puzzled</b>—unable to figure out something</p> <p><b>chuckled</b>—made a small laugh</p>	<p>What problem does King Alfred reveal in his speech to the knights?</p> <hr/> <p><b>Turn and Tell:</b> By now, you have amassed quite a few adjectives describing Sir Gus. Talk with your partner about the adjectives you can find in this text. Why do the other knights stand back and then chuckle when the king thinks he has volunteered. How is the king’s opinion of Sir Gus different than the other knights’ opinion of Sir Gus?</p>	<p>He reveals the contents of the letter to the knights, telling them of the fearsome beast, and asking who will help.</p>



### Wrap-Up

- If time permits, ask students to turn to Activity Page 14.4 and complete this activity page with a partner.

End Lesson

# Take-Home Material

## REMINDER

- Remind students of the spelling assessment tomorrow.

### Lesson 14: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH THE /ə/ + /L/ SOUND AND ITS SPELLINGS

- Use a **pocket chart** or **the board** or **chart paper** with a column for the 'el' and another for 'le' spellings.
- Copy the words on the following list onto **index cards** and give them to the students:

1. candle
2. mumble
3. sample
4. stumble
5. humble
6. able
7. single
8. middle

1. nickel
2. camel
3. satchel
4. gavel
5. vessel
6. channel
7. label
8. travel

- Have students read the words and sort them into the correct column. Remind students to use what they have learned about syllable division patterns VCCV and VCCCV to read the words. For example, *middle* can be divided between the two 'd's because they work together to make the /d/ sound: *midd•le*.

## REVIEW AND PRACTICE

# Spelling Assessment

## PRIMARY FOCUS OF LESSON

**Language**

Students will spell words featuring /ee/ > 'ie' and the Tricky Word *water*.

✦ **TEKS 2.2.C.i; TEKS 2.2.D; TEKS 2.3.A**

**Foundational Skills**

Students will identify the meaning of and use words with affix /sh/ + /ə/ + /n/ > 'tion' and will complete fill-in-the-blank sentences with words

✦ featuring *-tion*. **TEKS 2.2.B.v; TEKS 2.3.C**

**Reading**

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

✦ **TEKS 2.6.C; TEKS 2.7.D; TEKS 2.8.C**

✦ Students will generate questions about the text. **TEKS 2.6.B**

## FORMATIVE ASSESSMENT

Activity Page 15.1

**Spelling Assessment**

✦ **TEKS 2.2.C.i**

Observation

**Discussion Questions** “The Fearsome Beast”

✦ **TEKS 2.8.C**

✦ **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.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words; **TEKS 2.2.B.v** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **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 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language</b>			
Spelling Assessment	Whole Group	20 min.	☐ Activity Page 15.1
<b>Foundational Skills</b>			
Introduce /sh/ + /ə/ + /n/ > 'tion' (Phonics and Word Recognition)	Whole Group	5 min.	☐ board
/sh/ + /ə/ + /n/ Spelling Tree (Phonics)	Whole Group	5 min.	☐ Spelling Tree and branch leaves ☐ tape
Practice /sh/ + /ə/ + /n/ > 'tion'	Whole Group	10 min.	☐ Activity Page 15.2
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min.	☐ <i>Sir Gus</i> ☐ Vowel Code Flip Book ☐ Preview Spellings Chart (Digital Components)
Read "The Fearsome Beast"	Whole Group	15 min.	☐ <i>Sir Gus</i>

## ADVANCE PREPARATION

### Foundational Skills

- Today you will introduce students to the suffix *-tion*, which is pronounced /shən/. Depending on whether you are using just one or several Spelling Trees representing the schwa sound, prepare either an entirely new tree or just a branch for the 'tion' spelling.
- Additionally, prepare these leaves: *action, section, station, vacation, attention, invention, lotion, fiction, emotion, nation, caution, position*.

### Reading

#### ➤ Digital Component 15.1

- Create the Preview Spellings Chart for Introduce the Chapter (Digital Component 15.1) to the board/chart paper or use the digital version.
- Prepare to display the Vowel Code Flip Book. You may wish to tab page 9.

## Lesson 15: Spelling Assessment

## Language



**Primary Focus:** Students will spell words featuring /ee/ > 'ie' and the

✦ Tricky Word *water*. **TEKS 2.2.C.i; TEKS 2.2.D; TEKS 2.3.A**

### SPELLING ASSESSMENT (20 MIN.)

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

- |            |                           |
|------------|---------------------------|
| 1. relief  | 9. cookies                |
| 2. movie   | 10. thief                 |
| 3. field   | 11. niece                 |
| 4. ladies  | 12. grief                 |
| 5. kitties | 13. babies                |
| 6. piece   | 14. achieve               |
| 7. shield  | <b>Tricky Word:</b> water |
| 8. yield   |                           |

- Direct students' attention to the lines on the bottom of Activity Page 15.1.
- Tell students to write the sentence: *Sir Gus liked hot water for his bath.* Slowly repeat this sentence twice.
- At the end, read each spelling word 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.

**Note:** If beginning dictionaries are available, distribute them to students, encouraging them to use their knowledge of the alphabet to look up some of the words in the dictionary to confirm the correct spelling.

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

### Activity Page 15.1



✦ **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.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words.

- Continue through all the words and then move on to the sentence.
- Then circle the following words on the board. Ask students to turn Activity Page 15.1 to the back, and write these words in alphabetical order.

- |            |            |           |
|------------|------------|-----------|
| 1. cookies | 3. achieve | 5. babies |
| 2. yield   | 4. thief   |           |

- Give students about five minutes to do this.
- Last, write the five words in alphabetical order for students to correct their work.

- |            |            |          |
|------------|------------|----------|
| 1. achieve | 3. cookies | 5. yield |
| 2. babies  | 4. thief   |          |



### Activity Page 15.1: Spelling Assessment

Collect Activity Page 15.1. At a time later today, you may find it helpful to use the spelling analysis tools provided in Teacher Resources to analyze students' mistakes. This will help you to understand error patterns that may require attention and remediation.

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Lesson 15: The /sh/ + /ə/ + /n/ Sound Combination and Spelling

# Foundational Skills



**Primary Focus:** Students will identify the meaning of and use words with affix /sh/ + /ə/ + /n/ > 'tion' and will complete fill-in-the-blank sentences with words featuring *-tion*. **TEKS 2.2.B.v; TEKS 2.3.C**

## INTRODUCE /SH/ + /ə/ + /N/ > 'TION' (5 MIN.)

**TEKS 2.3.C**

- Tell students that today they will learn a word ending that includes the /ə/ sound. Write the 'tion' on that suffix, which is pronounced /shən/, is often added to the ends of words. The suffix *-tion* changes a verb to a noun. It describes a state, action, or process.
- Write the following words on the board, and ask students to read each word as you write it:
  - *action, section, portion, function, fiction, emotion*
- Have students help you circle the spelling for the /shən/ sound ('tion'). Point out that *-tion* is a separate syllable. If students have difficulty sounding out these words, show them how to chunk the syllables. Then have students use their own paper to write the word *substitute* and use it in a sentence. Then model how to drop the final *e* and add *-tion* to form the word *substitution*. Have them write a new sentence using the word *substitution*.

## /SH/ + /ə/ + /N/ SPELLING TREE (5 MIN.)

**TEKS 2.3.C**

- Display the new branch on the /□/ Tree.
- Show students the leaves one at a time. Tell them the *-tion* ending to a word usually signals a noun. Ask them to use each word in an oral sentence, noting the use of the word as a noun.
- Distribute the previously prepared leaves to student groups. Have students circle the 'tion' spelling that is pronounced /shən/.
- Ask students to read the word aloud to their class and use it in a different oral sentence, identifying the part of speech (some words can be both nouns and verbs, depending on how they are used in a sentence), and then tape the word to the branch.

**Note:** Please note that 'tion' is not in the Code Flip Books or Individual Code Chart.

**TEKS 2.2.B.v** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCC; **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*.





**PRACTICE /SH/ + /ə/ + /N/ > 'TION' (10 MIN.)**

- Have students tear out Activity Page 15.2.
- Tell students to read the words in the box. Remind students to use what they have learned about syllable division patterns to read the words. For example, the VCCV pattern can be used to read the word *sta•tion*. Each word will complete one of the sentences printed below the box.
- Have students write each word on the line where it fits best.

**Lesson 15: "The Fearsome Beast"**

# Reading



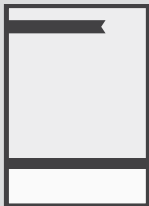
**Primary Focus**

Students will read "The Fearsome Beast" with purpose and understanding and will answer literal and inferential questions about key details in the text.

**TEKS 2.6.C; TEKS 2.7.D; TEKS 2.8.C**

Students will generate questions about the text. **TEKS 2.6.B**

Reader



Page 76

**INTRODUCE THE CHAPTER (5 MIN.)**

- Tell students that today they will read about Sir Gus heading out to find and fight a fearsome beast.

**Preview Spellings**

- Begin by preteaching the Tricky Word eyes. Write eyes on the board, followed by the following written sentences. (Do not read these sentences aloud as you write them.)

1. We use our eyes to see.
2. Ben has brown eyes, but I have blue eyes.

- Model for students the different ways you can try sounding out the word eyes.
- Begin by using the first sentence. Say to students, "I know that 'e\_e' and 'ey' both may make the /ee/ sound, like in the words *compete* and *monkey* (write these on the board, underlining the spellings). I may try pronouncing this word /ee/ /s/. We use our /ee/ /s/ to see. /ee/ /s/ does not make sense!"

**TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.

- Point to the 'y' spelling for /ie/ on Vowel Code Flip Book page 9. Tell students you also know 'y' can be a spelling for /ie/.
- Read the first part of the second sentence: "Ben has brown /ie/ /s/." Ask students if this would make sense in the sentence. Read the sentence to students. Say to students, "With this pronunciation and the context clues, does this make sense?"
- Read the last part of the second sentence together as a class. Say, "but I have blue /ie/ /s/".
- Preview the following spellings before reading today's story.

### ➤ Digital Projection 15.1

/ə/ or /u/	/aw/ >'aw'	'ous' (adjective)	Tricky Words
awoke	yawned	dangerous	eyes
seldom			
appeared			
wagon			

### Preview Core Vocabulary

- Preview the following vocabulary before reading today's story.

**doom—n.**, destruction, bad fate (76)

Example: They were filled with the feeling of doom and dread when they were walking through the dark cave.

**bandits—n.**, another word for *robbers* (76)

Example: The bandits got away with the money they took from the bank.

**bleak—adj.**, dreary, depressing (78)

Example: The empty town was bleak.

**dismal—adj.**, sad and scary (78)

Example: The empty house always looked dismal.

**swamp—n.**, land covered with marshy waters (78)

Example: There were many alligators in the swamp.

**carcass—n.**, the body of a dead animal (82)

Example: My cat brought the carcass of a mouse to the door.

## Sayings and Phrases

**not eager**—not wanting to do something (76)

Example: He was “not eager” to do the dishes.

**in spite of**—not helpful or causing problems (78)

Example: He climbed the mountain “in spite of” the bad weather.

Vocabulary Chart for “The Fearsome Beast”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		doom bandits bleak dismal swamp carcass	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	not eager in spite of		

### Support

Remind students they can examine the illustrations to help them understand the text.

## Purpose for Reading

- Review with students the people/things Sir Gus has “battled” so far: a thief, a troll, and pirates. Ask students to tell you how Sir Gus defeated all of these characters. Point out that luck has been the reason Sir Gus has won all of these battles. Based on this pattern, ask students to predict how things will go with Sir Gus looking for a fearsome beast. Ask them to read today’s story to find out if their predictions are correct.


## READ “THE FEARSOME BEAST (15 MIN.)

### Whole Group

- Read the story as a group, allowing students to take turns reading a paragraph aloud. Encourage students to read with expression, and model this for them if necessary. The rest of the class should follow along in their Readers as a classmate reads aloud.

### Guided Reading Supports **TEKS 2.6.B**

- Remind students that if they do not understand a part of the story, they should ask questions.

 **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.

- Before going over the discussion questions, ask students to summarize the story. Lead them in doing this by first asking for the main characters of the story. Next ask them for the main events. Remind students that a summary of a story tells just the basics of what happened. Have a student summarize the story; they should say something like this: “Sir Gus went to fight the fearsome beast and was captured in the Woods of Doom by bandits. The fearsome beast came to attack the bandits and was blinded by Sir Gus’s shining helmet. The fearsome beast stumbled into the Dark Dismal Swamp and sank into the mud. Sir Gus reported to King Alfred that the beast was now at the bottom of the swamp and the king thought Sir Gus had been very brave. Really, Sir Gus had just been lucky.”

## 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 Fearsome Beast”

1. **Inferential.** How might Sir Gus have figured out which way is east?
  - » The sun rises in the east.
2. **Inferential.** Why do you think Sir Gus flips a coin?
  - » He did not know which way to go, so flipping a coin helped him to make a decision.
3. **Literal.** In which direction does Gus set off riding?
  - » north
4. **Literal.** What name is given to the woods where Sir Gus arrives?
  - » Woods of Doom
5. **Literal.** What happens to Sir Gus in the Woods of Doom?
  - » He is captured by bandits.
6. **Literal.** What other stories have you read about bandits?
  - » *The Cat Bandit*
7. **Literal.** Should Sir Gus be surprised that the Woods of Doom is a dangerous place?
  - » No; *doom* is a word for a bad fate or failure.
8. **Literal.** What adjectives can be used to describe the beast?
  - » *fearsome, scary, big*
9. **Literal.** How did Sir Gus drive away the beast?
  - » His shiny helmet blinded the beast, and it stumbled into the Dark Dismal Swamp.
10. **Literal.** Did Sir Gus tell the king that he killed the beast?
  - » No, he said that the beast was at the bottom of the swamp; he did not say he killed him and put him there.



ENGLISH  
LANGUAGE  
LEARNERS

## Reading

### Reading Closely

#### Beginning

Ask students yes/no questions using simple phrases to summarize the story: “Sir Gus flipped a coin to help him decide which way to go? Do you agree?”

#### Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words: “Sir Gus tells the king \_\_\_\_\_ but he doesn’t tell him \_\_\_\_\_.”

#### Advanced/

#### Advanced High

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

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

11. **Literal.** Did Sir Gus really toss the beast's carcass into the Dark Dismal Swamp?
  - » no
12. **Inferential.** How do the other knights feel about Sir Gus? Find evidence from a story to support your answer.
  - » Answers may vary.



### Observation: Discussion Questions

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

End Lesson

## Lesson 15: Foundational Skills Remediation

# Additional Support

### PROGRESS MONITORING (OPTIONAL)

- Make one copy of **Activity Pages TR 15.1 and TR 15.2** for each student. Distribute Activity Page 15.2 to students.
- Tell students that for each row, you will say one word. Tell students to circle the word that they hear you say. Read each word provided below, calling out each number to indicate the row that students should point to and look at as you read the word.

1. shovel	6. camel
2. candle	7. rumble
3. gravel	8. single
4. humble	9. travel
5. bundle	10. cancel

Record student performance on the Spelling Alternatives Progress Monitoring Record Sheet (Activity Page TR. 15.2). Any student who scores less than 8 out of 10 needs further remediation.

### Code Knowledge

Before today's lesson, if students read 1,000 words in a trade book, on average 850–926 of those words would be completely decodable.

After today's lesson, if students read 1,000 words in a trade book, on average 859–926 of those words would be completely decodable.

The ending *-tion* is generally pronounced /sh/ + /ə/ + /n/, however, there are a few exceptions (e.g., *question*).

## 16

## REVIEW

Suffix *-tion*

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will decode words with the common suffix /sh/ + /ə/ + /n/ > 'tion'.

✦ **TEKS 2.2.B.v; TEKS 2.3.C**

## Reading

Students will partner read “The Fearsome Beast” and will close read the text by identifying Tier 2 vocabulary, answering text-dependent questions, and discussing

✦ difficult passages in the text. **TEKS 2.6.F; TEKS 2.7.E; TEKS 2.8.C**

Students will discuss the author’s use of print and graphic features to achieve

✦ specific purposes. **TEKS 2.10.C**

## Language (Spelling)

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

Students will spell one-syllable and multisyllabic words with closed syllables.

✦ **TEKS 2.2.C.i**

## FORMATIVE ASSESSMENT

Activity Page 16.1

**Fill in the Blanks** /u/ and /ə/

✦ **TEKS 2.2.B.i**

Activity Page 16.2

**Story Sequence** “The Fearsome Beast”

✦ **TEKS 2.8.C**

✦ **TEKS 2.2.B.v** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **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 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.10.C** Discuss the author’s use of print and graphic features to achieve specific purposes; **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.i** Demonstrate and apply spelling knowledge by: spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Review /sh/ + /ə/ + /n/ > 'tion' (Phonics)	Whole Group	5 min.	<input type="checkbox"/> /ə Spelling Tree with 'tion' branch
Practice /ə/, /ə/ + /l/, and /u/ (Phonics)	Independent	15 min.	<input type="checkbox"/> Activity Page 16.1
<b>Reading</b>			
Close Read "The Fearsome Beast"	Whole Group	25 min.	<input type="checkbox"/> <i>Sir Gus</i> <input type="checkbox"/> Activity Page 16.2
<b>Language (Spelling)</b>			
Introduce Spelling Words	Whole Group	15 min.	<input type="checkbox"/> Individual Code Chart <input type="checkbox"/> spelling words on index cards <input type="checkbox"/> tape <input type="checkbox"/> Activity Page 16.3
<b>Take-Home Material</b>			
Spelling Letter			<input type="checkbox"/> Activity Page 16.3

## ADVANCE PREPARATION

### Foundational Skills

- Many of this week's spelling words begin with the same letter and thus far students have learned to put words in alphabetical order based on just the initial letter of each word. For this reason, you will practice putting only a selected number of spelling words in alphabetical order today. Write only these words on index cards: *yelled, myth, symbol, cry, frying, lying, edge*. (Later in the year, students will learn how to alphabetize using the second letter in a word.)



## Lesson 16: The /sh/ + /ə/ + /n/ Sound and Its Spellings

# Foundational Skills



**Primary Focus:** Students will decode words with the common suffix

✦ /sh/ + /ə/ + /n/ > 'tion'. **TEKS 2.2.B.v; TEKS 2.3.C**

### REVIEW /SH/ + /Ə/ + /N/ > 'TION' (5 MIN.)

- Tell students they have learned many spellings for the /ə/ sound.
- Point to each of the following branches of the /ə/ Tree(s) and name the spelling, reading one sample word from each branch: /ə/ > 'a', 'e', /ə/ + /l/ > 'al', 'il', 'ul', 'el', 'le'.
- Now point to the 'tion' branch and have students read the leaves with the 'tion' spelling. Remind students that adding the suffix *-tion* to a verb changes it to a noun. Words with *-tion* describe a state, action, or process.
- Write *direct* on the board/chart paper. Have students read the word and use their own paper to write it in a sentence. Then write *direction* on the board and point out that because the word already ends in 't' you will simply add *ion*. Then have students write *direction* in a sentence.

### PRACTICE /Ə/, /Ə/ + /L/, AND /U/(15 MIN.)

- Have students turn to Activity Page 16.1. Students will now practice the spellings they have learned in Unit 5.
- Have students first read the words in the boxes independently. Remind students that they can use what they have learned about syllable division patterns to read the words. For example, *helpful* can be read using the VCCCV pattern: *help•ful*.
- Then read the words aloud from the word boxes on the front and back as a class, circling the spellings as you go.
- Tell students that there are eight words in each box, but only six sentences. This means words will be left over. Ask students to complete this activity independently.

#### Activity Page 16.1



✦ **TEKS 2.2.B.v** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **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 16.1: Fill in the Blanks

Collect and review Activity Page 16.1 to monitor students' progress with reading words with spelling alternatives for /u/ and /ø/.

### Lesson 16: Close Reading: "The Fearsome Beast"

# Reading



#### Primary Focus

Students will partner read "The Fearsome Beast" and will close read the text by identifying Tier 2 vocabulary, answering text-dependent questions, and discussing

✦ difficult passages in the text. **TEKS 2.6.F; TEKS 2.7.E; TEKS 2.8.C**

Students will discuss the author's use of print and graphic features to achieve

✦ specific purposes. **TEKS 2.10.C**

#### CLOSE READ "THE FEARSOME BEAST" (25 MIN.)

- Since students have already read "The Fearsome Beast" in the previous lesson, lead students in a close reading of the text by doing the following:
  - Ask text-dependent questions that require students to draw on evidence from the text.
  - Identify and discuss general academic (Tier 2) vocabulary.
  - Discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or ideas that require inferences.
  - Engage students in a culminating writing activity completed independently, if possible.
- Students may respond to the questions you present in many ways. You can change the way in which you ask for students' responses in each lesson, or even during the lesson, to improve student engagement.
- For today's lesson, have students work as partners. Following each question, direct students to consult with their partner about the correct response, before one student then raises his/her hand to respond.

✦ **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.10.C** Discuss the author's use of print and graphic features to achieve specific purposes.

#### Reader



#### Page 76

#### Support


Remind students that adjectives are words that describe nouns. Tell students to listen carefully for adjectives that describe Sir Gus in this story.

### Teacher Overview

**Key Idea and Key Details:** The key idea of “The Fearsome Beast” is that Sir Gus starts out on the journey to find the fearsome beast. Key details of the text include: Sir Gus doesn’t know which way to go. Sir Gus gets kidnapped by a group of bandits. The fearsome beast sneaks up on the bandits as they sleep. Sir Gus stands up and by accident blinds the beast with the sun’s reflection from his armor. The beast falls into the swamp and dies. Sir Gus is rescued from his bindings by a hunter and makes his way back to the kingdom. Once again he is hailed as a hero.

**Synopsis:** The story “The Fearsome Beast” is about another threat to King Alfred’s kingdom and Sir Gus’s accidental rescue of everyone in the kingdom.

## 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><b>Page 76</b></p> <p>The next morning, long after everyone else had eaten their morning meal, Sir Gus awoke, much rested but not eager to set off. He yawned. He stretched. He took a bath. He had lunch. At last, he mounted his horse. But he soon faced another problem: he could not tell which way was east.</p> <p>Sir Gus could seldom tell which way to travel. He rarely saw the morning sun, so he did not know that it rose in the east. But knowing that he did indeed need to begin, he sniffed the afternoon air, flipped a coin, and rode north.</p> <p>Sir Gus rode north into the Woods of Doom. He rode for a week. The days got shorter and colder. Sir Gus did not know why.</p> <p>Another thing Sir Gus did not know was that the Woods of Doom were very dangerous. So he was not prepared when, from out of nowhere, there appeared a band of armed men. The men were bandits. They grabbed Sir Gus and tied him up.</p>	<p><b>not eager</b>—not wanting to do something</p> <p><b>seldom</b>—not very often</p> <p><b>armed</b>—having a weapon</p>	<p>Using the adjectives in the text and the illustration, describe Sir Gus.</p> <p>Would you say that Sir Gus is a “morning person”—someone who wakes up without difficulty in the morning? Find evidence in the text.</p> <p> <b>TEKS 2.10.C</b></p>	<p>Answers may vary, but should include adjectives from this selection as well as previous selections.</p> <p>Sir Gus is not a “morning person.” In this selection, Sir Gus yawned, stretched and was not eager to set off. He seemed to have difficulty starting his day. The text also says that Sir Gus rarely saw the morning sun, so we can infer that he is probably not a “morning person.”</p>

 **TEKS 2.10.C** Discuss the author’s use of print and graphic features to achieve specific purposes.

## 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><b>Page 78</b></p> <p>The bandits bundled Sir Gus into the back of a wagon. Then, with much speed, they began to travel southeast.</p> <p>About a week later, the bandits arrived at the Bleak Forest of the East. There, not far from the Dark Dismal Swamp, they made camp. The bandits had some dinner and went to sleep.</p> <p>The next morning, while the bandits were still sleeping, something deep inside the forest began to creep closer to their camp. It was the fearsome beast. It had eyes of red flame. It had claws that could shred the hardest stone. It shot fiery flames that could melt metal. And it was going to pounce on the sleeping men.</p> <p>Sir Gus had relaxed for the better part of a week as he bumped along in the wagon. He was feeling well rested. So, in spite of the fact that it was morning, and in spite of the fact that his arms were tied, he decided to try to get up.</p>	<p><b>bundled</b>—tied up like a package</p> <p><b>dismal</b>—sad and scary</p> <p><b>made camp</b>—created a place on the ground to sleep</p> <p><b>fearsome</b>—very scary</p> <p><b>creep</b>—to move along at a slow pace</p> <p><b>pounce</b>—to jump upon something quickly</p> <p><b>better part</b>—an expression of time passing</p> <p><b>in spite of</b>—without being affected</p>	<p>Using the adjectives in the text on this page and some of your own, describe how Sir Gus looked “bundled” up.</p>	<p>Acceptable answers should include that his arms are tied up and other details may be added.</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><b>Page 80</b></p> <p>After a long struggle, Gus was able to stand up in the wagon. Just as he stood up, the fearsome beast grunted and charged in to attack. Sir Gus spun around as best he could to see what had made the sound. The bright morning sun shone on his shiny helmet. The sunlight bounced off his helmet and shone on the fearsome beast.</p> <p>The flash of sunlight shone in the eyes of the fearsome beast and blinded it. The beast screamed and ran away, but it could not see. It ran into the Dark Dismal Swamp and sank in the deep mud.</p> <p>The bandits, having woken with a start, fled as well. They scrambled into the wagon and drove away as quickly as they could. As they drove off, Gus fell out of the wagon. He landed on the ground with a thud.”</p>	<p><b>struggle</b>—to make a big effort to do something</p> <p><b>spun</b>—turned quickly</p> <p><b>shone</b>—past tense of shine</p> <p><b>woken with a start</b>—having woken up quickly, being frightened</p> <p><b>fled</b>—having run away</p>	<p>Have students move to the floor area of the classroom and demonstrate the movement Sir Gus would have made as he tried to stand and then as he spun around.</p> <p>Then have students mime the movements of the fearsome beast as it is blinded and runs off to become trapped in the mud, sinking to its death.</p>	<p>Both movement activities should be based on the adjectives in the text. As the teacher, you might read, “After a long struggle ...” Pause and have students struggle on the floor. Then read, “Just as he stood up ...” Have students stand up, and so on through the rest of the page.</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><b>Page 82</b></p> <p>Sir Gus the Utterly Fearless lay on the ground for two days, unable to get up. At last a hunter spotted him and untied him.</p> <p>Sir Gus thanked the hunter. Then he made his way back to the king’s palace on foot.</p> <p>When he arrived, the king was just sitting down for his dinner. Sir Gus knelt and spoke to him.</p> <p>“Your majesty,” he said, “I am happy to report that the fearsome beast lies at the bottom of the Dark Dismal Swamp.”</p> <p>“Well done, Sir Gus!” said the king. “Well done!”</p> <p>The king called all his knights to a meeting.</p> <p>“Sir Gus has killed the fearsome beast and tossed its carcass into the Dark Dismal Swamp,” the king announced. “Thanks to his brave actions, the kingdom is safe. You may all go home.”</p>	<p><b>on foot</b>—walking along, not on horseback</p> <p><b>carcass</b>—the body of a dead animal</p>	<p>King Alfred tells all the knights: “Sir Gus has killed the fearsome beast and tossed its carcass into the Dark Dismal Swamp.” Is that really what happened?</p>	<p>Sir Gus does not correct the king. Sir Gus is lying by omission by not telling the king what actually happened.</p>

- If time permits, direct students to complete Activity Page 16.2, sequencing the events of the story, with their partner. Guide students in referring to their reader as they complete this activity.



## Activity Page 16.2: Story Sequence

Collect and review Activity Page 16.2 to monitor individual students' ability to sequence the events of "The Fearsome Beast."

## Activity Page 16.2



## Lesson 16: The 'y' Spelling and Sounds

# Language



**Primary Focus:** Students will read words with 'y' > /ee/, /i/, /ie/, and /y/.

### TEKS 2.2.B.i

Students will spell one-syllable and multisyllabic words with closed syllables.

### TEKS 2.2.C.i

### INTRODUCE SPELLING WORDS (15 MIN.)

### TEKS 2.2.C.i

- Tell students that their spelling words for this week have the tricky spelling 'y'. Have students look at their Individual Code Charts. Ask them to tell you the four sounds 'y' represents (/ee/, /i/, /ie/, /y/) and give an example word for each. Have students take out Activity Page 16.3 and look at their spelling words while you read them aloud. After each word, have students tell you which sound the spelling 'y' represents.
- Explain to students that they can use what they have learned about decoding open syllables when they spell words. Say, "In the word *frying* I hear the /ie/ sound, so I know it has an open syllable and will be spelled like this: *f r y i n g*."
- Write *frying* on the board/chart paper. Draw a vertical line between *fry* and *ing*.

1. yelled	6. symbol	11. yawn
2. yarn	7. system	12. sticky
3. yellow	8. cry	13. lying
4. yes	9. frying	14. energy
5. myth	10. satisfy	<b>Tricky Word:</b> edge

- **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.i** Demonstrate and apply spelling knowledge by: spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Lesson 16 Review: Suffix *-tion*

## Activity Page 16.3



### Challenge

Ask students to write a sentence for three spelling words. For extra points, have students write three connected sentences. (*Yellow is a pretty color. I have a sweater made of yellow yarn. I cry when my brother spills milk on my sweater.*)



- Write the word *gem* on the board. Ask students how they would pronounce *gem*. Circle the 'g' and remind them that this is pronounced /j/. Now write the Tricky Word *edge* on the board. Tell students that they might try to pronounce this word /e/ /d/ /g/ or /e/ /d/ /g/ /ee/. In fact, this word is pronounced /e/ /j/.
- Tape the selected spelling word cards to the board in random order, reading them aloud as you go.
- Hold up the word cards for *edge* and *myth*. Ask students, "Which letter comes first in the alphabet, 'e' or 'm'?"
- Tape the word card for *edge* on the board when students answer 'e'. (You are not matching the letter with the alphabet strip.) Tape the word card for *myth* underneath *edge* on the board, leaving space between the cards.
- Hold up the word cards for *cry* and *frying*. Ask students, "Which letter comes first in the alphabet, 'c' or 'f'?"
- When students say 'c', tape the word card for *cry* on the board above *edge* and the word card for *frying* underneath *edge*, leaving space between the cards.
- Slowly sing the alphabet song, stopping and pointing to the first letter in each word when you sing the matching letter: "A B C (point to 'c' in *cry*) D E (point to 'e' in *edge*) F (point to 'f' in *frying*) G H I J K L M (point to 'm' in *myth*) . . ."

End Lesson

## Take-Home Material

### SPELLING LETTER

- Have students take home Activity Page 16.3.
- Remind students that they should practice their spelling words each night.

Activity Page 16.3



### Lesson 16: Foundational Skills Remediation

## Additional Support

### MORE HELP WITH SPELLING ALTERNATIVES

- Cut out **ten slips of paper**.
- Write six decodable adjectives with /ə/ + /l/ sound on five of the slips of paper, one adjective per slip.

- Write six decodable nouns containing the *-tion* suffix on five of the slips of paper, one noun per slip.
- Stack the adjective slips of paper and staple their top edge to **a sheet of card stock**.
- Stack the noun slips of paper and staple their top edge to the sheet of card stock, to the right of the adjectives.
- By lifting the slips of paper, the students can make and read up to twenty-five decodable phrases, many of which may be silly.

#### **Adjectives and Nouns with /ə/ + /l/ and /sh/ + /ə/ + /n/**

- **Adjectives:** *emotional, fictional, sensational, optional, evil, awful*
- **Nouns:** *lotion, invention, dictionary, vacation, action, potion*

#### **Adjectives and Nouns with /u/**

- **Adjectives:** *wonderful, confused, lovely, grumpy, innocent, handsome, jealous, funny, victorious, loathsome*
- **Nouns:** *monkey, potato, slug, glove, cousin, skeleton, uncle, dove, country, astronaut*

#### **Adjectives and Nouns with /ə/**

- **Adjectives:** *important, heroic, appealing, severe, neglected, dramatic*
- **Nouns:** *adult, pedestrian, balloon, goddesses, pecans, giant*

#### **Adjectives and Nouns with /ə/ + /l/**

- **Adjectives:** *normal, flexible, cheerful, dismal, marvelous, tranquil, invisible, sullen, fossilized, disheveled*
- **Nouns:** *animal, apple, camel, shovel, pencil, beetle, criminal*

## 17

## WRITING

## Plan a Narrative Ending

## PRIMARY FOCUS OF LESSON

**Language (Grammar)**

Students will identify the verbs in sentences, will distinguish between the present and past tense, and will provide the present- and past-tense versions of verbs.

✦ **TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C**

Students will decode, spell, and use words with the prefix *dis-*.

✦ **TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C**

**Writing**

Students will brainstorm an alternative ending to a chapter from *Sir Gus* and will

✦ write a new ending for the chapter. **TEKS 2.11.A**

✦ **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 2.2.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.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Grammar)</b>			
Review Action Verbs and <i>to be</i>	Whole Group	10 min.	
Review Present- and Past-Tense Verbs	Whole Group	20 min.	<input type="checkbox"/> Activity Page 17.1 <input type="checkbox"/> Activity Page 17.1 (Digital Components)
Decode, Spell, and Use Words with Prefixes	Whole Group	10 min.	
<b>Writing</b>			
Write a Different Ending	Whole Group	20 min.	<input type="checkbox"/> <i>Sir Gus</i> <input type="checkbox"/> Activity Pages 17.2 <input type="checkbox"/> board or chart paper <input type="checkbox"/> Activity Page 17.2 (Digital Components)
<b>Take-Home Material</b>			
Alphabetical Order			<input type="checkbox"/> Activity Page 17.3

## ADVANCE PREPARATION

### Language

#### ➤ Digital Component 17.1

- Create an enlarged version of Activity Page 17.1 or use the digital version.

### Writing

- Select one of the chapters from the *Sir Gus* Reader that students have already read to use today with students in creating a different ending to the story.

#### ➤ Digital Component 17.2

- Create an enlarged version of Activity Page 17.2 or use the digital version.

Start Lesson

## Lesson 17: Changing Action Verb Tense

# Language



**Primary Focus:** Students will identify the verbs in sentences, will distinguish between the present and past tense, and will provide the present- and past-tense versions of verbs. **TEKS 2.2.C.vi**

Students will decode, spell, and use words with the prefix *dis-*.

**TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C**

### REVIEW ACTION VERBS AND TO BE (10 MIN.)

- Remind students they have learned about verbs. Ask them to recall the two kinds of verbs they have learned. (*action and to be*)
- Tell students you are going to orally review some verbs by playing a game.
- Divide students into four groups.
- Tell students that you will read a sentence to one group of students, and they will identify the verb in the sentence. All other groups should think of the answer as well, just in case the group called upon gives the wrong answer. After one group responds, ask students in each of the other groups to use a “thumbs-up or thumbs-down” signal to indicate if they agree.
- Use sentences or phrases from the following box.
- The group with the most points wins.

**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 2.2.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*.

### Support

Have the target group repeat the sentences or phrases before identifying the verbs.

- |  |                                       |
|--|---------------------------------------|
| 1. Dad fixed the dinner.                       | 9. The key is in the ignition.        |
| 2. I really like ice cream.                    | 10. I ate a huge portion.             |
| 3. Mom scooped a generous portion on my plate. | 11. We stopped at the gas station.    |
| 4. The witch mixed a magic potion.             | 12. They looked in the dictionary.    |
| 5. The car tire is flat.                       | 13. The little boy is sick.           |
| 6. We painted our house yellow.                | 14. She wrote a letter on stationery. |
| 7. We rode on a train.                         | 15. He is my best friend.             |
| 8. The girls played on the swings.             |                                       |

## REVIEW PRESENT- AND PAST-TENSE VERBS (20 MIN.)

- Tell students we can change the form of a verb to indicate whether something is happening now, happened in the past, or will happen in the future.
- Give an example of a single verb in three tenses [e.g., “I walk.” (present tense), “I walked.” (past tense), “I will walk.” (future tense)].
- Tell students that today you will focus on verbs in the present and past tense.
- Tell students that *past tense* means something has already happened and is over and done. *Present tense* means something is currently taking place.
- Give some examples orally with the students: “I paint today.” (present) “Yesterday, I painted.” (past).

### ➤ Digital Component 17.1

- Complete Activity Page 17.1 as a teacher guided activity.



### Check for Understanding

Call on different students as you complete Activity Page 17.1. Monitor student responses, making note of any student who appears to struggle or who hesitates in responding.



ENGLISH  
LANGUAGE  
LEARNERS

## Language

### Interacting in Meaningful Ways

#### Beginning

Ask yes/no questions using simple phrases: “Is *talked* a verb?”

#### Intermediate

When asking a question, provide students with a specific sentence frame for answering: “Is *talked* the past tense of talk?” “Yes, *talked* is the \_\_\_\_\_.”

#### Advanced/ Advanced High

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

**ELPS 3.F**

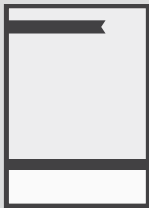
## Activity Page 17.1



## 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 *dis-*."
- Display some of the following words.
  - *disable*, *disobey*, *disbelief*, *dislike*, *disappear*, *disagree*, *disloyal*, *discomfort*, *disservice*, *disrespect*, *disorder*
- Say, "I see the prefix *dis-* /d/ /i/ /s/. I am going to segment the rest of the word: /o/ /b/ /ay/. Now I can blend the entire word: *dis•obey*."
- Pause between the syllables. Underline the *dis-* in *disobey*.
- Say, "Dis•obey There are two syllables. The prefix *dis-* 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, *obey* becomes *disobey* when we add the prefix *dis-*, which means "not." *Disobey* means "not obey."
- 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 *dislike* 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 dis-*).
- Ask, "What is the base word?" (*like*). "What does the word *like* mean?" (*to enjoy*)
- Say, "If we add the prefix *dis-* at the beginning of *like*, how does the meaning of the word change?" (*It means to not enjoy.*)

Reader



Page 76

- For practice, have small groups use their own paper to create and identify the meaning of words with the prefix *dis-*. Provide base words and have them add prefixes. Have volunteers share their words and their meanings. Offer feedback as needed.

## Lesson 17: Write a Different Ending

# Writing



**Primary Focus:** Students will brainstorm an alternative ending to a chapter from *Sir Gus* and will write a new ending for the chapter. **TEKS 2.11.A**

### WRITE A DIFFERENT ENDING (20 MIN.)

- Tell students that today they will learn how to change the ending of a story. They should listen carefully as you read a familiar story.
- Read a chapter of your choice from *Sir Gus*.
- Tell students you will begin by brainstorming “What if?” questions specific to the story you just read that might help them think of a different way the story might end.

#### ➤ Digital Component 17.2

- Use one or two of these questions to model how to ask a “What if?” question. Ask students to record the questions on Activity Page 17.2:
  - What if Sir Gus had not \_\_\_\_\_?
  - What if King Alfred had \_\_\_\_\_?
  - What if the knights had not \_\_\_\_\_?
- Tell students you will choose one of the questions to help you think of a new ending.
- Model writing a new ending on the board/chart paper, talking aloud to model what you are thinking as you write. Encourage students to offer suggestions.
- Tell students that in the next lesson they will plan a new ending with a partner for another story.

#### Activity Page 17.2



#### Support

Ask interactive, meaningful questions using simple language. For example, “What do you think? What should we change in the story?”

**TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming.



# Take-Home Material

## ALPHABETICAL ORDER

- Ask students to complete Activity Page 17.3 at home.

Activity Page 17.3



## Lesson 17: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH PARTS OF SPEECH

- Make one copy of **Activity Page TR 17.1** for each student and distribute.
- Ask students to read a sentence. Then have them underline nouns and draw a squiggly line under verbs in the sentence.
- Help students identify adjectives and draw a box around those.
- As students are ready, work with them to recognize the subject of the sentence and circle it.
- You may also write one sentence at a time on the board/chart paper to work with in a small group.

## PROGRESS MONITORING (OPTIONAL)

- Make one copy of **Activity Pages TR 17.2 and TR 17.3** for each student. Distribute Activity Page 17.2.
- Tell students that for each row, you will say one word. Tell students to circle the word that they hear you say. Read each word provided below, calling out each number to indicate the row that students should point to and look at as you read the word.

1. action	6. station
2. fiction	7. sensational
3. emotional	8. potion
4. option	9. invention
5. dictionary	10. operational

Record student performance on the Spelling Alternatives Progress Monitoring Record Sheet (Activity Page TR. 17.3). Any student who scores less than 8 out of 10 needs further remediation.

## WRITING

# Plan a Narrative Ending

## PRIMARY FOCUS OF LESSON

**Language (Grammar)**

Students will identify the verbs in oral sentences and will indicate whether the verbs are in the present or past tense. **TEKS 2.11.D.i; TEKS 2.11.D.ii**

Students will decode, spell, and use words with the prefix *dis-*.

**TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C**

**Writing**

Students will work in pairs to brainstorm alternative endings to the story “Fire!”

**TEKS 2.11.A**

**Reading**

Students will read “The King’s Birthday” and will write a summary of the characters and key events in the text. **TEKS 2.4; TEKS 2.7.D; TEKS 2.8.C**

## FORMATIVE ASSESSMENT

Activity Page 18.2

**Plan a Different Story Ending**

**TEKS 2.11.A**

Observation

**Anecdotal Reading Record**

“The King’s Birthday”

**TEKS 2.4**

Activity Page 18.3

**Summarize** “The King’s Birthday”

**TEKS 2.7.D**

**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*; **TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming; **TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **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 (Grammar)</b>			
Review Present- and Past-Tense Verbs	Whole Group	10 min.	❑ Wiggle Cards
Decode, Spell, and Use Words with Prefixes	Whole Group	5 min.	
<b>Writing</b>			
Plan a Different Story Ending	Whole Group	20 min.	❑ Activity Pages 18.1, 18.2
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min.	❑ <i>Sir Gus</i> ❑ Preview Spellings Chart (Digital Components)
Read “The King’s Birthday”	Partner	20 min.	❑ <i>Sir Gus</i> ❑ Activity Page 18.3
<b>Take-Home Material</b>			
“The King’s Birthday”			❑ Activity Page 18.4

## ADVANCE PREPARATION

### Language

- Choose several Wiggle Cards with a clear action verb for the “Review of Verbs” activity.

### Reading

#### ➤ Digital Component 18.1

- Create the Preview Spellings chart for Introduce the Chapter (Digital Component 18.1) on the board/chart paper or use the digital version.
- Gather images for the Core Vocabulary words *feast* and *joust* to help students understand the definitions.

## Lesson 18: Review Verbs

## Language



## Primary Focus

Students will identify the verbs in oral sentences and will indicate whether the

verbs are in the present or past tense. **TEKS 2.11.D.i; TEKS 2.11.D.ii**

Students will decode, spell, and use words with the prefix *dis-*.

**TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C**

**REVIEW PRESENT- AND PAST-TENSE VERBS (10 MIN.)**

- Remind students they have learned two types of verbs. Ask students to identify the names of these verb types. (*action and to be*) Remind students that an action verb shows what someone is doing, like *sleep* or *swim*, and *to be* verbs include *are*, *am*, and *is* in the present tense, and *was* and *were* in the past tense.
- Tell students that today they will review just the present and past tense of action verbs.
- Hold up a Wiggle Card and ask the class to read the card and perform the action. Ask a student to tell you the verb on the card. Ask students if this is present or past tense.

**Note:** All of the Wiggle Cards are present tense, but the goal is to have students practice identifying whether they are past or present tense.

- Next ask a student to use the Wiggle Card in a complete sentence in the present tense. Remind students that a complete sentence has both a subject and a predicate. The subject includes nouns, who or what the sentence is about, the predicate includes a verb that describes what the subject is or does. Guide students in adding a subject to the Wiggle Card to create a complete sentence in the present tense.
- Then ask another student to tell you the past-tense form of the same verb and use it in a complete sentence.
- Repeat with several different Wiggle Cards and students as time permits.

**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*.



### Check for Understanding

Ask students to identify how a present tense verb is generally changed to create the past-tense and to give an answer that shows what they mean. (You form the past tense of most verbs by adding *-ed* to the word. The past tense of the word *bang* is *banged*. “I *banged* my head on the door.”)

### DECODE, SPELL, AND USE WORDS WITH PREFIXES (5 MIN.)

- Remind students that we can decode, or read, words with prefixes by segmenting and blending the sounds and using the syllable chunking method.
- Write the following words on the board/chart paper: *disbelief*, *disappear*.
- Say, “I see the prefix *dis-* /d/ /i/ /s/. I am going to segment the rest of the word: /b/ /ee/ /l/ /ee/ /f/. Now I can blend the entire word: dis•belief.”
- Pause between the syllables. Underline the *dis-* in *disbelief*.
- Say the word again, clapping if needed to highlight the syllables.
- Next, explain to students that prefixes change the meaning of the word. For example, *belief* becomes *disbelief* when we add the prefix *dis-*, which means “not.” *Disbelief* means “not believe.”
- Say, “For words with prefixes, the spelling of the base word does not change when the prefix is added.”
- For practice, have small groups use their own paper to repeat the activity with the word *disappear*. Offer feedback as needed.

### Lesson 18: Different Endings for Stories

# Writing



**Primary Focus:** Students will work in pairs to brainstorm alternative endings to the story “Fire!” **TEKS 2.11.A**

### PLAN A DIFFERENT STORY ENDING (20 MIN.)

- Tell students that in the last lesson they worked as a class to change the ending of a story. Today they will work with a partner to plan a different ending to another story.

**TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming.



- Have students take out Activity Page 18.1. Tell students this is only part of the story “Fire!” Remind students that in this story, Sir Gus is going to fight a troll who is living in a cave.
- As a class, read Activity Page 18.1.
- Ask students, “How did the story ‘Fire!’ end after this?” (*Sir Gus was so scared that he fainted, his torch lit the ground and cave on fire, the troll ran away to escape the fire, and all the knights thought Sir Gus had been brave.*)
- Brainstorm one “What if?” question as a class. Briefly, discuss how this question could lead to a new ending.
- Pair students with partners and ask them to brainstorm “What if?” questions, elaborating on the different ending on the back of Activity Page 18.2 with their partners.
- Encourage students to try to come up with at least five “What if?” questions, each of which suggests the possibility of a different ending, with their partners. Tell students after they record their “What if?” questions on Activity Page 18.2, they should select and circle one question to use to help write a new ending to “Fire!”
- Give students 10 minutes to brainstorm and record ideas, elaborating on the different ending on the back of Activity Page 18.2. Circulate around the room to help students think about how their “What if?” questions could lead to a new ending. If time permits, ask students to share their chosen “What if?” question with the class. Tell students that tomorrow they will rewrite the ending to “Fire!” with their partners.

## Support

If the “What if?” activity lacks momentum, try changing the dynamic by rotating partners once or twice. Tell students to share their “What if?” questions with the new partner and think up a few more. They can add the new questions to the initial one(s).

## Activity Page 18.2



### Activity Page 18.2: Plan a Different Story Ending

Collect Activity Page 18.2 to be certain that all students have selected a question/ scenario for a different ending and have listed and elaborated ideas of what happens next. Make simple suggestions on students' papers. Take note of any students who appear to need more support. Be prepared to return Activity Page 18.2 tomorrow.

## Lesson 18: Partner Reading: “The King’s Birthday”



# Reading

**Primary Focus:** Students will read “The King’s Birthday” and will write a summary of the characters and key events in the text. **TEKS 2.4; TEKS 2.7.D; TEKS 2.8.C**

Reader



Page 84

Support

Display the images you gathered to illustrate *feast* and *jousting*.

### INTRODUCE THE CHAPTER (5 MIN.)

- Tell students that today they will read with a partner about the beginning of King Alfred’s birthday party. Remind students to use the Individual Code Chart to help sound out words and to ask their partners questions when they encounter confusing parts in the story.

### Preview Spellings

- Preview the following spellings before reading today’s story.

### ➤ Digital Component 18.1

/ə/ > ‘a’	/u/ > ‘ou’	/ə/ + /l/ > ‘le’	/u/ > ‘o’
thousand	nervous	candles	months
amazed			coming
royal			wonderful
Ivan			

### Preview Core Vocabulary

**feast—n.**, a large meal served for many guests (84)

Example: There was a large feast in the king’s honor.

**jousting—n.**, a competition between two knights on horseback who try to knock each other off their horses with their lances (84)

Example: On a field trip we saw a reenactment of jousting.

**sire/majesty—n.**, a respectful title used when speaking to kings in medieval times (86)

Example: Sire, I wish you a very happy birthday. Majesty, I hope you have a wonderful day.

➤ **TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

**boasted—v.,** bragged (86)

Example: She boasted that she could beat anyone at kickball.

### Sayings and Phrases

**file out—**leave a place as a group (86)

Example: Soldiers “file out” of the fort at the end of training.

Vocabulary Chart for “The King’s Birthday”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	jousting sire/majesty	feast boasted	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	file out		

### Purpose for Reading

- Tell students that they should read today’s story to find out what will take place at King Alfred’s birthday party.

## READ “THE KING’S BIRTHDAY” (20 MIN.)

### Partner Reading

- Remind students of the partner reading process.



### Observation: Anecdotal Reading Record

As students work in pairs, circulate throughout the room listening to different students read. Make note of individual students’ reading ability in the Anecdotal Reading Record.

### Wrap-Up

- Ask students if there were any parts of the story they did not understand and if they asked their partners questions.



## Activity Page 18.3



- Ask students to summarize the story. Remind students that a summary involves a brief description of the main characters and events of the story. Now ask students to write their own summary on Activity Page 18.3, as well as complete the remainder of the page.



### Activity Page 18.3: Summarize

Collect and review Activity Page 18.3 to identify the students who had trouble summarizing “The King’s Birthday.” Follow up with a small-group review of summarizing.

End Lesson

# Take-Home Material

## “THE KING’S BIRTHDAY”

- Have students take home Activity Page 18.4 and read the story with a family member.

## Activity Page 18.4



### Lesson 18: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH PRESENT- AND PAST-TENSE ACTION VERBS

- Choose an animal and have students list ten present-tense verbs describing the animal’s actions. Make a running list of the verbs on the board and use them in a free-verse poem about the animal. “Cats run and play. Cats chase their tails. Cats jump on beds and tables and counters and . . .” etc.
- Guide students in transforming each present tense verb into the past tense.

## WRITING

# Draft and Edit a Narrative Ending

## PRIMARY FOCUS OF LESSON

## Language and Foundational Skills

Students will identify verbs in oral sentences as present or past tense and will

- ✦ identify the vowel sound and spelling in each verb. **TEKS 2.2.B.i; TEKS 2.11.D.ii**

Students will decode, spell, and use words with the prefix *dis-*.

- ✦ **TEKS 2.2.B.i; TEKS 2.11.D.ii, TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C**

## Language (Grammar)

- ✦ Students will convert present-tense verbs to the future tense. **TEKS 2.11.D.ii**

## Writing

Students will work in pairs to write a new ending to a story from *Sir Gus* and will

- ✦ use an editing checklist to edit the new ending. **TEKS 2.11.C; TEKS 2.11.D.vii;**

**TEKS 2.11.D.x; TEKS 2.11.D.xi; TEKS 2.12.A**

## FORMATIVE ASSESSMENT

Activity Page 19.1

**The Future Tense**

- ✦ **TEKS 2.11.D.ii**

Activity Page 19.2

**New Ending**

- ✦ **TEKS 2.12.A**

Activity Page 19.3

**Editing Checklist**

- ✦ **TEKS 2.11.C; TEKS 2.11.D.x; TEKS 2.11.D.xi**

- ✦ **TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by: decoding words with short, long, or variant vowels, trigraphs, and blends; **TEKS 2.11.D.ii** Edit drafts using standard English conventions, including: past, present, and future verb tense; **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by: decoding words with prefixes including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by: spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion*/*tion*/*sion*; **TEKS 2.11.C** Revise drafts by adding, deleting, or rearranging words, phrases or sentences; **TEKS 2.11.D** Edit drafts using standard English conventions, including: (vii) pronouns, including subjective, objective, and possessive cases; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

**LESSON AT A GLANCE**

	<b>Grouping</b>	<b>Time</b>	<b>Materials</b>
<b>Language and Foundational Skills</b>			
Verb Tense and Vowel Code Review	Whole Group	10 min.	<input type="checkbox"/> Individual Code Charts
Decode, Spell, and Use Words with Prefixes	Whole Group	5 min.	
<b>Language</b>			
Review Future-Tense Verbs	Whole Group	20 min.	<input type="checkbox"/> Activity Page 19.1
<b>Writing</b>			
Write and Edit a Different Ending	Whole Group	25 min.	<input type="checkbox"/> Activity Pages 19.2, 19.3

## Lesson 19: Review

# Language and Foundational Skills



**Primary Focus:** Students will identify verbs in oral sentences as present or past tense and will identify the vowel sound and spelling in each verb.

**TEKS 2.2.B.i; TEKS 2.11.D.ii**

Students will decode, spell, and use words with the prefix *dis-*.

**TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C**

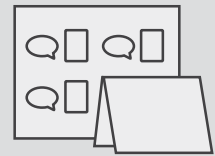
## VERB TENSE AND VOWEL CODE REVIEW (10 MIN.)

- Complete the following oral activity to review present- and past-tense verbs as well as spellings for selected vowel sounds.
- Say, “He wiggled his toes,” and ask a student to identify the verb. (*wiggled*)
- Ask another student to identify the verb as present tense or past tense. (*past*)
- Once students have correctly identified the verb, repeat the phrase and ask a student to identify the first vowel sound in the word *wiggled*. (/i/) Encourage students to use the Individual Code Chart for extra help.
- Once the vowel sound has been correctly identified, ask students to point to the row in the Individual Code Chart showing the spelling or spellings students have learned for this sound.
- Ask students to point to the spelling for the sound. Students should be able to summarize what the class has learned. For example, “We learned to spell the sound /i/ with the letter ‘i!’”
- Repeat these steps with the additional sentences below.

1. They **wait** for the bus. (wait /ae/, present) **(Individual Code Chart p. 8)**
2. She **likes** me. (likes /ie/, present) **(Individual Code Chart p. 8)**
3. We **asked** for directions. (asked /a/, past) **(Individual Code Chart p. 7)**
4. I **floated** in the pool. (floated /oe/, past) **(Individual Code Chart p. 8)**
5. We **eat** dinner at six. (eat /ee/, present) **(Individual Code Chart p. 8)**
6. He **cried**. (cried /ie/, past) **(Individual Code Chart p. 8)**

- TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by: decoding words with short, long, or variant vowels, trigraphs, and blends; **TEKS 2.11.D.ii** Edit drafts using standard English conventions, including: past, present, and future verb tense; **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by: decoding words with prefixes including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by: spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion*/*tion*/*sion*.

## Code Materials



## Support

Write the sounds, their spellings, and the word examples on the board to give a visual to the oral discussion.

## DECODE, SPELL, AND USE WORDS WITH PREFIXES (5 MIN.)

- Remind students that we can decode, or read, words with prefixes by segmenting and blending the sounds and using the syllable chunking method.
- Write the following words on the board/chart paper: *disagree*, *disloyal*.
- Say, "I see the prefix *dis-* /d/ /i/ /s/. I am going to segment the rest of the word: /ə/ /g/ /r/ /ee/. Now I can blend the entire word: dis•agree."
- Pause between the syllables. Underline the *dis-* in *disagree*.
- Say the word again, clapping if needed to highlight the syllables.
- Next, explain to students that prefixes change the meaning of the word. For example, *agree* becomes *disagree* when we add the prefix *dis-*, which means "not." *Disagree* means "not agree."
- Say, "For words with prefixes, the spelling of the base word does not change when the prefix is added."
- For practice, have small groups use their own paper to repeat the activity with the word *disloyal*. Offer feedback as needed.

### Lesson 19: Grammar

# Language



**Primary Focus:** Students will convert present-tense verbs to the future tense.

**TEKS 2.11.D.ii**

## REVIEW FUTURE-TENSE VERBS (20 MIN.)

- Tell students they have been studying the present- and past-tense forms of verbs. Ask students to tell you what it means if something is in the past tense. (*It is an action that has already happened.*)
- Ask students to tell you what it means if a verb is in the present tense. (*The action is happening right now.*)
- Explain that the future tense is made by adding the word *will* in front of the base form of the verb: *I swim.* > *I will swim.* The future tense indicates the action will happen at some time in the future; it is going to happen.

**TEKS 2.11.D.ii** Edit drafts using standard English conventions, including: past, present, and future verb tense.



- Explain that the future tense is much more regular—and much less complicated—than the past tense.
- Have students turn to Activity Page 19.1. Work as a class to complete the chart at the top of the page, changing present-tense verbs to future tense.
- Ask students to respond to the writing prompt by writing a paragraph or a list of complete sentences describing things they will do when they grow up. Remind students that they will be writing about something that will happen in the future, so they should consistently use the future tense form of all verbs.
- If time permits, ask students to share their work, focusing on the future tense verbs they used.



### Activity Page 19.1: The Future Tense

Collect and review Activity Pages 19.1. Discuss your observations with students. Encourage them to ask questions or offer solutions related to the insights you provide.

## Lesson 19: Writing Writing



**Primary Focus:** Students will work in pairs to write a new ending to a story from *Sir Gus* and will use an editing checklist to edit the new ending.

**TEKS 2.11.C; TEKS 2.11.D.vii; TEKS 2.11.D.x; TEKS 2.11.D.xi; TEKS 2.12.A**

### WRITE AND EDIT A DIFFERENT STORY ENDING (25 MIN.)

- Tell students that today they will be writing the new ending to the story “Fire!” they planned with a partner.
- Return Activity Page 18.2 to all students and call to their attention any suggestions you have made.
- Tell student partners to talk about the new ending before writing it on Activity Page 19.2
- Tell students that when they finish with their new endings, they should use the Editing Checklist (Activity Page 19.3) to edit the writing together.
- To reinforce how to edit drafts for pronoun cases (subjective, objective, and possessive), explain the differences between them and provide examples:

**TEKS 2.11.C** Revise drafts by adding, deleting, or rearranging words, phrases or sentences; **TEKS 2.11.D** Edit drafts using standard English conventions, including: (vii) pronouns, including subjective, objective, and possessive cases; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

### Support

Work with a small group of students needing more support to complete Activity Page 18.2 and closely scaffold the writing process.

### Activity Page 18.2



### Activity Pages 19.2 and 19.3



Case	Pronouns	Uses	Examples
Subjective	I, you, he, she, it, we, you, they	Use as the subject in a sentence.	<u>He</u> plays piano every day. <u>You</u> and <u>I</u> have homework tonight.
Objective	me, you, him, her, it, us, you, them	Use after an action verb. Use after a preposition, such as <i>in, at, before, on, to, with, near, or from</i>	Stu sent <u>us</u> to the store. Grandma baked cookies with <u>me</u> .
Possessive	my, mine, your, yours, our, ours, her, hers, his, their, theirs, its	Use to show ownership.	<u>My</u> cousin plays hockey. The artwork is <u>his</u> . <u>Their</u> play is next week. Is this book <u>yours</u> ?

- If there is time, you may ask students to share their writing or drawings with the class.



### Activity Pages 19.2 and 19.3: New Ending and Editing Checklist

Collect and review Activity Pages 18.2, 19.2, and 19.3. Discuss your observations with students. Encourage them to ask questions or offer solutions related to the insights you provide.

End Lesson

## Lesson 19: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH /ə/ + /L/ > 'EL'

- Make one copy of **Activity Page TR 19.1** for each student
- Have students read the words in the box, then use the words in the box to answer the clues.

### MORE HELP /EE/ > 'EE'

- Have students number a sheet of paper from one to six, skipping a line between numbers. Have them draw three horizontal lines next to the numbers. Tell students that you will say six words, and each word has three sounds.
- As you dictate each word, have students write the spelling for each sound in the columns next to the numbers. Focus on pronouncing the /ee/ sound.
- Dictate words one at a time: *beet, bleed, tree, deep, feet, keep*. To check spelling, ask students to orally spell the word while you write the word on the board or chart paper.

## REVIEW AND PRACTICE

# Spelling Assessment

## PRIMARY FOCUS OF LESSON

**Language (Spelling)**

- Students will spell one-syllable and multisyllabic words with closed syllables and the Tricky Spelling 'y' and the Tricky Word edge. **TEKS 2.2.C.i; TEKS 2.2.D**

**Differentiated Instruction**

- Students will decode words with the common suffix *-tion* and will correctly alphabetize a list of words. **TEKS 2.2.D; TEKS 2.3.C**
- Students will write narratives in which they recount a short sequence of events; include details to describe actions, thoughts, and feelings; and provide a sense of closure. **TEKS 2.12.A**
- Students will focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers. **TEKS 2.11.C; TEKS 2.11.D.vi; TEKS 2.11.D.x; TEKS 2.11.D.xi**

**Reading**

- Students will read "Betrayed" with purpose and understanding and will answer written comprehension questions about key details in the text. **TEKS 2.2.B.v; TEKS 2.4; TEKS 2.8.C**

## FORMATIVE ASSESSMENT

Activity Page 20.1

**Spelling Assessment**

- ✦ **TEKS 2.2.C.i**

Activity Page 20.2

**Words Ending in *-tion***

- ✦ **TEKS 2.2.D; TEKS 2.3.C**

Activity Pages 20.3–20.5

**Plan, Draft, Edit**

- ✦ **TEKS 2.11.C; TEKS 2.11.D.x; TEKS 2.11.D.xi; TEKS 2.12.A**

Observation

**Anecdotal Reading Record "Betrayed"**

- ✦ **TEKS 2.4**

Activity Page 20.6

**Story Questions "Betrayed"**

- ✦ **TEKS 2.8.C**

- ✦ **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.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.2.B.v** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Spelling)</b>			
Spelling Assessment	Whole Group	15 min.	<input type="checkbox"/> Activity Page 20.1 <input type="checkbox"/> Beginning Dictionaries
<b>Differentiated Instruction</b>			
/sh/ + /ə/ + /n/ > 'tion,' Alphabetical Order; Write a New Story Ending	Small Group/ Independent/ Partner	20 min.	<input type="checkbox"/> Activity Pages 20.2–20.5
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min.	<input type="checkbox"/> <i>Sir Gus</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read “Betrayed”	Partner	20 min.	<input type="checkbox"/> <i>Sir Gus</i> <input type="checkbox"/> Activity Page 20.6

## ADVANCE PREPARATION

### Differentiated Instruction

- You will have the opportunity to differentiate instruction for your students in your choice of activity pages. Give some thought in advance to which students may need more practice and support in reading words with the suffix *-tion* and alphabetizing words (Activity Page 20.2) and which students may benefit from planning, drafting, and editing another new ending for a story from the Reader (Activity Pages 20.3–20.5.)

### Reading

#### ➤ Digital Component 20.1

- Create the Preview Spellings Chart for Introduce the Chapter (Digital Component 20.1) on the board/chart paper or use the digital version.

**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.A** Compose literary texts, including personal narratives and poetry; **TEKS 2.11.C** Revise drafts by adding, deleting, or rearranging words, phrases or sentences; **TEKS 2.11.D** Edit drafts using standard English conventions, including: (v) prepositions and prepositional phrases; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in date; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; **TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

## Lesson 20: Spelling

## Language



**Primary Focus:** Students will spell one-syllable and multisyllabic words with closed syllables and the Tricky Spelling 'y' and the Tricky word *edge*.

✦ **TEKS 2.2.C.i; TEKS 2.2.D**

✦ **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. energy	6. yellow	11. yawn
2. yelled	7. yes	12. sticky
3. system	8. myth	13. lying
4. frying	9. cry	14. symbol
5. yarn	10. satisfy	15. edge

- Direct students' attention to the lines on the bottom of the activity page.
- Tell students to write the sentence: *The beast was on the edge of the cliff.* Slowly repeat this sentence twice.

**Note:** If beginning dictionaries are available, distribute them to students, encouraging them to use their knowledge of the alphabet to look up some of the words in the dictionary to confirm the correct spelling.

- Read each spelling word once more.
- Tell students that you will now show them the correct spelling for each word so they may correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it. Do the same for the sentence.
- Circle the following words on the board. Ask students to turn Activity Page 20.1 to the back, and write these circled words in alphabetical order.

✦ **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.D** Alphabetize a series of words and use a dictionary or glossary to find words.

## Activity Page 20.1



- |           |         |           |
|-----------|---------|-----------|
| 1. lying  | 3. myth | 5. energy |
| 2. frying | 4. yawn |           |

- Give students about four minutes to do this.
- Write the five words in alphabetical order so students may correct their work.

- |           |          |         |
|-----------|----------|---------|
| 1. energy | 3. lying | 5. yawn |
| 2. frying | 4. myth  |         |



### Activity Page 20.1: Spelling Assessment

Collect and review Activity Book Pages 20.1. Later today, you can analyze students' mistakes using the spelling analysis tools located in Teacher Resources. This will help you to understand error patterns developing or persisting among individual students.

## Lesson 20: Assessment

# Differentiated Instruction



### Primary Focus

Students will decode words with the common suffix *-tion* and will correctly alphabetize a list of words. **TEKS 2.2.D; TEKS 2.3.C**

Students will write narratives in which they recount a short sequence of events; include details to describe actions, thoughts, and feelings; and provide a sense of closure. **TEKS 2.12.A**

Students will focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers. **TEKS 2.11.C; TEKS 2.11.D.vi; TEKS 2.11.D.x; TEKS 2.11.D.xi**

**/SH/ + /ə/ + /N/ > 'TION,' ALPHABETICAL ORDER;  
WRITE A NEW STORY ENDING (20 MIN.)**

- **Small Group:** For students needing support, work with them in a small group. You may choose to have students complete Activity Page 20.2, which covers the *-tion* ending and alphabetical order. Before working on this activity, preteach words that might cause trouble for students. If students need help with other skills, you may choose to use Additional Support activities from earlier lessons and/or have students reread a story with you. Remind students what they have learned about how the suffix *-tion* changes a verb to a noun.
- **Partner/Independent:** For students able to work independently, tell them to select a story from one of the past Readers for which they would like to rewrite the ending; encourage them to select a shorter story. Ask them to reread the story and use Activity Pages 20.3–20.5 to plan and write their own stories.
- 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.

Activity Pages  
20.2–20.5



Activity Page 20.2: Words ending in *-tion*;  
Activity Pages 20.3–20.5: Plan, Draft, Edit

Collect and review Activity Pages 20.2–20.5 to plan further differentiation of instruction.

**TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **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.A** Compose literary texts, including personal narratives and poetry; **TEKS 2.11.C** Revise drafts by adding, deleting, or rearranging words, phrases or sentences; **TEKS 2.11.D** Edit drafts using standard English conventions, including: (vi) prepositions and prepositional phrases; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in date; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

## Lesson 20: “Betrayed”

# Reading



**Primary Focus:** Students will read “Betrayed” with purpose and understanding and will answer written comprehension questions about key details in the text.

**TEKS 2.2.B.v; TEKS 2.4; TEKS 2.8.C**

### INTRODUCE THE CHAPTER (5 MIN.)

- Tell students the title of today’s story is “Betrayed.” The word *betrayed* means someone you trusted did something that made you lose your trust in them. For example, pretend you told someone a secret and that person then told everyone else in the class. We would say that person betrayed you. Now that we know what *betrayal* means, what do you think the story is about?
- Tell students they will come across a Tricky Word in the very last sentence of the story (*death*). Ask students to be extra careful when reading this sentence; they should use their best word skills to sound out this word. Suggest that they look at pages 7 and 8 of their Individual Code Chart to sound out this word, as well as use sentence context to figure out how to pronounce this word.

### Preview Spellings

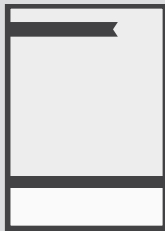
- Preview the following spellings before reading today’s story. Remind students to use what they know about syllable division patterns to read the words. For example, *nervous* is a VCCV word that can be read *ner•vous*.

### ➤ Digital Component 20.1

/ə/ > ‘a’	/u/ > ‘ou’	/ə/ + /l/ > ‘le’	/u/ > ‘o’
arena	nervous	nobles	command
finally		assembled	doves
		spectacle	opponent
		battle	other
			seconds

**TEKS 2.2.B.v** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

Reader



Page 90

Challenge

After you explain the meaning of *betrayed*, ask students to describe the meaning in a few sentences. They can also use the word in a sentence.

## Preview Core Vocabulary

- Preview the following vocabulary before reading today's story.

**doves—n.**, white birds that are symbols of peace (90)

Example: The doves flew into the sky from the plaza.

**spectacle—n.**, something wonderful to see (90)

Example: The Ferris wheel at the fair was a spectacle.

**cloudless—adj.**, without clouds (point out that *-less* means without) (90)

Example: It was a wonderful, sunny, cloudless day.

**gasped—v.**, took a deep breath in surprise, amusement, or fear (point out that *-ed* means in the past)(90)

Example: I ran so fast I gasped for air

**draped—v.**, covered with folds of cloth (92)

Example: The table was draped with lace.

**opponent—n.**, a competitor or enemy (92)

Example: My opponent in the race was faster than I was.

**rival—n.**, one of at least two striving for the same prize (92)

Example: At the football game on Friday, we are playing our rivals.

**blow—n.**, a powerful hit (94)

Example: The girl took a blow to her chin when her brother accidentally hit her.

## Sayings and Phrases

**knocked out—**made unconscious by a blow (94)

Example: The man was “knocked out” when he ran into the door.

**scared to death—**made terrified (94)

Example: He was “scared to death” of spiders.

Vocabulary Chart for “Betrayed”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		doves spectacle cloudless gasped draped opponent rival	
Multiple-Meaning Core Vocabulary Words		blow	
Sayings and Phrases	knocked out scared him to death		



Reading

Interacting in Meaningful Ways

**Beginning**

Ask *yes* or *no* questions using simple phrases to summarize the story: “The knights play a sport, called jousting. Do you agree?”

**Intermediate**

Provide students with a specific sentence frame for summarizing and use temporal words: “First, the \_\_\_\_\_ game begins. Next, Sir Ken and Sir Gus \_\_\_\_\_. Then the black knight \_\_\_\_\_.”

**Advanced/  
Advanced High**

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

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

Activity Page 20.6



**Purpose for Reading**

- Tell students that they should read today’s story to find out what happens to Sir Gus during jousting.

**READ “BETRAYED” (20 MIN.)**

**Partner Reading**

- Remind students of the process they are to use in partner reading.



**Observation: Anecdotal Reading Record**

As students work in pairs, circulate through the room, listening to different students read. Make note of individual students’ reading ability in the Anecdotal Reading Record.

**Wrap-Up**

- Ask students if there were any parts of the story they did not understand, and if they asked a question of their partner.
- Ask students what they think the Tricky Word was in the last sentence. (*death*) Ask: “How did you use your word skills?”
- Ask a student to summarize the story. Remind students that a summary involves a brief description of the main characters and events of the story.
- Complete Activity Page 20.6 as a class.
- Point out to students that the story has an open ending, which means the reader does not know what will happen next. Talk about the title “Betrayed” and how the open ending helps to build suspense and make the reader want to read on to find out what will happen next.



**Activity Page 20.6: Story Questions**

Collect and Review Activity Page 20.6 to monitor student progress on the following: comprehension of the story, short answer response, and identification of nouns, verbs, and adjectives.

End Lesson

Lesson 20: Foundational Skills Remediation

# Additional Support

## MORE HELP READING HIGH-FREQUENCY WORDS

### Bingo

- Copy the blank Bingo board (**Activity Page TR 20.1**) and write in any words from the box that students need to practice in the squares. Have students identify the words on their game boards as you call them out.

### Flash Cards

- Make a copy of the Word Card Template (**Activity Page TR 20.2**) and cut out the cards.
- Write words from the box that students need to practice on the cards. Have students use the cards to practice individually, with a partner, or at home with a family member.

### High-Frequency Words

1. always	17. gave	32. their
2. around	18. goes	33. these
3. because	19. green	34. those
4. been	20. its	35. upon
5. before	21. made	36. us
6. best	22. man	37. use
7. both	23. off	38. very
8. but	24. or	39. wash
9. call	25. pull	40. which
10. cold	26. read	41. why
11. does	27. right	42. wish
12. don't	28. sing	43. work
13. fast	29. sit	44. would
14. first	30. sleep	45. write
15. five	31. tell	46. your
16. found		



## 21

## TRICKY SPELLING

Introduce  
'a' > /a/, /ae/ or /ə/

## PRIMARY FOCUS OF LESSON

## Foundational Skills

- ✦ Students will read words with 'a' > /a/, /ae/, and /ə/. **TEKS 2.2.B.i; TEKS 2.2.B.v**

## Reading

- ✦ Students will partner read "The Wizard" with purpose and understanding and will summarize the key events of the story. **TEKS 2.4; TEKS 2.7.B; TEKS 2.7.D; TEKS 2.7.E**

## Language (Spelling)

- ✦ Students will decode and spell words ending in the final stable syllables 'le', 'el', and 'tion', multisyllabic words with multiple sound-spelling patterns, and the Tricky Word *schwa*. **TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.iv; TEKS 2.2.D**

## FORMATIVE ASSESSMENT

Activity Page 21.1

Tricky Spelling 'a'

- ✦ **TEKS 2.2.B.i**

Observation

Anecdotal Reading Record "The Wizard"

- ✦ **TEKS 2.4**

Activity Page 21.2

Story Questions "The Wizard"

- ✦ **TEKS 2.7.B; TEKS 2.7.D; TEKS 2.7.E**

- ✦ **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** 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 2.7.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 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **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; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.

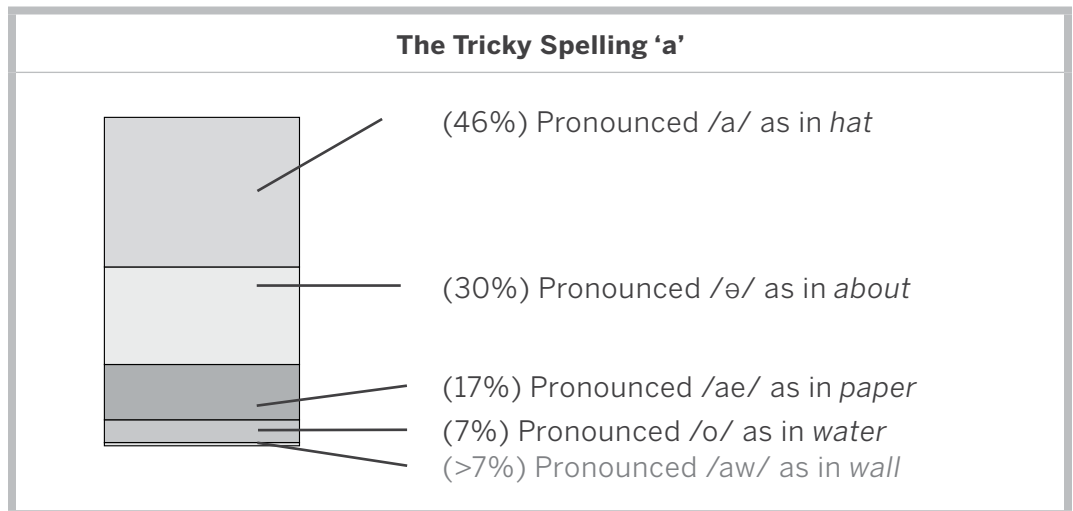
## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Introduce Tricky Spelling 'a' (Phonics)	Whole Group	20 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> board</li> <li><input type="checkbox"/> Activity Page 21.1</li> <li><input type="checkbox"/> Tricky Spelling 'a' Chart (Digital Components)</li> </ul>
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Sir Gus</i></li> <li><input type="checkbox"/> Preview Spellings Chart (Digital Components)</li> </ul>
Read "The Wizard"	Partner	20 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Sir Gus</i></li> <li><input type="checkbox"/> Activity Page 21.2</li> </ul>
<b>Language (Spelling)</b>			
Introduce Spelling Words	Whole Group	15 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Spelling words on index cards</li> <li><input type="checkbox"/> tape</li> <li><input type="checkbox"/> Activity Page 21.3</li> </ul>
<b>Take-Home Material</b>			
Spelling Letter; Tricky Spelling 'a'			<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity Pages 21.3, 21.4</li> </ul>

## ADVANCE PREPARATION

### Note to Teacher

Today students will work on reading words with the tricky spelling 'a'. This spelling poses a problem for readers because it can be pronounced /a/ as in *hat*, /æ/ as in *paper*, /ə/ as in *about*, or /o/ as in *water*. The following chart shows /a/ is the most common pronunciation, followed by /ə/, /æ/, and /o/. When students are faced with an unfamiliar word with the tricky spelling 'a', tell students that the first choice is the /a/ pronunciation, the second choice is the /æ/ pronunciation, and the third choice is the /ə/ or schwa (which often sounds like /u/) pronunciation. This pattern will help students remember the pronunciation options for several spellings, and you are encouraged to teach the options in the order listed rather than in order of frequency. The following lesson reflects this order.



Here are some patterns for your information:

- **'a'** is often pronounced /a/ in one-syllable words (*cat, hat*) and in syllables where the 'a' is boxed in by consonant spellings (*captain, factor*).
- **'a'** is almost always pronounced /a/ when it is followed by a double-letter spelling for a consonant sound (*batter, abbey, sassy*). The double-letter spelling is a marker for the "short" pronunciation of the preceding vowel. However, an 'a' before 'll' can be pronounced /a/ (*rally, tally*) or /aw/ (*all, hall*).
- **'a'** is likely to be pronounced /o/ when preceded by a spelling for /w/ (*watch, water*).

- 'a' is likely to be pronounced /æ/ (*paper, cradle*) when it is at the end of the first syllable in a multisyllable word.
- 'a' is likely to be pronounced as either /ə/ (*about, along*) or /ɑ/ (*apple, at*) when found in the initial position.
- 'a' is almost always pronounced /ə/ when found in the final position (*Africa, Asia, America, Laura*).
- 'a' is also part of many multi-letter spellings (e.g., 'ay', 'ai', 'a\_e', 'ea').

## Foundational Skills

### ➤ Digital Component 21.1

- Create an enlarged version of the Tricky Spelling 'a' chart (Digital Component 21.1) on the board/chart paper or use the digital version.

## Reading

### ➤ Digital Component 21.2

- Create the Preview Spellings Chart for Introduce the Chapter (Digital Component 21.2) on the board/chart paper or use the digital version.

## Language

- Write the spelling words for the week on index cards.

## Universal Access

- Gather images for the following spelling words: *turtle, bundle, cattle, label, angel, gravel, jewel*.

## Lesson 21: Tricky Spelling 'a'

## Foundational Skills



**Primary Focus:** Students will read words with 'a' > /a/, /ae/, and /ə/.

✦ **TEKS 2.2.B.i; TEKS 2.2.B.v**

**INTRODUCE TRICKY SPELLING 'A' (20 MIN.)**

- Remind students that they have learned many different sounds for the letter 'a'. Have students turn to Activity Page 21.1.
- Review with students the different sounds that 'a' can stand for.
- Refer to the chart you prepared in advance as you discuss the different sounds of the tricky spelling 'a'.

**➤ Digital Component 21.1**

'a'	→	/a/	hat	band	last
	→	/ae/	paper	later	lady
	→	/ə/	about	along	balloon

- Have students read the words in the box on Activity Page 21.1 aloud first. Remind students to use what they have learned about syllable division pattern VCV to read the words. For example, *paper* can be read *pa•per*.
- Then, ask students to sort the words according to the sound the tricky spelling stands for: /a/, /ae/, or /ə/.

**Challenge**

Pair proficient students and ask them to write a free-verse poem using as many words as possible with the tricky spelling 'a'.


**Activity Page 21.1: Tricky Spelling 'a'**

Collect and review Activity Page 21.1 to monitor students' understanding of the tricky spelling 'a'.

✦ **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.

**Activity Page 21.1**


# Lesson 21: "The Wizard." Reading



**Primary Focus:** Students will partner read "The Wizard" with purpose and understanding and will summarize the key events of the story.

**TEKS 2.4; TEKS 2.7.B; TEKS 2.7.D; TEKS 2.7.E**

## INTRODUCE THE CHAPTER (5 MIN.)

- Ask students to look at the table of contents and tell you the title of the story after "Betrayed." ("The Wizard") Ask students for a definition of *wizard*. Explain that a wizard is a magician found in fairy tales. Wizards often cast spells that make people do things such as falling asleep for a very long time.

### Preview Spellings

- Preteach the Tricky Word *wizard*. Write *wizard* on the board. Students might think the 'ar' in *wizard* would be pronounced /ar/, but in fact, we usually say the /er/ sound.
- Preteach the Tricky Word *break*. Write *break* on the board, and explain that while students might think they should pronounce 'ea' as /ee/, they should actually pronounce it /ae/.
- Preview the following spellings.

### Digital Component 21.2

'o' > /u/	'o_e' > /u/	'a' > /ə/	'il' > /ə/ + /l/	Tricky Words
dungeon	became	asleep	easily	wizard
summon	done	attack		break

### Preview Core Vocabulary

- Preview the following vocabulary before reading today's story.

**screached—v.**, made a shrill cry (96)

Example: The baby screached loudly.

**dungeon—n.**, a dark prison, often in a medieval castle (98)

Example: The dungeon was a dark place under the castle.

**TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.7.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 2.7.E** Interact with sources in meaningful ways such as illustrating or writing.

Reader



Page 96



ENGLISH  
LANGUAGE  
LEARNERS

Reading

Interacting in  
Meaningful Ways

Beginning

Ask *yes* or *no* questions using simple phrases to discuss the wizard: "Is Sir Gus afraid of the wizard?" "Does the wizard do good things or bad things?" "Let's say the word *wizard* together."

Intermediate

Provide students with a specific sentence frame: "The wizard cast a \_\_\_\_\_ by. . ."

Advanced/  
Advanced High

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

ELPS 4.G

## Sayings and Phrases

**cast a spell**—to do magic by saying a combination of words, like “*hocus pocus*,” and using potions; spells make strange things happen, such as having an entire crowd of people fall asleep (96)

Example: I hear the magician can “cast a spell” that turns people into frogs!

Vocabulary Chart for “The Wizard”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	dungeon	screached	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	cast a spell		

### Purpose for Reading

- Ask students to summarize what happened at the end of the last chapter “Betrayed” and to read today’s story to find out what scary event happens. Tell students to take turns reading both silently and aloud with their partners.

### READ “THE WIZARD” (20 MIN.)

#### Partner Reading

- Remind students of the process they are to use when partner reading.
- Students should complete Activity Page 21.2 when they finish.

#### Activity Page 21.2



#### Observation: Anecdotal Reading Record

As students read, circulate throughout the room listening. Make note of individual students’ reading abilities in the Anecdotal Reading Record.

## Wrap-Up

- Ask students if there were any parts of the story they didn't understand, and if so, what question(s) they asked their partner in order to get help.
- Ask a student to summarize today's story.



### Activity Page 21.2: Story Questions

Review Activity Page 21.2 with students and answer questions if time permits. Collect Activity Page 21.2 to monitor reading comprehension and short answer response.

## Support

Give students summary frames such as the following:

\_\_\_\_\_ 's key idea is \_\_\_\_\_.  
And so \_\_\_\_\_. Let me add  
that \_\_\_\_\_.

The story is about \_\_\_\_\_.  
However, \_\_\_\_\_. And  
so \_\_\_\_\_.

\_\_\_\_\_ is a story  
about \_\_\_\_\_.

## Lesson 21: Spelling

# Language



**Primary Focus:** Students will decode and spell words ending in the final stable syllables 'le', 'el', and 'tion', multisyllabic words with multiple sound-spelling patterns, and the Tricky Word *schwa*. **TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.iv; TEKS 2.2.D**

### INTRODUCE SPELLING WORDS (15 MIN.)

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

- Tell students that their spellings words for this week end in either the letters 'le', 'el', or 'tion'. Point out that *angel* and *label* contain open syllables and students have already learned about open syllables. Remind them that open syllables contain long vowel sounds.

1. turtle	6. label	11. education
2. bundle	7. angel	12. inspection
3. pickle	8. gravel	13. motion
4. shuffle	9. jewel	14. question
5. cattle	10. fiction	<b>Tricky Word:</b> schwa

- Tape the spelling words to the board in random order, reading them aloud as you go. For words ending in /l/, point out whether the sound is spelled as 'le' or 'el'. Explain that students will need to study and practice the words before the weekly assessment to remember which spelling is used in a given word.

## Support

Display the images for the words *turtle*, *bundle*, *cattle*, *label*, *angel*, *gravel*, *jewel* you prepared in advance.

**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; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.



- Tell students that they have already learned how to put words in alphabetical order by matching the words to the letters of the alphabet.
- Tell students that today you will show them another way to put words in alphabetical order. Once they have learned both ways, they can use whichever method they prefer.
- Tell students that today you will show them how to go through the alphabet letter by letter to put words in alphabetical order.
- Say, “Let’s look at the word cards. Do we have any words that begin with ‘a’? Yes, *angel* begins with ‘a’, so we will tape that at the top of our new list.
- Then say, “Do we have any words that begin with the letter ‘b’? Yes, we have the word *bundle*, so we will tape that under the word *angel*.”
- Then say, “Do we have any words that begin with the letter ‘c’? Yes, we have the word *cattle*, so we will tape that under the word *bundle*.”
- Then say, “Do we have any words that begin with the letter ‘d’? No, we don’t.”
- Then say, “Do we have any words that begin with ‘e’? Yes, we do, *education*. So we will tape this word under *cattle*.”
- Continue in this manner until all of the words are alphabetized.
- To provide students with practice spelling words in sentences, have them write a new sentence on their own paper using one of the spelling words.



### Check for Understanding

Give students a few minutes to describe two ways to put words in alphabetical order. Have them indicate where their name would fall if put in alphabetical order with the words.

End Lesson

# Take-Home Material

## **SPELLING LETTER; TRICKY SPELLING ‘A’**

- Have students take home Activity Pages 21.3 and 21.4. Remind students that they should practice their spelling words each night.

Activity Pages  
21.3, 21.4



Lesson 21: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH TRICKY SPELLING 'A'

- Write a target word from the chart on the **board/chart paper**.
- Beside the target word write the two possible divisions of the word.
- Read the sample sentence aloud to students. Try both divisions of the word in the sentence. Ask students to tell you which is correct.

Target Word	Possible division	2nd possible division	Sample sentence (Remember the sentence is read orally.)
cabin	ca bin	cab in	We will stay at the _____ in the woods.
paper	pa per	pap er	I need a sheet of _____ to write my words.
table	tab le	ta ble	We eat supper at the _____.
basket	bas ket	ba sket	Please place the eggs in the _____.
napkin	nap kin	na pkin	Use the _____ to wipe your face.
crater	cra ter	crat er	The volcano _____ is huge.
faster	faj ter	fa ster	The rabbit is _____ than the tortoise.
rapid	rap id	ra pid	Another word for fast is _____.
magic	mag ic	ma gic	The _____ hat is on Frosty's head.
major	maj or	ma jor	In the army, a _____ is an officer.

## 22

## TRICKY SPELLING

Introduce  
'e' > /e/, /ee/, or /ə/

## PRIMARY FOCUS OF LESSON

## Foundational Skills

- ✦ Students will put a list of words in alphabetical order. **TEKS 2.2.D**  
Students will read words with the tricky spelling 'e' and will identify the sound
- ✦ made by 'e' in written words. **TEKS 2.2.B.i; TEKS 2.2.B.v; TEKS 2.2.C.i; TEKS 2.2.C.iv**

## Reading

Students will partner read "Breaking the Spell" with purpose and understanding and will answer written comprehension questions about key details in the text.

- ✦ **TEKS 2.4; TEKS 2.6.B; TEKS 2.6.C; TEKS 2.8.C**

## FORMATIVE ASSESSMENT

Activity Page 22.1

Tricky Spelling 'e'

- ✦ **TEKS 2.2.B.i**

Observation

Anecdotal Reading Record "Breaking the

- ✦ Spell" **TEKS 2.4**

Activity Page 22.2

Story Questions "Breaking the Spell"

- ✦ **TEKS 2.8.C**

- ✦ **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **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 2.2.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** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

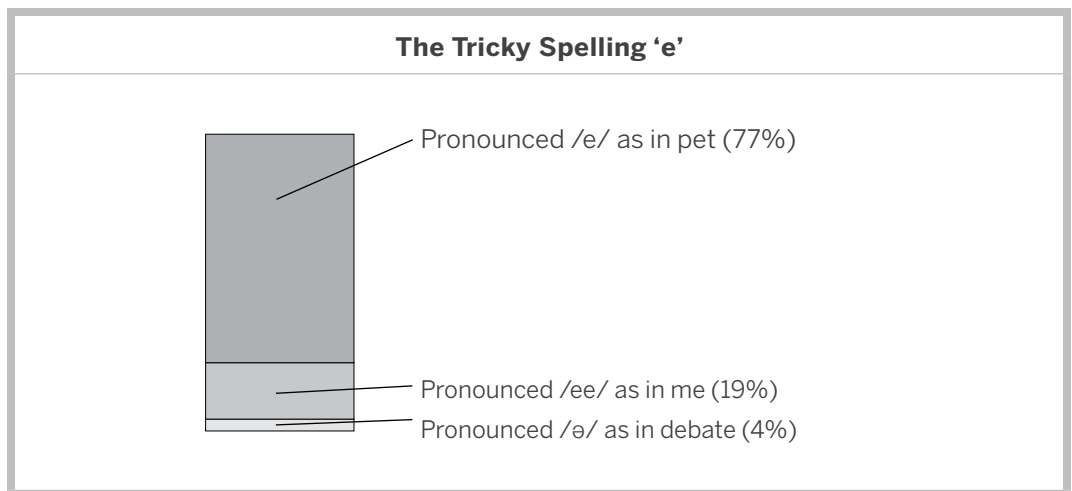
**LESSON AT A GLANCE**

	<b>Grouping</b>	<b>Time</b>	<b>Materials</b>
<b>Foundational Skills</b>			
Practice Alphabetical Order	Whole Group	10 min.	<input type="checkbox"/> word cards
Introduce Tricky Spelling 'e' (Phonics)	Whole Group	30 min.	<input type="checkbox"/> Activity Page 22.1 <input type="checkbox"/> Tricky Spelling 'e' Chart (Digital Components)
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min.	<input type="checkbox"/> <i>Sir Gus</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "Breaking the Spell"	Partner	15 min.	<input type="checkbox"/> <i>Sir Gus</i> <input type="checkbox"/> Activity Page 22.2
<b>Take-Home Material</b>			
Tricky Spelling 'e'			<input type="checkbox"/> Activity Page 22.3

## ADVANCE PREPARATION

### Note to Teacher

Today students will work on reading words with the tricky spelling 'e'. This spelling poses a challenge for readers because it is regularly pronounced three different ways: /e/ as in *pet*, /ee/ as in *me*, and /ə/ as in *debate*. The bar chart shows /e/ is the most common pronunciation for 'e', and /ee/ is more common than schwa.



If students come across an unfamiliar printed word containing the letter 'e', they should try pronouncing the 'e' as /e/. If that does not sound like a word, or if the resulting word does not make sense in context, students should try /ee/ (the "long" pronunciation). If that still sounds wrong, they should try /ə/. This pattern is consistent with the pattern identified in the previous lesson and presented in the following chart.

Spelling	1st Choice—Short	2nd Choice—Long	3rd Choice—/ə/.
'a'	/a/ (short) as in <i>hat</i>	/æ/ (long) as in <i>cake</i>	/ə/ as in <i>about</i>
'e'	/e/ (short) as in <i>pet</i>	/ee/ (long) as in <i>me</i>	/ə/ as in <i>debate</i>

Here are some patterns for your information:

- 'e' is almost always pronounced /e/ in one-syllable words. The only exceptions are a handful of high-frequency, one-syllable words that have the final 'e' pronounced /ee/: *he, she, we, be, me*.

- 'e' is almost always pronounced /e/ when it appears before a double-letter spelling for a consonant sound (*Betty, bedding, dresser*). The double-letter spelling is a marker for the "short" pronunciation of the preceding vowel.
- 'e' is pronounced /ee/ primarily in words beginning with one of four common prefixes: *be-*, *de-*, *pre-*, and *re-*. These four prefixes account for about two-thirds of the words in which 'e' is pronounced /ee/.
- 'e' is much more likely to be pronounced /e/ at the beginning of the word *everyone*, rather than /ee/ (*evaporate*) or /ə/ (*eruption*).
- At the end of a word, 'e' usually forms part of a separated digraph (*cake, bike, note*); the pronunciations /e/ and /ə/ almost never occur at the end of a word. There are a few words having the final 'e' pronounced /ee/ (*maybe, acne, adobe, coyote*).
- 'e' is most commonly pronounced as /ə/ in the middle of a word, rather than at the beginning or end.

### Foundational Skills

- Write the following words on individual cards (the text should be large enough that students can read the words from their desks): *young, southern, apple, China, fossil, mental, eagle, tunnel, portion, reaction, needle*.

### ➤ Digital Component 22.1

- Create the Tricky Spelling 'e' chart (Digital Component 22.1) on the board/chart paper or use the digital version.

### Reading

### ➤ Digital Component 22.2

- Create the Preview Spellings Chart for Introduce the Chapter (Digital Component 22.2) on the board/chart paper or use the digital version.

### Universal Access

- Search the Internet for supporting images and recordings of birds cooing, as well as for the word *damp* for use in Preview Core Vocabulary.

## Lesson 22: The Tricky Spelling 'e'

## Foundational Skills



## Primary Focus

- Students will put a list of words in alphabetical order. **TEKS 2.2.D**
- Students will read words with the tricky spelling 'e' and will identify the sound made by 'e' in written words. **TEKS 2.2.B.i ; TEKS 2.2.B.v; TEKS 2.2.C.i; TEKS 2.2.C.iv**

## PRACTICE ALPHABETICAL ORDER (10 MIN.)

- Ask some students to come to the front of the class; hand each a previously prepared word card.
- Have students with word cards stand in a line across the front of the room, facing the class. Ask each student to read the word on his or her card aloud.
- Tell students they will now help put the words in alphabetical order. You will slowly sing the alphabet song. After each letter you sing, pause to let students see if they have a word starting with that letter. After you sing 'a', the student with the card *apple* should move to be first in line, from left to right.
- Once students believe they have correctly placed the words in alphabetical order, sing the alphabet song as a class once more to check their work.

## INTRODUCE TRICKY SPELLING 'E' (30 MIN.)

- Remind students that the focus of this unit is on vowel sounds and their spellings.
- Display the chart you created in advance or the digital version as you review the sounds of the tricky spelling 'e'. Remind students that they can use what they have learned about syllable division pattern VCV to read the multisyllabic words. For example, *rewind* can be read *re•wind*.

 Digital Component 22.1

'e'	→	/e/	pet	left	test
	→	/ee/	me	rewind	she
	→	/ə/	debate	benefit	strategy

- TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **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 2.2.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.

## Challenge

Provide proficient students with a set of words relevant to today's lesson on tricky spelling 'e' and have them alphabetize the words independently.

## Support

If any students' names have the tricky spellings 'e', add them to the list of examples for students to sort.

- Point out that 'e' is a spelling for /e/, /ee/, and /ə/.
- Remind students that when a spelling can be pronounced more than one way, we call it a tricky spelling.
- Tell students that when they see an unfamiliar word with the 'e' spelling, they should first try pronouncing the 'e' as /e/; if that does not sound right or does not make sense in context, they should try /ee/ and then /ə/.
- Have students tear out Activity Page 22.1. Explain that each sentence has words with an underlined 'e'. They should select the correct sound of the letter 'e' from the three choices under the sentence. Do one or two items and guide students in understanding that they should first read the sentence.
- Find the word with the underlined 'e'. They should then try pronouncing that word with each of the possible pronunciations before making their choice.
- To provide students with practice spelling words in sentences, have them use the back of Activity Page 22.1 to write a new sentence using one of the words from the activity.

## Activity Page 22.1



### Activity Page 22.1: Tricky Spelling 'e'

Collect and review Activity Page 22.1 to monitor students' understanding of tricky spelling 'e'.

## Lesson 22: "Breaking the Spell"

# Reading



**Primary Focus:** Students will partner read "Breaking the Spell" with purpose and understanding and will answer written comprehension questions about key details in the text. **TEKS 2.4; TEKS 2.6.B; TEKS 2.6.C; TEKS 2.8.C**

### INTRODUCE THE CHAPTER (5 MIN.)

- Ask students to tell you what happened in the last story, "The Wizard." Share with them that today's story is titled "Breaking the Spell." Knowing Sir Gus has succeeded mainly through good luck, ask students how they think Sir Gus might break the wizard's spell.

**TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **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







Reading

Interacting in  
Meaningful Ways

Use images and any other resources to help clarify the meanings of the vocabulary words. Use the vocabulary words often in different contexts to allow students to absorb them.

“This morning, I heard a pigeon cooing to her nestlings. Can you help me make a cooing sound?”

**ELPS 3.J; ELPS 4.F**

Support

Explore words with students. Have them reread the sections of Sir Gus that describe the dungeon. When discussing students' findings, point out descriptive adjectives, such as *damp*, and their meanings. Follow up by having students illustrate and answer the question: “Describe the worst dungeon in the world.”

**Preview Spellings**

- Begin by teaching the Tricky Word *against*. Write *against* on the board. Students might think the ‘ai’ in *against* would be pronounced /ae/, but in this word, these letters stand for the /e/ sound. Point out this word is tricky in the same way as the word *again*, which students learned earlier in this unit.
- Preview the following spellings before reading today’s story:

➤ **Digital Component 22.2**

/ə/ + /l/ > ‘le’	/u/ > ‘o_e’	/ə/ > ‘a’	Tricky Word
puddles	come	affected	against
tremble		away	
		awoke	

**Previewing the Core Vocabulary**

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

**cooing—v.**, a soft sound doves make (102)

Example: The doves were cooing as they ate the bird food.

**damp—adj.**, moist (106)

Example: The washcloth was damp.

**puddles—n.**, pools of water (often from rain) (106)

Example: When it rains I like to jump in puddles.

### Vocabulary Chart for “Breaking the Spell”

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

### Purpose for Reading

- Tell students they should read today’s story to find out if the spell cast by the evil wizard is broken and, if so, how.

### READ “BREAKING THE SPELL” (15 MIN.)

### Partner Reading

- Review the partner reading process.
- As you listen to student partners read, ask students what happens next when Sir Gus begins to tremble and shake and give examples from previous stories. (*Students may predict that Sir Gus will faint as he did when confronting the troll.*)

### Support

Create a “What We Love about Sir Gus” poster with your class, including illustrations. This approach to analyzing character offers many other options, including contrasting, evaluating, and classifying.



### Observation: Anecdotal Reading Record

As students read, circulate throughout the room. Make note of individual student’s reading ability in the Anecdotal Reading Record.

### Wrap-Up

- Ask students if there were any parts of the story they did not understand. If so, have them ask a question to help clear up their confusion. Allow other students to try to answer any student-generated questions.
- Ask students, “How did Sir Gus break the spell? Was it his plan or luck?” Ask students to provide an example from the story that illustrates their answer that it was a plan or luck.

## Activity Page 22.2



- Have students complete Activity Page 22.2. Review the activity as a class, if time permits.



### Activity Page 22.2: Story Questions

Collect and review Activity Page 22.2. Use student responses to determine which students may need additional support with story comprehension.

End Lesson

# Take-Home Material

## TRICKY SPELLING 'E'

- Have students take home Activity Page 22.3. Remind students that they should practice their spelling words each night.

## Activity Page 22.3



### Lesson 22: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH TRICKY SPELLING 'E'

- Write several words containing tricky spelling 'e' on **index cards**, one word per card: *meter, cement, elbow, hotel, appetite, secret, fever, lesson, before, eraser, legal, repair, return, temper, result, second, ever, lemon, evil, seven, level, pretend, pet, left, letter, me, rewind, debate, empty, theater, tickets*.
- Write headers on the board/chart paper for each sound students have learned that the tricky spelling 'e' makes (/e/ as in *bed*, /ee/ as in *me*, and /ə/ as in *debate*).
- Have students read a word on a card and tell you which sound the tricky letter 'e' is making. Remind students to sound out each word with the /e/ first; if that doesn't sound right, they should try /ee/ and then /ə/.
- Ask students to tape the word under the proper header.

**Note:** If students need additional scaffolding, underline the tricky 'e' in each word.

## TRICKY SPELLING

# Introduce 'o' > /o/, /oe/, or /u/

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

Students will read a story featuring words with 'o' > /o/, /oe/, and /u/ and will use context clues to determine the correct pronunciation of the words.

✦ **TEKS 2.2.B.i**

Students will decode and spell multisyllabic words with open syllables.

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

**Language (Grammar)**

Students will complete a chart with the correct present-, past-, and future-tense

✦ verb forms for respective pronouns. **TEKS 2.2.C.vi; TEKS 2.11.D.ii; TEKS 2.11.D.vii**

**Reading**

Students will partner read "Looking for the Enemy" and will close read the story by identifying Tier 2 vocabulary, answering text-dependent questions, and discussing

✦ difficult portions of the text. **TEKS 2.2.B.vii; TEKS 2.6.F**

## FORMATIVE ASSESSMENT

Activity Page 23.1

**Tricky Spelling 'o'**

✦ **TEKS 2.2.B.iii**

Activity Page 23.2

**Sir Gus: Adjectives**

✦ **TEKS 2.11.D.ii**

- ✦ **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 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 2.11.D** Edit drafts using standard English conventions, including: (ii) past, present, and future verb tense; (vii) pronouns, including subjective, objective, and possessive cases; **TEKS 2.2.B.vii** Demonstrate and apply phonetic knowledge by: identifying and reading high-frequency words from a research-based list; **TEKS 2.6.F** Make inferences and use evidence to support understanding.

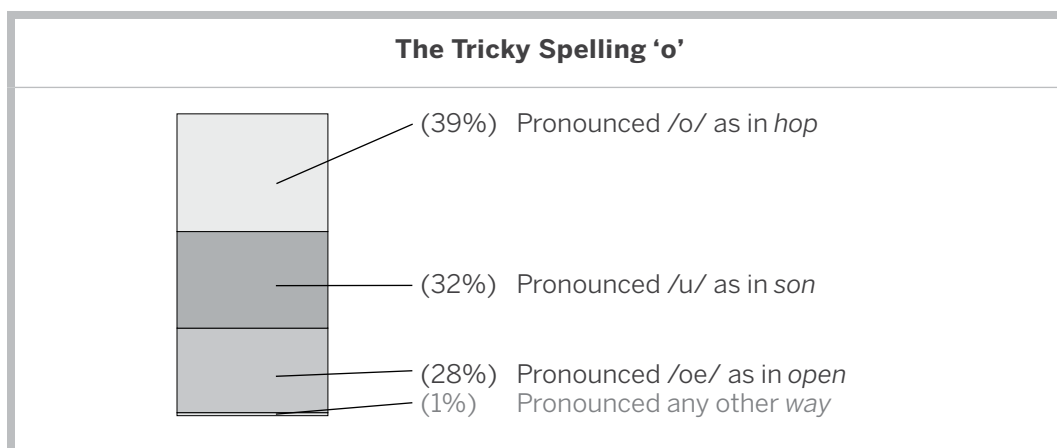
## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Introduce Tricky Spelling 'o' (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Activity Page 23.1 <input type="checkbox"/> Tricky Spelling 'o' Chart (Digital Components)
<b>Language (Grammar)</b>			
Review Past-, Present-, and Future-Tense Verbs	Whole Group	10 min	<input type="checkbox"/> board <input type="checkbox"/> Verb Tense Chart (Digital Components)
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min.	<input type="checkbox"/> <i>Sir Gus</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Close Read "Looking for the Enemy"	Partner/Whole Group	25 min.	<input type="checkbox"/> <i>Sir Gus</i> <input type="checkbox"/> Activity Page 23.2
<b>Take-Home Material</b>			
Tricky Spelling 'o'			<input type="checkbox"/> Activity Page 23.3

## ADVANCE PREPARATION

### Note to Teacher

Today students will work on reading words with the tricky spelling 'o'. This spelling poses a challenge for readers because it is regularly pronounced three different ways. At this point, students have been introduced to all three of the most common pronunciations: /o/ as in *hop*, /oe/ as in *open*, and /u/ as in *son*. The chart shows /o/ is the most common pronunciation for 'o', but /oe/ and /u/ are also quite common.



Here are some patterns for your information:

- 'o' is usually pronounced /o/ in one-syllable words, especially in words where the 'o' is boxed in on either side by consonant spellings (*hot, box, top, dog*); however, there are some exceptions (*gold, post, bold, son*).
- 'o' is almost always pronounced /o/ when it is followed by a double-letter spelling for a consonant sound (*knotty, hobby, bossy*).
- 'o' is rarely pronounced /u/ in one-syllable words. There are only a handful of such words in our database of 25,000 words (*front, monk, month, son, sponge, ton, tongue, won*).
- At the beginning of a word, /oe/ (*obey*) is more likely than /o/ (*offer*). The least likely pronunciation is /u/ (*other*).
- At the end of a word, or at the end of a syllable, 'o' is likely to be pronounced /oe/ (*hobo, hero, echo*). Both /o/ and /u/ are very rare in such cases.

- 'o' is also pronounced /oo/ in a handful of words like *to*, *do*, and *movie*, but this pronouncing option appears less than 1% of the time, and this program does not explicitly teach it.
- 'o' is also part of many multi-letter spellings for vowel sounds (e.g., 'oe', 'ou', 'oi', 'oy', 'ow', 'or', 'o\_e').

### **Foundational Skills**

#### **➤ Digital Component 23.1**

- Create the Tricky Spelling 'o' chart (Digital Component 23.1) on the board/chart paper or prepare to display the digital version

### **Language**

#### **➤ Digital Component 23.2**

- Create the verb tense chart (Digital Component 23.2) on the board/chart paper or use the digital version.

### **Reading**

#### **➤ Digital Component 23.3**

- Create the Preview Spellings Chart for Introduce the Chapter (Digital Component 23.2) on the board/chart paper or use the digital version.

## Lesson 23: The Tricky Spelling 'o'

## Foundational Skills



## Primary Focus

Students will read a story featuring words with 'o' > /o/, /oe/, and /u/ and will use context clues to determine the correct pronunciation of the words.

**TEKS 2.2.B.i**

Students will decode and spell multisyllabic words with open syllables.

**TEKS 2.2.B.iii; TEKS 2.2.B.v; TEKS 2.2.C.i; TEKS 2.2.C.iv**
**INTRODUCE TRICKY SPELLING 'O' (20 MIN.)** **TEKS 2.2.B.iii; TEKS 2.2.C.i**

- Tell students today you will review the tricky spelling 'o'.
- Refer to the chart you prepared in advance and discuss the tricky spelling 'o' and sounds.
- Remind students that they can use what they have learned about syllable division pattern VCV to read the multisyllabic words. For example, *open* can be read o•pen.

**Digital Component 23.1**

‘ O’	→	/o/	hop	drop	modest
	→	/oe/	open	hotel	no
	→	/u/	son	front	coming

- Have students turn to Activity Page 23.1.
- Tell students that the story printed at the top of the activity page includes a number of words containing the tricky spelling 'o'. Ask students to point to and count the words with an underlined 'o' in the first sentence. (7)
- Have students read the story one sentence at a time, sounding out the words containing the tricky spelling and using context clues to help them determine the pronunciation of each word. After reading each sentence, have them sort those words according to which sound the tricky spelling stands for, /o/, /oe/, or /u/.
- To provide students with practice spelling words in sentences, have them use the back of Activity Page 23.1 to write a new sentence using one of the words from the activity.

**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; (iv) spelling multisyllabic words with multiple sound spelling patterns.

## Activity Page 23.1





**Note:** Some words appear several times in the story. Other words have the letter 'o' as part of a multi-letter or digraph spelling (e.g., *mouth*). Tell students they only need to sort the words having an underlined 'o'.



### Activity Page 23.1: Tricky Spelling 'o'

Collect and review Activity Page 23.1 to monitor students' understanding of and progress with the tricky spelling 'o'.

## Lesson 23: Verb Tense

# Language



**Primary Focus:** Students will complete a chart with the correct present-, past-, and future-tense verb forms for respective pronouns.

**TEKS 2.2.C.vi; TEKS 2.11.D.ii; TEKS 2.11.D.vii**

### REVIEW PAST-, PRESENT-, FUTURE-TENSE VERBS (10 MIN.)

- Refer to the verb tense chart you prepared in advance.

#### ➤ Digital Component 23.2

Subject	Predicate		
	Present	Past	Future
I	lift		
She		walked	
He			will sneeze
You	pick		
We			will smell
It		jogged	
They	dance		

**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; (vii) pronouns, including subjective, objective, and possessive cases;.

- Review the concept of present, past, and future tense of verbs.
- Remind students that the pronouns shown are subjective pronouns, or pronouns that can take the place of a noun that is the subject of the sentence.
- Ask students to help you fill in the missing items on the chart. Complete each line one-by-one, modeling and then calling on students.



### Check for Understanding

Have students direct you in forming the past and future tenses of several regular verbs, such as *skate*, *plan*, and *prepare*. Then ask them to explain why it's important to know the past, present, and future verb tenses.

## Lesson 23: Close Reading: “Looking for the Enemy”

# Reading



Reader



Page 110

Support

Remind students to try different pronunciations and use context clues to read Tricky Words.

**Primary Focus:** Students will partner read “Looking for the Enemy” and will close read the story by identifying Tier 2 vocabulary, answering text-dependent questions, and discussing difficult portions of the text. **TEKS 2.2.B.vii; TEKS 2.6.F**

### INTRODUCE THE CHAPTER (5 MIN.)

- Tell students that today they will read about King Alfred’s knights looking for the enemy. Ask students, “Who is King Alfred’s enemy?” (*King Henry*)

### Preview Spellings

- Begin by preteaching the Tricky Words *friend* and *sure*. Write the following sentences on the board, underlining the words *friend* and *sure* (do not read them aloud at this time).

1. Amy is my best friend.
2. I am sure she is right.

- Cover the word *friend*, read the sentence, and ask students what word might make sense in this sentence.

**TEKS 2.2.B.vii** Demonstrate and apply phonetic knowledge by: identifying and reading high-frequency words from a research-based list; **TEKS 2.6.F** Make inferences and use evidence to support understanding.

- Uncover *friend*.
- Students may think the letters 'ie' in *friend* would be pronounced /ie/ or /ee/, but they actually stand for the /e/ sound.
- For *sure*, students may think it would be pronounced as /s/ /ue/ /r/, but it's actually pronounced something like /sh/ /ur/.
- Preview the following spellings before reading today's story.

### ➤ Digital Component 23.3

/ae/	/oe/ > 'ow'	/u/ > 'o'	/ə/ > 'a'
place	own	pardon	astonished
explain	slowly		managed
escape	low		alive

#### Preview Core Vocabulary

- Preview the vocabulary before reading today's story:

**recalling—v.**, remembering (110)

Example: She was recalling the movie to her friends.

**crept—v.**, to have moved quietly and carefully; past tense of *creep* (112)

Example: The dog crept as he tried to sneak the treat.

**rejoice—v.**, to celebrate (114)

Example: We will rejoice when we go on vacation.

#### Vocabulary Chart for "Looking for the Enemy"

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

## CLOSE READ “LOOKING FOR THE ENEMY” (25 MIN.)

### Partner Reading

- Have students partner-read “Looking for the Enemy.”

### Close Reading

- After students have finished reading “Looking for the Enemy” with their partners, lead students in a close reading of the text by doing the following:
  - Ask text-dependent questions that require students to draw on evidence from the text.
  - Identifying and discussing general academic (Tier 2) vocabulary.
  - Discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or having to make inferences.
  - Engage students in a culminating writing activity completed independently, if possible.
- During today’s close reading lesson, 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:** “Looking for the Enemy” is in the series of stories in which King Alfred is betrayed by King Henry. Key details of the text include: King Alfred wakes up in the dungeon but is confused about why he is there. Sir Gus, having unintentionally broken the spell, cannot answer the king. However, the other knights show up and tell the king all that has happened. Everyone goes in search of King Henry and his knights, but they have escaped.

**Synopsis:** The story “Looking for the Enemy” is the conclusion of the events following the breaking of the wizard’s spell.

## 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><b>Page 110</b></p> <p>“My good knight, what is happening?” asked an astonished King Alfred, as he got up.</p> <p>“Your majesty,” said Sir Gus, “pardon me, but I am not quite sure. It seems that King Henry and his knights did not come as friends, for I saw the Black Knight place you in this dungeon.”</p> <p>Sir Gus tried to explain as best he could what had happened. However, he could not explain why he had woken up in the jousting arena to find everyone else asleep.</p> <p>“How are you feeling?” asked the king, recalling that Sir Gus had fallen from his horse in the joust.</p> <p>“Well, I am still standing,” replied Sir Gus.</p> <p>“We had better get out of here and find out what is happening,” said the king.</p> <p>“Yes,” said Sir Gus. “By all means. We must find out what is happening.” But, deep down, Sir Gus was not sure that he really cared to find out what was happening.</p>	<p><b>astonished</b>—students should recall that this word means surprised</p>	<p>Sir Gus makes the following statement: “It seems that King Henry and his knights did not come as friends.” What evidence does the text provide to support this statement?</p>	<p>Students may refer to the past stories in this series to refer to the actions of King Henry and his knights as they have caused a lot of trouble for King Alfred and his knights.</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><b>Page 112</b></p> <p>Slowly Sir Gus and the king crept out of the dark dungeon. They set off to find King Alfred’s knights. At the same time that the king woke up, so did everyone in the palace and the arena. Slowly people began to realize that someone had betrayed King Alfred.</p> <p>It wasn’t long before King Alfred and Sir Gus found the other knights in the palace.</p>	<p><b>crept</b>—walked in a sneaky way</p> <p><b>set off</b>—went</p> <p><b>dungeon</b>—a dark, underground prison</p> <p><b>betrayed</b>—proved to be false, or did not do what one promised to do</p> <p><b>it wasn’t long</b>—quickly</p>	<p>What evidence can you find in the text to show the king and Sir Gus were not certain they were safe?</p>	<p>“Slowly, Sir Gus and the king crept out of the dark dungeon.” One would not go slowly, or creep, if one felt everything was fine and safe.</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><b>Page 114</b></p> <p>“Your majesty, I rejoice to find you well,” said Sir Tom as he knelt and kissed the king’s ring. “We feared King Henry had taken you from us. It seems he was planning to take over your kingdom.”</p> <p>“Yes, I am alive, all thanks to Sir Gus,” explained the king. “He found me in the palace dungeon. I am still not sure why he found me asleep in my own dungeon.”</p> <p>“That is easy to explain,” said Sir Tom. “King Henry’s wizard cast a spell that made everyone sleep. It would seem that somehow the spell did not harm Sir Gus, and he was able to wake you up.”</p> <p>“In fact, everyone has woken up,” said Sir Ed. “What about King Henry and his knights?” asked King Alfred. “Where are they?”</p>	<p><b>rejoice</b>—to be happy, to celebrate</p> <p><b>harm</b>—to hurt</p>	<p>Neither the king nor Sir Gus was certain about how they came to be in the dungeon. What text evidence can you find to explain their predicament?</p>	<p>King Henry’s wizard cast a spell that made everyone sleep. It would seem that somehow the spell did not harm Sir Gus and he was able to wake up.</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><b>Page 116</b></p> <p>“Do not fear, your majesty,” said Sir Ed. “We will find King Henry and his knights, and we will see that they are punished for what they have done.”</p> <p>King Alfred’s knights looked high and low, and in every corner, for King Henry and his knights. But they were nowhere to be found. Somehow they had all managed to escape. But at least King Alfred was safe.</p>	<p><b>do not fear</b>—don’t be afraid</p> <p><b>punished</b>—made to do something to make up for what you did to hurt someone</p> <p><b>high and low</b>—all around</p>	<p>What text evidence can you find to show that King Alfred’s knights made a thorough search?</p>	<p>“King Alfred’s knights looked high and low, and in every corner, for King Henry and his knights.”</p>
		<p><b>Turn and Tell:</b> What adjectives could you use now to describe Sir Gus?</p>	

## Wrap-Up

- Ask students to turn to Activity Page 23.2. Throughout this unit, students have been learning about adjectives. Students should choose just one character from the story and complete the activity.



### Activity Page 23.2: Sir Gus: Adjectives

Collect and review Activity Page 23.2 to determine which students may need additional support with the use of adjectives, capitalization and punctuation, and subjects and predicates.

End Lesson

# Take-Home Material

## TRICKY SPELLING ‘O’

- Have students take home Activity Page 23.3 to complete with a family member.

## Lesson 23: Foundational Skills Remediation

# Additional Support

## PROGRESS MONITORING (OPTIONAL)

- Make one copy of **Activity Pages TR 23.1 and TR 23.2** for each student. Distribute Activity Page TR 23.1 to students.
- Tell students that for each row, you will say one word. Tell students to circle the word that they hear you say. Read each word provided below, calling out each number to indicate the row that students should point to and look at as you read the word.

## Activity Page 23.2



## Support

Work with students who need additional support in a small group to complete the activity page.

## Challenge

Have proficient students write a paragraph, answering the question, “What is your opinion of \_\_\_\_\_?” Fill in the blank with a character, relationship, event, or setting from the story “Looking for the Enemy.”

## Activity Page 23.3



1. sand	6. theft
2. delay	7. above
3. we	8. strategy
4. shady	9. rewind
5. along	10. aloud

Record student performance on the Spelling Alternatives Progress Monitoring Record Sheet (Activity Page TR. 23.2). Any student who scores less than 8 out of 10 needs further remediation

## TRICKY SPELLING

# Introduce 'o\_e' > /oe/ or /u/

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

Students will sort words with 'o\_e' > /oe/ and /u/.

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

**Language (Grammar)**

Students will read sentences and determine which words make up the subject and

✦ which words make up the predicate. **TEKS 2.11.D.i**

**Reading**

Students will read "Revenge" with purpose and understanding and will answer written comprehension questions about key details in the text.

✦ **TEKS 2.4; TEKS 2.7.D**

## FORMATIVE ASSESSMENT

Activity Page 24.1

**Tricky Spelling 'o\_e'**

✦ **TEKS 2.2.B.i**

Observation

**Anecdotal Reading Record** "Revenge"

✦ **TEKS 2.4**

Activity Page 24.2

**Summarize the Story** "Revenge"

✦ **TEKS 2.7.D**

✦ **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 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 2.11.D.i** Edit drafts using standard English conventions, including: complete sentences with subject-verb agreement; **TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

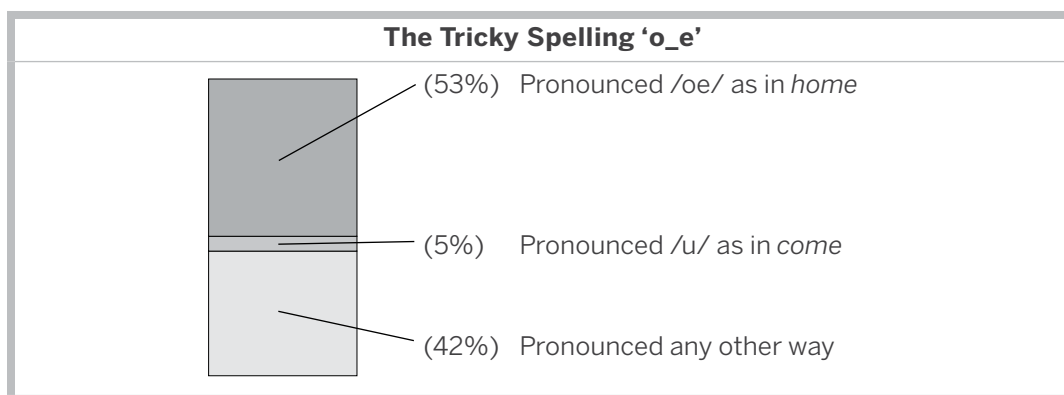
## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Introduce Tricky Spelling 'o_e' (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Activity Page 24.1 <input type="checkbox"/> Tricky Spelling 'o_e' Chart (Digital Components)
<b>Language (Grammar)</b>			
Review Subject and Predicate	Whole Group	10 min.	<input type="checkbox"/> sentence strips <input type="checkbox"/> container
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min.	<input type="checkbox"/> <i>Sir Gus</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "Revenge"	Partner	25 min.	<input type="checkbox"/> <i>Sir Gus</i> <input type="checkbox"/> Activity Page 24.2
<b>Take-Home Material</b>			
Tricky Spelling 'o_e'			<input type="checkbox"/> Activity Page 24.3

## ADVANCE PREPARATION

### Note to Teacher

Today students will work on reading words with the tricky spelling 'o\_e'. This spelling poses a challenge for readers because it is pronounced several different ways. At this point, students have been introduced the two most common pronunciations, /oe/ and /u/. The chart shows /oe/ is more common than /u/. /u/, however, is relatively rare. If students come across an unfamiliar printed word containing the spelling 'o\_e', they should try pronouncing the 'o\_e' as /oe/. If that does not sound like a word, or if the resulting word does not make sense in context, students should try /u/.



Here are some patterns for your information:

- /oe/ is the most common pronunciation.
- /oo/ is rare; it is used in *lose* and a series of words ending with /v/ (*prove, move, disprove, approve, remove*).
- The sound/spelling 'o\_e' also occur in words like *more* and *sore*, where they are part of a spelling for /or/.
- They also appear in words where the 'o' and the 'e' are part of two separate graphemes (e.g., *lover, money, however*). Examples of these two usages make up most of the remaining 42% shown in the chart.

### Foundational Skills

#### ➤ Digital Component 24.1

- Create the Tricky Spelling 'o\_e' chart (Digital Component 24.1) on the board/chart paper or use the digital version.

## Language

- Copy Activity Page TR 24.1 (located in Teacher Resources) and cut apart the sentence strips for Review Subject and Predicate.
- Plan in advance how you will divide students in groups for Review Subject and Predicate and which student in each group will serve as the spokesperson.

## Reading

### ➤ Digital Component 24.2

- Create the Preview Spellings Chart (Digital Component 24.2) for Introduce the Chapter on the board/chart paper or use the digital version.

## Universal Access

- Simplify the sentence strips for your English learners, as needed. For example:
  - From:* The little boy cried when he fell.
  - To:* The little boy fell. The little boy cried. (Or, He cried.)

Start Lesson

## Lesson 24: The Tricky Spelling 'o\_e'

# Foundational Skills



**Primary Focus:** Students will sort words with 'o\_e' > /oe/ and /u/.

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

### INTRODUCE TRICKY SPELLING 'O\_E' (20 MIN.)

- Remind students that the focus of this unit is on vowel sounds and their spellings.
- Refer to the chart that you prepared in advance as you discuss the different sounds of the tricky spelling 'o\_e'.

### ➤ Digital Component 24.1

'o_e'	→	/oe/	stone	home	wrote
	→	/u/	some	love	come

- Point out that 'o\_e' is a spelling for /oe/ and /u/. Remind students that they already know both of these sounds. Write and read the following words on the board: *stone, some*.

✚ **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 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.

- Remind students that when a spelling can be pronounced more than one way, we call it a tricky spelling.
- Tell students that when they see an unfamiliar word with the 'o\_e' spelling, they should try pronouncing the 'o\_e' as /oe/. If that does not sound right, or does not make sense in context, they should try /u/.
- Read the words on display aloud as a class, focusing on the 'o\_e' spelling. Have students tell you if it stands for the /u/ or /oe/ sound.
- Have students tear out and complete Activity Page 24.1.
- To provide students with practice spelling words in sentences, have them use the back of Activity Page 24.1 to write a new sentence using one of the words from the activity.

## Activity Page 24.1



### Activity Page 24.1: Tricky Spelling 'o\_e'

Collect and review Activity Page 24.1 to monitor students' understanding and progress with the tricky spelling 'o\_e'.

## Lesson 24: Subject and Predicate

# Language



**Primary Focus:** Students will read sentences and determine which words make up the subject and which words make up the predicate. **TEKS 2.11.D.i**

### REVIEW SUBJECT AND PREDICATE (10 MIN.)

- Ask students to name the two parts needed to make a complete sentence. (*a subject and a predicate*)
- Ask students which part of speech is usually used as the subject of a sentence. (*a noun*) Ask students which part of speech is usually used as the predicate of a sentence. (*a verb*)
- Tell students they will now play the game "Stump Your Friends."
- Divide students into four groups. You will serve as the referee.
- Have a student from one group draw a sentence strip out of the container and read it aloud. Members of this group should quickly confer to decide which words in the sentence represent the subject and which represent the predicate. While this group is conferring, members in each of the other groups should also discuss what they think the correct response is.

**TEKS 2.11.D.i** Edit drafts using standard English conventions, including: complete sentences with subject-verb agreement.



## Support

Quickly review the events that preceded this story: King Alfred's friend, King Henry, betrayed him by having his wizard cast a spell on the crowd gathered to celebrate King Alfred's birthday. Then, the Black Knight put King Alfred in his own dungeon, where Sir Gus rescued him.

ENGLISH  
LANGUAGE  
LEARNERS



## Access

### Interacting in Meaningful Ways

Use the visuals in the text to support learning the word *revenge*.

#### Beginning

Ask *yes* or *no* questions focused on the word *revenge*. For example: "Is King Alfred angry?" "Do you know what King Alfred wants?"

#### Intermediate

Provide students with a specific sentence frame: "King Alfred is \_\_\_\_\_ at King \_\_\_\_\_."

#### Advanced/

#### Advanced High

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

**ELPS 3.J; ELPS 4.F**

- The first group should then announce which words are the subject and which are the predicate. Each of the remaining groups decide whether they agree or disagree, announcing their decision by saying, "Agree" or "Challenge." Any group that "challenges" must indicate the correct subject and predicate.
- After all groups have responded, the referee should provide the correct response. Any group that responded correctly receives one point. In addition, any group that challenged the first group and was able to provide the correct subject and predicate gets an extra point.
- Continue to play until all groups have had at least one turn at drawing and reading a sentence strip. The group with the most points wins.

## Lesson 24: "Revenge"

# Reading



**Primary Focus:** Students will read "Revenge" with purpose and understanding and will answer written comprehension questions about key details in the text.

**TEKS 2.4; TEKS 2.7.D**

### INTRODUCE THE CHAPTER (5 MIN.)

- Tell students to open up their Readers to the table of contents. Direct them to find and read the title of the story that comes after "Looking for the Enemy." ("*Revenge*")
- The title of today' story is "Revenge." Tell students that the word *revenge* means when someone tries to punish a person who has done something bad to them. Ask students, "Who might be seeking revenge in this story? Why?" (*King Alfred would be seeking revenge on King Henry; King Henry betrayed King Alfred.*) Tell students that today's story is about King Alfred and revenge.

### Preview Spellings

- Preview the following spellings before reading today's story.

**TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

## ➤ Digital Component 24.2

/u/ > 'o'	/ə/ > 'a'	/j/ > 'ge'
month	important	revenge
reason	agreed	large
bottom	assist	
front		

### Preview Core Vocabulary

- Preview the vocabulary before reading today's story:

**dare—v.**, to try something risky (118)

Example: I wouldn't dare to swim with an alligator.

**treason—n.**, the act of trying to take over or betray your own kingdom or government (122)

Example: The man committed treason when he gave secrets to another country.

**assist—v.**, help (122)

Example: How may I assist you?

**eagerly—adv.**, with excitement (124)

Example: The class eagerly awaited the new book that the teacher was going to read to them.

### Sayings and Phrases

**serve you—**used with royalty to do whatever is asked (120)

Example: The knights will serve you however you wish, your majesty.

**strike back—**to seek revenge (122)

Example: After we lost the soccer match we planned how we would "strike back" in the next game.

Reader



Page 118

Challenge

Ask students to compose a "bravery" chant using this lesson's vocabulary words.

### Vocabulary Chart for “Revenge”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	treason	assist eagerly	dare
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	strike back serve you		

### Purpose for Reading

- Ask students to read the story to find out how King Alfred plans to seek his revenge against King Henry.

### READ “REVENGE” (25 MIN.)

### Partner Reading

- Ask students to read the story with their partners.
- When students are finished reading the story, have them complete Activity Page 24.2.

### Activity Page 24.2



### Observation: Anecdotal Reading Record

As students work with their partners, circulate throughout the room, listening to different students read. Make note of individual students’ reading abilities in the Anecdotal Reading Record.

### Wrap-Up

- Review Activity Page 24.2 with students.



## Activity Page 24.2: Summarize the Story

Collect and review Activity Page 24.2 to monitor student progress in summarizing.

End Lesson

# Take-Home Material

## TRICKY SPELLING 'O\_E'

- Remind students of the spelling assessment tomorrow.
- Have students complete Activity Page 24.3 at home.

Activity Page 24.3



## Lesson 24: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH SUBJECTS AND PREDICATES

### Stump Your Friends

- Make a copy of **Activity Page TR 24.1**. Cut out the sentences and place them in a container.
- Follow the procedure for Stump Your Friends in Lesson 10.

## MORE HELP WITH TRICKY SPELLING 'O\_E'

- Write a target word from the chart on the **board/chart paper**.
- Read the sample sentence aloud to students. Try both pronunciations of the word in the sentence. Ask students to tell you which is correct.

<b>Target Word</b>	<b>Possible pronunciation</b>	<b>2nd possible pronunciation</b>	<b>Sample sentence</b> (Remember the sentence is read orally.)
above	ab/oe/ve	ab /u/ ve	Look _____ the desk, not below it.
alone	al/oe/ne	al/u/ne	I am all _____ at home until Mom gets here.
done	d/oe/ne	d/u/ne	What should I do when I am _____ with my work?
dove	d/oe/ve	d/u/ve	A _____ is usually white.
robe	r/oe/be	r/u/be	Could you please get my bath _____?
mole	m/oe/le	m/u/le	A _____ is a small animal that lives almost completely underground.
cone	c/oe/ne	c/u/ne	Would you like an ice cream _____?
none	n/oe/ne	n/u/ne	_____ of us wants to miss recess.
shove	sh/oe/ve	sh/u/ve	Please do not _____ in line.
glove	gl/oe/ve	gl/u/ve	I have lost my _____.

## ASSESSMENT AND TRICKY SPELLING

# Spelling Assessment and Introduce 'ou' > /ou/ or /u/

## PRIMARY FOCUS OF LESSON

**Language (Spelling)**

Students will spell words with the suffixes *-tion*, *-el*, and *-le*, and the Tricky Word *schwa*, and will alphabetize words featuring these suffixes.

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

Students will spell multisyllabic words with multiple sound-spelling patterns.

✦ **TEKS 2.2.C.iv**

**Foundational Skills**

✦ Students will read words with the tricky spelling 'ou'. **TEKS 2.2.B.i; TEKS 2.2.B.v**

**Reading**

Students will read "Battle Plans" with purpose and understanding and will summarize the main characters and key details of the story.

✦ **TEKS 2.6.B; TEKS 2.7.D; TEKS 2.8.C**

## FORMATIVE ASSESSMENT

Activity Page 25.1

**Spelling Assessment**

✦ **TEKS 2.2.C.iv**

Activity Page 25.2

**Tricky Spelling 'ou'**

✦ **TEKS 2.2.B.i**

Activity Page 25.3

**Story Questions "Battle Plans"**

✦ **TEKS 2.7.D; TEKS 2.8.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.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.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by: (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

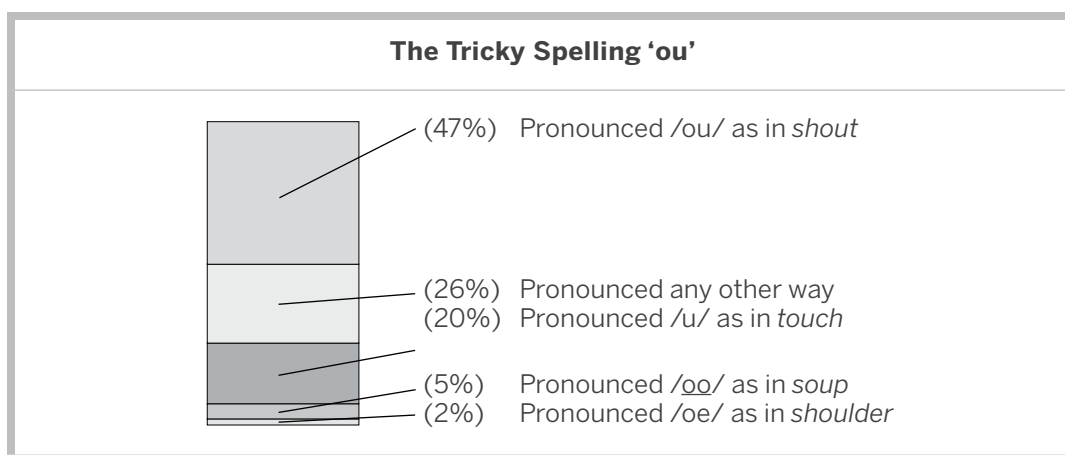
## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Spelling)</b>			
Spelling Assessment	Whole Group	20 min.	☐ Activity Page 25.1
<b>Foundational Skills</b>			
Introduce Tricky Spelling 'ou' (Phonics)	Whole Group	20 min.	☐ Activity Page 25.2 ☐ Tricky Spelling 'ou' Chart (Digital Components)
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min.	☐ <i>Sir Gus</i> ☐ Preview Spellings Chart (Digital Components)
Read "Battle Plans"	Whole Group	15 min.	☐ <i>Sir Gus</i> ☐ Activity Page 25.3

## ADVANCE PREPARATION

### Note to Teacher

Today students will work on reading words with the tricky spelling 'ou'. This spelling poses a challenge for readers because it can be pronounced several different ways. At this point, students have been introduced to the two most common pronunciations, /ou/ and /u/. The chart shows /ou/ is the most common pronunciation, followed by /u/. It also shows two additional pronunciation options, /oo/ and /oe/. These, however, are quite rare so they are not explicitly taught. If students come across an unfamiliar printed word containing the spelling 'ou', they should try pronouncing the 'ou' as /ou/. If that does not sound like a word, or if the resulting word does not make sense in context, students should try /u/.



Here is some additional information:

- At the beginning of a word, 'ou' is almost always pronounced /ou/.

### Foundational Skills

#### ➤ Digital Component 25.1

- Create the Tricky Spelling 'ou' chart (Digital Component 25.1) on the board/chart paper or use the digital version.

### Reading

#### ➤ Digital Component 25.2

- Create the Preview Spellings Chart for Introduce the Chapter (Digital Component 25.2) on the board/chart paper or use the digital version.



## Lesson 25: Assessment

## Language



**Primary Focus:** Students will spell words with the suffixes *-tion*, *-el*, and *-le*, and the Tricky Word *schwa*, and will alphabetize words featuring these suffixes.

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

Students will spell multisyllabic words with multiple sound-spelling patterns.

✦ **TEKS 2.2.C.iv**

✦ **SPELLING ASSESSMENT (20 MIN.)** **TEKS 2.2.B.iii; TEKS 2.2.C.i;**  
**TEKS 2.2.C.iv**

- 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. question	6. angel	11. shuffle
2. turtle	7. motion	12. jewel
3. label	8. pickle	13. cattle
4. inspection	9. gravel	14. fiction
5. bundle	10. education	15. schwa

- Direct students' attention to the lines on the bottom of the activity page.
- Tell students to write the sentence: *Schwa can be tricky to spell*. Slowly repeat this sentence twice.
- Read each spelling word once more.
- Tell students you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it. Do the same for the sentence.
- Circle the following words on the board. Ask students to turn Activity Page 25.1 to the back and write the words in alphabetical order.

## Activity Page 25.1



✦ **TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by: spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns.

- |             |           |          |
|-------------|-----------|----------|
| 1. turtle   | 3. cattle | 5. jewel |
| 2. question | 4. gravel |          |

- Give students about three minutes to do this.
- Write words in alphabetical order so students may correct their work.

- |           |             |           |
|-----------|-------------|-----------|
| 1. cattle | 3. jewel    | 5. turtle |
| 2. gravel | 4. question |           |



### Activity Page 25.1: Spelling Assessment

Collect and review Activity Page 25.1. Later today, you may find it helpful to use the spelling analysis tools provided in Teacher Resources to analyze students' mistakes. This will help you understand any error patterns developing or persisting among individual students.

## Lesson 25: Tricky Spelling 'ou'

# Foundational Skills



**Primary Focus:** Students will read words with the tricky spelling 'ou'.

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

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

- Refer to the chart you prepared in advance and discuss the sounds for tricky spelling 'ou'.

#### Digital Component 25.1

'ou'	→	/ou/	shout	out	mountain
	→	/u/	touch	country	jealous

- Review the sounds for the tricky spelling 'ou' and the example words together. Remind students that they can use what they know about syllable division pattern VCCCV to read the word *coun•try*. They can use the VCCV pattern to read *moun•tain*, and they can use the VCV pattern to read *jea•lous*.
- Have students turn to Activity Page 25.2.

**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;.

### Activity Page 25.2



- Students have completed many sheets similar to this in the past. If it seems appropriate to you, ask students to complete this activity page independently.
- Take this time to work with a small group who might otherwise struggle completing this activity page.



### Activity Page 25.2: Tricky Spelling 'ou'

Collect and review Activity Page 25.2 to monitor students' understanding of and progress with the tricky spelling 'ou'.

## Lesson 25: "Battle Plans"

# Reading



**Primary Focus:** Students will read "Battle Plans" with purpose and understanding and will summarize the main characters and key details of the story.

**TEKS 2.6.B; TEKS 2.7.D; TEKS 2.8.C**

### INTRODUCE THE CHAPTER (5 MIN.)

- Tell students that today they will read about King Alfred's knights preparing to battle against King Henry's knights.

### Preview Spellings

- Preview the following spellings before reading today's story.

### Digital Component 25.2

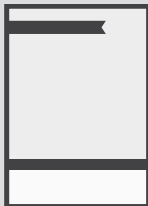
/ə/ + /l/ > 'le'	/ə/ > 'a'	/u/ > 'o'
mumbled	assist	other
little	about	together
	away	bottom

### Preview Core Vocabulary

- Preview the vocabulary before reading today's story.

**TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **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 126

**volunteer—v.**, to offer to do something (126)

Example: I will volunteer at the animal shelter.

**stunned—adj.**, surprised (128)

Example: She was stunned when she didn't get first place.

**delighted—adj.**, pleased (132)

Example: They were delighted to have friends over after school.

### Sayings and Phrases

**enemy's position**—location of the enemy (130)

Example: We spied on the "enemy's position" from the top of the mountain,

**moment of glory**—a time when someone receives attention and praise (132)

Example: The knight's "moment of glory" came when he slayed the dragon.

**up my sleeve**—secret that the enemy doesn't know about (132)

Example: I have many tricks "up my sleeve" to confuse the other knights.

**are camped**—placed in a forest or under some kind of cover for sleeping and resting (134)

Example: The soldiers "are camped" in tents by the river.

Vocabulary Chart for "Battle Plans"

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		volunteer stunned delighted	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	enemy's position moment of glory up my sleeve are camped		

### Purpose for Reading

- Ask students to think of a Think-Pair-What? question to ask the class at the end of the story.

### Support

Work in a small group with students needing more support to read the story.

## READ “BATTLE PLANS” (15 MIN.)

### Whole Group

- Direct the entire class to silently read one page at a time. Provide sufficient time for most students to read each page.
- Scaffold a discussion of each page, asking questions about what was read. For example, after reading **page 128**, call students’ attention to the fact that the knights point to Sir Gus and say, “Yes, you!” Ask students why they think they do this. (*Answers may vary; students may suggest that all the knights think Sir Gus is the best knight around.*)

### Wrap-Up

- Ask students to share their Think-Pair-What? questions.
- Ask students to summarize the story.
- Have students complete Activity Page 25.3. Review the activity page as a class.

### Activity Page 25.3



### Activity Page 25.3: Story Questions

Collect and review Activity Page 25.3. Use students’ responses to determine who may need additional support with story comprehension.

~End Lesson~

Lesson 25: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH TRICKY SPELLING 'OU'

- Write a target word from the chart on the **board/chart paper**.
- Read the sample sentence aloud to students. Try both pronunciations of the word in the sentence. Ask students to tell you which is correct.

Target Word	Possible pronunciation	2nd possible pronunciation	Sample sentence (Remember the sentence is read orally.)
country	c/ou/ntry	c/u/ntry	Do you live in the _____ or in the city?
double	d/ou/ble	d/u/ble	I would like a _____ scoop of ice cream.
amount	am/ou/nt	am/u/nt	What _____ of soup should I make?
bounce	b/ou/nce	b/u/nce	The tennis ball will _____ high!
famous	fam/ou/s	fam/u/s	Is he a _____ actor?
clouds	cl/ou/ds	cl/u/ds	I love to watch the fluffy white _____ as they scoot across the sky.
nervous	nerv/ou/s	nerv/u/s	He is very _____ to speak in front of a crowd.
flour	fl/ou/r	fl/u/r	We need some more _____ for the cookies.
found	f/ou/nd	f/u/nd	Yes! I _____ the lost keys.
cousin	c/ou/sin	c/u/sin	My _____ Jane is visiting us.

## 26

## UNIT ASSESSMENT

# Reading Comprehension and Grammar

## PRIMARY FOCUS OF LESSON

**Reading Comprehension Assessment**

Students will read with sufficient accuracy and fluency to support comprehension.

✦ **TEKS 2.8.C**

✦ Students will read words featuring /ə/ > 'a' and 'e'. **TEKS 2.2.B.i**

Students will use context to confirm or self-correct word recognition and

✦ understanding, rereading as necessary. **TEKS 2.3.B; TEKS 2.6.I**

**Language**

Students will read and alphabetize words with the suffixes *-le*, *-el*, and *-tion*.

✦ **TEKS 2.2.B.iii; TEKS 2.2.D**

**Grammar Assessment**

Students will demonstrate command of the conventions of English grammar and usage when writing, including capitalization, punctuation, and pluralization.

✦ **TEKS 2.11.D.iii; TEKS 2.11.D.ix; TEKS 2.11.D.x**

Students will demonstrate command of the conventions of English grammar and usage when writing, including parts of speech, subject and predicate, and verb

✦ tenses. **TEKS 2.11.D.i; TEKS 2.11.D.ii; TEKS 2.11.D.iv**

## FORMATIVE ASSESSMENT

Activity Page 26.1

**Reading Comprehension Assessment**

“Marching Orders”

✦ **TEKS 2.8.C**

Activity Page 26.2  
and 26.3

**Grammar Assessment**

✦ **TEKS 2.11.D.i–iv; TEKS 2.11.D.ix–x**

✦ **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by: decoding words with short, long, or variant vowels, trigraphs, and blends; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Unit Assessment</b>			
Reading Comprehension Assessment	Independent	30 min.	<input type="checkbox"/> <i>Sir Gus</i> <input type="checkbox"/> Activity Page 26.1 <input type="checkbox"/> Reading Comprehension Assessment Record Sheet
<b>Language</b>			
Practice Alphabetizing	Whole Group	10 min.	<input type="checkbox"/> prepared word cards
<b>Unit Assessment</b>			
Grammar Assessment	Independent	20 min.	<input type="checkbox"/> Activity Pages 26.2, 26.3 <input type="checkbox"/> Grammar Assessment Record Sheet

of unfamiliar words; **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 2.2.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.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.11.D** Edit drafts using standard English conventions, including: (iii) singular, plural, common, and proper nouns; (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; (i) complete sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iv) adjectives, including articles.



## ADVANCE PREPARATION

### Note to Teacher

Today you will administer the first two Unit 5 assessments. The first assessment is a Reading Comprehension Assessment that targets students' ability to independently decode and understand a story. The second assessment is a Grammar Assessment that targets punctuation and capitalization, plural nouns, parts of speech, subject and predicate, and verb tense.

Prepare the Reading Comprehension Assessment Record Sheet and the Grammar Assessment Record Sheet, found in Teacher Resources, prior to administering the assessments.

### Language

- Write the following words on index cards for Review Alphabetizing. If you still have the spelling cards from the previous week, pull the asterisked words from this card set rather than rewrite them.

1. camel	8. gravel *	15. open
2. nickel	9. bubble	16. huddle
3. middle	10. question *	17. simple
4. apple	11. wrestle	18. uncle
5. dabble	12. round	19. jungle
6. education *	13. vacation	20. table
7. fiddle	14. little	21. puddle

## Lesson 26: Reading Comprehension Assessment

## Unit Assessment



## Primary Focus

Students will read with sufficient accuracy and fluency to support comprehension.

✦ **TEKS 2.8.C**

✦ Students will read words featuring /ə/ > 'a' and 'e'. **TEKS 2.2.B.i**

Students will use context to confirm or self-correct word recognition and understanding,

✦ rereading as necessary. **TEKS 2.3.B; TEKS 2.6.I**

### READING COMPREHENSION ASSESSMENT (30 MIN.)

#### Administration

- Ask students to turn to Chapter 17 in *Sir Gus* and Activity Page 26.1.
- Tell students to read the story and answer the questions on the activity page for this assessment. Be sure students understand that they may refer to the Reader as they complete Activity Page 26.1.
- Encourage students to do their best and to check their activity page when they are finished.
- Tell students that when finished, they may read quietly at their desks until everyone else has finished.



#### Activity Page 26.1: Reading Comprehension Assessment

Collect and review Activity Page 26.1 to monitor student progress in reading comprehension.

#### Reader



#### Page 136

#### Activity Page 26.1



- ✦ **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by: decoding words with short, long, or variant vowels, trigraphs, and blends; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **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.

## Scoring and Analysis

- When scoring this assessment, please note assessment item number 8 has four sentences. Each of these sentences is worth one point. All of the other items (numbers 1–7) are worth one point each.
- Record student scores on the Reading Comprehension Assessment Record Sheet located in Teacher Resources.
- A score of less than 8 correct out of 11 should prompt additional testing. In Lessons 28–30 you will work one-on-one with students to have them read the story aloud to you and answer the questions orally to determine if their original performance reflects poor decoding skills, a lack of comprehension, or perhaps instead is the result of rushing to finish the assessment.
- Additionally, any student who scores less than 8 out of 11 correct and does not perform better on the one-on-one assessment should also take the Individual Decoding Assessment and the Individual High-Frequency Word Assessment in Lessons 28–30.

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## Lesson 26: Alphabetizing Language



**Primary Focus:** Students will read and alphabetize words with the suffixes *-le*, *-el*, and *-tion*. **TEKS 2.2.B.iii; TEKS 2.2.D**

### PRACTICE ALPHABETIZING (10 MIN.)

- Using the word cards you prepared in advance, work as a class to first read and then alphabetize the cards on the board.

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**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.D** Alphabetize a series of words and use a dictionary or glossary to find words.

## Lesson 26: Grammar Assessment

# Unit Assessment



### Primary Focus

Students will demonstrate command of the conventions of English grammar and usage when writing, including capitalization, punctuation, and pluralization.

✦ **TEKS 2.11.D.iii; TEKS 2.11.D.ix; TEKS 2.11.D.x**

Students will demonstrate command of the conventions of English grammar and usage when writing, including parts of speech, subject and predicate, and verb

✦ tenses. **TEKS 2.11.D.i; TEKS 2.11.D.ii; TEKS 2.11.D.iv**

### GRAMMAR ASSESSMENT (20 MIN.)

#### Administration

- Ask students to turn to Activity Page 26.2 and explain the directions for each section.
- Tell them to complete the front and back of Activity Page 26.2.
- If students are unsure about directions or what to do, ask them to raise their hands and ask.
- When students finish Activity Pages 26.2, explain the directions for Activity Page 26.3 and ask them to complete it.
- Encourage students to do their best and check their work when finished.
- Tell students that when finished, they may read quietly at their desks until everyone else has finished.

#### Activity Page 26.2



#### Activity Page 26.3



#### Activity Page 26.2 and 26.3: Grammar Assessment

Collect and review Activity Pages 26.2 and 26.3 to monitor student progress in applying the conventions of English Grammar.

#### Scoring and Analysis

**Note:** Acquisition of the grammar skills taught thus far is important, so scoring and guidance is provided here for evaluating each student's

✦ **TEKS 2.11.D** Edit drafts using standard English conventions, including: (iii) singular, plural, common, and proper nouns; (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; (i) complete sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iv) adjectives, including articles.

performance to determine whether remediation is needed. Some students who perform poorly on the Grammar Assessment may also perform poorly on other unit assessments, such as the Decoding Assessment and/or Reading Comprehension Assessments. For these students, if the available time for remediation is limited, providing additional decoding and comprehension practice is a priority.

### **Part 1**

A score of less than 15 correct out of 20 points on the **Punctuation and Capitalization** section (numbers 1–7) on Activity Page 26.2 indicates that the student needs additional practice in correcting punctuation and capitalization errors. Analyze errors to determine if specific types of punctuation and capitalization are problematic.

### **Part 2**

- A score of less than 4 correct out of 5 points on the **Plurals** section (numbers 8–12) on Activity Page 26.2 indicates that the student may need additional practice in creating the plural forms of nouns. Analyze errors to determine if you need to review specific rules about plural formation or whether additional practice with irregular plural formation is indicated.

### **Part 3**

- A score of less than 12 correct out of 15 points on the **Parts of Speech** section (numbers 13–17) on the back of Activity Page 26.2 indicates that the student may need additional practice with the parts of speech. Examine the errors for patterns to determine if adjectives, nouns, or verbs are the area of confusion.

### **Part 4**

- A score of less than 7 correct out of 10 points on the **Subject and Predicate** section (numbers 18–22) on the back of Activity Page 26.2 indicates additional practice is needed. Examine the error pattern to see whether subjects or predicates individually need attention or both concepts need review.

### **Part 5**

- A score of less than 7 correct out of 10 points on the **Verb Tense** section (numbers 23–32) on Activity Page 26.3 needs to be examined. Again, look to see if it is one single tense causing the confusion or if it appears to be all three.
- Record student scores on the Grammar Assessment Record Sheet located in Teacher Resources.

## UNIT ASSESSMENT

# Decoding and Alphabetizing

## PRIMARY FOCUS OF LESSON

**Decoding Assessment**

Students will identify the word said by the teacher from a choice of four written words. **TEKS 2.2.B.i; TEKS 2.2.B.iii**

**Language (Spelling)**

Students will spell words from the word lists in Lessons 1, 6, 11, 16, and 21. **TEKS 2.2.C.i; TEKS 2.2.C.iv**

**Alphabetizing Assessment**

Students will arrange words in alphabetical order. **TEKS 2.2.B.iii; TEKS 2.2.D**

**Reading**

Students will read “The Final Battle” and will answer written comprehension questions about key details in the text. **TEKS 2.6.C; TEKS 2.6.G**

## FORMATIVE ASSESSMENT

Activity Page 27.1

**Decoding Assessment**

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

Activity Page 27.2

**Alphabetizing Assessment**

**TEKS 2.2.B.iii; TEKS 2.2.D**

Activity Page 27.3

**Story Questions “The Final Battle”**

**TEKS 2.6.G**

**TEKS 2.2.B** Demonstrate and apply phonetic knowledge by: (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.C** 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 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.G** Evaluate details read to determine key ideas.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Unit Assessment</b>			
Decoding Assessment	Whole Group	15 min.	<input type="checkbox"/> Activity Page 27.1 <input type="checkbox"/> Decoding Assessment Record Sheet <input type="checkbox"/> Decoding Assessment Analysis Sheet
<b>Language</b>			
Spelling Bee	Whole Group	10 min.	<input type="checkbox"/> spelling word lists from Lessons 1, 6, 11, 16, and 21
<b>Unit Assessment</b>			
Alphabetizing Assessment	Whole Group	15 min.	<input type="checkbox"/> Activity Page 27.2 <input type="checkbox"/> Alphabetizing Assessment Record Sheet
<b>Reading</b>			
Introduce the Chapter	Whole Group	5 min.	<input type="checkbox"/> <i>Sir Gus</i>
Read “The Final Battle”	Whole Group	15 min.	<input type="checkbox"/> <i>Sir Gus</i> <input type="checkbox"/> Activity Page 27.3

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## ADVANCE PREPARATION

### Note to Teacher

Today you will administer two more Unit 5 assessments. The first assessment is a Decoding Assessment that targets the sound/spelling correspondences taught in Unit 5. The second part is an Alphabetizing Assessment.

Prepare the Decoding Assessment Record Sheet, the Decoding Assessment Analysis Sheet, and the Alphabetizing Assessment Record Sheet, found in Teacher Resources, prior to administering the assessments.

### Language

- Tab the word lists you will use for the spelling bee; see Lessons 1, 6, 11, 16, and 21 in the Teacher Guide.
- Give thought to how you will divide your class for the spelling bee. You may choose to have students compete as individuals, partners, or teams.



## Lesson 27: Decoding Assessment

## Unit Assessment



**Primary Focus:** Students will identify the word said by the teacher from a choice of four written words. **TEKS 2.2.B.i; TEKS 2.2.B.iii**

**DECODING ASSESSMENT (15 MIN.)**
**Administration**

- Ask students to turn to Activity Page 27.1.
- Tell students that you will be calling out a word for them to circle in each row. They should listen carefully and read all of the words in the row before circling their choice. Tell students you will say each word two times.
- These are the words you should call out to students:

- |           |            |
|-----------|------------|
| 1. across | 6. apple   |
| 2. hadn't | 7. nation  |
| 3. mother | 8. funnel  |
| 4. decide | 9. couple  |
| 5. shove  | 10. cousin |

- Ask students to turn the page over, and call out these words for them to circle:

- |               |              |
|---------------|--------------|
| 11. traction  | 16. hideous  |
| 12. above     | 17. petal    |
| 13. dangerous | 18. fossil   |
| 14. wonderful | 19. cheerful |
| 15. love      | 20. animal   |

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

Activity Page 27.1





## Activity Page 27.1: Decoding Assessment

Collect and review Activity Page 27.1 to monitor student progress with decoding words with previously taught spelling patterns.

### Scoring and Analysis

- Assign one point for each correct answer and record all students' scores on the Decoding Assessment Record Sheet located in Teacher Resources. Also record specific errors made by any student on the Decoding Assessment Analysis Sheet, also located in Teacher Resources.
- For any student with a score of less than 15 correct out of 20 points, you will need to administer the Individual Decoding Assessment one-on-one during Lessons 28–30.
- Students who perform below the benchmark on the Reading Comprehension Assessment (Lesson 26) or the Decoding Assessment (Lesson 27) will need to take additional assessments individually; see Lessons 28–30. The results of these assessments will help you identify weaknesses and target instruction.

### Lesson 27: Spelling

# Language



**Primary Focus:** Students will spell words from the word lists in Lessons 1, 6, 11, 16, and 21. **TEKS 2.2.C.i; TEKS 2.2.C.iv**

### SPELLING BEE (10 MIN.)

- Divide your class in whatever manner seems best.
- Using the spelling words on the pages you tabbed in the Teacher Guide, conduct a spelling bee.

**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 27: Alphabetizing Assessment

# Unit Assessment



**Primary Focus:** Students will arrange words in alphabetical order.

**TEKS 2.2.B.iii; TEKS 2.2.D**

## ALPHABETIZING ASSESSMENT (15 MIN.)

### Administration

- Ask students to turn to Activity Page 27.2.
- Tell them to put the words in alphabetical order using whichever strategy they prefer.
- Tell students to do their very best work, and if they finish before everyone else to check over their work.

Activity Page 27.2



### Activity Page 27.2: Alphabetizing Assessment

Collect and review Activity Page 27.2 to monitor student progress in decoding words with putting words in alphabetical order.

### Scoring and Analysis

- Record student scores on the appropriate form located in teacher resources.
- Assign one point for each correct answer and record all students' scores on the Alphabetizing Assessment Record Sheet located in Teacher Resources. Any student who scores less than 9 correct out of 12 points will benefit from additional practice with alphabetizing; see additional activities in the Pausing Point.

**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.D** Alphabetize a series of words and use a dictionary or glossary to find words.



This is the last chapter in *Sir Gus*. However, students should be encouraged to reread stories. Rereading a book helps increase fluency, independence, understanding, and enjoyment, as most students will read the text easily.



## Lesson 27: “The Final Battle”

## Reading



**Primary Focus:** Students will read “The Final Battle” and will answer written comprehension questions about key details in the text. **TEKS 2.6.C; TEKS 2.6.G**

**INTRODUCE THE CHAPTER (5 MIN.)**

- Ask students to turn to the table of contents in their Reader and locate the page number for Chapter 18 (page 142).
- Tell them that this is the last story in *Sir Gus*. Before reading the story, summarize what has happened so far.
- Predict how the story will end and record students’ predictions.

**READ “THE FINAL BATTLE” (15 MIN.)****Whole Group**

- Ask students to read silently to find out how the story ends. You can take this time to circulate and work with any student who needs help reading the story.
- **Optional:** If students finish early, they may complete Activity Page 27.3.

**Wrap-up**

- Lead students in a discussion of how the story ends.

**Activity Page 27.3: Story Questions**

Collect and review Activity Page 27.3 to monitor student progress in comprehending key details in the text.

End Lesson

**TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures;  
**TEKS 2.6.G** Evaluate details read to determine key ideas.

28  
29  
30

## REVIEW AND ASSESSMENT

# Individual Assessments and Review Activities

**Note to Teacher**

For the next three days, lessons will include a combination of individually administered assessments and review activities. *Administer the assessments to struggling students only, as a way to identify targeted remediation needs.*

The individualized assessments that you may administer are dependent on student scores:

- Oral Reading Comprehension Assessment (See Reading Comprehension Assessment Record Sheet)
- Individual Decoding Assessment (See Decoding Assessment Record Sheet)
- High-Frequency Word Assessment

The program teaches Tricky Words, focusing on the parts of the word that are decodable and *not decodable*. However, many states and school districts conduct explicit assessments of students' reading accuracy of words from various popular high-frequency sight word lists. An assessment of words from the Dolch Sight Word List is included here. Many of these words have been taught as Tricky Words in the program; others are decodable.

**Lessons 28–30**

- You will select pages from the Pausing Point for all other students to complete on all three days. A lesson plan follows that offers a way to structure the assessments and Pausing Point activities

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Assessment</b>			
Individual Decoding Assessment	One-on-One	10 min.	<input type="checkbox"/> Activity Page 28.1 <input type="checkbox"/> Individual Decoding Assessment page <input type="checkbox"/> sheet of paper or card stock
<b>Assessment</b>			
Individual High-Frequency Word Assessment	One-on-One	10 min.	<input type="checkbox"/> Activity Page 28.2 <input type="checkbox"/> Individual High-Frequency Word Assessment <input type="checkbox"/> sheet of paper or card stock
<b>Assessment</b>			
Individual Oral Reading Comprehension Assessment	One-on-One	10 min.	<input type="checkbox"/> <i>Sir Gus</i> <input type="checkbox"/> Activity Page 26.1 <input type="checkbox"/> Individual Oral Reading Comprehension Assessment Running Record
<b>Pausing Point Activities</b>			
Activities per Teacher Choice	Small Group/ Individual	40–60 min.	<input type="checkbox"/> activity pages and/or trade books

## ADVANCE PREPARATION

- Thoroughly review the instructions for the administration and scoring of all individually administered assessments that follow.
- Choose sufficient Pausing Point activities, targeted to meet the needs of each student, for each day. Keep in mind that other students will need to work without your supervision as you give the individually administered assessments.
- You may wish to plan for and set up other centers and activities for students to complete, such as a listening center or reading trade books.
- The following is a chart outlining a suggested lesson plan to structure the assessments and Pausing Point activities.

Time	Teacher Activity	Student Activity	Suggested Activity
:00–:05	Teacher assigns students to groups and/or individual work to be completed during the first 15-minute block of time.	At teacher's signal, students go to small group or independent work area with materials.	It would be best to 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 the next 10 minutes.	Students read independently, either from <i>Sir Gus</i> or trade books or teacher-selected materials.	Teacher should explicitly assign reading with a purpose. For example, "I want you to read the story, 'Battle Plans.' When you have finished, write five sentences describing the events in the story."
:25–:40	Teacher assesses students one at a time.	Reading.	See above.
:40–:45	Teacher assigns students to groups and/or individual work to be completed during the last 15-minute block of time.	At teacher's signal, students go to small group or independent work area with materials.	This could be a student-choice activity. Students could finish the previous work assigned or complete a choice activity, such as pleasure reading or freewriting.
:45–:60	Teacher assesses students one at a time.	Students work independently or in small groups without interrupting teacher.	See above.

## Lesson 28–30 Individual Decoding Assessment

## Assessment



## INDIVIDUAL DECODING ASSESSMENT

**Note:** Administer the Individual Decoding Assessment to students who scored less than 8 correct on Activity Page 26.1 (Reading Comprehension Assessment) or less than 15 correct on Activity Page 27.1 (Decoding Assessment). To prepare for this assessment, you will need the Individual Decoding Assessment page located in the Teacher Resources section. Students will read from this page while you mark their responses on Activity Page 28.1.

## Administration

- For this assessment, call students to a quiet area of the room one at a time. Remember, you are only assessing those students who are having difficulty. Ask students to bring their Activity Books with them. Tear out Activity Page 28.1 and write the student's name at the top.
- Turn to the Individual Decoding Assessment in Teacher Resources and cover the page with a sheet of plain paper or card stock. Display one row at a time by moving the sheet of paper down the page. Ask the student to read each word on the line of the assessment as quickly as possible.
- The purpose of this assessment is to determine if there are decoding difficulties and, if so, in which particular areas the problems exist. Do not let the student struggle when sounding out a word. If it is obvious the student does not know the word, tell him or her the word and move on.

## Scoring and Remediation

Students who miss more than two words in any given line may need additional remediation in reading the target sound. Use the featured sounds indicated in the far left column of Activity Page 28.1 to identify the sounds that still challenge students. Refer to the Pausing Point Topic Guide to locate activities and materials to match the needed area.

## Activity Page 28.1





# Assessment



## INDIVIDUAL HIGH-FREQUENCY WORD ASSESSMENT

**Note:** The Individual High-Frequency Word Assessment is an additional assessment to be administered at your discretion to individual students. (See administration instructions for the Individual Oral Reading Comprehension Assessment on the next page.) To prepare for the Individual High-Frequency Word Assessment, you will need the Individual High-Frequency Word Assessment page located in the Teacher Resources section. Students will read from this page while you mark their responses on Activity Page 28.2.

### Administration

- For this assessment, call students to a quiet area of the room one at a time. Remember, you are only assessing those students who are having difficulty. Ask students to bring their Activity Books.
- Tear out Activity Page 28.2 and write the student's name at the top.
- Turn to the Individual High-Frequency Assessment in Teacher Resources, cover the page with a sheet of plain paper or card stock. Display one row at a time by moving the sheet of paper down the page. Ask the student to read each line of the assessment as quickly as possible.
- The purpose of this assessment is to determine if students can quickly identify and read high-frequency words. Do not let students labor over a word. They should read each word quickly and accurately. If they do not, score it incorrect, tell the student the word, and move on.

### Scoring and Remediation

Students who miss any of the high-frequency words will need targeted remediation on these words. You may consider several different ways to provide practice. See Lesson 20 Additional Support for suggestions.

Activity Page 28.2



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## Lesson 28-30: Individual Oral Reading Comprehension Assessment

# Assessment

### INDIVIDUAL ORAL READING COMPREHENSION ASSESSMENT

**Note:** As time permits, you may want to ask students who scored less than 8 out of 11 correct on the Reading Comprehension Assessment (Activity Page 26.1) to re-read all or parts of this story aloud to you one-on-one. To prepare for this assessment, make a copy of the Oral Reading Comprehension Assessment Running Record located in Teacher Resources for each student that you are assessing.

#### Administration

- Call individual students to a quiet area of the room one at a time. Ask him or her to bring the *Sir Gus* Reader and Activity Page 26.1.
- Ask the student to open to page 136 in the Reader and begin to read “Marching Orders” aloud. As the student reads, follow along on the copy of the Running Record, making note of any words that the student mispronounces or hesitates in trying to sound out. Write exactly what the student says if he or she misreads a word.
- If the student misreads or struggles with a word, provide scaffolding to assist the student in decoding the word to see if he is able to self-correct errors with additional assistance. Be sure to note this as well.
- Depending on how many other students you want to assess, you may or may not have time to allow the student to finish reading the entire story.
- If the student is able to complete the story, orally ask the comprehension questions on Activity Page 26.1, noting his oral response with a different color pen than the student used originally to choose his answers.

#### Scoring and Remediation

Analyze any errors made in reading the story aloud and compare these errors to words the student encountered on both the group Decoding Assessment (Activity Page 27.1) and the Individual Decoding Assessment (Activity Page 28.1). Is the student consistently struggling with specific sound/spelling correspondences? If so, which ones? Or is the student struggling in a more generic way, such as struggling to read multisyllable words?

Make note as well of the student's fluency in reading. Is he or she generally able to read most of the text fluently or does he or she stop frequently to sound out individual words?

Finally, compare the student's performance in orally answering the comprehension questions on Activity Page 26.1 with his original performance.

Depending on the above analysis, you may want to provide targeted reteaching and remediation of specific sound/spellings and/or intensive practice in chunking and blending multisyllable words, starting out with words in isolation, rather than continuous text.

Students who appear to have mastered the essential sound/spellings and decoding of multisyllable words, but who do not read fluently will benefit from hearing text read aloud fluently, followed by their own frequent re-reading of the same text. You may use stories from the *Sir Gus* Reader and/or selections from the Fluency Packet available on the program's digital components site.

# Pausing Point

## Note to Teacher

This is the end of Unit 5. If it appears students are having difficulty, you may wish to pause here and spend 4 or 5 days reviewing the material taught in Unit 5 and/or make arrangements to work with specific students individually or in small groups in order to address specific problems.

You should pause if several students are having trouble reading words containing the spelling alternatives taught in this unit. However, there is no need to pause if the difficulty is evident only when students are trying to use the correct spelling alternative when writing. Spelling accuracy will come gradually, with time and lots of exposure to printed materials.

Group students who are having similar difficulties, and teach these students in small groups. For example, you might have one group that needs more practice reading Tricky Words and another group that needs more practice reading words with spellings for /u/.

## PAUSING POINT TOPIC GUIDE

### Tricky Spelling 'a'

More Help With Final Schwa or /u/ Spelled 'a'	Additional Support Lesson 7
More Help With Schwa and Its Spellings	Additional Support Lessons 8, 9
More Help With Tricky Spelling 'a'	Additional Support Lessons 15, 21
Tricky Spelling 'a'	Page 296
Color Sort	Page 296
Word Sort	Page 296
Tricky Spelling 'a'	Page 297

### Tricky Spelling 'e'

More Help With Tricky Spelling 'e'	Additional Support Lesson 22
Tricky Spelling 'e'	Page 297
Color Sort	Page 297

### **Tricky Spelling ‘o’**

More Help With Spelling Alternatives for /u/ Additional Support  
Lessons 1, 3,5, 6, 9

Tricky Spelling ‘o’ Page 297

Word Sort Page 297

Color Sort Page 297

### **Tricky Spelling ‘o\_e’**

More Help With Spelling Alternatives for /u/ Additional Support  
Lessons 1, 3,5, 6

More Help With Tricky Spelling ‘o\_e’ Additional Support  
Lesson 24

Sound Sort Page 297

Color Sort Page 297

### **Tricky Spelling ‘ou’**

More Help With Spelling Alternatives for /u/ Additional Support  
Lessons 1, 3,5, 6

More Help With Tricky Spelling ‘ou’ Additional Support  
Lesson 25

Tricky Spelling ‘ou’ Page 298

Word Sort Page 298

### **Suffix –tion**

More Help With /shən/ > ‘tion’ Additional Support  
Lesson 15

More Help With Words With /u/, /ə/, /əl/, and /shən/ Additional Support  
Lesson 16

–tion Page 298

### **Suffix –ous**

Fill in the Blank Page 298

### **Read Mixed Spellings and Sounds**

More Help With the /ə/ + /l/ Sound and Its Spellings Additional Support  
Lessons 11, 13, 14

More Help in Developing Fluency	Additional Support Lesson 4
Circle the Sounds	Page 298
Match the Picture	Page 298
Yes or No?	Page 299
Find the Picture	Page 299
Circle the Spellings	Page 299

**Recognize Spellings and Produce the Sounds**

Rhyming Words	Page 299
Fill in the Blanks	Additional Support Lesson 2
More Help With /ə/ + /l/ > 'el'	Additional Support Lesson 19
Code Flip Book Review	Page 299
Spelling-to-Sound Card Game	Page 299

**Grammar**

More Help With Subjects and Predicates	Additional Support Lesson 10
More Help With Parts of Speech	Additional Support Lesson 17
More Help With Present- and Past-Tense Action Verbs	Additional Support Lesson 18
Capital Letters	Page 300
Punctuation	Page 300
Nouns	Page 300
Common and Proper Nouns	Page 300
Nouns and Adjectives	Page 300
Changing Nouns	Page 301
Subject and Predicate Verb Tense	Page 301
Adjectives	Page 301

**Compound Words**

Compound Words	Page 301
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## **Synonyms and Antonyms**

Match the Words: Synonyms and Antonyms Page 301

## **Homophones**

Fill in the Blank Page 301

Homophone Match Maker Page 301

## **Weekly Spelling Activity Pages**

Lessons 1–5 Page 302

Lessons 6–10 Page 302

Lessons 11–15 Page 302

Lessons 16–20 Page 302

Lessons 21–25 Page 302

## **Alphabetizing**

Alphabetical Order Page 302

## **Understand That Sometimes Two or More Letters Stand for One Sound**

Code Flip Book Review Page 303

## **Read One-Syllable Words**

Teacher Chaining Page 303

Pocket Chart Chaining for Reading Page 304

## **Read Phrases**

Wiggle Cards Page 304

Phrase Flip Book Page 305

## **Sort Words by Sound/Spelling**

Board Sort Page 306

Word Sort with Pocket Chart Page 306

Cut and Paste Word Sort Page 307

Show and Tell Page 307

Spelling Alternatives Board Game Page 308

Word Sort With Pocket Chart Page 308

Card Sort	Page 309
Code Flip Book Review	Page 309
Sound-to-Spelling Card Game	Page 309
Choose the Right Word	Page 310

**Spell Words**

Pocket Chart Chaining for Spelling	Page 311
Guess My Word	Page 313

**Write Words**

Board Chaining	Page 313
Chaining Dictation	Page 314
Targeted Dictation	Page 314
Dictation with Words	Page 317

**Copy Phrases**

Make Phrases	Page 318
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**Write Sentences**

Sentence Building	Page 318
Free Writing	Page 318



## Note to Teacher

Although practice activity pages and activities are provided for your use in the Pausing Point, the most important goal for remediation is to have students internalize the process of decoding tricky spellings through teacher-directed instruction, not just completing an activity page.

For all of these tricky spelling activity pages, the most important first step to every activity page is for the teacher to follow these instructions:

1. Point out each possible sound with several example words.
2. Orally review with students all of the possible sounds for the given spelling, almost like a “chant”:
  - ‘a’ = /a/, /æ/, /ə/, /o/
  - ‘e’ = /e/, /ee/, /ə/
  - ‘o’ = /o/, /oe/, /u/
  - ‘o\_e’ = /oe/, /u/
3. Then write a completely unfamiliar word on the board with the target spelling and verbally model trying out the possible sounds in decoding the word. Refer to the Additional Support section of the various lessons for additional word lists and phrases.
4. Then write additional unfamiliar words on the board, prompting students to attempt each sound systematically. Only then should students proceed to the actual activity page.

## TRICKY SPELLING ‘A’

### Tricky Spelling ‘a’

- Ask students to turn to Activity Page PP.1. Work with students to identify the spellings and sounds of tricky ‘a’.

### Color Sort

- Ask students to turn to Activity Page PP.2. Read the words in the chart aloud as a class. Direct students to follow the directions for coloring the squares.

### Word Sort

- Ask students to turn to Activity Page PP.3. Read the words in the box aloud as a class. Direct students to write each word under the correct heading.

Activity Pages  
PP.1–PP.3





### Tricky Spelling 'a'

- Ask students to turn to Activity Page PP.4. On the board, first review all of the possible sounds represented by the tricky spelling 'a'. Then read each word on the activity page aloud as a class. Direct students to listen to themselves using ear cups (hands cupped around ears so students can hear themselves as they make the sounds of the word). Then ask students to mark the sound 'a' stands for in that word.

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## TRICKY SPELLING 'E'

### Tricky Spelling 'e'

- Ask students to turn to Activity Page PP.5. Work with students to identify the spellings and sounds of tricky 'e'. First review all of the possible sounds represented by the tricky spelling 'e' on the board.

### Color Sort

- Ask students to turn to Activity Page PP.6. Read the words in the chart aloud as a class. Direct students to follow the directions for coloring the squares.

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## TRICKY SPELLING 'O'

### Tricky Spelling 'o'

- Ask students to turn to Activity Page PP.7. Work with students to identify the spellings and sounds of tricky 'o'.

### Word Sort

- Ask students to turn to Activity Page PP.8. Read the words in the box aloud as a class. Direct students to write each word under the correct heading.

### Color Sort

- Ask students to turn to Activity Page PP.9. Read the words in the chart aloud as a class. Direct students to follow the directions for coloring the squares.

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## TRICKY SPELLING 'O\_E'

### Sound Sort

- Ask students to turn to Activity Page PP.10. Work with students to identify the spellings and sounds of tricky 'o\_e'.

### Color Sort

- Ask students to turn to Activity Page PP.11. Read the words in the chart aloud as a class. Direct students to follow the directions for coloring the squares.



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## TRICKY SPELLING 'OU'

### Tricky Spelling 'ou'

- Ask students to turn to Activity Page PP.12. Work with students to identify the spellings and sounds of tricky 'ou'.

### Word Sort

- Ask students to turn to Activity Page PP.13. Read the words in the box aloud as a class. Direct students to write each word under the correct heading.

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## SUFFIX -TION

### -tion

- Ask students to turn to Activity Page PP.14. Remind students that words ending in *-tion* are usually nouns.
- Students should first read aloud the story as a class, with half of the class reading Voice 1 and the other half reading Voice 2. Students should then circle all the spellings for /sh/ /ə/ /n/.

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## SUFFIX -OUS

### Fill in the Blank

- Ask students to turn to Activity Page PP.15. Remind students that words ending in *-ous* are usually adjectives.
- Review with students the meaning of adjectives.
- Students should first read all the words in the box aloud as a class. Then students should select the best word from the box to fill in the blanks.

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## READ MIXED SPELLINGS AND SOUNDS

### Circle the Sounds

Ask students to turn to Activity Page PP.16. Students should first read aloud all of the words and use them in an oral sentence. Students should then circle the letter or letters that spell the vowel sound for each word.

### Match the Picture

- Ask students to turn to Activity Page PP.17. Students should fill in the circle in front of the sentence that matches the picture.



## Yes or No

- Ask students to turn to Activity Page PP.18. Ask the students to read the questions aloud and then write *yes* or *no* to answer each question.

## Find the Picture

- Ask students to turn to Activity Page PP.19. Students should first read aloud all of the words. Then ask students to write the word under the picture that matches it.

## Circle the Spellings

- Ask students to turn to Activity Page PP.20. Students should circle the letters spelling the name of the picture, then write the word on the lines.

## RECOGNIZE SPELLINGS AND PRODUCE THE SOUNDS

### 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 *town*.
- Invite students to close their eyes and repeat the word. Isolate the beginning sound of the word if needed and repeat; say /t/ /ou/ /n/.
- Tell students to find a rhyming word(s), we need to change the first sound and keep the ending sound (e.g., *noun*, *down*).
- 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., *crown*, *frown*, *clown*).
- Repeat this process with the word *play*. **TEKS 2.2.A.i**

### Code Flip Book Review

- Point to vowel spellings on the chart and ask students to say the sound.
- Point to tricky spellings (spellings that can be pronounced more than one way), and ask students to supply the pronouncing options they have learned so far.
- You may review consonant spellings as well.

### Spelling-to-Sound Card Game

- Give a student all of the Spelling Cards for /u/, /ə/, /a/, /ae/, /o/, /e/, /ee/, /oe/, and /ou/.

**TEKS 2.2.A.i** Demonstrate phonological awareness by: producing a series of rhyming words.

- Ask the student to sort the cards by spelling, so that each spelling has its own row (e.g., there is one row for 'u', one row for 'o', one row for 'o\_e').
- When the cards have been sorted, have the student say the sound for each spelling.
- Ask the student if there are any rows that have multiple cards. (There should be four cards in the row for 'a', three cards in the row for 'o', three cards in the row for 'e', two cards in the row for 'o\_e', two cards in the row for 'ou', and three cards in the row for 'ea'.)
- Explain that rows with more than one card are tricky spellings—spellings that can be pronounced more than one way.
- Have the student provide all of the pronunciation options for each tricky spelling.

**Note:** You may wish to use a subset of the cards listed.

## GRAMMAR

### Capital Letters

- Ask students to turn to Activity Page PP.21. Students should first read aloud all of the sentences. Then direct students to circle the letter of any words that should be capitalized, and review with students why the word should be capitalized. Then have students correctly write the word.

### Punctuation

- Ask students to turn to Activity Page PP.22. Students should first read aloud all of the sentences. Then students should rewrite the sentences with correct punctuation.

### Nouns

- Ask students to turn to Activity Page PP.23. Students should first read aloud all of the sentences. Then students should circle the nouns in each sentence.

### Common and Proper Nouns

- Ask students to turn to Activity Page PP.24. Students should first read aloud all of the sentences. Then students should circle the common nouns and box the proper nouns in each sentence.

### Nouns and Adjectives

- Ask students to turn to Activity Page PP.25. Students should look at the picture and write down the names of six nouns they see in the picture.
- Then ask students to go back and generate adjectives for each noun.

Activity Pages  
PP.21–PP.28



## Changing Nouns

- Ask students to turn to Activity Page PP.26. Students should first read aloud all of the sentences.
- Then students should rewrite the sentences, changing the underlined common nouns to proper nouns.

## Subject and Predicate Verb Tense

Ask students to turn to Activity Page PP.27. Students should first read aloud all of the sentences. Then students should draw a single line under the subject and a double line under the predicate. Finally, tell students to mark the tense of the verb.

## Adjectives

- Ask students to turn to Activity Page PP.28. Students should first read each sentence aloud. Students should then circle each noun and draw a line to the adjective that goes with the noun.

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## COMPOUND WORDS

### Compound Words

- Ask students to turn to Activity Page PP.29. Students should choose a word from the box to make a compound word. Then students should write a sentence or story using one of the compound words.

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## SYNONYMS AND ANTONYMS

### Match the Words: Synonyms and Antonyms

- Ask students to turn to Activity Page PP.30. On the front, students should match the word from the box with a numbered word that is its synonym. On the back of the page, students should match the numbered word with a word from the box that is its antonym.

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## HOMOPHONES

### Fill in the Blank

- Ask students to turn to Activity Page PP.31. Students should first read aloud all of the sentences. Then students should write the correct homophone in each blank.

### Homophone Match Maker

- Write the pairs of decodable homophones listed below on separate index cards (e.g., *sun* on one card and *son* on another.).

Activity Pages  
PP.29–PP.31



- Turn the cards upside down and shuffle.
- Have a student turn over two cards at a time to try to make a match. If the cards match (meaning they sound the same), the student keeps the matching pair. If the cards do not match, the student turns the cards over and tries again.

**Note:** This game is best played in small groups.

- |             |                 |
|-------------|-----------------|
| 1. sun—son  | 5. idol—idle    |
| 2. nun—none | 6. medal—meddle |
| 3. sum—some | 7. metal—mettle |
| 4. one—won  | 8. pedal—peddle |

## WEEKLY SPELLING ACTIVITY PAGES

### Lessons 1–5

- Ask students to turn to Activity Page PP.32. Read the words in the box aloud as a class. Then read the sentences aloud as a class. Students should then write the best word from the box in the blank for the sentence.

### Lessons 6–10

- Ask students to turn to Activity Page PP.33. Read the words in the box aloud as a class. Then read the sentences aloud as a class. Students should then write the best word from the box in the blank for the sentence.

### Lessons 11–15

- Ask students to turn to Activity Page PP.34. Read the words in the box aloud as a class. Then read the sentences aloud as a class. Students should then write the best word from the box in the blank for the sentence.

### Lessons 16–20

- Ask students to turn to Activity Page PP.35. Read the words in the box aloud as a class. Then read the sentences aloud as a class. Students should then write the best word from the box in the blank for the sentence.

### Lessons 21–25

- Ask students to turn to Activity Page PP.36. Read the words in the box aloud as a class. Then read the sentences aloud as a class. Students should then write the best word from the box in the blank for the sentence.

Activity Pages  
PP.32–PP.38



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## ALPHABETIZING

### Alphabetical Order

Ask students to turn to Activity Pages PP.37 and/or PP.38. Students should first read aloud all of the words. Then students should place all of the words in alphabetical order.

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## UNDERSTAND THAT SOMETIMES TWO OR MORE LETTERS STAND FOR ONE SOUND

### Code Flip Book Review

- Ask students to point to single-letter spellings for vowel sounds and say the sounds. Then point to and say digraph spellings for vowel sounds, separated digraph spellings for vowel sounds, and spellings consisting of more than two letters for vowel sounds.
- You may review consonant spellings as well.

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## READ ONE-SYLLABLE WORDS

### Teacher Chaining

- Write *sun* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove 'u' and add 'o' to create *son*.
- As you make this change, say to the students, "If that is sun, what is this?"
- Continue this process with the remaining words.

1. sun > son > won > ton > ten > den > din > dine > done > none
2. touch > torch > porch > port > pat > pang > gang > yang > young
3. around > abound > bound > round > rend > red > rod > rode
4. paddle > peddle > meddle > middle > fiddle > fickle > pickle
5. grovel > gravel > travel > ravel > revel > level > bevel
6. rental > dental > mental > metal > medal > pedal > petal
7. diction > fiction > friction > fraction > faction > action



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## POCKET CHART CHAINING FOR READING

- Set up a pocket chart.
- Choose a chain of words for the students to read. Use any of the chains listed for Teacher Chaining, or any of the chains given at the end of the lessons in the Supplemental Materials.
- Add letter cards to the pocket chart for the spellings the students need. (Digraph spellings should be printed on single cards, not multiple cards.)
- Arrange vowel letter cards along the top of the pocket chart.
- Arrange consonant spellings along the bottom.
- Review the spellings by pointing to the cards and asking for the sounds they stand for. (For tricky spellings, ask for all pronunciations students have learned.)
- Move the 's', 'u', and 'n' cards to the center of your pocket chart to spell sun.
- Ask a student to read the word.
- Replace the 'u' card with the 'o' card, and say to the class, "If that is sun, what is this?"
- Ask a student to read the word.
- Complete the remaining words.

---

## READ PHRASES

### Wiggle Cards

- Use the Wiggle Cards between activities or to fill odd moments in the day.
- Use any of the Wiggle Card phrases listed in the lessons for Units 1–5.
- Show students a Wiggle Card, have them read it, and let them perform the action.

## Phrase Flip Book

- Cut out ten slips of paper.
- Write five decodable adjectives containing the /u/ sound on five of the slips of paper, one adjective per slip.
- Write five decodable nouns containing the /u/ sound on five of the slips of paper, one noun per slip.
- Stack the adjective slips of paper and staple their top edge to a sheet of cardstock.
- Stack the noun slips of paper and staple their top edge to the sheet of cardstock, to the right of the adjectives.
- By lifting the slips of paper, the students can make and read up to 25 decodable phrases, some of which may be silly.

1a. /u/ adjectives: wonderful, confused, lovely, grumpy, innocent, handsome, jealous, funny, victorious, loathsome

1b. /u/ nouns: monkey, potato, slug, glove, cousin, skeleton, uncle, dove, country, astronaut

2a. /ə/ adjectives: important, heroic, appealing, severe, neglected, dramatic

2b. /ə/ nouns: adult, pedestrian, balloon, goddesses, pecans, giant

3a. /ə/ + /l/ adjectives: normal, flexible, cheerful, dismal, marvelous, tranquil, invisible, sullen, fossilized, disheveled

3b. /ə/ + /l/ nouns: animal, apple, camel, shovel, pencil, beetle, criminal

4a. /sh/ + /ə/ + /n/ adjectives: emotional, fictional, sensational, optional

4b. /sh/ + /ə/ + /n/ nouns: nation, invention, dictionary, operation, action, generation

## SORT WORDS BY SOUND/SPELLING

### Board Sort

- Select ten to twenty /u/ words from the following box. Write the words on the board in alphabetical order or random order.
- Pass out lined paper.
- Ask students to sort the words into columns based on which spelling is used to stand for the /u/ sound. (If possible, display the sort.)

**Note:** If students need additional scaffolding, you can underline the target spelling in each word. The same kind of sort can also be done for the schwa sound and the sound combination /ə/ + /l/.

#### Words for /u/

ugly, slump, unkind, sudden, funny, lunchbox, puppy, sunrise, uncle, muffin, other, person, money, second, nothing, front, reason, period, month, complete, lovely, none, handsome, gloves, shove, welcome, doves, some, young, country, various, famous, serious, touch, southern, dangerous, enormous, nervous

#### Words for /ə/

about, around, away, important, along, across, Africa, among, ago, probably, amount, finally, alone, thousand, molecule, benefit, deposit, severe, telescope, categories, decay, deciding, necessity, genetic, debate, cement, ceremony, strategy, Tennessee

#### Words for /ə/ + /l/

helpful, awful, cheerful, hopeful, several, general, central, local, total, personal, metal, normal, final, April, pencil, evil, nostrils, level, travel, model, vessel, tunnel, label, channel, barrel, novel, camel, little, able, possible, table, middle, simple, single, trouble, available, uncle

### Word Sort with Pocket Chart

- Set up a pocket chart so it has a header for each of the spellings students have learned for /u/.
- Write ten to twenty decodable words containing the spellings for /u/ on index cards.
- Ask students to sort the words by placing them on the pocket chart under the proper headers.

**Note:** If students need additional scaffolding, you can underline the target spelling in each word, or have students do this as a preliminary step.

- Other Options: Set up two or more identical pocket charts, divide the class into groups, and have the groups do the word sort as a race.

**Note:** This exercise can also be done for the /ə/ sound or the sound combination /ə/ + /l/. Use any of the words listed under Board Sort or select your own decodable words.

### Cut-and-Paste Word Sort

- Print decodable /u/ words on slips of paper.
- Cut the slips apart and put them into several boxes or cups.
- Give students sheets of blank paper and ask them to make headings for each spelling they have learned for /u/ ('u', 'o', 'o\_e', 'ou'). (If you think this might be too difficult, you can make a page with the columns pre-labeled.)
- Ask students to pick a single word from one of the cups and write it in a column according to which spelling for /u/ is used.
- Have students pick more words and write them in the sorting space.

**Note:** If students need additional scaffolding, you can underline the target spelling in each word.

- **Additional Activity:** Have students use highlighters to mark the letters that spell the /u/ sound in each word on their sorting space.

**Note:** This exercise can also be done for the /ə/ sound or the sound combination /ə l/. Use the words listed under Board Sort or select your own decodable words.

### Show and Tell

- The day before teaching this exercise, ask students to bring in objects or pictures of objects with names containing the /u/ or the /ə/ sound (e.g., a cup, money, a balloon, gloves, etc.).
- Ask each student to show and name his or her object.
- Write the name of the object on the board.
- Ask students which letter or letters stand for the /u/ or /ə/ sound.
- Make a heading for a column of words containing this spelling for /u/ or /ə/.
- Invite a student to copy his or her word under the heading.

- Continue collecting /u/ and /ə/ words, writing them on the board and sorting them by spelling (e.g., all 'u' words under a 'u' heading, all 'o' words under an 'o' heading, all 'a' words under an 'a' heading, all untaught /u/ and /ə/ spellings under an odd ducks heading).

**Note:** Most of the words you will be writing will have /u/ or /ə/ spelled with one of the spelling alternatives taught in this unit, but they may also contain other spellings students do not know yet. You should be prepared to explain any bits that are beyond students' current code knowledge. This exercise can also be done for the sound combination /ə/ + /l/.

### Spelling Alternatives Board Game

- Create a game board with twenty-five to forty spaces and several crossing paths so students can move in several different directions.
- Write a decodable /u/ word on each square, making sure to include several examples of each of the spelling patterns taught.
- Give each student a scorecard listing the spellings for /u/ they have learned ('u', 'o', 'o\_e', 'ou'), with spaces to collect a word exemplifying each spelling.
- Teach students to play the game by rolling a die (or spinning a spinner) and moving their game piece the correct number of spaces.
- When students land on a space, they should read the word and copy it onto their spelling scorecard according to the spelling used for the /u/ sound. For example, the word young would be copied into the space for 'ou' words.
- The first student to get one example of each spelling pattern wins.

**Note:** This game can be played with the /ə/ + /l/ sound combination.

### Word Sort with Pocket Chart

- Set up a pocket chart so it has a header labeled 1 for one-syllable words another labeled 2 for two-syllable words, and a third labeled 3 for three-syllable words.
- Write a number of decodable words on cards.
- Remind students that a one-syllable word has one vowel sound, a two-syllable word has two vowel sounds, etc.
- Ask students to sort the words by placing them on the pocket chart under the proper headers.
- Alternatively, set up two or more identical pocket charts, divide the class into groups, and have the groups do the word sort as a race.

## Card Sort

- Write a set of decodable words on index cards.
- Have students sort the cards into columns based on syllable count.

**Note:** This activity is suitable for workstations.

## Code Flip Book Review

- Say a vowel sound, and ask students to point to and identify the spellings they have learned for that sound.
- Ask students which sounds have the most spelling alternatives.
- Explain that these are the sounds that tend to be hard to spell.
- You can review consonant sounds as well.

## Sound-to-Spelling Card Game

- Give a student all of the Spelling Cards for /u/, /o/, /oe/, and /ou/.
- Ask the student to sort the cards by sound, so that each sound has its own row (e.g., there is one row for /u/, one row for /o/).
- When the cards have been sorted, have the student list the spellings for each sound.
- Ask the student which sounds have more spellings.
- Explain that sounds having a lot of spellings are generally harder to spell than sounds having only a few.
- Ask the student which spellings are shared by two or more sounds. Explain that these are the tricky spellings that can be pronounced different ways.

**Note:** This is a good game for one-on-one tutorial work or workstations.

## Choose the Right Word

- Write the words *Kentucky*, *money*, and *young* on the board and read them to students.
- Tell students you are going to ask them some questions. They can find the answers on the board.
- Ask students, “Which word names something we use to pay for things?”
- Tell students to find the answer (*money*) on the board and then copy it onto a sheet of paper.
- Continue this process with the remaining questions that follow, introducing the words in groups of three as you go.

1a. Which word is an antonym of *old*? (*young*)

1b. Which word names a state? (*Kentucky*)

1c. Which word names something we use to pay for things? (*money*)

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2a. Which word names a place where sick and injured people are helped? (*hospital*)

2b. Which word names an animal? (*camel*)

2c. Which word is a contraction of *did not*? (*didn't*)

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3a. Which word is an antonym of *hate*? (*love*)

3b. Which word names a part of your throat? (*tonsil*)

3c. Which word names something we ride? (*bicycle*)

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4a. Which word is a synonym of *horrible*? (*awful*)

4b. Which word names a book listing the definitions of words? (*dictionary*)

4c. Which word names a country? (*China*)

## SPELL WORDS

### Pocket Chart Chaining for Spelling

- Set up a pocket chart.
- Choose a chain of words for students to spell.
- Add Letter Cards for the spellings students will need for the pocket chart. (Multi-letter spellings should appear on single cards, not multiple cards.)
- Arrange vowel Letter Cards along the top of the pocket chart.
- Arrange consonant spellings along the bottom.
- Review the spellings by pointing to the cards and asking for the sounds they stand for. (For tricky spellings, ask for all pronunciations students have learned.)
- Say the word *not*.
- Ask the class for the first sound in *not*.
- Select a student to come to the pocket chart, identify the spelling for /n/, and move it to the middle of the pocket chart.
- Ask the class for the second sound in *not*.
- Select a student to come to the pocket chart, identify the spelling for /o/, and move it to the middle of the pocket chart.
- Ask the class for the third sound in *not*.
- Select a student to come to the pocket chart, identify the spelling for /t/, and move it to the middle of the pocket chart.
- Once the word has been spelled, read it to check that it has been spelled correctly.
- Say, "If that is *not* who can show me *got*?"
- Work through the remaining words in the chain.
- You can make this exercise harder by putting more spelling alternatives for particular sounds on the pocket chart; you can make it easier by putting fewer spellings on the chart.
- If multiple spellings for a sound are displayed on the pocket chart, you should adjust your phrasing and ask questions like, "Does anyone know how the /e/ sound is spelled in this word?" or "Does anyone know which of the spellings for /e/ we need to spell this word?"



- The words in the boxes below should be relatively easy for students. Many are written in basic code. Others are words used frequently in the Readers for Units 1–5.

### **Words Used Frequently in the Readers for Units 1–5**

1. not > got > get > set > sat > that > cat > can > man > ran > an > and
2. bag > big > bit > it > if > in > on > off
3. let > bet > bed > bad > had > dad > did > kid > kids
4. sport > sort > sit > hit > hot > shot > lot > long
5. swam > swim > skim > skip > sip > sit > fit

### **Basic Code Words with Consonant Clusters**

1. wisp > lisp > limp > chimp > chomp > champ > ramp > cramp > crimp
2. trash > trap > track > truck > struck > stuck > stick > slick > flick > flip
3. slap > slip > skip > skimp > skim > slim > slam > slum > scum > scam

### **Basic Code Words with Separated Digraphs**

1. rate > late > lame > lime > time > dime > dome > home > hope > nope
2. cute > cube > cub > cup > cap > cape > cope > rope > ripe > ride

### **Miscellaneous Words Written with Basic Code Spellings**

1. harm > arm > farm > form > for > fort > port > pert > perk > per
2. out > pout > shout > sheet > feet > feed > feel > foil > toil > oil
3. wood > good > hood > had > mad > mood > moo > too > tool > fool
4. law > paw > saw > see > seem > sum > chum > hum > hung > hang
5. bath > path > math > mash > rash > sash > sat > sit > quit > quiz
6. than > that > chat > chap > chop > shop > shot > short > sort > set

## Guess My Word

- Set up a pocket chart.
- Arrange Spelling Cards for a number of vowel spellings (including recently taught spellings) along the top of the pocket chart.
- Arrange Spelling Cards for a number of consonant spellings along the bottom of the pocket chart.
- Think of a decodable word you can build using the spellings shown, but do not tell the class your word.
- Tell students how many sounds are in your word.
- Invite students to try to guess the word by asking whether or not it contains specific sounds and/or spellings.
- If students identify a spelling in the word, move that spelling to the middle of the pocket chart.
- Continue until the word has been spelled in the center of the pocket chart.
- Repeat with one or two additional words.

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## WRITE WORDS

### Board Chaining

**Note:** For easier chains, use the chains listed under Pocket Chart Chaining for Spelling. For more challenging chains, use the chains listed under Teacher Chaining, which contain newly taught spellings.

- Write the word *not* on the board.
- Have the class read the word.
- Say to the class, “If this is *not*, which letter do I need to change in order to make *got*? Who can show me?” (Select a student to come to the board and point to the letter.)
- Say to the class, “Who thinks they know the spelling that we need instead of the letter ‘n’?” (Select a student to come to the board and change ‘n’ to ‘g’.)
- Ask the class, “Did we get it right?”
- Repeat this process with the remaining words.

### Chaining Dictation

- Have students take out a pencil and a piece of paper.
- Tell students you are going to say a number of words.
- Explain that each new word will be very similar to the previous word, but one sound will be different (e.g., *got* might be changed to *pot*).
- Tell students to write each word that you say.
- As you move from one word to the next, use the chaining phrase, “If that is *got*, show me *pot*.”
- If you choose harder words, you may wish to do this exercise cooperatively, offering feedback and opportunities to self-correct as you make your way through the items, rather than presenting the items in a test-like format where no feedback is given until you return the written work to students.

### Targeted Dictation

- Choose one of the sets of words outlined in the following boxes.
- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say ten words that will all follow a certain pattern.
- Explain the pattern for the words you have chosen.
- Tell students to write each word that you say.

**Note:** You may wish to do this exercise cooperatively, offering feedback as you make your way through the items, rather than presenting it in a test-like format where no feedback is given until you return the students’ written work. One way to do this is to write each word on the board and allow the students to self-correct before moving on to the next word.

### **/u/ Spelled 'o\_e' or 'o'**

Explain that you are going to say pairs of words having the /u/ sound spelled one of two ways. The first word in each pair will be a root word with the 'o\_e' spelling, like *shove*; the second word in each pair will be a word derived from the first word by dropping the 'e' and adding the suffix *-ing*, like *shoving*.

- |            |               |
|------------|---------------|
| 1. shove   | 6. coming     |
| 2. shoving | 7. become     |
| 3. love    | 8. becoming   |
| 4. loving  | 9. welcome    |
| 5. come    | 10. welcoming |

### **/u/ Spelled 'ou' or 'o'**

Explain that you are going to say ten words that have the /u/ sound spelled 'o' or 'ou'. Tell students that, for this exercise, they should use the 'o' spelling if the /u/ sound is at the beginning of the word and the 'ou' spelling if the /u/ sound is in any other location.

- |            |             |
|------------|-------------|
| 1. other   | 6. touch    |
| 2. young   | 7. nervous  |
| 3. oppose  | 8. oven     |
| 4. observe | 9. southern |
| 5. obtain  | 10. cousin  |

### **/ə/ + /l/ Spelled 'el' or 'al'**

Explain that you are going to say ten words that have the /ə/ + /l/ sound combination spelled 'el' or 'al'. Tell students that, for this exercise, they should use the 'el' spelling for the /ə/ + /l/ sound combination if the word is a noun and the 'al' spelling for the /ə/ + /l/ sound combination if the word is an adjective. You may wish to use each word in a sentence to help students figure out the part of speech.

- |              |            |
|--------------|------------|
| 1. normal    | 6. barrel  |
| 2. chapel    | 7. nickel  |
| 3. tunnel    | 8. local   |
| 4. camel     | 9. federal |
| 5. practical | 10. shovel |

### **/ə / + /l/ Spelled 'le' or 'il'**

Explain that you are going to say ten words that have the /ə/ + /l/ sound combination spelled 'le' or 'il'. Tell students they should use the 'le' spelling if the word is a noun and the 'il' spelling (plus 'y') if the word is an adverb. Give as examples the words *noodle* and *easily*.

- |            |             |
|------------|-------------|
| 1. uncle   | 6. apple    |
| 2. bottle  | 7. needle   |
| 3. happily | 8. clumsily |
| 4. angrily | 9. puzzle   |
| 5. lazily  | 10. noisily |

### **Initial Schwa or /u/**

Explain that you are going to say ten words that will begin with either the sound /u/ or /ə/. If the word starts with /u/ + /n/, students should spell these sounds 'un' as in *unhappy*; if the word starts with any other sound combination, they should write the first sound with an 'a' as in *above*.

- |           |           |
|-----------|-----------|
| 1. under  | 6. unless |
| 2. about  | 7. agree  |
| 3. around | 8. amount |
| 4. until  | 9. avoid  |
| 5. along  | 10. alarm |

### **Final Schwa or /u/ Spelled 'a'**

Explain that you are going to say ten words containing either the sound /u/ or /ə/. If students hear an /u/ sound in the middle of the word, they should spell it with 'u'. If they hear an /ə/ at the end of a word, they should spell it with an 'a'.

- |          |           |
|----------|-----------|
| 1. run   | 6. Martha |
| 2. extra | 7. fun    |
| 3. cut   | 8. bus    |
| 4. bug   | 9. Linda  |
| 5. panda | 10. Anna  |

### Mixed Practice

Explain that you are going to say ten words containing the /sh/ sound. If students hear /shən/ at the end of the word, they should spell these sounds 'tion'. If they hear /sh/ anywhere else in the word, they should spell the sound using the basic code spelling 'sh'.

- |            |              |
|------------|--------------|
| 1. shop    | 6. function  |
| 2. action  | 7. portion   |
| 3. section | 8. fish      |
| 4. shine   | 9. exception |
| 5. cash    | 10. splash   |

### Dictation with Words

- Choose ten of the words listed in the following box.
- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say ten words students have seen many times in their Readers.
- Tell students to write each word that you say.

**Note:** When asking a student to spell words (without providing students scaffolding and additional practice), use words students have seen in print many times. All of the words in the box below occur at least thirty times in the first five Readers.

### Frequently Occurring Words in the First Five Readers

the, a, to, and, I, he, said, of, you, it, was, in, that, is, on, sir, his, not, she, up, at, they, then, for, but, had, king, with, we, what, as, so, can, will, like, there, are, all, have, get, did, this, got, me, asked, one, be, job, just, out, went, see, down, him, off, when, do, were, would, them, good, well, her, think, back, dad, from, if, cat, it's, my, your, time, knight, man, how, no, could, day, too, last, by, next, big, into, some, spelling, kids, ran, yes, tell, here, rock, why, set, two, let, came, or, after, mom, black, go, need, pancake, race, that's, their

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## COPY PHRASES

### Make Phrases

**Note:** This exercise is best done in small groups or at workstations.

- Write a selection of words on index cards, one word per card. Include decodable nouns and decodable adjectives.
- Have students create phrases or sentences with these cards.
- Then have students copy the phrases or sentences on paper.

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## WRITE SENTENCES

### Sentence Building

- Write ten to fifteen decodable words on small cards. Each word should include one of the spellings students learned in Unit 5.
- Have students lay out the cards.
- Give students a blank sheet of lined paper.
- Ask students to write a sentence using one of the words on the cards.
- Ask students if they can write a second sentence containing two of the words on the cards.
- Ask students to write a third sentence including three of the words on the cards.
- Challenge students to keep going and see how many of the words they can get into a single sentence.

### Free Writing

- Invite students to write on a topic or respond to a prompt.
- Challenge students to write a “sound story” containing all of the following /u/ and /ə/ words (*month, dove, cousin, stunt, above, appetite*), all of the following /ə/ + /l/ words (*traveler, greedily, apple, typical, normal, gentle*), or all of the following /sh/ + /ə/ + /n/ words (*action, attention, portion, location, invention, fiction*).
- Invite students to write an additional story about Sir Gus, or to make up stories about a knight of their own invention.
- Invite students to write a new ending for any of the *Sir Gus* stories.
- Invite students to write a description of Sir Gus using lots of adjectives.
- We encourage you to accept phonemically plausible spelling in drafts.

# Teacher Resources

Grade 2	Skills 5
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**Teacher Guide**



# Teacher Resources

Discussion Questions Observation Record—Unit 5

Anecdotal Reading Record—Unit 5

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

Lesson 25: Spelling Analysis Directions

Lesson 25: Analysis of Student Errors

Reading Comprehension Assessment Record Sheet

Grammar Assessment Record Sheet

Decoding Assessment Record Sheet

Decoding Assessment Analysis Sheet

Alphabetizing Assessment Record Sheet

Individual Decoding Assessment

Individual High-Frequency Assessment

Individual Oral Reading Comprehension Assessment Running Record

Additional Support Activity Pages

Activity Book Answer Key

Appendix A: More About Schwa (/ə/)

Appendix B: Using Chunking to Decode Multisyllable Words

Texas Essential Knowledge and Skills Correlation Chart

English Language Proficiency Standards Correlation Chart



**ANECDOTAL READING RECORD—UNIT 5**

**Name:**

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

## LESSON 5: SPELLING ANALYSIS DIRECTIONS

### Unit 5, Lesson 5

- Students are likely to make the error of spelling the sound /ee/ with an 'e' as opposed to the letter 'y'. Additional practice has been provided in the Pausing Point pages for this lesson.
- The second most likely error may be one of incorrectly alphabetizing the words on the back of the spelling assessment. Additional instruction will be given with this skill as the unit progresses.
- Although any of the above student-error scenarios may occur, you should still be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors the student makes in the analysis chart.

For example:

- Is the student consistently making errors on specific vowels? Which ones?
- Is the student consistently making errors on double consonants?
- Is the student consistently making errors at the end of the words?
- Is the student consistently making errors on particular beginning consonants?

**LESSON 5: ANALYSIS OF STUDENT ERRORS**

<b>15</b> alphabet																				
<b>14</b> funny																				
<b>13</b> slowly																				
<b>12</b> ugly																				
<b>11</b> neatly																				
<b>10</b> quickly																				
<b>9</b> empty																				
<b>8</b> jelly																				
<b>7</b> grumpy																				
<b>6</b> pretty																				
<b>5</b> chilly																				
<b>4</b> angry																				
<b>3</b> happy																				
<b>2</b> daddy																				
<b>1</b> mommy																				
<b>Student</b>																				

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## LESSON 10: SPELLING ANALYSIS DIRECTIONS

- The most common error that you can expect with these words is the confusion of the spellings of /ie/. Additional practice can be found in the Pausing Point.
- While the above scenario may be true for student errors, be aware that student misspellings may be due to many other errors. You may find it helpful to record the actual misspelling errors the student makes in the analysis chart. For example:
  - Is the student consistently making errors on specific vowels? Which ones?
  - Is the student consistently making errors on double consonants?
  - Is the student consistently making errors at the end of the words?
  - Is the student consistently making errors on particular beginning consonants?



## LESSON 15: SPELLING ANALYSIS DIRECTIONS

### Unit 5 Lesson 15

- As all of these words contain the spelling 'ie' for /ee/, student errors are most likely to include spelling the 'ie' as 'ee'. Additional practice for this sound/spelling correspondence may be found in the Pausing Point.
- Although the above scenario may be true for student errors, be alert for student misspellings due to many other errors. You may find it helpful to record the actual misspelling errors that the student makes in the analysis chart.

For example:

- Is the student consistently making errors on specific vowels? Which ones?
- Is the student consistently making errors on double consonants?
- Is the student consistently making errors at the end of the words?
- Is the student consistently making errors on particular beginning consonants?





## LESSON 20: SPELLING ANALYSIS DIRECTIONS

### Unit 5, Lesson 20

- Students who missed number(s) 1 and/or 12 may need review of the 'y' as a spelling for /ee/.
- Students who missed number(s) 4, 9, 10, and/or 13 may need review of the 'y' as a spelling for /ie/.
- Students who missed number(s) 3, 8, and/or 14 may need review of the 'y' as a spelling for /i/.
- Students who missed number(s) 2, 5, 6, 7, and/or 11 may need review of the 'y' as a spelling for /y/.
- While any of the above scenarios may be true for student errors, be aware that student misspellings may be due to many other errors. You may find it helpful to record the actual misspelling errors that the student makes in the analysis chart. For example:
  - Is the student consistently making errors on specific vowels? Which ones?
  - Is the student consistently making errors on double consonants?
  - Is the student consistently making errors at the end of the words?
  - Is the student consistently making errors on particular beginning consonants?
  - Please look back at Unit 4 for exercises (Pausing Point and activity pages) targeting tricky spelling 'y'.
  - Students may have had difficulty alphabetizing the words; there are activities in the Pausing Point targeting this skill.

**LESSON 20: ANALYSIS OF STUDENT ERRORS**

<b>15</b> edge																				
<b>14</b> symbol																				
<b>13</b> lying																				
<b>12</b> sticky																				
<b>11</b> yawn																				
<b>10</b> satisfy																				
<b>9</b> cry																				
<b>8</b> myth																				
<b>7</b> yes																				
<b>6</b> yellow																				
<b>5</b> yarn																				
<b>4</b> frying																				
<b>3</b> system																				
<b>2</b> yelled																				
<b>1</b> energy																				
<b>Student</b>																				

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## LESSON 25: SPELLING ANALYSIS DIRECTIONS

- Students are most likely to reverse the order of the 'le' and 'el' spellings in this list of words, as well as spell 'tion' as 'shun.' Additional activity pages may be found in the Pausing Point addressing this.
- While the above scenario may be true for student errors, be aware that student misspellings may be due to many other errors. You may find it helpful to record the actual misspelling errors the student makes in the analysis chart. For example:
  - Is the student consistently making errors on specific vowels? Which ones?
  - Is the student consistently making errors on double consonants?
  - Is the student consistently making errors at the end of the words?
  - Is the student consistently making errors on particular beginning consonants?

**LESSON 25: ANALYSIS OF STUDENT ERRORS**

15	schwa																		
14	fiction																		
13	cattle																		
12	jewel																		
11	shuffle																		
10	education																		
9	gravel																		
8	pickle																		
7	motion																		
6	angel																		
5	bundle																		
4	inspection																		
3	label																		
2	turtle																		
1	question																		
	<b>Student</b>																		











**DECODING ASSESSMENT ANALYSIS SHEET**

20. 'al' > /ə/ + /l/																				
19. -ful																				
18. 'il' > /ə/ + /l/																				
17. 'al' > /ə/ + /l/																				
16. -ous																				
15. 'o_e' > /u/																				
14. -ful																				
13. -ous																				
12. 'o_e' > /u/																				
11. 'tion' > /sh/ + /ə/ + /n/																				
<b>Student</b>																				



**INDIVIDUAL DECODING ASSESSMENT**

mother	brother	front	won	son
love	glove	done	none	come
cousin	touch	young	southern	country
about	alike	afraid	China	America
debate	decide	category	hello	decay
total	metal	animal	royal	signal
helpful	cheerful	wonderful	hopeful	careful
evil	April	devil	fossil	nostril
apple	little	uncle	jungle	table
station	vacation	emotion	nation	fiction
bandit	alone	wall	later	band
lemon	rewind	me	debate	test
copper	open	from	hotel	no
home	some	wrote	cone	come
shout	touch	pound	country	out

**INDIVIDUAL HIGH-FREQUENCY ASSESSMENT**

always	around	because	been	before
best	both	but	call	cold
does	don't	fast	first	five
found	gave	goes	green	its
made	man	off	or	pull
read	right	sing	sit	sleep
tell	their	these	those	upon
us	use	very	wash	which
why	wish	work	would	write
your				

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Marching Orders

The next morning, the knight known as Sir Doug arrived at the palace. He found Sir Gus in the king's kitchen cooking eggs and bacon.

“Good morning!” said a cheery Sir Gus.

“Sir Gus,” cried Sir Doug, “Sir Tom and Sir Ed need your help!”

“They do?” said Sir Gus, who was beginning to suspect that there would be no time to eat breakfast.

“Yes!” replied Sir Doug. “Their sudden night attack in the Fields of the West did not go well. They were engaged in fierce fighting with the Black Knight. They have battled all night. They sent me to beg you to come with the rest of the army and save them! Sir Gus, the rest of the army is awaiting your command.”

“Yes, indeed, my command,” replied Sir Gus, knowing that he must go at once. “Go and saddle the horses! We will ride at once!”

A little while later, Sir Gus appeared in front of the king's palace. He was dressed for battle and holding the map Sir Tom had given him.

“My friends,” Sir Gus announced, “we will ride south, until we get to the Old Stone Bridge. Then we will use the bridge to cross the Misty River and enter King Henry's kingdom.”

Sir Doug and the rest of the men looked puzzled.

“But, Sir Gus,” said Sir Doug, “the Old Stone Bridge is north of here, not south.”

“Is it?” said Sir Gus. “Then we will ride north.”

“Very well,” said Sir Doug. “But, if you don’t mind my asking, Sir Gus, why should we ride all the way up to the Old Stone Bridge? That will take us ten miles away from the fighting. Sir Ed and Sir Tom need us. Would it not be better to take the quickest way? The battle is just west of here. If we ride west to the river, we can dismount and walk our horses across the river.”

“It is too dangerous,” Sir Gus said.

What Sir Gus did not tell them was that he did not know how to swim and was frightened to cross the river on foot.

And that was the real reason why Sir Gus and his men rode north.

# Additional Support Activity Pages

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Grade 2	Skills 5
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**Teacher Guide**



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 2.1

## Fill in the Blank

Read the words in the box. Write the best word from the box to complete each sentence.

honey

from

jump

mother

other

thunder

1. Not that one, the \_\_\_\_\_ one.
2. I can \_\_\_\_\_ rope very well.
3. My \_\_\_\_\_ gave me some gloves to keep my hands warm.
4. My dog is scared of the loud \_\_\_\_\_ in a storm.
5. The gift is \_\_\_\_\_ my big brother.
6. Bees make \_\_\_\_\_.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 3.1

**The words shown below contain the /u/ sound, written with various spellings. Read the words. Use each word in an oral sentence.**

but

some

other

just

such

come

mother

under

done

money

brother

southern

touch

run

young

glove

month

son

none

bus

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 4.1

My younger cousin, Doug, lives in the country. Cousin Doug is a person who is curious. Sometimes Cousin Doug gets into dangerous spots. Sometimes humorous things happen to Cousin Doug. But we still love our younger cousin, Doug.

---

Come here, Dove!

Will you sit on my glove?

Come here, Dove!

You are welcome here, Dove.

Come here, Dove!

What a handsome dove you are.

Come here, Dove!

Will you fly up in the trees?

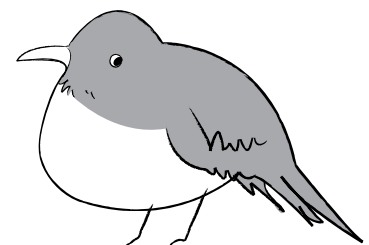
Come here, Dove!

Can you come down, please?

Come here, Dove!

Do not shove the leaves in the trees.

Come here, Dove!



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 6.1

Progress Monitoring 1

- |     |         |           |         |         |
|-----|---------|-----------|---------|---------|
| 1.  | monster | mother    | master  | moth    |
| 2.  | torch   | touch     | tug     | tough   |
| 3.  | shave   | shelf     | dove    | shove   |
| 4.  | wound   | wandering | wand    | wonder  |
| 5.  | count   | cousin    | couch   | country |
| 6.  | love    | leave     | leaf    | low     |
| 7.  | come    | son       | sun     | some    |
| 8.  | couch   | counter   | country | cover   |
| 9.  | obvious | heinous   | hideous | hiding  |
| 10. | dove    | lone      | done    | dash    |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 6.2

## Record Sheet for Progress Monitoring 1

Word	Word Student Circled (if student circled an incorrect word)	
1. mother		___ /1
2. touch		___ /1
3. shove		___ /1
4. wonder		___ /1
5. cousin		___ /1
6. love		___ /1
7. some		___ /1
8. country		___ /1
9. hideous		___ /1
10. done		___ /1
Total Correct		___ /10

Note: Student performance with all words should be noted for evaluation; however, only spelling alternatives for /u/ are scored for this assessment.

/u/ > 'o' (1, 4) \_\_\_ /2

/u/ > 'ou' (2, 5, 8, 9) \_\_\_ /4

/u/ > 'o\_e' (3, 6, 7, 10) \_\_\_ /4

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 9.1

## Fill in the Blank

Read the words in the box aloud. Write the best word from the box to complete each sentence.

celebrate	alarm	doves	across	before
severe	second	decide	some	famous

1. Both shirts are so pretty, I can't \_\_\_\_\_ which to wear.
2. We had to go \_\_\_\_\_ the platform to catch the train.
3. I can't wake up in the morning without an \_\_\_\_\_ clock.
4. When Lizzie won the prize, she did a dance to \_\_\_\_\_.
5. The storm was so \_\_\_\_\_, it knocked a tree down.
6. Mika is excited to meet the \_\_\_\_\_ baseball player.
7. I did not place first, I came in \_\_\_\_\_.
8. The flock of white \_\_\_\_\_ flies into the sky.
9. I would like \_\_\_\_\_ butter on my toast.
10. We eat dinner \_\_\_\_\_ we have dessert.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 9.2

## Fill in the Blank

Read the words in the box aloud. Write the best word from the box to complete each sentence.

lemon

season

together

kingdom

brother

honey

Canyon

mammoth

1. Which \_\_\_\_\_ follows spring?
2. Sir Gus was a knight of the \_\_\_\_\_.
3. The woolly \_\_\_\_\_ was a huge animal.
4. The \_\_\_\_\_ is a tart fruit.
5. Would you like to play \_\_\_\_\_?
6. My \_\_\_\_\_ bugs me!
7. The Grand \_\_\_\_\_ is a park.
8. I like \_\_\_\_\_ in my tea.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 9.3

Progress Monitoring 2

- |     |            |          |          |          |
|-----|------------|----------|----------|----------|
| 1.  | action     | cross    | actor    | across   |
| 2.  | divide     | decide   | dentist  | deride   |
| 3.  | definitely | deafened | defeat   | delight  |
| 4.  | afloat     | after    | about    | float    |
| 5.  | bended     | benefit  | befit    | retrofit |
| 6.  | apple      | absent   | appetite | absolute |
| 7.  | about      | afloat   | bout     | around   |
| 8.  | decide     | decay    | betray   | delay    |
| 9.  | free       | agree    | astound  | attack   |
| 10. | sever      | several  | send     | severe   |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 9.4

## Record Sheet for Progress Monitoring 2

Word	Word Student Circled (if student circled an incorrect word)	
1. across		___ /1
2. decide		___ /1
3. defeat		___ /1
4. afloat		___ /1
5. benefit		___ /1
6. appetite		___ /1
7. about		___ /1
8. delay		___ /1
9. agree		___ /1
10. severe		___ /1
Total Correct		___ /10

Note: Student performance with all words should be noted for evaluation; however, only the sound/spellings /ə/ > 'a' and 'e' are scored for this assessment.

/ə/ > 'a' (1, 4, 7, 9) \_\_\_ /4

/ə/ > 'e' (2, 3, 5, 6, 8, 10) \_\_\_ /6

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 10.1

The bike rolled down the hill.

Two cats and a dog chased the mouse.

Jeff is reading.

Mike wrote a letter and a story.

Ryan has a big dog.

Ben likes peaches and oranges.

Jesse's dad is funny.

Jamie's mom is pretty.

Jim and Scott play hard.

Matt and Susan went bowling.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 10.2

Jack jumped rope.

The horse and the dog played in the barnyard.

The traffic was so loud!

Ming ate some grapes and cheese.

Alda has a fluffy cat.

Ali enjoys swimming and soccer.

Stella's brother tells funny jokes.

Declan's fish is gray and black.

Emma and Ryan played a card game.

Dirk picked a book about dragons.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 11.1

Read the words in the box aloud and underline the spelling for /ə/ + /l/.  
Then use the words from the box to find the secret message.

oval	skeletal	plural	petal
mammal	oral	cereal	rural

1. More than one

\_\_\_\_\_ 1 \_\_\_\_\_

2. Pretty part of flower

\_\_\_\_\_ 2 \_\_\_\_\_

3. Warm-blooded animal

\_\_\_\_\_ 4 \_\_\_\_\_

4. Reading out loud is called

\_\_\_\_\_ 3 \_\_\_\_\_

5. You may eat it in the morning

\_\_\_\_\_ 5 \_\_\_\_\_

6. In the country

\_\_\_\_\_ 7 \_\_\_\_\_

7. Having to do with your bones

\_\_\_\_\_ 9 \_\_\_\_\_ 8 \_\_\_\_\_

8. Not quite round

\_\_\_\_\_ 6 \_\_\_\_\_

\_\_\_\_\_ **W** \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 9 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

**W** \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ **!**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 11.2

**Read the words in the box aloud and underline the spelling for /ə/ + /l/.  
Then write a word from the box on each line.**

nostril	angrily	evil	easily
April	jubilee	lentil	pupil
steadily	similar	pencil	utensils

1. the month after March 1. \_\_\_\_\_
2. a kind of bean 2. \_\_\_\_\_
3. you are one, and you have one in each eye 3. \_\_\_\_\_
4. looks alike 4. \_\_\_\_\_
5. not a pen 5. \_\_\_\_\_
6. knife, fork, and spoon 6. \_\_\_\_\_
7. at the same rate 7. \_\_\_\_\_
8. a happy party 8. \_\_\_\_\_
9. It is part of your nose. 9. \_\_\_\_\_
10. in a mad way 10. \_\_\_\_\_
11. not good 11. \_\_\_\_\_
12. without a problem 12. \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 12.1

Progress Monitoring 3

- |     |         |          |           |          |
|-----|---------|----------|-----------|----------|
| 1.  | sign    | signee   | sequel    | signal   |
| 2.  | pens    | pencil   | pupil     | paper    |
| 3.  | awesome | autumn   | awful     | audible  |
| 4.  | several | signal   | sinful    | stable   |
| 5.  | eve     | civil    | evil      | level    |
| 6.  | about   | absent   | appetite  | absolute |
| 7.  | city    | sinful   | civil     | signal   |
| 8.  | power   | powerful | beautiful | puddle   |
| 9.  | before  | befit    | benefit   | forward  |
| 10. | sever   | several  | center    | central  |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 12.2

## Record Sheet for Progress Monitoring 3

Word	Word Student Circled (if student circled an incorrect word)	
1. signal		___ /1
2. pencil		___ /1
3. awful		___ /1
4. several		___ /1
5. evil		___ /1
6. about		___ /1
7. civil		___ /1
8. powerful		___ /1
9. before		___ /1
10. central		___ /1
Total Correct		___ /10

Note: Student performance with all words should be noted for evaluation; however, only performance with /ə/ > 'a', 'e' and /əl/ > 'al', 'il', 'ul' are scored for this assessment.

/ə/ > 'a' (6) \_\_\_ /1

/ə/ > 'e' (9) \_\_\_ /1

/əl/ > 'al' (1, 4, 10) \_\_\_ /3

/əl/ > 'il' (2, 5, 7) \_\_\_ /3

/əl/ > 'ul' (3, 8) \_\_\_ /2

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 15.1

Progress Monitoring 4

- |     |         |        |         |        |
|-----|---------|--------|---------|--------|
| 1.  | shove   | shovel | sequel  | signal |
| 2.  | cancel  | pencil | candle  | angle  |
| 3.  | gravel  | gavel  | grave   | grade  |
| 4.  | humble  | hurry  | hassle  | rumble |
| 5.  | trundle | bumble | stumble | bundle |
| 6.  | camel   | candle | carry   | castle |
| 7.  | stumble | ramble | mumble  | rumble |
| 8.  | jingle  | single | signal  | simple |
| 9.  | gravel  | tumble | travel  | tussle |
| 10. | candle  | cancel | candor  | lance  |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 15.2

## Record Sheet for Progress Monitoring 4

Word	Word Student Circled (if student circled an incorrect word)	
1. shovel		___ /1
2. candle		___ /1
3. gravel		___ /1
4. humble		___ /1
5. bundle		___ /1
6. camel		___ /1
7. rumble		___ /1
8. single		___ /1
9. travel		___ /1
10. cancel		___ /1
Total Correct		___ /10

Note: Student performance with all words should be noted for evaluation; however, only the sound/spellings /eɪ/ > 'eɪ' and 'le' are scored for this assessment.

/eɪ/ > 'eɪ' (1, 3, 6, 9, 10) \_\_\_ /5

/eɪ/ > 'le' (2, 4, 5, 7, 8) \_\_\_ /5

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 17.1

## Practice Sentences

1. My elbow is sore.
2. Mike hears a loud growling outside his window.
3. The owners of the house planted yellow flowers in the yard.
4. My sister can dunk a basketball.
5. The wind howled.
6. Maya used the snowplow in the driveway.
7. That fellow sold me my brown jacket.
8. The crowd bowed at the queen.
9. I used a towel on my wet hair.
10. The tall willow tree in the center of town is very old.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 17.2

Progress Monitoring 5

- |     |             |             |           |               |
|-----|-------------|-------------|-----------|---------------|
| 1.  | actor       | react       | acting    | action        |
| 2.  | fiction     | fictive     | function  | fizzle        |
| 3.  | devotion    | emotional   | motion    | emotion       |
| 4.  | passion     | action      | adopt     | option        |
| 5.  | dictionary  | dishes      | diction   | dashes        |
| 6.  | stable      | standing    | station   | stationary    |
| 7.  | sensational | sense       | sensation | senses        |
| 8.  | potent      | power       | lotion    | potion        |
| 9.  | inventory   | invent      | invention | invitation    |
| 10. | operation   | operational | opera     | inspirational |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 17.3

## Record Sheet for Progress Monitoring 5

Word	Word Student Circled (if student circled an incorrect word)	
1. action		___ /1
2. fiction		___ /1
3. emotional		___ /1
4. option		___ /1
5. dictionary		___ /1
6. station		___ /1
7. sensational		___ /1
8. potion		___ /1
9. invention		___ /1
10. operational		___ /1
Total Correct		___ /10

Note: Student performance with all words should be noted for evaluation; however, only the sound/spelling /shən/ > 'tion' is scored for this assessment.

NAME: \_\_\_\_\_

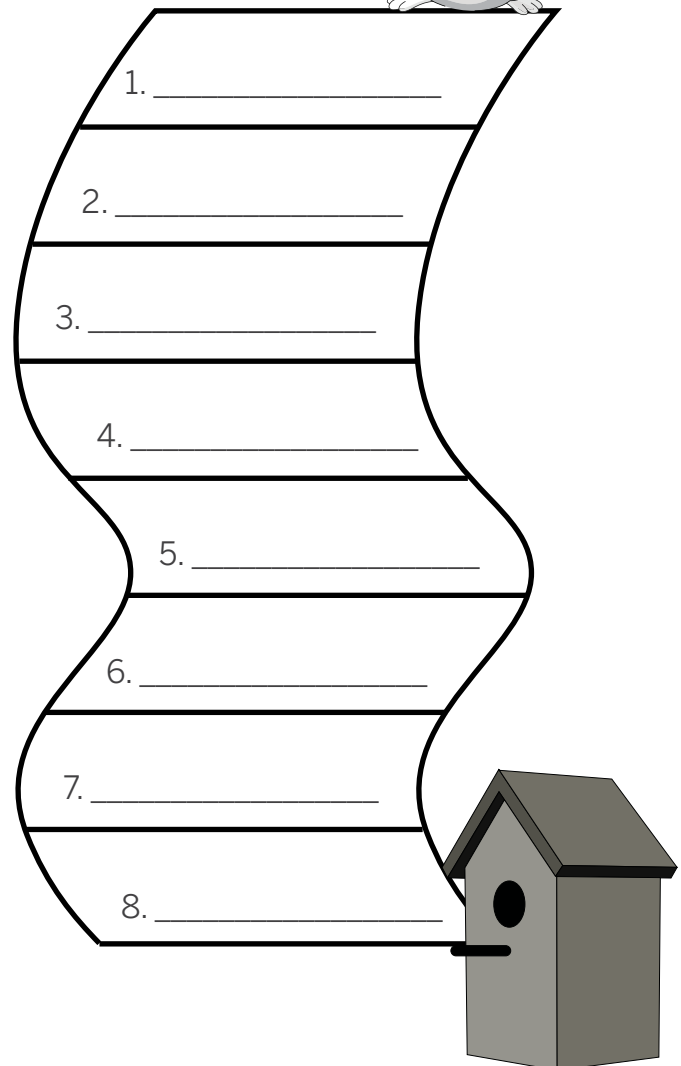
DATE: \_\_\_\_\_

# TR 19.1

Help Hazel on her way. Write a word from the box on each space.

vowels	nickel	enamel	level
channels	telescope	antelope	envelope

1. You put a letter in this.
2. an animal with antlers
3. You can see the stars with this.
4. You have a lot of these on TV.
5. even
6. the white part of your teeth
7. 5 cents
8. a, e, i, o, u are all \_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 20.1

# Bingo

		Free Space		

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 20.2

# Flash Card Template




NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 23.1

Progress Monitoring 6

- |     |         |          |        |          |
|-----|---------|----------|--------|----------|
| 1.  | save    | hand     | sand   | land     |
| 2.  | delay   | debate   | betray | stay     |
| 3.  | when    | me       | be     | we       |
| 4.  | shade   | lady     | shady  | shambles |
| 5.  | alone   | able     | along  | long     |
| 6.  | theft   | thrift   | there  | that     |
| 7.  | about   | dove     | able   | above    |
| 8.  | station | strategy | stable | standard |
| 9.  | unwind  | recant   | remind | rewind   |
| 10. | about   | aloud    | allow  | loud     |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 23.2

## Record Sheet for Progress Monitoring 6

Word	Word Student Circled (if student circled an incorrect word)	
1. sand		___ /1
2. delay		___ /1
3. we		___ /1
4. shady		___ /1
5. along		___ /1
6. theft		___ /1
7. above		___ /1
8. strategy		___ /1
9. rewind		___ /1
10. aloud		___ /1
Total Correct		___ /10

Note: Student performance with all words should be noted for evaluation; however, only performance with Tricky 'a' and Tricky 'e' are scored for this assessment.

Tricky 'a' (1, 4, 5, 7, 10) \_\_\_ /5

Tricky 'e' (2, 3, 6, 8, 9) \_\_\_ /5

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 24.1

-----

The athletic dog jumped over the hurdle.

-----

The little boy cried when he fell.

-----

The brown squirrel jumped from the branch.

-----

Sara and Charles walked to the playground.

-----

My nice cousin gave me a good book.

-----

James and Jack swam in the big lake.

-----

# ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **1.1** Take-Home

**Dear Family Member,**

Below you will find our spelling words for this week. We are beginning to learn how to put words in alphabetical order using just the first letter of each word.

The activity page your student has for homework should be completed in this way:

1. On the back of this page, have your student write the alphabet down the side of the paper.
2. Have your student read all of the words aloud and circle the first letter in each word.
3. Ask your student to write each set of words in alphabetical order.

quickly	neatly	ugly	jelly	chilly
slowly	funny	angry	empty	mommy
daddy	happy	pretty	grumpy	

**Tricky Word: alphabet**

Please continue to encourage your student to read at least 20 minutes every night. At this point in the school year, your student should be able to self-select reading material and read independently for the entire 20 minutes.

Skills 5 1

A		
B	<b>quickly neatly ugly alphabet</b>	<b>jelly chilly slowly</b>
C	1. _____ alphabet _____	1. _____ chilly _____
D		
E	2. _____ neatly _____	2. _____ jelly _____
F		
G	3. _____ quickly _____	3. _____ slowly _____
H		
I	4. _____ ugly _____	
J		
K	<b>funny angry empty mommy</b>	<b>daddy happy pretty grumpy</b>
L		
M	1. _____ angry _____	1. _____ daddy _____
N		
O	2. _____ empty _____	2. _____ grumpy _____
P		
Q	3. _____ funny _____	3. _____ happy _____
R		
S	4. _____ mommy _____	4. _____ pretty _____
T		
U		
V		
W		
X		
Y		
Z		

Skills 5 2

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **2.1** Activity Page

**Word Sort**

Sort the words by spelling. Write the words with the /u/ sound spelled 'u' under *bug*. Write the words with the /u/ sound spelled 'o' under *other*.

rush	trust	bunch	son
month	ugly	mother	until
truck	unkind	money	front

/u/ spelled 'u' as in <i>bug</i>	/u/ spelled 'o' as in <i>other</i>
rush _____	son _____
trust _____	month _____
bunch _____	mother _____
ugly _____	money _____
until _____	front _____
truck _____	_____
unkind _____	_____
_____	_____
_____	_____

Skills 5 3

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **2.2** Activity Page

**Fill in the Blank**

Write the best word from the box to complete each sentence.

mother	cover	month	money	wonder
dozen	trumpet	grumpy	mummy	thunder

1. We heard the thunder before we saw the lightning.
2. My mother, not my Dad, woke me up this morning.
3. I wish I had some money to buy some candy.
4. I feel grumpy when I don't get plenty of sleep.
5. King Tut's mummy was discovered in 1922.
6. Did you cover your nose when you sneezed?
7. The trumpet is a brass instrument.
8. Did you know that twelve cookies make one dozen?

Skills 5 5

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

## 2.4 Take-Home

### The Beginning

Family Member Directions: Ask your student to answer each question using a complete sentence.

1. Why are the people of King Alfred's land happy with King Alfred as their king?  
The people of King Alfred's land are happy with King Alfred as their king because he is fair and kind, and he keeps them safe.
2. Who helps King Alfred keep his lands peaceful and his people safe?  
King Alfred's twelve knights help him keep his lands peaceful and his people safe.
3. What are some of Sir Gus's fears?  
Sir Gus is scared of the dark, mice, bats, and spiders.

Skills 5

9

4. What are some of your fears?  
Answers may vary.
5. Why might cats and horses make Sir Gus itch?  
Sir Gus might have been allergic to them.
6. What do you think of Sir Gus?  
Answers may vary.

10

Skills 5

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

## 3.1 Activity Page

### Fill in the Blank

Directions: Have students read the words in the box aloud. Students should write the best word from the box to complete each sentence.

younger	none	welcome
gloves	enormous	touched

1. Is your sister older or younger than you?
2. When it is cold, I cover my hands with gloves.
3. The mat on the porch said "welcome."
4. If you eat it all, there will be none left for me.
5. An antonym of *tiny* is enormous.
6. The baby cried after she touched the hot stove.

Write two new sentences using any two of the words from the box.

Answers may vary.

Skills 5

11

nervous	dove	country
love	shove	poisonous

1. We looked up and saw a white dove flying by.
2. I like hamburgers, but I really love ice cream!
3. Mexico is a country.
4. It's not nice to hit or shove.
5. When I have to take a test, I get nervous.
6. Some spiders and snakes are poisonous.

Write two new sentences using any two of the words from the box.

Answers may vary.

12

Skills 5

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

3.3

Take-Home

### The Thief

Family Member Directions: Have your student reread the story and answer the questions using complete sentences.

1. What is a thief?  
A thief is a person who steals things.  
\_\_\_\_\_  
\_\_\_\_\_
2. Sir Gus takes longer to get to the king than the other knights. Why?  
Sir Gus takes longer to get to the king because he lost his horse.  
\_\_\_\_\_  
\_\_\_\_\_
3. Why did Sir Gus fall off his horse?  
Sir Gus fell off his horse because he had a bad itch.  
\_\_\_\_\_  
\_\_\_\_\_

Skills 5

15

4. Why isn't the king mad when he finds Sir Gus sleeping in?  
The king isn't mad because he knows that Sir Gus does not have a horse. The king thinks Sir Gus is sleeping in due to the lack of a horse.  
\_\_\_\_\_

16

Skills 5

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

4.1

Activity Page

### All's Well that Ends Well

**Page 24** Sir Gus rode the king's horse out into the country. He galloped over green land and lovely rolling hills.

All was well until he began to itch. He scratched his leg. He scratched his neck. He tried to scratch his back and nearly fell off the horse. Nothing seemed to help. At last Sir Gus told himself he had better stop, lest he scratch himself right off the king's horse!

Sir Gus stopped in front of a farmhouse. Near the farmhouse was a stone well. Standing near the well was a young, strong-looking man.

Sir Gus spoke to the young man politely. "Pardon me, good sir," he said, "may I drink from your well?"

"Yes, you may," said the young man.

**Page 26** Sir Gus went to draw water from the well. He grabbed the rope and began to tug on it. But then he felt the need to scratch. He let go of the rope and started scratching himself. Soon he was itching himself so hard that he started jumping up and down. He jumped up and down so much that he fell into the well and landed with a splash at the bottom.

"Ack!" cried Sir Gus. "What have I done?"

**Page 28** It was a good thing that Sir Gus was tall. The water in the well only came up to his chest.

The young man peered down into the well.

"Have no fear!" he shouted to Sir Gus. "I will help you. I will drop the bucket down. Take hold of it, and I will lift you up."

Sir Gus waited nervously at the bottom of the dark well. He did not like the dark or the cold water. His legs began to shiver and shake.

The bucket came down the well. Sir Gus grabbed the bucket and held on tight.

Slowly the young man began to bring Sir Gus up out of the well.

Skills 5

17

**Page 30** As Sir Gus reached the top of the well, the young man offered the knight his hand.

"Young man," said Sir Gus, as he stepped out of the well. "I am touched by your generous deed. I would like to thank you for helping me. What is your name?"

"My name is Robin," replied the man.

"Well then, Robin," said Sir Gus, "I thank you."

"You are welcome," said Robin.

The two men shook hands. Robin clasped the knight's hand so tightly that water dripped from his glove.

Robin smiled. "Come into my house," he said. "I will find you some dry clothing."

Sir Gus went inside.

"Sit down," said Robin. "I will fetch you some dry clothing and something to drink." Robin left the room.

**Page 32** Sir Gus sat down on a wooden chair. As he did so, a large black cat jumped onto his lap. At once, Sir Gus began to itch all over. He got up and started jumping up and down. He jumped so hard that he knocked over a chair and bumped into a shelf.

Some things fell off the shelf. As he bent down to pick these things up, Sir Gus spotted a ring. It was the king's ring! Robin was the robber!

**Page 34** Sir Gus stood thinking for a moment.

"There is no point fighting with the man," Sir Gus said to himself. "That would be dangerous. I can tell by his grip that he is very strong."

Sir Gus grabbed the ring. Then he tiptoed quietly out of the house. He mounted his horse and rode back to see the king.

18

Skills 5

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **4.2** Activity Page

Well

1. everything is fine or OK  
\_\_\_\_\_ Times used 3

Well

2. a hole dug in the ground for water  
\_\_\_\_\_ Times used 12

Well

3. Wow! or a sentence starter.  
\_\_\_\_\_ Times used 1

Skills 5

19

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **5.3** Activity Page

Use the chart on Activity Page 5.2 to fill in the blanks.

- Count the words on the chart that have the sound /u/ spelled 'u' and write the number here. 23
- Count the words on the chart that have the sound /u/ spelled 'o' and write the number here. 12
- Count the words on the chart that have the sound /u/ spelled 'ou' and write the number here. 13
- Count the words on the chart that have the sound /u/ spelled 'o\_e' and write the number here. 9
- Which spelling for /u/ has the most words?  
'u'
- Which word on the chart names something bees make?  
honey
- Which word on the chart means twelve of something?  
dozen
- Which word on the chart is a synonym for good-looking?  
handsome

Skills 5

27

- Which word on the chart is a synonym for cup?  
mug
- Which word on the chart is an antonym for old?  
young
- Which word on the chart is a synonym for mom?  
honey
- Which word on the chart is a proper noun?  
mother
- Which word on the chart is a synonym for finished?  
done
- Write a sentence using at least two words from the chart:  
Answers may vary.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

28

Skills 5

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **5.4** Activity Page

### The Hungry Troll

- When Sir Gus brings the king his ring, the king is...  
 A. delighted  
B. angry  
C. sad
- What wakes King Alfred?  
A. thunder  
B. the cries of a baby  
 C. the cries of a troll
- Sir Tom says that trolls are scared of...  
A. water  
 B. fire  
C. thunder
- Where does Sir Gus go when the rest of the knights ride off to find the troll?  
A. Sir Gus goes to the shed to find a weapon.  
B. Sir Gus goes to the barn to find a horse.  
 C. Sir Gus goes to the kitchen to get a snack.

Directions: Students should select the best answer for each question.

Skills 5

29



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

7.3

Take-Home

### Fill in the Blank

Read the words in the box aloud. Then write the best word from the box to complete each sentence.

afraid	adults	telescope
appetite	about	orange

- My parents are both adults.
- I eat a lot. I have a big appetite.
- Doug looks at the stars with his telescope.
- Should we paint the walls yellow or orange?
- Is your book about a king and queen?
- I am not afraid of the dark.

Write two new sentences using two of the words from the box.

Answers may vary.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Skills 5

41







NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

8.1

Activity Page





### Beat the Spoilers

The Spelling Spoilers are trying to wreck your spelling. Your teacher will say some words. Foil the Spoilers by spelling the words correctly.

	Copy	Spell	Did you beat the Spoilers?
1.	about	about	 <input type="radio"/> yes <input type="radio"/> no
2.	China	China	 <input type="radio"/> yes <input type="radio"/> no
3.	around	around	 <input type="radio"/> yes <input type="radio"/> no
4.	Africa	Africa	 <input type="radio"/> yes <input type="radio"/> no
5.	appetite	appetite	 <input type="radio"/> yes <input type="radio"/> no
6.	Tennessee	Tennessee	 <input type="radio"/> yes <input type="radio"/> no

Skills 5

43

	Copy	Spell	Did you beat the Spoilers?
7.	love	love	 <input type="radio"/> yes <input type="radio"/> no
8.	Cousin	Cousin	 <input type="radio"/> yes <input type="radio"/> no
9.	something	something	 <input type="radio"/> yes <input type="radio"/> no
10.	touch	touch	 <input type="radio"/> yes <input type="radio"/> no

44

Skills 5

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

8.2

Activity Page

### Fire!

Write the answers using complete sentences.

- Why was it not hard to find the troll?  
Trolls cry when they are hungry, and the  
knights followed the sound of the troll's loud  
sobs and eating.  
\_\_\_\_\_
- Sir Tom's plan changed a bit when Sir Gus appeared. How did it change?  
Sir Tom wanted the knights to wait until dark  
and then use their torches to scare the troll into  
going back home, but when Sir Gus appeared  
Sir Tom decided that Sir Gus would go alone.
- Do you think that Sir Tom really thinks that Sir Gus is the bravest knight? Why or why not?  
Answers may vary.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Skills 5

45



4. What happened when Sir Gus fainted?  
When Sir Gus fainted, his torch fell to the  
ground and caused some plants to catch  
fire. The fire scared the troll away

5. List 4 nouns from the story "Fire!"  
Answers may vary.

6. List 4 verbs from the story "Fire!"  
Answers may vary.

7. List 4 adjectives from the story "Fire!"  
Answers may vary.

46 Skills 5

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **9.1** Activity Page

### Subject and Predicate

Underline the subject once and the predicate twice. Put a check above any compound subject or predicate.

- The boys and girls played in the mud.
- Ben and Jim draw and color pictures.
- Jamie and Jesse run and jump.
- Linda rides a bike.
- Kelly picks and eats grapes.
- Henry the pig eats his food at night.
- Clementine feeds her 12 piglets.
- Clementine and Henry are good pig parents.
- Joe the turkey visits and sits with Clementine, Henry, and the piglets.
- Joe struts around the pig pen each morning.

49 Skills 5

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **9.2** Activity Page

### The Boat Trip

Tell what happened in the story "The Boat Trip."  
The king insisted all his knights go sailing with him  
on his boat. Sir Gus joined the party even though  
boats and water made him sick. Large waves  
began to beat the side of the boat, and Sir Gus  
had to lie down in the bottom of the boat.

Draw lines between the subjects and predicates showing what happened in the story.

<b>Subjects</b>	<b>Predicates</b>
King Alfred	went hunting with the king
Eleven knights	became seasick
Sir Gus	insisted that his knights go sailing with him

51 Skills 5

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **9.3** Take-Home

### Review Apostrophes

Part 1:

Example: can not	can't
do not	don't
it is	it's
I am	I'm
you are	you're
we are	we're
is not	isn't
are not	aren't

Part 2:  
Answers may vary.

53 Skills 5

NAME: \_\_\_\_\_ 11.1 Activity Page  
 DATE: \_\_\_\_\_

**/əl/ Sound Sort**

Sort the words by spelling. Write the words that have the 'ul' ending under *useful*. Write the words that have the 'al' ending under *metal*. Write the words that have the 'il' ending under *April*.

harmful	fossil	hospital	evil
total	pencil	several	awful
peaceful	hopeful	normal	civil

'ul'	'al'	'il'
as in <i>useful</i>	as in <i>metal</i>	as in <i>April</i>
<u>harmful</u>	<u>hospital</u>	<u>fossil</u>
<u>awful</u>	<u>total</u>	<u>evil</u>
<u>peaceful</u>	<u>several</u>	<u>pencil</u>
<u>hopeful</u>	<u>normal</u>	<u>civil</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

NAME: \_\_\_\_\_ 11.2 Activity Page  
 DATE: \_\_\_\_\_

**The King's Ghost**

- What made King Alfred and his knights jump with fright?  
 The sound of a large booming voice made King Alfred and the knights jump with fright.  
 \_\_\_\_\_  
 \_\_\_\_\_
- Why couldn't the king and his knights defend themselves?  
 The king and his knights couldn't defend themselves because they did not have their swords or shields with them.  
 \_\_\_\_\_  
 \_\_\_\_\_
- What did the pirate say would happen if the king and his boat were not handed over?  
 The pirate said they would attack if the king and his boat were not handed over.  
 \_\_\_\_\_  
 \_\_\_\_\_

- Who did the pirates think was making the loud, scary sound?  
 The pirates think the ghost of the last king was making the loud, scary sound.  
 \_\_\_\_\_  
 \_\_\_\_\_
- Do you think you would have been fooled by Sir Tom's trick? Why or why not?  
 Answers may vary.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- Who do you think should have gotten credit for saving the day? Why?  
 Answers may vary.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

NAME: \_\_\_\_\_ 11.3 Take-Home  
 DATE: \_\_\_\_\_

**Dear Family Member,**

Below you will find our spelling words for this week. All of the words have the sound of /ee/ (also known as long e) spelled with the letters 'ie'. We are continuing our work learning to alphabetize words. As the next step in this skill, we are learning to use the alphabet as a reference tool and less as a matching tool for letters.

Just as you did last week, please follow these directions:

- Have your student read all of the words aloud and circle the first letter in each word.
- Ask your student to write words in alphabetical order.
- You may find it helpful for your student to number the words in the box before writing them in alphabetical order. It is easier to erase a number than a word.

field	piece	shield	thief	kitties
achieve	relief	grief	yield	movie
niece	cookies	ladies	babies	

**Tricky Word: water**

**Put the words in each box in alphabetical order.**

A	field	piece	shield	thief	grief	yield	movie	niece
B	kitties	achieve	relief		cookies	ladies	babies	water
C								
D	1.	achieve			1.	babies		
E								
F	2.	field			2.	cookies		
G								
H	3.	kitties			3.	grief		
I								
J	4.	piece			4.	ladies		
K								
L	5.	relief			5.	movie		
M								
N	6.	shield			6.	niece		
O								
P	7.	thief			7.	water		
Q								
R					8.	yield		
S								
T								
U								
V								
W								
X								
Y								
Z								

64 Skills 5

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **12.1** Activity Page

**Fill in the Blank**

Write the best word from the box to complete each sentence.

about	China	around	Africa	appetite
Tennessee	love	cousin	something	touch

- \_\_\_\_\_ China \_\_\_\_\_ is a country in the Far East.
- \_\_\_\_\_ Tennessee \_\_\_\_\_ is a state in our country.
- Your aunt's child is your \_\_\_\_\_ cousin \_\_\_\_\_.
- Do not \_\_\_\_\_ touch \_\_\_\_\_ a hot stove!
- I worked up an \_\_\_\_\_ appetite \_\_\_\_\_ by chopping wood for the fire.
- \_\_\_\_\_ Africa \_\_\_\_\_ is a continent.
- Can you tell me \_\_\_\_\_ about \_\_\_\_\_ your book?
- Let's look \_\_\_\_\_ around \_\_\_\_\_ the room for the lost book.
- I \_\_\_\_\_ love \_\_\_\_\_ to eat snow cream in winter.
- I have \_\_\_\_\_ something \_\_\_\_\_ to say about that.

67 Skills 5

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **12.2** Activity Page

Write the following correctly.

- dr john smith Dr. John Smith (4)
- new year s eve is on december 31 2016  
New Year's Eve is on December 31, 2016. (7)
- are you ready to go Are you ready to go? (2)
- is mrs betty white your mother  
Is Mrs. Betty White your mother?
- sams house is on high street in new york city (8)  
Sam's house is on High Street in New York City.

Write the word that means more than one.

- man \_\_\_\_\_ men \_\_\_\_\_
- woman \_\_\_\_\_ women \_\_\_\_\_
- butterfly \_\_\_\_\_ butterflies \_\_\_\_\_
- box \_\_\_\_\_ boxes \_\_\_\_\_
- goose \_\_\_\_\_ geese \_\_\_\_\_

69 Skills 5

Circle the nouns, draw an arrow from the adjective to the noun, and draw a wiggly line under the verb in each sentence.

- The old man walked.
- The tiny girl ran.
- A green frog jumped.
- A tall tree fell.
- The blue sky darkened.

Draw one line under the subject and two lines under the predicate.

- Frank and Joe ran the marathon.
- Lisa ate ice cream and cake.
- Fay and Mike like to swim.
- Larry and Debbie walked and ran six miles.
- Linda and Ernie will train for the swim meet.

70 Skills 5

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 14.1 Activity Page

### Fill in the Blank

Write the best word from the box to complete each sentence.

mother	camel	decide	jungle	cousin
petals	bubble	afraid	wonderful	

1. Could you help me decide between a cookie or a cupcake?
2. I call my mother, "mom."
3. It was a wonderful party and we all had fun!
4. An animal with two humps is a camel.
5. I have a night light because I am afraid of the dark.
6. Monkeys live in the jungle.
7. The rose petals were scattered in front of the bride.
8. I like to blow a big bubble with my gum.
9. My cousin and aunt will come to spend the night.

Skills 5

73

Choose the best word from the box to complete each sentence.

cover	animals	fossils
angels	chief	little

10. The baby bird is too little to fly.
11. A zoo has a lot of animals.
12. Will you cover the dish before you place it in the fridge?
13. Some of the fossils were from long, long ago.
14. The leader of a Native American tribe is often called a chief.
15. Some people believe that angels have wings.

74

Skills 5

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 14.3 Activity Page

### Fill in the Blank

Write the best word from the box to complete each sentence.

bubble	apples	beagles	noodles	eagle
maple	single	candle	poodles	stable

1. A horse will stay in the stable on a rainy day.
2. Mom likes to light a candle on the table at supper.
3. A maple leaf is on the Canadian flag.
4. Poodles and beagles are kinds of dogs.
5. I like to blow a big bubble with my gum.
6. Would you like to help me pick apples from the tree?
7. An eagle is a symbol of our country.
8. I like to eat spaghetti noodles.
9. I can't eat just one single chip. I like to eat the entire bag.

Skills 5

77

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 15.2 Activity Page

### Fill in the Blank

Write the best word from the box to complete each sentence.

station	options	attention
infection	dictionary	vacation

1. Select one of the following options.
2. If you don't know what a word means, you can look it up in the dictionary.
3. This summer, we will take a vacation.
4. If you don't clean that cut, you might get an infection.
5. We need to stop at a gas station.
6. If you want to understand, you should pay attention.

Skills 5

83

Write the best word from the box to complete each sentence.

reflection	lotion	potion
invention	fiction	emotions

- The witch is making a sleeping potion.
- If you look in the pond, you will see your reflection staring back at you.
- Gus is reading a fiction book.
- To keep your skin from drying out, use lotion.
- Jealousy and anger are emotions.
- The wheel is a great invention.

84 Skills 5

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 16.1 Activity Page

### Fill in the Blank

Write the best word from the box to complete each sentence.

hospital	helpful	petals	animal
cheerful	emergency	appear	dangerous

- In an emergency, call 911.
- The rose petals smell great!
- She is always smiling and cheerful.
- It would be helpful to me if you would clean your room.
- My favorite animal is a panda.
- She is a nurse in a hospital.

85 Skills 5

Write the best word from the box to complete each sentence.

pedal	decide	April	America
signal	principal	dangerous	equals

- The month after March is April.
- I can't decide if I would like red or pink ribbons.
- Two plus two equals four.
- We live in the United States of America.
- It is very dangerous to skate on thin ice.
- Turn left at the next traffic signal.

86 Skills 5

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 16.2 Activity Page

### The Fearsome Beast

Read all of the sentences and then number them in order.

- 6 The fearsome beast ran into the Dark Dismal Swamp and sank in the mud.
- 3 The bandits had dinner and went to sleep.
- 7 The bandits fled.
- 1 The bandits grabbed Sir Gus, tied him up, and tossed him into the back of their wagon.
- 4 The fearsome beast tried to attack Sir Gus.
- 8 A hunter untied Sir Gus.
- 5 The fearsome beast was blinded by the sunlight that bounced off Sir Gus's helmet.
- 2 The bandits arrived at the Bleak Forest of the East.

87 Skills 5

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **16.3** Take-Home

**Dear Family Member,**

These are our spelling words for this week. Once again, we are asking you to help your student put the words in alphabetical order. Any additional time you can spend practicing alphabetizing during the week will help your student master this skill.

yelled	yarn	yellow	yes	myth
symbol	system	cry	frying	satisfy
yawn	sticky	lying	energy	

**Tricky Word: edge**

Skills 5

89

yelled system edge lying myth	yarn symbol cry frying energy
1. _____ edge _____	1. _____ cry _____
2. _____ lying _____	2. _____ energy _____
3. _____ myth _____	3. _____ frying _____
4. _____ system _____	4. _____ symbol _____
5. _____ yelled _____	5. _____ yarn _____

90

Skills 5

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **17.1** Activity Page

**The Past-Tense Ending -ed**

Most verbs can be changed from the present to the past tense by adding the suffix **-ed**.

I start	I started
I want	I wanted
I need	I needed
I point	I pointed
I paint	I painted
I plant	I planted

Sometimes the **-ed** suffix is sounded /e/ + /d/, as it is in the words you just made. But sometimes it is sounded /d/.

I call	I called
I open	I opened
I follow	I followed
I show	I showed
I seem	I seemed
I yell	I yelled

Skills 5

91

Sometimes the suffix **-ed** is sounded /t/.

we ask	we asked
we pass	we passed
we pick	we picked
we finish	we finished
we jump	we jumped
we pack	we packed

Which sound (or sounds) do we say at the end of the past-tense verbs listed?

1. played	<input type="radio"/> /e/ + /d/	<input checked="" type="radio"/> /d/	<input type="radio"/> /t/
2. sprinted	<input checked="" type="radio"/> /e/ + /d/	<input type="radio"/> /d/	<input type="radio"/> /t/
3. rushed	<input type="radio"/> /e/ + /d/	<input type="radio"/> /d/	<input checked="" type="radio"/> /t/
4. filled	<input type="radio"/> /e/ + /d/	<input checked="" type="radio"/> /d/	<input type="radio"/> /t/
5. shouted	<input checked="" type="radio"/> /e/ + /d/	<input type="radio"/> /d/	<input type="radio"/> /t/
6. watched	<input type="radio"/> /e/ + /d/	<input type="radio"/> /d/	<input checked="" type="radio"/> /t/

All of these verbs are in the \_\_\_\_\_ tense.

- present
- past

92

Skills 5

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 17.3 **Take-Home**

Read the words in the box aloud, and then put them in alphabetical order.

serious	college	wonder
person	brother	rarely

1. \_\_\_\_\_ brother \_\_\_\_\_
2. \_\_\_\_\_ college \_\_\_\_\_
3. \_\_\_\_\_ person \_\_\_\_\_
4. \_\_\_\_\_ rarely \_\_\_\_\_
5. \_\_\_\_\_ serious \_\_\_\_\_
6. \_\_\_\_\_ wonder \_\_\_\_\_

Skills 5

95

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 18.3 **Activity Page**

### The King's Birthday

Briefly explain what King Alfred had planned for his birthday party.

King Alfred had asked 500 people to join him.

He had made plans for a large feast, as well as jousting, magic, and dancing.

Draw lines showing who said what.

"Winning will be our birthday gift to you, Sire!" King Alfred

"And happy Birthday to me!" Sir Tom

"We will make them cry!" Sir Pete

"We are the most feared knights of all time." Sir Tom

Skills 5

101

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 19.1 **Activity Page**

### The Future Tense

Change the present tense to the future tense.

present tense	future tense
I swim.	I will swim.
I sleep.	I will sleep.
I fish.	I will fish.
I eat.	I will eat.
I dress.	I will dress.

Finish the sentence, and write what you will do when you grow up.

When I grow up I will... \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Skills 5

105

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 20.2 **Activity Page**

First, circle all of the words ending in *-tion*. (There are 8.) Then, on the back of the sheet, put these same words in alphabetical order.

**ATTENTION:** Volcano has shown signs of a possible eruption. Please use extreme caution while visiting the park.

Be advised that inhalation of volcanic ash can lead to breathing difficulty. As a precaution, do not get within three miles of the volcano. Note that it is a violation of state laws to get within one mile of the volcano—no exceptions. (A ranger station is located at the one-mile marker.)

Skills 5

113

Write the words in alphabetical order.

1. attention
2. caution
3. eruption
4. exceptions
5. inhalation
6. precaution
7. station
8. violation

114

Skills 5

NAME: \_\_\_\_\_ 20.6 Activity Page  
DATE: \_\_\_\_\_

### Betrayed

Answer each question using complete sentences.

1. What two things made the people gasp?  
The people gasped when King Alfred gave  
the command to release the doves and when  
Sir Gus was knocked off his horse.
2. Who knocked Sir Basil to the ground?  
Sir Ed knocked Sir Basil to the ground.
3. Describe Sir Ivan.  
Sir Ivan was a very fearsome knight. He and  
his horse dressed mostly in black.
4. Why didn't Sir Gus get up after Sir Ivan knocked him to the ground?  
Sir Gus did not get up after Sir Ivan knocked  
him to the ground because Sir Gus was  
knocked out.

Skills 5

121

5. If you had to joust, would you be scared? Why or why not?

Answers may vary

6. List 4 nouns from "Betrayed."

Answers may vary

7. List 4 verbs from "Betrayed."

Answers may vary

8. List 4 adjectives from "Betrayed."

Answers may vary

122

Skills 5

NAME: \_\_\_\_\_ 21.1 Activity Page  
DATE: \_\_\_\_\_

### Tricky Spelling 'a'

Write the words with the tricky spelling 'a' sounded /a/ under *bad*, the words with the tricky spelling 'a' sounded /æ/ under *acorn*, and the words with the tricky spelling 'a' sounded /ə/ under *about*.

that	crazy	lady	around
alike	stand	appear	table
baby	and	happen	

**sounded /a/**

as in *bad*

that  
stand  
and  
happen

**sounded /æ/**

as in *acorn*

crazy  
lady  
table  
baby

**sounded /ə/**

as in *about*

around  
alike  
appear

Skills 5

123



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 21.2 Activity Page

### The Wizard

Answer each question using complete sentences.

- Who is Albert?  
Albert is King Henry's wizard.
- What is a wizard?  
A wizard is a person who uses magic and casts spells.
- What is a synonym for "wicked"?  
Answers may vary (e.g., evil)
- What is an antonym for "wicked"?  
Answers may vary (e.g., good)
- How can the wizard's spell be broken?  
The wizard's spell can be broken by rubbing the web of a male garden spider into King Alfred's left hand.

Skills 5

125

- Would you rather have a king like King Alfred or King Henry? Why?

Answers may vary.

Illustrate something that happened in the story, and write some sentences explaining your illustration.



Answers may vary.

126

Skills 5

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 21.3 Take-Home

Dear Family Member,

The spelling words this week all have either 'le,' 'el,' or 'tion' as part of the word. Additionally, we are asking your student to alphabetize all of the words. By now, your student should be fairly proficient at this task and able to complete it without looking at the alphabet. However, we would encourage you to ask your student to use the alphabet as a checking tool when the task is complete.

turtle	bundle	pickle	shuffle	cattle
label	angel	gravel	jewel	fiction
education	inspection	motion	question	

Tricky Word: **schwa**

Skills 5

127

turtle	bundle	pickle	shuffle	cattle
label	angel	gravel	jewel	fiction
education	inspection	motion	question	

- angel
- bundle
- cattle
- education
- fiction
- gravel
- inspection
- jewel
- label
- motion
- pickle
- question
- shuffle
- turtle

128

Skills 5

### Tricky 'a'

‘a’	→ /a/	hat	band	last
	→ /æ/	paper	later	lady
	→ /ə/	about	along	balloon

Sort the underlined words with Tricky Spellings.

	/a/ as in <i>hat</i>	/æ/ as in <i>paper</i>	/ə/ as in <i>about</i>
1. Spring comes <u>after</u> winter.	after		
2. Can you set the <u>table</u> ?	can	table	
3. She told him to go <u>away</u> .			away
4. Let's wear <u>aprons</u> .		aprons	
5. <u>What</u> do you like?			what
6. Take out the <u>trash</u> .	trash		
7. We had <u>eggs</u> for lunch.	had		
8. This envelope needs a <u>stamp</u> .	stamp		

### Tricky Spelling 'e'

The letter 'e' can stand for three sounds. It can stand for /e/ as in *bed*, /ee/ as in *me*, or /ə/ as in *debate*. Each sentence below has a word with an underlined 'e'. Which of the three sounds do you hear in each word?

- His best race is the 100-meter dash.
  - /e/ as in *bed*
  - /ee/ as in *me*
  - /ə/ as in *debate*
- The men mixed up a batch of cement.
  - /e/ as in *bed*
  - /ee/ as in *me*
  - /ə/ as in *debate*
- I have a bug bite on my elbow.
  - /e/ as in *bed*
  - /ee/ as in *me*
  - /ə/ as in *debate*
- When I was fifteen I went on a trip to Egypt.
  - /e/ as in *bed*
  - /ee/ as in *me*
  - /ə/ as in *debate*

- That night we stayed in a hotel.
  - /e/ as in *bed*
  - /ee/ as in *me*
  - /ə/ as in *debate*
- When I saw the sticky glop on my plate, I lost my appetite.
  - /e/ as in *bed*
  - /ee/ as in *me*
  - /ə/ as in *debate*
- Can you keep a secret?
  - /e/ as in *bed*
  - /ee/ as in *me*
  - /ə/ as in *debate*
- Dad is sick. He is running a fever.
  - /e/ as in *bed*
  - /ee/ as in *me*
  - /ə/ as in *debate*
- Miss Douglas, I did not understand the lesson.
  - /e/ as in *bed*
  - /ee/ as in *me*
  - /ə/ as in *debate*

### Breaking the Spell

- What does Sir Gus hear when he awakes?
  - his horse
  - the wizard
  - doves
- What does Sir Gus see when he wakes up?
  - He sees the people clapping.
  - He sees the people sleeping.
  - He sees the people gasping.
- Where is it that the Black Knight carries the king?
  - to the dungeon
  - to the throne room
  - to the kitchen
- What wakes the king?
  - Sir Gus yelling to wake up
  - a spider crawling on him
  - the web of a male garden spider touching his left hand

5. Write some sentences describing the dungeon.

Answers may vary, but should include some of the details and adjectives from the text (it was very dark and cold, there were mice and rats running back and forth, etc.).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Find examples of these parts of speech in the story:

Adjectives	Proper Nouns	Common Nouns	Verbs
Answers may vary.	Answers may vary.	Answers may vary.	Answers may vary.

134

Skills 5

NAME: \_\_\_\_\_ 22.3 Take-Home  
DATE: \_\_\_\_\_

### Tricky Spelling 'e'

First read the words. Then, write the words with the tricky spelling 'e' sounded /e/ under *send*, the words with the tricky spelling 'e' sounded /ee/ under *behind*, and the words with the tricky spelling 'e' sounded /i/ under *debate*.

pebble	abdomen	mention	she
algebra	relic	symmetry	metallic
equal	pencil	lesson	refill

sounded /e/  
as in *send*

pebble

abdomen

mention

relic

pencil

lesson

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

sounded /ee/  
as in *behind*

she

equal

refill

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

sounded /i/  
as in *debate*

algebra

symmetry

metallic

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Skills 5

135

NAME: \_\_\_\_\_ 23.1 Activity Page  
DATE: \_\_\_\_\_

### Tricky Spelling 'o'

Write the words with the tricky spelling 'o' sounded /o/ under *stop*, the words with the tricky spelling 'o' sounded /oe/ under *hotel*, and the words with the tricky spelling 'o' sounded /u/ under *from*. Sort only the words in which the 'o' is underlined.

Last month, my older brother won second place in a hot dog-eating contest. To win, he had to eat the most hot dogs. Well, my brother ate lots and lots of hot dogs—most of the people competing found it impossible to eat as many. At the closing ceremony, my brother was given a ton of money (one thousand in cash) and a trophy of a golden hot dog. My brother slipped the money in his pocket and smiled modestly as people took his snapshot. It was a fine moment for my brother.

sounded /o/  
as in *stop*

hot

dog

contest

impossible

pocket

modestly

snapshot

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

sounded /oe/  
as in *hotel*

older

most

closing

trophy

golden

moment

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

sounded /u/  
as in *from*

month

brother

won

second

ton

money

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Skills 5

137

NAME: \_\_\_\_\_ 23.3 Take-Home  
DATE: \_\_\_\_\_

### Tricky Spelling 'o'

Sort the words by sound. Write the words that have 'o' sounded /o/ under *hop*. Write the words that have 'o' sounded /oe/ under *open*. Write the words that have 'o' sounded /u/ under *son*.

‘o’	→ /o/	hop	drop	spot
	→ /oe/	open	hotel	no
	→ /u/	son	front	coming

	/o/ as in hop	/oe/ as in open	/u/ as in son
1. I need to find my father and <u>mother</u> .			mother
2. I have one sister and two <u>brothers</u> .			brothers
3. Is the watch silver or <u>gold</u> ?		gold	
4. The baby has a <u>bottle</u> .	bottle		
5. Is my ankle sprained or <u>broken</u> ?		broken	
6. When I broke my leg, I went to the <u>hospital</u> .	hospital		
7. This is a difficult math <u>problem</u> .	problem		

Skills 5

141

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 24.1 Activity Page

### Tricky Spelling 'o-e'

Sort the words by sound. Write the words that have 'o\_e' sounded /oe/ under home. Write the words that have 'o\_e' sounded /u/ under come.

'o_e'	→ /oe/	home	those	wrote
	→ /u/	come	none	love

	/oe/ like home	/u/ like come
1. We can leave when we are <u>done</u> .		done
2. Adam is wearing <u>gloves</u> .		gloves
3. Alan is digging a <u>hole</u> .	hole	
4. Do you want all of the bacon or just <u>some</u> of it?		some
5. Her youngest son went skiing down the <u>slope</u> .	slope	
6. Take small bites so you don't <u>choke</u> .	choke	
7. Simon tied a knot in the <u>rope</u> .	rope	

Skills 5

143

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 24.2 Activity Page

### Revenge

Summarize the story "Revenge."

King Alfred summoned his knights and told them that their kingdom must fight King Henry's kingdom. Before the king could say which of the twelve knights he had picked to lead the army, Sir Gus fell off his chair because of the pain from a bee sting, and he landed in front of the king.

Match the character to the action.

<u>D</u> King Alfred	A. betrayed King Alfred
<u>A</u> King Henry	B. fell off his chair
<u>B</u> Sir Gus	C. hoped to lead the king's army
<u>C</u> Eleven knights	D. sent an army to fight King Henry's army

Bonus: Draw a rectangle around the column that includes predicates. Draw a circle around the column that includes subjects.

Skills 5

145

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 24.3 Take-Home

### Tricky Spelling 'o-e'

First read the words in the box. Write the words with the tricky spelling 'o\_e' sounded /oe/ under hope and the words with the tricky spelling 'o\_e' sounded /u/ under done.

role	welcome	notebook	shove
glove	vote	none	choke
lovely	rope	bone	stole

sounded /oe/ as in hope	sounded /u/ as in done
<u>role</u>	welcome
notebook	shove
vote	glove
choke	none
rope	lovely
bone	
stole	

Skills 5

147

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 25.2 Activity Page

### Tricky Spelling 'ou'

Write the words that have the tricky spelling 'ou' sounded /ou/ under shout and the words that have the tricky spelling 'ou' sounded /u/ under touch.

'ou'	→ /ou/	shout	out	mountain
	→ /u/	touch	country	jealous

	/ou/ as in shout	/u/ as in touch
1. Is he old or <u>young</u> ?		young
2. The sky has lots of <u>clouds</u> .	clouds	
3. The lake is <u>enormous</u> .		enormous
4. Did you hear that <u>sound</u> ?	sound	
5. My <u>cousin's</u> name is Doug.		cousin's Doug
6. Tests make me <u>nervous</u> .		nervous
7. Check the lost and <u>found</u> box.	found	

Skills 5

151

NAME: \_\_\_\_\_ 25.3 Activity Page  
DATE: \_\_\_\_\_

### Battle Plans

Answer each question using complete sentences.

1. The king thinks that Sir Gus has volunteered to lead the army. Why?  
The king thinks Sir Gus falls off his chair  
in his eagerness to volunteer to lead the  
army.
2. What does Sir Tom hand to Sir Gus?  
Sir Tom hands Sir Gus a map of King  
Henry's kingdom.
3. What is the real reason that Sir Gus holds the map upside down?  
Sir Gus holds the map upside down  
because he is only pretending to look at it.

Skills 5

153

4. Why do you think Sir Gus chooses to attack at night?  
Sir Gus chooses to attack at night  
because he does not like to wake up early  
in the morning.
5. At the end of the story, why are Sir Ed and Sir Tom happy?  
Sir Ed and Sir Tom are happy because they  
are going to lead an attack on The Black  
Knight and his men while Sir Gus will stay home.
6. Are you like Sir Ed, or are you like Sir Gus? Explain.  
Answers may vary.

154

Skills 5

NAME: \_\_\_\_\_ 26.1 Assessment  
DATE: \_\_\_\_\_

### “Marching Orders”

1. What is Sir Gus cooking when Sir Doug arrives?  
A. frogs and toads  
 B. eggs and bacon  
C. grits and greens
2. What does Sir Doug tell Sir Gus?  
A. You need to cook more eggs.  
B. Sir Tom and Sir Ed want bacon.  
 C. Sir Tom and Sir Ed need your help.
3. Why did Sir Tom and Sir Ed need help?  
 A. The night attack did not go well.  
B. The army needed breakfast.  
C. The bridge was broken.
4. Who sent Sir Doug to get help?  
A. the Black Knight  
B. Sir Gus  
 C. Sir Tom and Sir Ed

Skills 5

155

5. Why were Sir Doug and the rest of the men puzzled?  
 A. Sir Gus told the knights to ride in the wrong direction.  
B. Sir Gus was eating breakfast.  
C. Sir Gus did not have a map.
6. Why does Sir Doug think it would be better to cross the river than to march over the bridge?  
 A. It is faster to cross the river.  
B. The bridge is broken.  
C. The horses like to drink the water.
7. Why did Sir Gus say it was too dangerous to cross the river?  
A. Sir Gus wants to swim later.  
 B. Sir Gus doesn't know how to swim.  
C. Sir Gus did not want the horses to get wet.
8. Number these sentences in the correct order.  
3 Sir Gus wanted to cross the river at the bridge.  
2 Sir Gus was dressed for battle.  
1 Sir Gus was cooking breakfast.  
4 Sir Gus and his men set off.

Total Score Correct \_\_\_\_\_/11

156

Skills 5

NAME: \_\_\_\_\_ 26.2 Assessment  
 DATE: \_\_\_\_\_

### Grammar Assessment

#### Part 1

Write the following correctly.

- dr joe white Dr. Joe White. (4)
- mrs bonnie black Mrs. Bonnie Black (4)
- june 3 2011 June 3, 2011 (2)
- 801 east high street new canton virginia  
801 East High Street  
New Canton, Virginia (7)
- wednesday Wednesday (1)
- the cats food the cat's food (1)
- lets let's (1)

Part 1 Score \_\_\_\_\_/20

#### Part 2

Write the word that means more than one.

- mouse mice
- fox foxes
- dragonfly dragonflies
- tool tools
- goose geese

Part 2 Score \_\_\_\_\_/5

Skills 5

157

#### Part 3

Circle the nouns, draw an arrow from the adjective to the noun, and draw a wiggly line under the verb in each sentence.

Example: The famous writer talked.

- The little boy runs.
- The fat cat sleeps.
- A pink flower bloomed.
- A tall tree grew.
- The pretty lady rushed.

Part 3 Score \_\_\_\_\_/15

#### Part 4

Draw one line under the subject and two lines under the predicate.

Example: Ted rode his bike and played ball.

- Scott and Matt worked on the book.
- Jim and James ate cake and ice cream.
- Bobby and Fay will train and work out.
- Chester and Clementine ran around the barnyard.
- Paula and Jane will plant flowers.

Part 4 Score \_\_\_\_\_/10

158

Skills 5

NAME: \_\_\_\_\_ 26.3 Assessment  
 DATE: \_\_\_\_\_

#### Part 5

Circle the correct tense for each verb.

- I will run later. past present future
- I jumped rope. past present future
- I see the flowers. past present future
- Jane walked home. past present future
- Ted hugged his pet dog. past present future
- Susan cried yesterday. past present future
- Roger will taste the cake. past present future
- James will race Jim. past present future
- Joe sits alone. past present future
- I will play this afternoon. past present future

Part 5 Score \_\_\_\_\_/10

Skills 5

159

NAME: \_\_\_\_\_ 27.1 Assessment  
 DATE: \_\_\_\_\_

### Decoding Assessment

Circle the word your teacher calls out.

- amiss amount across account
- hasn't haven't hadn't he'll
- mom mother brother matter
- determine deduct define decide
- shove shut shovel shoot
- able apply ample apple
- native notion nation national
- funny fundamental fulfill funnel
- copper cuddle couple cable
- cousin copies cupful cotton

Skills 5

161

Circle the word your teacher calls out.

11. traction fraction faction addition

12. above about avoid amend

13. fabulous dangers dangerous dagger

14. wonderland wistful wonderful wondering

15. glove lovely love clove

16. hide hideout hidden hideous

17. peel pebble puddle petal

18. missile dismissal fizzle fossil

19. careful hopeful cheerful helpful

20. animate animal annual anything

Total Score Correct \_\_\_\_\_/20

162 Skills 5

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 27.2 Assessment

### Alphabetizing Assessment

Put the following words in alphabetical order:

across	mother	decide	shove
nation	funnel	couple	traction
wonderful	hideous	petal	love

1. across 7. mother

2. couple 8. nation

3. decide 9. petal

4. funnel 10. shove

5. hideous 11. traction

6. love 12. wonderful

Total Score Correct \_\_\_\_\_/12

Skills 5 163

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 27.3 Activity Page

### The Final Battle

Number the sentences in the correct order or sequence.

3 The Black Knight told his men to stand down.

7 King Henry's army retreated.

1 Sir Gus and his men reached the Old Stone Bridge.

8 Sir Gus's men shouted, "Hooray for Sir Gus!"

5 Sir Gus and his men charged at King Henry's army.

2 Sir Gus and his men rested.

4 The Black Knight's men tossed their shields and weapons aside.

6 Sir Gus and his men fought King Henry's army.

Write the sentences from above in the correct order or sequence.

1. Sir Gus and his men reached the Old Stone Bridge.

2. Sir Gus and his men rested.

3. The Black Knight told his men to stand down.

Skills 5 165

4. The Black Knight's men tossed their shields and weapons aside.

5. Sir Gus and his men charged at King Henry's army.

6. Sir Gus and his men fought King Henry's army.

7. King Henry's army retreated.

8. Sir Gus's men shouted, "Hooray for Sir Gus!"

Skills 5 166

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

PP.1 Activity Page

### Tricky Spelling 'a'

Write the words that have the tricky spelling 'a' sounded /a/ under *bat*, the words that have the tricky spelling 'a' sounded /ae/ under *paper*, and the words that have the tricky spelling 'a' sounded /ɔ/ under *about*.

'a'	→ /a/	hat	band	last
	→ /ae/	paper	later	lady
	→ /ɔ/	about	along	balloon

	/a/ as in <i>bat</i>	/ae/ as in <i>paper</i>	/ɔ/ as in <i>about</i>
1. She has a yellow <u>cap</u> .	cap		
2. She is wearing her silver <u>necklace</u> .			necklace
3. To mail this letter, I need one <u>stamp</u> .	stamp		
4. When my mom cooks, she wears her <u>apron</u> .		apron	
5. I need a <u>map</u> to find the park.	map		

Skills 5

171

	/a/ as in <i>bat</i>	/ae/ as in <i>paper</i>	/ɔ/ as in <i>about</i>
6. When will Tommy <u>arrive</u> ?			arrive
7. This horse needs its <u>saddle</u> .	saddle		
8. I think the best month is <u>April</u> .		April	

172

Skills 5

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

PP.2 Activity Page

### Color Sort

If a square has a word with the letter 'a' sounded /a/, make it red.  
If a square has a word with the letter 'a' sounded /ae/, make it yellow.  
If a square has a word with the letter 'a' sounded /ɔ/, make it green.  
If a square has a word with the letter 'a' sounded /aw/, make it orange.

after red	about green	began red	family red	around green
matter red	affect green or red	talk orange	taken yellow	cannot red
radio yellow	apple red	perhaps red	idea green	avoid green
rather red	having red	village green	carry red	cake yellow
ability green	chapter red	small orange	China green	strange yellow

Skills 5

173

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

PP.3 Activity Page

### Word Sort

Write the words with the tricky spelling 'a' sounded /a/ under *bad*, the words with the tricky spelling 'a' sounded /ae/ under *acorn*, the words with the tricky spelling 'a' sounded /ɔ/ under *about*, and the words with the tricky spelling 'a' sounded /o/ under *water*.

giant	lasted	faking	chapter
waffle	extra	alone	able
actress	orange	apple	want

sounded /a/

as in *bad*

actress

lasted

apple

chapter

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

sounded /ae/

as in *acorn*

faking

able

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

sounded /ɔ/

as in *about*

giant

extra

orange

alone

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Skills 5

175



NAME: \_\_\_\_\_ PP.4 Activity Page  
 DATE: \_\_\_\_\_

### Tricky Spelling 'a'

The letter 'a' can stand for 4 sounds. Which sounds does it stand for in the underlined letters in these words?

- |                |  |   |
|----------------|--|---|
| <b>Alaska</b>  | <input checked="" type="radio"/> /a/ as in <i>cat</i>    | <input type="radio"/> /ə/ as in <i>about</i>            |
|                | <input type="radio"/> /a/ as in <i>table</i>             | <input type="radio"/> /aw/ as in <i>wall</i>            |
| <b>America</b> | <input type="radio"/> /a/ as in <i>cat</i>               | <input checked="" type="radio"/> /ə/ as in <i>about</i> |
|                | <input type="radio"/> /ae/ as in <i>table</i>            | <input type="radio"/> /aw/ as in <i>wall</i>            |
| <b>talk</b>    | <input type="radio"/> /a/ as in <i>cat</i>               | <input type="radio"/> /ə/ as in <i>about</i>            |
|                | <input type="radio"/> /ae/ as in <i>table</i>            | <input checked="" type="radio"/> /aw/ as in <i>wall</i> |
| <b>Canada</b>  | <input type="radio"/> /a/ as in <i>cat</i>               | <input checked="" type="radio"/> /ə/ as in <i>about</i> |
|                | <input type="radio"/> /ae/ as in <i>table</i>            | <input type="radio"/> /aw/ as in <i>wall</i>            |
| <b>Abraham</b> | <input type="radio"/> /a/ as in <i>cat</i>               | <input checked="" type="radio"/> /ə/ as in <i>about</i> |
|                | <input type="radio"/> /ae/ as in <i>table</i>            | <input type="radio"/> /aw/ as in <i>wall</i>            |
| <b>banana</b>  | <input type="radio"/> /a/ as in <i>cat</i>               | <input checked="" type="radio"/> /ə/ as in <i>about</i> |
|                | <input type="radio"/> /ae/ as in <i>table</i>            | <input type="radio"/> /aw/ as in <i>wall</i>            |
| <b>Arabia</b>  | <input type="radio"/> /a/ as in <i>cat</i>               | <input type="radio"/> /ə/ as in <i>about</i>            |
|                | <input checked="" type="radio"/> /ae/ as in <i>table</i> | <input type="radio"/> /aw/ as in <i>wall</i>            |
| <b>Almanac</b> | <input checked="" type="radio"/> /a/ as in <i>cat</i>    | <input type="radio"/> /ə/ as in <i>about</i>            |
|                | <input type="radio"/> /ae/ as in <i>table</i>            | <input type="radio"/> /aw/ as in <i>wall</i>            |
| <b>Africa</b>  | <input type="radio"/> /a/ as in <i>cat</i>               | <input checked="" type="radio"/> /ə/ as in <i>about</i> |
|                | <input type="radio"/> /ae/ as in <i>table</i>            | <input type="radio"/> /aw/ as in <i>wall</i>            |

Skills 5

177

NAME: \_\_\_\_\_ PP.5 Activity Page  
 DATE: \_\_\_\_\_

### Tricky Spelling 'e'

'e'	→ /e/	pet	left	letter
	→ /ee/	me	rewind	legal
	→ /ə/	debate	appetite	strategy

	/e/ as in <i>pet</i>	/ee/ as in <i>me</i>	/ə/ as in <i>debate</i>
1. He is singing the National Anthem.			Anthem
2. This glass is empty.	empty		
3. Dad and I saw a play at the theater.		theater	
4. I need a carton of eggs.	eggs		
5. Paila loves elephants.	elephants		elephants
6. The balloon is filled with helium.		helium	
7. We have tickets to go to the circus!			tickets

Skills 5

179

NAME: \_\_\_\_\_ PP.6 Activity Page  
 DATE: \_\_\_\_\_

### Color Sort

If a square has a word with the letter 'e' sounded /e/, make it red.  
 If a square has a word with the letter 'e' sounded /ee/, make it yellow.  
 If a square has a word with the letter 'e' sounded /ə/, make it green.

children	send	began	system	wanted
green	red	yellow	green	green
himself	second	decay	me	report
red	red	yellow or green	yellow	yellow or green
open	equal	given	hello	started
red	yellow	green	red	green
problem	parent	moment	legal	deposit
green	green	red	yellow	green
except	decide	subject	she	hundred
red	yellow or green	red	yellow	green

Skills 5

181

NAME: \_\_\_\_\_ PP.7 Activity Page  
 DATE: \_\_\_\_\_

### Tricky Spelling 'o'

Write the words that have the tricky spelling 'o' sounded /o/ under *hop*, the words that have the tricky spelling 'o' sounded /oe/ under *open*, and the words that have the tricky spelling 'o' sounded /u/ under *son*.

'o'	→ /o/	hop	drop	model
	→ /oe/	open	hotel	no
	→ /u/	son	front	coming

	/o/ as in <i>hop</i>	/oe/ as in <i>open</i>	/u/ as in <i>son</i>
1. There are 31 days in the month of March.			month
2. The kids are eating popsicles.	popsicles		
3. When he swims, he wears goggles.	goggles		
4. Rats, mice, and hamsters are rodents.		rodent	
5. I like reading poetry.		poetry	
6. She is reading a novel.	novel		
7. The horses galloped past us.			galloped

Skills 5

183

NAME: \_\_\_\_\_ PP.8 Activity Page  
 DATE: \_\_\_\_\_

### Word Sort

Write the words with the tricky spelling 'o' sounded /o/ under *stop*, the words with the tricky spelling 'o' sounded /oe/ under *hotel*, and the words with the tricky spelling 'o' sounded /u/ under *from*.

front	pollen	open	hoping
cover	model	kingdom	motel
command	topic	noble	tropical

sounded /o/  
as in *stop*      sounded /oe/  
as in *hotel*      sounded /u/  
as in *from*

<u>pollen</u>	<u>open</u>	<b>front</b>
<u>model</u>	<u>hoping</u>	<u>kingdom</u>
<u>topic</u>	<u>motel</u>	<u>cover</u>
<u>tropical</u>	<u>noble</u>	<u>command</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Skills 5

185

NAME: \_\_\_\_\_ PP.9 Activity Page  
 DATE: \_\_\_\_\_

### Color Sort

If a square has a word with the letter 'o' sounded /o/, make it red.  
 If a square has a word with the letter 'o' sounded /oe/, make it yellow.  
 If a square has a word with the letter 'o' sounded /u/, make it green.

motel yellow	only yellow	person green	across red	total yellow
money green	cannot red	problem red	over yellow	coming green
also yellow	going yellow	process red	almost yellow	modern red
reason green	potted red	product red	program yellow	provide yellow
bodies red	solid red	brother green	most yellow	radio yellow

Skills 5

187

NAME: \_\_\_\_\_ PP.10 Activity Page  
 DATE: \_\_\_\_\_

### Sound Sort

Write the words that have the tricky spelling 'o\_e' sounded /oe/ under *home*, and the words that have the tricky spelling 'o\_e' sounded /u/ under *come*.

'o_e'	→ /oe/	home	those	trombone
	→ /u/	come	none	love

	/oe/ like <i>home</i>	/u/ like <i>come</i>
1. Even if you are mad, you should not <u>shove</u> .		shove
2. I like ice cream <u>cones</u> .	cones	
3. That is not the letter I <u>wrote</u> .	wrote	
4. The mat on the porch said " <u>Welcome</u> ".		welcome
5. Do you want a slice, or do you want the <u>whole</u> thing?	whole	
6. A rock is a lot like a <u>stone</u> .	stone	
7. I <u>love</u> my baby sister.		love

Skills 5

189

NAME: \_\_\_\_\_ PP.11 Activity Page  
 DATE: \_\_\_\_\_

### Color Sort

If the space has a word with the spelling 'o\_e' sounded /oe/, make it red. If the space has a word with the spelling 'o\_e' sounded /u/, make it yellow.

those red	become yellow	home red	whole red	undone yellow
rose red	alone red	stone red	wrote red	lovely yellow
hope red	gloves yellow	closely red	bones red	shove yellow
some yellow	suppose red	nose red	handsome yellow	drove red
zone red	envelope red	lonely red	none yellow	propose red

Skills 5

191

NAME: \_\_\_\_\_ PP.12 Activity Page  
 DATE: \_\_\_\_\_

### Tricky Spelling 'ou'

Write the words that have the tricky spelling 'ou' sounded /ou/ under *shout*, and the words that have the tricky spelling 'ou' sounded /u/ under *touch*.

'ou'	→ /ou/	shout	out	proud
	→ /u/	touch	country	jealous

	/ou/ as in <i>shout</i>	/u/ as in <i>touch</i>
1. When he got an A, and I got a B, I felt <u>jealous</u> .		jealous
2. Stop being silly. It's time to be <u>serious</u> .		serious
3. The cookie is flat and <u>round</u> .	round	
4. They are sitting on the <u>couch</u> .	couch	
5. David is my uncle, and Rachel is my <u>cousin</u> .		cousin
6. The radio is too <u>loud</u> !	loud	
7. When she is upset, she <u>pouts</u> .	pouts	

Skills 5

193

NAME: \_\_\_\_\_ PP.13 Activity Page  
 DATE: \_\_\_\_\_

### Word Sort

Write the words with the tricky spelling 'ou' sounded /ou/ under *mouth* and the words with the tricky spelling 'ou' sounded /u/ under *touch*.

outing	serious	dangerous	about
amount	southern	cousin	shouting
youngster	thousand	background	counter

sounded /ou/ as in <i>mouth</i>	sounded /u/ as in <i>touch</i>
outing	serious
amount	dangerous
about	southern
shouting	cousin
thousand	youngster
background	
counter	

Skills 5

195

NAME: \_\_\_\_\_ PP.14 Activity Page  
 DATE: \_\_\_\_\_

Circle all of the words you can find ending in /sh/ /s/ /n/, including the two already circled for you; you should find 16 words in all.

**Voice 1:** "Attention, Secret Agent 009! How is the expedition going?"

**Voice 2:** "It's going well."

**Voice 1:** "Can you hear me okay?"

**Voice 2:** "Yes, I hear you. The reception is good."

**Voice 1:** "What is your position?"

**Voice 2:** "I am in section 7, next to those tall rock formations."

**Voice 1:** "Roger, Agent 009. There is an old volcano at that location. There is not much danger of an eruption, but use caution just the same."

**Voice 2:** "Roger. What are my options? Should I go south?"

**Voice 1:** "No. There is a lot of thick vegetation in that direction. Head north to the junction. Then go left. You will pass the old railroad station. Then you will see an old plantation house. The owner is on vacation. We will pick you up there."

Skills 5

197

NAME: \_\_\_\_\_ PP.15 Activity Page  
 DATE: \_\_\_\_\_

### Fill in the Blank

Lots of adjectives end in *-ous*. Write the best words from the box to complete each sentence.

enormous	nervous	poisonous
hideous	famous	jealous

- Look at his hands shaking before he goes on stage. He must be more nervous than you.
- Don't drink that stuff. It could make you very sick because it is poisonous.
- Ben has the best bike. I wish I had one just like it. I feel so jealous.
- Ever since she was on that TV show, she has become very famous.
- That drawing is so ugly. It's hideous.
- That giant is so big. He's enormous.

Skills 5

199

NAME: \_\_\_\_\_ PP.16 Activity Page  
 DATE: \_\_\_\_\_

### Circle the Sounds

Circle the letters in each word that stand for the vowel sound.

- |       |       |
|-------|-------|
| young | none  |
| month | Doug  |
| done  | come  |
| front | some  |
| the   | won   |
| was   | ton   |
| touch | a     |
| what  | love  |
| love  | monk  |
| son   | shove |








Skills 5

201

NAME: \_\_\_\_\_ PP.17 Activity Page  
 DATE: \_\_\_\_\_


### Match the Picture


Mark the sentence that matches what you see.


	<input checked="" type="checkbox"/> She is young. <input type="checkbox"/> She is not young.
	<input checked="" type="checkbox"/> That snake is poisonous. <input type="checkbox"/> That spider is poisonous.
	<input type="checkbox"/> That's a lot of honey. <input checked="" type="checkbox"/> That's a lot of money.
	<input type="checkbox"/> The lion is resting. <input checked="" type="checkbox"/> The monkey is resting.
	<input checked="" type="checkbox"/> She is wearing a dress. <input type="checkbox"/> She is wearing pants.
	<input type="checkbox"/> A dove is in the pond. <input checked="" type="checkbox"/> A duck is in the pond.
	<input type="checkbox"/> That's a carnival. <input checked="" type="checkbox"/> That's a cardinal.

Skills 5


203


- |   |   |
|---|---|
|  | <input type="checkbox"/> There is an apple on the table.<br><input checked="" type="checkbox"/> There is a bottle on the table. |
|---|---|


- |   |  |
|---|--|
|  | <input checked="" type="checkbox"/> She's eating a pretzel.<br><input type="checkbox"/> She's eating a pickle. |
|---|--|

- |   |   |
|---|---|
|  | <input type="checkbox"/> The kid has a fossil.<br><input checked="" type="checkbox"/> The kid has a pencil. |
|---|---|

- |             |  |
|-------------|--|
| $1 + 4 = 5$ | <input checked="" type="checkbox"/> This is addition.<br><input type="checkbox"/> This is subtraction. |
|-------------|--|

- |   |  |
|---|--|
|  | <input checked="" type="checkbox"/> The volcano is erupting.<br><input type="checkbox"/> The vine is not erupting. |
|---|--|

- |   |   |
|---|---|
|  | <input type="checkbox"/> It's a panda from China.<br><input checked="" type="checkbox"/> It's a lion from Africa. |
|---|---|

- |   |   |
|---|---|
|  | <input checked="" type="checkbox"/> The daisy has petals.<br><input type="checkbox"/> The bicycle has pedals. |
|---|---|

204

Skills 5

NAME: \_\_\_\_\_ PP.18 Activity Page  
 DATE: \_\_\_\_\_

### Yes or No?

Write "yes" or "no."

- Is a baby young? yes
- Can a balloon pop? yes
- Are there twenty days in April? no
- Is it okay to steal money? no
- Is "hate" an antonym of "love"? yes
- Do people eat cement? no
- Do people eat cereal? yes
- Is a dime less than a nickel? no
- Can an apple dance? no
- Can a dictionary be a book? yes

Skills 5

205

NAME: \_\_\_\_\_ PP.19 Activity Page  
 DATE: \_\_\_\_\_

**Find the Picture**

Write each word on the line under the matching picture.

astronaut		 astronaut	
gloves			
youngster			 youngster
sofa		 sofa	
money			 money

Skills 5

207

camel			
crystal		 crystal	
nostril			 nostril
pineapple		 pineapple	
reflection			
	<u>reflection</u>		







208

Skills 5

NAME: \_\_\_\_\_ PP.20 Activity Page  
 DATE: \_\_\_\_\_






**Circle the Spellings**

Circle the correct letters to spell the words correctly.

	o	f	e	n	
	oa	v	o	m	<u>oven</u>
	t	ou	h		
	d	or	ch		<u>touch</u>
	z	o	d	i	
	s	a	b	a	<u>soda</u>
	r	i	o	m	
	l	oo	ow	n	<u>lion</u>
	s	o	f	a	
	z	ee	v	v	<u>sofa</u>
	g	oo	mm	a	
	c	o	nn	av	<u>comma</u>

Skills 5

209

	wh	i	s	t	
	w	e	st	le	<u>whistle</u>
	p	a	ne	il	
	b	e	nc	li	<u>pencil</u>
	f	e	t	t	
	t	a	b	le	<u>table</u>
	f	o	m	el	
	t	u	nn	le	<u>tunnel</u>
	a	p	le		
	u	pp	ful		<u>apple</u>

210

Skills 5

### Capital Letters

Circle the words with the missing capital letters. Write the correct form above the word.

- Nate Becca Joel I  
 1. nate, becca, joel and i walked to the zoo.
- Mrs. Davis's Dogwood Park  
 2. mrs. davis's house is next to dogwood park
- Mary Beth Beth  
 3. mary beth likes people to call her just beth
- On Sunday Uncle Charles  
 4. on sunday, uncle charles cooks a big brunch.
- When I Mr. Smith's I  
 5. when i go to mr. smith's sub shop, i always get a meatball sub.
- We named Spike  
 6. we named the class goldfish spike.
- I China May  
 7. i would like to travel to china in may
- Monday  
 8. monday is the best day of the week.

### Punctuation

Directions: Have students fill in the appropriate ending punctuation. The numbers in parentheses indicate how many punctuation marks need to be added.

- My home is in Sarasota (1)  
My home is in Sarasota.
- My sister was born in May (1)  
My sister was born in May.
- Linda likes ham and mushrooms in her calzones (1)  
Linda likes ham and mushrooms in  
her calzones.
- Where did you park your car (1)  
Where did you park your car?
- Stop that Mrs. Jones yelled to the rabbit stealing veggies from her garden (4)  
"Stop that!" Mrs. Jones yelled to the rabbit  
stealing veggies from her garden.
- We are getting ready for a puppet show and it is time to make the puppets (1)  
We are getting ready for a puppet show  
and it is time to make the puppets.

- Who can help me lift these books asked Lily (4)  
"Who can help me lift these books?"  
asked Lily.

### Nouns

Circle the nouns in the sentences. Note that the number of nouns in each sentence is written at the end of the sentence.

- Nostrils are part of the nose. (3)
- Melissa had an apple and a banana. (3)
- The watermelon's seeds are black. (2)
- Lava is gushing from the erupting volcano. (2)
- There is an orange ribbon in her hair and a silver bracelet on her wrist. (4)
- Bees make honey. (2)
- Adeline is wearing gloves, a hat, and a scarf. (4)
- Hot wax is dripping down the candle. (2)

NAME: \_\_\_\_\_ PP.24 Activity Page  
 DATE: \_\_\_\_\_

### Common and Proper Nouns

Circle the common nouns, and draw a box around the proper nouns.

- The girl loves Batman.
- Is Dan a good boxer?
- The youngsters are eating popsicles.
- Amos is eating a snack.
- Picasso was a famous artist.
- Is the party in March, April, or May?
- On Monday we went to Oakton.
- Sara got a love letter.

Skills 5

217

NAME: \_\_\_\_\_ PP.27 Activity Page  
 DATE: \_\_\_\_\_

### Subject and Predicate Verb Tense

Read the sentences. Draw one line under the subject and two lines under the predicate. Then mark whether the verb is in the present, past or future tense.

- Donald and his younger brother jogged down the street. present/past/future
- Mother welcomes Rachel and Gerald. present/past/future
- Elizabeth will come with us. present/past/future
- The whole class complimented the principal's necktie. present/past/future
- Uncle Dan likes jokes. present/past/future
- Tyson bicycled home. present/past/future
- Dad will label our lunches. present/past/future
- Large lobsters swim in the sea. present/past/future
- Gabriel orders an appetizer. present/past/future
- Anita will travel to Africa. present/past/future

Skills 5

223

NAME: \_\_\_\_\_ PP.28 Activity Page  
 DATE: \_\_\_\_\_

### Adjectives

Circle the nouns, and then draw a line from the adjective to the noun it describes. Some sentences may have more than one adjective and noun.

- A brown rabbit hopped into the yard.
- A shiny spaceship is floating in the sky.
- The baby waved its tiny hand in the air.
- The full moon is a wonderful light at night.
- The red bird flew to the large nest.
- The enormous troll frightened the nervous knights.
- White snowflakes float down from the gray sky.
- Twinkling stars dot the sky.
- Her green eyes sparkled with delight.
- He rode a blue motorcycle.

Skills 5

225

NAME: \_\_\_\_\_ PP.29 Activity Page  
 DATE: \_\_\_\_\_

### Compound Words

Choose a word from the box to make a compound word.

come	fly	side	down
ball	apple	devil	melon

- dare + devil = daredevil
- touch + down = touchdown
- dragon + fly = dragonfly
- pine + apple = pineapple
- water + melon = watermelon
- cannon + ball = cannonball
- out + side = outside
- be + come = become

Skills 5

227

Write a sentence or silly story in which you use at least one of the compound words you just made.

Answers may vary.

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228

Skills 5

NAME: \_\_\_\_\_ PP.30 Activity Page  
DATE: \_\_\_\_\_

### Match the Words: Synonyms

Choose a synonym from the box for each word listed below, and write it on the line.

scared	feel	giant	magnificent	bicycle
fast	awful	bad	soil	mad

- touch     feel \_\_\_\_\_
- wonderful     magnificent \_\_\_\_\_
- enormous     giant \_\_\_\_\_
- afraid     scared \_\_\_\_\_
- dirt     soil \_\_\_\_\_
- evil     bad \_\_\_\_\_
- terrible     awful \_\_\_\_\_
- angry     mad \_\_\_\_\_
- bike     bicycle \_\_\_\_\_
- quickly     fast \_\_\_\_\_

Skills 5

229

### Match the Words: Antonyms

Choose an antonym from the box for each word listed below, and write it on the line.

ugly	together	love	above	simple
fact	vertical	strange	compliment	old

- normal     strange \_\_\_\_\_
- young     old \_\_\_\_\_
- handsome     ugly \_\_\_\_\_
- below     above \_\_\_\_\_
- apart     together \_\_\_\_\_
- difficult     simple \_\_\_\_\_
- hate     love \_\_\_\_\_
- horizontal     vertical \_\_\_\_\_
- insult     compliment \_\_\_\_\_
- fiction     fact \_\_\_\_\_

230

Skills 5

NAME: \_\_\_\_\_ PP.31 Activity Page  
DATE: \_\_\_\_\_

### Fill in the Blank

The words in bold print sound the same, but they do not mean the same thing. Fill in the blanks so the sentences make sense.

- one/won**  
   **One** person **won** the prize.
- pair/pear**  
He ate a **pear** with his **pair** of hands.
- son/sun**  
Her **son** is soaking up the **sun**.
- Some/sum**  
   **Some** of these numbers have a **sum** of six when added together.
- weak/week**  
I was sick last **week**, and I felt very **weak**.

Skills 5

231



NAME: \_\_\_\_\_ PP.32 Activity Page  
DATE: \_\_\_\_\_

### Spelling Lessons 1–5

Write the best word from the box to complete each sentence.

quickly	neatly	ugly	jelly	chilly
slowly	funny	angry	empty	mommy
daddy	happy	pretty	grumpy	alphabet

1. I am fond of putting words in the order of the alphabet.
2. Please put your clothes away neatly.
3. I like jelly with my toast.
4. She is a pretty little pony.
5. I move slowly in the morning.
6. I am so happy that you got an "A."
7. Her daddy is my uncle.
8. I like to watch funny animal movies.

Skills 5

233

Write the best word from the box to complete each sentence.

quickly	neatly	ugly	jelly	chilly
slowly	funny	angry	empty	mommy
daddy	happy	pretty	grumpy	alphabet

9. Are you angry that I broke the lamp?
10. Will you empty the dishwasher?
11. What an ugly troll!
12. It is too chilly not to wear a coat.
13. Can you come quickly to help me?
14. Her mommy is my aunt.
15. I am kind of grumpy when I am sleepy.

234

Skills 5

NAME: \_\_\_\_\_ PP.33 Activity Page  
DATE: \_\_\_\_\_

### Spelling Lessons 6–10

Write the best word from the box to complete each sentence.

knight	might	high	right	frightened
light	bright	crying	pry	why
nearby	trying	sky	drying	kingdom

1. King Alfred cared about the people in his kingdom.
2. Look! What's that up in the sky?
3. The knight wore armor and rode a horse.
4. Are you frightened to be alone in the dark?
5. I have been trying to call you all day.
6. It might be time to go to bed.
7. I hope you are not crying over spilled milk.

Skills 5

235

Write the best word from the box to complete each sentence.

knight	might	high	right	frightened
light	bright	crying	pry	why
nearby	trying	sky	drying	kingdom

8. The sun is so bright I have to wear sunglasses.
9. It is light, so I can carry it.
10. Can you jump as high as the basketball goal?
11. The clothes are drying in the dryer.
12. That is the right thing to do.
13. I don't know why she is crying.
14. She had to pry the stuck door open.
15. I live nearby the park.

236

Skills 5

NAME: \_\_\_\_\_ PP.34 Activity Page  
DATE: \_\_\_\_\_

### Spelling Lessons 11–15

Write the best word from the box to complete each sentence.

field	piece	shield	thief	kitties
achieve	relief	grief	yield	movie
niece	cookies	ladies	babies	water

1. I do not like to go under water.
2. How many cookies have you eaten?
3. The ladies met for tea.
4. My niece is named Amy.
5. How many doll babies do you own?
6. I like to go to the movie theater to see films.
7. The farmer will plow the field.
8. A triangle shaped sign at the intersection means yield.

Skills 5

237

Write the best word from the box to complete each sentence.

field	piece	shield	thief	kitties
achieve	relief	grief	yield	movie
niece	cookies	ladies	babies	water

9. Could I please have a piece of pie?
10. What a relief to get some help with my homework.
11. The knight used a shield to protect himself.
12. That thief stole my money.
13. How many baby kitties did your cat have?
14. Did you achieve an "A" on your report card?
15. She cried and was full of grief when her dog died.

238

Skills 5

NAME: \_\_\_\_\_ PP.35 Activity Page  
DATE: \_\_\_\_\_

### Spelling Lessons 16–20

Write the best word from the box to complete each sentence.

yelled	yarn	yellow	yes	myth
symbol	system	cry	frying	satisfy
yawn	sticky	lying	energy	edge

1. Stay away from the edge of the cliff!
2. My fingers are sticky from the glue.
3. Please don't cry! We can fix the broken lamp.
4. I would like a game box system for my TV.
5. What is the symbol for the sound of schwa?
6. Our teacher will tell us a Greek myth.
7. Yes, I am going with you to the fair.
8. Is the sun yellow in your picture?

Skills 5

239

Write the best word from the box to complete each sentence.

yelled	yarn	yellow	yes	myth
symbol	system	cry	frying	satisfy
yawn	sticky	lying	energy	edge

9. My mom knitted a sweater with yellow yarn for me.
10. I started to yawn when I felt sleepy.
11. She yelled across the field to her sister.
12. Are you frying chicken for supper?
13. Did you get enough food to satisfy you?
14. I am too tired, and I do not have the energy to fix your lunch.
15. Do not start lying to your mother.

240

Skills 5

NAME: \_\_\_\_\_ PP.36 Activity Page  
DATE: \_\_\_\_\_

### Spelling Lessons 21–25

Write the best word from the box to complete each sentence.

turtle	bundle	pickle	shuffle	cattle
label	angel	gravel	jewel	fiction
education	inspection	motion	question	schwa

1. ə is the symbol for the word schwa.
2. May I ask you a question?
3. I have a pet box turtle.
4. The bright jewel in her ring is shiny.
5. Can you put a label on the box?
6. The farmer's cattle ran to get fed.
7. Can you shuffle the deck of cards?
8. I like a dill pickle with my sandwich.

Skills 5

241

Write the best word from the box to complete each sentence.

turtle	bundle	pickle	shuffle	cattle
label	angel	gravel	jewel	fiction
education	inspection	motion	question	schwa

9. I am trying to pick up a bundle of sticks for the fire.
10. Did you have wings with your angel costume?
11. I like to read fiction books.
12. I fell on the gravel driveway and cut my hands.
13. It is important to get an education.
14. The motion of the boat made Sir Gus seasick.
15. Our clean room passed mom's inspection.

Skills 5

242

NAME: \_\_\_\_\_ PP.37 Activity Page  
DATE: \_\_\_\_\_

### Alphabetical Order

Write these words in alphabetical order.

hood	touch	fly	dragon	come
pine	water	ball	apple	melon

1. apple
2. ball
3. come
4. dragon
5. fly
6. hood
7. melon
8. pine
9. touch
10. water

Skills 5

243

NAME: \_\_\_\_\_ PP.38 Activity Page  
DATE: \_\_\_\_\_

### Alphabetical Order

Write these words in alphabetical order.

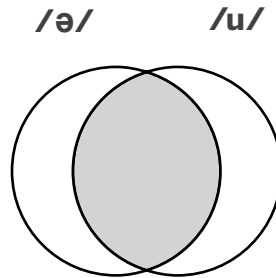
enormous	magnificent	wicked	bicycle	hastily
awful	terrible	giant	jealous	

1. awful
2. bicycle
3. enormous
4. giant
5. hastily
6. jealous
7. magnificent
8. terrible
9. wicked

Skills 5

245

# Appendix A: More About Schwa (/ə/)



You might think of /u/ and schwa as two overlapping circles, similar but not identical.

In order to teach the concept of /ə/ well, you will need to first understand it yourself.

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 linguists call schwa (/ə/). This happens in many English words. More than 3,000 of the 25,000 words in our database (about 13%) have at least one syllable in which the vowel sound is reduced to /ə/.

The exact pronunciation of /ə/ varies somewhat from word to word and also from region to region. In many words, and in many parts of the United States, /ə/ sounds very much like the sound /u/. For example, in the word *about*, the unstressed /ə/ sound in the first syllable sounds a great deal like /u/. In the word *America*, both the first and the last vowel sounds are unstressed, and both sound a great deal like /u/. In some regions of the United States, many speakers use an /u/-like /ə/ sound in words such as *along*, *balloon*, *debate*, *benefit*, and *telephone*.

However, for certain words, and/or for speakers in certain parts of the country, /ə/ may sound a little more like /i/. How do people in your region pronounce the word *benefit*? Do they pronounce the second vowel sound more like /u/ or /i/? What about *telephone*? Do people where you live say /t/ /e/ /l/ /u/ /f/ /oe/ /n/? Or does the spoken word sound more like /t/ /e/ /l/ /i/ /f/ /oe/ /n/? What about *debate*? Does the local pronunciation sound more like /d/ /u/ /b/ /ae/ /t/ or /d/ /i/ /b/ /ae/ /t/? Neither pronunciation is more correct than the other. These are all examples of natural variation or dialect. All of these examples contain a reduction to /ə/.

## Schwa (/ə/) and /u/

Because /ə/ is similar to /u/ in so many words, we have chosen to address it along with the /u/ sound in this unit. We have also grouped /ə/ and /u/ together for the statistics on spellings and pronunciation. Therefore, /ə/ is treated as a variant of the /u/ sound. This is a slight oversimplification, because /ə/ occasionally sounds more like /i/. But this is a reasonable strategy for dealing with an inherently messy situation.

The dividing line between words containing spelling alternatives for /u/ and words containing reductions to /ə/ is sometimes hard to define. Words like *double*, *trouble*, *cousin*, and *touch* should be seen as containing the 'ou' spelling for /u/. In all of these words, the initial vowel sound /u/ is stressed. But the situation becomes more complex with words like *famous* and *nervous*. In these words, the last syllable is unstressed. So one might say these words contain the 'ou' spelling for /u/, or one might say they contain an unstressed syllable in which the reduction to /ə/ sounds a lot like /u/ in most dialects (but could sound more like /i/ in some). Both positions are defensible. However, for purposes of classification words of this sort are viewed as examples of the 'ou' spelling alternative for /u/ as opposed to examples of /ə/.

The same principle is applied to the classification of words with the 'o' and 'o\_e' spellings. Not only *mother* and *brother* (stressed) but also *button* and *bacon* (unstressed) are classified as examples of /u/ spelled with the spelling alternative 'o'. Some might prefer to view the last two words as examples of reductions to /ə/. Likewise, not only *glove* and *some* (stressed) but also *awesome* and *gruesome* (unstressed) are classified as examples of the 'o\_e' spelling for /u/. Again, some might view the last two as reductions to /ə/. But, is the second vowel sound in *awesome* really a different sound from the vowel sound in *some*? In practice it makes little difference whether these spellings are viewed as spelling alternatives for /u/ or as spellings for /ə/, because spelling alternatives for /u/ are introduced first and reductions to /ə/ just a few lessons later.

# Appendix B: Using Chunking to Decode Multisyllable Words

Mastering the various letter-sound correspondences taught in the program will enable students to read one-syllable words with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multisyllable words. To this end, most students will benefit from additional instruction in learning to recognize, chunk and read parts of words—syllables—as a way to decode longer words.

When students first encounter two-syllable words in Grade 1 materials, a small dot is used as a visual prompt or cue between the syllables (e.g., *sun·set*). This is done in both the Activity Books and Readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, this program introduces the decoding of two-syllable words by having students work first with two-syllable compound words (e.g., *cat·fish*, *cup·cake*, *pea·nut*, *drive·way*). For compound words, the dot is placed between the two component words. These are among the easiest two-syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one-syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity.

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., *yawn·ing*, *hunt·er*, *bust·ed*). The dot is typically placed immediately before the suffix. However, for words that contain double-letter spellings for consonants, in this program, the divider is typically placed after the double-letter spelling rather than between the two consonants (e.g. *batt·ed*, *bigg·er*, *bunn·y*). Teachers familiar with other ways to chunk or divide syllables may initially find this odd. This is done, however, because the double-letter spellings have been taught as single-spelling units in this program since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.). This program strives to be consistent in representing these spellings in the way that the students have been taught to process them (e.g., as whole entities for a sound). (Ultimately, as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as *batt·ed* or *bat·ted*.) Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multisyllable words. To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify six different syllable types:

**Note:** Syllables exemplifying each type are underlined.

- **Closed Syllables (CVC, VC, CCVCC, etc.)—always associated with a “short” vowel sound (e.g., /a/, /e/, /i/, /o/, /u/):** *let, pad, rod, tin, fun, pic-nic, un-til*
- **Magic ‘E’ Syllables (V-C-E)—always associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/):** *cake, home, like, mule, Pete, mis-take, 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 one because the double-letter spellings have been taught as single spelling units in this program since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.).

*traff · ic*

*muff · in*

*happ · en*

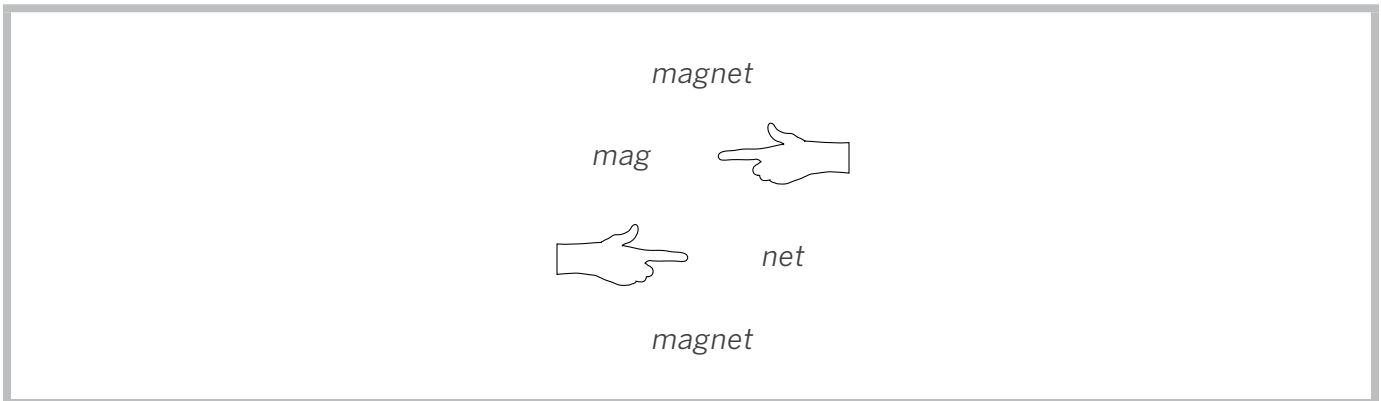
- When there are three consonants between two vowels, in general, the word is divided so the first consonant goes with the first vowel and the other two consonants with the second vowel.

*mon · ster*

*con · tract*

*pil · grim*

When students have difficulty reading a two-syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:



In Grade 1, students will encounter other two-syllable words with various combinations of the magic 'e' syllable, the vowel digraph syllable, the r-controlled vowel syllable, and the closed syllable.

- Chunking these syllable types follows the same patterns for division as noted above for closed syllables:

*tar · get*

*for · get*

*es · cape*

*ig · loo*

*scoun · drel*

*char · coal*

In Grade 2, students are introduced to more challenging multisyllable words.

Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

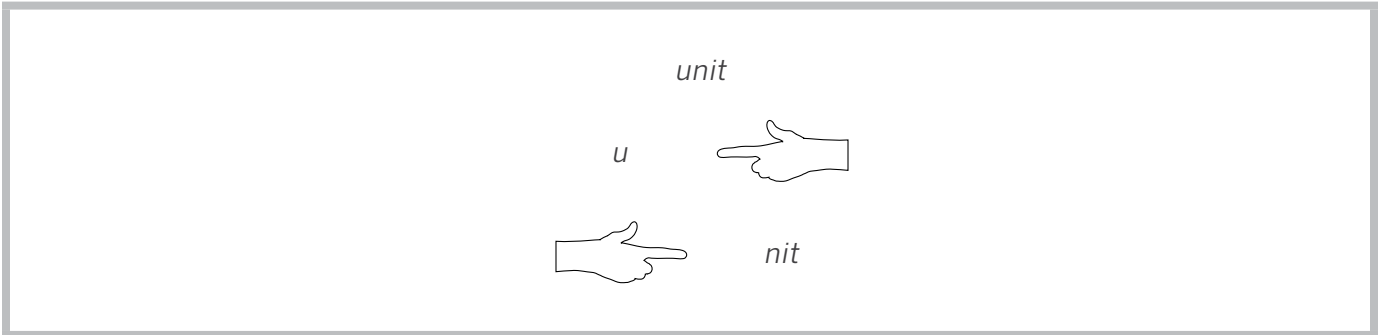


- When only one consonant stands between two vowels, first divide the word in front of the consonant and sound it out as an open syllable:

*pu · pil*

*vi · rus*

*mo · ment*



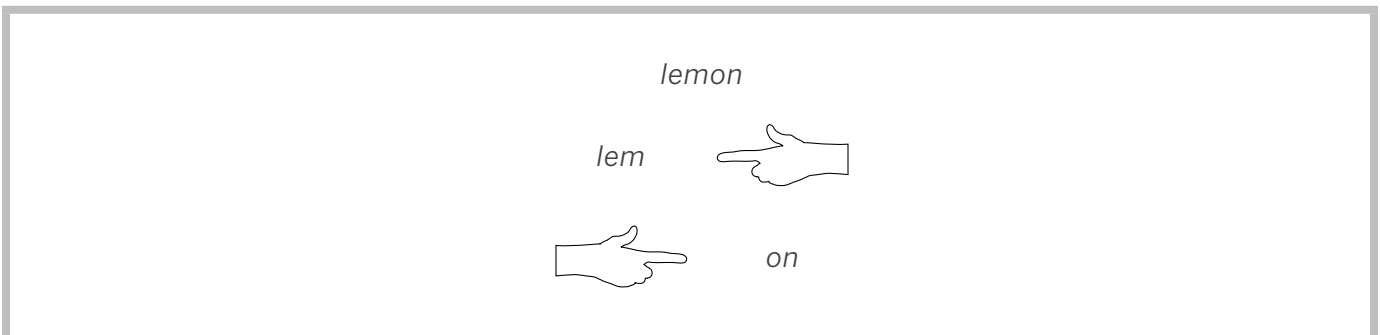
However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether they recognize a familiar word as they sound out each possibility. In order to recognize whether a word is familiar when sounded either way, the word must be one that the student has heard before (i.e., the word must be in the student’s oral vocabulary). Obviously, this will represent an additional challenge for students who have a limited vocabulary and/or for whom English is a second language.

- If the word divides after the consonant, a closed syllable is created:

*cam · el*

*mel · on*

*pun · ish*



In Grade 2, students are also introduced to Consonant–LE Syllables. Chunking these words into syllables is fairly straightforward.

- When a word ends in Consonant–LE, the word is divided in front of the consonant, creating a first syllable that may be an open, closed or even r-controlled syllable, depending on the other spellings in the words

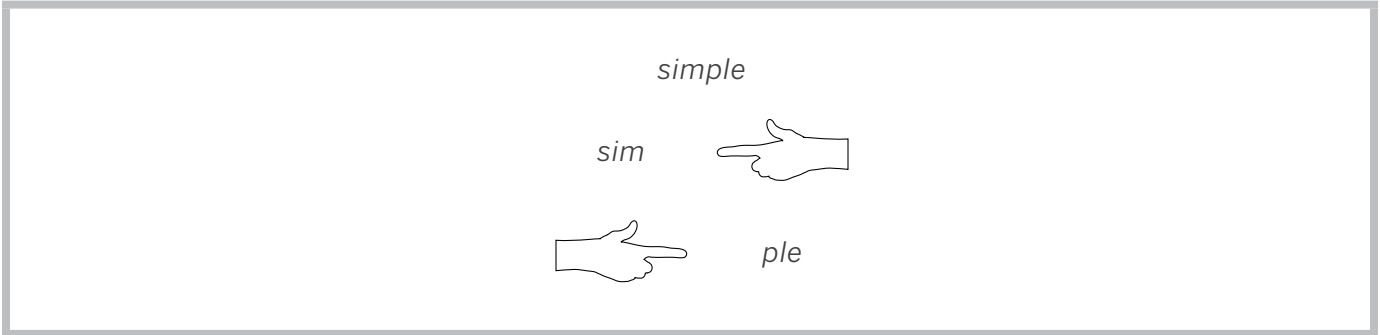
*ban · gle*

*twin · kle*

*sta · ble*

*cra · dle*

*tur · tle*



In the later part of Grade 2, students are introduced to syllables in which various spellings represent the schwa sound. English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound that linguists call a schwa. This happens in many English words. Spellings for the schwa sound include ‘a’, ‘e’, ‘al’, ‘il’, ‘el’ and ‘tion’. Chunking and decoding words that include the schwa sound can be quite challenging for many students.

- Syllables with a schwa sound are divided in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

*a · bout*

*de · pos · it*

*med · al*

*e · vil*

*nick · el*

*lo · tion*

As noted earlier, the Consonant–LE Syllable is actually a schwa syllable, but it is identified separately because of the way this spelling is chunked when dividing words into syllables.

- Finally, while students encountered some simple root words and affixes in Grade 1, they study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly throughout the entire year of Grade 3 instruction.

*pre · tend*

*non · sense*

*tri · cycle*

*re · peat*

*self · ish*

*sad · ness*

*help · less*

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten–Grade 3, with the ability to chunk multisyllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.



## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

### Skills 5

### Correlation—Teacher’s Guide

<p>(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:</p>		
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 to follow 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	
<p>(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:</p>		
<p>(A) demonstrate phonological awareness by:</p>		
TEKS 2.2.A.i	producing a series of rhyming words;	U5: p. 299
TEKS 2.2.A.ii	distinguishing between long and short vowel sounds in one-syllable and multi-syllable words	
TEKS 2.2.A.iii	recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and	
TEKS 2.2.A.iv	manipulating phonemes within base words	
<p>(B) demonstrate and apply phonetic knowledge by:</p>		
TEKS 2.2.B.i	decoding words with short, long, or variant vowels, trigraphs, and blends	U5: p. 9, U5: p. 13, U5: p. 19, U5: p. 22, U5: p. 30, U5: p. 33, U5: p. 41, U5: p. 46, U5: p. 59, U5: p. 62, U5: p. 68, U5: p. 71, U5: p. 73, U5: p. 78, U5: p. 81, U5: p. 97, U5: p. 99, U5: p. 137, U5: p. 139, U5: p. 142, U5: p. 145, U5: p. 154, U5: p. 156, U5: p. 157, U5: p. 174, U5: p. 183, U5: p. 201, U5: p. 203, U5: p. 216, U5: p. 220, U5: p. 226, U5: p. 230, U5: p. 235, U5: p. 239, U5: p. 251, U5: p. 254, U5: p. 261, U5: p. 265, U5: p. 270; U5: p. 273; U5: p. 277; U5: p. 280
TEKS 2.2.B.ii	decoding words with silent letters such as knife and gnat;	U5: p. 125, U5: p. 131
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;	U5: p. 30, U5: p. 33, U5: p. 107, U5: p. 111, U5: p. 125, U5: p. 135, U5: p. 142, U5: p. 145, U5: p. 216, U5: p. 223, U5: p. 235, U5: p. 239, U5: p. 261, U5: p. 264, U5: p. 270, U5: p. 271, U5: p. 274, U5: p. 277, U5: p. 282
TEKS 2.2.B.iv	decoding compound words, contractions, and common abbreviations	U5: p. 107, U5: p. 110
TEKS 2.2.B.v	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	U5: p. 19, U5: p. 22, U5: p. 30, U5: p. 33, U5: p. 59, U5: p. 62, U5: p. 68, U5: p. 71, U5: p. 97, U5: p. 102, U5: p. 125, U5: p. 131, U5: p. 137, U5: p. 139, U5: p. 142, U5: p. 145, U5: p. 154, U5: p. 156, U5: p. 163, U5: p. 167, U5: p. 174, U5: p. 176, U5: p. 207, U5: p. 212, U5: p. 216, U5: p. 220, U5: p. 226, U5: p. 230, U5: p. 235, U5: p. 239, U5: p. 261, U5: p. 265
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>	U5: p. 41, U5: p. 44, U5: p. 186, U5: p. 188, U5: p. 193, U5: p. 195, U5: p. 201, U5: p. 203

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Skills 5		Correlation—Teacher’s Guide
TEKS 2.2.B.vii	identifying and reading high-frequency words from a research-based list	U5: p. 235, U5: p. 241
<b>(C) demonstrate and apply spelling knowledge by:</b>		
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;	U5: p. 5, U5: p. 9, U5: p. 13, U5: p. 19, U5: p. 22, U5: p. 30, U5: p. 33, U5: p. 68, U5: p. 73, U5: p. 78, U5: p. 81, U5: p. 97, U5: p. 99, U5: p. 116, U5: p. 119, U5: p. 125, U5: p. 135, U5: p. 137, U5: p. 139, U5: p. 142, U5: p. 145, U5: p. 154, U5: p. 156, U5: p. 163, U5: p. 165, U5: p. 174, U5: p. 183, U5: p. 207, U5: p. 209, U5: p. 216, U5: p. 223, U5: p. 226, U5: p. 230, U5: p. 235, U5: p. 239, U5: p. 251, U5: p. 254, U5: p. 261, U5: p. 264, U5: p. 281
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;	
TEKS 2.2.C.iv	spelling multisyllabic words with multiple sound-spelling patterns;	U5: p. 5, U5: p. 9, U5: p. 13, U5: p. 19, U5: p. 22, U5: p. 30, U5: p. 33, U5: p. 59, U5: p. 61, U5: p. 78, U5: p. 81, U5: p. 97, U5: p. 99, U5: p. 125, U5: p. 129, U5: p. 137, U5: p. 139, U5: p. 142, U5: p. 145, U5: p. 154, U5: p. 156, U5: p. 216, U5: p. 223, U5: p. 226, U5: p. 230, U5: p. 235, U5: p. 239, U5: p. 251, U5: p. 254, U5: p. 261, U5: p. 264, U5: p. 281
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>	U5: p. 41, U4: p. 44, U5: p. 135, U5: p. 186, U5: p. 188, U5: p. 193, U5: p. 195, U5: p. 201, U5: p. 203, U5: p. 235, U5: p. 240
TEKS 2.2.D	alphabetize a series of words and use a dictionary or glossary to find words;	U5: p. 9, U5: p. 14, U5: p. 16, U5: p. 59, U5: p. 61, U5: p. 68, U5: p. 73, U5: p. 75, U5: p. 116, U5: p. 119, U5: p. 125, U5: p. 135, U5: p. 163, U5: p. 165, U5: p. 207, U5: p. 209, U5: p. 210, U5: p. 211, U5: p. 216, U5: p. 223, U5: p. 226, U5: p. 230, U5: p. 261, U5: p. 264, U5: p. 270, U5: p. 271, U5: p. 274, U5: p. 277, U5: p. 282
TEKS 2.2.E	develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters	
<b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary.</b> 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;	U5: p. 163, U5: p. 165
TEKS 2.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words	U5: p. 30, U5: p. 33, U5: p. 41, U5: p. 46, U5: p. 270, U5: p. 273
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>	U5: p. 41, U5: p. 44, U5: p. 163, U5: p. 167, U5: p. 174, U5: p. 176, U5: p. 186, U5: p. 188, U5: p. 193, U5: p. 195, U5: p. 201, U5: p. 203, U5: p. 207, U5: p. 210, U5: p. 211
TEKS 2.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	
<b>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency.</b> The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 2.4	The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	U5: p. 30, U5: p. 36, U5: p. 41, U5: p. 46, U5: p. 59, U5: p. 63, U5: p. 107, U5: p. 111, U5: p. 125, U5: p. 131, U5: p. 142, U5: p. 148, U5: p. 193, U5: p. 198, U5: p. 207, U5: p. 212, U5: p. 216, U5: p. 221, U5: p. 226, U5: p. 231, U5: p. 251, U5: p. 256

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

### Skills 5

### Correlation—Teacher’s Guide

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		
TEKS 2.5	self-select text and read independently for a sustained period of time.	
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS 2.6.A	establish purpose for reading assigned and self-selected texts;	U5: p. 107, U5: p. 111, U5: p. 125, U5: p. 131
TEKS 2.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information	U5: p. 97, U5: p. 102, U5: p. 104, U5: p. 163, U5: p. 168, U5: p. 170, U5: p. 226, U5: p. 231, U5: p. 261, U5: p. 266
TEKS 2.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures	U5: p. 30, U5: p. 36, U5: p. 59, U5: p. 63, U5: p. 163, U5: p. 168, U5: p. 226, U5: p. 231, U5: p. 277, U5: p. 283
TEKS 2.6.D	create mental images to deepen understanding	
TEKS 2.6.E	make connections to personal experiences, ideas in other texts, and society	
TEKS 2.6.F	make inferences and use evidence to support understanding	U5: p. 125, U5: p. 131, U5: p. 154, U5: p. 158, U5: p. 174, U5: p. 177, U5: p. 235, U5: p. 241
TEKS 2.6.G	evaluate details read to determine key ideas	U5: p. 78, U5: p. 89, U5: p. 277, U5: p. 283
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, asking questions, and annotating when understanding breaks down	U5: p. 30, U5: p. 36, U5: p. 41, U5: p. 46, U5: p. 107, U5: p. 111, U5: p. 270, U5: p. 271, U5: p. 273
(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	U5: p. 59, U5: p. 63, U5: p. 216, U5: p. 221
TEKS 2.7.C	use text evidence to support an appropriate response	U5: p. 41, U5: p. 46, U5: p. 142, U5: p. 148
TEKS 2.7.D	retell and paraphrase texts in ways that maintain meaning and logical order	U5: p. 107, U5: p. 111, U5: p. 142, U5: p. 148, U5: p. 163, U5: p. 168, U5: p. 193, U5: p. 198, U5: p. 216, U5: p. 221, U5: p. 251, U5: p. 256, U5: p. 261, U5: p. 266
TEKS 2.7.E	interact with sources in meaningful ways such as illustrating or writing	U5: p. 154, U5: p. 158, U5: p. 174, U5: p. 177, U5: p. 216, U5: p. 221
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	
TEKS 2.8.B	describe the main character’s (characters’) internal and external traits	U5: p. 19, U5: p. 25, U5: p. 28
TEKS 2.8.C	describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	U5: p. 30, U5: p. 36, U5: p. 59, U5: p. 63, U5: p. 97, U5: p. 102, U5: p. 163, U5: p. 168, U5: p. 174, U5: p. 177, U5: p. 193, U5: p. 198, U5: p. 207, U5: p. 208, U5: p. 212, U5: p. 226, U5: p. 231, U5: p. 261, U5: p. 266, U5: p. 270, U5: p. 273
TEKS 2.8.D	describe the importance of the setting	

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

### Skills 5

### Correlation—Teacher’s Guide

(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	the central idea and supporting evidence with adult assistance	
TEKS 2.9.E.ii	distinguishing facts from opinion	
TEKS 2.9.F	recognize characteristics of multimodal and digital texts	
(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:		
TEKS 2.10.A	discuss the author’s purpose for writing text	
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	U5: p. 19, U5: p. 25, U5: p. 174, U5: p. 177, U5: p. 179
TEKS 2.10.D	discuss the use of descriptive, literal, and figurative language	U5: p. 78, U5: p. 89, U5: p. 94
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	U5: p. 186, U5: p. 191, U5: p. 193, U5: 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	
TEKS 2.11.C	revise drafts by adding, deleting, or rearranging words, phrases or sentences	U5: p. 201, U5: p. 205, U5: p. 207, U5: p. 208, U5: p. 210, U5: p. 211
(D) edit drafts using standard English conventions, including:		
TEKS 2.11.D	edit drafts using standard English conventions, including:	

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

<b>Skills 5</b>		<b>Correlation—Teacher’s Guide</b>
TEKS 2.11.D.i	complete sentences with subject-verb agreement.	U5: p. 68, U5: p. 73, U5: p. 78, U5: p. 88, U5: p. 107, U5: p. 110, U5: p. 116, U5: p. 119, U5: p. 193, U5: p. 195, U5: p. 251, U5: p. 255, U5: p. 270, U5: p. 271, U5: p. 275
TEKS 2.11.D.ii	past, present, and future verb tense	U5: p. 97, U5: p. 102, U5: p. 154, U5: p. 157, U5: p. 193, U5: p. 195, U5: p. 201, U5: p. 203, U5: p. 204, U5: p. 235, U5: p. 240, U5: p. 270, U5: p. 271, U5: p. 275
TEKS 2.11.D.iii	singular, plural, common, and proper nouns	U5: p. 68, U5: p. 73, U5: p. 97, U5: p. 102, U5: p. 154, U5: p. 157, U5: p. 270, U5: p. 271, U5: p. 275
TEKS 2.11.D.iv	adjectives, including articles	U5: p. 9, U5: p. 14, U5: p. 30, U5: p. 35, U5: p. 41, U5: p. 44, U5: p. 68, U5: p. 73, U5: p. 78, U5: p. 89, U5: p. 97, U5: p. 102, U5: p. 154, U5: p. 157, U5: p. 158, U5: p. 270, U5: p. 271, U5: p. 275
TEKS 2.11.D.v	adverbs that convey time and adverbs that convey place;	
TEKS 2.11.D.vi	prepositions and prepositional phrases	U5: p. 207, U5: p. 210, U5: p. 211
TEKS 2.11.D.vii	pronouns, including subjective, objective, and possessive cases	U5: p. 201, U5: p. 205, U5: p. 235, U5: p. 240
TEKS 2.11.D.viii	coordinating conjunctions to form compound subjects and predicates	U5: p. 107, U5: p. 110, U5: p. 116, U5: p. 119
TEKS 2.11.D.ix	capitalization of months, days of the week, and the salutation and conclusion of a letter;	U5: p. 137, U5: p. 140, U5: p. 270, U5: p. 271, U5: p. 275
TEKS 2.11.D.x	end punctuation, apostrophes in contractions, and commas with items in a series and in dates;	U5: p. 107, U5: p. 110, U5: p. 137, U5: p. 140, U5: p. 201, U5: p. 205, U5: p. 207, U5: p. 211, U5: p. 270, U5: p. 271, U5: p. 275
TEKS 2.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;	U5: p. 201, U5: p. 205, U5: p. 207, U5: p. 211
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	U5: p. 201, U5: p. 205, U5: p. 207, U5: p. 208, U5: p. 211
TEKS 2.12.B	compose informational texts, including procedural texts and reports; and	
TEKS 2.12.C	compose correspondence such as thank you notes or letters	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 2.13.A	generate questions for formal and informal inquiry with adult assistance	
TEKS 2.13.B	develop and follow a research plan with adult assistance	
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.	



## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

### Skills 5

### Correlation—Teacher's Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	U5: p. 14, U5: p. 23, U5: p. 130, U5: p. 146
ELPS 1.D	speak using learning strategies such as requesting assistance, employing nonverbal 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	U5: p. 112
ELPS 1.F	use accessible language and learn new and essential language in the process	U5: p. 15, U5: p. 140
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	U5: p. 23
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 5		Correlation—Teacher’s Guide
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking note	U5: p. 95
<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	U5: p. 23
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
ELPS 3.E	share information in cooperative learning interactions	U5: p. 112
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	U5: p. 189
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	U5: p. 88
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

Skills 5		Correlation—Teacher’s Guide
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	U5: p. 102, U5: p. 232, U5: p. 256
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	U5: p. 23, U5: p. 146
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	U5: p. 37
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	U5: p. 134
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	U5: p. 37, U5: p. 102, U5: p. 158, U5: p. 232, U5: p. 256
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	U5: p. 28, U5: p. 39, U5: p. 48, U5: p. 151, U5: p. 171, U5: p. 214, U5: p. 221
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	U5: p. 28, U5: p. 39, U5: p. 48, U5: p. 151, U5: p. 171, U5: p. 214

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

Skills 5		Correlation—Teacher’s Guide
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	U5: p. 102
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	

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**Grade 2** | **Skills 5** | Teacher Guide

ISBN 9798894040431



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