

Unit 5

Teacher Guide

Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

GRADE 1





Unit 5

Teacher Guide

Skills Strand

GRADE 1

Core Knowledge Language Arts®



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Alignment Chart for Unit 5

The following chart demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Unit 5		Lesson																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Reading Standards for Literature: Grade 1																							
Key Ideas and Details																							
STD RL.1.1	Ask and answer questions about key details in a text.																						
CKLA Goal(s)	Ask and answer questions (e.g., <i>who, what, where, when</i>), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction text read independently	✓		✓		✓		✓	✓	✓		✓	✓	✓		✓		✓		✓	✓		
Craft and Structure																							
STD RL.1.6	Identify who is telling the story at various points in a text.																						
CKLA Goal(s)	Identify who is telling the story at various points in a fiction text read independently	✓				✓						✓	✓			✓					✓		
Integration of Knowledge and Ideas																							
STD RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.																						
CKLA Goal(s)	Talk about the illustrations and details from a fiction text read independently, to describe its characters, setting, or events																						
Range of Reading and Level of Text Complexity																							
STD RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for Grade 1.																						
CKLA Goal(s)	Read (with a partner or alone) and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught	✓		✓		✓	✓	✓	✓	✓		✓	✓	✓	✓		✓		✓	✓	✓	✓	
Print Concepts																							
STD RF.1.1	Demonstrate understanding of the organization and basic features of print.																						
STD RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).																						
CKLA Goal(s)	Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending punctuation)		✓		✓		✓					✓		✓	✓								

Lesson

Alignment Chart for Unit 5

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
STD RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).																						
STD RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.																						
CKLA Goal(s)	Orally produce single syllable words with various vowel and consonant sounds by blending the sounds				✓		✓																
STD RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.																						
CKLA Goal(s)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words	✓		✓	✓		✓	✓	✓			✓	✓	✓			✓				✓		
STD RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).																						
CKLA Goal(s)	Segment and blend phonemes to form one-syllable words		✓					✓															✓
Phonics and Word Recognition																							
STD RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.																						
STD RF.1.3b	Decode regularly spelled one-syllable words.																						
CKLA Goal(s)	Read and/or write one-syllable words that include the letter-sound correspondences taught	✓		✓	✓		✓	✓	✓			✓	✓	✓	✓		✓				✓		✓
STD RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.																						
CKLA Goal(s)	State that every syllable must have a vowel sound		✓					✓															✓
	Identify the number of syllables (i.e., vowel sounds, in spoken and written words)		✓					✓															✓
STD RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.																						
CKLA Goal(s)	Read and/or write two-syllable words composed of the following syllable types: closed syllables; magic 'e' syllables; vowel digraph syllables; r-controlled syllables		✓					✓															✓
STD RF.1.3f	Read words with inflectional endings.																						
CKLA Goal(s)	Read words with the following inflectional endings: plural nouns ending in <i>-s</i> or <i>-es</i> ; present-tense verbs ending in <i>-s</i> , <i>-es</i> , or <i>-ing</i> ; past-tense verbs ending in <i>-ed</i>	✓	✓	✓		✓					✓		✓	✓									

Lesson

Alignment Chart for Unit 5

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
STD RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.																							
CKLA Goal(s)	Read and/or write Tricky Words: <i>how, picture, stagecoach</i>	✓							✓	✓					✓						✓			
Fluency																								
STD RF.1.4	Read with sufficient accuracy and fluency to support comprehension.																							
STD RF.1.4a	Read grade-level text with purpose and understanding.																							
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences taught, with purpose and understanding	✓		✓		✓				✓	✓		✓	✓	✓			✓		✓		✓	✓	
STD RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.																							
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings								✓								✓					✓		
STD RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.																							
CKLA Goal(s)	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary	✓		✓		✓	✓			✓	✓		✓	✓	✓	✓		✓		✓	✓	✓	✓	
Additional CKLA Goals																								
CKLA Goal(s)	Read and write words in which 'g' > /g/ as in <i>got</i> or /j/ as in <i>gem</i>									✓	✓													
Writing Standards: Grade 1																								
Text Types and Purposes																								
STD W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.																							
CKLA Goal(s)	Plan, draft, and edit an opinion piece in which they introduce the topic or the name of the fiction or nonfiction/informational text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure																	✓	✓	✓	✓			

Alignment Chart for Unit 5

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Production and Distribution of Writing																								
STD W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.																							
CKLA Goal(s)	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed																							
STD W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.																							
CKLA Goal(s)	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers																							
Speaking and Listening Standards: Grade 1																								
Presentation of Knowledge and Ideas																								
STD SL.1.6	Produce complete sentences when appropriate to task and situation.																							
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation																							
Language Standards: Grade 1																								
Conventions of Standard English																								
STD L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																							
STD L.1.1a	Print all upper- and lowercase letters.																							
CKLA Goal(s)	Write from memory the letters of the alphabet accurately in upper- and lowercase form																							
STD L.1.1b	Use common, proper, and possessive nouns.																							
CKLA Goal(s)	Identify common and proper nouns																							
STD L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home</i> ; <i>Today I walk home</i> ; <i>Tomorrow I will walk home</i>).																							
CKLA Goal(s)	Use regular present-, past-, and/or future-tense verbs correctly orally and in own writing																							
STD L.1.1f	Use frequently occurring adjectives.																							
CKLA Goal(s)	Use adjectives orally and in own writing																							

Lesson

Alignment Chart for Unit 5

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
STD L.1.1i	Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i>).																							
CKLA Goal(s)	Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i>) orally and in writing																		✓	✓				✓
STD L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.																							
CKLA Goal(s)	Build simple and compound declarative, interrogative, and exclamatory sentences orally in response to prompts			✓		✓		✓				✓		✓	✓				✓	✓				✓
STD L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																							
STD L.1.2a	Capitalize dates and names of people.																							
CKLA Goal(s)	Capitalize dates and names of people			✓		✓					✓					✓						✓		
STD L.1.2b	Use end punctuation for sentences.																							
CKLA Goal(s)	Identify and use end punctuation, including periods, question marks, and exclamation points in writing			✓		✓																		✓
STD L.1.2c	Use commas in dates and to separate single words in a series.																							
CKLA Goal(s)	Use commas in dates and to separate single words in a series			✓		✓					✓					✓						✓		
STD L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.																							
CKLA Goal(s)	Spell and write one-syllable words using the letter-sound correspondences taught in Grade 1, using the Individual Code Chart as needed	✓				✓	✓				✓	✓				✓	✓					✓		
	Spell and write high-frequency Tricky Words	✓				✓	✓				✓	✓				✓	✓					✓		
STD L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.																							
CKLA Goal(s)	Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge (e.g., write <i>bote</i> for <i>boat</i> , <i>sum</i> for <i>some</i> , <i>hunee</i> for <i>honey</i> , etc.)																							

Lesson

Alignment Chart for Unit 5

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Vocabulary Acquisition and Use																								
STD L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.																							
STD L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.																							
CKLA Goal(s)	Use sentence-level context as a clue to the meaning of a word or phrase					✓							✓				✓						✓	
STD L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.																							
CKLA Goal(s)	Use frequently occurring affixes as a clue to the meaning of a word											✓	✓											
STD L.1.4c	Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>).																							
CKLA Goal(s)	Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>)	✓		✓		✓						✓	✓										✓	
STD L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).																							
CKLA Goal(s)	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>)																							
Additional CKLA Goals																								
	Orally produce sounds represented by spellings											✓										✓		

✓ These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.

Unit 5 Introduction

Week One				
Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Spelling: Introduce Spelling Words (15 min.)	Warm-Up: Segmenting and Blending Two-Syllable Words (5 min.)	Warm-Up: Sound Dictation (5 min.)	Reviewing the Sound: Sound Riddles for /k/ (5 min.)	Spelling Assessment (15 min.)
Grammar: Plural Nouns (15 min.)	Tricky Word: <i>how</i> (5 min.)	Reviewing the Sound: Sister Sounds /b/ and /p/ (10 min.)	Reviewing the Spelling Alternatives: Spellings for /k/ (30 min.)	Reviewing the Spelling Alternative: Spellings for /k/ & Root Words (20 min.)
Reviewing the Sound for /p/: Complete the Sentences (5 min.)	Grammar: Plural Nouns (25 min.)	Reviewing the Spelling Alternatives: Spellings for /b/ & Root Words (25 min.)	Small Group: "In the Cave" (25 min.)	Grammar: Statements and Questions (25 min.)
Reviewing the Spelling Alternatives: Spellings for /p/ (5 min.)	Whole Group Reading: "A Letter From Kate" (20 min.)	Grammar: Statements and Questions (20 min.)		
Concept Review: Root Words (20 min.)				
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 (Lesson 6)	Day 7 (Lesson 7)	Day 8 (Lesson 8)	Day 9 (Lesson 9)	Day 10 (Lesson 10)
Spelling: Introduce Spelling Words (15 min.)	Warm-Up: Segmenting & Blending Two-Syllable Words (5 min.)	Warm-Up: Tricky Word cards (5 min.)	Warm-Up: Plural Review (15 min.)	Spelling Assessment (15 min.)
Reviewing the Sound: Sound Riddles for /ch/ (5 min.)	Reviewing Spelling Alternatives: Spellings for /g/ (10 min.)	Introducing the Spelling Alternatives: Spellings for /j/ (30 min.)	Introducing the Tricky Spelling 'g' (30 min.)	Reviewing the Spellings: Spelling Tree Review & Baseball Game (25 min.)
Introducing the Spelling Alternatives: Spellings for /ch/ and Fill in the Blank (20 min.)	Grammar: Statements & Questions (20 min.)	Partner Reading: "You Never Can Tell" (25 min.)	Small Group: "The Offer" (25 min.)	Small Group: "The Campsite" (20 min.)
Small Group: "The Coin Shop" (20 min.)	Partner Reading: Reread "The Coin Shop" (25 min.)			
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three				
Day 11 (Lesson 11)	Day 12 (Lesson 12)	Day 13 (Lesson 13)	Day 14 (Lesson 14)	Day 15 (Lesson 15)
Spelling: Introduce Spelling Words (15 min.)	Warm-Up: The <i>-ed</i> Dance (5 min.)	Reviewing the Sound: Hearing Initial Sounds for /f/ (5 min.)	Warm-Up: Minimal Pairs /f/ and /v/ (5 min.)	Spelling Assessment (15 min.)
Reviewing the Sound: Tongue Twister for /t/ (5 min.)	Reviewing the Sound: Sister Sounds /t/ & /d/ (10 min.)	Reviewing the Spelling Alternatives: Spellings for /f/ (20 min.)	Introducing the Spelling Alternatives: Spellings for /v/ and Fill in the Blanks (20 min.)	Opinion Writing: Introduction (30 min.)
Reviewing the Spelling Alternatives: Spellings for /t/ (20 min.)	Reviewing the Spelling Alternatives: Spellings for /d/ (20 min.)	Grammar: Statements, Questions, and Exclamations (10 min.)	Grammar: Statements, Questions, and Exclamations (10 min.)	Partner Reading: Reread "The Hike" (15 min.)
Grammar: Statements, Questions, and Exclamations (20 min.)	Small Group: "Jack's Tale" (25 min.)	Small Group: "The Visit" (25 min.)	Tricky Words: Tricky Word Cards (5 min.)	
			Small Group: "The Hike" (20 min.)	
(60 min.)	(60 min.)	(60 min.)	(60 min.)	(60 min.)

Week Four				
Day 16 (Lesson 16)	Day 17 (Lesson 17)	Day 18 (Lesson 18)	Day 19 (Lesson 19)	Day 20 (Lesson 20)
Spelling: Introduce Spelling Words (10 min.)	Warm-Up: Spelling Tree Review (10 min.)	Warm-Up: Sound Dictation (10 min.)	Warm-Up: Sentence Building (10 min.)	Spelling Assessment (15 min.)
Reviewing and Introducing the Spelling Alternatives: The /r/ sound (25 min.)	Opinion Writing: Planning and Drafting Independently (30 min.)	Grammar: Sentence Building (15 min.)	Reviewing the Sound: Minimal Pairs for /r/ and /l/ (10 min.)	Break: Wiggle Cards (5 min.)
Opinion Writing: Planning & Drafting as a Class (25 min.)	Break: Wiggle Cards (5 min.)	Opinion Writing: Editing (35 min.)	Spelling Alternatives: Spellings for /l/ (20 min.)	Tricky Words: Tricky Word Review (5 min.)
	Small Group: "Bone Man" (20 min.)		Partner Reading: Reread "The Bone Man" (20 min.)	Grammar: Adjective Review (10 min.)
				Partner Reading: Reread "Two Good Things and One Bad Thing" (25 min.)
(60 min.)	(60 min.)	(60 min.)	(60 min.)	(60 min.)

Week Five	
Lesson 21	Lesson 22
Warm-Up: Sound Dictation (10 min.)	Assessment: Word Recognition & Grammar (40 min.)
Reviewing Two-Syllable Words (25 min.)	Partner Reading: "The Scoop" (20 min.)
Partner Reading: "The Big Dig" (25 min.)	
(60 min.)	(60 min.)

Spelling Alternatives

In this unit you will begin teaching the spelling alternatives that make up the advanced code. Up to this point, students have mostly been learning the basic code. That is, they have learned one way to write each of the sounds in English, with the exception of /zh/. Thus far, they have learned only a handful of spelling alternatives:

- the 'k' spelling for /k/ as in *kite* (an alternative for 'c' as in *cat*)
- the double-letter spellings for consonant sounds ('ff' as in *stuff*, 'll' as in *bell*, 'ss' as in *dress*, 'ck' as in *black*, etc.)
- the 's' spelling for /z/ as in *is* and *dogs*
- the 'ed' spelling as a past-tense marker for /d/ as in *filled* and for /t/ as in *asked*

There are many more spelling alternatives to learn. In this unit and the next, we focus on spelling alternatives for consonant sounds. These are less numerous and also less frequently used than the spelling alternatives for vowel sounds, which will be addressed later in the CKLA sequence.

Note that the sounds have been organized and sequenced according to place of articulation so that sister sounds like /p/ and /b/ are taught on consecutive days. The unvoiced sound is taught first and the voiced sound is taught the following day. These groupings may be helpful because /p/ is the sound students are mostly likely to confuse with /b/, and vice versa. In some cases, sister sounds actually share spellings. For example, 'ed' is a spelling for both /d/ and /t/.

Here are the sounds and spellings that are either reviewed or introduced in this unit:

- /p/ spelled 'p' and 'pp' (review)
- /b/ spelled 'b' and 'bb' (review)
- /k/ spelled 'c', 'k', 'cc', and 'ck' (review)
- /g/ spelled 'g' and 'gg' (review)
- /ch/ spelled 'ch' (review) and **'tch' (new)**
- /j/ spelled 'j' (review), **'g', 'ge' (new)**
- /t/ spelled 't', 'tt', 'ed' (review)
- /d/ spelled 'd', 'dd', 'ed' (review)
- /f/ spelled 'f' and 'ff' (review)
- /v/ spelled 'v' (review) and **'ve' (new)**
- /r/ spelled 'r' (review) and **'wr' (new)**
- /l/ spelled 'l' and 'll' (review)

The majority of the spellings covered in this unit are review items. For example, we review consonant sounds that can be written with single- or double-letter spellings.

There is relatively little new code knowledge taught in this unit. That is deliberate. The hope is that this unit and the next one will give students a chance to ease into the world of spelling alternatives while they consolidate their knowledge of the basic code and have an opportunity to practice reading two-syllable words.

The Spelling Alternatives Lesson

Beginning in this unit and continuing until the end of the year, you will frequently teach what in CKLA is called the Spelling Alternatives Lesson. Each Spelling Alternatives Lesson begins with a note to the teacher. This note is meant to give you some background knowledge concerning the sound of the day and its spellings. A chart shows you which spellings for this sound are most common, and a list of bullet points identifies some common spelling patterns for the sound. The bulleted information is primarily for your information; there is no expectation that you will convey all of it to students. You might offer little bits of it, if and when occasions present themselves.

The first exercise in the lesson is usually an oral language exercise that involves hearing and saying the sound of the day. After students have had a chance to hear and say the sound, you will (1) review the basic code spelling, (2) review any spelling alternatives introduced previously, and (3) introduce any new spelling alternatives.

Once you have introduced the spelling alternatives, you will ask students to do a word sort. Many of these word sorts take the form of Spelling Trees for each sound. The Spelling Trees are fantastic visual representations of the power bars for each spelling, as each branch represents a spelling for that sound and the length of each branch represents the frequency of that spelling. The words to be sorted will all contain the sound of the day, but some will have it spelled one way, and some will have it spelled another way. The students' task is to sort the words according to the spelling used for the target sound, and copy the words under the correct headings. During Spelling Tree activities, students will place word leaves on the correct branches of the Spelling Trees.

These sorting and copying exercises are powerful mechanisms for teaching spelling. Research has shown that copying a word by hand is one of the most effective ways—possibly the single most effective way—to learn to spell the word. The muscle movement involved in writing letters helps children remember the spelling. The sorting of words into spelling groups is also very helpful, as it helps students get a sense of which spellings are most common and also which ones are used in which situations. Most synthetic phonics programs that use these exercises report excellent performance on standardized spelling assessments.

Rules and Patterns Related to Spelling Alternatives

The note at the beginning of each Spelling Alternatives Lesson identifies some spelling patterns associated with a particular sound or sounds. It might state that a spelling is typically used, for example, at the beginning or end of a word, in two-syllable words, or after certain sounds. It is especially important that you as a teacher be aware of this predictable structure of the English language, though it is certainly not necessary for you to explicitly point out all of these patterns to students.

In addition, you should be familiar with the following guidelines and resulting spelling alternatives associated with the formation of plural nouns and root word changes when certain suffixes are added.

Formation of Plural Nouns

In this unit, you will explicitly introduce forming plural endings. Plural endings follow the same patterns as past-tense endings. The pronunciation varies from word to word in a predictable way, although most of us are not consciously aware of the pattern.

The ending *-s* is often used to indicate more than one of something (*nuts*, *dogs*). However, some words make plurals with *-es* (*dresses*, *blouses*). The ending 's' is generally pronounced as voiceless /s/ when it follows a voiceless sound as in *ships*, *hats*, *trucks*, *cuffs*, and *baths*. It is generally pronounced as voiced /z/ when it follows a voiced sound in *dogs*, *globs*, *beds*, *hens*, *shelves*, *bars*, *stings*, and *drums*. The ending *-es* is pronounced /ez/ and follows the sounds /sh/, /zh/, /j/, /s/, /z/, and /x/, as in *dishes*, *beaches*, *bridges*, *prizes*, *houses*, and *foxes*. Note that the addition of the plural marker *-es* turns a one-syllable word into a two-syllable word.

Irregular plural nouns, such as *children* and *men*, will not be taught in this unit. The emphasis for Unit 5 is to explicitly teach and help children to recognize the spelling pattern for regular plural nouns. Students are taught that if a word ends in 'sh', 'ch', 's', or 'x', they will add 'es' to make the word plural.

Root Word Spelling Changes When a Suffix is Added

We also explicitly teach patterns for root words and spelling changes. The rule of doubling-consonant spellings is explained and illustrated as a pattern, making it easier to understand. You will teach students that if there is a short vowel word that ends in a single consonant, it will change to a double-letter spelling. For example, *chip* changes to *chipping* and *chipped*, *hug* turns to *hugging* and *hugged*, *rub* turns to *rubbing* and *rubbed*, and *mop* turns to *mopping* and *mopped*. Students will also see that there are words that do not follow this pattern due to the number of ending consonant sounds or type of vowel sound, such as in these examples: *hunt* > *hunted*, *cloud* > *clouded*, or *pinch* > *pinched*.

Along with these explicit lessons, students will practice reading these highly patterned English spellings on a regular basis. Readers are exposed to many

of the patterns as they read printed material and work with printed words. Students will not yet be taught how to add the suffix *-ing* to words with the magic ‘e’, such as *page* > *paging*.

When reading double-letter spellings for consonant sounds, you will find that most students will decode and read these words with ease; the challenge that students face occurs when they are spelling and writing words with suffixes. As students do word sorts and copy words containing the various spellings, as they hear the teacher say phrases like, “You spell the /p/ in *hopping* ‘pp’,” as they read the stories in the Readers, and as they process environmental print, they will begin to develop a better sense of which spellings to use when they are writing.

Tricky Spellings

As new spellings are introduced, some complexity is added to the reading process. Some of the spelling units that students have to process are ambiguous in the sense that they can stand for more than one sound. We call these ambiguous spellings “tricky spellings.” This concept is not entirely new. You taught the tricky spelling ‘oo’ in Unit 3, and students have also been reading words with the tricky spelling ‘s’, which can be pronounced /s/ or /z/.

The letter ‘g’ is a spelling that becomes “tricky” in this unit. Up to this point, students have only been asked to read words where ‘g’ is pronounced /g/. In this unit, students learn ‘g’ as a spelling for the /j/ sound as in *gem* and *germ*. This means that ‘g’ can be pronounced two ways. When students come across an unfamiliar word with a ‘g’ in it, they may need to “try it both ways” to determine the correct pronunciation. One way to talk about this is to say that there are two choices when they see the letter ‘g’. The first and more likely choice is /g/; the second choice, if the first one does not sound right, or does not make sense in context, is /j/.

After we introduce ‘g’ as a spelling for /j/, we include a tricky spelling exercise in which students are given structured practice pronouncing the tricky spelling both ways to determine the actual pronunciation of a word. For example, we might ask them to read a sentence like this: *One thing that can make us sick is germs.*

Students are asked to “try it both ways”: Is it /g/ /er/ /m/ /z/ or /j/ /er/ /m/ /z/? As they work to answer that question, students should be encouraged to make use of the surrounding context. Context clues have been oversold and emphasized too soon in much “whole language” reading instruction, but here is a case where the student really should use context and his or her knowledge of oral language to help determine the pronunciation. The word *sick* is an important clue that the pronunciation here is /j/ /er/ /m/ /z/, not /g/ /er/ /m/ /z/. This, however, will only help if the student has heard the word *germs* spoken and has a rough sense of what germs are. This is one of the reasons why CKLA places so much emphasis on oral language development.

Warm-Ups

In some of the Warm-Ups for Unit 5, you will ask students to continue practice from Unit 4 in orally segmenting and blending two-syllable words. For the last two words in these Warm-Ups, you will write the spellings on the board for students to practice reading.

In another frequent type of Warm-Up in this unit, you will dictate a variety of consonant sounds that have more than one possible spelling. Students will write the spellings and thus review and practice the letter-sound correspondences for consonant sounds.

Grammar

Students will learn about and practice changing nouns from singular to plural, as well as the way some root words change when adding the suffixes *-ing* and *-ed*. They will review nouns and verbs, including the identification and formation of present, past, and future tense.

Additional grammar topics covered in this unit are sentence types, parts of sentences, and sentence building. Students will practice identifying and creating statements, questions, and exclamations, both orally and in writing. They will also practice creating longer sentences.

Tricky Words

In this unit you will introduce the Tricky Words *how*, *picture*, and *stagecoach*. The vowel sound in *how* is tricky because the /ou/ sound is spelled 'ow'. In the word *picture*, the letters 'ture' constitute the tricky part. They are pronounced /cher/. The word *stagecoach* is introduced as a Tricky Word because it is used in one of the stories in the Reader. The tricky part is the vowel sound /oe/ spelled 'oa'. Please add the words *how*, *picture*, and *stagecoach* to your Tricky Word wall.

Decodable Reader: *Kate's Book*

The Reader for this unit is called *Kate's Book*. It follows a girl named Kate who has various adventures during her summer vacation and eventually writes a book about them. The premise is that students are reading the book that Kate wrote, which her grandmother also illustrated. At the end of the Reader, students are invited to write to Kate, c/o the Core Knowledge Foundation. Note that there is no Big Book for this unit. If you feel that you need to demonstrate the stories to students, you can do one of the following: (1) use the Media Disk for this Reader; (2) copy the stories onto transparencies and project them; or (3) read from the Reader and let students follow along.

You should continue to observe student performance, monitoring as many individual students or reading groups as possible. Each story is accompanied by a set of discussion questions in the Teacher Guide. Please discuss these questions with students orally, and encourage them to answer in complete sentences.

The stories in this Reader are a bit longer, on average, than the stories in the previous Reader. We have also begun increasing the amount of text associated with each picture. For students who require focused attention on decoding, we recommend that you have those students read the same story (or stories) repeatedly. Repeated reading has been shown to improve fluency. In some cases, it might also be useful to read the stories aloud to these students before they read them on their own. With this differentiated instruction, you will be able to keep the class working together and give students who are slower at decoding the kind of practice they need.

Story Questions Worksheets

Story Questions Worksheets are included for each story in the Reader. Some of the worksheets contain questions; others contain illustrations from the Reader. Students are asked to read the questions on the worksheet and answer in complete sentences. Because students have now learned one spelling for every sound in English, with the exception of /zh/, they should be able to produce a phonemically plausible spelling for any word in their oral vocabulary. It therefore makes sense to begin giving frequent writing assignments.

It is premature to expect or require dictionary-correct spelling. What you can, and should, expect is that the student will write down a plausible representation of each sound in the word he or she is trying to write. You should expect that he or she will write each sound with one of the spellings you have taught for that sound. Keep in mind, however, that just because students know that some words have /r/ spelled 'wr' does not mean they know that a particular word has that spelling. Students need to read a lot of words before they can be asked to spell most words correctly. When assessing student performance, we encourage you to accept all phonetically plausible spellings without correction.

Writing

In this unit, we continue formal instruction in the writing process by asking students to write a letter to Kate, expressing their personal opinion about their favorite parts of her book. Students will be encouraged to give reasons substantiating why a certain part is their favorite, citing examples from the text. All writing activities are presented in carefully scaffolded steps, modeled first by the teacher with the group, followed by additional student practice, with a gradual release of responsibility so that students learn how to plan, draft, and edit pieces of writing.

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

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

Here are some ideas that other teachers have used successfully in creating student portfolios:

- Allow each student to decorate a plain manila file folder. You keep the folders in a safe spot. Each time students write, you can file their work in their folder.
- Create a 3-ring binder for each child. Their writing can then be hole-punched and placed in the notebook.
- If your school has a binder machine, you can bind a large number of white sheets of copy paper. Bind a piece of construction paper to the front, and allow students to decorate it.
- Consult with other teachers in your school to see if there are other ideas that might work well for your class.

Assessment

There are multiple opportunities for formal and informal assessment throughout Unit 5. Weekly spelling lists and assessments are included in Unit 5. The spelling list words are made up of various letter-sound correspondences that have already been presented and taught for decoding purposes. Requiring students to practice and spell words with these same letter-sound correspondences provides additional reinforcement.

Student Workbooks include Take-Home letters with the list of words to be practiced in preparation for the end-of-week assessment. It is important to note that encoding (spelling) poses a far greater challenge for students than decoding (reading) the same letter-sound correspondences, so practice at home is important.

The Teacher Guide also includes a useful Spelling Analysis sheet for each test. Careful examination of students’ errors may provide insight for planning remediation of both decoding and encoding skills.

In addition, please continue to make systematic use of the Anecdotal Reading Record to make notes as you listen to each student read aloud. It is important to listen to each student read once or twice each week so that you can monitor progress.

There is also an End-of-Unit Assessment. This assessment assesses the sound-spellings and grammar taught in the unit. There is an analysis sheet provided to guide you in determining next steps for students based on their assessment results. If students struggle on these assessments, you may need to spend a few days reviewing before moving on, using the Pausing Point and/or the *Assessment and Remediation Guide*.

Additional Materials for Unit 5

Some additional materials are needed for specific lessons of Unit 5. These materials are always listed in the At a Glance chart at the beginning of each lesson. For your convenience, a complete list of additional materials is included here:

- Blank index cards (3 per student)
- Blank yellow index cards for Tricky Word wall (3)
- Chart paper
- Yellow, green, and brown paper for the Spelling Trees in Lessons 4, 8, and 16
- Transparent, plastic page protectors, starting in Lesson 6 (1 per student)

Pausing Point

The exercises in the Pausing Point are a resource for you to use throughout the unit. They offer a variety of opportunities to practice the material covered in Unit 5. The exercises can be used to differentiate your instruction. In addition to spending some time on the Pausing Point after your class has completed the entire unit, you can use the exercises as substitutions or extensions for exercises in a given lesson to reinforce one or more objectives. In the lessons you will find references to relevant objectives in the Pausing Point.

It is important to note that the material in the Pausing Point, such as word lists and chains, contains all of the spellings taught in the unit. If you decide to use an exercise from the Pausing Point before you have reached the end of the unit, be sure to use chains and words that are decodable at the point at which you are in the unit. Decodable words, chains, phrases, and sentences are listed at the end of the spelling alternatives lessons in Unit 5.

Assessment and Remediation Guide

A separate publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found online at <http://www.coreknowledge.org/AR-G1-U5>. Refer to this URL for additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.

Lesson 1

✓ Objectives

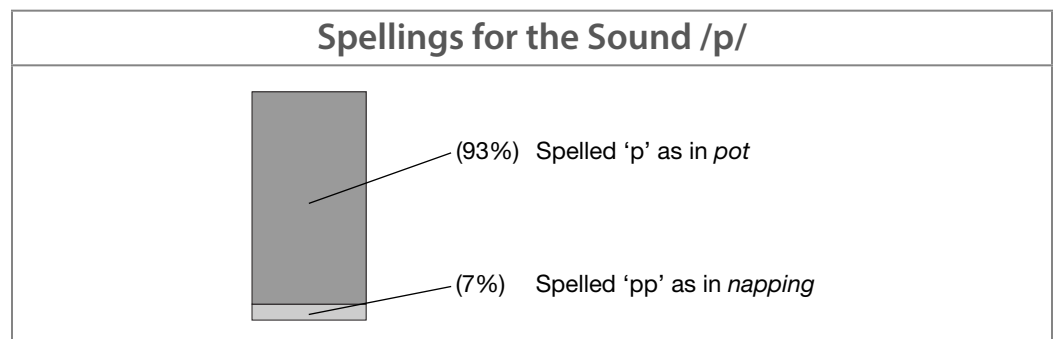
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words (RF.1.2c)
- ✓ Read words spelled with 'p' and 'pp' as /p/ (RF.1.3b)
- ✓ Read one- and two-syllable words and then write each word in the sentence where it fits best (RF.1.3b, RF.1.3e)
- ✓ Read words with the following inflectional endings: plural nouns ending in *-s* or *-es* (RF.1.3f)
- ✓ Read words with the following inflectional endings: present-tense verbs ending in *-ing* and past-tense verbs ending in *-ed* (RF.1.3f)
- ✓ Spell and write one-syllable words using letter-sound correspondences taught in Grade 1 for a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words for a weekly spelling assessment (L.1.2d)
- ✓ Identify frequently occurring root words and their inflectional forms (L.1.4c)

At a Glance	Exercise	Materials	Minutes
Spelling	Introduce Spelling Words	Worksheet 1.1	15
Grammar	Plural Nouns	Worksheet 1.2	15
Reviewing the Sound	Complete the Sentences		5
Reviewing the Spelling Alternative	Spellings for /p/	Consonant Code Flip Book	5
Concept Review	Root Words	Worksheet 1.3	20
Take-Home Material	Spelling Words	Worksheet 1.1	*

Note to Teacher

Today you will review the major spellings for the /p/ sound: the basic code spelling 'p' as in *pot* and the spelling alternative 'pp' as in *napping*. The chart below shows how common each spelling is.



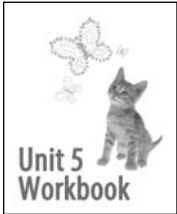
Here are some patterns for you to be aware of:

- ‘**p**’ is the most common spelling for /p/. It is used in most situations, including initial and final position, in the initial consonant clusters *pl-*, *pr-*, *sp-*, and *spl-* (*plus*, *price*, *spill*, *splash*), in the final consonant clusters *-pt*, *-pth*, *-lp*, *-mp*, and *-sp* (*swept*, *depth*, *gulp*, *swamp*, *lisp*), and with separated digraphs (*tape*, *stripe*).
- ‘**pp**’ is never used in initial position and is not used in many one-syllable words. It is used mainly in doubling situations of the sort described in the introduction to this unit (*drip* > *dripping*) and after a short vowel in other multi-syllable words (*copper*, *guppy*, *apple*).

Spelling

15 minutes

Introduce Spelling Words



Worksheet 1.1

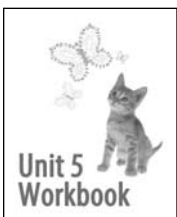
- Remind students that they will have a list of spelling words to practice and learn each week.
- Tell students that the words include r-controlled vowel spellings, as well as one Tricky Word they have already learned to read.
- Read and write each spelling word, and have students repeat the word after you.
- The words for the week are:

r-controlled vowels			Tricky Word
‘er’ > /er/	‘ar’ > /ar/	‘or’ > /or/	
herd	barns	horn	said
verb	park	porch	
		short	

Grammar

15 minutes

Plural Nouns



Worksheet 1.2

- Ask students to tell you the part of speech that names people, places, or things. (nouns)
- Explain that many times, nouns can be counted.
- Count the following items up to four, using your fingers, and have students repeat after you.

1. one cat, two cats, three cats, four cats
2. one dog, two dogs, three dogs, four dogs
3. one chick, two chicks, three chicks, four chicks

- Point out that when you counted to two, three, and four, the words changed. Write each of the words on the board, explaining that, for example, *cat* became *cats*, *dog* became *dogs*, and *chick* became *chicks*. Point out that the letter 's' added to the end of a noun signals that there is more than one of something.
- Explain that these words became plural nouns (i.e., nouns designating more than one of something, when the letter 's' was added).
- Next, explain that you will say a noun and hold up your fingers to indicate how many there are.
- Tell students to say the number and then the plural form of the noun. For example, say *cat* and hold up four fingers. The students should say four *cats*. Then write the word *cats* on the board underlining the letter 's'.
- Repeat with the remaining nouns and numbers.

1. cake	2 (two cakes)
2. hat	1 (one hat)
3. ship	2 (two ships)
4. thing	1 (one thing)
5. cook	5 (five cooks)
6. fork	6 (six forks)
7. street	4 (four streets)

- Distribute Worksheet 1.2, and review the directions. Tell students that they should write the words as plural nouns if the picture shows more than one thing.
- Complete the first item as a class, and then ask students to complete the remainder of the worksheet independently.

Reviewing the Sound

5 minutes

Complete the Sentence

- Tell students that today they are going to review the /p/ sound as in *pig*.
- Have students say the /p/ sound several times.
- Ask students whether /p/ is a vowel sound or a consonant sound. (It is a consonant sound, made with the mouth closed and an obstructed airflow.)
- Tell students that you are going to say some incomplete sentences, each of which is missing its last word. Explain that the missing words begin with the sound /p/.
- Read the first sentence, and have students raise their hands if they think they know the missing word.

For an extra challenge, after completing several of the examples below, ask students to think of words with the sound /p/ and then come up with incomplete sentences that are missing a word that contains the sound /p/ for their classmates to complete.

- Work through the remaining sentences.

1. A baby dog is called a _____. (puppy)
2. An animal that says, “oink, oink,” is a _____. (pig)
3. We write on sheets of _____. (paper)
4. If you mix the colors red and white, you get the color _____. (pink)
5. A round, flat breakfast food that some people pour syrup on is a _____. (pancake)
6. On my legs, I wear _____. (pants)
7. A frozen dessert that is served on a stick is a _____. (popsicle)

Reviewing the Spelling Alternatives

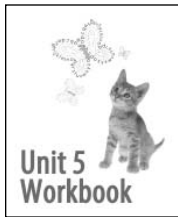
5 minutes

Spellings for /p/

- Tell students that you will review the basic code spelling for /p/.
- Turn to **Consonant Code Flip Book page 1**. Point to the ‘p’ and ask students to name the letter. Read the word *pot*, and remind students that ‘p’ can be used to spell /p/ in English words.
- Remind students that /p/ is a consonant sound that is written in red on the Spelling Card because when we say consonant sounds, parts of our mouth touch or are closed, blocking or “stopping” some of the air.
- Point to the power bar under the ‘p’ and ask students what the bar means. (It means that ‘p’ is a very common spelling for /p/.)
- Write ‘p’ on the board, along with the two sample words listed in the box below.
- Ask students to tell you another spelling for /p/ that they have learned.
- Repeat the previous steps, reviewing with students the sample word and the power bar on the Spelling Card.
- Write ‘pp’ on the board, along with the two sample words listed below.

1. p: *pond, up*
2. pp: *happ•en, clapp•ing*

- Remind students that ‘p’ is the most common spelling for /p/.



Worksheet 1.3



Root Words

- Remind students that in Unit 4, they practiced reading and writing two-syllable words. Some of the two-syllable words they read had a root word with an ending added to it, such as *-ing* and *-ed*. Explain that word endings are also called *suffixes*.
- Draw a flower on the board, along with roots. Point to the roots of the flower and explain that the roots stay in the ground and help to keep the flower in one place.
- Label the roots of a flower with the word *stop*. Explain that *stop* is a root word.
- Tell students that next to the petals of the flower, you will now write the root word *stop* with different suffixes.
- Write *stopping* by one of the flower petals. Ask students to use the word *stopping* in a sentence. Besides the suffix *-ing*, ask students whether they notice any other difference between the root word and *stopping*. Point out that the letter ‘p’ at the end of *stop* is doubled when the suffix is added.
- Next, write *stopped* by another flower petal, asking students to use the word in a sentence. Again ask whether they notice any differences with the root word besides the suffix *-ed*.
- Draw another flower with roots, and repeat the process with the words *tap*, *tapped*, *tapping*.
- Repeat the process again with the words *mop*, *mopped*, *mopping*.
- Ask if students see a pattern. If they do not see the pattern, underline the double-letter spellings, and explain that the final consonant letter in each root word was doubled when a suffix was added.
- Explain that when you add a suffix to a one-syllable root word *with a short vowel sound followed by a single consonant*, you double the consonant before adding the suffix.
- Return to each of the root words to verify that this is the case, For example, ask students, “How many syllables is the root word *stop*?” (One; you may clap to show it is one-syllable.) Ask students, “Does *stop* have a short vowel sound?” (Circle the ‘o’ and say the /o/ sound to show it is a short vowel sound.) Ask, “Does *stop* end in a single consonant?” (yes)
- Tell students that because *stop* is a one-syllable word with a short vowel sound and a single consonant ending, the final consonant is doubled when adding *-ing* or *-ed*.
- Verify *tap* and *mop* in the same way.
- Distribute Worksheet 1.3. Remind students to write the date beneath their names on the worksheet. Complete the worksheet together as a class.

- Review first the completed example using the root word *sip*.
- Read the first word in the column, *sip*, carefully explaining the shift in the spelling.
- Have students look at the word *sip* and tell you how many syllables it has. (Remind students that one-syllable words have one vowel sound.)
- Confirm that the word *sip* has one syllable. Have students look to see if it has a short vowel in it and if it ends in a single consonant. (Yes, the ‘i’ in *sip* is a short vowel. Yes, ‘p’ is a single consonant.)
- Because *sip* is a one-syllable word that has a short vowel sound and ends in a single consonant, we add an extra ‘p’ before adding the suffix *-ing* to *sip*. *Sip* turns to *sipping*.”
- Write *sipping* in the next column. Circle the double consonant spelling, and underline the suffix *-ing*.
- Complete the next items as a class, reviewing the pattern as you go along.
- When you work on the words *stamp* and *jump*, be sure to point out that even though each of these words is one syllable with a short vowel, they do not end in a single consonant. Instead, two consonants—‘mp’—follow the short vowel sound. The final consonant is therefore not doubled.

Take-Home Material

Spelling Words

- Have students take home Worksheet 1.1 to practice their spelling words with a family member.

Lesson 2

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions, orally and in writing, about “A Letter From Kate,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Identify who is telling the story at various points in “A Letter From Kate” (RL.1.6)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Segment two-syllable words into individual sounds and/or syllables (RF.1.2d)
- ✓ State that every syllable must have a vowel sound (RF.1.3d)
- ✓ Identify the number of syllables (i.e., vowel sounds, in spoken and written words) (RF.1.3d)
- ✓ Read and/or write two-syllable words composed of two closed syllables, magic ‘e’ syllables, and/or r-controlled syllables (RF.1.3e)
- ✓ Read words with the following inflectional endings: plural nouns ending in –s or –es (RF.1.3f)
- ✓ Read and/or write tricky word *how* (RF.1.3g)
- ✓ Read and understand decodable text in the story “A Letter From Kate” that incorporates the letter-sound correspondences taught in one and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Segmenting and Blending Two-Syllable Words		10
Tricky Words	Tricky Word Card	yellow index card for Tricky Word <i>how</i> ; one blank index card per student	5
Grammar	Plural Nouns	Worksheet 2.1	25
Reading Time	Whole Group Reading: “A Letter From Kate”	<i>Kate’s Book</i> ; Worksheet 2.2; U.S. map (optional)	20

Advance Preparation

On a yellow index card, write the Tricky Word *how*. After reviewing the word with students, you may tape the card to the Tricky Word wall. Each student will need one blank index card for recording the Tricky Word for today’s lesson.

Segmenting and Blending Two-Syllable Words

Note: For these oral segmenting and blending Warm-Ups, continue to review the different types of two-syllable words students learned in Unit 4: compound words, root words with suffixes, and other types of two-syllable words in which the individual syllables cannot stand alone as separate words.

In the exercise below, the last two words have been marked with an *. For these words, ask students to segment each syllable and tell you how to spell the word, syllable by syllable, so you can write the word on the board.

- Look at each word in the box below, and notice where they are marked with a syllable divider.
- Say the first word, *weekday*, and ask students to tell you how many syllables there are. Remind students that every syllable has a vowel sound; clap the number of syllables, if necessary. Point out that this two-syllable word is a compound word (i.e., a word made up of two separate, single-syllable words). In this case, *week* and *day* are two separate words that make up the word *weekday*.
- Repeat the word *weekday*, pausing slightly between the syllables.
- Now say the first syllable in a segmented fashion, marking each sound with a finger tap, beginning with a thumb-forefinger tap (/w/ /ee/ /k/).
- Say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/d/ /ae/).
- Say the blended word while making a fist.
- Have students repeat the entire segmenting and blending process after you.
- Continue this process with the remaining words. Point out whether the word is a compound word, a root word with a suffix, or a word where the individual syllables cannot stand alone as separate words.



- | | | |
|--------------|-------|----------------------------|
| 1. week•day | (3+2) | /w/ /ee/ /k/ • /d/ /ae/ |
| 2. mail•man | (3+3) | /m/ /ae/ /l/ • /m/ /a/ /n/ |
| 3. four•teen | (2+3) | /f/ /or/ • /t/ /ee/ /n/ |
| 4. *car•pet | (2+3) | /k/ /ar/ • /p/ /e/ /t/ |
| 5. *pan•cake | (3+3) | /p/ /a/ /n/ • /k/ /ae/ /k/ |

*Have students provide the spellings for these words, syllable by syllable, as you write the words on the board.

Tricky Word Card

Tricky Word How

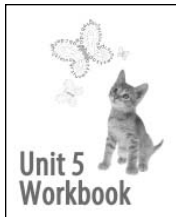
Alternatively, you can ask students how they would spell the word *how*. They will probably come up with the spelling *hou*. Explain that in this word the sound /ou/ is spelled 'ow' instead of 'ou', just like in the Tricky Word *down*.

Please see the Pausing Point for students needing additional help with Tricky Words. Additional exercises may also be found in the Unit 5 *Assessment and Remediation Guide*.

- Write the Tricky Word *how* on the board, and ask students how they would pronounce it by blending. (They might say something like /h/ /o/ /w/.)
- Explain that we actually pronounce this word /h/ /ou/ as in, “How old are you?”
- Circle the letter ‘h’ and explain that it is pronounced just as one would expect, as /h/.
- Underline the letters ‘o’ and ‘w’, and explain that they are the tricky part of the word. The ‘o’ and ‘w’ stand for the /ou/ sound.
- Tell students that when reading *how*, they have to remember to pronounce the letters ‘o’ and ‘w’ as /ou/.
- Tell students that when writing *how*, they have to remember to spell the /ou/ sound with the letters ‘o’ and ‘w’. Have students copy the word on an index card, underline the tricky part of the word, and place the card in their Tricky Word envelope or plastic bag.

Grammar

Plural Nouns



Worksheet 2.1

Remind students that they can feel buzzy sounds vibrate by placing their fingertips on their voice boxes as they pronounce the words.

- Remind students that in the last lesson, they practiced changing a singular noun that names just one thing to a plural noun that names more than one thing.
- Tell students that a noun that names one thing is called a singular noun. Ask students to provide an example of a singular noun, or a noun that names just one thing.
- Tell students that they will now practice changing singular nouns to plural nouns.
- Hold up a pen, and write the word *pen* on the board. Ask students how many objects you are holding up. (one) Hold up two pens, and ask students how many you are holding up now. (two) Ask students how they would say the word to mean “more than one pen.” (*pens*) Ask students how to spell the word *pens*, as you write on the board and call attention to the addition of the letter ‘s’. Point out that the ‘s’ in this plural noun is not pronounced /s/. The ‘s’ in *pens* has the buzzy sound /z/.
- Repeat with other nouns, writing both the singular and plural forms on the board: *pal*, *finger*, *dog*, *marker*, *tablet*. Point out the addition of an ‘s’ to each singular noun to make a plural noun.

- Now write the word *dish* on the board. Ask students if this is a singular noun that names one thing or a plural noun that names more than one thing. (singular noun)
- Tell students that you want to make this word plural. Add 's' to the word. Have students try to say the word in its plural form with just an 's' at the end. Ask if it sounds correct to say /d/ /i/ /sh/ /s/. (no) Have them listen carefully as you say the word correctly: /d/ /i/ /sh/ /es/.
- Explain that it is sometimes necessary to add 'es' to the end of a word, instead of just 's', to make it plural. Write the word *dishes* on the board.
- Now make columns with the headings 'sh', 'ch', 's', 'x'. Tell students that if a word ends in the one of these sound-spellings, they must add 'es' to the end of the word in order to make the plural form of the word. Have them say each of those sound-spellings to hear the sounds they make.
- Say the word *wish*, and ask students under which column this word should be written. ('sh') Have students provide the correct spelling for making *wish* a plural noun. Repeat with the following words: *dress, box, church, ditch, fox*.
- Repeat with the word *game*. When students realize the word does not end in any of the four spellings in the columns, ask them how to spell the plural form to mean more than one game. (add 's' only) Ask students why the word only needed an 's' added. (It does not end in 'sh', 'ch', 's', or 'x'.)

'sh'	'ch'	's'	'x'
dishes	churches	dresses	boxes
wishes	ditches		foxes

- Distribute Worksheet 2.1. Complete the worksheet as a class.

Reading Time

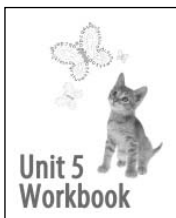
20 minutes

Whole Group: "A Letter from Kate"

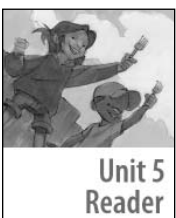
Introducing the Reader

Note: There is no Big Book for this Reader.

- Tell students they will start a new Reader today. Write the title of the Reader, *Kate's Book*, on the board. Ask students, "Who does the book belong to? How do you know?" (Kate; the apostrophe)
- Tell students that the stories in this reader are told by a girl named Kate Skipper. Another way to say this is that Kate is the *narrator* of each chapter of the book. Explain that *narrator* is a word that describes who is telling the story.
- Kate writes about a summer she spent with her Nan, which is another name for a grandmother. Remind students that they read stories about another grandmother in *Gran* earlier this year. Like Gran, Nan is active and enjoys spending time with her grandchildren.



Worksheet 2.2



Page 1

- Tell students that, in addition to Kate and Nan, they will meet other characters in the different chapters.
- Distribute the Readers. Tell students that on the cover are two characters from the book: Kate, the main character, and her friend, Max, who they will read about in later stories. Call students' attention to the fact that Kate and Max appear to be outside and are holding forks in their hands. Ask students, "Do you have any ideas why Kate and Max might be holding forks in their hands?" Students may respond with logical guesses, such as the possibility that Max and Kate are on a picnic. Acknowledge any logical response as a good guess, but tell students that they will need to read "Kate's Book" to find out the rather unusual reason that Kate and Max are holding forks. (In the later chapters of the book, students learn that Kate and Max use these forks as part of an archeological dig, but do not reveal this information at this time.)
- Look at the list of chapter titles in the table of contents. Ask students what they will likely read first, based on the title of the first chapter. (a letter from Kate)

Previewing the Spellings

- Remind students that in the Reader, two-syllable words are separated by the • symbol.
- Please preview the following spellings before reading today's story.

'er' > /er/	'ar' > /ar/	'or' > /or/	Other Two-Syllable Words
Skipp•er	art•ist	bor•ing	vis•it
summ•er	start		cab•in
lett•er			fin•ished

Previewing the Vocabulary

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

1. **artist**—a person who creates art, such as paintings and drawings
2. **cabin**—a small home that is often made from wood logs and located away from towns and cities
3. **the West**—a region of the United States (you may wish to point out this area on a map of the United States)

Purpose for Reading

- Tell students to read the letter from Kate to find out more about Kate and Nan.

Reading the Story

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

Wrap-Up

- Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.
- As time permits, ask students to complete Worksheet 2.2.

Discussion Questions on “Kate’s Book”

1. *Literal* Who is the narrator of this story? Who is telling the story? (Kate Skipper is the narrator telling the story.)
2. *Literal* Who is Nan? (Nan is Kate’s grandmother.)
3. *Literal* When did Kate stay with Nan? (Kate stayed with Nan last summer.)
4. *Inferential* Kate was sad at the beginning of the summer. Why did she feel this way? (Kate was sad at the beginning of the summer because she thought it would be a boring summer.)
5. *Evaluative* Kate said she ended up having a lot of fun. What types of things might she have done with Nan? (Answers may vary.)

Code Knowledge

- Before today’s lesson: If students read 1,000 words in a trade book, on average between 603 and 764 of those words would be completely decodable.
- After today’s lesson: If students read 1,000 words in a trade book, on average between 604 and 767 of those words would be completely decodable.
- *How* is one of the 500 most common words in most samples of written English. In a typical passage of 1,000 words, *how* occurs 1 to 2 times.

Lesson 3

✓ Objectives

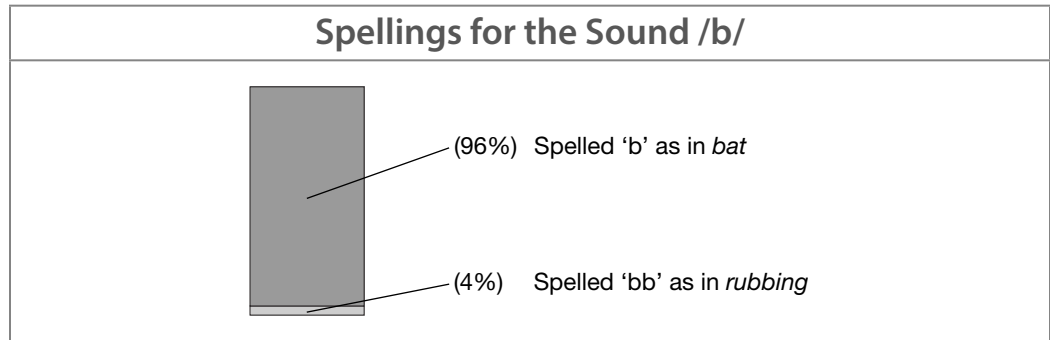
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending punctuation) (RF.1.1a)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Read words spelled with 'b' and 'bb' as /b/ (RF.1.3b)
- ✓ Read one and two-syllable words and then write each word in the sentence where it fits best (RF.1.3b)
- ✓ Read words with the following inflectional endings: present-tense verbs ending in *-ing* and past-tense verbs ending in *-ed* (RF.1.3f)
- ✓ Build simple and compound declarative and interrogative sentences orally (L.1.1j)
- ✓ Capitalize dates (L.1.2a)
- ✓ Identify and use end punctuation, including periods and question marks (L.1.2b)
- ✓ Use commas in dates (L.1.2c)
- ✓ Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*) (L.1.4c)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Sound Dictation	pencil and paper for each student	5
Reviewing the Sound	Sister Sounds: /p/ and /b/		10
Reviewing the Spelling Alternatives	Spellings for /b/	Consonant Code Flip Book	5
	Root Words	Worksheet 3.1	20
Grammar	Statements and Questions	Worksheet 3.2	20
Take-Home Material	"A Letter from Kate"	Worksheet 3.3	*

Note to Teacher

Today you will review the major spellings for the /b/ sound: the basic code spelling 'b' as in *bat*, and the spelling alternative 'bb' as in *rubbing*. The chart below shows how common each spelling is.



Here are some patterns for you to be aware of:

- 'b' is the most common spelling for the /b/ sound; it is used in both initial and final positions, in the initial consonant clusters *bl-* and *br-* (*blind*, *brick*), and with separated digraphs (*tribe*).
- 'bb' follows the same patterns as 'pp'. It is rare in one-syllable words and is never used at the beginning of a word. It is used mainly in doubling situations of the sort described in the introduction to this unit (*grab > grabbing*) and after a short vowel in other multi-syllable words (*rabbit*, *hobby*, *nibble*).

Warm-Up

5 minutes

Sound Dictation

- Have students take out a piece of paper and a pencil.
- Tell students that they will practice writing the spellings of consonant sounds they studied in previous units.
- Say the sounds listed below, and have students write the spellings for each sound. Tell students how many spellings to write for each sound.
- Circulate around the room during this time to see what students have written down.

- | | |
|----------------------|----------------------|
| 1. /m/ (2 spellings) | 'm', 'mm' |
| 2. /n/ (2 spellings) | 'n', 'nn' |
| 3. /f/ (2 spellings) | 'f', 'ff' |
| 4. /l/ (2 spellings) | 'l', 'll' |
| 5. /p/ (2 spellings) | 'p', 'pp' |
| 6. /k/ (4 spellings) | 'c', 'k', 'ck', 'cc' |
| 7. /g/ (2 spellings) | 'g', 'gg' |
| 8. /b/ (2 spellings) | 'b', 'bb' |

Reviewing the Sound

10 minutes

Sister Sounds: /p/ and /b/

If students need additional practice with distinguishing similar sounds, you may use the Pausing Point exercises under the objective "Distinguish Similar Sounds" and activities in the *Assessment and Remediation Guide*.

- Tell students that today they are going to review the /b/ sound as in *bat*.
- Have students say the /b/ sound several times.
- Ask students whether /b/ is a vowel sound or a consonant sound. (It is a consonant sound, made by closing the lips to obstruct the airflow.)
- Remind students that they have also reviewed the /p/ sound.
- Ask students whether /p/ is a vowel sound or a consonant sound. (It is a consonant sound, made by closing the lips to obstruct the airflow.)
- Remind students that /p/ and /b/ are very similar—they are sister sounds. The only difference between these sounds is their voicing: /p/ is voiceless, whereas /b/ makes our voicebox vibrate. Tell students that they can feel the difference by placing two fingers on their voiceboxes.
- Write the number '1' on the board with the '/p/' beside it. Then write the number '2' with '/b/' beside it.
- Tell students that you are going to say words that have either the /p/ or /b/ sound in it. If the word has /p/, they should hold up one finger. If they hear /b/ in the word, they should hold up two fingers. Practice with the words *pig* and *big*.
- Work through the words in the box.
- Have students repeat each word to hear and feel the difference in articulation.

- | | | | |
|--------|-----|---------|-----|
| 1. pig | /p/ | 6. bin | /b/ |
| 2. big | /b/ | 7. bit | /b/ |
| 3. bad | /b/ | 8. pit | /p/ |
| 4. pad | /p/ | 9. pet | /p/ |
| 5. pin | /p/ | 10. bet | /b/ |

Spellings for /b/

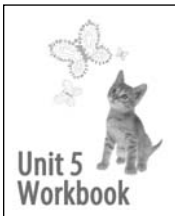
5 minutes

- Tell students that you will review the basic code spelling for /b/.
- Turn to **Consonant Code Flip Book page 2**. Point to the ‘b’ and ask students to name the letter. Read the word *bat*, and remind students that ‘b’ can be used to spell /b/ in English words.
- Point to the power bar under the ‘b’ and ask students what the bar means. (It means that ‘b’ is a very common spelling for /b/.)
- Write ‘b’ on the board, along with the two sample words listed in the box below.
- Ask students to tell you another spelling for /b/ that they have learned.
- Repeat the previous steps for reviewing the ‘bb’ spelling. Review with students the sample word and the power bar on the Spelling Card.
- Write ‘bb’ on the board, along with the two sample words listed below.

1. b: *barn, rob*
2. bb: *rubbing, robber*

Root Words

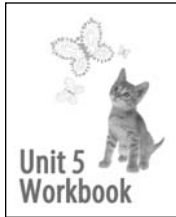
20 minutes



Worksheet 3.1

- Distribute Worksheet 3.1. Remind students to write the date beneath their names on the worksheet. Complete the worksheet together as a class.
- Review the completed example that uses the root word *nap*.
- Read the first word in the column, *nap*, carefully explaining the shift in the spelling.
- “Look at the word *nap*. How many syllables is it?” (Remind students that one-syllable words have one vowel sound.) “*Nap* has one syllable. Let’s look to see if it has a short vowel sound in it. Yes, the ‘a’ in *nap* is a short vowel sound. Does *nap* end in a single consonant sound? Yes, ‘p’ is a single consonant sound. Because *nap* is a one-syllable word that has a short vowel sound and ends in a single consonant sound, we add an extra ‘p’ before adding the suffix *-ing* to *nap*. *Nap* turns to *napping*.”
- Write *napping* in the next column. Circle the double consonant spelling, and underline the suffix *-ing*.
- Complete the next items as a class, reviewing the pattern as you go along.
- When you work on the words *pump* and *camp*, be sure to point out that even though each of these words is one syllable with a short vowel sound, they do *not* end in a single consonant. Instead, two consonants—‘mp’—follow the short vowel sound. The final consonant is therefore not doubled.

Statements and Questions



Worksheet 3.2

If students need additional practice determining whether a sentence is a question or statement, you may use the Pausing Point exercises under the objective “Identify and/or Write Statements and Questions” and the activities in the *Unit 5 Assessment and Remediation Guide*.

These sentences are not entirely decodable and are meant to be used orally in this exercise.

Note: In this lesson, students will identify statements and questions, and they will practice writing periods and question marks.

- Write the two sentences below on the board.

1. He got a big dog.
2. Did he get a big dog?

- Read the sentences, and have students repeat after you.
- Tell students that each of these sentences is a particular type of sentence. Ask students how the two sentences differ. (Students should respond that one sentence tells us something and that the other sentence asks us something.)
- Reread the first sentence, and point out that it begins with a capital letter and ends with a period. Explain that this type of sentence is called a statement because it tells us something. Tell students that sentences that end with a period as punctuation are called statements.
- Reread the second sentence, reading with expression so that your voice is higher at the end of the sentence. Point out that the sentence begins with a capital letter and ends with a question mark. Explain that this type of sentence is a question because it asks us something. Sentences that end with a question mark as punctuation are called questions.
- Read the sentences below, and ask students to decide if a sentence is a statement or a question; then ask if it should end with a period or a question mark.

1. Abraham likes to go swimming. (statement; ends with a period)
2. Does your grandma like flowers? (question; ends with a question mark)
3. Have you ever played checkers? (question; ends with a question mark)
4. We like to play games with our friends. (statement; ends with a period)

- Write the sentences in the following box on the board, one at a time, omitting the final punctuation mark in each.
- Read each sentence as a class. Ask students whether each sentence is a statement or a question; then ask if it should end with a period or a question mark.

These sentences are decodable and are meant to be written on the board.

- Demonstrate writing a period and a question mark on the board. Point out that a sentence, no matter whether it is a statement or a question, begins with a capital letter.

1. Kate's mom and dad went on a trip (.)
2. Where did Kate spend last summer (?)
3. Was it a boring summer for Kate (?)
4. Kate had a lot of fun (.)

- Distribute Worksheet 3.2.
- At the top of the worksheet, have students trace and copy the question mark and period.
- For the second part, have students copy the sentences on the lines, providing the correct ending punctuation.
- For the remaining sentences, have students decide whether they are statements or questions, and ask them to fill in the correct punctuation marks. Do the first few sentences as a class, and if students are ready, let them complete the rest on their own or with a partner.

Take-Home Material

"A Letter from Kate"

- Have students take home Worksheet 3.3 to practice reading "A Letter from Kate" with a family member.

Lesson 4

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions, orally and in writing, about “In the Cave,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates specific code knowledge taught (RL.1.10)
- ✓ Orally produce single-syllable words with featured letter-sound correspondences by blending the sound (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Read words spelled with ‘c’, ‘cc’, ‘ck’, and ‘k’ as /k/ (RF.1.3b)
- ✓ Read and understand decodable text in the story “In the Cave” that incorporates the letter-sound correspondences taught in one and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)

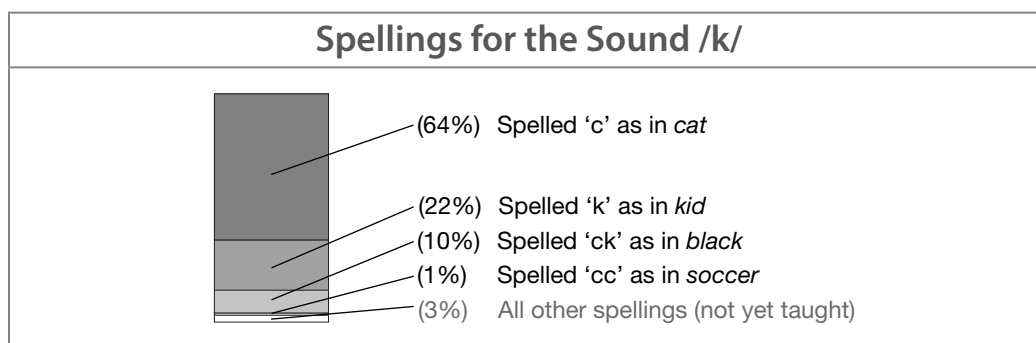
At a Glance	Exercise	Materials	Minutes
Reviewing the Sound	Sound Riddles		5
Reviewing the Spelling Alternatives	Review of Spellings for /k/	Consonant Code Flip Book	10
	Spelling Tree for /k/	Spelling Tree for /k/; leaves with words in which /k/ is spelled differently; marker; tape; brown, green, and yellow paper; markers; leaves template; odd duck template; scissors	20
Small Group	“In the Cave”	Kate’s Book; Worksheet 4.1	25
Take-Home Material	Word Sort	Worksheet 4.2	*

Advance Preparation

Today you will create and display a new visual prompt to teach and review spelling alternatives—a “Spelling Tree.” The trunk of a Spelling Tree represents the specific sound under study, whereas the various branches and their respective leaves represent the different spellings for this sound. The Spelling Tree serves as a visual reminder that one sound can have more than one spelling. For this lesson, please prepare a Spelling Tree for the /k/ sound, using the directions and template at the end of this lesson. You should have the Spelling Tree assembled and ready to be displayed before you begin this lesson. You should also have written the target words at the end of the lesson on leaves.

Note to Teacher

Today you will review four important spellings for the /k/ sound: the basic code spelling ‘c’ as in *cat*, and the spelling alternatives ‘k’ as in *kid*, ‘cc’ as in *socc•er*, and ‘ck’ as in *black*. The chart below shows how common each spelling is.



Here are some patterns for you to be aware of:

- /k/ is one of the trickiest consonant sounds to spell.
- ‘c’ is the most common spelling. It is generally used in words that begin with *ca-*, *co-*, and *cu-* (*cat*, *cot*, *cut*) and in the initial consonant clusters *cr-*, *scr-*, *sc-*, and *cl-* (*crash*, *scratch*, *scare*, *climb*).
- ‘c’ is also used in final position (mostly in multi-syllable words like *clinic* and *picnic*) and in the final consonant cluster *-ct* (*act*, *elect*).
- ‘k’ is generally used in words that begin with *ki-* or *ke-* (*kitchen*, *kettle*); it is also found in the initial consonant cluster *sk-* (*skip*).
- ‘k’ is found at the end of a word or syllable (instead of ‘ck’) when the preceding vowel sound is “long” (*steak*, *Greek*) and/or when /k/ is part of a consonant cluster (*desk*, *think*).
- ‘k’ is the spelling for /k/ used with separated vowel digraphs (*cake*, *like*).
- ‘ck’ is not used at the beginning of words or syllables; it is generally used after a “short” vowel sound (*stack*, *bucket*, *tackle*, *tickle*).

- ‘cc’ is rare; it is never used at the beginning of a word or syllable, or in one-syllable words (*soccer, hiccup, raccoon*).
- Words with final /k/ keep the spelling they have in the root form, even when suffixes are added: *back > backing; risk > risky*.
- The sound /k/ is also heard in the sound combinations /x/ (/k/ + /s/) and /qu/ (/k/ + /w/).

Reviewing the Sound

5 minutes

Sound Riddles

- Tell students that today they are going to review the /k/ sound as in *cat*.
- Have students say the /k/ sound several times.
- Ask students whether /k/ is a vowel sound or a consonant sound. (It is a consonant sound, made with the mouth closed and an obstructed airflow.)
- Tell students that you are going to say some riddles, each of which has an answer that starts with the /k/ sound.
- Have students raise their hands and wait to be called on if they think they know the answer.

1. I’m thinking of an animal that has whiskers and says, “Meow.” (*cat*)
2. I’m thinking of something that is used to lock or unlock a door. (*key*)
3. I’m thinking of something that some adults drive. (*car*)
4. I’m thinking of something that we wear over our shirts when it is cold. (*coat*)
5. I’m thinking of an animal that gives us milk and says, “Moo.” (*cow*)
6. I’m thinking of an orange vegetable that rabbits like to eat. (*carrot*)
7. I’m thinking of something white and fluffy that can be seen up in the sky. (*cloud*)

Reviewing the Spelling Alternatives

30 minutes

Review of Spellings for /k/

10 minutes

If students need additional practice with this spelling alternative, you may use the Pausing Point exercises under the objective “Understand That Some Sounds Have Spelling Alternatives” and the activities in the *Unit 5 Assessment and Remediation Guide*.

- Tell students that you will now review the spellings for the /k/ sound.
- Ask students to share any words that contain the /k/ sound (not the letter ‘k’, but the sound /k/).
- Write and sort, according to spelling, the /k/ words that students provide on the board in a chart format similar to the one below. If students provide a word in which the /k/ sound is not spelled with any of the spellings below, list these words under a new column called ‘odd ducks.’ Explain that ‘odd ducks’ are words in which the /k/ sound is written with a spelling that is not taught in

Grade 1. Do not list words in the 'odd ducks' column unless students happen to suggest these words.

- Circle the letters that stand for the /k/ sound in each word. For example, if a student says *cat*, list the word under the heading 'c' and circle the 'c'. If a student says a word that contains two different spellings for /k/, list the word twice.

'c'	'k'	'cc'	'ck'	odd ducks

- Call students' attention to the four spellings for /k/: 'c', 'k', 'cc', and 'ck'.
- Turn to **Consonant Code Flip Book page 5**. Review with students the spellings for /k/, pointing out sample words and discussing the power bars.

Spelling Tree for /k/

20 minutes

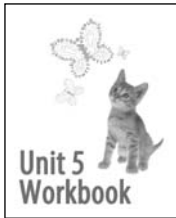
- Show students the prepared Spelling Tree. Tell students that this Spelling Tree will help them keep track of and organize the different spellings for the /k/ sound. Point to the trunk labeled /k/, and tell students to say the /k/ sound. Tell them that you are going to add leaves to the different branches of this Spelling Tree. All of the words that you put on the Spelling Tree will have the /k/ sound.
- Point to the branches, and explain that each branch will represent a different spelling for /k/. Review the spellings on the branches and note that the branches are like the power bars because they show how common a spelling is for a particular sound. The biggest branches show the most common or most frequent spellings.
- Point out that the odd ducks branch is the shortest. Explain that words with unusual spellings are called 'odd ducks.' Odd ducks are Tricky Words, and like Tricky Words, odd ducks are on yellow paper.
- Show students the following leaves, one at a time, with words that have the /k/ spellings that you prepared in advance: *kite*, *back*, *hicc•up*, and *car*. Ask students to read one word at a time. Then ask one student to tell you on which branch you should place this leaf/word; then tape that leaf to the Spelling Tree. Continue until all four of the leaves have been read and placed on the appropriate branch.
- Distribute the remaining leaves to pairs of students, one leaf per pair. Give students one minute to practice reading the words with their partner and to discuss the proper placement of their particular leaf on the Spelling Tree.
- Call on each pair of students to show their leaf to their classmates. Have them read the word and then direct you where to tape the leaf. Ask for confirmation from the remainder of the class. Continue until all of the words are placed on the Spelling Tree.

- If time permits, ask several students if they can think of any other words with the /k/ sound. Write these on leaves, and then ask students to place them on the correct branches. If students come up with any odd ducks, such as *ache* or *stomach*, they can be written onto the yellow, duck-shaped cards.
- Explain that you will be using the Spelling Tree as an organizer. Students will have a chance to add more words to the Spelling Tree in later lessons.

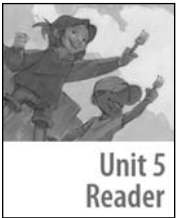
Small Group

25 minutes

“In the Cave”



Worksheet 4.1



Page 2

- Tell students that the setting, or where the story takes place, is a cave. Ask students, “Where do you find caves? What is a cave like?” (Caves are generally located in the side of a mountain underground. Some occur naturally in nature, such as in a mountain, whereas others are spaces dug out by people. Caves are often dark and cool.)
- Tell students that caves can provide shelter, meaning they are a place that provides cover. Nan and Kate are out on a hike when it starts to rain, so they go into a cave for shelter.

Previewing the Spellings

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

‘ck’ > /k/	‘k’ > /k/	‘c’ > /k/	Other Two-Syllable Words	Tricky Words
rocks	hike	coin	shimm•er	where
pock•et	like	cave	sil•ver	once
stuck			ex•pert	to•morr•ow
Jack				some•thing*

*Point out to students that *something* is a compound word, made up of *some* and *thing*.

Note: You may also wish to review the following contractions: *let’s*, *it’s*, *what’s*, *can’t*.

Previewing the Vocabulary

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

1. **hike**—long walks in nature
2. **shimmer**—to softly sparkle and shine
3. **spot**—a location
4. **“Well, I’ll be!”**—an expression used to show surprise
5. **expert**—a person who knows a lot about a subject

Note: Be aware that *spot* is a multiple meaning word. Make sure that students understand the meaning of this word as used in this story.

Purpose for Reading

- Tell students to read today’s story to find out what happens when Kate and Nan go into a cave.

Note: Before breaking into small groups, write some words or phrases containing spelling alternatives for /k/ on the board. If some pairs finish early, they can illustrate one of the words or phrases.

Small Group

- Divide students into two groups. You will work with Group 2, students who need less direct support and immediate feedback, while students in Group 1 should partner-read.
- Distribute Worksheet 4.1. Tell students to complete this after they read “In the Cave.”
- **Group 1:** Tell students to take turns reading “In the Cave.” When they finish, they should complete Worksheet 4.1. If they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.
- **Group 2:** Have students take turns reading aloud “In the Cave.” Complete Worksheet 4.1 as a group.

Wrap-Up

- Review Worksheet 4.1. Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions on “In the Cave”

1. *Literal* Why was Kate sad in the beginning? (Kate was sad in the beginning because she missed her mom and dad.)
2. *Literal* How is the land in the West different from the land where Kate lives? (The land in the West is different from the land where Kate lives because it has hills, red rocks, and not many trees.)
3. *Literal* What does Kate find in the cave? (Kate finds a silver coin in the cave.)
4. *Inferential* Look at the picture of the coin on page 7. What can you tell about this coin based on the picture? (Guide students in recognizing that it is an older coin from a different country, Spain. You may explain that the symbols tell us about the country it is from.)
5. *Evaluative* Why do you think there is a coin in the cave? How did it get there? (Answers may vary.)

Take-Home Material

Word Sort

- Have students take home Worksheet 4.2 to practice sorting the spelling alternatives for /k/ with a family member.

Advance Preparation: Making a Spelling Tree

Over the course of this unit, you will be asked to make and display a total of three Spelling Trees on the walls of your classroom: one each for /k/, /j/, and /r/. If wall space for display is limited, you may decide to use a chart tablet to create all of your Spelling Trees during the year. We suggest that you dedicate the chart pad to Spelling Trees only so that you and students may use the pad as a reference to quickly flip through and locate a particular Spelling Tree. Draw only one Spelling Tree per page.

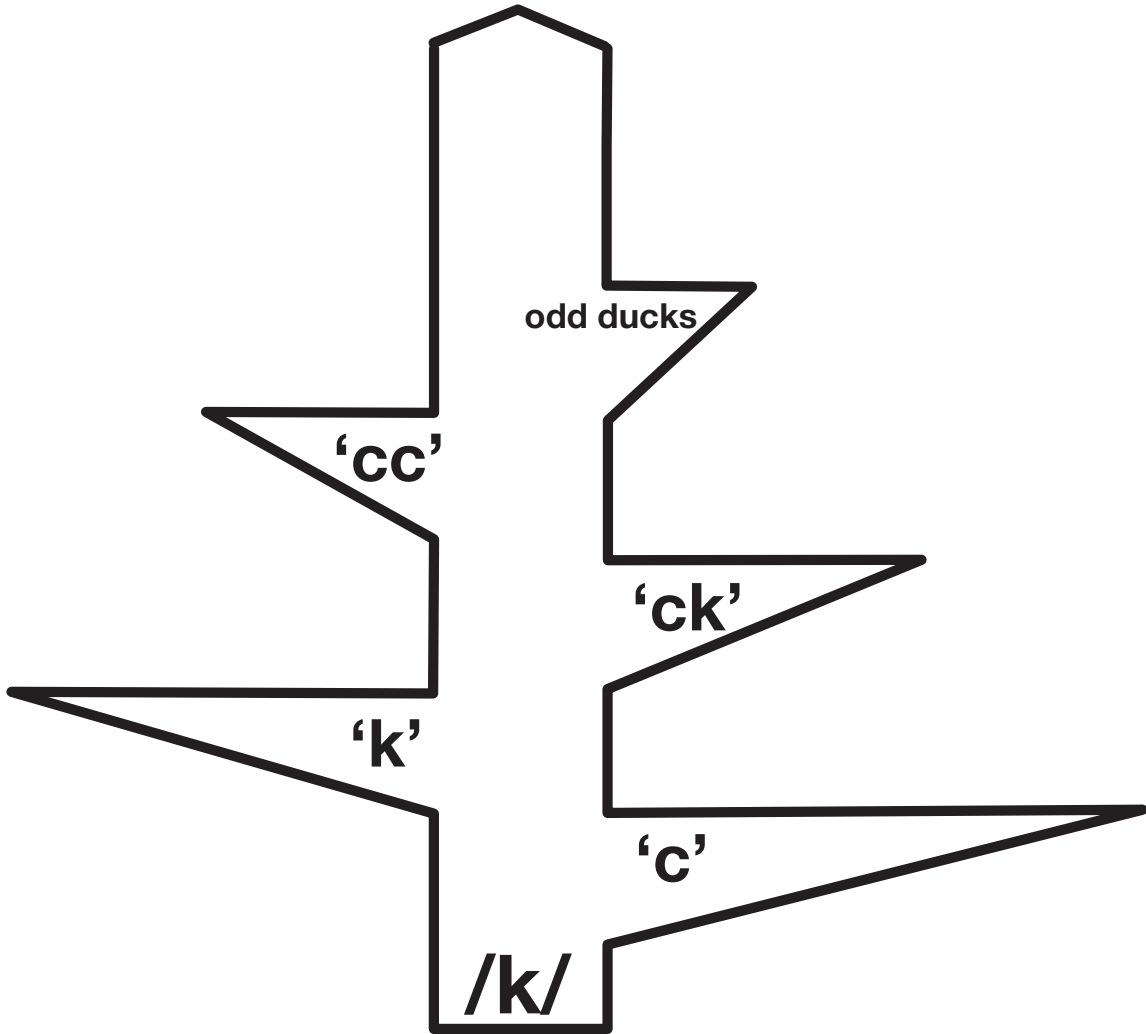
If wall display space permits, please make the Spelling Tree at least 24 inches x 18 inches, preferably a good deal larger, making the trunk out of brown construction paper; otherwise, draw the trunk on chart paper. Label the trunk /k/.

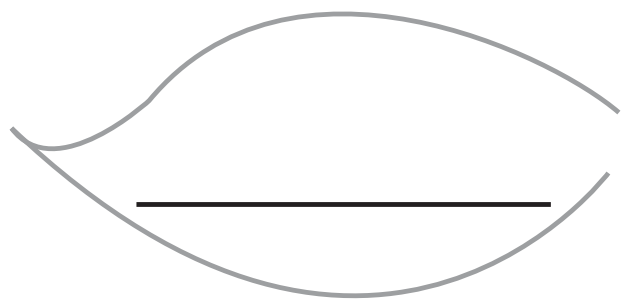
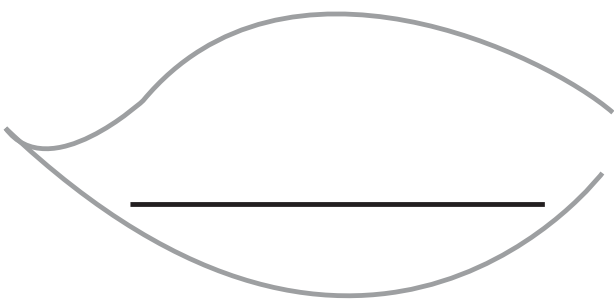
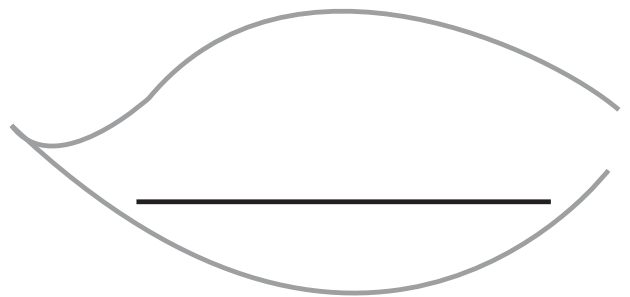
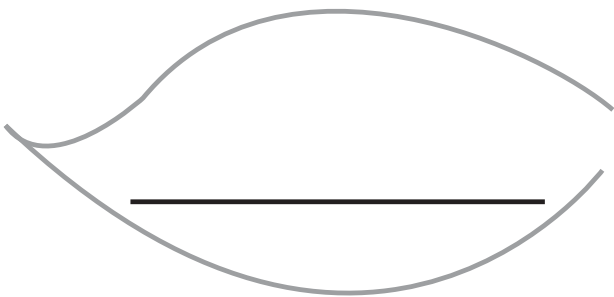
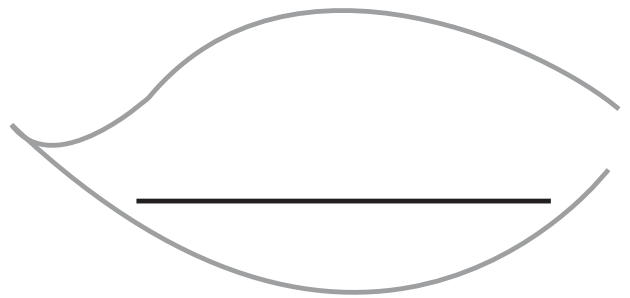
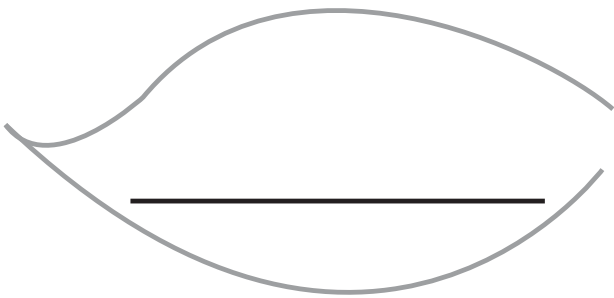
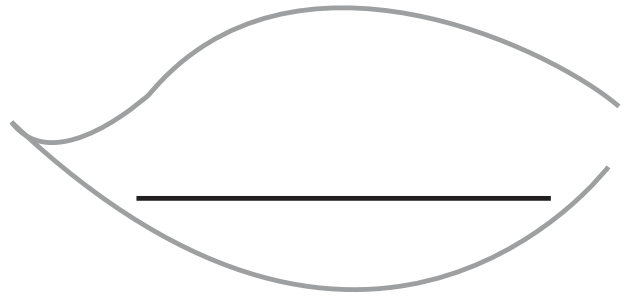
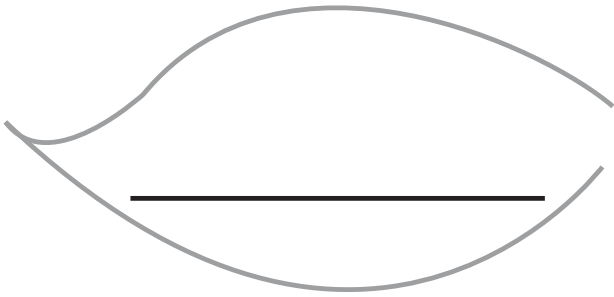
Make or draw five branches that will fork off from the central trunk. The branches should vary in their length and correlate with the power bars for the various spellings on the spelling cards and the Consonant Code Flip Book. The branches should diminish in size, moving from the bottom of the Spelling Tree up to the top. The largest, bottom branch should be labeled 'c'; this is the most frequent spelling for /k/. The next, slightly smaller branch should be labeled 'k' as this is the second most frequent spelling of /k/. The next two branches should be approximately equal size, labeled 'ck' and 'cc', respectively. The top branch (and shortest) is for "odd ducks." The odd ducks branch is a place for you to include words that have the /k/ sound spelled in a way that is not explicitly taught in this unit. In effect, the odd ducks are the exceptions to the spellings students have learned. Use the illustration that follows to guide you in labeling and assembling the Spelling Tree.

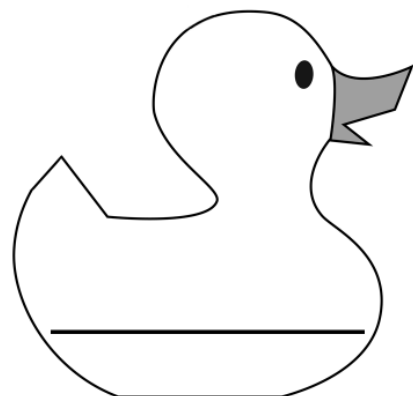
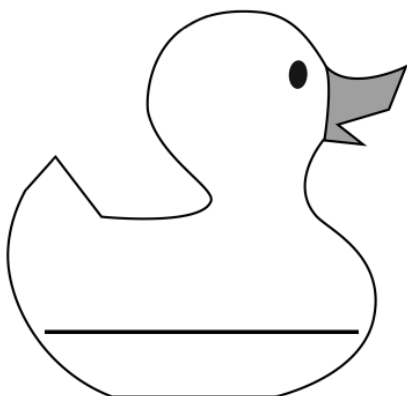
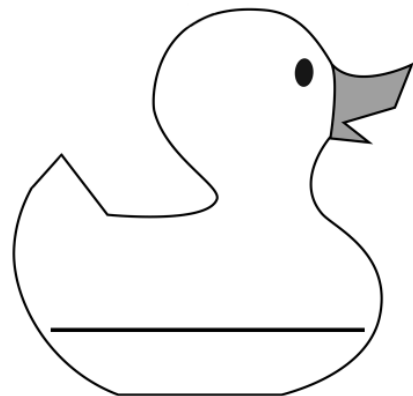
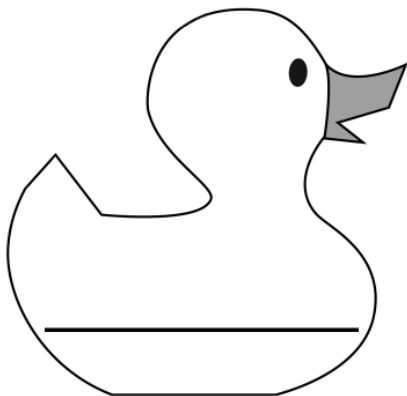
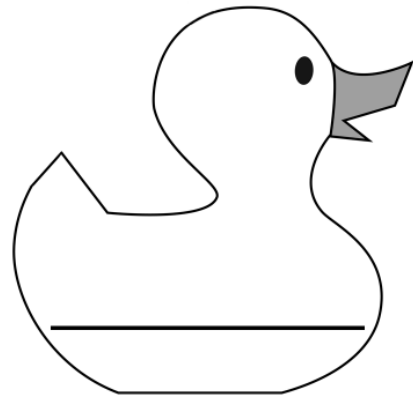
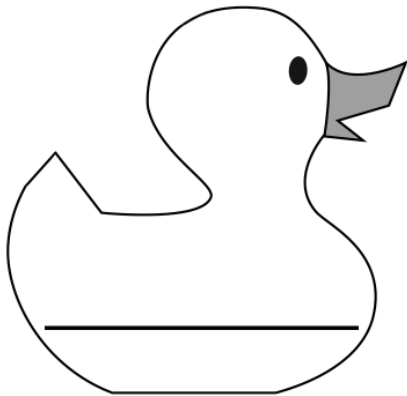
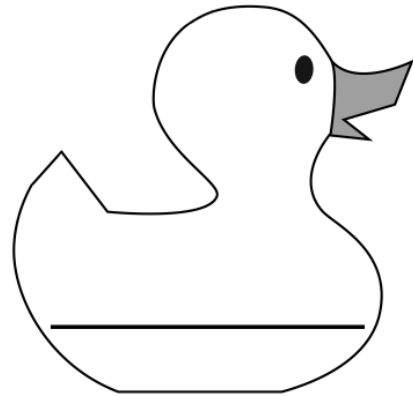
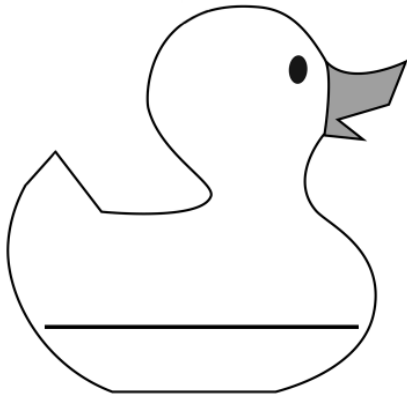
Make multiple copies of the leaf template provided at the end of this lesson. The leaves should be big enough to write words on them, small enough that you can fit at least 25 or 30 words on the Spelling Tree, but not so small that the words are unreadable when mounted on the wall. The leaves are for words that contain one of the spelling patterns.

Write these /k/ words on the leaves: *car, cone, class, fact, cab•in, pic•nic, att•ic, kite, fork, skin, book, back, truck, brick, quack, hicc•up, socc•er*. Also have some extra blank leaves available for use during the lesson. Do not place the leaves on the Spelling Tree prior to the lesson; you will do this with students. Have additional blank leaves as well.

Make multiple copies of the odd duck template onto yellow paper. These duck-shaped cards are for odd ducks (i.e., words that have the /k/ sound but do not fall into any of the spelling patterns that students know). You do not need to write any words in advance on the odd duck templates; just have these available during the lesson should students offer any odd duck spellings for the /k/ sound.







Lesson 5

✓ Objectives

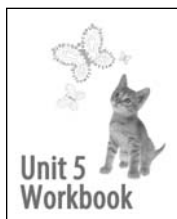
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending punctuation) (RF.1.1a)
- ✓ Read words with the following inflectional endings: present-tense verbs ending in *-ing* and past-tense verbs ending in *-ed* (RF.1.3f)
- ✓ Use regular present-, past-, and/or future-tense verbs orally (L.1.1e)
- ✓ Build simple and compound declarative and interrogative sentences orally (L.1.1j)
- ✓ Capitalize dates (L.1.2a)
- ✓ Identify and use end punctuation, including periods and question marks (L.1.2b)
- ✓ Use commas in dates (L.1.2c)
- ✓ Spell and write one-syllable words using letter-sound correspondences taught in Grade 1 for a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words for a weekly spelling assessment (L.1.2d)
- ✓ Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*) (L.1.4c)

<i>At a Glance</i>	Exercise	Materials	Minutes
Spelling	Spelling Assessment	Worksheet 5.1	15
Reviewing the Spelling Alternatives	Spellings for /k/	Spelling Tree; leaves prepared prior to lesson	10
Grammar	Root Words	Worksheet 5.2	15
	Statements and Questions	Worksheet 5.3	20

Advance Preparation

Write the following words on spelling leaves: *class•room, back•pack, car•pet, cave, black, crash, kids, bark•ing, kicked, corn•flake.*

10 Spelling Assessment

Worksheet 5.1

- Distribute Worksheet 5.1. As a class, write the date on the worksheet under the name line.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write down the word.
- Repeat this procedure with each of the remaining words.
- At the end, go back through the list, and read each spelling word one more time.

- | | |
|----------|----------|
| 1. horn | 5. short |
| 2. park | 6. porch |
| 3. verb | 7. herd |
| 4. barns | 8. said |

- After all the words have been called out, tell students that you will now show them the correct spelling for each word so that they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling and writing the correct spelling next to it.

Note: At a later time today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Reviewing the Spelling Alternatives

10 minutes

Spellings for /k/

- Show students the Spelling Tree for /k/. Remind students that this Spelling Tree will help them keep track of and organize the different spellings for the /k/ sound.
- Point to the trunk labeled /k/, and tell students to say the /k/ sound. Tell them that you are going to add more leaves to the different branches of this Spelling Tree. All of the words that you put on the Spelling Tree will have the /k/ sound.

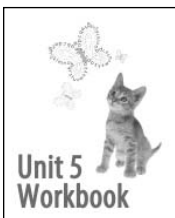
- Remind students that each branch represents a different spelling for /k/. Review the spellings on the branches, and note that the branches are like the power bars because they show how common a spelling is for a sound. The biggest branches show the most common or most frequent spellings.
- Remind students that the odd ducks branch is the shortest. Odd ducks are Tricky Words, and like Tricky Words, odd ducks are on yellow paper.
- Show students the following leaves, one at a time, with words that have the /k/ spellings that you prepared in advance: *class•room*, *back•pack*, *car•pet*, *cave*, *black*, *crash*, *kids*, *bark•ing*, *kicked*, *corn•flake*.
- Ask students to read one word at a time. Then ask one student to tell you on which branch you should place this leaf/word; then tape it to the Spelling Tree. Continue until all of the leaves have been read and placed on the appropriate branch.
- If time permits, ask several students if they can think of any other words with the /k/ sound. Write each word on a leaf, and then ask the student to place it on the correct branch. If students came up with any odd ducks, they can be copied onto the yellow, duck-shaped cards.

Grammar

35 minutes

Root Words

15 minutes



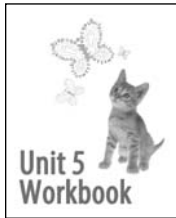
Worksheet 5.2

- Remind students that they have been working with root words and the suffixes *-ing* and *-ed*.
- Remind students that when there is a one-syllable word with a short vowel sound and a single consonant ending, it will change to a double-letter spelling when a suffix, such as *-ing*, is added.
- Write *dip* on the board. Ask students if *dip* is a one-syllable word. (yes) Say the /i/ sound in *dip*, and ask students if /i/ is a short vowel sound. (yes) Point to the 'p' and ask students if the short vowel sound has a single consonant ending. (yes)
- Ask students how they would spell the past-tense form of *dip*, knowing that *dip* is a one-syllable word with a short vowel sound and a single consonant ending. (*dipped*)
- Write *shout* on the board. Ask students if *shout* is a one-syllable word. (yes) Say the /ou/ sound in *shout* and ask students if /ou/ is a short vowel sound. (no)
- Ask students, "Because *shout* is a one-syllable word that does not have a short vowel sound, how would I spell the past-tense form?" (*shouted*)
- Distribute Worksheet 5.2.
- As a class, work through filling out the chart. First read the words aloud, and then ask students to use them in a sentence. Then work on changing each root word by adding *-ed* and *-ing*.

- When you come to a word that does not change to a double-letter spelling, ask students why it is different. Guide students in seeing that words that do not change to a double-letter spelling are ones that have more than one consonant after the short vowel sound, or do not have a short vowel sound.

Statements and Questions

20 minutes



Worksheet 5.3

If students need additional practice identifying types of sentences, you may use the Pausing Point exercises under the objective "Identify and/or Write Statements and Questions" and the activities in the Unit 5 *Assessment and Remediation Guide*.

- Remind students that they have learned about two types of sentences. Ask students what we call a sentence where something is asked. (a question) Ask students what we call a sentence that tells something. (a statement)
- Ask students which punctuation mark is used at the end of a statement. Draw a period on the board.
- Ask students which punctuation mark is used at the end of a question. Draw a question mark on the board.
- Tell students that they will now practice deciding whether a sentence is a question or statement and then they will write the appropriate punctuation at the end.
- Write the sentences in the box below on the board, one by one, and have students read each one aloud.
- Ask a student to come up to the board and add the correct punctuation mark.

- | | |
|---------------------------------|---------------------------------|
| 1. Pat clapped her hands (.) | 5. Dad parked his car (.) |
| 2. Can Kate hug her pal (?) | 6. Beth is baking cup•cakes (.) |
| 3. Will Jill pick the plums (?) | 7. Can you swim at the zoo (?) |
| 4. Vern cracked the eggs (.) | |

- Ask students what a verb is. (a part of speech that shows action) Ask students what we add to the end of word to show that the action has happened in the past. (*-ed*)
- Have students come to the board and underline the verbs in each sentence with a squiggly line. Tell students that the squiggly line shows action. Ask students to say whether the verb is in present-, past-, or future-tense.
- Distribute Worksheet 5.3.
- On the front of the worksheet, have students copy the sentences on the lines, adding capital letters at the beginning and the correct punctuation mark at the end.
- On the back of the worksheet, have students read the sentences and add the correct punctuation marks.

Analysis of Student Errors

Directions

Write students' names in the column provided. The words on today's spelling assessment are grouped on the Analysis chart according to spelling patterns. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student, and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points, as well as the *Assessment and Remediation Guide*, to address errors with today's spelling words.

The words on this week's spelling assessment can be analyzed in many different ways. Below, we have provided analyses focusing on errors in encoding the r-controlled vowel sounds in these words.

Column 1

What an error in this column means: These words contain the spelling 'or' for the /or/ sound. Students may be having difficulty hearing the /or/ sound or remembering the spelling.

What you should do: Refer to the Unit 4 Pausing Point and the *Assessment and Remediation Guide* for additional exercises and targeted lessons. Sound discrimination exercises targeting /or/ and the other r-controlled vowel sounds may be a particularly helpful remediation.

Column 2

What an error in this column means: These words contain the spelling 'ar' for the /ar/ sound. Students may be having difficulty hearing the /ar/ sound or remembering the spelling.

What you should do: Refer to the Unit 4 Pausing Point and the *Assessment and Remediation Guide* for additional exercises and targeted lessons. Sound discrimination exercises targeting /ar/ and the other r-controlled vowel sounds may be a particularly helpful remediation.

Column 3

What an error in this column means: These words contain the spelling 'er' for the /er/ sound. Students may be having difficulty hearing the /er/ sound or remembering the spelling.

What you should do: Refer to the Unit 4 Pausing Point and the *Assessment and Remediation Guide* for additional exercises and targeted lessons. Sound discrimination exercises targeting /er/ and the other r-controlled vowel sounds may be a particularly helpful remediation.

Column 4

What an error in this column means: The word *said* is a Tricky Word from Unit 2. Tricky Words do not follow the rules for encoding that students have learned thus far. For now, students should memorize how to spell these Tricky Words.

What you should do: Work with students to recognize that in the word *said* the 'ai' work together to stand for the /e/ sound. Additional practice reading and writing Tricky Words can be found in the Pausing Points and in the *Assessment and Remediation Guide*.

Column 5

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty encoding the consonant digraph in *porch*. Please also consider the influence of students' home language on encoding. Analyze any patterns and provide targeted remediation using previous Pausing Points and the *Assessment and Remediation Guide*.

Lesson 6

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions orally about “The Coin Shop,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Identify who is telling the story at various points in “The Coin Shop” (RL.1.6)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Orally produce single-syllable words with featured letter-sound correspondences by blending the sound (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Read one and two-syllable words and then write each word in the sentence where it fits best (RF.1.3b)
- ✓ Read words spelled with ‘ch’ and ‘tch’ as /ch/ (RF.1.3b)
- ✓ Read and understand decodable text in the story “The Coin Shop” that incorporates the letter-sound correspondences taught in one and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Spell and write one-syllable words using letter-sound correspondences taught in Grade 1 for a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words for a weekly spelling assessment (L.1.2d)
- ✓ Use sentence-level context as a clue to meaning of a word, such as *minted* (L.1.4a)

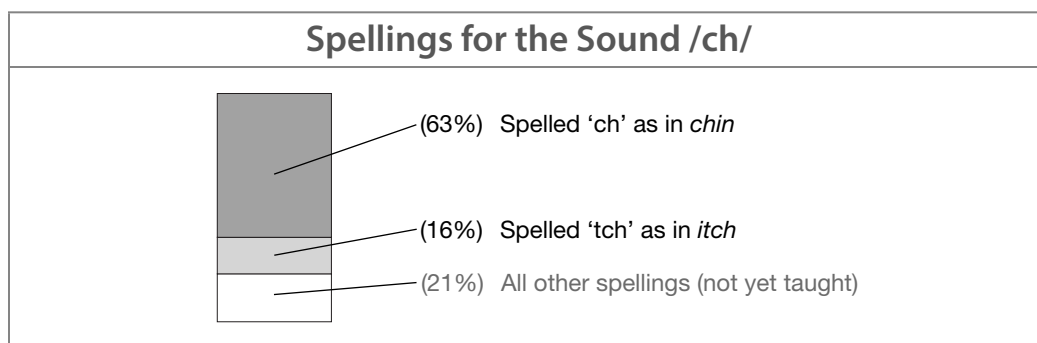
At a Glance	Exercise	Materials	Minutes
Spelling	Introduce Spelling Words	Worksheet 6.1	15
Reviewing the Sound	Sound Riddles		5
Introducing the Spelling Alternatives	Teacher Modeling	Consonant Code Flip Book; Spelling Cards for ‘ch’ > /ch/ (<i>chin</i>) and ‘tch’ > /ch/ (<i>itch</i>); Worksheet 6.2; red marker	10
	Fill in the Blank	Worksheet 6.3	10
Small Group	“The Coin Shop”	<i>Kate’s Book</i>	20
Take-Home Material	Spelling Words	Worksheet 6.1	*

Advance Preparation

It is recommended that you place **Worksheet 6.2** in a page protector in students' classroom folders. You will add other worksheets containing new consonant spellings to this page protector throughout the unit. If you do not have page protectors to use, please consider other ways to organize the worksheets that will allow students to reference them for Units 5–7.

Note to Teacher

Today you will introduce an important spelling alternative for the /ch/ sound. Students should already know the basic code spelling 'ch' as in *chin*. In this lesson you will review that spelling and introduce the spelling alternative 'tch' as in *itch*. The chart below shows how common each spelling is.



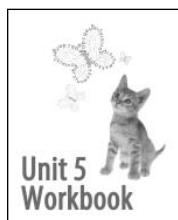
Here are some patterns for you to be aware of:

- **'tch'** is almost never used at the beginning of a word or syllable; it is usually found after one of the "short" vowel sounds (*batch, itch, etch, botch, Dutch*).
- **'ch'** is used in most other situations, including at the beginning of a word (*chop, chain*), in the final position after sounds other than the "short vowels" (*beach, march, ouch, smooch*), and in consonant clusters (*lunch, pinch*).

Spelling

15 minutes

Introduce Spelling Words



Worksheet 6.1

- Remind students that they will have a list of spelling words to practice and learn each week.
- Read and write each spelling word, underlining and reviewing the consonant digraph in each word. Have students repeat each word after you. Remind students that the last word is a Tricky Word. Tricky Words do not follow the rules, so their spellings must be memorized.
- Ask one or more students to use each word in a sentence, being sure to explain vocabulary for any words they may not know.

- The words for the week are:

Spellings			Tricky Word
'ch' > /ch/	'tch' > /ch/	'sh' > /sh/	
chips	catch	marsh	how
much	fetch	shine	
		flash	

Reviewing the Sound

5 minutes

Sound Riddles

- Tell students that today they are going to review the /ch/ sound as in *chin*.
- Have students say '/ch/' several times.
- Ask students if /ch/ is a vowel sound or a consonant sound. (It is a consonant sound, made with the mouth partly closed and an obstructed airflow.)
- Tell students that you are going to say some riddles, each of which has an answer that starts with the /ch/ sound.
- Have students raise their hands and wait to be called on if they think they know the answer.

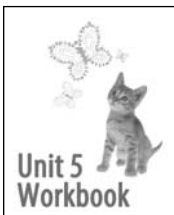
1. This is a salty, crunchy snack made from potatoes. (chips)
2. This is a bird that lays eggs and clucks. (chicken)
3. This is something that you strike to light a fire. (match)
4. This is something that you should do to your food before swallowing it. (chew)
5. This is something you do to a ball when someone throws it to you. (catch)

Introducing the Spelling Alternatives

20 minutes

Teacher Modeling

10 minutes



Worksheet 6.2

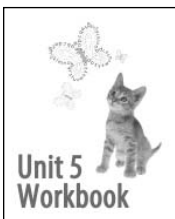
Note: Please refer to the bolded note in the Advance Preparation section at the beginning of the lesson for important details. Also ensure you have the Consonant Code Flip Book and the Spelling Card mentioned in the At a Glance chart.

- Tell students that you will review the basic code spelling for /ch/.
- Turn to **Consonant Code Flip Book page 7**.
- Review with students the Spelling Card for 'ch' > /ch/ (*chin*), reading the sample word and discussing the power bar.
- Write 'ch' on the board, along with the two sample words: *chin*, *much*.

- Have students remove Worksheet 6.2 from the page protector and outline the ‘ch’ spelling in red marker to show that it is a spelling they have learned for a consonant sound.
- Tell students that, as they can see on the power bar, ‘ch’ is the most common spelling for this sound, but it is not the only one.
- Tell students that you are going to show them how to write another spelling for the consonant sound /ch/.
- Write ‘tch’ on the board and explain that the three letters work together to stand for the /ch/ sound.
- Model drawing the spelling two or three more times.
- Turn to **Consonant Code Flip Book page 7**, and put the Spelling Card ‘tch’ > /ch/ (*itch*) on the appropriate space. Have students read the sample word. Discuss the power bar. Explain that the short power bar means that the /ch/ sound is sometimes spelled this way.
- Have students outline the ‘tch’ spelling on Worksheet 6.2 in red marker to show that it is a spelling they have learned for a consonant sound.
- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Tell students that whenever the spelling ‘tch’ appears on a worksheet or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the three letters stand for a single sound.
- Tell students that they can refer to this worksheet whenever they are having trouble remembering spelling alternatives for the /ch/ sound. Suggest that they keep this worksheet with their Individual Code Chart.

Fill in the Blank

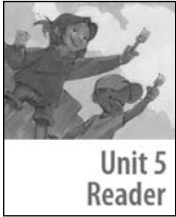
10 minutes



Worksheet 6.3

If students need additional practice with the sound-spelling ‘tch’ > /ch/, you may use the Pausing Point exercises under the objective “Recognize and/ or Write the Spellings Taught in Unit 5” and the activities in Unit 5 of the *Assessment and Remediation Guide*.

- Distribute Worksheet 6.3.
- Explain that the words in the box contain the sound /ch/ spelled either ‘ch’ or ‘tch’.
- Ask students to read the words in the box. Complete the first sentence with the class. If you feel students are able, have them complete the remainder of the worksheet on their own.



“The Coin Shop”

Introducing the Story

- Ask students to summarize what happened in the story “In the Cave.” Review with students that a summary tells just the main points of the story. Remind students that “In the Cave” ended with Nan telling Kate that they could take the coin they found in the cave to her friend Jack, a coin expert.

Previewing the Spellings

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

‘sh’ > /sh/	‘tch’ > /ch/	‘ch’ > /ch/	Other Two-Syllable Words	Tricky Words
shame	batch	rich	un•der	some
shop	fetch		hun•dred	no
Span•ish	scratch•es*			could
	switch•ed			

***Note:** Point out that *scratches* is the plural form of the word *scratch*. Ask students if they remember why ‘es’ is added to the word *scratch*, instead of just ‘s’. (The plural of words ending in ‘ch’ is formed by adding ‘es’.)

Previewing the Vocabulary

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

1. **shop**—a store
2. **looking glass**—a magnifying glass that makes objects look larger so they are easier to see (Remind students that they read about a looking glass, called a bug glass, in *Gran*. *Gran* used the bug glass to look at ants.)
3. **Spanish coin**—money from Spain
4. **date**—numbers showing the year that the coin was made
5. **sixteen hundreds**—the years ranging from 1600 to 1699, which is about 400 years ago
6. **batch**—a group of something
7. **fetch**—to go get something
8. **“That’s a shame.”**—an expression that means “That is too bad.”
9. **bucks**—dollars
10. **minted**—to make coins by stamping metal

Note: Be aware that *scratches*, *date*, *shop*, and *bucks* are multiple-meaning words. Make sure students understand the meaning of these words as used in this story.

Purpose for Reading

- Tell students to read today’s story to find out what happens at the coin shop.

Note: Before breaking into small groups, write some of the words or phrases from previous Supplemental Materials sections on the board. If some pairs finish early, they can illustrate one of the words or phrases.

Small Group

- Divide students into two groups. Today you should meet with students from Group 1 who previously read with a partner in Lesson 4. Remember that it is important to hear all students read aloud on a regular basis.
- ✪ **Group 1:** Meet with students needing more direct support. Have students take turns reading aloud “The Coin Shop.”
- ✪ **Group 2:** Tell students to take turns reading “The Coin Shop.” If they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

Wrap-Up

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

Discussion Questions on “The Coin Shop”

1. *Literal* Who is the narrator, or the person telling the story? (Kate is telling the story.)
2. *Literal* Who was in the coin shop? (Kate, Nan, and Nan’s pal, Jack, were in the coin shop.)
3. *Literal* What does the coin look like? (The coin is silver and has some scratches on it.)
4. *Evaluative* Why would Jack want to look at the coin under a looking glass? (Answers may vary, but should involve explanations that Jack would want to see the details of the coin.)
5. *Inferential* Jack says that the Spanish *minted* coins like Kate’s coin. What does *minted* mean? (Answers may vary, but should include that *minted* means made the coin.)
6. *Literal* How much could Jack sell a Spanish coin for? (He could sell it for three hundred bucks.)
7. *Evaluative* Why do you think Jack could sell the coin for three hundred bucks? Why is it worth so much money? (Answers may vary.)

Take-Home Material

Spelling Words

- Tell students to take home Worksheet 6.1 to practice their spelling words with a family member.

Supplemental Materials

If you have students who work quickly, give them these lists of words and chains to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words. Also use the words, chains, phrases, and sentences in exercises that you choose from the Pausing Point.

- Newly decodable words:

- | | |
|------------|------------|
| 1. catch | 6. pitch |
| 2. fetch | 7. pitcher |
| 3. kitchen | 8. scratch |
| 4. match | 9. stretch |
| 5. patch | 10. switch |

- Chains:

- | |
|-----------------------------------------------------------------------------------|
| 1. hitch > ditch > itch > pitch > patch > latch > hatch > batch > match > catch |
| 2. snatch > snitch > stitch > stick > slick > lick > lack > latch > match > patch |

- Phrases and sentences:

- | | |
|---------------------------------|-----------------------------------|
| 1. catch me if you can | 6. The duck eggs will hatch soon. |
| 2. switch sides | 7. Spot fetched the stick. |
| 3. hatch a plan | 8. Who will pitch in this game? |
| 4. mix and match | 9. Do his socks match? |
| 5. A stitch in time saves nine. | 10. Did you scratch the bug bite? |

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 604 and 767 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 605 and 768 of those words would be completely decodable.

Lesson 7

✓ Objectives

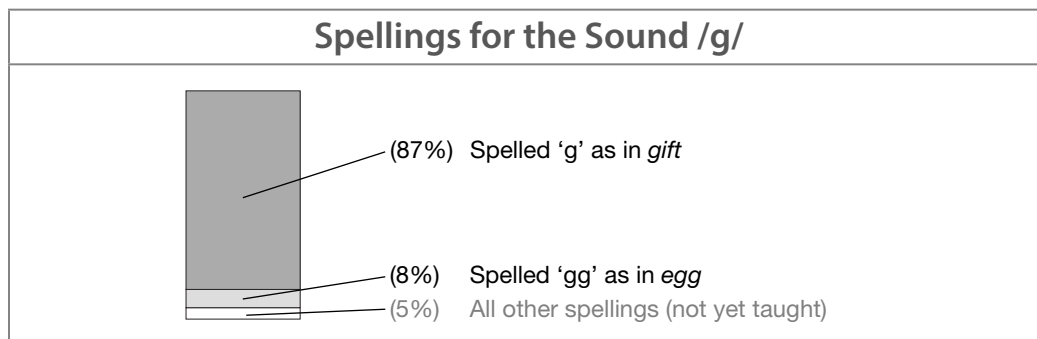
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending punctuation) (RF.1.1a)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Segment a two-syllable word into individual sound and/or syllables (RF.1.2d)
- ✓ Read words spelled with 'g' and 'gg' as /g/ (RF.1.3b)
- ✓ State that every syllable must have a vowel sound (RF.1.3d)
- ✓ Identify the number of syllables (i.e., vowel sounds, in spoken and written words) (RF.1.3d)
- ✓ Read and/or write two-syllable words composed of two closed syllables, magic 'e' syllables, and/or r-controlled syllables (RF.1.3e)
- ✓ Read and understand decodable text in the story "The Coin Shop" that incorporates the letter-sound correspondences taught in one and two-syllable words with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Build simple and compound declarative and interrogative sentences orally (L.1.1j)

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Warm-Up</i>	Segmenting and Blending Two-Syllable Words		5
<i>Reviewing Spelling Alternatives</i>	Spellings for /g/	Consonant Code Flip Book	10
<i>Grammar</i>	Statements and Questions	Worksheet 7.1	20
<i>Reading Time</i>	Partner Reading: Reread "The Coin Shop"	<i>Kate's Book</i> ; Worksheet 7.2	25
<i>Take-Home Material</i>	Spelling Alternatives for /ch/	Worksheet 7.3	*

Note to Teacher

Today you will review two important spellings for the /g/ sound: the basic code spelling 'g' as in *got*, and the spelling alternative 'gg' as in *egg*. The chart below shows how common each spelling is.



Here are some patterns for you to be aware of:

- 'g' is the most common spelling. It is used in most situations, including initial position (*get, gift*), final position (*bug, bag*), and in the initial consonant clusters *gl-* and *gr-* (*glow, grow*).
- 'gg' follows the same patterns as 'pp' and 'bb'. It is never used at the beginning of a word. It is used in doubling situations (*big > bigger*) and after a "short" vowel sound in other multi-syllable words (*dagger, snuggle, giggle*).
- The sound /g/ (combined with the sound /z/) can also be represented by the letter 'x' in some words (*exact, exaggerate*).

Warm-Up

5 minutes

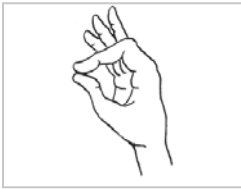
Segmenting and Blending Two-Syllable Words

Note: For these oral segmenting and blending Warm-Ups, continue to review the different types of two-syllable words students learned in Unit 4: compound words, root words with suffixes, and other types of two-syllable words in which the individual syllables cannot stand alone as separate words.

In the exercise below, the last two words have been marked with an *. For these words, ask students to segment each syllable and tell you how to spell the word syllable by syllable, so you can write the word on the board.

- Look at each word in the box below and note where they are marked with a syllable divider.

- Say the first word, *rainbow*, and ask students to tell you how many syllables there are. Remind students that every syllable has a vowel sound; clap the number of syllables, if necessary. Point out that this two-syllable word is a compound word (i.e. a word made up of two separate, single-syllable words). In this case, *rain* and *bow* are two separate words that make up the word *rainbow*.
- Repeat the word *rainbow*, pausing slightly between the syllables.
- Say the first syllable in a segmented fashion, marking each sound with a finger tap, beginning with a thumb-forefinger tap (/r/ /ae/ /n/).
- Say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/b/ /oe/).
- Say the blended word while making a fist.
- Have students repeat after you.
- Continue this process with the remaining words.



- | | | |
|-----------------|-------|----------------------------------|
| 1. rain•bow | (3+2) | /r/ /ae/ /n/ • /b/ /oe/ |
| 2. mail•box | (3+3) | /m/ /ae/ /l/ • /b/ /o/ /x/ |
| 3. sil•ver | (3+2) | /s/ /i/ /l/ • /v/ /er/ |
| 4. robb•er | (3+1) | /r/ /o/ /b/ • /er/ |
| 5. *tooth•paste | (3+4) | /t/ /oo/ /th/ • /p/ /ae/ /s/ /t/ |
| 6. *star•fish | (3+3) | /s/ /t/ /ar/ • /f/ /i/ /sh/ |

*Have students provide the spellings for these words, syllable by syllable, as you write the words on the board.

Reviewing the Spelling Alternatives

10 minutes

Spellings for /g/

- Tell students that you will review the basic code spelling for /g/.
- Turn to **Consonant Code Flip Book page 6**. Point to the 'g' and ask students to name the letter. Read the word *gift*, and remind students that 'g' can be used to spell /g/ in English words.
- Point to the power bar under the 'g' and ask students what the length of the power bar means. (It means that 'g' is a very common spelling for /g/.)
- Write 'g' on the board, along with the two sample words listed in the box below.
- Ask students to tell you another spelling for /g/ that they have learned.

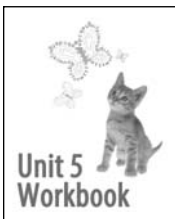
- Repeat the previous steps, reviewing with students the sample word and the length of the power bar on the Spelling Card for 'gg'.
- Write 'gg' on the board, along with the two sample words listed below.

1. g: *get, big*
2. gg: *digging, hugged*

Grammar

20 minutes

Statements and Questions



Worksheet 7.1

If students need additional practice with distinguishing between a statement and a question, you may use the Pausing Point exercises under the objective "Identify and/or Write Statements or Questions" and the activities in *Unit 5 Assessment and Remediation Guide*.

These sentences are not entirely decodable and are meant to be used orally in this exercise.

- Remind students that they have learned about two types of sentences: statements and questions.
- Ask students what kind of sentence ends with a period. (statement) Ask a student to say a statement.
- Ask students what kind of sentence ends with a question mark. (question) Have a student ask a question.
- Tell students that you are going to read some sentences and that you want them to tell you whether each one is a statement or a question and which punctuation mark should be used at the end of each.

1. Did you like the story we read yesterday? (question, ends with a question mark)
2. It is windy outside today. (statement, ends with a period)
3. Did you have fun at the parade yesterday? (question, ends with a question mark)
4. Our new books are fun to read. (statement, ends with a period)

- Write the following sentences on the board, one by one.

1. can you fetch the book _____
2. the chicks hatched _____
3. ben cooks in the kitchen _____
4. will Sal get a pet _____

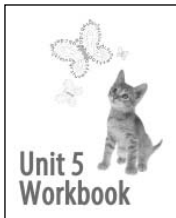
- Have the class read each one aloud.
- Ask a student to come up to the board, change the first letter into a capital letter, and add the correct punctuation mark.
- Remind students that a noun names a person, place, or thing. Have students circle the nouns.

- Ask students to tell you what a verb is. (a part of speech that shows action) Ask students to come up to the board and draw a squiggly line under the verb in each sentence. Ask students to also identify whether each verb is in the present, past, or future tense.
- Remind students that adjectives are parts of speech that describe nouns. Ask students to orally provide you with an adjective for nouns in the sentences. For example, if you point to *book*, students may say *big* or *heavy*.
- Distribute Worksheet 7.1.
- On the front of the worksheet, have students copy the sentences on the lines. Remind them to use a capital letter at the beginning of each sentence and the correct punctuation mark at the end.
- On the lines on the back of the worksheet, have students write a question and a statement about the picture. Remind students to write complete sentences and to use capital letters and correct punctuation marks. If time permits, have students share the statements and questions they wrote about the picture.

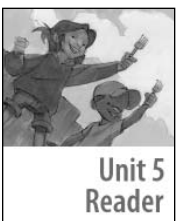
Reading Time

25 minutes

Partner Reading: Reread “The Coin Shop”



Worksheet 7.2



Page 8

Note: Before breaking into partner pairs, write some of the words or phrases from previous Supplemental Materials sections on the board. If some pairs finish early, they can illustrate one of the words or phrases.

- Distribute Worksheet 7.2. Tell students to complete this after they reread “The Coin Shop.” Encourage students to reread the story to find the answers to the questions and to write on the blanks the page numbers where they find the answers.

Wrap-Up

- Review Worksheet 7.2 as a class.

Take-Home Material

Spelling Alternatives for /ch/

- Have students take home Worksheet 7.3 to practice spelling alternatives for /ch/ with a family member.

Lesson 8

Spelling Alternatives

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions, orally and in writing, about “You Never Can Tell,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Read words spelled with ‘g’ and ‘ge’ as /j/ (RF.1.3b)
- ✓ Read Tricky Words taught in this and past units (RF.1.3g)
- ✓ Read and understand decodable text in the story “You Never Can Tell” that incorporates the letter-sound correspondences taught in one and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Read and write words in which ‘g’ > /g/ as in *got* or /j/ as in *gem*

At a Glance	Exercise	Materials	Minutes
Warm-Up	Tricky Word Review	Tricky Word cards	5
Reviewing and Introducing the Spelling Alternatives	Teacher Modeling	Consonant Code Flip Book; Spelling Cards for ‘ge’ > /j/ (<i>fringe</i>) and ‘g’ > /j/ (<i>gem</i>); Worksheet 8.1; red marker	10
	Spelling Tree for /j/	Spelling Tree for /j/; leaves with spelling alternatives for /j/; marker; tape; brown, green and yellow paper; markers; leaves template; odd duck template; scissors	20
Reading Time	Partner Reading: “You Never Can Tell”	<i>Kate’s Book</i> ; Worksheet 8.2	25
Take-Home Material	“The Coin Shop”	Worksheet 8.3	*

Advance Preparation

It is recommended that you place **Worksheet 8.1** in a page protector in students' classroom folders. You will add other worksheets containing new consonant spellings to this page protector throughout the unit. If you do not have page protectors to use, please consider other ways to organize the worksheets that will allow students to reference them for Units 5–7.

Today you will create a new Spelling Tree to teach and review spelling alternatives for /j/. Remember that the trunk of a Spelling Tree represents the specific sound under study, whereas the various branches and their respective leaves represent the different spellings for this sound. The Spelling Tree serves as a visual reminder that one sound can have more than one spelling.

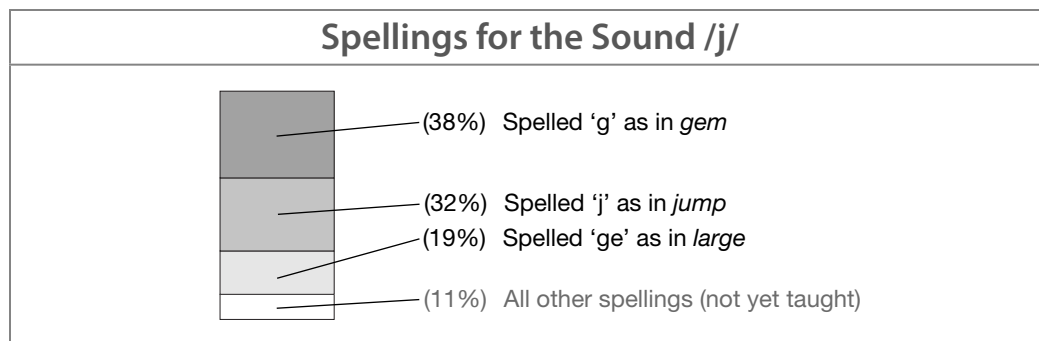
Refer to the directions and template in Lesson 4 for further guidance in creating the new Spelling Tree. Remember to mark the trunk of this Spelling Tree /j/. The Spelling Tree should have four branches that fork off from the central trunk. Two of the branches for the /j/ Tree are for 'j' and 'g', which should both be about the same size as they represent the most frequent spellings. The next, smaller branch should be labeled 'ge', whereas the top branch (and shortest) is for "odd ducks."

Assemble the Spelling Tree prior to the lesson.

Write these /j/ words on the leaves: *jump, jar, join, jack•et, germs, gem, gin•ger, mag•ic, ger•bil, large, charge, hinge*. Have additional blank leaves available as well. Make multiple copies of the odd duck template with yellow paper. You do not need to write any words in advance on the odd duck templates; just have these available during the lesson should students offer any odd duck spellings for the /j/ sound.

Note to Teacher

Today you will introduce two spelling alternatives for the /j/ sound. Students should already know the basic code spelling 'j' as in *jump*. In this lesson, you will review that spelling and introduce the spelling alternatives 'g' as in *gem* and 'ge' as in *fringe*. The chart below shows how common each spelling is.



Here are some patterns for you to be aware of:

- The 'g' and 'j' spellings are used at the beginning of words and syllables, but generally not at the end.
- 'j' is more common than 'g' at the beginning of words and syllables.
- As an initial spelling, 'g' is used mainly in words that begin with *ge-*, *gi-*, and *gy-* (*gem*, *ginger*, *gypsy*).
- 'g' (**never 'j'**) is used with **separated vowel digraphs** (*age*, *huge*).
- 'g' is used in place of 'ge' when suffixes are added (e.g., *barge* > *barging* and *large* > *largest*).
- 'ge' is used at the end of words, after r-controlled vowel sounds (*large*, *urge*) and in consonant clusters (*plunge*, *bulge*).
- The spelling alternatives 'dge' as in *judge* and 'dg' as in *judging* will be taught in later grades.

Warm-Up

5 minutes

Tricky Word Review

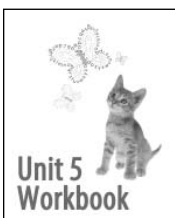
- Have students take out the index cards they made for previously taught Tricky Words and place them on their desk.
- Explain that you will say one of the Tricky Words and that you want students to hold up the card for the word.
- Say one of the Tricky Words, and have students hold up the correct word. Have one student say a phrase or sentence that contains the Tricky Word. Tricky Words include: *were*, *are*, *should*, *could*, *your*, *to*, *their*, *because*, *word*, *have*, *today*, *yesterday*, *tomorrow*, *how*.
- Repeat with as many words as you deem necessary.
- Have students keep the index cards for later use.

Reviewing and Introducing the Spelling Alternatives

30 minutes

Teacher Modeling

10 minutes



Worksheet 8.1

Note: Please refer to the bolded note in the Advance Preparation section at the beginning of the lesson for important details. Also ensure you have the Consonant Code Flip Book and the Spelling Cards mentioned in the At a Glance chart.

- Tell students that you will review the basic code spelling for /j/.
- Turn to **Consonant Code Flip Book page 8**. Point to the 'j' and ask students to name the letter.

- Read the word *jump*, and remind students that ‘j’ can be used to spell /j/ in English words.
- Point to the power bar under the ‘j’ and ask students what the length of the power bar means. (It means that ‘j’ is a very common spelling for /j/.)
- Write ‘j’ on the board, along with the two sample words: *jump, jar*.
- Have students remove Worksheet 8.1 from the page protector and outline the ‘j’ spelling in red marker to show that it is a spelling they have learned for a consonant sound.
- Tell students that /j/ is a tricky sound, which means it is a sound that can be spelled several different ways.
- Write ‘g’ on the board, and explain that this letter can stand for the /j/ sound. On **Consonant Code Flip Book page 8**, put the Spelling Card ‘g’ > /j/ (*gem*) on the appropriate space. Have students read the sample word. Discuss the length of the power bar. Explain that the /j/ sound is spelled ‘g’ a bit more often than it is spelled ‘j’.
- Have students outline the ‘g’ spelling on Worksheet 8.1 in red marker to show that it is a spelling they have learned for a consonant sound.
- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Tell students there is another way to write the /j/ sound.
- Write ‘ge’ on the board, and explain that the two letters work together to stand for the /j/ sound.
- On **Consonant Code Flip Book page 8**, put the Spelling Card ‘ge’ > /j/ (*fringe*) on the appropriate space. Have students read the sample word. Discuss the length of the power bar. Explain that the shorter power bar means that the /j/ sound is not usually spelled this way.
- Have students outline the ‘ge’ spelling on Worksheet 8.1 in red marker to show that it is a spelling they have learned for a consonant sound.
- Tell students that they can refer to this worksheet whenever they are having trouble remembering spelling alternatives for the /j/ sound.
- Tell students that whenever the spelling ‘g’ and ‘ge’ for the /j/ sound appears on a worksheet or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that they stand for /j/.
- Ask students to share any words that include the /j/ sound.
- Write and sort the /j/ words that students provide, according to the spelling, on the board in a chart format similar to the one below. If students provide a word in which the /j/ sound is not spelled with any of the spellings below, list these words under a new column called ‘odd ducks.’ Explain that ‘odd ducks’ are words in which the /j/ sound is written with a spelling that is not taught in Grade 1. Do not list words in the ‘odd ducks’ column unless students happen to suggest these words.

- Circle the letters that stand for the /j/ sound in each word. For example, if a student says *jar*, list the word under the heading ‘j’ and circle the ‘j’. If a student says a word that contains two different spellings for /j/, list the word twice.

/j/			
‘j’	‘g’	‘ge’	odd ducks

Call students’ attention to the three spellings for /j/: ‘j’, ‘g’, and ‘ge’.

Spelling Tree for /j/

20 minutes

If students need additional practice with this sound-spelling correspondence, you may use the Pausing Point exercises under the objective “Understand That Some Sounds Have Spelling Alternatives” and the activities in the *Unit 5 Assessment and Remediation Guide*.

- Show students the prepared Spelling Tree. Tell students that this Spelling Tree will help them keep track of and organize the different spellings for the /j/ sound. Point to the trunk labeled /j/, and tell students to say the /j/ sound. Tell them that you are going to add leaves to the different branches of this Spelling Tree. All of the words that you put on the Spelling Tree will have the /j/ sound.
- Point to the branches, and explain that each branch will represent a different spelling for /j/. Review the spellings on the branches, and note that the branches are like the power bars because they show how common a spelling is for a particular sound. The biggest branches show the most common or most frequent spellings.
- Point out that the odd ducks branch is the shortest. Explain that words with unusual spellings are called ‘odd ducks.’ Odd ducks are Tricky Words, and like Tricky Words, odd ducks are on yellow paper.
- Show students the following leaves, one at a time, with words that have the /j/ spellings that you prepared in advance: *jump*, *germs*, and *charge*. Ask students to read one word at a time. Then ask one student to tell you on which branch you should place this leaf/word; then tape that leaf to the Spelling Tree. Continue until all three of the leaves have been read and placed on the appropriate branch.
- Distribute the remaining leaves to pairs of students, one leaf per pair. Give students one minute to practice reading the words with their partner and to discuss the proper placement of their particular leaves on the Spelling Tree.
- Call on each pair of students to show their leaves to their classmates. Have them read the words and then direct you where to tape the leaves. Ask for confirmation from the remainder of the class. Continue until all of the words are placed on the Spelling Tree.
- If time permits, ask several students if they can think of any other words with the /j/ sound. Write these on leaves, and then ask students to place them on the correct branches. If students come up with any odd ducks, they can be copied onto the yellow, duck-shaped cards.

- Explain that you will be using the Spelling Tree as an organizer. Students will have a chance to add more words to the Spelling Tree in later lessons.

Reading Time

25 minutes

Partner Reading: “You Never Can Tell”

Note: Before breaking into pairs, write some of the words or phrases from previous Supplemental Materials sections on the board. If some pairs finish early, they can illustrate one of the words or phrases.

Introducing the Story

- Ask students to turn to the table of contents and tell you which story is after “The Coin Shop.” (“You Never Can Tell”) Tell students that this title is an expression that means you cannot know what is going to happen in the future. In today’s story, this is an expression that Nan says to Kate when they are talking about her coin.

Previewing the Spellings

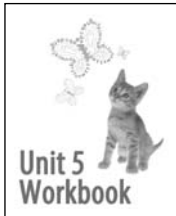
- Please preview the following spellings before reading today’s story.

‘ed’ > /d/	‘ed’ > /ed/	‘ed’ > /t/	Other Two-Syllable Words	Tricky Words
stared	start•ed	stretched	kitch•en	would
	nodd•ed	asked	robb•er	could
			per•haps	
			af•ter	
			happ•en	
			mag•ic	
			leg•end	

Previewing the Vocabulary

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

1. **chat**—to talk in a friendly way
2. **stretched**—reached out
3. **robber**—a person who steals things
4. **nodded**—move head up and down in agreement
5. **dime**—a silver coin worth ten cents
6. **rare**—unusual



Worksheet 8.2



Page 14

Purpose for Reading

- Tell students to read today’s story to find out what Nan is talking about when she says, “You never can tell.” When they are finished, they should complete Worksheet 8.2. Encourage students to look back at the story to find their answers.

Note: You may use this time to circulate around the room and listen to students read. Remember that the Anecdotal Reading Record is available in the Teacher Resources section of this Teacher Guide for you to record notes about students’ reading progress.

Wrap-Up

- Review Worksheet 8.2. Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the parts of the story that guided their answers.

Discussion Questions on “You Never Can Tell”

1. *Literal* Did Kate decide to sell or keep the coin? (Kate decided to keep the coin.)
2. *Evaluative* At the end of “The Coin Shop,” Kate was excited that she could sell her coin for three hundred bucks, but she instead decided to keep it. Why do you think she decided not to sell the Spanish coin? (Answers may vary.)
3. *Inferential* Nan asks what the coin would say if it had lips. What does she mean by this? (If the coin had lips, it might be able to talk and tell them who left it in the cave.)
4. *Evaluative* Kate says that there is no such thing as a good robber. What does she mean by this? (Even if a robber is able to steal many things and not get caught, he isn’t good because stealing things is bad.)
5. *Inferential* Why can Jack sell the Spanish coin for so much money? (He can sell the coin for a lot of money because the coin is rare.)
6. *Evaluative* What does Nan mean when she says, “You never can tell!” (Answers may vary, but may include that perhaps if dimes become rare, and Kate keeps her dime, it might be worth three hundred dollars in the future.)

Take-Home Material

“The Coin Shop”

- Have students take home Worksheet 8.3 to practice reading with a family member.

Supplemental Materials

If you have students who work quickly, give them these lists of words and chains to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words. Also use the words, chains, phrases, and sentences in exercises that you choose from the Pausing Point.

- Newly decodable words:

The words with asterisks are on the Dolch and/or Fry Word List.

- | | |
|-----------|------------|
| 1. large* | 7. forge |
| 2. page* | 8. gem |
| 3. age | 9. germ |
| 4. cage | 10. huge |
| 5. magic | 11. larger |
| 6. charge | 12. stage |

- Chains:

- | |
|---------------------------------------------------------|
| 1. age > page > rage > cage > sage > stage > stale |
| 2. barn > barge > charge > large > Marge > merge |
| 3. gorge > forge > form > farm > charm > charge > large |

- Phrases and sentences:

- | | |
|-------------------------|--------------------------------------|
| 1. a large class | 6. She likes to cook with sage. |
| 2. plunge into the pool | 7. Would you like a large scoop? |
| 3. be in charge | 8. What page are you on? |
| 4. lunge and stretch | 9. The flame singed the tree branch. |
| 5. magic trick | 10. Can you see germs? |

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 605 and 768 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 608 and 769 of those words would be completely decodable.

Lesson 9

Tricky Spelling

✓ Objectives

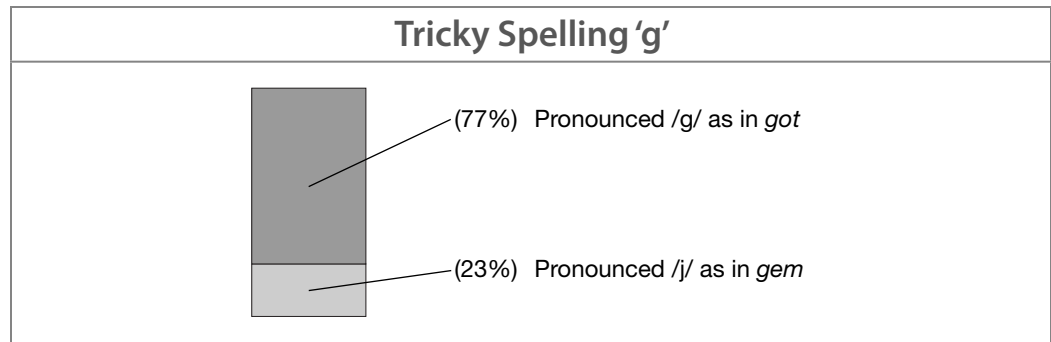
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions, orally and in writing, about “The Offer,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read words with the following inflectional endings: plural nouns ending in *-s* or *-es* (RF.1.3f)
- ✓ Read and understand decodable text in the story “The Offer” that incorporates the letter-sound correspondences taught in one and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Read and write words with ‘g’ > /g/ as in *got* or /j/ as in *gem*

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Warm-Up</i>	Plural Review		5
<i>Introducing the Tricky Spelling</i>	The Tricky Spelling ‘g’	Consonant Code Flip Book	15
	Tricky Spelling Practice	Worksheet 9.1	15
<i>Small Group</i>	“The Offer”	<i>Kate’s Book</i> ; Worksheet 9.2	25
<i>Take-Home Material</i>	Plural Review	Worksheet 9.3	*

Note to Teacher

Today students will work on decoding the tricky spelling 'g'. This spelling poses a problem for readers because it can be pronounced /g/ (sometimes called hard 'g') or /j/ (sometimes called soft 'g'). The chart below shows that /g/ is the more common pronunciation. If students come across an unfamiliar printed word containing the letter 'g', they should first try pronouncing the 'g' as /g/. If that does not sound like a word, or if the resulting word does not make sense in context, students should try /j/.



Here are some patterns for you to be aware of:

- The spelling 'g' is usually (not always) pronounced /g/ except when followed by the letters 'e', 'i', and 'y'. Initial 'g' is almost always pronounced /g/ when it is part of an initial consonant cluster like *gl-* or *gr-* (*glad, grab*) and when it is at the beginning of a word and followed by the letters 'a', 'o', or 'u' (*gang, gum, go*). There are exceptions to this, like the words *gift, get, give, girl*.
- Final 'g' is almost always pronounced /g/ (*big, rag, beg*) unless it is part of the 'ng' spelling for /ng/ (*song, king*).

Warm-Up

5 minutes

Plural Review

Remind students that they can feel the difference between /s/ and buzzy /z/ by placing their fingertips on their voiceboxes while pronouncing the words.

- Ask students if the word *books* refers to a singular or plural noun. (plural)
- Next, ask students if they hear /s/ or the buzzy /z/ at the end of the word *books*. (/s/)
- Ask students how they would spell the word *books*. Write the answer on the board.
- Ask students if the word *glasses* refers to a singular or plural noun. (plural)
- Next, ask students if they hear /s/ or the buzzy /z/ at the end of the word *books*. (/z/)
- Ask students how they would spell the word *glasses*. Write the answer on the board.
- Remind students that when a word ends in 'sh' > /sh/, 'ch' > /ch/, 's' > /s/ or /z/, or 'x' > /x/, you add 'es' to change it to the plural form.

- Tell students that you will say some words. They should tell you if they hear the /s/ or /z/ sound at the end, and how they would write the word. Record their answers on the board.
- Use the following words: *dogs, dishes, boxes, dresses, birds, batches.*

Introducing the Tricky Spelling

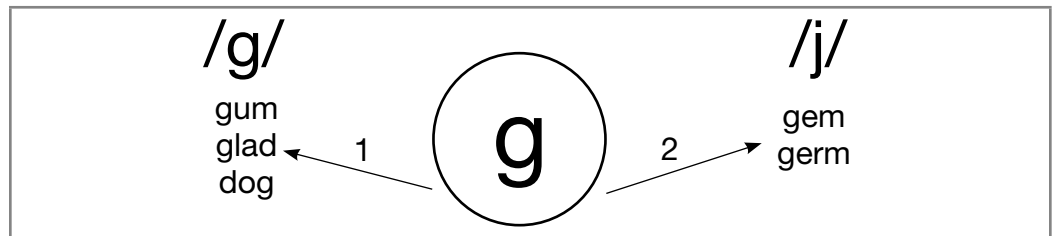
30 minutes

The Tricky Spelling 'g'

15 minutes

Note: You have taught this type of lesson in Unit 3 for the tricky spelling 'oo'.

- Before beginning this exercise, have **Consonant Code Flip Book page 6** displayed for students to see.
- Remind students that some spellings can be pronounced more than one way. Tell them that these spellings are called tricky spellings.
- Using the Consonant Code Flip Book, point to the Spelling Card that shows 'g' as a spelling for /g/. Remind students that they have already learned that 'g' can be pronounced /g/. Read the example word on the Spelling Card.
- They have also learned that 'g' can be pronounced /j/. Turn to **Consonant Code Flip Book page 8**. Point to the Spelling Card and read the example word.
- Follow the directions to draw the chart below to illustrate the tricky spelling 'g'.



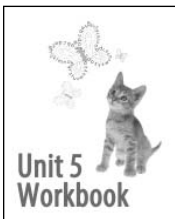
- On the left side of the board or chart paper, begin by writing /g/. Below it the words *gum, glad, and dog*. Read the words aloud.
- Point out that the spelling 'g' is pronounced /g/ in these words.
- Write the /j/ on the right side of the board. Explain that 'g' can sometimes be pronounced /j/ when it is followed by the letter 'e' or the letter 'i'.
- Below /j/, write the words *gem* and *germ*. Read the words aloud, and point out that the spelling 'g' is pronounced /j/ in these words.

Note: If students point out that it looks as if the words *gem* and *germ* contain the spelling 'ge', explain that the 'e' represents the vowel sound /e/ in *gem* and is part of the vowel sound /er/ in *germ*. You can tell them that 'g' is often pronounced /j/ when it is followed by the letter 'e', but do not teach this as an infallible rule, as there are exceptions, such as *get*.

- Write the letter 'g' on the board between the two sets of words, and circle the spelling.
- Tell students that in order to figure out how to pronounce this tricky spelling, students may need to try it two different ways.
- Draw one arrow from 'g' to the /g/ words, and label it "1." Draw a second arrow from 'g' to the /j/ words, and label it "2."
- Explain that /g/ is the most likely pronunciation option and therefore the one they should try first.
- If that does not sound right, or does not make sense in context, they should try option 2, /j/.
- Leave the diagram on the board so that students can consult it as they work on the next exercise.

Tricky Spelling Practice

15 minutes



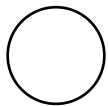
Worksheet 9.1

If students need additional practice with the tricky spelling 'g', you may use the Pausing Point exercises under the objective "Read and Write Words with the tricky spellings 'g' and 'ed'" and the activities in the Unit 5 *Assessment and Remediation Guide*.

Note: This is a good exercise in which to use "think aloud" strategies, where you describe your thought processes out loud for the benefit of students. It is also a good exercise in which to emphasize the use of context clues as a support for decoding skills.

- Distribute Worksheet 9.1.
- Read the example words on the left: *gum, glad, dog*. Point out the /g/ sound in these words. Have students underline the 'g' in the words.
- Read the example words on the right: *gem, germ*. Review that the 'g' represents the /j/ sound in these words. Have students underline the 'g' in the words.
- Have students find the underlined 'g' in the word in the first sentence.
- Read the first sentence on the worksheet, pronouncing the tricky spelling 'g' as /g/: "A cat is /l/ /ar/ /g/ /er/ than a rat." Ask students if that sounds right.
- Explain that, because /l/ /ar/ /g/ /er/ sounds wrong, the students need to try it the other way.
- Read the sentence again, pronouncing the tricky spelling 'g' as /j/: "A cat is /l/ /ar/ /j/ /er/ than a rat." Ask students if that sounds right.
- Write *larger* in the /j/ column to indicate the 'g' in *larger* is pronounced like /j/ as in *gem*.
- Complete the remaining sentences, having students first find the underlined 'g' in the words and read them on their own. Then call on students to read the sentence aloud, try the tricky spelling both ways, choose the pronunciation that sounds right and/or makes sense, and print the word in the correct column.
- When students have completed the worksheet, ask them which pronunciation seems to be more common. (/g/)

Q: What is this?



- A: A moon?
 A wheel?
 A cookie?
 A pizza?
 A ball?

- **Modification:** If students have trouble understanding Tricky Spellings, draw a circle on the board and ask students what it might be. Some possible answers include a circle, a ball, a cookie, the sun, or a wheel. Explain that some letters and spellings are like this circle; they can stand for more than one thing. Just as the circle can be a sun or a cookie, the letter 'g' can be a picture of /g/ or /j/. As an extension you could add details to the picture of the circle (e.g., add some clouds next to the circle and a house down below). In this context it is clearer that the circle is the sun. In the same way, the surrounding context of a sentence can help students figure out whether 'g' stands for /g/ or /j/.

Small Group

25 minutes

"The Offer"

Note: Before breaking into small groups, write some of the words or phrases from previous Supplemental Materials sections on the board. If some pairs finish early, they can illustrate one of the words or phrases.

Introducing the Story

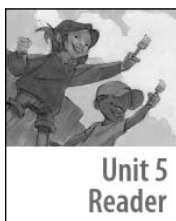
- Remind students that titles give us clues as to what a story is about. The title of today's story is "The Offer." Ask students, "What is an offer?" Explain that an offer is an invitation or proposal of something. For example, if a friend says, "Can I offer you some candy?" they are providing you the choice of taking a piece of candy. Point out that the word *offer* can be a noun or verb.

Previewing the Spellings

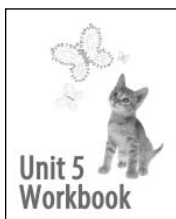
- Please preview the following spellings before reading today's story.

'ge' > /j/	'g' > /j/	'g' > /g/	Two Syllable Words	Tricky Words
large	gee	bug	off•er	who
			grand•dad*	to•morr•ow
			out•side*	
			morn•ing	

*Point out to students that *granddad* is a compound word, made up of *grand* and *dad*. *Outside* is also a compound word, made up of *out* and *side*.



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Worksheet 9.2

Previewing the Vocabulary

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

1. **grand•dad**—another name for grandfather
2. **tent**—a shelter that can be packed up and carried from place to place; it can be put together by using poles, is lightweight, and provides a place for sleeping.
3. **gee**—an expression that shows excitement or surprise

Purpose for Reading

- Tell students to read today’s story to find out what Jack offers. When they are finished, they should complete Worksheet 9.2. Encourage students to look back at the story to find their answers.

Small Group

- Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while students in Group 2 should partner read.
- Tell students that if they finish early, they can illustrate one of the words or phrases from the board.

Note: As today’s story is shorter in length, you may have the opportunity to hear both groups read. Remember that it is important to hear all students read on a regular basis.

- ✪ **Group 1:** Have students take turns reading aloud “The Offer.”
- ✪ **Group 2:** Tell students to take turns reading aloud “The Offer.” If they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

Wrap-Up

- Review Worksheet 9.2. Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions on “The Offer”

1. *Literal* What was Kate doing in the kitchen at the start of the story when Nan came in? (Kate was scratching a large bug bite when Nan came in.)
2. *Literal* What did Jack offer? (Jack offered to take Nan and Kate camping along with Max.)
3. *Literal* What types of things does Nan say they will do when they go camping? (They will hike, look at rocks, cook meals outside, look at the stars, and sleep in a tent.)
4. *Evaluative* What other things do you think Kate might do when she is out camping with Nan, Max, and Jack? (Answers may vary.)

Take-Home Material

Plural Review

- Have students take home Worksheet 9.3 to practice creating plural nouns with a family member.

Lesson 10

Review and Practice

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions, orally and in writing, about “The Campsite,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read Tricky Words taught in this and past units (RF.1.3g)
- ✓ Read and understand decodable text in the story “The Campsite” that incorporates the letter-sound correspondences taught in one and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Capitalize dates (L.1.2a)
- ✓ Use commas in dates (L.1.2c)
- ✓ Spell and write one-syllable words using letter-sound correspondences taught in Grade 1 for a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words for weekly spelling assessment (L.1.2d)
- ✓ Orally produce sounds represented by spellings

<i>At a Glance</i>	Exercise	Materials	Minutes
Spelling	Spelling Assessment	Worksheet 10.1	15
Reviewing the Spellings	Spelling Tree Review	tape; spelling leaves	10
	Baseball Game	index cards	15
Small Group	“The Campsite”	<i>Kate’s Book</i> ; Worksheet 10.2	20

Advance Preparation

Today you will review the Spelling Trees /k/ and /j/. Write the following words on leaves to add to the Spelling Trees: *hike, looked, coin, luck, racc•oon, drum•stick, gee, larg•er, leg•end, gel, barge, stage•coach*. (Write this last word on two leaves because this word can be placed on both the /k/ and /j/ Trees.)

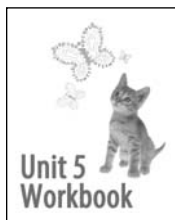
In addition, you will play a baseball game. Please write the following words on index cards.

- | | | |
|-------------|----------------|----------------|
| 1. switch | 12. drum•stick | 23. mag•ic |
| 2. queen | 13. card | 24. boiled |
| 3. ring | 14. cord | 25. rose•bud |
| 4. ground | 15. perch | 26. large |
| 5. pitch•er | 16. gem | 27. page |
| 6. scratch | 17. un•der | 28. swimm•ing |
| 7. chin | 18. camp•er | 29. foot•print |
| 8. sour | 19. draw•ing | 30. ground |
| 9. raked | 20. germ | 31. catch |
| 10. join | 21. cute | |
| 11. thawed | 22. side | |

Spelling

15 minutes

10 Spelling Assessment



Worksheet 10.1

- Distribute Worksheet 10.1. As a class, write the date on the worksheet under the name line.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write down the word.
- Repeat this procedure with each of the remaining words.
- At the end, go back through the list and read each spelling word one more time.

- | | |
|----------|----------|
| 1. chips | 5. flash |
| 2. how | 6. marsh |
| 3. fetch | 7. catch |
| 4. shine | 8. much |

- After all the words have been called out, tell students that you will now show them the correct spelling for each word so that they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling and writing the correct spelling next to it.

Note: At a later time today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

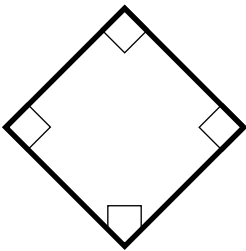
Spelling Tree Review

10 minutes

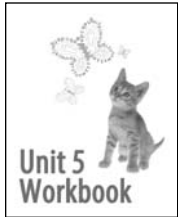
- Remind students that they have recently reviewed spellings for /k/. Point to the Spelling Tree for /k/, and review the four spellings, reading some of the leaves for each branch.
- Point to the Spelling Tree for /j/. Remind students that ‘g’ is a Tricky Spelling. Ask students to name the two different sounds for the ‘g’ spelling. (/j/ and /g/) Remind students that ‘g’ is often pronounced /j/ when it is followed by the letter ‘e’ or the letter ‘i’.
- Show students the prepared leaves. Ask students to read the words aloud and use them in a sentence. Ask students to tape the leaves to the Spelling Trees.

Baseball Game

15 minutes



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



Worksheet 10.2



Page 22

“The Campsite”

Introducing the Story

- Ask students to describe the offer that Nan’s friend, Jack, presented in the last story. (The offer was to go camping.) Review with students the things Nan told Kate they could do while camping. (hike, look at rocks, cook lunch and dinner outside, look at the stars, and sleep in a tent) Tell students that today’s story is about Nan, Kate, Jack, and Max heading to and setting up their campsite.

Previewing the Spellings

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

‘g’ > /j/	‘tch’ > /ch/	Other Two-Syllable Words	Tricky Word
leg•end	match•es	camp•site*	be•cause
		Bad•lands*	
		un•pack	
		lan•terns	

*Point out that *campsite* is a compound word, made up of *camp* and *site*.

Badlands is also a compound word, made up of *bad* and *lands*.

Note: Review with students the plural form of *matches*, pointing out that because it ends in ‘ch’, we add ‘es’, not just ‘s’, to make it plural. You may also wish to preview the contraction *what’s*, reminding students that it is made up of the words *what* and *is* put together.

Previewing the Vocabulary

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

1. **legend**—a story that has been handed down over time
2. **crops**—plants grown on a farm
3. **lanterns**—similar to flashlights
4. **sleeping bags**—large, warm bags usually used for sleeping outside
5. **lugged**—carried heavy things

Purpose for Reading

- Tell students to read today’s story to find out about where Kate and everyone else are camping.

Small Group

Note: Before breaking into small groups, write some of the words or phrases from previous Supplemental Materials sections on the board. If some pairs finish early, they can illustrate one of the words or phrases.

- Distribute Worksheet 10.2. Tell students to complete this worksheet when they finish reading the story.
- Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while students in Group 2 partner read.
- Tell students that if they finish early, they can illustrate one of the words or phrases from the board.
- ✪ **Group 1:** Have students take turns reading aloud “The Campsite.” Complete Worksheet 10.2.
- ✪ **Group 2:** Have students read “The Campsite” with a partner. When they are finished, they should complete Worksheet 10.2.

Wrap-Up

- Review Worksheet 10.2. Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions on “The Campsite”

1. *Literal* Where is the campsite? (The campsite is in the Badlands.)
2. *Literal* How did the Badlands get their name? (Farmers thought the rocks and sand and stone would make for bad farming, and the name “Badlands” stuck.)
3. *Inferential* Kate says that they brought “tents, lanterns, and matches” with them to the campsite. How do you think they used each of those things? (tent—shelter for sleeping; lanterns—for light; matches—to start the fire to cook their food)
4. *Inferential* At the end of the story, Kate decides, “Max is OK!” Why do you think she feels this way? (Max shared a hot dog with her, so Kate thinks he is nice.)

Analysis of Student Errors

Directions

Write students' names in the column provided. The words on today's spelling assessment are grouped on the Analysis chart according to spelling patterns. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student, and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today's spelling words, as well as the *Assessment and Remediation Guide*.

The words on this week's spelling assessment can be analyzed in many different ways. Below, we have provided analyses focusing on errors in encoding the consonant digraphs in these words. You should take note of any difficulty students have in encoding other features of the words, such as medial vowels and consonant clusters.

Column 1

What an error in this column means: In these words, the sound /ch/ is spelled with the consonant digraph 'ch'. Students who have difficulty encoding this consonant digraph may struggle with the concept that two letters can work together to represent one sound.

What you should do: Refer to the Unit 5 Pausing Point and the *Assessment and Remediation Guide* for additional exercises and targeted lessons.

Column 2

What an error in this column means: In these words, the sound /ch/ is spelled with the consonant trigraph 'tch'. Students may be using the 'ch' spelling and might need practice determining when to use the basic code spelling and when to use the spelling alternative.

What you should do: Refer to the Unit 5 Pausing Point and the *Assessment and Remediation Guide* for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to their spelling.

Column 3

What an error in this column means: In these words, the sound /sh/ is spelled with the consonant digraph 'sh'. Students who have difficulty encoding this consonant digraph may struggle with the concept that two letters can work together to represent one sound.

What you should do: Refer to the *Assessment and Remediation Guide* for additional exercises and targeted lessons.

Column 4

What an error in this column means: The word *how* is a Tricky Word taught in Lesson 1 of this unit. Tricky Words do not follow the rules for encoding that students have learned thus far.

What you should do: Remind students that in the word *how*, the ‘ow’ work together to stand for the /ou/ sound, just like another Tricky Word they have learned, *down*. For now, students should memorize how to spell these Tricky Words. Additional practice reading and writing Tricky Words can be found in the Pausing Points and the *Assessment and Remediation Guide*.

Column 5

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty encoding the medial vowel sounds in words such as *marsh* and *shine*. Please also consider the influence of students’ home language on encoding. Analyze any patterns, and provide targeted remediation using previous Pausing Points and the *Assessment and Remediation Guide*.

Lesson 11

✓ Objectives

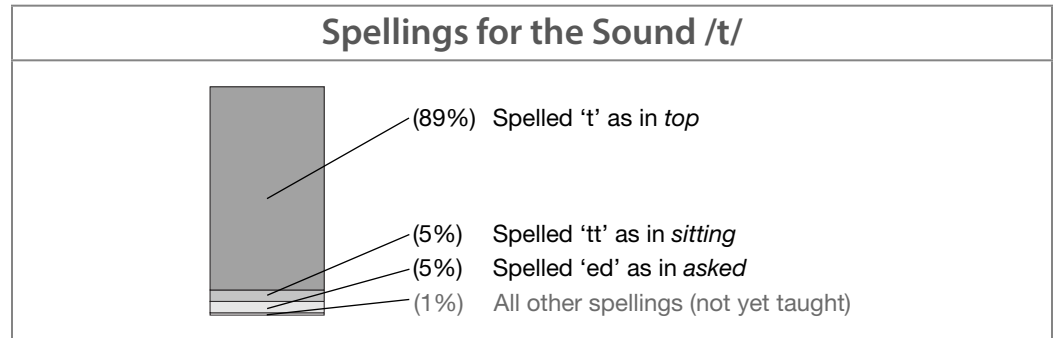
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending punctuation) (RF.1.1a)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Read words spelled with 'ed', 't', and 'tt' as /t/ (RF.1.3b)
- ✓ Read words with inflectional endings, such as *-ed* (RF.1.3f)
- ✓ Build simple and compound declarative, interrogative, and exclamatory sentences orally (L.1.1j)
- ✓ Spell and write one and two-syllable words using letter-sound correspondences taught in Grade 1 for a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words for a weekly spelling assessment (L.1.2d)
- ✓ Use frequently occurring affixes, such as *-er* and *-est*, as a clue to the meaning of a word (L.1.4b)
- ✓ Identify frequently occurring root words and their inflectional forms, such as *-ed* (L.1.4c)

<i>At a Glance</i>	Exercise	Materials	Minutes
Spelling	Introduce Spelling Words	Worksheet 11.1	15
Reviewing the Sound	Tongue Twister		5
Reviewing the Spelling Alternatives	Spellings for /t/	Consonant Code Flip Book; Spelling Card 'ed' > /t/ (<i>asked</i>)	5
	Word Sort	Worksheet 11.2	15
Grammar	Statements, Questions, and Exclamations	Worksheet 11.3	20
Take-Home Material	Spelling Words/Practice Pack	Worksheets 11.1, 11.4	*

Note to Teacher

Today you will review all three of the important spellings for the /t/ sound: the basic code spelling 't' as in *top*, and the spelling alternatives 'tt' as in *sitting*, and 'ed' as in *asked*. The chart below shows how common each spelling is.



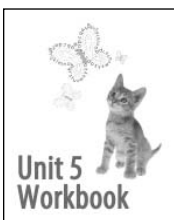
Here are some patterns for you to be aware of:

- 't' is the most common spelling. It is used at the beginning, middle, and end of words (*top, blister, art*), in the initial clusters *tr-*, *tw-*, *st-* (*train, twin, stain*), in the final clusters *-st*, *-lt*, *-pt*, *-ct*, *-nt*, *-ft* (*bust, bolt, crept, fact, hunt, lift*), and with separated digraphs (*cute, note, bite, late*).
- 'tt' is used in the same situations as 'bb' and 'pp'. It is never used at the beginning of a word or syllable. It is rare in one-syllable words (*mutt*). It is used mostly in doubling situations (*hot > hotter*) and after a "short" vowel sound in other multi-syllable words (*attic, better, lettuce*).
- 'ed' pronounced /t/ is a past-tense marker used after the voiceless sounds /f/, /s/, /p/, /k/, /ch/, and /sh/ (*dressed, hiked*). Once the mouth is making a voiceless sound at the beginning of a consonant cluster, it becomes difficult to change to a voiced sound at the end. So the whole cluster tends to "go voiceless." If English spelling were 100% phonetic, we would write *drest* instead of *dressed*. In words that contain separated digraphs, such as *hiked* and *baked*, the 'e' in the past-tense ending *-ed* can be seen as serving two functions. It is part of the separated digraph, and it is part of the past-tense marker.

Spelling

15 minutes

Introduce Spelling Words



Worksheet 11.1

- Remind students that they will have a list of spelling words to practice and learn each week.
- Read and write each spelling word, underlining and reviewing the spellings for the /j/ sound in each word. Have students repeat each word after you. Remind students that the last word is a Tricky Word. Tricky Words do not follow the rules, so their spellings must be memorized.
- Ask one or more students to use each word in a sentence, being sure to explain vocabulary for any words they may not know.

- The words for the week are:

Spellings for /j/			Tricky Word
'j' > /j/	'g' > /j/	'ge' > /j/	
jumping	germ	charged	your
jars	gem	fringe	
	magic		

Reviewing the Sound

5 minutes

Tongue Twister for /t/

- Tell students that today they are going to review the /t/ sound as in *top*.
- Have students say /t/ several times.
- Ask students if /t/ is a vowel sound or a consonant sound. (It is a consonant sound, made with the tongue touching the roof of the mouth just behind the teeth to obstruct airflow.)
- Have students close their eyes and listen as you read the following tongue twister: *Tim told Tina not to twist and turn*.
- Ask students which sound they heard most often. (/t/)
- Once the /t/ sound has been identified, read the tongue twister a second time, having students raise their hands whenever they hear the /t/ sound.
- Break the tongue twister into small chunks and read it again, having students repeat each chunk back to you: *Tim told Tina* (pause) *not to twist and turn*.

Reviewing the Spelling Alternatives

20 minutes

Spellings for /t/

5 minutes

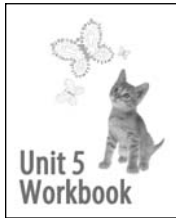
- Tell students that you will now review the spellings for the /t/ sound.
- Turn to **Consonant Code Flip Book page 3**.
- Review with students the spellings 't' and 'tt' by reading the sample words and discussing the lengths of the power bars.
- Write the sample words on the board for 't' and 'tt' listed in the box below.
- Show students the Spelling Card for 'ed' > /t/ (*asked*). Remind students that the spelling 'ed' is only used for the past-tense marker in verbs.
- Read the sample word, *asked*, and discuss the power bar. Attach the Spelling Card to the Consonant Code Flip Book.

- Write the sample words for 'ed' on the board. You may also ask students to provide words with this sound.

1. t: *truck, sit*
2. tt: *kitten, bitter*
3. ed: *parked, baked*

Word Sort

15 minutes

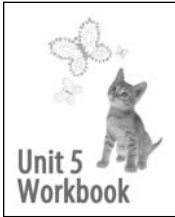


Worksheet 11.2

- Distribute Worksheet 11.2.
- Explain that the words in the box contain the sound /t/ spelled 't', 'tt', or 'ed'.
- Read the words as a class. Ask students to use them in a sentence.
- As a class, underline the target spellings 't', 'tt', and 'ed' in the words in the box. Then have students sort the words according to these spellings, placing each word in the appropriate column.
- When students have finished sorting the words, ask them if they see any patterns. Here are some things they might notice: 't' is the most common spelling; some words change from 't' to 'tt' when suffixes are added (e.g., *sit* > *sitting* and *cut* > *cutting*); the ending *-ed* is used at the end of words to mark past tense.
- Have students look at the back of the worksheet.
- Explain that the chart shows common spelling patterns for the /t/ sound.
- Remind students that the words in the first column are called root words. These are words to which endings can be added.
- Remind students that they encountered the suffixes *-er* and *-est* when they read "The Green Fern Zoo." Explain that the ending *-er* shows *more* of something, and *-est* shows *most*.
- Discuss the examples provided—*wet, wetter, wettest*—and use them in sentences to illustrate their meanings.
- Ask students what change they noticed to the root word *wet* when the suffixes were added. Remind them of the the pattern that when a suffix is added to a one-syllable word with a short vowel sound followed by a single consonant, the final consonant spelling is doubled.
- Tell students that they will add the suffixes *-er* and *-est* to the remaining words in the chart. Tell them to be careful to only double the consonant when it is needed.
- Ask students to fill in the empty boxes in the chart. Review the worksheet as a class.

Discuss briefly with students the meanings of *-er* and *-est*.

Statements, Questions, and Exclamations



Worksheet 11.3

- Remind students that they have learned about two types of sentences: questions and statements.
- A statement is a sentence that tells you something, and a question is a sentence that asks something.
- Ask students to provide you with a statement and a question.
- Write the two sentences below on the board.
- Read the sentences, and have students repeat after you.
- Reread the first sentence, and point out that it begins with a capital letter and ends with a period.
- Reread the second sentence, reading with expression so that your voice is higher at the end of the sentence. Point out that the sentence begins with a capital letter and ends with a question mark. Explain that this type of sentence is a question because it asks us something. Sentences that are questions end with a question mark as punctuation.

1. I like to run.
2. Do you like to run?

- Tell students that they will now learn about another type of sentence. Say the following sentence aloud with an excited expression: *I love to run!*
- Tell students that sentences with strong emotions, such as excitement, frustration, joy, or fear, end with exclamation points. A sentence with an exclamation point is often read in a louder tone than other types of sentences.
- Write an exclamation point on the board. Tell students that they have already seen this in the Reader. Now they can use the exclamation point when writing sentences to show strong emotions.
- Read the sentences below, and ask students to decide if a sentence is a statement, question, or exclamation, and if it should end with a period, question mark, or exclamation point.

These sentences are not entirely decodable and are meant to be used orally in this exercise.

1. I will go to the store today. (statement, ends with a period)
2. Watch out! (exclamation, ends with an exclamation point)
3. Can I eat this cake? (question, ends with a question mark)
4. Have you ever been to Spain? (question, ends with a question mark)
5. I loved that movie! (exclamation, ends with an exclamation point)
6. We can go outside to play. (statement, ends with a period)
7. It's snowing! (exclamation, ends with an exclamation point)

- Write the sentences in the following box on the board, one at a time, omitting the final punctuation mark in each.

These sentences are decodable and are meant to be written on the board.

1. Kate's mom and dad went on a trip (.)
2. Where did Kate spend last summer (?)
3. Was it a boring summer for Kate (?)
4. Kate had a lot of fun (!)
5. Kate got a Spanish coin from a cave (!)

- Read each sentence as a class. Ask students whether each sentence is a statement, a question, or an exclamation, and whether it should end with a period, a question mark, or an exclamation point.
- Add the appropriate punctuation to each sentence on the board. Point out that every sentence, no matter whether it is a statement, a question, or an exclamation, always begins with a capital letter.
- Distribute Worksheet 11.3.
- At the top of the worksheet, have students trace and copy the exclamation point, the question mark, and the period.
- For the second part, have students write the correct punctuation in the box at the end of the sentence.
- Then have students rewrite each sentence, reminding them that a sentence starts with a capital letter and ends with proper punctuation.

Take-Home Material

Spelling Words/Practice Pack

Have students take home Worksheets 11.1 and 11.4 to practice their spelling words and spelling alternatives for /ch/ with a family member.

Lesson 12

✓ Objectives

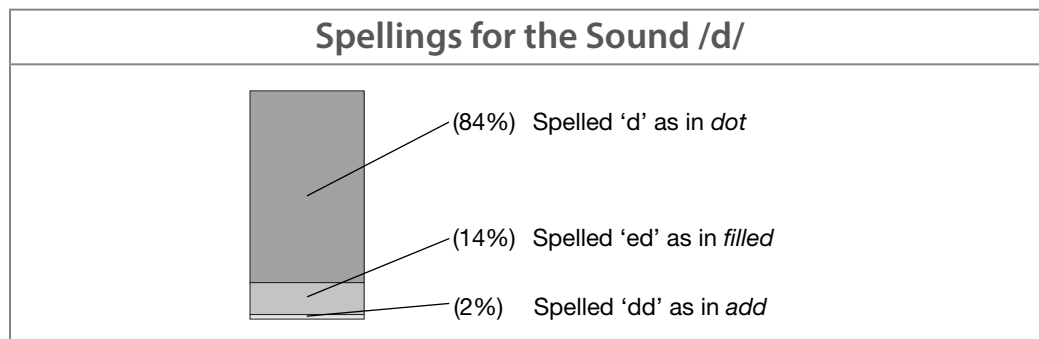
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions, orally and in writing, about “Jack’s Tale,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Identify who is telling the story at various points in “Jack’s Tale” (RL.1.6)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Read words spelled with ‘d’, ‘dd’, and ‘ed’ as /d/ (RF.1.3b)
- ✓ Read words with inflectional endings, such as *-ed* (RF.1.3f)
- ✓ Read and understand decodable text in the story “Jack’s Tale” that incorporates the letter-sound correspondences taught in one and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Use frequently occurring affixes, such as *-er* and *-est*, as a clue to the meaning of a word (L.1.4b)
- ✓ Identify frequently occurring root words and their inflectional forms, such as *-ed* (L.1.4c)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Warm-Up	The <i>-ed</i> Dance		5
Reviewing the Sound	Sister Sounds /t/ and /d/		10
Reviewing the Spelling Alternatives	Spellings for /d/	Consonant Code Flip Book; Spelling Cards ‘d’ > (<i>dot</i>), ‘dd’ > (<i>add</i>), and ‘ed’ > (<i>filled</i>)	5
	Word Sort	Worksheet 12.1	15
Small Group	“Jack’s Tale”	<i>Kate’s Book</i> ; Worksheet 12.2	25
Take-Home Material	Practice Pack	Worksheet 12.3	*

Note to Teacher

Today you will review all three of the important spellings for the /d/ sound: the basic code spelling 'd' as in *dot*, and the spelling alternatives 'dd' as in *add* and 'ed' as in *filled*. The chart below shows how common each spelling is.



Here are some patterns for you to be aware of:

- **'d'** is the most common spelling; it is used in most cases, including initial position (*dog*), final position (*mad*), in the initial consonant clusters *dr-* and *dw-* (*drip*, *dwarf*), in the final consonant clusters *-dth*, *-ld*, and *-nd* (*width*, *old*, *and*), and with separated digraphs (*made*).
- **'dd'** is used in the same situations as 'tt', 'bb', and 'pp'. It is rare in one-syllable words and never occurs at the beginning of a word or syllable. It is used mostly in doubling situations (*sad* > *sadder*) and after a short vowel in other multi-syllable words (*ladder*, *shudder*, *huddle*).
- **'ed'** is only used to spell the past-tense marker. It is pronounced /d/ after voiced consonants and vowel sounds. In words that contain separated digraphs, such as *timed* and *zoned*, the 'e' in the past-tense ending *-ed* can be seen as serving two functions. It is part of the separated digraph, and it is part of the past-tense marker.

The –ed Dance

- Remind students that they have learned how to change a verb to the past tense by adding –ed.
- Lead the class in the –ed dance.

/t/, /d/, /ed/	(bend your knees on each of the three beats along with outstretched cheering arms)
/t/, /d/, /ed/	(bend your knees on each of the three beats along with outstretched cheering arms)
Past-tense marker	(wiggle your hips left to right on each beat, one beat on marker)
Past-tense marker	(wiggle your hips left to right on each beat, one beat on marker)
Spelled ‘ed’	(arms up and outstretched, hips still wiggle left to right on each beat)
Spelled ‘ed’	(arms up and outstretched, hips still wiggle left to right on each beat)

- Repeat with students leading the class.

Reviewing the Sound

Sister Sounds /t/ and /d/

If students need additional practice with similar sounds, you may use the Pausing Point exercises under the objective “Distinguish Similar Sounds” and the activities in the *Unit 5 Assessment and Remediation Guide*.

- Tell students that today they are going to review the /d/ sound as in *dot*.
- Have students say the /d/ sound several times.
- Ask students whether /d/ is a vowel sound or a consonant sound. (It is a consonant sound, made with the tongue touching the roof of the mouth just behind the teeth to obstruct airflow.)
- Remind students that /t/ and /d/ are very similar—they are sister sounds. The only difference between these sounds is their voicing: /t/ is voiceless, and /d/ makes our voicebox vibrate.
- Write /d/ on the board and the number ‘1’ beside it. Then write /t/ on the board with the number ‘2’ beside it.
- Tell students that you want them to raise one finger when you say the /t/ sound and two fingers when you say the /d/ sound.
- Practice this several times.
- Next, tell students that you will be reading some words that begin with /t/ or /d/. They should raise one finger when they hear the /d/ sound, and two fingers when they hear the /t/ sound.

- Work through the words below.
- Have students repeat each word to hear and feel the difference in articulation. Students can place their fingers on their voiceboxes when pronouncing these words in order to feel the difference between /t/ and buzzy /d/.

1. tape	/t/	6. drill	/d/
2. dip	/d/	7. tin	/t/
3. ditch	/d/	8. dark	/d/
4. tuck	/t/	9. taste	/t/
5. duck	/d/	10. dim	/d/

Reviewing the Spelling Alternatives

20 minutes

Spellings for /d/

5 minutes

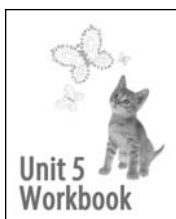
- Tell students that you will now review the spellings for the /d/ sound.
- Turn to **Consonant Code Flip Book page 4**.
- Review with students the ‘d’ and ‘dd’ spellings, reading the sample words and discussing the lengths of the power bars.
- Write the sample words for ‘d’ and ‘dd’ provided in the box below.
- Show students the spelling card for ‘ed’ > /d/ (*filled*). Remind students that the spelling ‘ed’ is only used for the past-tense marker. Discuss the sample word for ‘ed’ and the length of the power bar, noting to students that the /d/ sound is most often spelled ‘d’ as in the basic code, then ‘ed’ as in the past-tense marker, and lastly ‘dd’ as in the consonant doubling.
- Write the two sample words on the board for ‘ed’ listed in the box below.

1. d: *duck, mad*
2. dd: *add, madder*
3. ed: *planned, trimmed*

Word Sort

15 minutes

- Distribute Worksheet 12.1.
- Explain that the words in the box contain the sound /d/ spelled ‘d’, ‘dd’, or ‘ed’.
- Read the words aloud. Have students use them in a sentence.
- As a class, underline the target spellings ‘d’, ‘dd’, and ‘ed’ in the words in the box.

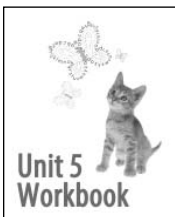


Worksheet 12.1

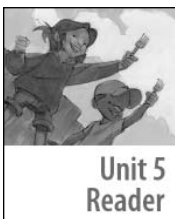
- Have students sort the words according to these spellings, placing each word in the appropriate column.
- When students have finished sorting the words, ask them if they see any patterns. Here are some patterns they may have noticed: ‘d’ is the most common spelling, ‘ed’ is used for past-tense verbs, and some words change from ‘d’ to ‘dd’ when suffixes are added (e.g., *shred* > *shredded*.)
- Have students look at the back of the worksheet.
- Explain that the chart shows common spelling patterns for the /d/ sound.
- Remind students that the words in the first column are called root words. These are words to which endings can be added.
- Also remind them that the endings *-er* and *-est* are added to root words to indicate more of the root word (*-er*) and the most of the root word (*-est*).
- Have students read the words in the first line of the chart and use each word in a sentence.
- Explain that the ‘d’ spelling is replaced in these words by ‘dd’ because a one-syllable word with a short vowel sound that is followed by a single consonant, changes to a double-letter spelling when a suffix is added .
- Ask students to fill in the empty boxes in the chart, being careful to double the ending consonant only when it is necessary.

Small Group

25 minutes



Worksheet 12.2



Page 26

“Jack’s Tale”

Introducing the Story

- Write the word *tale* on the board, and ask students to read the word. Tell students that sometimes when people go camping, they like to tell tales, or entertaining stories, at nighttime. (Make sure students understand that this kind of *tale* is not the same as the *tail* on a dog or cat.)
- Today’s story is a tale Jack shares with Nan, Kate, and Max when they are sitting around after dinner. Jack’s tale is about robbers or outlaws in the West a long time ago. The setting for Jack’s tale is in the past before there were cars or planes. Outlaws are people who do something that is against the law, such as stealing something that does not belong to them.

Previewing the Spellings

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

‘g’ > /j/	‘ou’ > /ou/	Consonant Doublings	Tricky Words
gin•ger	shout	lett•er	who
leg•end	out•law*	robb•ing	stage•coach*
age		tipped	would
gents		pass	

*Point out to students that *outlaw* is a compound word, made up of *out* and *law*. Also point out to students that *stagecoach* is a compound word, made up of *stage* and *coach*.

Note: Please preteach the word *stage•coach* as a Tricky Word. Write the word *stage•coach* on the board and encourage students to read the first syllable. Then underline the letters 'oa'. Explain that these letters stand for the sound /oe/ as in *home*. Assist students in reading the entire word. Explain that a stagecoach is a vehicle drawn by horses that was used to transport people, money, and mail. You may wish to include *stage•coach* on your Tricky Word Wall, but please note that it does not occur frequently in print like the other Tricky Words do.

Previewing the Vocabulary

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

1. **ginger snaps**—cookies made from ginger
2. **drawn**—pulled
3. **outlaws**—people living outside of the law, meaning they do not follow the laws
4. **strongbox**—a box where things are placed to be locked up and kept safe
5. **top hat**—a tall hat normally worn for special occasions
6. **sharp dresser**—a person who wears stylish and fashionable clothes
7. **tipped his hat**—to lift or tip a hat as a polite greeting
8. **gents**—short for gentlemen
9. **nabbed**—caught
10. **did his time**—stayed in jail
11. **let him back out**—let him out of jail

Note: Be aware that *drawn* and *age* are multiple meaning words. Make sure students understand the meaning of these words as used in this story.

Purpose for Reading

- Tell students to read today's story to find out more about Jack's tale about outlaws.

Small Group

Note: Before breaking into small groups, write some of the words or phrases from previous Supplemental Materials sections on the board. If some pairs finish early, they can illustrate one of the words or phrases.

- Distribute Worksheet 12.2. Tell students to complete this worksheet when they finish reading the story.
- Divide students into two groups. Today you should meet with students from Group 2 who previously read with a partner in Lesson 10. Remember that it is important to hear all students read aloud on a regular basis. Group 1 will partner read.
- Tell students that if they finish early, they can illustrate one of the words or phrases from the board.
- ✪ **Group 1:** Tell students to take turns reading “Jack’s Tale” and then complete Worksheet 12.2. If they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.
- ✪ **Group 2:** Tell students to take turns reading “Jack’s Tale” and complete Worksheet 12.2.

Wrap-Up

- Review Worksheet 12.2. Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions on “Jack’s Tale”

1. *Literal* Who is the narrator, or the person who is telling the story you just read? (Jack is the narrator of this story.) How do you know? (The title of the story is “Jack’s Tale.”)
2. *Literal* How were letters sent from one person to another delivered in Jack’s tale? (Letters were sent by stagecoach.)
3. *Evaluative* What is a stagecoach? Have you read other stories that included a stagecoach? (A stagecoach is a vehicle drawn by horses. Students may make connections to other stories with coaches, such as Cinderella.)
4. *Literal* What was kept in the strongbox? (Money was kept in the strongbox.)
5. *Inferential* Why did Jack say that Bart was a bit better than other outlaws? (Bart was a bit better because he was polite, and he didn’t yell or shout.)
6. *Literal* What happened to Bart? (He was caught and was locked up in jail, and then he was let out. He was no longer an outlaw.)

Take-Home Material

Practice Pack

- Have students take home Worksheet 12.3 to practice with a family member.

Lesson 13

✓ Objectives

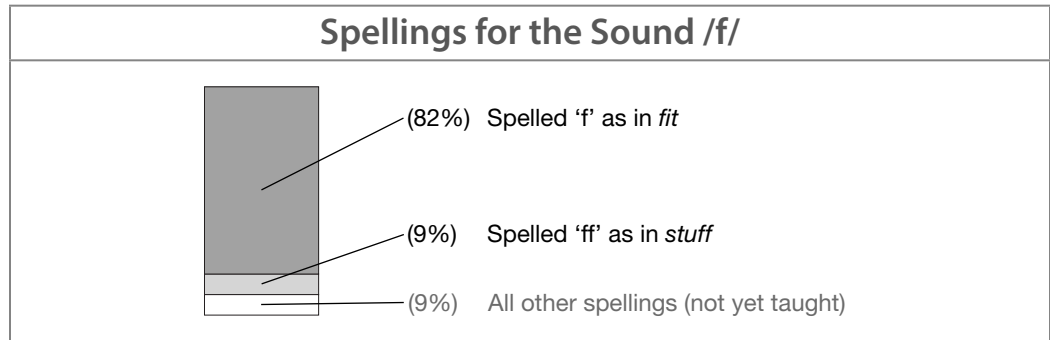
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions, orally and in writing, about “The Visit,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Identify who is telling the story at various points in “The Visit” (RL.1.6)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending punctuation) (RF.1.1a)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Read words spelled with ‘f’ and ‘ff’ as /f/ (RF.1.3b)
- ✓ Read one and two-syllable words, and then write each word in the sentence where it fits best (RF.1.3b)
- ✓ Read and understand decodable text in the story “The Visit” that incorporates the letter-sound correspondences taught in one and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Build simple and compound declarative, interrogative, and exclamatory sentences orally (L.1.1j)
- ✓ Use sentence-level context as a clue to the meaning of the word *hoisted* (L.1.4a)

At a Glance	Exercise	Materials	Minutes
Reviewing the Sound	Hearing Initial Sounds for /f/		5
Reviewing the Spelling Alternatives	Spellings for /f/	Consonant Code Flip Book	5
	Fill in the Blank	Worksheet 13.1	15
Grammar	Statements, Questions, and Exclamations	Worksheet 13.2	10
Small Group	“The Visit”	<i>Kate’s Book</i> ; Worksheet 13.3	25

Note to Teacher

Today you will review two of the important spellings for the /f/ sound: the basic code spelling 'f' as in *fit*, and the spelling alternative 'ff' as in *stuff*. The chart below shows how common each spelling is.



Here are some patterns for you to be aware of:

- 'f' is the most common spelling. It is used in initial position (*fun, fig*), final position (*leaf, deaf*), in the initial consonant clusters *fl-* and *fr-* (*flop, fresh*), in the final consonant clusters *-ft, -fth,* and *-lf* (*lift, fifth, elf*), and with separated digraphs (*safe, life*).
- Only 'f' is used at the beginning of words and syllables, but both spellings are used at the end of words or syllables.
- 'ff' is commonly found after "short" vowel sounds written with single-letter spellings; thus we write *stiff*, but *deaf*.
- Words with final /f/ tend to keep the spelling they have in the root form, even when suffixes beginning with a vowel sound are added: *leaf > leafy; oaf > oafish; stuff > stuffy*.
- The spelling alternatives 'ph' (*phone, physical*) and 'gh' (*laugh, tough*) will be taught in Grade 2.

Reviewing the Sound

5 minutes

Hearing Initial Sounds for /f/

- Tell students that today they are going to review the /f/ sound as in *fit*.
- Have students say the /f/ sound several times, stretching it out.
- Ask students whether /f/ is a vowel sound or a consonant sound. (It is a consonant sound, made with the lips and teeth touching to obstruct airflow.)
- Tell students that you are going to say a number of words. Some of the words will begin with the /f/ sound and some will not.
- Have students close their eyes and listen carefully.

- Tell students to raise their hands when they hear a word that begins with the /f/ sound.

- | | |
|---------|-----------|
| 1. fast | 6. this |
| 2. face | 7. farm |
| 3. vet | 8. van |
| 4. thin | 9. friend |
| 5. fun | 10. vend |

Reviewing the Spelling Alternatives

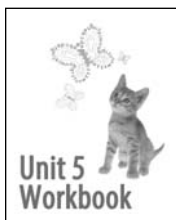
20 minutes

Spellings for /f/

5 minutes

- Tell students you will now review the spellings for /f/.
- Turn to **Consonant Code Flip Book page 9**.
- Review with students the ‘f’ and ‘ff’ spelling for /f/, reading the sample words and discussing the power bar.
- Write ‘f’ and ‘ff’ on the board, along with the sample words listed in the box below.

1. f: *frog, life*
2. ff: *off, stuff*



Worksheet 13.1

Fill in the Blank

15 minutes

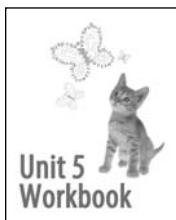
- Distribute Worksheet 13.1.
- Explain that the words in the box contain the spelling alternatives that you have been reviewing. Ask students to read the words in the box and then use them to complete the sentences.

Grammar

10 minutes

Statements, Questions, and Exclamations

- Remind students that they have learned about three types of sentences: questions, statements, and exclamations.
- Ask students to tell you about the three different types of sentences. (A statement is a sentence that tells you something, a question is a sentence that asks something, and an exclamation is a sentence that has strong feelings, like excitement.)



Worksheet 13.2

- Ask students to provide you with a statement, a question, and an exclamation.
- Write the sentences in the following box on the board, one at a time, omitting the final punctuation mark in each.
- Read each sentence as a class. Ask students whether each sentence is a statement, a question, or an exclamation and whether it should end with a period, a question mark, or an exclamation point.
- Demonstrate writing a period, a question mark, and an exclamation point on the board. Point out that every sentence, no matter whether it is a statement, a question, or an exclamation always begins with a capital letter.

These sentences are decodable and are meant to be written on the board.

1. Did they catch him (?)
2. That's cool (!)
3. Bart shaped up in the end (.)

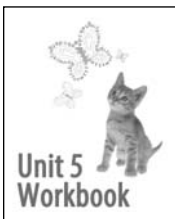
- Distribute Worksheet 13.2.
- Tell students to read the sentences and write a period, exclamation point, or question mark at the end.
- For the second part, students should write sentences of their own to match the ending punctuation.

Small Group

25 minutes

"The Visit"

Introducing the Story



Worksheet 13.3



Page 32

- Today's story is about what happens after Jack finishes telling his tale at the campsite. Remind students that when Kate and everyone arrived at their campsite, there was work to do to set up their camping gear. Ask students about the sorts of things Kate and Max had to do to set up the campsite. (They had to unpack sleeping bags, tents, lanterns, matches, and food, and they also had to set up tents.) Tell students that before going to sleep, there are additional things that have to be done when camping.

Previewing the Spellings

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

<i>-ed</i>	<i>-ing</i>	Other Two-Syllable Words	Tricky Words
stuffed	tell•ing	vis•it	what
hoist•ed	stand•ing	racc•oons	who
flipped	bett•ing	clatt•er	why
			be•cause

Note: Also review with students the contractions *can’t* and *that’s*.

Previewing the Vocabulary

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

1. **Paw-paw**—another name for grandfather
2. **raccoons**—furry animals about the same size as a cat and that usually live in the woods
3. **foxes**—furry animals about the size of a small dog that usually live in the woods
4. **clatter**—a loud noise that sounds like things banging together
5. **scraps**—little bits and pieces
6. **scram**—a warning to leave quickly
7. **Get lost!**—an expression used to tell someone to leave quickly

Purpose for Reading

- Tell students to read today’s story to find out what happens at the campsite after Jack’s tale.

Note: Also ask students to try to figure out the meaning of the word *hoisted*. Tell them that if they do not know what a word means, they can use context clues to figure it out. Context clues can be in the sentence, as well as in any pictures. Tell students that you would like them to use context clues to figure out what the word *hoisted* means, and you will discuss their ideas as a class at the end of the story.

Small Group

Note: Before breaking into small groups, write some of the words or phrases from previous Supplemental Materials sections on the board. If some pairs finish early, they can illustrate one of the words or phrases.

- Distribute Worksheet 13.3. Tell students to complete this worksheet when they finish reading the story.

- Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while students in Group 2 partner read.
- Tell students that if they finish early, they can illustrate one of the words or phrases from the board.
- ✦ **Group 1:** Have students take turns reading aloud “The Visit.” Complete Worksheet 13.3.
- ✦ **Group 2:** Tell students to take turns reading “The Visit,” and complete Worksheet 13.3. If they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

Wrap-Up

- Review Worksheet 13.3. Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions on “The Visit”

1. *Literal* Who is the narrator telling the story? (Kate is the narrator telling the story.)
2. *Inferential* The story said that Jack tossed the rope up into a tree and hoisted the food pack up so that it was hanging ten feet off the ground. What does the word *hoisted* mean? How do you know? (*Hoisted* means to have lifted something up high. Students may say they figured it out when they read on page 32 that the pack was ten feet off the ground. They may also have used the picture on page 33 to help figure out what the word means.)
3. *Literal* Why should you keep your food up high at night when camping? (You should keep your food up high to keep it safe from animals.)
4. *Inferential* How do Kate and Nan feel when they hear the clatter in the night? How do you know? (Kate and Nan feel a little scared; Nan hugs Kate close to her, showing that she is trying to protect Kate, and they stay in their tent until they hear Jack.)
5. *Literal* Who does Jack think came to visit the campsite? (Jack thinks it was probably a fox looking for scraps of food to eat.)

Lesson 14

Review and Practice Tricky Word

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions, orally and in writing, about “The Hike,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Use illustrations from a fiction text read independently to describe its characters (RL.1.7)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending punctuation) (RF.1.1a)
- ✓ Read one- and two-syllable words, and then write each word in the sentence where it fits best (RF.1.3b)
- ✓ Read and write Tricky Word *picture* (RF.1.3g)
- ✓ Read and understand decodable text in the story “The Hike” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Build simple and compound declarative, interrogative, and exclamatory sentences orally (L.1.1j)

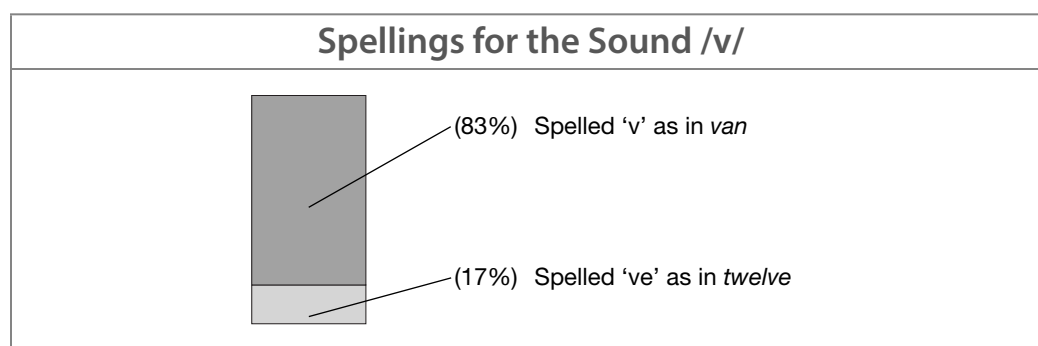
At a Glance	Exercise	Materials	Minutes
Warm-Up	Minimal Pairs /f/ and /v/		5
Introducing the Spelling Alternatives	Spellings for /v/	Consonant Code Flip Book; Spelling Card ‘ve’ > /v/ (<i>twelve</i>); Worksheet 14.1	5
	Fill in the Blanks	Worksheet 14.2	15
Grammar	Statements, Questions, and Exclamations	<i>Kate’s Book</i> ; paper	10
Tricky Words	Tricky Word Cards	yellow index card for <i>picture</i> ; one blank index card per student	5
Small Group	“The Hike”	<i>Kate’s Book</i> ; Worksheet 14.3	20
Take-Home Material	“The Campsite”	Worksheet 14.4	*

Advance Preparation

It is recommended that you place **Worksheet 14.1** in a page protector in students' classroom folders. You will add other worksheets containing new consonant spellings to this page protector throughout the unit. If you do not have page protectors to use, please consider other ways to organize the worksheets that will allow students to reference them for Units 5–7.

Note to Teacher

Today you will introduce the only significant spelling alternative for the /v/ sound. Students should already know the basic code spelling 'v' as in *van*. In this lesson you will review that spelling and introduce the spelling alternative 've' as in *twelve*. The chart below shows how common each spelling is.



Here are some patterns for you to be aware of:

- 'v' is used as a spelling for /v/ at the beginning of words and syllables (*vet*, *vent*); it is seldom found at the end of words (*Kiev*, *Pavlov*).
- 've' is used at the end of words (*twelve*, *serve*, *carves*).
- Many 've' words change to 'v' when suffixes are added (*carve* > *carving*).

Warm-Up

5 minutes

Minimal Pairs

If students need additional practice with minimal pairs, you may use the Pausing Point exercises under the objective "Distinguish Similar Sounds" and the activities in the *Unit 5 Assessment and Remediation Guide*.

- Tell students that today they are going to review the /v/ sound as in *van*.
- Have students say the /v/ sound several times, stretching it out.
- Ask students whether /v/ is a vowel sound or a consonant sound. (It is a consonant sound, made with the teeth and lips touching to obstruct airflow.)
- Tell students that you are going to say word pairs. The words will be very similar, but one word will begin with the /v/ sound and the other word will begin with the /f/ sound.
- Have students repeat the sounds /f/ and /v/.
- Have students close their eyes and listen as you say the first word pair.
- Ask students which word contains the /v/ sound.

- Have students repeat both words to hear and feel the difference in articulation. Students can touch their voiceboxes with their fingers to feel the difference between /f/ and buzzy /v/.
- Work through the remaining pairs.

- | | |
|--------------|----------------|
| 1. van—fan | 4. views—fuse |
| 2. vat—fat | 5. vein—feign |
| 3. vine—fine | 6. vault—fault |

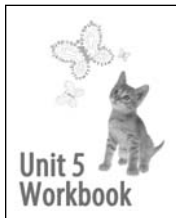
Introducing the Spelling Alternatives

20 minutes

Spellings for /v/

5 minutes

If students need additional practice with these spelling alternatives, you may use the Pausing Point exercises under the objective "Recognize and/or Write the Spellings Taught in Unit 5" and the activities in the Unit 5 Assessment and Remediation Guide.



Worksheet 14.1

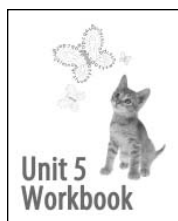
Note: Please refer to the bolded note in the Advance Preparation section at the beginning of the lesson for important details. Also ensure you have the Consonant Code Flip Book and the Spelling Card mentioned in the At a Glance chart.

- Tell students you will first review the basic code spelling for /v/.
- Open to **Consonant Code Flip Book page 10**, and review that 'v' is one way to spell the /v/ sound. Read the sample word and discuss the power bar.
- Write 'v' on the board, along with the two sample words listed in the box below.
- Have students remove Worksheet 14.1 from the page protector and outline the 'v' spelling in red marker to show that it is a spelling they have learned for a consonant sound.
- Turn to **Consonant Code Flip Book page 10**, and put the Spelling Card 've' > /v/ (*twelve*) on the appropriate space. Have students read the sample word. Discuss the length of the power bar. Explain that the short power bar means that the /v/ sound is sometimes spelled this way.
- Have students outline the 've' spelling on Worksheet 14.1 in red marker to show that it is a spelling they have learned for a consonant sound.
- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Tell students that whenever the spelling 've' appears on a worksheet or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.
- Tell students that they can refer to this worksheet whenever they are having trouble remembering spelling alternatives for the /v/ sound.

- | |
|-----------------------------|
| 1. v: <i>van, vet</i> |
| 2. ve: <i>sleeve, carve</i> |

Fill in the Blanks

15 minutes



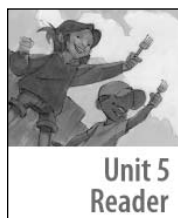
Worksheet 14.2

- Distribute Worksheet 14.2.
- Explain that the words in the box contain the sound /v/ spelled 'v' or 've'.
- Read the words in the box, and have the students underline the target spellings 'v' and 've'. Students should then fill in the blanks in the sentences with the best choice from the box.

Grammar

10 minutes

Statements, Questions, and Exclamations



- Review with students the three types of sentences they have learned about: statements, questions, and exclamations.
- Ask students to provide you with examples of each of these types of sentences.
- Tell students that they will now hunt through *Kate's Book* to find examples of each of these sentences.
- Tell students that you want them to look back at previously read stories and find two examples of each type of sentence. They should copy these sentences onto a blank piece of paper.
- When students are finished, have them share some of the sentences they picked out and read them to the class.

Tricky Word

5 minutes

Tricky Word Cards

Tricky Word: Picture

- Write the Tricky Word *picture* on the board, and ask students how they would pronounce it by blending. (They might say something like /p/ /i/ /k/ /t/ /ue/ /r/.)
Note: Alternatively, you can ask students how they would spell the word *picture*. They will probably come up with a spelling like *piccher* or *pikcher*. Explain that in this word the sounds /ch/ /er/ are spelled 'ture'.
- Explain that we actually pronounce this word /p/ /i/ /k/ /ch/ /er/ as in, "He took my picture with his new camera."
- Circle the letters 'p', 'i', and 'c' and explain that they are pronounced just as one would expect, as /p/, /i/, /k/.
- Underline the ending 'ture' and explain that this is the tricky part of the word. The letters 't', 'u', 'r', and 'e' stand for the /ch/ /er/ sounds.

Please see the Pausing Point for students needing additional help with Tricky Words. Additional exercises may also be found in the *Assessment and Remediation Guide*.

- Tell students that when reading *picture*, they have to remember to pronounce the letters ‘t’, ‘u’, ‘r’, ‘e’ as /ch/ /er/.
- Have students copy the word on an index card and underline the tricky part of the word.

Small Group

20 minutes

“The Hike”

Introducing the Story

- Ask students to look at the table of contents to see which story comes after “Jack’s Tale.” Ask students what the characters of today’s story might do based on the title of the story. Remind students that it was on a hike with Nan that Kate discovered a Spanish coin.

Previewing the Spellings

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

Other Two-Syllable Words	Consonant Doublings	Tricky Words
morn•ing	cliff	pic•ture
fin•ished	digg•ing	would
bigg•est	popped	
	runn•ing	

Note: Please review the contraction *let’s* with students, reminding them that *let’s* is *let* and *us* combined into one word. Use the word *let’s* in a sentence.

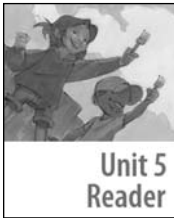
Previewing the Vocabulary

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

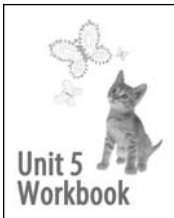
1. **a bit**—a short amount of time
2. **drifted off**—carried away
3. **carve**—to cut something away

Purpose for Reading

- Tell students to read today’s story to find out what happens on a hike.



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Worksheet 14.3

If necessary, review the vocabulary word *cliff*, which appeared in the *Gran* Reader in Unit 2. Explain that a *cliff* is a steep and high surface or an edge of a mountain.

Small Group

Note: Before breaking into small groups, write some of the words or phrases from the previous Supplemental Materials section on the board. If some pairs finish early, they can illustrate one of the words or phrases.

- Distribute Worksheet 14.3. Tell students to complete this worksheet when they finish reading the story.
- Divide students into two groups. Today you should meet with students from Group 2 who previously read with a partner in Lesson 13. Remember that it is important to hear all students read aloud on a regular basis. Group 1 will partner read.
- Tell students that if they finish early, they can illustrate one of the words or phrases from the board.
- ✪ **Group 1:** Tell students to take turns reading “The Hike.” Complete Worksheet 14.3.
- ✪ **Group 2:** Tell students to take turns reading “The Hike” and complete Worksheet 14.3. If they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

Wrap-Up

- Review Worksheet 14.3. Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions on “The Hike”

1. *Literal* What does everyone do in the morning? (They all go hiking in the morning.)
2. *Literal* What do Max and Kate go look for after lunch? (Max and Kate go look for rocks after lunch.)
3. *Inferential* Why do Max and Kate take forks with them? (Max and Kate take forks with them because they can use the forks to help dig out rocks.)
4. *Literal* How big was the bone that they pulled out from the cliff? (The bone was three feet long.) **Note:** You may show students something three feet long, or where three feet hits on your body, so they can understand how long the bone is.
5. *Inferential* Look at the picture on page 43. How do you think Kate and Max feel about their discovery? (Max and Kate look excited, happy, and amazed.)
6. *Evaluative* What kind of bone do you think Kate and Max found? Why? (Answers may vary.)

Take-Home Material

“The Campsite”

- Have students take home Worksheet 14.4 to read with a family member.

Supplemental Materials

If you have students who work quickly, give them the lists of words and chains to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words.

- Newly decodable words:

- | | |
|--------------|---------------|
| 1. I've* | 6. solve |
| 2. ourselves | 7. themselves |
| 3. serve | 8. twelve |
| 4. shelves | 9. we've* |
| 5. sleeve | 10. you've* |

***Note:** Remind students that these words are contractions, or two words that are joined by an apostrophe in order to create a shorter form. Discuss with students which words formed each contraction and which letters have been replaced by the apostrophe.

These chains contain some nonsense words.

- Chains:

- | |
|-------------------------------------------|
| 1. nerve > serve > seeve > sleeve > sleep |
| 2. car > carve > sarve > starve |
| 3. shelf > shelve > shelves > elves |

- Phrases and sentences:

- | | |
|------------------------|----------------------------------------------|
| 1. serve it up | 7. At twelve, we will stop for lunch. |
| 2. carve out some time | 8. They saved themselves some time. |
| 3. nerves of steel | 9. You've got to see this! |
| 4. solve the problem | 10. In the winter, we need scarves and hats. |
| 5. sleeveless dress | |
| 6. I've got it! | |

- Song:

1. “A Very Small Vampire” (from Alphabet Jam CD)

Code Knowledge

- Before today’s lesson: If students read 1,000 words in a trade book, on average between 608 and 769 of those words would be completely decodable.
- After today’s lesson: If students read 1,000 words in a trade book, on average between 610 and 770 of those words would be completely decodable.

Lesson 15

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

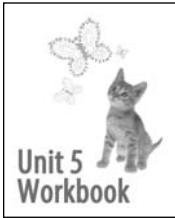
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read and understand decodable text in the story “The Hike” that incorporates the letter-sound correspondences taught in one and two-syllable words with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Read an opinion piece in which they identify the topic, the opinion and reasons for that opinion, and the closing (W.1.1)
- ✓ Capitalize dates (L.1.2a)
- ✓ Use commas in dates (L.1.2c)
- ✓ Spell and write one- and two-syllable words using letter-sound correspondences taught in Grade 1 for a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words for a weekly spelling assessment (L.1.2d)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Spelling Assessment	Worksheet 15.1	15
Writing	Introduction to Opinion Writing	green, blue, purple markers or crayons for each student; Worksheet 15.2	30
Reading Time	Partner Reading: Reread “The Hike”	<i>Kate’s Book</i>	15

Advance Preparation

Today you will begin lessons on opinion writing. Please create an enlarged version of Worksheet 15.2 (“The Best Book Ever”) on chart paper or display it using a projector. Students will also need markers for underlining key sentences in the example paragraph.

10 Spelling Assessment



Worksheet 15.1

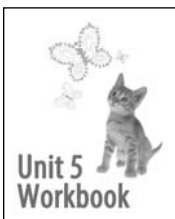
- Distribute Worksheet 15.1. As a class, write the date on the worksheet under the name line.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write down the word.
- Repeat this procedure with each of the remaining words.
- At the end, go back through the list, and read each spelling word one more time.

- | | |
|-----------|------------|
| 1. gem | 5. charged |
| 2. magic | 6. jumping |
| 3. fringe | 7. germ |
| 4. your | 8. jars |

- After all the words have been called out, tell students that you will now show them the correct spelling for each word so that they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, and writing the correct spelling next to it.

Note: At a later time today, you may find it helpful to use the template provided at the end of this lesson to analyze students’ mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Introduce Opinion Writing



Worksheet 15.2

Note: In today’s lesson you will show students an example of a paragraph that states an opinion. You will point out the individual parts of the paragraph.

Opinions vs. Facts

- Remind students that they have learned to write different types of text, such as narratives, book reports, and descriptions.
- Tell students that today they will begin to learn about a text type in which they state their opinion about something.
- Explain that an opinion is your personal view or belief (i.e., what you think about something).

- Give an oral example of an opinion: “I think hot summer days are the best!” Not everyone thinks that hot summer days are the best; some people do not like them. So, saying that I think hot summer days are the best is an opinion, not a fact. A fact is something that is true and can be proven.
- Give an oral example of a fact: “On hot summer days, the temperature outside rises.”
- Tell students that you are going to read several sentences and you want them to tell you whether each sentence is an opinion or a fact.
- Read the statements from the box below. Pause after each statement and ask students if it is an opinion or a fact. If students have difficulty with any of the statements, remind them that an opinion is a belief or a personal preference and a fact is something that is known to be true.

These sentences are not entirely decodable and are meant to be used orally in this exercise.

- | | |
|---------------------------------------------|------------------------------------------------------|
| 1. Dogs are animals. (fact) | 4. [student’s name] goes to [name of school]. (fact) |
| 2. Dogs are the smartest animals. (opinion) | 5. The color of grass is green. (fact) |
| 3. Math is the best subject. (opinion) | 6. The prettiest color is purple. (opinion) |

- Explain that in writing a longer text, such as a paragraph that states an opinion, the writer states an opinion and gives the reader reasons for that opinion. Tell students that when a writer states an opinion, they are taking a stand on a subject and are prepared to explain why they are taking that particular stand.
- Illustrate the above by elaborating on the previous opinion example about hot summer days: “I think hot summer days are the best because I can go swimming!”
- Tell students that in this example you are taking a stand that you love hot summer days. The reason or explanation why you took that stand is that you can go swimming. Point out that you used the linking word *because* to introduce the reason why you love hot summer days.
- Ask students to think of their favorite animal. They should take a stand on their favorite animal using the following sentence starter: “My favorite animal is...” Tell them to think of two reasons, or explanations for, why they like that animal.
- Have a few students take turns sharing what their favorite animal is and giving two reasons why. Remind students to use the linking word *because* to introduce the reasons why they like the animal.

Analysis of Parts of an Opinion Paragraph

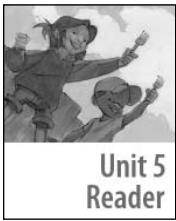
You may wish to point out that the word *fantastic* is a three-syllable word. Tell students that the chunking process is the same as with two-syllable words.

- Display your enlarged version of Worksheet 15.2, and distribute Worksheet 15.2 (“The Best Book Ever”) to students.
- Explain that this is an example of an opinion paragraph. It takes a stand, or states an opinion, and gives reasons for that opinion/stand. Today you are going to pay close attention to the parts of the paragraph and identify why each part is important.
- Have a student read the paragraph.
- Point out that this piece of writing has a title and a body. The body is written in paragraph format with the first line indented.
- Discuss with students the opinion stated in the paragraph (*The Green Fern Zoo* is the best book ever) and the reasons given for that opinion (Vern tells lots of fun facts about the critters, and the snapshots make you feel close to the critters.)
- Point out the linking word *because* used in the third sentence. It is used to introduce the reasons that support the opinion in the first sentence.
- Explain that an opinion paragraph has several elements—a title, a starting sentence that states an opinion, one or two sentences that give reasons for that opinion, and an ending sentence.
- Ask students the name of the subject the writer took a stand on in the paragraph. (“The Best Book Ever”)
- Read the starting sentence, and explain that this sentence tells the reader what the paragraph is about. It states the writer’s opinion that they think the best book ever is *The Green Fern Zoo*.
- Have students underline the starting sentence in green on Worksheet 15.2 and write an “O” next to it in the margin to label it as the author’s *opinion*.
- Point out that when you write about a favorite book, it is a good idea to state briefly what the book is about. This can be done in a sentence that follows the starting sentence, as in this example.
- Read the next sentence, and tell students that this sentence gives a *reason* why the writer likes the book. Have students underline this sentence in blue and write ‘1’ next to it in the margin to show that it is the first reason that supports the opinion.
- Read the next sentence, and tell students that the writer gives another *reason* why he/she likes the book. Have students underline this sentence in purple and write ‘2’ next to it in the margin to show that it is the second reason that supports the opinion.
- Read the last sentence, and explain that this is the *ending sentence*. It lets the reader know that it is the end of the paragraph.

- In this ending sentence, the writer makes a suggestion to the reader based on his/her opinion.
- Quickly review with students the parts of the paragraph: a title, an opinion sentence, one or two sentences that give reasons, and an ending sentence.
- Please save your marked-up enlarged “The Best Book Ever” for students to reference in future lessons.

Partner Reading

15 minutes



Page 38

Reread “The Hike”

- Have students reread “The Hike” with a partner. If students finish early, they may reread previous stories from the Reader.
- Use this time to circulate around the room and listen to students read. You may use the Anecdotal Reading Record provided in the appendix of this Teacher Guide to record students’ progress.

Analysis of Student Errors

Directions

Write students’ names in the column provided. The words on today’s spelling assessment are grouped on the Analysis chart according to spelling patterns. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student, and ask them to explain their thinking to you. This may help you to understand the student’s confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today’s spelling words, as well as the *Assessment and Remediation Guide*.

The words on this week’s spelling assessment can be analyzed in many different ways. Below, we have provided analyses focusing on errors in encoding the spelling alternatives for the /j/ sound in these words. You should take note of any difficulty students have in encoding other features of the words, such as medial vowels and consonant clusters.

Column 1

What an error in this column means: In these words, the sound /j/ is spelled with the basic code spelling ‘j’.

What you should do: Refer to the *Assessment and Remediation Guide* for additional exercises and targeted lessons to cement students’ knowledge of the basic code.

Column 2

What an error in this column means: In these words, the sound /j/ is spelled with the spelling alternative 'g'. Students may be using the 'j' spelling and might need practice with this spelling alternative.

What you should do: Refer to the Unit 5 Pausing Point and the *Assessment and Remediation Guide* for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to their spelling.

Column 3

What an error in this column means: In these words, the sound /j/ is spelled with the spelling alternative 'ge'. Students may be using the 'j' or 'g' spelling and might need practice with this spelling alternative.

What you should do: Refer to the Unit 5 Pausing Point and the *Assessment and Remediation Guide* for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to their spelling.

Column 4

What an error in this column means: The word *your* is a Tricky Word. Tricky Words do not follow the rules for encoding that students have learned thus far.

What you should do: Remind students that in the word *your*, the letters 'our' work together to stand for the /or/ sound. For now, students should memorize how to spell these Tricky Words. Additional practice reading and writing Tricky Words can be found in the Pausing Points and the *Assessment and Remediation Guide*.

Column 5

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty encoding the r-controlled vowel sounds in words such as *germ*, *jars*, and *charged*. Please also consider the influence of students' home language on encoding. Analyze any patterns, and provide targeted remediation using previous Pausing Points and the *Assessment and Remediation Guide*.

Lesson 16

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Read words spelled with ‘r’ and ‘wr’ as /r/ (RF.1.3b)
- ✓ Plan and draft an opinion piece in which they introduce the topic, state an opinion, supply a reason for that opinion, and provide some sense of closure (W.1.1)
- ✓ Spell and write one and two-syllable words using letter-sound correspondences taught in Grade 1 for a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words for a weekly spelling assessment (L.1.2d)

At a Glance	Exercise	Materials	Minutes
Spelling	Introduce Spelling Words	Worksheet 16.1	10
Reviewing and Introducing the Spelling Alternatives	Spellings for /r/	Consonant Code Flip Book; Spelling Card for ‘wr’ > /r/ (wrist); Worksheet 16.2; red marker	5
	Spelling Tree for /r/	Spelling Tree, leaves, and odd duck template; brown, green and yellow paper; scissors; marker; tape	10
	Count the /r/ Sounds	Worksheet 16.3	10
Writing	Writing an Opinion Paragraph as a Class: Planning and Drafting	enlarged versions of the <i>Take a Stand and Tell Why</i> planning and drafting templates; extra blank chart paper	25

Advance Preparation

Please create enlarged versions of the writing process chart and the “Take a Stand and Tell Why” planning and drafting templates at the end of this lesson. In this lesson, you will model planning and drafting an opinion paragraph, while students contribute orally. Think about class or school events in which students may have participated during the school year (e.g., field trips, classroom visits, celebrations, school assemblies, etc). You will help students plan a whole-class opinion paragraph about their favorite class or school event today. You will also need blank chart paper if you choose to record students’ ideas while planning as a class.

You will also need to create a new Spelling Tree to teach and review spelling alternatives for /r/. Remember that the trunk of a Spelling Tree represents the specific sound under study, whereas the various branches and their respective leaves represent the different spellings for this sound. The Spelling Tree serves as a visual reminder that one sound can have more than one spelling.

Refer to the directions and templates in Lesson 4 for further guidance in creating the new Spelling Tree. Remember to mark the trunk of this Spelling Tree /r/. The Spelling Tree should have four branches that fork off from the central trunk. Three of the branches for the /r/ tree are for 'r', 'rr', and 'wr'. The 'r' branch, at the bottom of the Spelling Tree, should be much larger than either the 'rr' or 'wr' branches, which should be about the same size. The top branch (and shortest) is for odd ducks.

Assemble the Spelling Tree prior to the lesson.

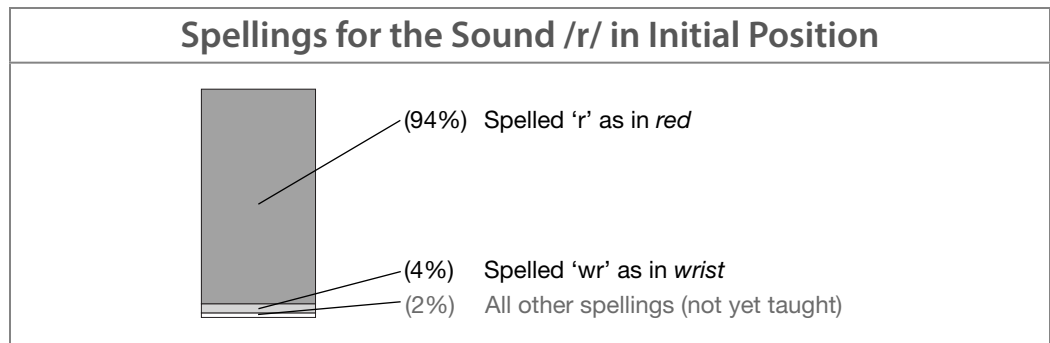
Write these /r/ words on the leaves: *rich*, *brim*, *dripp•ing*, *roost•er*, *runn•ing*, *ferr•et*, *writt•en*, *wrapped*, *wrist*, *wreck*. Have additional blank leaves as well. Make multiple copies of the odd duck template onto yellow paper. You do not need to write any words in advance on the odd duck templates; just have these available during the lesson should students offer any odd duck spellings for the /r/ sound.

It is recommended that you place Worksheet 16.2 in a page protector in students' classroom folders. You will add other worksheets containing new consonant spellings to this page protector throughout the unit. If you do not have page protectors to use, please consider other ways to organize the worksheets that will allow students to reference them for Units 5–7.

Note to Teacher

Today you will introduce an important spelling alternative for the /r/ sound. The students should already know the basic code spelling 'r' as in *red* and the spelling alternative 'rr' as in *ferret*. In this lesson you will review those spellings and introduce the spelling alternative 'wr' as in *wrist*.

The chart on the next page shows you which spellings for /r/ are most common in the initial position, before a vowel spelling. When /r/ follows a vowel, it often combines with the vowel to make a vowel diphthong like /er/, /ar/, and /or/. The /r/-controlled vowel sounds are handled separately in CKLA. The spelling 'rr' is not included in the chart because it is never used at the beginning of words.



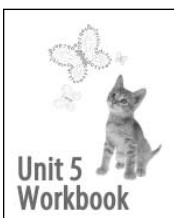
Here are some patterns for you to be aware of:

- 'wr' is used in initial position only.
- 'r' is used in initial consonant clusters such as *br-*, *cr-*, *dr-*, *fr-*, *gr-*, *pr-*, *spr-*, *tr-*, *shr-*, and *thr-* (*brim*, *crab*, *drip*, *free*, *greed*, *pride*, *spring*, *tree*, *shrink*, *three*).
- 'rr' always follows a vowel spelling. It follows 'e' in words like *ferry* and 'a' in words like *marry*. This spelling is reviewed in this lesson but not included in the word sort because the focus of this lesson is on spellings for /r/ that are used before a vowel sound.

Spelling

10 minutes

Spelling Words



Worksheet 16.1

- Remind students that they will have a list of spelling words to practice and learn each week.
- Read and write each spelling word, underlining and reviewing the spellings for the /t/, /d/, or /f/ sounds in each word. Have students repeat each word after you. Remind students that the last word is a Tricky Word. Tricky Words do not follow the rules, so their spellings must be memorized.
- Ask one or more students to use each word in a sentence, being sure to explain vocabulary for any words they may not know.

- The words for the week are:

/t/			/d/			/f/	Tricky Word
't'	'tt'	'ed'	'd'	'dd'	'ed'	'ff'	
truck●er	kitt●en	parked	duck	add	planned	off●er	was

Reviewing the Sound

5 minutes

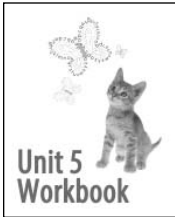
I'm Thinking of Something

- Tell students that today they are going to review the /r/ sound as in *red*.
- Have students say the /r/ sound several times, stretching it out.
- Ask students whether /r/ is a vowel sound or a consonant sound. (It is a consonant sound, made with the back of the tongue curled back towards the roof of the mouth to obstruct airflow.)
- Tell students that you are thinking of a word that begins with the /r/ sound; you want them to guess what it is, but first you will give them a clue.
- Read the first clue, and see if anybody can guess the answer.
- If students are stumped, read the second clue.
- Work through the remaining items.

1. I'm thinking of the part of your body that connects your hand to your arm.
You can bend this part of your body.
(wrist)
2. I'm thinking of an animal that has long ears and a fluffy tail.
I'm thinking of an animal that likes to eat carrots.
(rabbit)
3. I'm thinking of something that falls from the clouds and soaks the ground.
I'm thinking of something that you might see on a cloudy day.
(rain)
4. I'm thinking of the color of cherries and some apples.
I'm thinking of the color of fire trucks.
(red)
5. I'm thinking of a type of jewelry that is worn on your finger.
I'm thinking of a type of jewelry that is round.
(ring)

Spelling for /r/

5 minutes



Worksheet 16.2

Note: Please refer to the bolded note in the Advance Preparation section at the beginning of the lesson for important details. Also ensure you have the Consonant Code Flip Book and the Spelling Card mentioned in the At a Glance chart.

- Tell students you will first review the basic code spelling for /r/.
- Turn to **Consonant Code Flip Book page 18**, and review that ‘r’ is one way to spell the /r/ sound. Read the sample word and discuss the power bar.
- Write ‘r’ on the board, along with the two sample words: *rock*, *grin*.
- Have students remove Worksheet 16.2 from the page protector and outline the ‘r’ spelling on Worksheet 16.2 in red marker to show that it is a spelling they have learned for a consonant sound.
- Turn to **Consonant Code Flip Book page 18**, and review that ‘rr’ is another way to spell the /r/ sound. Read the sample word and discuss the power bar.
- Remind students that the double-letter spelling ‘rr’ is also sometimes used for the /r/ sound. Write this spelling on the board, along with the sample word *ferr•et*.
- Point out that the ‘rr’ is a spelling that comes after a vowel spelling.
- Tell students you will now show them a new spelling for the /r/ sound.
- Show students the Spelling Card ‘wr’ > /r/ (*wrist*), and place it on the appropriate space on **Consonant Code Flip Book page 18**. Have students read the sample word. Discuss the length of the power bar. Explain that the short power bar means that the /r/ sound is only spelled this way sometimes.
- Have students outline the ‘wr’ spelling on Worksheet 16.2 in red marker to show that it is a spelling they have learned for a consonant sound.
- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Tell students that they can refer to this worksheet whenever they are having trouble remembering spelling alternatives for the /r/ sound.
- Tell students that whenever the spelling ‘wr’ for the /r/ appears on a worksheet or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that they stand for /r/.

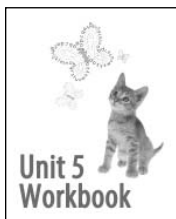
If students need additional practice with this sound-spelling correspondence, you may use the Pausing Point exercises under the objective “Understand That Some Sounds Have Spelling Alternatives” and the activities in the Unit 5 *Assessment and Remediation Guide*.

Spelling Tree for /r/

10 minutes

- Show students the prepared Spelling Tree. Tell students that this Spelling Tree will help them keep track of and organize the different spellings for the /r/ sound. Point to the trunk labeled /r/, and tell students to say the /r/ sound. Tell them that you are going to add leaves to the different branches of this tree. All of the words that you put on the Spelling Tree will have the /r/ sound.

- Point to the branches of the Spelling Tree, and explain that each branch will represent a different spelling for /r/. Review the spellings on the branches, and note that the branches are like the power bars because they show how common a spelling is for a sound. The longest branches show the most common or most frequent spelling.
- Point out that the odd ducks branch is the shortest. Explain that words with unusual spellings are called “odd ducks.” Odd ducks are Tricky Words, and like Tricky Words, odd ducks are on yellow paper.
- Show students the following leaves, one at a time, with words that have the /r/ spellings that you prepared in advance: *rich*, *ferret*, and *written*. Ask students to read one word at a time. Then ask one student to tell you on which branch you should place this leaf/word; then tape that leaf to the Spelling Tree. Continue until all three of the leaves have been read and placed on the appropriate branches.
- Distribute the remaining leaves to pairs of students, one leaf per pair. Give students one minute to practice reading the word with their partner and to discuss the proper placement of their particular leaf on the Spelling Tree.
- Call on each pair of students to show their leaf to their classmates. Have them read the word and then direct you where to tape the leaf. Ask for confirmation from the remainder of the class. Continue until all of the words are placed on the Spelling Tree.
- If time permits, ask several students if they can think of any other words with the /r/ sound. Write each of these words on a leaf, and then ask the student who suggested the word to place it on the correct branch. If students came up with any odd ducks, copy those words onto the yellow, duck-shaped cards.
- Explain that you will be using the Spelling Tree as an organizer. Students will have a chance to add more words to the Spelling Tree.



Worksheet 16.3

Count the /r/ sounds

10 minutes

- Distribute Worksheet 16.3.
- Tell students that each sentence contains at least one word that has the /r/ sound. They should read the sentence and circle the ‘r’ spellings. The number at the end of each sentence tells how many /r/ spellings are in the sentence.
- Complete the worksheet as a class.

Writing

25 minutes

Writing an Opinion Paragraph as a Class: Planning and Drafting

Review

- Remind students that they have been learning about the elements of an opinion paragraph, or how to take a stand and tell why.

- Ask students what the difference is between an opinion and a fact. (An opinion is your belief or personal view about something, and a fact is something that is known to be true.)
- Review with students the elements of an opinion paragraph from their discussion of “The Best Book Ever” (title, starting sentence with opinion, describing it, providing at least two reasons, ending sentence).
- Remind students that in an opinion paragraph the writer states his or her opinion about something (takes a stand), tells a little about the thing, and then gives reasons for that opinion (tells why they took that stand). Point out that the linking word *because* is used to introduce each reason.

Making a Plan

- Tell students that in today’s lesson they will work as a group to plan a class opinion paragraph, or to take a stand and tell why.
- Point to the enlarged version of the writing process chart and remind students that the first step in the writing process is planning—thinking about what they will write about.
- Tell students that they will plan an opinion paragraph about a favorite class or school event in which they have participated during this school year.
- Have students brainstorm a list of class or school events in which they have participated during this school year. You may wish to record students’ ideas on the board or blank chart paper. (Try to use decodable words whenever possible.)
- Have students vote to select one of the ideas as a favorite class or school event for the class to write an opinion paragraph about, or select one for them in advance.
- Remind students of that event, and review what happened during the event, asking students to share specific reasons why they enjoyed it.
- Explain that the class experienced this event as a group, so it would be possible to write an opinion about it as a group, saying what they liked about it. However, an opinion paragraph is usually written from the point of view of a single person and instead of a group.
- **Explain that you would like the class to plan an opinion paragraph about the event as a group but use only one person as the writer.** The whole class will help think and talk about the opinion paragraph, but it will be only one student who writes it from their point of view.
- Ask if anyone would like to volunteer to be the writer for the opinion paragraph.
- Choose a student to be the writer. Explain that the whole class will be planning the opinion paragraph, but it will be an opinion of the event as experienced by this student.

If you think using a student for the writer might be too confusing, you can volunteer to be the writer.

- Consult frequently with the student chosen to be the writer. Because it is an opinion piece, the paragraph should reflect the chosen student’s opinion of the event. This student should articulate an opinion of the event and two reasons to support their opinion of the event.
- Jot down the student’s opinion and reasons on the planning template, which is found at the end of this lesson.
- Next tell students that the class will work on writing a draft of the opinion paragraph using the ideas they just planned. The planning template will help you and the class complete the draft template together.

Making a Draft

- Point to the writing process chart, and remind students of the three steps in the writing process—plan, draft, edit.
- Tell students that the next step is to write a draft based on the plan.
- Display the enlarged version of the drafting template.
- Explain that the class will draft the opinion paragraph orally while you write the draft on the template.
- Tell students that the first thing they need to write on the draft is the title or name of the subject.
- Ask students for a title. Explain that a good title lets the reader know what you are writing an opinion about.
- If students have difficulty coming up with a good title, suggest a simple decodable title (e.g., “The Best Class Trip Ever.”).
- Write the title on the top line of the display draft template under *Name of Subject*.
- Tell students that the first sentence of the opinion paragraph should state the writer’s opinion or take a stand.
- Have students help you come up with a good starting sentence for the opinion paragraph (e.g., “The best class trip ever was . . .”).
- Write the sentence below the title under *Take a Stand* on the draft template.
- Point out that the sentence starts with a capital letter and ends with a punctuation mark. Also, point out that the sentence is indented (i.e., it starts a bit further to the right than the other sentences in the paragraph).
- Work with students to draft the opinion paragraph with two supporting reasons and an ending sentence, asking students—and especially the writer—to help you transform the ideas the class planned into complete sentences. It might be good to ask the writer to share a reason first and then have other students refine or expand on what the writer said.
- Be sure to use the linking word *because* to introduce each reason. Write the first reason under *Tell Why #1* on the draft template. Write the second reason under *Tell Why #2* on the draft template.

- As you transcribe the oral sentences, remind students that written sentences need to begin with a capital letter and end with a punctuation mark.
- Tell students that the ending sentence should let the reader know that the opinion paragraph is finished. A good ending sentence makes a suggestion to the reader based on his/her opinion.
- Work with the writer and other students to come up with a good ending sentence for the opinion paragraph. Write the ending sentence on the draft template under *End with a Zinger*. Tell students that a zinger is a snazzy statement that tries to convince the reader to take the same stand as the author.
- Read the draft to the class, or have a student read it out loud.
- Remind students that in today’s lesson, they drafted an opinion paragraph about a favorite class/school event, based on the plan they had made earlier.
- The whole class helped [writer’s name], who is the writer of the opinion paragraph, to write the draft. Drafting is the second step in the writing process.
- Our draft has a starting sentence that states the writer’s opinion, a sentence that describes the topic, two more sentences that give reasons supporting his/her opinion, and an ending sentence that wraps up the opinion paragraph. The draft is written in paragraph format.
- Tell students that in the next lesson, they will plan their own opinion paragraph discussing their opinion of *Kate’s Book*.
- Please save today’s completed plan and draft templates for future use.

Supplemental Materials

If you have students who work quickly, give them the lists of words and chains to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words.

- Newly decodable words:

The word with an asterisk is on the Dolch and Fry Word List.

- | | |
|-------------|------------|
| 1. write* | 6. wrist |
| 2. wrap | 7. written |
| 3. wrapper | 8. wrong |
| 4. wreck | 9. wrote |
| 5. wretched | 10. wrung |

- Chains:

1. write > wrote > tote > tone > lone
2. wish > wing > wring > wrong
3. neck > wreck > wren > wrench

- Phrases and sentences:

1. a shipwreck
2. wrap the gift
3. wrong time
4. written word
5. hand and wrist
6. wring it out
7. Would you like to write a book?
8. That is the wrong number!
9. Did he twist his wrist when he swung the bat?
10. Wring out the mop so it will not drip.

- Song:

1. Rock and Roll (from Alphabet Jam CD)

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 610 and 770 of those words would be completely decodable.
- After today's lesson: If the students read 1,000 words in a trade book, on average between 610 and 771 of those words would be completely decodable.

The Writing Process



PLAN



DRAFT



EDIT

Take a Stand and Tell Why (Planning Template)

<u>Name of Subject:</u>	
<u>Take a Stand:</u>	
<u>Describe It:</u>	
<u>Tell Why #1:</u>	
<u>Tell Why #2:</u>	
<u>End with a Zinger:</u>	

Take a Stand and Tell Why (Drafting Template)

Name of Subject:

Take a Stand:

Describe It:

Tell Why #1:

Tell Why #2:

End with a Zinger:

Lesson 17

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions, orally and in writing, about “The Bone Man,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Identify who is telling the story at various points in “The Bone Man” (RL.1.6)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read and understand decodable text in the story “The Bone Man” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Plan and draft an opinion piece in which they name the fiction text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure (W.1.1)
- ✓ Write phonemically plausible spellings for words that cannot be spelled correctly with current knowledge when writing an opinion piece (L.1.2e)
- ✓ Use sentence-level context as a clue to the meaning of the word *extinct* (L.1.4a)
- ✓ Orally produce sounds represented by spellings

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Spelling Tree Review	prepared leaves	10
Writing	Writing an Opinion Paragraph Independently: Planning and Drafting	Worksheets 17.1, 17.2; completed draft about best class trip; writing process chart	30
Small Group	“The Bone Man”	<i>Kate’s Book</i> ; Worksheet 17.3	20
Take-Home Material	Practice Pack	Worksheet 17.4	*

Advance Preparation

For today’s Warm-Up activity, please write the following words on leaves: *black, skipp•er, crawled, hugged, gar•lic, camp•site, stack, socc•er, came, kick•ed, merge, coll•ege.*

For today's writing lesson, you will need the completed draft about the best class trip that you wrote with the whole class. You will also need the writing process chart.

Warm-Up

5 minutes

Spelling Tree Review

- Remind students that they have recently reviewed spellings for /k/. Point to the Spelling Tree for /k/, and review the four spellings, reading some of the leaves on each branch.
- Point to the Spelling Tree for /j/. Remind students that 'g' is a Tricky Spelling. Ask students to tell you the two different sounds for the 'g' spelling. (/j/ and /g/) Remind students that 'g' is often pronounced /j/ when it is followed by the letter 'e' or the letter 'i'.
- Show students the prepared leaves. Ask students to read the words aloud and use them in a sentence. Ask students to tape the leaves to the Spelling Tree, if appropriate. (Please note that *hugged* and *garlic* are included as distractors and should not be placed on the Spelling Tree for /j/!)

Writing

30 minutes

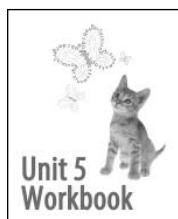
Writing an Opinion Paragraph Independently: Planning and Drafting

Review

- Point to the writing process chart, and remind students that first they planned an opinion paragraph about a favorite class trip, and then they helped you draft the paragraph in complete sentences using the template.
- Ask students what an opinion paragraph is. Have a few of them quickly share what the class opinion paragraph was about.
- Explain to students that in today's lesson they will plan and draft another opinion paragraph on their own, this time writing a letter to Kate telling their opinion of her book.

Making a Plan

- Distribute the Planning Template (Worksheet 17.1).
- Explain that the first thing students need to do is to state their opinion or take a stand on *Kate's Book*. This will be the first sentence of their opinion paragraph.
- Ask students to share their thoughts on *Kate's Book* with a partner. Did they enjoy the book? Which parts did they like most? If they did not enjoy the book, which parts did they enjoy least?
- Write some or all of the ideas on the board; one student's idea may help another student develop his or her own ideas.



Worksheets 17.1, 17.2

- When you feel like most students have taken a stand on *Kate’s Book*, give students sentence starters for how to state their opinions and take their stands, such as *I liked/did not like Kate’s Book*, or *Kate’s Book is fantastic and could be the best book ever!*
- Have students use the planning sheets to come up with two reasons that support their opinion of *Kate’s Book*. Encourage students to use the word *because* to introduce each reason.
- Have students work in pairs. Tell students to take turns sharing what their favorite part of *Kate’s Book* is, giving several reasons why. Remind students to use the linking word *because* to introduce the reasons why they liked or did not like her book.
- Quickly summarize what students have done so far. They have finished the first step in writing their own opinion paragraph—planning. To do this they stated their opinion or took a stand and brainstormed several reasons to support their opinion.
- Tell students that next they will write a draft of their opinion paragraphs. Drafting is the second step of the writing process.

Making a Draft

- Distribute the Drafting Template (Worksheet 17.2.)
- Explain to students that they need to transform the ideas that they brainstormed on the planning template into sentences to write on the draft template.
- Tell students that this draft template looks a little different than the one they used for the class opinion paragraph on the best school trip ever, because this one is set up to help them write a letter to Kate explaining their opinion of her book. We always begin letters with “Dear . . .” *Dear* is a tricky word that is pronounced /d/ /ee/ /r/, just like the forest animal. The /ee/ sound in *dear* is spelled ‘ea’.
- Remind students that the first line of a paragraph is always indented. Show students proper indentation for letters relative to the margin.
- Students should use their planning template on Worksheet 17.1 to help them write the letter to Kate, as the drafting template only provides guidelines for writing a friendly letter. The starting sentence of their opinion paragraph should state their opinion or take their stand. The second sentence should briefly describe *Kate’s Book*. The next sentences should give two reasons to support their opinion. They should use the linking word *because* to introduce each reason. The last sentence of the opinion paragraph is the ending sentence, which lets the reader know that the paragraph is finished. It might make a suggestion to the reader based on their opinion.
- Last, students should end the letter by writing a closing and signing their names. (You might choose a decodable closing such as *Cheers*, *Your fan*, etc., or teach students the closing *Sincerely* as a Tricky Word.)

Note: Make a chart of the Tricky Words taught so far so they will be visible to students as they complete their drafts:

- | | | | |
|----------|-----------|-----------|---------------|
| 1. a | 13. one | 25. why | 37. my |
| 2. I | 14. once | 26. what | 38. by |
| 3. no | 15. to | 27. which | 39. you |
| 4. so | 16. do | 28. here | 40. your |
| 5. of | 17. two | 29. there | 41. because |
| 6. all | 18. who | 30. he | 42. could |
| 7. some | 19. the | 31. she | 43. should |
| 8. from | 20. said | 32. we | 44. would |
| 9. word | 21. says | 33. be | 45. down |
| 10. are | 22. was | 34. me | 46. today |
| 11. were | 23. when | 35. they | 47. tomorrow |
| 12. have | 24. where | 36. their | 48. yesterday |

Note: Be sure to create a chart of the decodable sentences stated below to assist students in creating sentences for their opinion paragraphs.

Use These to Get Started

The best book ever is . . .

I like/do not like . . .

This book is fun because . . .

This book is fantastic because . . .

Kate describes . . .

You will like the art in this book because . . .

Small Group Work

- ✪ **Group 1:** Ask students who are able to do so to complete the draft on their own. If students finish quickly, have them sit in pairs and read their opinion paragraphs to each other. You can also have them draw a picture to accompany their opinion paragraph or copy the draft to a clean sheet of paper.
- ✪ **Group 2:** Have students who need more support drafting their opinion paragraph form a group. Have students write their starting sentence, and have some of them share it with the group. Students should then write a brief description of *Kate's Book*. Instruct students to work on their reasons next, reminding them to use the linking word *because* to introduce each one. Work one-on-one if necessary. Have students check in with you before they write their ending sentence. While students are wrapping up, check in on Group 1.
- Congratulate students on having completed their drafts.

- Pointing to the writing process chart, explain that they have finished the first two steps of the writing process—planning and drafting. Tell students the next step in the writing process is editing.
- Remind students that editing is what you do when you try to make a draft better.
- Tell students that you will select one student from the class to be the author of the day in the next class. The author of the day will share his or her draft with the class. The class will say what they like about it and also offer some suggestions for how the author might make it even better. The whole class will work on editing the student’s draft.
- Tell students to add a star next to the title of their draft if they are interested in being the author of the day and having a chance to share their opinion paragraph and gather suggestions.
- Collect the drafts.

Small Group

20 minutes

“The Bone Man”

Introducing the Story

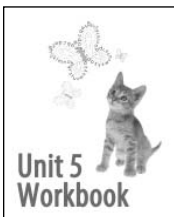
- Ask students to summarize what happened in the last story. Ask students to describe the bone Kate and Max found. Ask students to read the title of the story, “The Bone Man.” Tell them that in today’s story, Kate and Max visit a man who is an expert on bones.

Previewing the Spellings

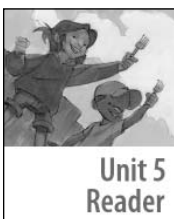
- Please preview the following spellings before reading today’s story:

‘ge’ > /j/	Other Two-Syllable Words	Tricky Words
coll●ege	West●ern	pic●ture
charge	Jeep●ers	to●day
	ex●tinct	

Note: Have students look at page 50 in their Readers. Ask students what they notice about one of the words in the sentence “. . . he *is* big!” Discuss how when the letters of a word slant like this, they are said to be in italics. The slanting letters tell us to read with expression, which means we read in an excited way. Demonstrate reading this sentence for students.



Worksheet 17.3



Page 46

Previewing the Vocabulary

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

1. **college**—a school where a person can take classes and earn a degree; college comes after high school
2. **T. rex**—short for tyrannosaurus rex, a very large, meat-eating dinosaur
3. **jeepers!**—something a person may say when they are excited or surprised
4. **Sweet!**—awesome
5. **all wiped out**—all gone; something happened to make a person or thing disappear
6. **“. . . looked at me like I was from Mars”**—looked at a person like they were very strange; like someone from another planet who didn’t know about how things are on Earth
7. **tests**—a set of questions and/or experiments used to find information about something

Purpose for Reading

- Tell students to read today’s story to find out what the bone man has to say about Kate and Max’s discovery.

Note: Also ask students to try to figure out the meaning of the word *extinct*. Tell students that if they do not know what a word means, they can use context clues to try and figure it out. Context clues can be things said in sentences that help you figure out what the word means. Tell students that you would like them to use context clues to figure out what the word *extinct* means, and you will discuss their ideas as a class at the end of the story.

Small Group

Note: Before breaking into small groups, write some of the words or phrases from previous Supplemental Materials sections on the board. If some pairs finish early, they can illustrate one of the words or phrases.

- Distribute Worksheet 17.3. Tell students to complete this worksheet when they finish reading the story.
- Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while students in Group 2 should partner read.
- Tell students that if they finish early, they can illustrate one of the words or phrases from the board.

- 🗣️ **Group 1:** Listen as students take turns reading aloud “The Bone Man.” Work with students to complete Worksheet 17.3.
- 🗣️ **Group 2:** Tell students to take turns reading “The Bone Man” and complete Worksheet 17.3. If they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

Wrap-Up

- Review Worksheet 17.3. Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions on “The Bone Man”

1. *Literal* Who is the narrator telling the story? (Kate is the narrator telling the story.)
2. *Inferential* Jack told Kate that she was in charge of the bone. What does this mean? What did Kate do? (Jack meant that Kate was responsible for holding the bone and keeping it safe. Kate did this by holding it on her lap.)
3. *Literal* What does it mean that Ron Fitch is an expert on bones? (It means that Ron Fitch has studied and knows a lot of things about bones.)
4. *Inferential* What did the bone man do when he saw Kate and Max’s bone? (The bone man grinned when he saw Kate and Max’s bone.) Why do you think he did so? (The bone man grinned because he was excited to see a bone that he thought might be from a T. rex.)
5. *Evaluative* Why do you think Max looked at Kate like she was from Mars? (Max couldn’t believe that Kate didn’t know about the T. rex, which he thinks is the coolest reptile of all time.)
6. *Evaluative* The bone man said the T. rex is *extinct*. What do you think the word *extinct* means? How do you know? (Extinct means that something was once living, but no longer exists. Students should share that they read “They were all wiped out . . .” and “All that’s left of them today are bones,” to support their answer.)

Take-Home Material

Practice Pack

- Have students take home Worksheet 17.4 to practice with a family member.

Lesson 18

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Edit an opinion piece in which they introduce the name of the fiction text they are writing about, state an opinion, supply a reason for that opinion, and provide some sense of closure (W.1.1)
- ✓ With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed (W.1.5)
- ✓ With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers (W.1.6)
- ✓ Use frequently occurring adjectives when building sentences (L.1.1f)
- ✓ Use frequently occurring prepositions (e.g., *during, beyond, toward*) when building sentences (L.1.1i)
- ✓ Build simple declarative sentences orally in response to prompts (L.1.1j)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Sound Dictation	pencils; paper	10
Grammar	Sentence Building	pencils; paper	15
Writing	Writing an Opinion Paragraph: Editing	copy of student's draft on chart paper; blank chart paper; Worksheet 18.1; Plan Draft Edit chart	35
Take-Home Material	"The Campsite"	Worksheet 18.2	*

Advance Preparation

Select a student to be the author of the day from among the students who volunteered for the task when they placed a star next to the title of their draft. Before the lesson begins, please let that student know that he/she has been chosen to be the author of the day. Copy the student's draft—including any errors—onto chart paper, skipping every other line to leave room for editing. You may wish to number the sentences using a different color ink. This will make it easier to refer to specific parts of the paragraph. The ideal draft will be one that is good but capable of improvement and, specifically, could be improved in one or more of the areas listed on the editing checklist (Worksheet 18.1). You will also need the Plan Draft Edit chart found at the end of Lesson 16 and blank chart paper.

Sound Dictation

- Have students take out a piece of paper and a pencil.
- Tell students that they will practice writing the spellings of consonant sounds they studied in previous units.
- Say the sounds listed below, and have students write the spellings for each sound. Tell students how many spellings to write for each sound.
- Circulate around the room during this time to see what students have written down.

1. /ch/ (2 spellings)	'ch', 'tch'
2. /j/ (3 spellings)	'j', 'g', 'ge'
3. /n/ (2 spellings)	'n', 'nn'
4. /k/ (4 spellings)	'c', 'k', 'cc', 'ck'
5. /s/ (2 spellings)	's', 'ss'
6. /g/ (2 spellings)	'g', 'gg'
7. /z/ (3 spellings)	'z', 's', 'zz'
8. /m/ (2 spellings)	'm', 'mm'

Grammar

Sentence Building

If students need additional practice with sentence building, you may use the Pausing Point exercises under the objective "Build Sentences" and "Read and Write Sentences" and the activities in the *Unit 5 Assessment and Remediation Guide*.

Note: In this grammar lesson you will practice forming longer sentences with students.

- Remind students that they have been learning about different types of sentences. (statements, questions, and exclamations) Tell students that they will now practice building sentences, meaning they will practice making their sentences longer.
- Say the sentence, "Nan cooks."
- Have students repeat the sentence.
- Tell students you will build this sentence by saying what Nan cooks. Ask students, "What does Nan cook?"
- Say a sentence to include what Nan cooks (e.g., "Nan cooks corn."). Have students repeat the sentence.
- Ask students, "What adjective can we use to describe what type of corn Nan cooks?" Build on the sentence with an adjective describing the type of corn Nan cooks (e.g., "Nan cooks fresh corn."). Have students repeat the sentence.

- Ask students, “Where does Nan cook the fresh corn?” Tell them you can build a sentence by describing where an action takes place. Repeat the sentence by adding a prepositional phrase (e.g., “Nan cooks fresh corn in the kitchen.”).
- Tell students that you started with a two-word sentence, “Nan cooks.” You then added to the sentence by describing what Nan cooks (corn), an adjective to describe the corn (fresh), and where she cooks fresh corn (in the kitchen). The sentence “Nan cooks fresh corn in the kitchen,” is much easier to imagine because of these details.
- Repeat this procedure with the following sentence starters, orally adding words like adjectives and prepositions to the sentence.

Do not write these sentences on the board. They are meant to be used orally in this exercise.

1. Tim and Jane dance.
2. Dad snores.

Encourage students to add words that are decodable.

- On the board, write the sentence, *Allen flips*.
- Have the students read the sentence, and ask them what Allen flips.
- Write the new sentence on the board (e.g., *Allen flips a coin*).
- Have the students read the sentence, and ask them where he flips the coin.
- Write the new sentence on the board (e.g., *Allen flips a coin in the air*).
- Ask students to tell you what kind of coin Allen flips (e.g., *Allen flips a silver coin in the air*).
- Repeat this procedure with the following sentence starters. Decodable additions have been provided.

1. Gin•ger finished (the math prob•lem in her class).
2. Sam made (a gift for his mom).

- Write the two sentence starters below on the board.

1. Kate found
2. Jack skipped

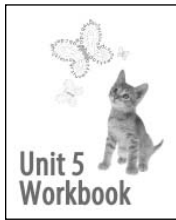
- Have students take out pencils and paper.
- Have them write two complete sentences, each at least five words long, about any topic (e.g., what they did last weekend or plan to do the next weekend), or use the sentence starters written on the board.
- While students are working, walk around the room and make sure that students are writing complete sentences. Provide support where necessary.
- Have students share their sentences. Point out when students use prepositions, adjectives, or any additional details.

Writing

35 minutes

Writing an Opinion Paragraph: Editing

Review



Worksheet 18.1

- Remind students that in the previous lesson they first planned and then drafted their opinion paragraph. They planned and then wrote the draft in paragraph format on the letter template.
- Pointing to the writing process chart, explain that today they will work on the third step in writing—editing. Explain that editing is what we do when we try to make a draft better. Even professional writers do not write perfect stories on the first try. They edit and rework their writing to make it better.
- Remind students that you asked them to volunteer if they wanted to be the author of the day. Explain that you chose one student’s draft and that you copied it on a piece of chart paper. The class will tell the author what they like about the draft and provide a few friendly suggestions that might help the student make the opinion paragraph even better.

Presenting the Student’s Draft

- Display the student’s draft.
- Identify the author of the day, and invite the student to present their story by reading it out loud.
- Ask the class to give the author a round of applause: “Let’s hear it for our author!”
- Explain that you would like students to begin by telling the author something they liked about his or her story. Model this for the class first by telling the author something you liked about the story.
- Invite other students to say something they liked about the story. Write down these positive comments on the board, or on a separate piece of chart paper.

Editing the Student’s Draft

- Distribute Worksheet 18.1, and explain to students that this is their editing checklist. It has some questions addressed to the author. The questions are things the author might want to think about to make his/her opinion letter even better.

- Point out that this editing checklist is similar to the ones they have used during previous writing projects.
- Pick a student to read the first question.
- Ask the class if the draft has a date. If so, have students make a checkmark next to that question on their editing checklist.
- Work through the remaining questions, and discuss whether the item can be checked—or whether improvements need to be made or could be made.
- Model making any changes to the draft that the class and author agree would be changes for the better.
- Use the following editing conventions when correcting the draft. Explicitly call students' attention to these conventions, explaining that this is how professional writers edit their work. Explain that they will use these same conventions when they edit their own work.

1. Cross out punctuation mistakes, and write the correct punctuation mark above the wrong one.
2. Cross out capitalization mistakes and write the correct uppercase/ lowercase letter above the wrong one.
3. Write a carat (^) where a word or punctuation mark needs to be inserted.
4. Write the word or punctuation mark above the carat.
5. Correct spelling mistakes if students notice or question them. You should accept phonemically plausible spellings for spellings that students have not yet learned.

- If you think you have time before you have to move on to copying the draft, you can go beyond the questions that are listed on the editing checklist. For example, you can ask students if there are places where the author of the day could add details.
- You can also ask students if they have any other suggestions that would improve the author's writing. Explain to students that they should make suggestions by asking the author questions.
- Model this by using a formula like this: "Could we make the author's writing even better if we . . . ?" Using this formula, or similar phrasing, will make it clear that the author is being given suggestions for consideration rather than mandatory tasks.
- If changes are suggested, check with the author to see if they like the idea. Then make the changes on the chart paper. At this stage, two or three suggestions are probably enough.

Copying the Draft

- When you have finished editing the draft, explain that authors often want to share their writing with other people.
- Ask students, “Do you think it would be easy or difficult for someone other than the author to read this draft? Why?”
- Explain that to share the edited draft, it would have to be copied onto a clean piece of paper, incorporating all of the changes made on the draft.
- Close the discussion by thanking the author of the day once again and thanking the class for helping the author with editing his or her work.
- Summarize by saying that students have now gone through the three steps in the writing process. They planned their opinion paragraph by brainstorming ideas. They drafted their paragraph by writing the information from the plan onto a template in paragraph format. Finally, they edited a draft by going through an editing checklist and making changes to the draft to make it better.
- If digital resources are available, provide students with opportunities for using digital tools to publish their writing.

Take-Home Material

“The Visit”

- Have students take home Worksheet 18.2 to practice with a family member.

Lesson 19

Spelling Alternatives

✓ Objectives

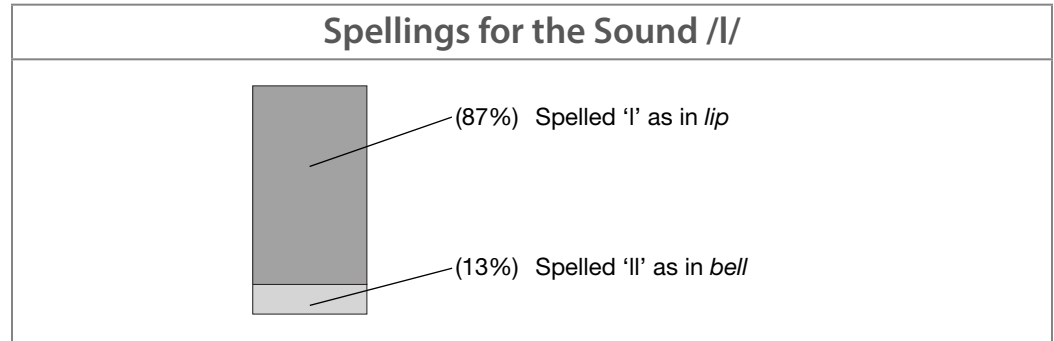
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions, orally or in writing, about “Two Good Things and One Bad Thing,” requiring literal recall and understanding of details, and/or facts of a fiction text read independently (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Read one- and two-syllable words and then write each word in the sentence where it fits best (RF.1.3b; RF 1.3e)
- ✓ Read words spelled with ‘l’ and ‘ll’ as /l/ (RF.1.3b)
- ✓ Read and understand decodable text in the story “Two Good Things and One Bad Thing” that incorporates the letter-sound correspondences taught in one- and two-syllable words with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Use frequently occurring prepositions orally and in writing (L.1.1i)
- ✓ Build simple declarative sentences orally in response to prompts (L.1.1j)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Sentence Building		10
Reviewing the Sound	Sound Discrimination Game		10
Reviewing the Spelling Alternatives	Spellings for /l/		5
	Word Sort	Worksheet 19.1	15
Reading Time	Partner Reading: “Two Good Things and One Bad Thing”	<i>Kate’s Book</i>	20

Note to Teacher

Today you will review the two important spellings for the /l/ sound: the basic code spelling 'l' as in *lip*, and the spelling alternative 'll' as in *bell*. The chart below shows how common each spelling is. Note that these numbers do not include schwa + 'l' spellings in words like *people* and *pupil*. These are addressed later in the CKLA sequence and consist primarily of a vowel spelling and a single 'l'.



Here are some patterns for you to be aware of:

- 'l' is almost always used at the beginning of a word (*lip, long, load*) and also in initial clusters such as *bl-, cl-, fl-, gl-, pl-, sl-,* and *spl-* (*blimp, clip, flop, glide, play, sleep, split*).
- 'l' is found at the end of words, after vowel sounds other than the five "short" vowel sounds (*boil, wheel, tail, curl*), or as part of a final consonant cluster such as *-ld, -lf, -lm, -ln, -lp, -lt, -lch, -lsh,* or *-lth* (*cold, elf, elm, kiln, help, colt, belch, Welsh, wealth*).
- 'l' is used with the separated digraph spellings (*pale, file, hole*).
- 'll' is primarily used at the end of a word or syllable, usually after one of the "short" vowel sounds (*bill, sell, fall, doll, ill*). A few exceptions include words like *llama* and *Lloyd*.
- There is no doubling pattern with /l/, as single 'l' is not often found after short vowel sounds. Words that end with /l/ tend to keep the spelling they had in the root word. (*cool > cooler; sell > selling*).

Warm-Up

10 minutes

Sentence Building

Words like *in, out, at,* etc., are called prepositions. Students do not need to identify these words as prepositions, but rather that they are useful in building longer sentences.

- Remind students that they have practiced building sentences. One way to build a sentence is to add describing words or adjectives. Another way is to tell where something is taking place, using phrases like *in the kitchen, out in the school yard, etc.*
- Tell students that you will say a short sentence to them. It is a complete sentence, but you want students to add onto it to make it a longer sentence of at least five words.

- Orally build these sentences together as a class. Ask probing questions such as *What?*, *What kind?*, *Where?*, etc., as needed.

- | | |
|-----------------|--------------------|
| 1. Max digs. | 3. Kate scratches. |
| 2. Jack drives. | 4. Nan draws. |

Reviewing the Sound

10 minutes

Sound Discrimination Game

- Tell students that today they are going to review the /l/ sound as in *lip*.
- Have students say the /l/ sound several times, stretching it out.
- Ask students whether /l/ is a vowel sound or a consonant sound. (It is a consonant sound, made with the tongue touching the roof of the mouth to obstruct airflow.)
- Write /l/ on the board with the number '1' beside it. Tell students that when you say the /l/ sound, you want them to raise one finger.
- Write /r/ on the board with the number '2' beside it. Tell students that when you say the /r/ sound, you want them to raise two fingers.
- Practice this several times.
- Tell students that you will be reading some words that begin with either the /l/ sound or the /r/ sound. They should raise one finger for words with the /l/ sound, and two fingers for words with the /r/ sound.

A variation of this exercise would be to have students raise a hand when they hear the /l/ sound.

- | | |
|-----------------|-----------------|
| 1. write (/r/) | 6. roots (/r/) |
| 2. lawn (/l/) | 7. looked (/l/) |
| 3. loop (/l/) | 8. ranch (/r/) |
| 4. wrong (/r/) | 9. lamp (/l/) |
| 5. rubbed (/r/) | 10. lakes (/l/) |

Reviewing the Spelling Alternatives

5 minutes

Spellings for /l/

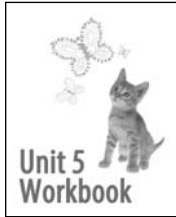
- Tell students you will now review the spellings for /l/.
- Turn to **Consonant Code Flip Book page 19**. Point to the 'l' card, read the sample word, and discuss the length of the power bar. Write the two sample words for 'l' on the board.

- Show students the Spelling Card for ‘ll’. Read the sample word, and discuss the length of the power bar. Attach the Spelling Card to the page. Write the two sample words for ‘ll’ on the board.

1. l: *large, solve*
2. ll: *still, well*

Word Sort

15 minutes



Worksheet 19.1

- Distribute Worksheet 19.1.
- Explain that the words in the box contain the sound /l/ spelled ‘l’ or ‘ll’.
- Have students read the words aloud and use them in a sentence.
- As a class, underline the target spellings ‘l’ and ‘ll’ in the words in the box. Then have students sort the words according to these spellings, placing each word in the appropriate column.
- When students have finished sorting the words, ask them if they see any patterns. (They may have noticed that ‘l’ is used at the beginning of words and ‘ll’ is at the end of words.)

Reading Time

20 minutes

Partner Reading: “Two Good Things and One Bad Thing”

Note: Before breaking into pairs, write some of the words or phrases from the previous Supplemental Materials section on the board. If some pairs finish early, they can illustrate one of the words or phrases.



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Introducing the Story

- Ask students to turn to the table of contents and tell you which story is after “The Bone Man.” (“Two Good Things and One Bad Thing”) Tell students that Kate finds out two good things and one bad thing from the bone man, Ron Fitch, in this story. What did Kate and Max talk to Ron Fitch about in the last story? (the bone they found)

Previewing the Spellings

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

‘wr’ > /r/	‘ve’ > /v/	‘tch’ > /ch/	Tricky Words
wrist	I’ve	Fitch	two
wrong	solved	scratch●ing	why
	your●selves		be●cause

Previewing the Vocabulary

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

1. **thrilled**—excited
2. **state park**—land owned by the state government that is set aside for people to enjoy
3. **bummer**—an expression that shows disappointment and means “too bad”

Purpose for Reading

- Tell students to read today’s story to find out what the two good things and one bad thing are.

Note: You may use this time to circulate around the room and listen to students read. Remember that the Anecdotal Reading Record is available in the Teacher Resources section of this Teacher Guide for you to record notes about students’ reading progress.

Wrap-Up

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

Discussion Questions on “Two Good Things and One Bad Thing”

1. *Inferential* Why did Ron Fitch speak with Nan? (In the last story, Kate and Max took the bone to Ron Fitch to find out what kind of bone they had found. Ron Fitch called with the test results.)
2. *Literal* What kind of bone did they find? (They found a T. rex bone.)
3. *Inferential* Why can’t Max and Kate keep the bone? (Max and Kate cannot keep the bone because they found it in a state park. There is a law that says the bone belongs to the state and should be placed in a museum for all to enjoy.)
4. *Literal* What is the last good thing? (Kate and Max get to name the bone.)
5. *Evaluative* What name do you think Kate and Max will choose for the bone? (Answers may vary.)

Lesson 20

Review and Practice

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read with a partner and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read Tricky Words taught in this and past units (RF.1.3g)
- ✓ Read decodable text in “Two Good Things and One Bad Thing” that incorporates the letter-sound correspondences taught, with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Identify frequently occurring adjectives from *Kate’s Book* (L.1.1f)
- ✓ Capitalize dates (L.1.2a)
- ✓ Use commas in dates (L.1.2c)
- ✓ Spell and write high-frequency Tricky Words for a weekly spelling assessment (L.1.2d)
- ✓ Spell and write one- and two-syllable words using letter-sound correspondences taught in Grade 1 for a weekly spelling assessment (L.1.2d)

At a Glance	Exercise	Materials	Minutes
Spelling	Spelling Assessment	Worksheet 20.1	15
Break	Wiggle Cards	Wiggle Cards	5
Tricky Words	Tricky Word Review	Tricky Word index cards	5
Grammar	Adjective Review	<i>Kate’s Book</i>	10
Reading Time	Partner Reading: Reread “Two Good Things and One Bad Thing”	<i>Kate’s Book</i> ; Worksheet 20.2	25
Take-Home Material	“The Hike”	Worksheet 20.3	*

Advance Preparation

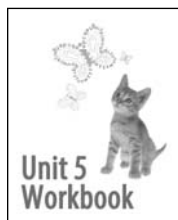
Today you will use Wiggle Cards for a quick break. You may use Wiggle Cards from previous units, as well as the ones provided for this lesson. You will need to write the following decodable phrases on cards or sentence strips large enough for students to be able to easily read them.

- | | |
|----------------------|----------------------------|
| 1. switch on a lamp | 5. pinch your nose |
| 2. be in charge | 6. smell a batch of sweets |
| 3. scratch your hand | 7. plunge into a pool |
| 4. stretch your arm | 8. lunge and stretch |

Spelling

15 minutes

10 Spelling Assessment



Worksheet 20.1

- Distribute Worksheet 20.1. As a class, write the date on the worksheet under the name line.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write down the word.
- Repeat this procedure with each of the remaining words.
- At the end, go back through the list and read each spelling word one more time.

- | | |
|------------|-----------|
| 1. trucker | 5. kitten |
| 2. planned | 6. duck |
| 3. add | 7. parked |
| 4. was | 8. offer |

- After all the words have been called out, tell students that you will now show them the correct spelling for each word so that they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, and writing the correct spelling next to it.

Note: At a later time today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Wiggle Cards

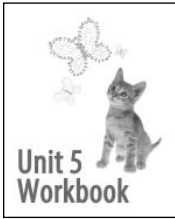
- Choose a number of Wiggle Cards. Show them to students, and have them act out the action.

Tricky Word Practice

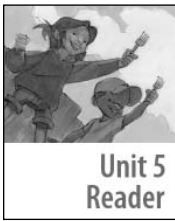
- Have students take out the index cards they made for previously taught Tricky Words and place them on their desks.
- Explain that you will say one of the Tricky Words and that you want students to hold up the card for the word.
- Say one of the Tricky Words, and have students hold up the correct word.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

Adjective Review

- Remind students that in Unit 4, they learned about and used describing words or adjectives in their writing. Explain that by using adjectives when you talk and write, you can provide a vivid, interesting description of things for other people.
- Remind students that they practiced coming up with adjectives by thinking about their five senses, describing how things look, smell, taste, sound, and feel.
- Tell students that you will give them nouns from *Kate's Book* and they will provide you with adjectives to describe them. Students should also explain why they choose that adjective. For example, a student may say that Max is nice because he shared his hot dog with Kate.
- Nouns from *Kate's Book* include: *Nan, Kate, Max, Jack, T. rex, the West, cave, coin, Badlands*.

Partner Reading: Reread “Two Good Things and One Bad Thing”

Worksheet 20.2



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Note: Before breaking into partner pairs, write some of the words or phrases from previous Supplemental Materials sections on the board. If some pairs finish early, they can illustrate one of the words or phrases.

- Distribute Worksheet 20.2. Tell students to complete this after they reread “Two Good Things and One Bad Thing.” Encourage students to reread the story to find the answers to the questions and write down the page numbers where they find the answers on the blanks.

Wrap-Up

- Review Worksheet 20.2 as a class.

Take-Home Materials**“The Hike”**

- Have students take home Worksheet 20.3 to practice reading with a family member.

Analysis of Student Errors**Directions**

Write students’ names in the column provided. The words on today’s spelling assessment are grouped on the Analysis chart according to spelling patterns. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student, and ask them to explain their thinking to you. This may help you to understand the student’s confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today’s spelling words, as well as the *Assessment and Remediation Guide*.

The words on this week’s spelling assessment can be analyzed in many different ways. Below, we have provided analyses focusing on errors in encoding the spelling alternatives for the /t/, /d/, and /f/ sounds in these words. You should take note of any difficulty students have in encoding other features of the words, such as medial vowels and consonant clusters.

Column 1

What an error in this column means: In this word, the sound /t/ is spelled with the basic code spelling 't'. Students may be having difficulty hearing the /t/ sound or remembering the spelling.

What you should do: Refer to the *Assessment and Remediation Guide* for additional exercises and targeted lessons. Sound discrimination exercises targeting /t/ and /d/ may be a particularly helpful remediation.

Column 2

What an error in this column means: In this word, the sound /t/ is spelled with the spelling alternative 'tt'. Students may be using the 't' spelling and might need practice with this spelling alternative.

What you should do: Refer to the *Assessment and Remediation Guide* for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to spelling patterns.

Column 3

What an error in this column means: In this word, the sound /t/ is spelled with the spelling alternative 'ed'. Students may not have realized that this word is in the past tense.

What you should do: Refer to the Unit 4 Pausing Point and the *Assessment and Remediation Guide* for exercises targeted to encoding the past-tense marker.

Column 4

What an error in this column means: In this word, the sound /d/ is spelled with the basic code spelling 'd'. Students may be having difficulty hearing the /d/ sound or remembering the spelling.

What you should do: Refer to the *Assessment and Remediation Guide* for additional exercises and targeted lessons. Sound discrimination exercises targeting /t/ and /d/ may be a particularly helpful remediation.

Column 5

What an error in this column means: In this word, the sound /d/ is spelled with the spelling alternative 'dd'. Students may be using the 'd' spelling and might need practice with this spelling alternative.

What you should do: Refer to the *Assessment and Remediation Guide* for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to spelling patterns.

Column 6

What an error in this column means: In this word, the sound /d/ is spelled with the spelling alternative 'ed'. Students may not have realized that this word is in the past tense.

What you should do: Refer to the Unit 4 Pausing Point and the *Assessment and Remediation Guide* for exercises targeted to encoding the past-tense marker.

Column 7

What an error in this column means: In this word, the sound /f/ is spelled with the spelling alternative 'ff'. Students may be using the 'f' spelling and might need practice with this spelling alternative.

What you should do: Refer to the *Assessment and Remediation Guide* for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to spelling patterns.

Column 8

What an error in this column means: The word *was* is a Tricky Word. Tricky Words do not follow the rules for encoding that students have learned thus far.

What you should do: Remind students that in the word *was*, the 'a' spelling represents the /u/ sound, and the 's' represents buzzy /z/. For now, students should memorize how to spell these Tricky Words. Additional practice reading and writing Tricky Words can be found in the Pausing Points and the *Assessment and Remediation Guide*.

Column 9

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty encoding the medial vowel sounds in words such as *parked*. Please also consider the influence of students' home language on encoding. Analyze any patterns and provide targeted remediation using previous Pausing Points and the *Assessment and Remediation Guide*.

Lesson 21

Review and Practice

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions, orally and in writing, about “Big Dig,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Identify who is telling the story at various points in “The Big Dig” (RL.1.6)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Segment two-syllable words into individual sounds and/or syllables (RF.1.2d)
- ✓ State that every syllable must have a vowel sound (RF.1.3d)
- ✓ Identify the number of syllables (i.e., vowel sounds) in spoken and written words) (RF.1.3d)
- ✓ Read and/or write two-syllable words composed of two closed syllables, magic ‘e’ syllables, and/or r-controlled syllables (RF.1.3e)
- ✓ Read and understand decodable text in the story “The Big Dig” that incorporates the letter-sound correspondences taught in one and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Sound Dictation		10
Reviewing Two-Syllable Words	Segmenting and Blending Two-Syllable Words		5
	Practice	Worksheet 21.1	20
Reading Time	Partner Reading: “The Big Dig”	Kate’s Book; Worksheet 21.2	25
Take-Home Material	Practice Pack	Worksheet 21.3	*

Sound Dictation

- Have students take out a piece of paper and a pencil.
- Tell students that they will practice writing the spellings of consonant sounds they studied in previous units.
- Say the sounds listed below, and have students write the spellings for each sound. Tell students how many spellings to write for each sound.
- Circulate around the room during this time to see what students have written down.

1. /ch/ (2 spellings)	'ch', 'tch'
2. /m/ (2 spellings)	'm', 'mm'
3. /j/ (3 spellings)	'j', 'g', 'ge'
4. /n/ (2 spellings)	'n', 'nn'
5. /k/ (4 spellings)	'c', 'k', 'cc', 'ck'
6. /s/ (2 spellings)	's', 'ss'
7. /g/ (2 spellings)	'g', 'gg'
8. /z/ (3 spellings)	'z', 's', 'zz'

Reviewing Two-Syllable Words

25 minutes

Segmenting and Blending Two-Syllable Words

5 minutes

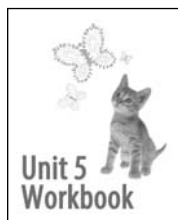
- Follow the instructions in Lesson 2, remembering to have students tell you how to write the last two words on the board.
- You may also have students provide you with two-syllable words to segment and blend. If the words are decodable, write them on the board.

1. gar•den	(2+3)	/g/ /ar/ • /d/ /e/ /n/
2. an•swer	(2+2)	/a/ /n/ • /s/ /er/
3. gold•fish	(4+3)	/g/ /oe/ /l/ /d/ • /f/ /i/ /sh/
4. moon•shine	(3+3)	/m/ /oo/ /n/ • /sh/ /ie/ /n/
5. *dark•ness	(3+3)	/d/ /ar/ /k/ • /n/ /e/ /s/
6. *sweet•er	(4+1)	/s/ /w/ /ee/ /t/ • /er/

*Have students provide the spellings for these words, syllable by syllable, as you write the words on the board.

Practice

20 minutes



Worksheet 21.1

- Distribute Worksheet 21.1.
- Tell students that each sentence on this worksheet has a blank with two word choices. They should read the sentences and choose the word that makes the most sense.
- Complete the first few sentences as a class. If students seem ready, have them complete the worksheet on their own or with a partner.

Reading Time

25 minutes

Partner Reading: "The Big Dig"

Introducing the Story

- Ask students to tell you the two good things and one bad thing Nan told Kate in the last story. Review that they learned the bone is from a T. rex and that Kate and Max get to name it. The bad thing is that Max and Kate cannot keep the bone because they found it in a state park. Ask students, "Based on the title, what do you think is going to happen in today's story?"

Previewing the Spellings

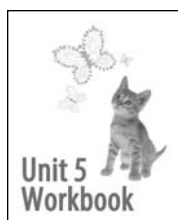
- Please preview the following spellings before reading today's story:

'wr' > /r/	've' > /v/	'ge' > /j/	Other Two-Syllable Words	Tricky Words
wrap	we'vee	large	digg•ing	no
	l'vee	charge	help•ers	once
			fin•ished	

Previewing the Vocabulary

- Please preview the following vocabulary before reading today's story. Allow students to ask questions to clarify the meaning of these words, as necessary.

1. **expose**—to reveal or uncover something
2. **lab**—a place where science experiments and research take place
3. **site**—a place
4. **plaster**—a wet material that hardens when it dries and can protect things, such as bones
5. **picks**—tools with very sharp ends that can break away at rocks



Worksheet 21.2



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Purpose for Reading

- Tell students to read today’s story to find out how the big dig goes at the site where Kate and Max discovered a T. rex bone. When they are finished, they should complete Worksheet 21.2. Encourage students to look back at the story to find their answers.

Wrap-Up

- Review Worksheet 21.2. Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions on “The Big Dig”

1. *Literal* Who is the narrator telling the story? (Kate is the narrator telling the story.)
2. *Inferential* Why were the helpers scraping the side of the cliff? (The helpers were scraping the side of the cliff in order to dig out more T. rex bones.)
3. *Literal* What steps will the bone man and his helpers take to get the T. rex bones out from the cliff? (The bone man and his helpers will cut the cliff into large blocks of rocks, wrap the blocks in plaster, lift the blocks with a crane to place on a truck, and then drive the blocks to the bone man’s lab.)
4. *Evaluative* The bone man says it will take a long time to finish all of their work. Why do you think it might take such a long time? (Answers may vary.)
5. *Literal* What did Kate decide to name T. rex? (She decided to name it Max, or T. Max.)

Take-Home Material

Practice Pack

- Have students take home Worksheet 21.3 to practice with a family member.

Lesson 22

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions, orally and in writing, about “The Scoop,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read and choose one- and two-syllable words that include the letter-sound correspondences taught thus far (RF.1.3b, RF.1.3e)
- ✓ Read and understand decodable text in the story “The Scoop” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Identify common and proper nouns (L.1.1b)
- ✓ Use frequently occurring adjectives when building sentences (L.1.1f)
- ✓ Use frequently occurring prepositions (e.g., *during, beyond, toward*) when building sentences (L.1.1i)
- ✓ Build simple declarative sentences in response to prompts (L.1.1j)
- ✓ Use end punctuation for sentences (L.1.2b)
- ✓ Use sentence-level context as a clue to the meaning of the word *muttered* (L.1.4a)
- ✓ Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*) (L.1.4c)

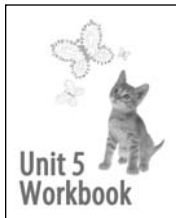
At a Glance	Exercise	Materials	Minutes
Assessment	Word Recognition Assessment	Worksheet 22.1	20
	Grammar Assessment	Worksheet 22.2	20
Reading Time	Partner Reading: “The Scoop”	<i>Kate’s Book</i> ; Worksheet 22.3	20

Note to Teacher

Today you will administer the Unit 5 assessment. The first assessment is a Word Recognition Assessment that targets the sound-spelling correspondences taught in Unit 5. The second part is a Grammar Assessment. Depending on the time, you may have students either reread stories from the Reader, or read “The Scoop” as a class.

10 Word Recognition Assessment

20 minutes



Worksheet 22.1

- Have students turn to Worksheet 22.1.
- Tell students that for this activity, they must listen very carefully to you. For each number, you will say one word. They must find that word in the row and circle it.
- Say to students, “Find the first row of words. Listen carefully to this word: *switch*. I will say the word again: *switch*. Now find the word that you heard and circle it.” You may repeat the word up to three times.
- Proceed with the rest of the words listed below, repeating each word at least twice, but not more than three times.

Word Recognition Assessment

- | | |
|--------------|------------|
| 1. switch | 9. large |
| 2. catch | 10. solve |
| 3. stretch | 11. carve |
| 4. gem | 12. twelve |
| 5. ginger | 13. write |
| 6. digit | 14. wrap |
| 7. plunge | 15. wrist |
| 8. challenge | |

- Collect the worksheets.

Note: Please use the template provided at the end of this lesson to analyze students’ mistakes and plan remediation for struggling students.

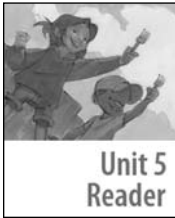
10 Grammar Assessment

20 minutes

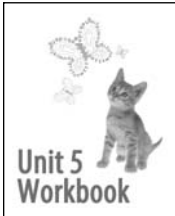


Worksheet 22.2

- Distribute Worksheet 22.2. Tell students that in the first part, they are to read the sentence, circle the nouns, and underline the verbs with a squiggly line.
- In the second part, students are to write a question mark, period, or exclamation point, depending on the type of sentence.
- In the third part, students should expand each sentence. Remind students that they can build sentences by including an adjective to describe the noun in each sentence, and by telling where something takes place. Students should write their expanded sentence on the handwriting guidelines.
- In the last part, students are to provide the plural form of each noun. They will also write the past-tense and *-ing* form of each verb.



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Worksheet 22.3

Partner Reading: “The Scoop”

Introducing the Story

- Tell students that today’s title is “The Scoop.” Share with students that if a news reporter says they have a “scoop,” that means they are the first to have the details about a news story.

Previewing the Spellings

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

'g' > /j/	Other Two-Syllable Words	Tricky Words
charg•ing	start•ed	what’s
Rog•er	un•der	where

Previewing the Vocabulary

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

1. **charg•ing**—to approach quickly
2. **shoot some film**—video tape
3. **mike**—short for microphone
4. **get a close-up**—to take video or a picture very close to someone/ something

Purpose for Reading

- Tell students to read today’s story to find out what happens when someone gets “a scoop.” When they are finished, they should complete Worksheet 22.3.

Note: Encourage students to use context clues to figure out what *muttered* means.

Wrap-Up

- Review Worksheet 22.3. Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions on “The Scoop”

1. *Literal* What was the “big scoop”? (The “big scoop” was that Kate and Max discovered a T. rex bone.)
2. *Inferential* What does the word *muttered* mean? How do you know? (*Muttered* means to have said something in a nervous, quiet way. Students should share that Max was scared and he jumped back from the mike, so they knew he was feeling a little shy and overwhelmed with the interview.)
3. *Literal* What other questions did the man ask Kate and Max? (He asked them if they knew it was a bone when they saw it, what they used to dig it out, and if he could get a close-up of them holding forks.)

Assessment Analysis

Analysis of Student Errors: Word Recognition Assessment

Directions

Write students' names in the column provided. The words for the Word Recognition Assessment are grouped on the Analysis chart according to the featured sound-spelling correspondence. Place an X in the column of any word that the student did not correctly identify. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student, and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points and the Pausing Point for this unit to address errors with today's spelling words, as well as the *Assessment and Remediation Guide*.

Column 1

What an error in this column means: The spelling 'tch' for the /ch/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point and/or the *Assessment and Remediation Guide* for additional activities that provide students with practice sorting words according to spelling patterns.

Column 2

What an error in this column means: The spelling 'g' for the /j/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point and/or the *Assessment and Remediation Guide* for additional activities that provide students with practice sorting words according to spelling patterns.

Column 3

What an error in this column means: The spelling 'ge' for the /j/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point and/or the *Assessment and Remediation Guide* for additional activities that provide students with practice sorting words according to spelling patterns.

Column 4

What an error in this column means: The spelling ‘ve’ for the /v/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point and/or the *Assessment and Remediation Guide* for additional activities that provide students with practice sorting words according to spelling patterns.

Column 5

What an error in this column means: The spelling ‘wr’ for the /r/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point and/or the *Assessment and Remediation Guide* for additional activities that provide students with practice sorting words according to spelling patterns.

Column 6

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty with encoding certain vowel sounds. Please also consider the influence of students’ home language on encoding. Analyze any patterns and provide targeted remediation using the Pausing Point and the *Assessment and Remediation Guide*.

Analysis of Student Errors: Grammar Assessment

Each grammar section contains five questions. If students scored at least **4 out of 5**, they have a good understanding of the grammar skills covered. If they scored **3 out of 5**, you may ask a student to explain what they were thinking when they wrote their answer to see if it was a careless mistake or a genuine misunderstanding. For students scoring **2 or less**, note that these students may need more explicit instruction on the particular grammar skill. There will be opportunities for further practice and remediation of these grammar skills in Units 6 and 7.

Unit 5 Pausing Point

This is the end of Unit 5. You may wish to pause here and spend additional time reviewing the material taught in Unit 5.

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Sentence Building

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Read and Write Tricky Words

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Tricky Word Practice

Tricky Word Concentration

Read Words That Contain Spelling Alternatives

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Teacher Chaining

Teacher Chaining with Two-Syllable Words

Word Sort with Pocket Chart

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Guess My Word

Choose the Right Word

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Dictation Identification

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Handwriting Worksheets with Words

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Read Decodable Stories

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Kate's Book

Take-Home Stories: "We Are TV Stars," "Nan's Book," "The Book Shop", and "We Make a Book"

Segment and Blend Two-Syllable Words

Segmenting and Blending Two-Syllable Words

- See Warm-Up exercises in Lesson 2 for procedure.

Distinguish Similar Sounds

Sister Sounds

- See Lesson 3 for /p/ and /b/ and Lesson 12 for /t/ and /d/.
- Create your own word pairs to contrast the sister sounds /k/—/g/, /ch/—/j/, and /f/—/v/.

Finding Words with the Same Initial Sounds

- Photocopy the pictures for this exercise (located at the end of the Pausing Point), enlarging them if possible, and cut them out.
- Choose the pictures that start with /k/ and /g/. (See table below.)
- Mix up the pictures, and tell students that some of the things in the pictures begin with the sound /k/ and some of them begin with the sister sound /g/.
- Show the first picture, and ask a student to name it.
- Repeat the name, emphasizing the initial sound. Have the class do the same.
- Once all of the pictures have been identified, show two pictures at a time, and ask students to name them.
- Ask students whether the words begin with the same sound or different sounds.
- Have students identify the initial sound in each word and sort them into two piles—one for pictures with /k/, and one for pictures with /g/.

- Repeat with the pictures for /l/ and /r/, and /t/ and /d/.

/k/:

1. cake
2. cat
3. car
4. kite
5. candle
6. key

/g/:

1. gloves
2. girl
3. grass
4. grapes
5. guitar
6. goat

/l/:

1. lamb
2. lips
3. ladder
4. ladybug
5. lantern/lamp
6. leaf

/r/:

1. raccoon
2. racket
3. raven
4. reindeer
5. ring
6. rocket

/t/:

1. table
2. two
3. toes
4. tiger
5. toaster
6. teeth

/d/:

1. dog
2. doll
3. door
4. doughnut
5. dress
6. deer

- Find pictures for the sister sounds /p/—/b/, /ch/—/j/, and /f/—/v/, and repeat the procedure.

Minimal Pairs

- See Lesson 14 for /f/ and /v/.
- Use the minimal pairs below for the following sound pairs /p/—/b/, /k/—/g/, /ch/—/j/, /t/—/d/, and /l/—/r/.

Minimal Pairs for /p/ and /b/:

- | | |
|--------------|----------------|
| 1. pat—bat | 6. park—bark |
| 2. puck—buck | 7. path—bath |
| 3. pack—back | 8. peach—beach |
| 4. pair—bear | 9. peek—beak |
| 5. pang—bang | 10. pig—big |

Minimal Pairs for /k/ and /g/:

- | | |
|---------------|----------------|
| 1. cap—gap | 6. class—glass |
| 2. came—game | 7. coal—goal |
| 3. card—guard | 8. coat—goat |
| 4. cash—gash | 9. cold—gold |
| 5. cave—gave | 10. curl—girl |

Minimal Pairs for /ch/ and /j/:

1. chain—Jane
2. chest—jest
3. chill—Jill
4. chunk—junk
5. chug—jug

Minimal Pairs for /t/ and /d/:

- | | |
|--------------|----------------|
| 1. tip—dip | 6. tear—dear |
| 2. tale—dale | 7. tell—dell |
| 3. tame—dame | 8. tense—dense |
| 4. tart—dart | 9. tent—dent |
| 5. teal—deal | 10. time—dime |

Minimal Pairs for /l/ and /r/:

- | | |
|--------------|-----------------|
| 1. lake—rake | 6. lead—read |
| 2. lack—rack | 7. leak—reek |
| 3. lamp—ramp | 8. leap—reap |
| 4. late—rate | 9. led—red |
| 5. law—raw | 10. light—right |

Sound Sorts

- Gather a number of objects or pictures of objects that contain either of two target sounds (e.g., /p/—/b/, /k/—/g/, /ch/—/j/, /t/—/d/, /f/—/v/, /l/—/r/).
- Label two boxes with the target sounds (e.g., /p/ and /b/).
- Ask students to say the name of each object or picture, and ask them if it contains the /p/ sound or /b/ sound.
- Have students place the objects or pictures in the appropriate boxes.

Recognize and/or Write the Spellings Taught in Unit 5

Sound/Spelling Review with Code Flip Books

- There are many ways to use the Code Flip Books for review. Here are some ideas:

- Say a sound and ask students to show you the spelling(s) for the sound.
- Ask students to show you the spelling alternatives for a sound, (e.g., for the sound /r/)
- Ask students to show you the spellings that can stand for more than one sound ('g', 'ed', 'oo'). Ask them what these spellings are called. (tricky spellings)
- Ask students to show you the most common or least common spelling for a sound.
- Ask students to show you all of the double-letter spellings they have learned.

Sound Dictation

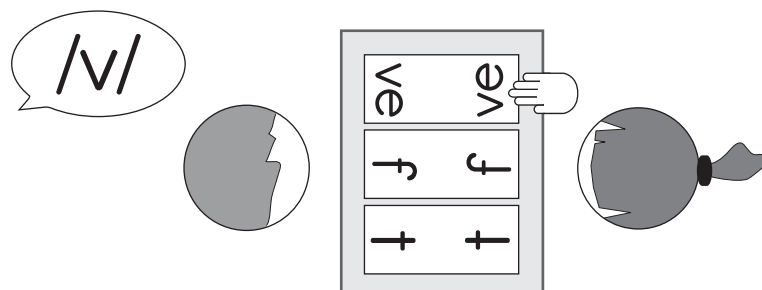
- See Warm-Up exercises in Lesson 3 for procedure.

Slap the Spelling

Note: This game is best played in small groups or in centers.

- Cut out a long, rectangular slip of paper and write 've' on each end. The letters should face away from each other. (See illustration on next page.) Repeat for 'f' and 't'.
- Affix the cards in a row on the floor, or other surface, between two children who are facing each other.
- Explain that you will say a number of sounds and that you want students to whack the correct spelling as fast as possible.

Note: You can play this game for all sounds and spellings taught/reviewed in this unit. Choose sounds/spellings that are similar, for example, /t/ and /d/, /f/ and /v/, /r/ and /l/, and /ch/ and /j/.



Highlighting Spellings

Note: This game is best played in small groups or in centers.

- Write a number of decodable words that contain the spellings taught in this unit on a sheet of paper.
- Ask students to read the words and highlight the new spellings.

Spelling Bingo

You can find free bingo card generators on the Internet.

- Make bingo cards with the spellings taught/reviewed in Unit 5 and other spellings that have been taught so far.
- Write the same spellings on paper slips, and put them in a box.
- Give each student a bingo card and playing pieces.
- Explain that you will pull spellings from the box and that you want students to put a playing piece on top of that spelling if it is on their bingo card.
- Explain that when all spellings are covered on a card, students should say, “Bingo!”

Spellings Taught/Reviewed in Unit 5:

- | | |
|-----------------------------|-------------------------|
| 1. /p/—‘p’ and ‘pp’ | 7. /t/—‘t’, ‘tt’, ‘ed’ |
| 2. /b/—‘b’ and ‘bb’ | 8. /d/—‘d’, ‘dd’, ‘ed’ |
| 3. /k/—‘c’, ‘k’, ‘cc’, ‘ck’ | 9. /f/—‘f’ and ‘ff’ |
| 4. /g/—‘g’ and ‘gg’ | 10. /v/—‘v’ and ‘ve’ |
| 5. /ch/—‘ch’ and ‘tch’ | 11. /r/—‘r’, ‘rr’, ‘wr’ |
| 6. /j/—‘j’, ‘g’, ‘ge’ | 12. /l/—‘l’ and ‘ll’ |

Board Sort

If possible, use an overhead projector to model the sort.

- Select words with the sound /ch/ from the box below. Write the words on the board in alphabetical or random order.
- Have students read the words out loud and, as a group, underline the spellings for the /ch/ sound, ‘ch’ and ‘tch’.
- Pass out pencils and paper.
- Have students draw a table with two columns on their paper and label the columns with ‘ch’ and ‘tch’.
- Ask students to sort the words based on which spelling is used for the /ch/ sound, ‘ch’ or ‘tch’.
- Repeat with decodable words for ‘r’ and ‘wr’, and ‘v’ and ‘ve’.
- Modification: To make this an exercise that can be used in centers, write the words on slips of paper, and let students paste them into the columns on their paper.

Words with 'ch' or 'tch':

- | | |
|-------------|----------------|
| 1. branch | 7. catcher |
| 2. arch | 8. batch |
| 3. chapter | 9. pitcher |
| 4. checkers | 10. itching |
| 5. crunch | 11. scratching |
| 6. sandwich | 12. switch |

Words with 'r' or 'wr':

- | | |
|-----------|------------|
| 1. brave | 7. wreck |
| 2. brick | 8. written |
| 3. draw | 9. wrong |
| 4. rage | 10. wrote |
| 5. rubbed | 11. wrist |
| 6. rust | 12. wrap |

Words with 'v' and 've':

- | | |
|------------------|-------------------|
| 1. clever ('v') | 7. carve ('ve') |
| 2. harvest ('v') | 8. nerve ('ve') |
| 3. liver ('v') | 9. serve ('ve') |
| 4. living ('v') | 10. solve ('ve') |
| 5. visit ('v') | 11. starve ('ve') |
| 6. shiver ('v') | 12. twelve ('ve') |

Handwriting Worksheets with Consonant Spellings

- Have students complete Worksheets PP1 and PP2.

How Many Sounds?

- Have students complete Worksheet PP3 (both sides).

Word Sort with Boxes

Note: This exercise can be done for any of the sounds/spellings taught or reviewed in this unit.

- Write a number of decodable words that contain either of two target spellings (e.g., 'v' and 've', on cards).
- Label two boxes with the target spellings (e.g., 'v' and 've').
- Have students read the words on the word cards, and ask them if they contain the spelling 'v' or the spelling 've'.
- Have students place the cards in the appropriate boxes.

Word Sort with Students

Note: This exercise can be done for any of the sounds/spellings taught or reviewed in this unit.

- Write a number of decodable words with the three spellings for /r/ on word cards, one word per card. You can also use white boards.
- Pass the cards/white boards out to your students.
- Explain that you want students to form groups: one group for words with /r/ spelled 'r', one group for /r/ spelled 'rr', and one group for /r/ spelled 'wr'.

Understand That Some Sounds Have Spelling Alternatives

Spelling Tree

Note: At the end of this unit, students will know a number of spellings for the sounds /p/, /b/, /k/, /g/, /ch/, /j/, /t/, /d/, /f/, /v/, /r/, and /l/. See the box below for a summary of the spellings.

- Work with students to make an additional Spelling Tree for any one of the sounds reviewed in Unit 5.
- Work with students to cut leaves out of green paper.
- Write decodable words with the spellings on the blank leaves.
- Have students hang the words on the proper branch, sorting them by spelling.

- Keep the Spelling Tree up for a few weeks, and allow students to add additional word-leaves to it from time to time.

Spelling Alternatives Taught/Reviewed in Unit 5:

- | | |
|-----------------------------|-------------------------|
| 1. /p/—‘p’ and ‘pp’ | 7. /t/—‘t’, ‘tt’, ‘ed’ |
| 2. /b/—‘b’ and ‘bb’ | 8. /d/—‘d’, ‘dd’, ‘ed’ |
| 3. /k/—‘c’, ‘k’, ‘cc’, ‘ck’ | 9. /f/—‘f’ and ‘ff’ |
| 4. /g/—‘g’ and ‘gg’ | 10. /v/—‘v’ and ‘ve’ |
| 5. /ch/—‘ch’ and ‘tch’ | 11. /r/—‘r’, ‘rr’, ‘wr’ |
| 6. /j/—‘j’, ‘g’, ‘ge’ | 12. /l/—‘l’ and ‘ll’ |

Read and/or Write Words with the Tricky Spellings ‘g’ and ‘ed’

Coloring Sort for Tricky Spelling ‘g’

- Distribute Worksheet PP4.
- Provide each student with two different-colored pencils or highlighters.
- Have students read the words in the boxes and shade the boxes in one color if the word in the box contains the sound /g/ as in *got* and in another color if the word in the box contains the sound /j/ as in *gem*.

Coloring Sort for Tricky Spelling ‘ed’

- Distribute Worksheet PP5.
- Provide each student with two different-colored pencils or highlighters.
- Have students read the words in the boxes and shade the boxes in one color if the word contains the sound /t/ as in *asked* and in another color if the word contains the sound /d/ as in *filled*.

Tricky Spelling Practice

- See Lesson 9.
- Have students complete Worksheet PP6 for the tricky spelling ‘g’.

Identify and/or Write Statements, Questions, and Exclamations

Statements, Questions, and Exclamations

- See grammar lessons in Lessons 3, 5, 7, and 11.

Sentence Pasting

Note: This game is best played in small groups or in centers.

- Write a number of decodable statements and questions on paper and cut them into individual words. Keep the period or question mark on the same slip with the final word in each sentence.
- Have students form the sentences and paste them on paper.

Worksheet with Statements, Questions, and Exclamations

- On Worksheet PP7, have students write two statements, two questions, and two exclamations based on the illustration.

Build Sentences

Worksheet with Sentences

- On Worksheet PP8, have students copy the sentences, circle the noun, and underline the verb with a squiggly line in each copied sentence.

Sentence Building

- See grammar lesson in Lesson 18.

Mixed-Up Sentences

Note: This game is best played in small groups or in centers.

- On slips of paper, write a number of decodable nouns, verbs, adjectives, question words, prepositions, and articles that can be combined to make statements and questions. Also, make slips of paper with periods and question marks.
- Have students construct statements and questions with these words and punctuation marks.
- **Extension:** Have students copy the complete sentences on paper.

Read and Write Tricky Words

Tricky Word Practice

- Distribute Worksheet PP9.
- Write *how* on the board and have students read it.
- Have students copy *how* onto the left side of their sheet of paper next to 1. They should say the name of each letter as they copy the word.
- Erase the word from the board.
- Have students fold their paper along the dotted line and position it so that the word they copied is facedown on the desk.

- Have students write *how* from memory next to 1. They should say the name of each letter as they write the word.
- Tell students to unfold their paper and compare the word they just wrote with the word they copied earlier.
- Have students correct the word if they misspelled it.

Repeat these steps with some or all of the remaining Tricky Words. Choose the words that students need to practice the most.

Some Tricky Words Taught So Far

- | | |
|--------------|-------------|
| 1. how | 9. tomorrow |
| 2. picture | 10. their |
| 3. could | 11. my |
| 4. would | 12. by |
| 5. should | 13. here |
| 6. down | 14. there |
| 7. yesterday | 15. was |
| 8. today | 16. who |

Tricky Word Concentration

Note: This game is best played in small groups or in centers.

- Write six to twelve Tricky Words on small cards, one word per card, two cards for each word.
- Shuffle the cards and lay them facedown on the table.
- Have students turn over two cards at a time, attempting to find matching cards.
- If a student finds a match, he or she keeps the cards.
- Let the game continue until all matches have been found.

Read Words That Contain Spelling Alternatives

Teacher Chaining

- Write *hip* on the board.
- Ask a student to read the word.
- Remove ‘p’ and add ‘tch’ to create *hitch*.
- As you make this change, say to students, “If that is *hip*, what is this?”
- Ask students what change you made to the word *hip* to get the word *hitch*. Ask them whether you changed the first, middle, or last sound/spelling.

- Continue this process with the remaining words.
- When you come to the end of the first chain, erase the board and begin the next chain.

1. hip > hitch > hatch > hutch > hug
2. bat > batch > patch > pitch > ditch
3. ate > ape > age > page > cage
4. bar > barge > large > lard
5. gem > gems > germs > terms
6. wreck > wren > wrench > bench

Teacher Chaining with Two-Syllable Words

- Write *kitch-en* on the board, inserting a dot divider in the middle of the word at the location shown.
- Ask a student to read the word.
- Tell the class that you are going to change either the first syllable or the second syllable to make a new word.
- Remove *kitch* and add *hidd* to make *hidd-en*. (Do not erase the dot divider.)
- As you make this change, say to students, “If that is *kitchen*, what is this?”
- Continue this process with the remaining words.

1. kitch•en > hidd•en > writt•en > rott•en > rott•ing > runn•ing
2. swimm•ing > dress•ing > batt•ing > batt•er > farm•er > pitch•er > pitch•ing
3. mag•ic > trag•ic > pan•ic > pan•ther
4. switch•es > ditch•es > itch•es > hitch•es

Word Sort with Pocket Chart

- Set up the pocket chart so that it has headers for one of the following sets of spellings: ‘t’, ‘tt’, and ‘ed’; ‘d’, ‘dd’, and ‘ed’; ‘c’, ‘k’, ‘cc’, and ‘ck’; ‘g’ and ‘gg’; ‘f’ and ‘ff’; ‘v’ and ‘ve’; ‘p’ and ‘pp’; ‘b’ and ‘bb’; ‘l’ and ‘ll’; ‘r’, ‘rr’, and ‘wr’; ‘ch’ and ‘tch’; or ‘j’, ‘g’, and ‘ge’. There should be a header for each spelling in the chosen set.
- Write a number of decodable words containing the spellings in the set you chose on index cards.
- Ask students to sort the words by placing them on the pocket chart under the proper headers.

- **Modification:** Set up two or more identical pocket charts, divide the class into groups, and have the groups do the word sort as a race.

Word Collection

Note: This exercise can be done for any of the sounds/spellings taught or reviewed in this unit.

- Tell students that you would like them to help you make a collection of words that have the /p/ sound.
- Ask students to tell you the spellings for the /p/ sound that they remember.
- Write 'p' and 'pp' as headers on the board.
- Ask students to tell you words that contain the /p/ sound.
- Write the words on the board, placing them under a proper header.
- Repeat until you have multiple examples of both spelling patterns ('p' and 'pp').
- Once multiple examples are on the board, use the chart on the board to review the spellings, point out which spelling is more common, identify spelling patterns, etc.
- If students give you words that are not decodable, add them to the list and point out the tricky parts of the word. For example, if a student says the word *purse*, you would want to briefly explain the 'ur' spelling for /er/ and the 'se' spelling for /s/.

Guess My Word



- Set up the pocket chart, or lay the cards on the table.
- Arrange cards for the following vowel spellings along the top of the pocket chart: 'i', 'e', 'a', 'u', 'o', 'ar', 'er'.
- Arrange cards for the following consonant spellings along the bottom of the pocket chart: 'm', 'n', 't', 've', 's', 'p', 'b', 'g', 'ge', 'l', 'wr', 'tch', 'ng'.
- Think of a decodable word that 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 guess the word by asking whether or not it contains specific sounds and/or spellings.
- If students identify a spelling that is 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.

Possible Words:

- | | | |
|-----------|-----------|------------|
| 1. batch | 8. nag | 15. merge |
| 2. botch | 9. bag | 16. serve |
| 3. match | 10. gem | 17. starve |
| 4. wretch | 11. germ | 18. wrist |
| 5. get | 12. large | 19. wring |
| 6. got | 13. barge | 20. wrap |
| 7. garb | 14. marge | 21. wren |

Choose the Right Word

- Write the words *large*, *kitchen*, *write*, and *wrap* on the board, and have students read them.
- Tell students that you are going to ask them some questions. They can find the answers on the board.
- Ask students, “Which word means the same thing as big?”
- Have students find the answer (*large*) on the board and then copy it onto a sheet of paper or white board.
- Continue this process with the remaining sets of questions.

1a. Which word means the same thing as big? (*large*)

1b. Which word describes a room that has a fridge and a stove? (*kitchen*)

1c. Which word describes something that you can do with a pen or a pencil? (*write*)

1d. Which word describes what you do with a gift before you give it to someone? (*wrap*)

2a. Which word means the opposite of right? (*wrong*)

2b. Which word describes what chicks do when they are born? (*hatch*)

2c. Which word tells how old you are? (*age*)

2d. Which word is the number that comes after eleven? (*twelve*)

3a. Which word describes the thing in which birds or hamsters are kept? (*cage*)

3b. Which word describes the red stuff that you can put on french fries? (*ketchup*)

3c. Which word describes a part of a shirt? (*sleeve*)

3d. Which word is another word for very big? (*huge*)

Match the Words

Note: This game is best played in small groups or in centers.

- Distribute Worksheets PP10 and PP11.
- Have students cut out the word cards from Worksheet PP10.
- Have students read the words on the word cards and match them to the words on Worksheet PP11 by placing the word cards on top of the matching words.

Dictation Identification

- Distribute Worksheet PP12.
- Tell students that you are going to say a number of words.
- Explain that for each word that you say, there are two words printed on the worksheet: your word and another word.
- Tell students to circle each word that you say.
- **Extension:** Have students copy the circled words on the lines.

- | | |
|-----------|-----------|
| 1. page | 6. gem |
| 2. patch | 7. kitten |
| 3. twelve | 8. merge |
| 4. write | 9. nerve |
| 5. barge | 10. wrong |

Yes or No?

- Have students complete Worksheet PP13.

Word Concentration

Note: This game is best played in small groups or in centers.

- Write decodable words on small cards, one word per card, two cards for each word.
- Shuffle the cards and lay them facedown on the table.
- Have students turn over two cards at a time, attempting to find matching cards.
- If a student finds a match, he or she keeps the cards.
- Let the game continue until all matches have been found.

Write Words That Contain Spelling Alternatives

Handwriting Worksheets with Words

- Have students complete Worksheets PP14 and PP15.

Which Word Is Right?

Note: If you are uncomfortable exposing students to words spelled incorrectly, you can choose not to use this worksheet.

- Distribute Worksheet PP16.
- Explain that in each box there are three words; only one of these words is the word you will say.
- Say the words below, and have students circle the words that you say for each box.

- | | |
|-----------|-----------|
| 1. starve | 5. match |
| 2. large | 6. switch |
| 3. wrist | 7. wrong |
| 4. cage | 8. solve |

Word Box

- Have students complete Worksheet PP17.

Label the Picture

- Have students complete Worksheet PP18.

Fill in the Missing Words

- Distribute Worksheet PP19.
- Tell students that you are going to say a number of sentences.
- Explain that the sentences are written on the worksheet, but each one is missing one word.
- Tell students to fill in the blanks as you read the sentences.
- When you read the missing word, hold up one finger for each sound in the word. Then ask students to write the word sound by sound.

- | | |
|----------------------------------------|--------------------------------|
| 1. He plunged into the pool. | 5. Germs can make you sick. |
| 2. We can solve the problem. | 6. Will you write me a letter? |
| 3. The dog fetched the stick. | 7. What is on the next page? |
| 4. The beeping sound got on my nerves. | 8. Who is the best pitcher? |

Chaining Dictation

- Have students take out a pencil and a piece of paper.
- Tell students that 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.
- 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 *bag*, show me *batch*.”
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds in the word and then draw a line on their paper for each sound that they hear. For example, for the word *bag*, students should draw three lines: .
- Once students have drawn one line for each sound in the word, ask them to write the word’s spellings on their respective lines: .
- Finally, ask students to read the word back to you.
- Write the words on the board, and have students self-correct.
- Instruct students to refer to the Individual Code Chart if they are having difficulty remembering how to write the spellings.

1. bag > batch > catch > match > hatch
2. cage > rage > page > sage > stage
3. hem > gem > germ > term > perm
4. song > wrong > wring > wrung

Targeted Dictation

- Have students take out pencil and paper. Choose a set of words to dictate from the boxes below.
- Explain that you are going to say ten words that will follow a certain pattern. The first word will be a root word; the second word will be the same word with the ending *-ed* added. The consonant spelling at the end of the root word will be doubled in the word with the ending *-ed*.
- Tell students to write each word that you say.
- Ask students to read the words back to you.
- Write the words on the board and have students self-correct.
- Instruct students to refer to their Individual Code Charts if they are having difficulty remembering how to write the vowel spellings.

Words with 'p' and 'pp':

1. tip—tipped
2. flip—flipped
3. trip—tripped
4. pop—popped
5. drop—dropped

Words with 'b' and 'bb':

1. nab—nabbed
2. grab—grabbed
3. rob—robbed
4. rub—rubbed
5. sob—sobbed

Words with 't' and 'tt':

1. spot—spotted
2. pet—petted
3. dot—dotted
4. bat—batted
5. rot—rotted

Words with 'd' and 'dd':

1. nod—nodded
2. shred—shredded
3. skid—skidded
4. pad—padded

Words with 'g' and 'gg':

1. wag—wagged
2. tug—tugged
3. hug—hugged
4. shrug—shrugged
5. plug—plugged

Dictation with Words

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of words. These words will contain the spelling alternatives for /ch/, /j/, /v/, and /r/ taught in this unit.
- Write the spellings 'tch', 'g', 'ge', 've', and 'wr' on the board.
- Tell students to write each word that you say.
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds and then draw a line on their paper for each sound that they hear. For example, for the word *large*, three lines would be drawn on the paper: _ _ _ .
- Once students have drawn one line for each sound, remind them that the sound /ar/ is spelled with two letters.
- Have students write the spellings on their respective lines: l ar ge .
- Finally, ask students to read the word back to you.
- Write the words on the board, and have students self-correct.
- Instruct students to refer to the Individual Code Chart if they are having difficulty remembering how to write the vowel spellings.

We do not expect you to dictate all of these words. Please make a selection.

- | | | |
|------------|---------------|-------------|
| 1. large | 13. twelve | 25. legend |
| 2. write | 14. serve | 26. pitch |
| 3. age | 15. you've | 27. patch |
| 4. page | 16. stretched | 28. matches |
| 5. huge | 17. solve | 29. shelves |
| 6. wrong | 18. magic | 30. scratch |
| 7. wrote | 19. match | 31. germs |
| 8. kitchen | 20. ourselves | 32. fetch |
| 9. largest | 21. we've | 33. l've |
| 10. charge | 22. wrapped | 34. wrist |
| 11. catch | 23. carved | 35. rage |
| 12. stage | 24. lunging | 36. wreck |

Read Phrases

Wiggle Cards

- Write the phrases below on large cards.
- Show students a Wiggle Card, have them read it, and let them perform the action.

- Use the Wiggle Cards between activities and to fill odd moments in the day.

- | | |
|-----------------------|----------------------|
| 1. scratch your nose | 5. cringe |
| 2. bend your wrists | 6. pinch your nose |
| 3. stretch your arms | 7. stand rigid |
| 4. tug on your sleeve | 8. jump twelve times |

Read and Write Sentences

Sentence Strips

Note: This game is best played in small groups or in centers.

- Choose sentences from *Kate's Book* that can be illustrated, and copy them onto long slips of paper. Place the slips of paper in your pocket chart.
- Have students choose a sentence to copy and illustrate.

Sentence Pasting

Note: This game is best played in small groups or in centers.

- Write a number of decodable statements and questions on paper, and cut them into individual words. Keep the period or question mark on the same slip with the final word in each sentence.
- Have students form the sentences and paste them on paper.

Dictation with Sentences

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of sentences. There will be statements, questions, and exclamations. Be sure to use the proper intonation when reading the sentences.
- Tell students to write each sentence that you say.
- For each sentence that you say, hold up one finger for each word.
- Ask your students to count the words and then draw a line on their paper for each word that they hear, leaving a finger space between the lines.
- Once students have drawn the lines, ask them to write each word, sound by sound. Finally, ask students to read the sentence back to you.

- Write the sentences on the board, and have students self-correct.

1. The dog scratched his neck.
2. We had dinner in the kitchen.
3. My sister likes to act on stage.
4. Can you solve this math problem?
5. I wrote a long letter to my mom.
6. This dress has short sleeves.
7. The car ended up in the ditch.
8. Can you switch the TV off?
9. Where is the ketchup?
10. The ship wrecked in the storm.
11. A stitch in time saves nine.
12. Wring out your wet socks!

Read Decodable Stories

Kate's Book

- Have students read stories from their Readers, including the stories listed under the section “Pausing Point (Stories for Assessment and Enrichment).”

Discussion Questions on “We Are TV Stars”

1. *Literal* Who did Kate and Max see on TV? (Kate and Max saw themselves being interviewed on TV)
2. *Inferential* Why might Max have jumped back from the mike? (Answers may vary, but might include that he was scared.)
3. *Evaluative* Why might people be interested in a news story about Kate and Max finding T. rex bones? (Answers may vary.)

Discussion Questions on “Nan’s Book”

1. *Inferential* Why would Kate say that it became less fun to smile and wave a fork six times? (Answers may vary, but may include that the more you do something the less exciting it becomes.)
2. *Literal* Why does Nan say the long book felt short to her? (Nan said that she liked the book so much that it felt short.)

Discussion Questions on “The Bookshop”

1. *Inferential* Describe Stan Bender. (Stan Bender is the man who wrote one of Nan’s favorite books. He has a big smile and is nice to Kate and Nan.)
2. *Inferential* Why might Kate have decided to write her own book? (Answers may vary, but may include that she has been inspired by visiting Stan Bender.)
3. *Literal* What do Kate and Nan shake on? (Kate and Nan shake to show that they agree to make a book together.)

Discussion Questions on “We Make a Book”

1. *Literal* How do Nan and Max help Kate write the book? (Nan helps Kate pick out good words, and Max fixes Kate’s spelling mistakes.)
2. *Literal* Who publishes Kate’s book? (A friend of Kate’s dad decides to publish Kate’s book.)
3. *Evaluative* What did you say to Kate in your letter to her about her book? (Answers may vary.)

Take-Home Stories: “We Are TV Stars,” “Nan’s Book,” “The Bookshop,” and “We Make a Book”

- Distribute Worksheets PP20–PP23.
- Have students take the worksheets home so that they can practice reading the stories with a family member.

Answer Story Questions in Writing

Story Questions Worksheets: “We Are TV Stars,” “Nan’s Book,” “The Bookshop,” and “We Make a Book”

- Have students complete Worksheets PP24–27.

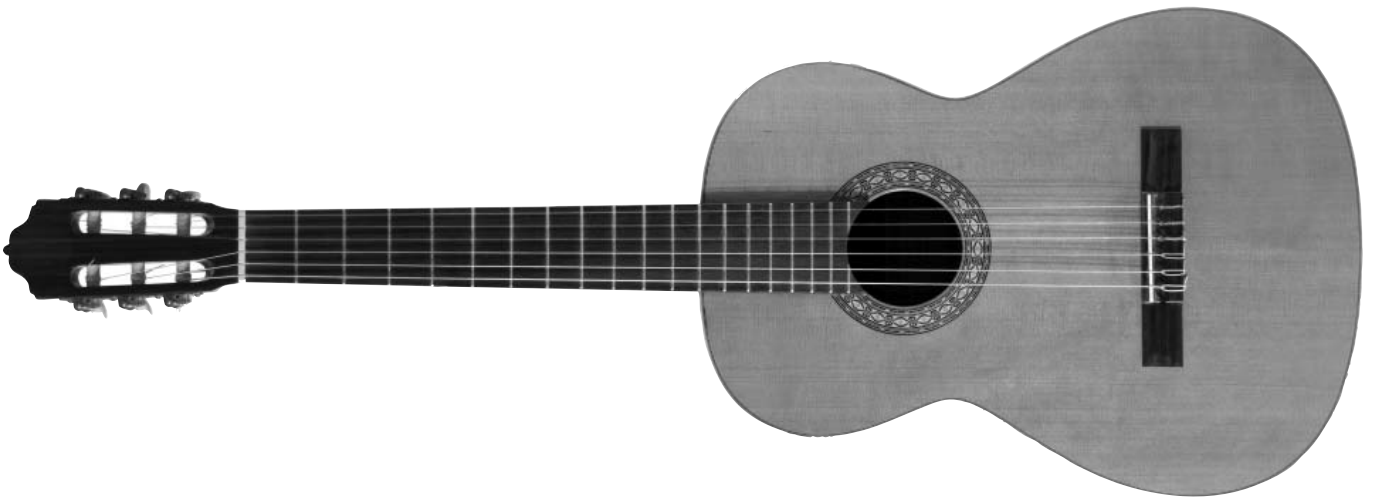


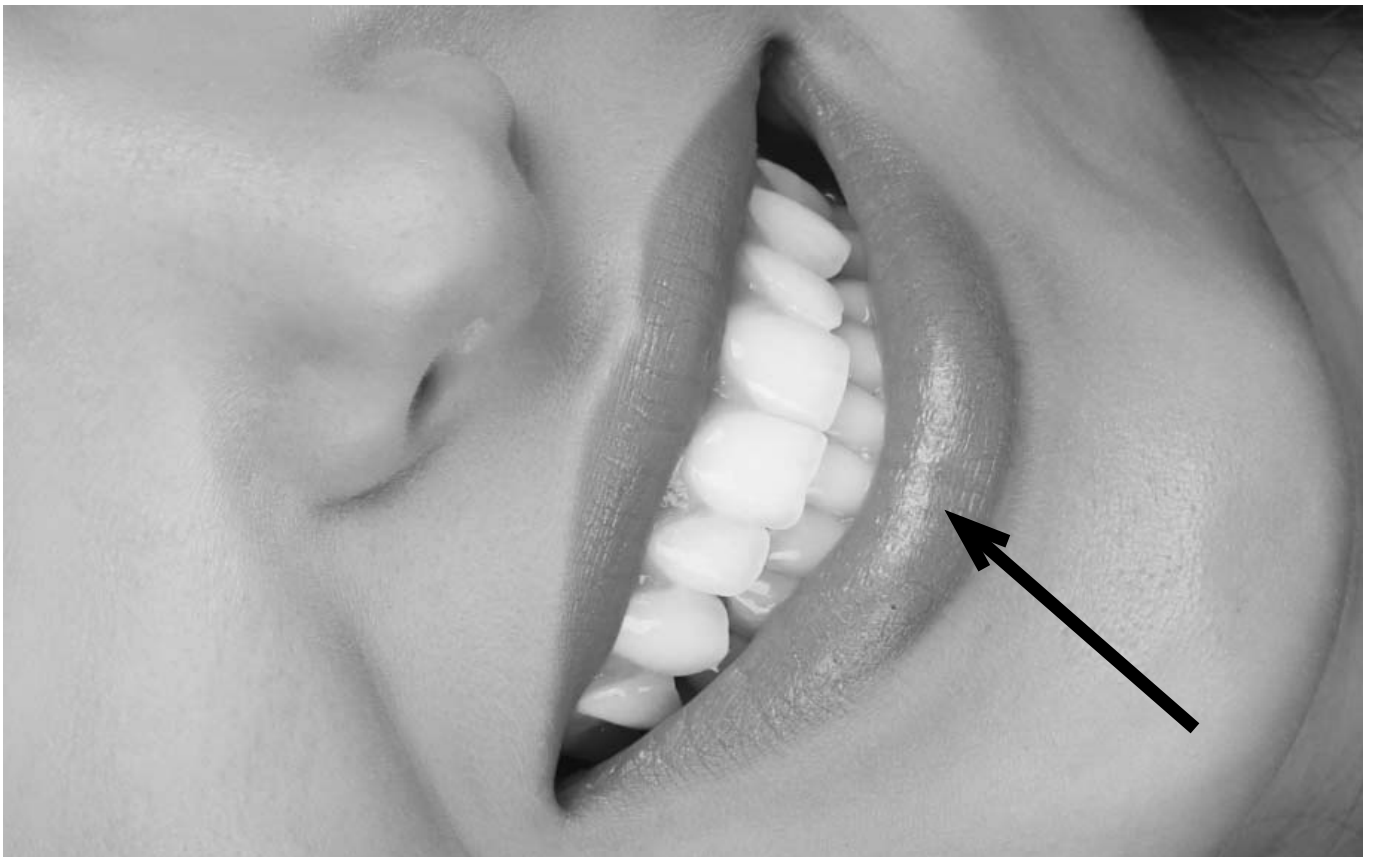


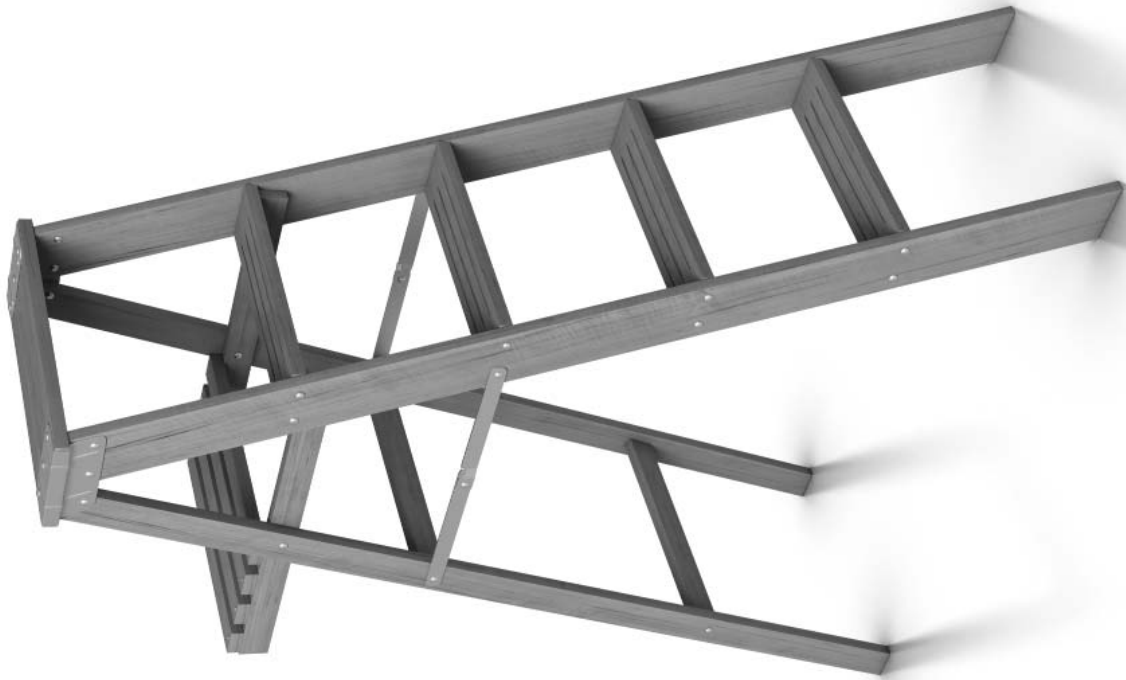


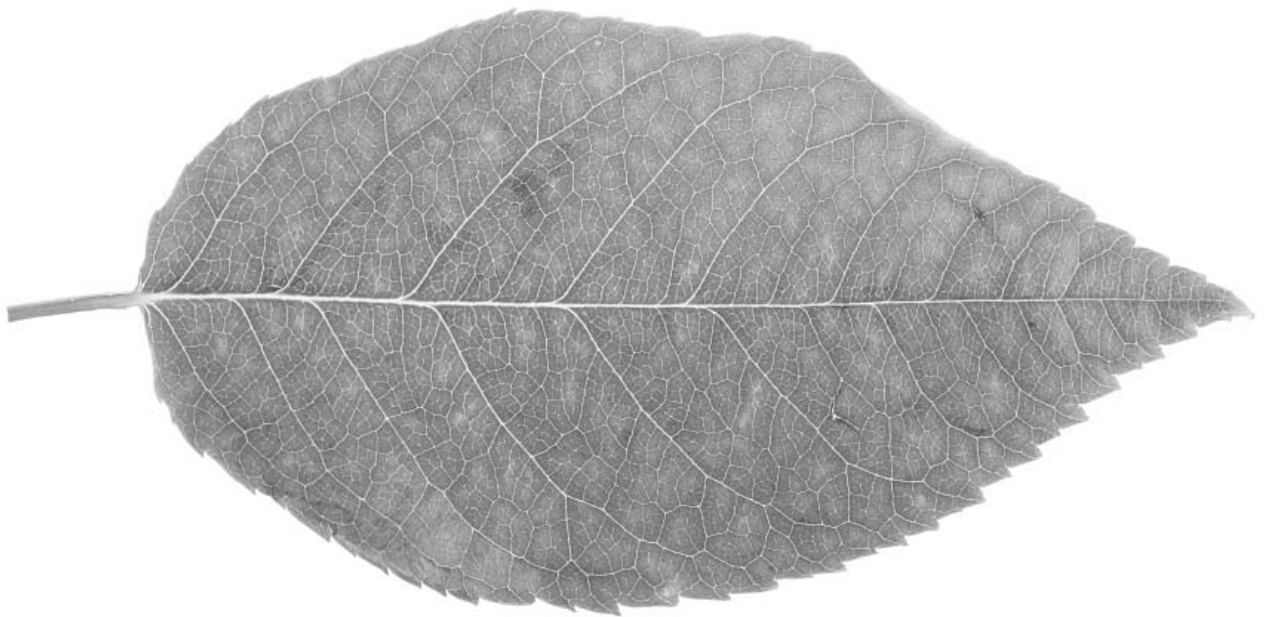
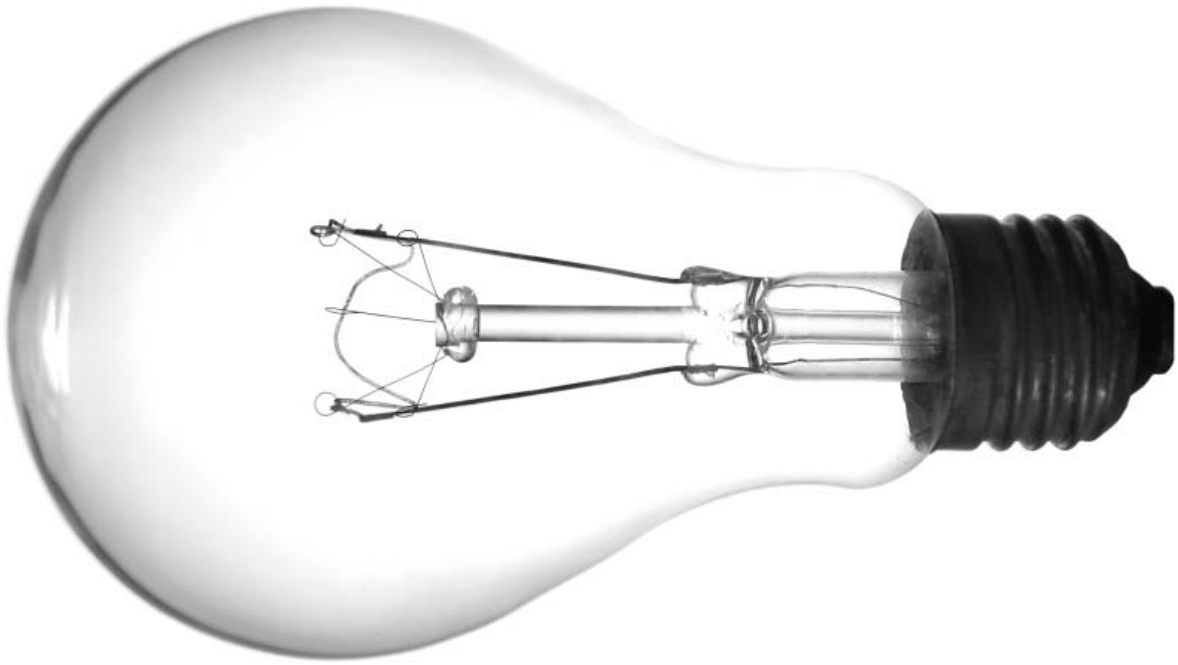




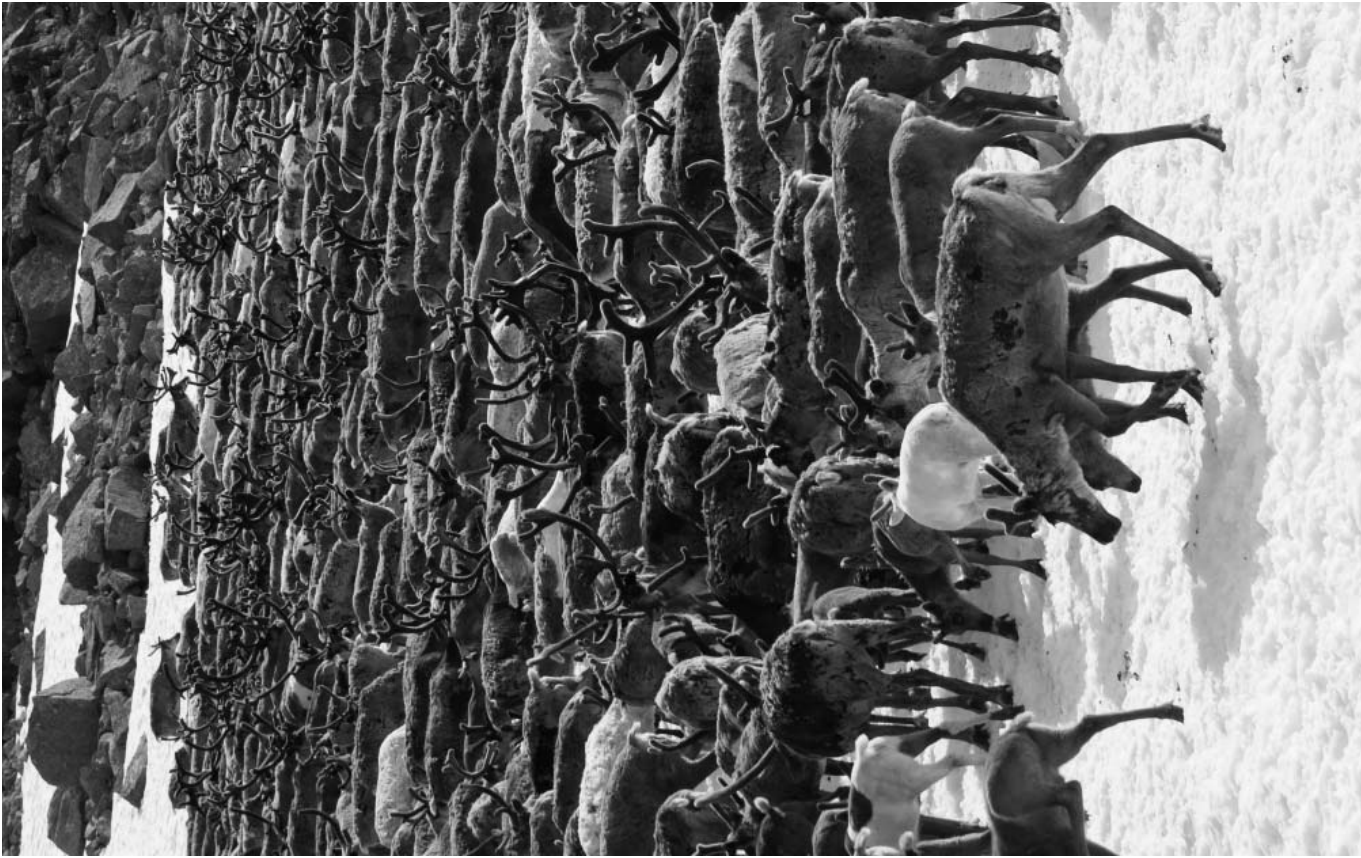




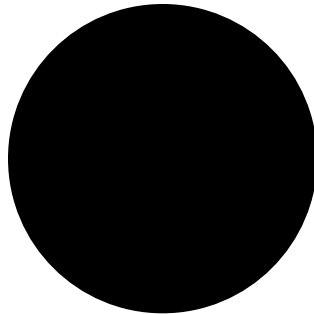
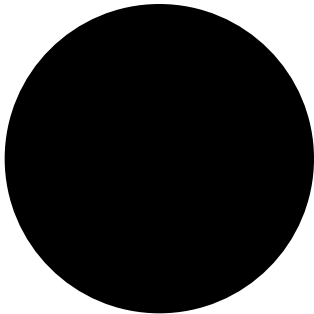






















Appendix

Using Chunking to Decode Multi-Syllable Words

Mastering the various letter-sound correspondences taught in CKLA 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 multi-syllable 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, we insert a small dot as a visual prompt or cue between the syllables (e.g., sun•set). This is done in both the Workbooks 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, CKLA 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, we place the dot 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, start•ed). We typically place the dot immediately before the suffix. However, for words that contain double-letter spellings for consonants, in CKLA, we typically place the divider 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. We do this, however, because the double-letter spellings have been taught as single spelling units in CKLA since Kindergarten (‘nn’ > /n/, ‘mm’ > /m/, ‘tt’ > /t/, etc.) and

we wish 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 multi-syllable words. To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify six different syllable types:

Note: Syllables exemplifying each type are underlined.

- **Closed Syllables (CVC, VC, CCVCC, etc.)—always associated with a “short” vowel sound (e.g., /a/, /e/, /i/, /o/, /u/:** let, pad, rod, tin, fun, pic•nic, un•til)
- **Magic ‘E’ Syllables (V-C – E)—always associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/:** cake, home, like, mule, Pete, mis•take, stam•pede)
- **Vowel Digraph Syllables:** joint, speak, proud, play, dis•may, be•low, coun•sel
- **R-Controlled Syllables:** art, curb, girl, fort, clerk, tur•nip, ar•tist, fe•ver
- **Open Syllables (V or CV)—always associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/:** go, me, hi, a•pron, fi•nal, com•pre•hend)
- **Consonant-LE Syllables (C-LE):** sim•ple, ca•ble, ri•fle

In addition, in CKLA, we think it is also helpful to designate one additional syllable type:

- **Schwa Syllables:** ben•e•fit, app•e•tite, a•bout, hos•pit•al, e•mo•tion

Note: The Consonant-LE Syllable is also a schwa syllable, but we distinguish it 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 CKLA 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.

We divide two closed syllables in a word as follows:

- When two different consonants stand between two vowels, we divide the syllables between the consonants, creating one or more closed syllables.

ad•mit

nap•kin

trum•pet

- For words that contain double-letter spellings for consonants, we typically place the divider after the double-letter spelling rather than between the consonants. As noted earlier, we do this because the double-letter spellings have been taught as single spelling units in CKLA 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, we divide 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:

magnet

mag 

 *net*

magnet

In Grade 1, students will encounter other two-syllable words with various combinations of the magic 'E' syllable, 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 multi-syllable 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, we suggest first dividing the word in front of the consonant and sounding it out as an open syllable:

pu•pil

vi•rus

mo•ment

unit

u 

 *nit*

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

lemon

lem 

 *on*

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, we divide 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

simple

sim 

 *ple*

Later in 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 that represent or include 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.

We divide syllables with a schwa sound 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 we identify it separately because of the way this spelling is chunked when dividing words into syllables.

- Finally, whereas students encountered some simple root words and affixes in Grade 1, throughout the entire year of Grade 3 instruction, they study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly.

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 multi-syllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.

Teacher Resources

Assessments

There are many opportunities for informal assessment throughout each Skills unit. You may choose to assign a given Workbook page for individual, independent completion to use as an assessment. It may be useful to use the Tens Conversion Chart and the Tens Recording Chart to collect and analyze all assessment data.

Tens Conversion Chart

Number Correct

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	0	10																			
2	0	5	10																		
3	0	3	7	10																	
4	0	3	5	8	10																
5	0	2	4	6	8	10															
6	0	2	3	5	7	8	10														
7	0	1	3	4	6	7	9	10													
8	0	1	3	4	5	6	8	9	10												
9	0	1	2	3	4	6	7	8	9	10											
10	0	1	2	3	4	5	6	7	8	9	10										
11	0	1	2	3	4	5	5	6	7	8	9	10									
12	0	1	2	3	3	4	5	6	7	8	8	9	10								
13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers along the top of the chart and the total number of questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score. You may choose to use the Tens Recording Chart on the next page to provide an at-a-glance overview of student performance.

Anecdotal Reading Record

Week of:

Name:	Name:
Name:	Name:
Name:	Name:
Name:	Name:
Name:	Name:
Name:	Name:

Name _____


1.2


Directions: Have students write each word from the box next to its matching picture. Students should write the words as plural nouns if the picture shows more than one thing.


fan shark chick star car
dog horn ship spoon hand

1. _____
car 

2. _____
horns 


3. _____
stars 


4. _____
dog 

5. _____
sharks 

Unit 5 3
© 2013 Core Knowledge Foundation


fan shark chick star car
dog horn ship spoon hand

1. _____
hand 

2. _____
chicks 

3. _____
fans 

4. _____
spoon 

5. _____
ship 

Directions: Have students write each word from the box next to its matching picture. Students should write the words as plural nouns if the picture shows more than one thing.

Unit 5 4
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Name _____

1.3

Can you see the spelling pattern? Fill in the chart.

Root Word	-ed Word	-ing Word
sip	sipped	sipp-ing
slip	slipped	slipp-ing
drop	dropped	dropp-ing
clap	clapped	clapp-ing
stamp	stamped	stamp-ing
hop	hopped	hopp-ing
step	stepped	stepp-ing
jump	jumped	jump-ing
lap	lapped	lapp-ing

Unit 5 5
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Name _____

2.1



_____ dishes _____ pig _____ benches _____



_____ fish _____ ducks _____ brushes _____

Directions: Have students look at each picture and label it using the plural or singular form.

Unit 5 7
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Directions: Have students look at each picture and label it using the plural or singular form.



desk



foxes



glasses



couches



swing



boxes

Name _____

2.2

A Letter from Kate

1. Who is Nan?

Nan is Kate's mom's mom. She is an artist.

Page 1

2. Where did Kate spend her summer?

Kate spent her summer out in the West with

her Nan.

Page 1

Directions: Have students read the story and answer the questions.

3. How old was Kate last summer?

- Kate was five.
- Kate was nine.
- Kate was ten.

Page 1

4. Kate said that . . .

- Nan made the art.
- Kate made the art.
- Kate's mom made the art.

Page 1

Name _____

3.1

Can you see the spelling pattern? Fill in the chart.

Root Word	-ed Word	-ing Word
nap	napped	napping
scrub	scrubbed	scrubbing
stub	stubbed	stubbing
chip	chipped	chipping
rob	robbed	robbing
grab	grabbed	grabbing
sob	sobbed	sobbing
stop	stopped	stopping
pump	pumped	pumping
camp	camped	camping

Name _____

3.2

Directions: Have students trace and copy the punctuation marks. Then have students copy the sentences on the lines, adding the correct ending punctuation.

? ?

1. The rabb-it ran in-to its hole

The rabbit ran into its hole.

2. Where did your dad park his car

Where did your dad park his car?

Unit 5 13

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3. I add-ed pepp-er to the dish

I added pepper to the dish.

4. Who add-ed pepp-er to the dish

Who added pepper to the dish?

5. Jen scrubbed the tub . ? or .

6. What happ-ened ? or .

7. Who has a cab-in out west ? or .

8. Kate went to vis-it her Nan ? or .

9. Kate made a book ? or .

10. Who made the art in Kate's book ? or .

Directions: Have students copy the first two sentences on the lines, adding correct ending punctuation. For the sentences below, have students fill in the correct punctuation mark.

14 Unit 5

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Name _____

3.3

Dear Family Member,

Below is the first story your child has read from a new Reader, *Kate's Book*. Please note that the tricky parts in Tricky Words are underlined in gray and multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units. Some of the words have been omitted in the version below. Please have your child fill in the blanks using the words from the word box.

After filling in the blanks, ask if your child has any ideas about what fun things Kate may have done with her Nan over the summer.

like	artist	sad	Skipper
summer	boring	book	art

A Letter from Kate

I'm Kate Skipper, and this is my book!

This book tells what I did last summer when I was nine. My mom and dad took me to vis-it with my Nan. Nan is my mom's mom. She is an artist, and she has a cab-in out in the West.

At the start of my time with Nan, I was sad. It seemed like it would be a boring summer. But in the end I had a lot of fun.

I made this book to tell you all the fun stuff I did last summer. When I finished it, Nan made the art. You have the book we made in your hands. I hope you like it!

Kate Skipper



Unit 5 15

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Name _____

4.1

In the Cave

1. What is the land Kate sees out West like?

- It is green.
- It has lots of trees.
- It has hills and red rocks.

Page 2

2. What was it that Kate and Nan found in the cave?

- Nan and Kate found a coin.
- Nan and Kate found a critter.
- Nan and Kate found a rock.

Page 4

Directions: Have students reread the story and answer the questions.

Unit 5 17

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3. What could the coin be made of?

The coin could be made of silver.

Page 6

4. What did Nan tell Kate they should do with the coin?

Nan said they should take the coin to an expert.

Page 6

Name _____

4.2



Sort the words by their spellings for /k/.

cat	king	black	car	skin	book
class	truck	attic	fact	like	quack

/k/ → 'c' /k/ → 'k' /k/ → 'ck'

cat king black car skin book

class truck attic fact like quack

Name _____

5.2

Can you see the spelling pattern? Fill in the chart.

Root Word	-ed Word	-ing Word
dab	dabbed	dabb-ing
sip	sipped	sipp-ing
ram	rammed	ramm-ing
shout	shouted	shout-ing
pound	pounded	pound-ing
look	looked	look-ing
duck	ducked	duck-ing
dash	dashed	dash-ing
pop	popped	pop-ping
mash	mashed	mash-ing
trip	tripped	trip-ping
lick	licked	lick-ing

Name _____

5.3

Directions: Have students copy the sentences on the lines, adding capital letters at the beginning and the correct punctuation marks at the end.

1. jim likes to splash in the pool in the summer

Jim likes to splash in the pool in the summer.

2. which book do you like best

Which book do you like best?

3. would you like one scoop or two scoops

Would you like one scoop or two scoops?

Add . or ? on the lines.

1. The jogger ran up the hill
2. How late did he get home
3. My sister hugged me for a long time
4. Where are my slippers
5. When did you take a hike in the forest

Name _____

6.3

kitch-en	chips	scratch
chin	which	catch

1. Which book is it?
2. Dan cooks food in the kitchen .
3. Do not scratch the bug bite!
4. I bumped my chin .
5. She likes chips for a snack.
6. Can you catch this?

Directions: Have students complete the sentences with the words from the box.

Name _____

7.1

1. nan drove us to the coin shop
Nan drove us to the coin shop.
2. are there a lot of coins in that cave
Are there a lot of coins in that cave?
3. jack said that he could sell the coin
Jack said that he could sell the coin.

Directions: Have students copy the sentences on the lines using correct punctuation.



Directions: Have students write a question and a statement about the picture on the lines below.

Answers may vary.

Name _____

7.2

The Coin Shop

1. What is the coin that Kate found made of?

- The coin is made of copper.
- The coin is made of silver.
- The coin is made of steel.

Page 8

2. What sort of coin is it?

- It is a Dutch coin.
- It is a British coin.
- It is a Spanish coin.

Page 8

3. Jack said the coin was minted ...

- in the six-teen hundreds.
- in the nine-teen hundreds.
- last summer.

Page 10

Directions: Have students reread the story and answer the questions.

Unit 5 35

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4. If you had a coin that you could sell for three hundred bucks, would you keep it or sell it? Why?

Answers may vary.

Directions: In the box, have students illustrate a part from the story and write a caption below.

Unit 5 36

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Name _____

8.2

You Never Can Tell

1. Nan said Kate had to sell the coin.

- yes
- no

2. Kate did sell the coin.

- yes
- no

3. Kate and Nan think that a robber could have hidden the coin in the cave.

- yes
- no

4. Things that are rare cost a lot.

- yes
- no

Directions: Have students reread the story and answer the questions.

Unit 5 41

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5. Is Kate glad that she found the coin? Why or why not?

Answers may vary.

Directions: In the box, have students illustrate a part of the story and write a caption below.

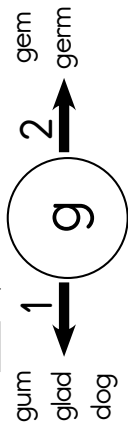
Unit 5 42

© 2013 Core Knowledge Foundation

Name _____

9.1

Sound out the words with the lines under them. Is the 'g' sounded /g/ as in *got* or /j/ as in *gem*? Print the words where they fit.



	/g/ as in got	/j/ as in gem
1. A cat is <u>larger</u> than a rat.		larger
2. We have two arms and two <u>legs</u> .	legs	
3. Can <u>germs</u> make you sick?		germs
4. I'd rather ride my bike than <u>jog</u> .	jog	
5. There are plants in the <u>garden</u> .	garden	

Unit 5 45

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Name _____

9.2

The Offer

- What was Jack's off-er?
 - His off-er was to take the coin.
 - His off-er was to take Nan and Kate camp-ing.
 - His off-er was to make dinn-er.

Page 20

- To Kate, camp-ing sounds like . . .
 - fun.
 - it would be bor-ing.
 - a hard time.

Page 21

Directions: Have students read the story and answer the questions.

Unit 5 47

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- What will Kate, Nan, Jack, and Max do on their camp-ing trip?

They will hike, look at rocks, cook lunch and dinner outside, look at the stars, and sleep in a tent.

Page 21

- Will Kate sleep in a bed or sleep in a tent?

Kate will sleep in a tent.

Page 21

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Name _____

9.3

Dear Family Member,

Your child has been learning about how to form plural nouns. In class, we have been listening to the sound that 's' makes at the end of a word. For *books*, for example, the 's' makes a /s/ sound, whereas the word *dogs* has the buzzy /z/ sound. Below are a number of words your child should change to the plural form. Ask your child to listen for either the /s/ or /z/ sound at the end. Have students place their fingers on their voice boxes so they can feel the difference between /s/ and /z/. Remind your child that when a word ends in 'sh', 'ch', 's', and 'x', we add 'es' to change it to the plural form.



one book	five <u>books</u>
one splash	three <u>splashes</u>
one match	nine <u>matches</u>
one fox	ten <u>foxes</u>
one dog	five <u>dogs</u>
one chimp	<u>two</u> <u>chimps</u>
one dish	nine <u>dishes</u>
one box	three <u>boxes</u>
one buck	ten <u>bucks</u>
one spoon	<u>two</u> <u>spoons</u>

Unit 5 49

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Name _____

10.2

The Campsite

1. Jack picked Kate and Nan up in his ...

- car.
- cab.
- truck.

Page 22

2. The Bad-lands are good for ...

- camp-ing.
- farm-ing.
- swim-ming.

Page 22

3. What did Kate un-pack at the camp-site?

- She un-packed sleeping bags and tents.
- She un-packed tents and games.
- She un-packed sleeping bags and games.

Page 24

Directions: Have students read the story and answer the questions.

Unit 5 53

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Directions: Have students read the end of the story or copy his or her favorite sentences from the end of the story.

Answers may vary.

Unit 5

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Name _____

11.2

Sort the words by their spellings for /t/.

time	until	sit	truck
cut	baked	bitter	cutting
parked	sitting	ripped	hoped

/t/ → 't'	/h/ → 'th'	/h/ → 'ed'
time	sitting	parked
cut	bitter	baked
until	cutting	ripped
sit		hoped
truck		

Unit 5 57

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Can you see the spelling pattern? Fill in the chart.

Root Word	-er Word	-est Word
wet	wetter	wettest
hot	hotter	hottest
short	shorter	shortest
fit	fitter	fittest
round	rounder	roundest

Unit 5

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Name _____

11.3

Directions: Have students first read each sentence to determine which ending punctuation should be added in the box. Then have students rewrite the sentence to include correct punctuation and capitalization.

1. nan, what is that ?

Nan, what is that?

2. that sounds like fun !

That sounds like fun!

3. what sort of coin is it ?

What sort of coin is it?

4. it is a Spanish coin .

It is a Spanish coin.

5. when was the coin made ?

When was the coin made?

6. the coin is from the six-teen hun-dreds .

The coin is from the sixteen hundreds.

7. "Yippee !" I shout-ed.

"Yippee!" I shouted.

8. I am rich !

I am rich!

Name _____

12.1

Sort the words by their spellings for /d/.

down	could	duck	add
trimmed	shred	shredding	wedding
odd	hide	said	planned
/d/ → 'd'	/d/ → 'dd'	/d/ → 'ed'	
down	odd	trimmed	
could	shredding	planned	
shred	add		
hide	wedding		
duck			
said			

Can you see the spelling pattern? Fill in the chart.

Root Word	-er Word	-est Word
mad	madd-er	madd-est
sad	sadder	saddest
hard	harder	hardest
red	redder	reddest
loud	louder	loudest

Name _____

12.2

Jack's Tale

1. What did Jack do af-ter dinn-er?
- Jack went to bed af-ter dinn-er.
 - Jack shared a tale af-ter dinn-er.
 - Jack went home af-ter dinn-er.

Page 26

2. Who was Bart?

- Bart was a robb-er who took hors-es.
- Bart was a robb-er who took cars.
- Bart was a robb-er who robbed the stage-coach.

Page 28

3. What sort of mann-ers did Bart have?

- Bart had bad mann-ers.
- Bart had so-so mann-ers.
- Bart had good mann-ers.

Page 28

Directions: Have students reread the story and answer the questions.

Unit 5 65

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4. What is a strong-box?

A strongbox is a locked box with cash in it.

Page 28

5. What happ-ened to Bart af-ter he was nabbed?

Bart said he was finished with crime after he was nabbed.

Page 31

Unit 5 66

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Name _____

13.1

muff-ins	gin-ger	af-ter	stage-coach
off	leg-end	traff-ic	match-es

1. Will you munch on _____ ginger _____ snaps af-ter dinn-er?

2. We were late be-cause of _____ traffic _____.

3. James made _____ muffins _____ to share with his pals.

4. I can go to-day _____ after _____ class.

Unit 5 69

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muff-ins	gin-ger	af-ter	stage-coach
off	leg-end	traff-ic	match-es

5. Out-laws robbed the _____ stagecoach _____.

6. I must get _____ off _____ the bus!

7. Nan shared a _____ legend _____ with us.

8. Do you need _____ matches _____ for the fire?

Unit 5 70

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Name _____

13.2

Directions: Have students read the sentences to determine which punctuation to add to the first five items. Students should then create their own questions, exclamations, and statements.

- The kitt-en sleeps .
- I can't sleep because my bug bites itch .
- Will the chicks hatch soon .
- Do not yell .
- Roger can cook .
- Answers may vary. _____ ?
- Answers may vary. _____ !
- Answers may vary. _____ .

Unit 5 71

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Name _____

13.3

The Visit

Fill in the _____ with words from the box.

tree	pots and pans	pack
tents	lan-tern	

- They stuffed the food in-to a large pack.
- They kept the food pack up in a tree.
- They all went to sleep in their tents.
- The loud clatt-er of pots and pans woke them up.
- To see in the dark, they used a lantern.

Unit 5 73

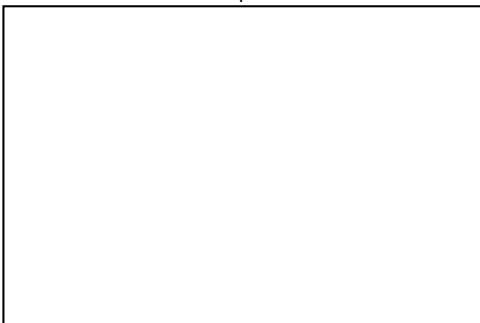
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- Why did Jack hoist the food up in the tree?

Because foxes and raccoons would like to snack on it.

Page 32

- Draw one of the parts of "The Visit."



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Name _____

14.2

verbs	van	serve	riv-er
twelve	vote	nev-er	vet

- Run and jump are verbs.
- When I was twelve, I went to camp.
- She will serve you a big snack.
- We took the dog to the vet.

Directions: Have students complete the sentences with the words from the box.

Unit 5 77

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verbs	van	serve	riv-er
twelve	vote	nev-er	vet

5. I went swimm-ing in the

 river

6. You ----- never ----- can tell!

7. Will you ----- vote ----- for me?

8. Can we drive to the park in the

----- van ----- ?

Directions: Have students complete the sentences with the words from the box.

Name _____

14.3

The Hike

- When did Max and Kate dig up the bone?
 - Max and Kate dug up the bone in the morning.
 - Max and Kate dug up the bone af-ter lunch.
 - Max and Kate dug up the bone af-ter dinn-er.

Page 38

- What did Max and Kate use to dig out the bone?
 - Max and Kate used forks.
 - Max and Kate used spoons.
 - Max and Kate used hamm-ers.

Page 40

- How long was the bone?
 - The bone was one foot long.
 - The bone was two feet long.
 - The bone was three feet long.

Page 42

Directions: Have students reread the story and answer the questions.

- Who needs to look at the bone to tell Max and Kate the sort of bone it is?

 An expert needs to look at the bone to tell Max

 and Kate the sort of bone it is.

Page 44

Name _____

16.3

The box had red wrapping on it. (2)

 red ----- wrapping

1. I like to vis-it the rep-tile room. (2)

 reptile ----- room

2. They wrapped my cast in the wrong fabric. (3)

 wrapped ----- wrong

 fabric

3. I got a ride up the ramp. (2)

 ride ----- ramp

Directions: Have students read the sentence and circle the spelling that stand for the /r/ sound. At the end of each sentence is the amount of times the /r/ sound occurs.

4. My name is written in the book. (1)

_____ written _____

5. I took a long trip with my pal Rex. (2)

_____ trip _____ Rex _____

6. We hiked on the red rocks. (2)

_____ red _____ rocks _____

7. I am not wrong! (1)

_____ wrong _____

8. Do not wreck the room! (2)

_____ wreck _____ room _____

Name _____

17.3

The Bone Man

1. Who is Ron Fitch?

- Ron Fitch is a pal of Nan's.
- Ron Fitch is an expert on coins.
- Ron Fitch is an expert on bones.

Page 46

2. What did Max tell Kate a T. rex is?

- The T. rex is the biggest and fastest insect of all time.
- The T. rex is the coolest, biggest reptile of all time.
- The T. rex is the biggest and fastest dog of all time.

Page 48

3. Which word is the noun in "the coolest, biggest reptile"?

_____ reptile _____

Directions: Have students reread the story and answer the questions.

4. Why is it so cool that Kate and Max found a T. rex bone?

It is so cool because T. rex is extinct and there are not a lot of bones left.

Page 50

5. What should Kate and Max do with the T. rex bone?

Answers may vary.

Name _____

17.4

Dear Family Member,

Please have your child complete the sentences with the words from the box.



morn-ing	bigg-est	stretch-ed	kitch-en
scratch-ing	large	rocks	batch

1. Out West there are hills and red

_____ rocks _____.

2. We went for a hike in the _____ morning _____.

3. We dug up a _____ large _____ bone that was three feet long.

4. It was the _____ biggest _____ bone I had ever seen!

morn-ing	bigg-est	stretch-ed	kitch-en
scratch-ing	large	rocks	batch

5. I can't stop _____
my bug bite!

6. Is Dad cooking in the _____ ?

7. I made a big _____ of
sweets!

8. I _____ out my arms
to get the book.

Name _____

19.1

Sort the words by their spellings for /l/.

long	like	large
solve	all	smell
look	sleeve	well
still	latch	skill

/l/ → 'l'

/l/ → 'll'

_____	_____
long	still
_____	_____
solve	all
_____	_____
look	smell
_____	_____
like	well
_____	_____
sleeve	skill
_____	_____
latch	_____
_____	_____
large	_____
_____	_____

Name _____

20.2

Two Good Things and One Bad Thing

1. What sort of bone did Max and Kate
dig up?

Max and Kate dug up a T. rex bone.

Page 52

2. Why can't Max and Kate keep the bone?

Max and Kate can't keep the bone because

they found it in a state park.

Page 54

Directions: Have students reread the story and answer the questions.

3. What will Ron Fitch do next?

Ron Fitch will keep the bone and dig up the
rest of the bones.

Page 54

4. What name would you pick for the
T. rex? Why?

Answers may vary.

Name _____

21.1

Directions: Have students read each sentence and the two word choices provided for the blank. Tell students to pick the best choice for each sentence and write it in the blank.

1. We _____ hoisted _____ the food up the tree. (hoist-ed, plant-ed)

2. I flipped off my _____ lantern _____ and went to sleep. (lett-er, (an-tern))

3. She was _____ scratching _____ a large bug bite. (scratch-ing, stuff-ing)

4. Jack made Nan and Kate an _____ offer _____ to take them (clatt-er, off-er) camp-ing.

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5. Jack had _____ matches _____ for the fire. (match-es, mag-ic)

6. The _____ outlaws _____ robbed the stage-coach! (gents, out-laws)

7. They nabbed Bart _____ after _____ a long hunt. (af-ter) to-day)

8. In the end, Bart shaped up and was _____ finished _____ with crime. (start-ing, fin-ish-ed)

Directions: Have students read each sentence and the two word choices provided for the blank. Tell students to pick the best choice for each sentence and write it in the blank.

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Name _____

21.2

The Big Dig

1. In order to get the bones out, the diggers have to . . .
- blast a hole in-to the cliff.
 - get bigger tools soon.
 - cut the cliff up in-to large blocks of rock.

Page 56

Directions: Have students reread the story and answer the questions.

2. How will the plas-ter keep the bones safe?
The plaster will keep the bones safe by keeping them from cracking.

Page 56

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3. What tools will they use at the lab to get the bones out of the blocks?

They use brushes and sharp picks to get the bones out of the blocks.

Page 58

4. What did Kate name the T. rex?

Kate named it Max, or T. Max.

Page 60

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Name _____

22.1

1. switch swap swim swish

2. cash catch cans caps

3. stretch such straps stitch

4. hem germ gem chin

5. ginger gender gin-seng grates

6. ditch dig-it date digs

7. plunge lunge pluck plug

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8. shall-ot chipp-er challenge champ

9. lunge large lake lunch

10. sops solve sipped sol-vent

11. carve cave calves can't

12. twin dwell teen twelve

13. ride write rip ripe

14. wrap rant lap rag

15. wring rig wrist ramp

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Name _____

22.2

Directions: In Part I, have students circle the noun(s) and underline the verb with a squiggly line. In Part II, have students write a question mark, exclamation point, or a period to complete the sentence. In Part III, have students add an adjective and/or a location in order to expand the sentences. In Part IV, students should write the plural form of each noun and also the past tense and -ing form of each verb.

Part I:

Max digs.

1. Kate swims.

2. Frogs hop.

3. The dog barks.

4. Jane ate a hot dog.

5. Those children run fast.

Part II:

Why is it cold ?

1. Do you like to shoot bas-kets ?

2. I can write my name .

3. Can your dog fetch sticks ?

4. When is dinn-er ?

5. Catch it !

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Part III:

1. My sister runs.

Answers may vary.

2. Gran bakes.

Answers may vary.

3. Ginger helps.

Answers may vary.

4. The dogs dig.

Answers may vary.

5. Max sings.

Answers may vary.

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Name _____

22.2
Continued

Part IV:

- One paw, five paws
1. One box, three boxes
2. One wrist, five wrists
3. One gem, nine gems
4. One stitch, ten stitches
5. One kiss, three kisses

Root word	-ed	-ing
jump	jumped	jumping
rub	rubbed	rubbing
pop	popped	popping
hunt	hunted	hunting
nap	napped	napping

Name _____

22.3

The Scoop

1. What did the TV man ask Max and Kate?
- Can we see the bone?
 - Can we shoot the rocks?
 - Can we shoot some film of you?

Page 62

2. How did Max feel when the TV man spoke to him?

Max felt scared when the TV man spoke
to him because he jumped back a bit and
muttered.

Page 66

Directions: Have students reread the story and answer the questions.

3. The man got a close-up of . . .
- the T. rex in the side of the cliff.
 - Max and Kate with their forks.
 - Ron Fitch, the bone man.

Page 68

4. What did the TV man ask Kate?

The TV man asked Kate if she could tell it was
a bone when she saw it.

Page 68

Name _____

PP3

1. gem 3 gem
2. shelves 5 shelves
3. pitcher 4 pitcher
4. wrecks 4 wrecks
5. bulge 4 bulge
6. carve 3 carve
7. merge 3 merge
8. wrapper 4 wrapper

Directions: Have students circle the sounds in each word. Then have students count the sounds in the word and write the number in the box. Have students then write the word on the line following the box.

Name _____

PP8

Directions: Have students copy the sentences and circle the noun and draw a squiggly line under the verb in each copied sentence.

1. My **wrist** bends.

My wrist bends.

2. The art-ist **carves**.

The artist carves.

3. The dogs **fetch**.

The dogs fetch.

4. Its **hooves** clop.

Its hooves clop.

5. His skin **itch**-es.

His skin itches.

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6. Marge **sings**.

Marge sings.

7. Men **charge**.

Men charge.

8. Her **sleeve** rips.

Her sleeve rips.

9. The man **stretch**-es.

The man stretches.

10. Mom **writes**.

Mom writes.

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Name _____

PP12

Mark the words that are said and write them on the lines.

1. **age** page page

2. **pitch** patch patch

3. twelve **elves** twelve

4. write **wrote** write

5. barge **large** barge

6. gem **jam** gem

7. **kitch-en** kitt-en kitten

8. **Marge** merge merge

9. nerve **never** nerve

10. **wring** wrong wrong

Unit 5 149

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Name _____

PP13

Yes or no? Write **yes** or **no** on the lines.

1. Is **ketch-up** a game? no

2. Is **twelve larg-er** than nine? yes

3. Is your **wrist** part of your leg? no

4. Do you sleep in the **kitch-en**? no

5. Do hors-es have **hooves**? yes

6. Do cats **hatch** out of eggs? no

7. Is a **germ larg-er** than a bug? no

8. Can a bird **catch** a bug? yes

Unit 5 151

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Name _____

PP24

We Are TV Stars

1. Where were Kate and Max when they saw themselves on TV?

The kids were in Nan's cabin when they saw themselves on TV.

Page 70

2. What did the TV man ask Kate?
- Where did you spot the coin?
 - What's your name?
 - Where is your Nan?

Page 72

Directions: Have students reread the story and answer the questions.

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3. What did the TV man ask Max?

The TV man asked Max where they spotted the bone.

Page 72

4. Have you ever seen yourself or a pal on TV?

Answers may vary.

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Name _____

PP25

Nan's Book

1. What sort of book did Nan have?

- She had a picture book.
- She had a comic book.
- She had a western.

Page 76

2. How did Nan feel when she got to the end of the book?

Nan felt sad when she got to the end of the book.

Page 77

Directions: Have students reread the story and answer the questions.

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3. Why did Nan take her book to the book shop?

Nan took her book to the book shop because the man who wrote it was at the book shop.

She wanted to meet him.

Page 74



Directions: In the box, have students illustrate a part of the story and write a caption below.

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Name _____

PP26

The Book Shop

1. Who is Stan Bender?

- Stan Bender **writes** western books.
- Stan Bender is Nan's pal.
- Stan Bender is a bone man.

Page 78

2. What did Kate ask Mister Bender?

Kate asked Mister Bender how hard it was to
write his book.

Page 79

Directions: Have students reread the story and answer the questions.

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3. What sort of book would Kate like to make?

Kate would like to make a bones and coins
and western sort of book.

Page 80

4. Who will make the pictures for Kate's book?

- Kate will make the pictures.
- Stan will make the pictures.
- Nan will make the pictures.

Page 80

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Name _____

PP27

We Make a Book

1. Who helped Kate with her spelling?

Max helped Kate with her spelling because he
is the best speller in his class.

Page 82

2. Who made the art for the book?

Nan made the art for the book because she is
an artist.

Page 84

Directions: Have students reread the story and answer the questions.

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3. Use the lines to **write** a letter to Kate.

Answers may vary.

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CONSULTING PROJECT MANAGEMENT SERVICES

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Ang Blanchette
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Carolyn Pinkerton

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Unit 5

Teacher Guide

Skills Strand
GRADE 1