



# Unit 3

## Teacher Guide

Core Knowledge Language Arts® • New York Edition • Skills Strand



Core Knowledge®

GRADE 1





# Unit 3

## Teacher Guide

Skills Strand

**GRADE 1**

Core Knowledge Language Arts®  
New York Edition



Core Knowledge®

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## Alignment Chart for Unit 3

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

Alignment Chart for Unit 3		Lesson																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
<b>Reading Standards for Literature: Grade 1</b>																				
<b>Key Ideas and Details</b>																				
<b>STD RL.1.1</b>	Ask and answer questions about key details in a text.																			
<b>CKLA Goal(s)</b>	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction text read independently	✓		✓	✓		✓		✓		✓		✓				✓	✓	✓	✓
<b>STD RL.1.3</b>	Describe characters, settings, and major events in a story, using key details.																			
<b>CKLA Goal(s)</b>	Use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently	✓	✓	✓			✓		✓		✓		✓	✓	✓		✓	✓		
<b>Craft and Structure</b>																				
<b>STD RL.1.5</b>	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.																			
<b>CKLA Goal(s)</b>	Distinguish fiction from informational or realistic texts that are read independently	✓																		
<b>Integration of Knowledge and Ideas</b>																				
<b>STD RL.1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.																			
<b>CKLA Goal(s)</b>	Talk about the illustrations and details from a fiction text read independently, to describe its characters, setting, or events	✓		✓			✓		✓		✓		✓				✓	✓		
<b>Range of Reading and Level of Text Complexity</b>																				
<b>STD RL.1.10</b>	With prompting and support, read prose and poetry of appropriate complexity for Grade 1.																			
<b>CKLA Goal(s)</b>	Read (with a partner or alone) and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught	✓	✓	✓	✓		✓		✓	✓	✓		✓	✓	✓		✓	✓	✓	✓

# Alignment Chart for Unit 3

## Lesson


1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----

## Reading Standards for Foundational Skills: Grade 1

### Print Concepts

<b>STD RF.1.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).																	
<b>STD RF.1.2b</b>	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.																	
<b>CKLA Goal(s)</b>	Orally produce single syllable words with various vowel and consonant sounds by blending the sounds				✓		✓					✓				✓		
<b>STD RF.1.2c</b>	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.																	
<b>CKLA Goal(s)</b>	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words	✓		✓	✓				✓			✓	✓		✓			
<b>STD RF.1.2d</b>	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).																	
<b>CKLA Goal(s)</b>	Segment and blend phonemes to form one-syllable words	✓	✓				✓		✓		✓	✓	✓			✓	✓	
	Compare words with similar vowel sounds	✓					✓							✓				

### Phonics and Word Recognition

<b>STD RF.1.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.																	
<b>STD RF.1.3a</b>	Know the spelling-sound correspondences for common consonant digraphs.																	
<b>CKLA Goal(s)</b>	Read and write the following letter-sound correspondences in words: 'sh' > /sh/, 'ch' > /ch/, 'th' > /th/ ( <i>thin</i> ), 'th' > /th/ ( <i>then</i> ), 'ng' > /ng/, 'ck' > /k/																	
<b>STD RF.1.3b</b>	Decode regularly spelled one-syllable words.																	
<b>CKLA Goal(s)</b>	Read and/or write one-syllable words that include the letter-sound correspondences taught	✓			✓				✓	✓	✓	✓	✓	✓		✓	✓	✓
<b>STD RF.1.3c</b>	Know final -e and common vowel team conventions for representing long vowel sounds.																	
<b>CKLA Goal(s)</b>	Read and/or write vowel sounds spelled with vowel digraph teams, such as /ae/ spelled 'a_e', /ie/ spelled 'i_e', /oe/ spelled 'o_e', /ue/ spelled 'u_e', /oo/ spelled 'oo', /oo/ spelled 'oo', /ou/ spelled 'ou', /oi/ spelled 'oi', /aw/ spelled 'aw'	✓			✓				✓			✓			✓			



## Alignment Chart for Unit 3

### Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
<b>STD RF.1.3g</b>	Recognize and read grade-appropriate irregularly spelled words.																			
<b>CKLA Goal(s)</b>	Read and/or write Tricky Words: <b>Unit 3:</b> <i>because, should, would, could, down</i>		✓			✓		✓			✓	✓					✓		✓	
<b>Fluency</b>																				
<b>STD RF.1.4</b>	Read with sufficient accuracy and fluency to support comprehension.																			
<b>STD RF.1.4a</b>	Read grade-level text with purpose and understanding.																			
<b>CKLA Goal(s)</b>	Read decodable text that incorporates the letter-sound correspondences taught with purpose and understanding	✓		✓			✓		✓		✓		✓				✓	✓		✓
<b>STD RF.1.4b</b>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.																			
<b>CKLA Goal(s)</b>	Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings		✓		✓					✓				✓	✓				✓	
<b>STD RF.1.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.																			
<b>CKLA Goal(s)</b>	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary																			
<b>Writing Standards: Grade 1</b>																				
<b>Text Types and Purposes</b>																				
<b>STD W.1.1</b>	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.																			
<b>CKLA Goal(s)</b>	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 3

## Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
<b>STD W.1.3</b>	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.																			
<b>CKLA Goal(s)</b>	Plan, draft, and edit a narrative retelling of a fiction read-aloud, with a title, characters, some details regarding the plot, the use of temporal words to signal event order, and some sense of closure		✓	✓	✓		✓	✓	✓											
<b>Production and Distribution of Writing</b>																				
<b>STD W.1.5</b>	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.																			
<b>CKLA Goal(s)</b>	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							✓												
<b>Speaking and Listening Standards: Grade 1</b>																				
<b>Presentation of Knowledge and Ideas</b>																				
<b>STD SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.																			
<b>CKLA Goal(s)</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly													✓	✓					
<b>STD SL.1.5</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.																			
<b>CKLA Goal(s)</b>	Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings													✓	✓					
<b>STD SL.1.6</b>	Produce complete sentences when appropriate to task and situation. (See Grade 1 Language Standards 1 and 3 on page 36 for specific expectations.)																			
<b>CKLA Goal(s)</b>	Produce complete sentences when appropriate to task and situation																			✓

# Alignment Chart for Unit 3

## Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
<b>Language Standards: Grade 1</b>																				
<b>Conventions of Standard English</b>																				
<b>STD L.1.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																			
<b>STD L.1.1a</b>	Print all upper- and lowercase letters.																			
<b>CKLA Goal(s)</b>	Write from memory the letters of the alphabet accurately in upper- and lowercase form																			
<b>STD L.1.1b</b>	Use common, proper, and possessive nouns.																			
<b>CKLA Goal(s)</b>	Use common, proper, and possessive nouns orally and in own writing																			
	Identify common and proper nouns																			
<b>STD L.1.1d</b>	Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i> ).																			
<b>CKLA Goal(s)</b>	Use personal, possessive, and indefinite pronouns orally and in own writing																			
<b>STD L.1.1e</b>	Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ).																			
<b>CKLA Goal(s)</b>	Use regular present-, past-, and/or future-tense verbs correctly orally and in own writing																			
<b>STD L.1.1g</b>	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).																			
<b>CKLA Goal(s)</b>	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ) orally and in own writing																			
<b>STD L.1.1h</b>	Use determiners (e.g., articles, demonstratives).																			
<b>CKLA Goal(s)</b>	Use determiners (e.g., <i>the, a, this, that</i> ) orally and in writing																			
<b>STD L.1.1j</b>	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.																			
<b>CKLA Goal(s)</b>	Build simple and compound declarative, interrogative, and exclamatory sentences orally in response to prompts																			

### Alignment Chart for Unit 3

#### Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
<b>STD L.1.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																			
<b>STD L.1.2b</b>	Use end punctuation for sentences.																			
<b>CKLA Goal(s)</b>	Identify and use end punctuation, including periods, question marks, and exclamation points in writing	✓			✓		✓		✓		✓		✓				✓		✓	
<b>STD L.1.2d</b>	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.																			
<b>CKLA Goal(s)</b>	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																			
<b>STD L.1.2e</b>	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.																			
<b>CKLA Goal(s)</b>	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.																			
<b>Vocabulary Acquisition and Use</b>																				
<b>STD L.1.6</b>	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> ).																			
<b>CKLA Goal(s)</b>	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> )																			
<b>Additional CKLA Goals</b>																				
Orally produce sounds represented by spellings		✓																		
Identify the correct spelling when given a sound using the Individual Code Chart										✓									✓	
Sequence events from a text read independently											✓									



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.

# Introduction to Unit 3

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 and Review Family Letter (10 min.)	Warm-Up: Spelling Review (10 min.)	Writing: Writing a Draft of a Fictional Narrative (25 min.)	Warm-Up: The Short Vowel Sounds (5 min.)	Spelling: Spelling Assessment (15 min.)
Introducing the Sound: Minimal Pairs/Teacher Modeling (20 min.)	Dictation: Dictation with Words (10 min.)	Reviewing the Sound: Sound Off (10 min.)	Writing: Editing a Draft of a Fictional Narrative (30 min.)	Tricky Words: Tricky Word Review (10 min.)
Practice: Writing the Spellings/Word Box (10 min.)	Tricky Words: Tricky Word Cards (5 min.)	Partner Reading: "The Two Dogs" (25 min.)	Small Group: Reread "The Two Dogs" (25 min.)	Introducing the Sound: I'm Thinking of Something (10 min.)
Whole Group Reading: "King Log and King Crane" (20 min.)	Writing: Planning a Fictional Narrative (35 min.)			Introducing the Spelling: Teacher Modeling/ Writing the Spelling/ Sound Box (25 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 1 (Lesson 6)	Day 2 (Lesson 7)	Day 3 (Lesson 8)	Day 4 (Lesson 9)	Day 5 (Lesson 10)
Spelling: Introduce Spelling Words (10 min.)	Warm-Up: Spelling Word Review (5 min.)	Grammar: Identifying Verbs (10 min.)	Warm-Up: Speedy Sound Hunt (5 min.)	Spelling: Spelling Assessment (15 min.)
Writing: Planning and Writing a Draft of a Book Report (30 min.)	Introducing the Spelling: The Tricky Spelling 'oo' (25 min.)	Writing: Writing a Final Copy of a Book Report (25 min.)	Introducing the Sound: Sound Off (10 min.)	Chaining: Teacher Chaining (10 min.)
Small Group: "The Hares and the Frogs" (20 min.)	Tricky Words: Tricky Word Cards (10 min.)	Small Group: "The Two Mules" (25 min.)	Introducing the Spelling: Teacher Modeling/ Writing the Spellings/ Matching Words and Pictures (30 min.)	Tricky Words: Tricky Word Cards (10 min.)
	Writing: Editing a Book Report (20 min.)		Small Group: "The Two Mules" (15 min.)	Grammar: Identifying Verbs (10 min.)
				Whole Group: "The Dog and the Mule" (15 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three				
Day 1 (Lesson 11)	Day 2 (Lesson 12)	Day 3 (Lesson 13)	Day 4 (Lesson 14)	Day 5 (Lesson 15)
Spelling: Spelling Words (10 min.)	Warm-Up: Vowel Spellings Review (10 min.)	Reviewing the Sound: Sound Riddles (15 min.)	Warm-Up: Wiggle Cards (10 min.)	Spelling: Spelling Assessment (15 min.)
Chaining: Teacher Chaining (15 min.)	Introducing the Sound: Sound Off (5 min.)	Chaining: Large Card Chaining (15 min.)	Chaining: Large Card Chaining (15 min.)	Introducing the Sound: Minimal Pairs (10 min.)
Break: Wiggle Cards (5 min.)	Introducing the Spelling: Teacher Modeling/ Writing the Spellings/ Word Box (25 min.)	Grammar: Identifying Past- and Present-Tense Verbs (10 min.)	Recognize Digraphs: How Many Sounds? (15 min.)	Introducing the Spelling: Teacher Modeling/ Writing the Sounds/ Matching (30 min.)
Review: Yes or No?/Fill in the Blank (20 min.)	Small Group: "The Bag of Coins" (20 min.)	Small Group: Reread Stories from <i>Fables</i> (20 min.)	Small Group: Reread Stories from <i>Fables</i> (20 min.)	Review: Wiggle Cards (5 min.)
Tricky Words: Tricky Word Baseball (10 min.)				
60 min.	60 min.	60 min.	60 min.	60 min.

Week Four			
Day 1 (Lesson 16)	Day 2 (Lesson 17)	Day 3 (Lesson 18)	Day 4 (Lesson 19)
Warm-Up: Common and Proper Noun Review (15 min.)	Warm-Up: Complete the Sentence (10 min.)	Warm-Up: Speedy Sound Hunt (10 min.)	Assessment: Word Recognition (25 min.)
Tricky Words: Tricky Word Baseball (15 min.)	Chaining: Large Card Chaining (15 min.)	Tricky Words: Tricky Word Practice (15 min.)	Break: Wiggle Cards (15 min.)
Grammar: Identifying Present- and Past-Tense Verbs (10 min.)	Recognize Digraphs: How Many Sounds? (15 min.)	Chaining: Teacher Chaining (10 min.)	Assessment: Story Comprehension: "The Fox and the Crane" (20 min.)
Whole Group: "The Dog and the Ox" (20 min.)	Reading Time: "The Fox and the Grapes" (20 min.)	Small Group: Reread Stories/Review (20 min.)	
60 min.	60 min.	60 min.	60 min.

## The Sounds Taught in This Unit

In Unit 3, you will introduce five additional vowel sounds and the most common spelling for each sound:

- /oo/ spelled 'oo' as in *soon*
- /oo/ spelled 'oo' as in *look*
- /ou/ spelled 'ou' as in *shout*
- /oi/ spelled 'oi' as in *oil*
- /aw/ spelled 'aw' as in *paw*

The sounds /oo/ and /oo/ are both spelled 'oo'. Students will practice sounding out the tricky spelling 'oo'. A tricky spelling is a grapheme that can be pronounced more than one way.

### Similar Sounds: /ue/, /oo/, /oo/, and /u/

The sounds /ue/, /oo/, /oo/, and /u/ sound very similar to some students and may potentially cause confusion.

- /ue/ as in *cute* is a sound combination of the sounds /y/ + /oo/ and not a single phoneme. Some students may confuse it with the /oo/ sound.
- The sound /oo/ as in *soon* is also somewhat similar to /oo/ as in *look*, and the fact that they share a single basic-code spelling may contribute to potential confusion.
- The sound /oo/ as in *look* can be confused with /u/ as in *luck*.

If you find that students are getting these sounds confused, you will need to spend extra time doing oral discrimination exercises in which students listen for a particular sound or distinguish between two similar sounds. The Pausing Point and the *Assessment and Remediation Guide* contain a variety of such exercises.

### Similar Spellings for /ue/, /oo/, /oo/, and /u/

The sounds /ue/, /oo/, /oo/, and /u/ share a whole set of spellings, as you can see from the table below. Students will be familiar with the four spellings in light gray at the end of Unit 3.

Sound	/ue/	/oo/	/oo/	/u/
Spellings	<u>cute</u>	<u>tune</u>		
		<u>soon</u>	<u>book</u>	
	<u>pupil</u>	<u>super</u>	<u>put</u>	<u>putt</u>
	<u>cue</u>	<u>blue</u>		
	<u>few</u>	<u>new</u>		
		<u>prove</u>		<u>shove</u>
		<u>do</u>		<u>son</u>
		<u>soup</u>		<u>touch</u>
		<u>fruit</u>		
		<u>neutral</u>		

## Flip Books and Individual Code Charts

The Vowel Code Flip Book is used in teaching the new vowel sound-spellings. The Spelling Cards are added to the Code Flip Books when the sound-spellings are taught. Students will also fill out their own Individual Code Charts. Please encourage students to use the Individual Code Charts when reading and writing.

## Tricky Words

In Unit 3, you will introduce the Tricky Words *should*, *would*, *could*, *down*, and *because*. The vowel sounds in *should*, *would*, and *could* are tricky because they each have the /oo/ sound spelled 'oul'. The vowel sound in *down* is tricky because the /ou/ sound is spelled 'ow'. In the word *because* the first 'e' stands for the sound /ee/ (or the schwa sound), the letters 'au' for the sound /u/ (or /aw/), and the letters 'se' for the sound /z/.

Once these words have been introduced, they will be included in the stories and in other materials. The tricky part of each word will be underlined in gray for the first 20 or so occurrences in the Reader. Tricky Words from previous units will continue to be underlined until they have appeared at least 20 times.

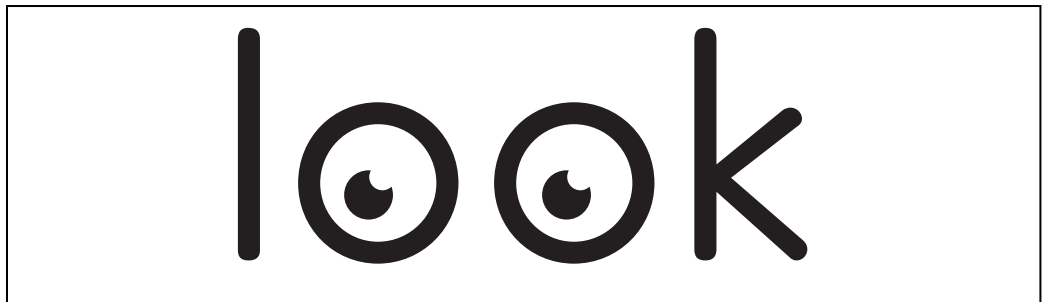
You may wish to have a word wall to display Tricky Words. Tricky Words should be printed on yellow cards to remind to students to use caution when reading them.

## Tricky Spellings

In Unit 3, students learn that both /oo/ as in *soon* and /oo/ as in *look* can be spelled 'oo'. When students come across a word containing the spelling 'oo', they should:

1. Try pronouncing it as /oo/ as in *soon*. This is the more common pronunciation.
2. If that pronunciation does not sound right, or does not make sense in context, they should try pronouncing the spelling /oo/ as in *look*.

Some teachers use an extra visual cue to help students distinguish /oo/ and /oo/. For words that have 'oo' pronounced like *look*, they draw two eyes looking out from the 'oo' spelling like this:



Use this visual if you think it would be helpful to students.



## Grammar

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The grammar exercises in this unit focus on verb identification and verb tense. Students will practice identifying whether a verb represents an action that is happening in the present or one that happened in the past.

## Reader: *Fables*

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Students will practice newly learned decoding skills while reading stories from *Fables*. This Reader is comprised of decodable versions of famous fables, most of which are originally attributable to the ancient Greek storyteller Aesop. Fables are special types of stories that teach important lessons or morals. Fables often feature talking animals as main characters. You should continue to observe and document student reading performance, using the Anecdotal Reading Record provided at the back of this Teacher Guide. As in the previous Grade 1 materials, teachers are encouraged to use the Reader in a variety of instructional groupings, including whole group and/or small group instruction, partner reading, and independent reading. Each story is accompanied by a set of discussion questions in the Teacher Guide focusing on literal, inferential, and evaluative question types. Regardless of the process or groupings used to read each story, we highly recommend that the teacher gather all students back together to discuss the story questions when all students have finished reading.

Students will also continue to complete story question worksheets. As you assess students' writing on these worksheets, we encourage you to accept all phonetically plausible spellings. You should, for the time being, accept *hou* for *how*, *bloo* for *blue*, and *toi* for *toy*, as students have not yet learned the spelling alternatives they need to spell such words correctly.

## Writing

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In this unit, we begin formal instruction in the writing process by focusing on narrative writing. Early lessons call for students to practice retelling a previously read story, incorporating key story features by identifying the setting, describing the characters, and then recounting a sequential series of events from the plot. Students progress from writing a simple narrative retelling to writing a book report, in which they are encouraged to include their opinion about the story that they have read.

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. This unit also introduces a classroom visitor named Mr. Mowse, who leaves samples of his writing in the classroom overnight for students to edit the next day.

A note with regard to expectations regarding spelling accuracy is warranted. While students will have learned many letter-sound spellings by the end of this unit, there are still some basic code spellings, as well as quite a few spelling alternatives, that remain to be taught in first and second grade.

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 they 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 three-ring binder for each student. 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.

## Take-Home Material

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Many lessons include materials for students to take home and complete with a family member. These materials usually consist of either a worksheet or a take-home story from the Reader. The worksheets are meant to provide extra practice and reinforcement of skills that have already been taught in class. Rereading the take-home stories will provide additional opportunities to develop fluency.

## 10 Assessment Opportunities

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There are multiple opportunities for formal and informal assessment throughout Unit 3. Weekly spelling lists and assessments are included for the first time in Unit 3. The spelling list words are made up of various sound-spelling correspondences that have already been presented and taught for decoding purposes. Requiring students to practice and spell words with these same sound-spelling correspondences provides additional reinforcement.

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

The Teacher Guide also includes a useful spelling analysis sheet for each assessment. 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 and make notes as you listen to each student read aloud. It is important to listen to each student once or twice each week so that you can monitor progress.

There is also an end-of-unit assessment. The first part of the assessment measures students' recognition of words using the sound-spellings taught in this unit. For the second part of the assessment, students read a new story from their Reader on their own and answer story comprehension questions. If students struggle on these assessments, you should spend a few days reviewing before moving on, using the Pausing Point and/or the *Assessment and Remediation Guide*.

### **Additional Materials for Unit 3**

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Some additional materials are needed for specific lessons of Unit 3. 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 (five per student)
- Blank yellow index cards for Tricky Word wall (five)
- Chart paper
- Green thin-tipped marker for each student

### **Pausing Point**

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The exercises in the Pausing Point are a resource for use throughout and/or at the end of the unit. These exercises provide additional practice of the skills covered in Unit 3. They can be used to differentiate instruction for particular students at any point in the unit. In addition to spending time on Pausing Point exercises 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 each lesson, you will find side bar references to related Pausing Point objectives and accompanying exercises. The exercises in the Pausing Point are ordered by unit objectives, which make it easy for you to find appropriate exercises.

It is important to note that the various word lists and chains in the Pausing Point materials contain 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, make sure to use only chains and words that are decodable at the point at which you are in the unit. Decodable words, chains, and phrases are listed at the end of most lessons of Unit 3.

In the Pausing Point, we also provide handwriting worksheets. You may want to reproduce the handwriting sheets and use them for morning or seat work.

### ***Assessment and Remediation Guide***

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A separate publication, the *Assessment and Remediation Guide*, provides teachers with further guidance in assessing, analyzing, and remediating specific skills. Teachers should refer to this guide for additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.

# Lesson 1

## Basic Code

### ✓ 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 story “King Log and King Crane,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Use narrative language to describe characters, events, and facts from “King Log and King Crane” (RL.1.3)
- ✓ Identify that fables are fictional tales (including animals that speak and think like humans) that try to teach a lesson or moral (RL.1.5)
- ✓ Talk about the illustrations and details from “King Log and King Crane” to describe its characters, setting, and events (RL.1.7)
- ✓ Read and understand decodable text in “King Log and King Crane” 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)
- ✓ Segment and blend phonemes to form one-syllable words (RF.1.2d)
- ✓ Compare words with /oo/ and /ue/ vowel sounds (RF.1.2d)
- ✓ Read and write one-syllable words spelled with the vowel digraph ‘oo’ > /oo/ (RF.1.3b)
- ✓ Read one-syllable words spelled with the vowel digraph ‘oo’ > /oo/ and then write each word under its corresponding picture (RF.1.3b)
- ✓ Read vowel sounds spelled with vowel digraph teams (RF.1.3c)
- ✓ Read and understand decodable text in the story “King Log and King Crane” that incorporates the letter-sound correspondences taught in one-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “King Log and King Crane” (L.1.2b)
- ✓ 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)

<b>At a Glance</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Spelling Words</b>	<b>Introduce Spelling Words and Review Family Letter</b>	Worksheets 1.1, 1.2	10
<b>Introducing the Sound</b>	<b>Minimal Pairs</b>		5
	<b>Teacher Modeling</b>	Vowel Code Flip Book; Spelling Card for 'oo' > /oo/ (soon); Individual Code Chart; green markers	15
<b>Practice</b>	<b>Writing the Spellings/Word Box</b>	Worksheet 1.3	10
<b>Reading Time</b>	<b>Whole Group Reading: "King Log and King Crane"</b>	<i>Fables</i> Readers; Worksheet 1.4	20
<b>Take-Home Material</b>	<b>Spelling Words and Family Letter</b>	Worksheets 1.1, 1.2	*

### **Advance Preparation**

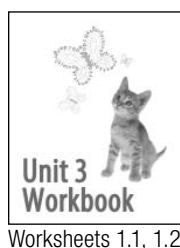
Today you will begin reading stories from the Reader *Fables*. You may wish to begin a chart to document the main details of each story: the title, setting, characters, plot, and moral. This can be a running chart that keeps track of each story you read for Unit 3. You may fill out this chart when discussing the story questions. When presenting this chart to students, introduce the headings of each column to students and connect the words *title*, *characters*, *setting*, *plot*, and *moral* to these decodable headings. Give students a brief definition for each word. Tell them that you will always read these words to them and that they are not expected to be able to read these words at this time.

<b>Name of the Tale</b>	<b>Who?</b>	<b>Where?</b>	<b>What?</b>	<b>What the Tale Tells Us</b>
"King Log and King Crane"				

## **Spelling**

**10** minutes

### **Introduce Spelling Words and Review Family Letter**



- Explain to students that starting this week, they will be assigned a list of eight spelling words each Monday. Students are expected to practice and learn how to spell these words at home, so that they are ready to take an assessment on these words at the end of the week. Tell students that the words will only use spellings that they have already learned to read.
- Explain that there will also be one Tricky Word that they will need to learn to spell each week. Remind students that Tricky Words do not follow the rules, so their spellings must be memorized.
- Tell students that the spelling words for this week include the letter teams that they learned to read in Unit 2.

- Read and write each spelling word, underlining and reviewing the vowel team in each word. Have students repeat each word after you.
- Ask one or more students to use each word in a sentence, making sure to explain vocabulary for any words they may not know. The words for the week are:

'a_e' > /ae/	'ee' > /ee/	'o_e' > /oe/	'i_e' > /ie/	Tricky Word
same	green	stone	line	they
make	seed		hide	

- Review the family letter. The letter explains activities students can do to practice their spelling words at home. You may add other activities that students are familiar with. Explain that they will have an assessment each week as well, so it is important to practice their spelling words at home.

## Introducing the Sound

**20** minutes

### Minimal Pairs

**5** minutes

Extra practice can be found in the Pausing Point and the *Assessment and Remediation Guide*.

- Tell students that today they will learn a new sound—/oo/ as in *soon*.
- Have students say the /oo/ sound several times, stretching it out.
- Ask students to repeat a number of words that have the /oo/ sound in the middle: *spoon, loop, root, hoop, hoot*.
- Ask students to repeat a number of words that have the /oo/ sound at the end: *zoo, two, blue, moo, shoe*.
- Ask students whether /oo/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth and an unobstructed airflow.)
- Explain to students that, when listening to words, it can be hard to hear the difference between the /oo/ sound as in *soon* and the /ue/ sound as in *cute*, which they learned to read and spell in Unit 2.
- Ask them to say /oo/ several times.
- Ask them to say /ue/ several times.
- Tell students that you are going to say word pairs. The words may sound similar, but one word will contain the /oo/ sound and the other word will contain the /ue/ sound.
- Have students close their eyes and listen as you say the first word pair.
- Ask students which word contains the /oo/ sound.
- Have students repeat both words to hear and feel the difference in articulation.

- Work through the remaining pairs.

Note that this is a listening exercise that focuses on the sounds /oo/ and /ue/. In the given word pairs, these sounds are spelled with spellings that have not yet been taught. Please do not write or ask students to read these words. Students should just listen to these words.

1. food—feud
2. pooh—pew
3. ooh—you
4. ooze—use
5. fool—fuel

**Note:** Many of these words may be unfamiliar to students. The purpose of the activity is for students to listen for the different sound in each word, not to learn new vocabulary. However, it may be helpful to pause with each word to briefly explain the meaning or use it in a sentence so that students understand that two different words are being said.

## Teacher Modeling

15 minutes

**Note:** We recommend that in today’s lesson you begin a chart for the digraphs taught in this unit. Remember that digraphs are two letters that work together as a team to represent one sound. As you introduce each new digraph, add a new line and list two or three example words. Please ensure you have the Vowel Code Flip Book and the Spelling Card mentioned in the At a Glance chart.

### Vowel Code Flip Book

1. ‘oo’ > /oo/ (*soon*) Vowel Code Flip Book p. 11

- Tell students that you are going to show them how to write the vowel sound /oo/.
- Write ‘oo’ on handwriting guidelines and describe what you are doing.
- Explain that the two letters work together as a digraph or team to stand for the /oo/ sound.
- Restate that the /oo/ sound is spelled as a vowel team, ‘oo’. Model writing and saying the spelling two or three times.
- Have students trace the spelling on their desk with a pointed finger while saying the sound.
- Write ‘f’ and ‘ff’ on the board, and explain that ‘f’ and ‘ff’ are pronounced the same way. Write the words *if* and *stiff*, asking students to read both words to confirm that ‘f’ and ‘ff’ are both pronounced the same way.
- Explain that the spellings for vowel sounds are different. Write ‘e’ and ‘ee’ on the board. Next, write and read *met* and *meet* under the appropriate spellings to remind students these vowel spellings are read differently.
- Write ‘o’ and ‘oo’ on the board.
- Point to the ‘o’ spelling and explain that when they see one ‘o’, they should say the /o/ sound as in *pop*.



Present the vowel digraphs on a chart like this:

oo	soon, room, boot

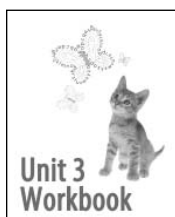


- Point to the 'oo' spelling and explain that when they see the double-letter spelling 'oo', they should say the /oo/ sound as in *soon*.
- Turn to **Vowel Code Flip Book page 11**. Show students the Spelling Card for 'oo' > /oo/ (*soon*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.
- Have students turn to **Individual Code Chart page 4**. Have them locate and trace the code information for 'oo' > /oo/ in green marker.
- Tell students that whenever the spelling 'oo' 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.

## Practice

**10** minutes

### Writing the Spellings/Word Box



Worksheet 1.3

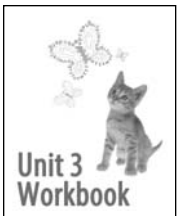
- Write the 'oo' spelling on the board and describe the motions as you write. Remind students that 'oo' is a letter team, which means the two letters work together to make one sound.
- Have students trace the 'oo' spelling on their desks, making the /oo/ sound as they do so.
- Have students take out Worksheet 1.3. Tell students to say the sound of each letter team and single-letter spelling that they write, going sound by sound to write the words.
- Have students look at the back of the worksheet. As a class, read the words in the box at the top and identify the name for each picture below.
- Tell students to write each word under its matching picture.

**Note:** You can refer to the digraph 'oo' by its sound or by the letter names. Continue to encourage students to say the sounds of the individual spellings as they write the words.

## Whole Group Reading: “King Log and King Crane”



Page 2



Worksheet 1.4

Name some of the fables that students have heard in Kindergarten and Grade 1, such as “The Lion and the Mouse,” “The Tortoise and the Hare,” “The Wolf in Sheep’s Clothing,” etc.

- Tell students that today they will read a story from their new Reader. Show students the cover of *Fables*, and point to and read the title. Have students repeat the title of the Reader after you. Tell students that the title, *Fables*, is not yet decodable, but that they will be able to read each story in the Reader by the end of Unit 3.
- Tell students that they have listened to stories in Listening & Learning that are fables. Ask students what they remember about the kinds of stories fables are.
- Explain that a fable is a fictional, or made-up, short story. Look at the table of contents together, and note that many of the titles include animals. This is because the characters of fables (who the stories are about) are often animals that can speak and think like humans. Fables also try to teach a lesson, or a moral.

### Previewing the Story

- Show students the table of contents. Point to the first story, and read the title of today’s story, “King Log and King Crane.” Tell students that a crane is a large type of bird; you may want to direct students’ attention to the picture on page 9 of the Reader.
- Tell students that in today’s story, there are frogs who talk to the “gods.” Explain that in today’s story, there are gods who like to play tricks on animals and people.

### Previewing the Spellings

- Please review the following spellings and Tricky Words before reading today’s story.

‘oo’ > /oo/	Tricky Words	‘a_e’ > /ae/
fools	once	crane
soon	we	hate
too	were	made

### Previewing the Vocabulary

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

1. **fools**—silly people

2. **tame**—calm; not wild

### Purpose for Reading

- Tell students to read to find out the moral, or life lesson, of today’s story.

### **Guided Reading Supports**

- Before reading today's story, remind students that the tricky parts of Tricky Words are underlined to help us remember to be careful. The spelling for today, 'oo' > /oo/, is also in bold print.
- Ask one student at a time to read a paragraph from each page.
- You may use the following guidelines to pause and discuss the text that has just been read.

#### **Page 2**

- **"We must have a king!"** Why do you think the frogs feel like they need a king? (The story does not say; accept reasonable responses, such as they want someone to lead them or be in charge.)

#### **Page 4**

- **"We must hide from him in the grass!"** At this point, what words would you use to describe the frogs? Why?

#### **Page 6**

- **". . . send him soon!"** How do you think the gods will react to the frogs' request for a new king? What do you think will happen next?

#### **Page 8**

- **". . . ate lots of the frogs."** Did the frogs get their wish for a strong king?

### Wrap-Up

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

**Note:** If completing a chart for the stories of this Reader, you may fill it out at this time. Introduce the headings for each column of the chart to students. Explain that most of these words, with the exception of *plot*, are not decodable to students at this time. Give students a brief definition for each word. Tell them that you will always read these words to them and that they are not expected to be able to read these words at this time.

Students are not expected to be able to read these Discussion Questions. Rather, you should read them to students and expect them to be answered orally. Students should respond in complete sentences.

### Discussion Questions on “King Log and King Crane”

1. *Literal* Who are the characters in the story? (The gods, the frogs, and a crane are the characters in this story.)
2. *Literal* What is the setting of the story? In other words, where does the story take place? (The story takes place in a pond.)
3. *Literal* What do the frogs ask for at the beginning of the story? (The frogs ask for a king at the beginning of the story.)
4. *Inferential* Why do the gods send them a log as their king? (The gods want to play a joke on the frogs.)
5. *Literal* Do the frogs like King Log? Why or why not? (No, the frogs do not like King Log because he is not strong.)
6. *Literal* Who do the gods send to the frogs after King Log? (The gods send a crane to the frogs after King Log.)
7. *Evaluative* How do King Log and King Crane act differently? (King Crane is fast and he eats frogs; King Log just sat there and did nothing.)
8. *Evaluative* What lesson do you think this fable has to teach us? (Be happy with what you have; be careful what you wish for.)

**Note:** Some of today’s questions have a space for students to mark the page number where they found the answer. Show students this new feature of their worksheets. Please briefly review the word *page* as it is a Tricky Word for students at this time.

- Have students work individually or with a partner to complete Worksheet 1.4. Remind students to look back at the story to find the answers.
- Review the worksheet with students.

## Take-Home Material

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### Spelling Words and Family Letter

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- Have students take home Worksheets 1.1 and 1.2 to share with a family member.

## Supplemental Materials

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

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

- Newly decodable words:

- |          |            |
|----------|------------|
| 1. food* | 9. room    |
| 2. soon* | 10. scoop  |
| 3. too*  | 11. smooth |
| 4. boot  | 12. spoon  |
| 5. cool  | 13. stool  |
| 6. mood  | 14. tool   |
| 7. moon  | 15. tooth  |
| 8. noon  | 16. zoo    |

- Chains:

- |   |
|---|
| 1. poof > pool > cool > tool > fool > food > mood > moon > noon > soon  |
| 2. hoot > root > shoot > boot > booth > tooth > too > moo > moon > noon |

- Phrases and sentences:

- |                       |                                 |
|-----------------------|---------------------------------|
| 1. mop and broom      | 6. Can I get three scoops?      |
| 2. bride and groom    | 7. That bus can zoom!           |
| 3. moon and sun       | 8. I am in a bad mood.          |
| 4. have a sweet tooth | 9. The rose is in bloom.        |
| 5. cool as a cat      | 10. Will we have lunch at noon? |

## Code Knowledge

- Before today's lesson: If the students read 1,000 words in a trade book, on average between 526 and 681 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 528 and 688 of those words would be completely decodable.
- The sound /oo/ is the 18<sup>th</sup> most common sound in English and is found in approximately 5 percent of English words.
- The sound /oo/ is spelled 'oo' approximately 28 percent of the time.
- The spelling alternatives 'o\_e' as in *approve*, 'u' as in *super*, 'u\_e' as in *tune*, 'ue' as in *blue*, 'ew' as in *new*, 'o' as in *do*, 'ou' as in *soup*, and 'ui' as in *fruit* will be taught in later grades.

# Lesson 2

## Tricky Words Writing

### ✓ 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.

- ✓ Use narrative language to describe characters, events, and facts from “King Log and King Crane” (RL.1.3)
- ✓ Read and understand decodable text in “King Log and King Crane” of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Segment and blend phonemes during dictation to form one-syllable words (RF.1.2d)
- ✓ Read and write Tricky Word *because* (RF.1.3g)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4b)
- ✓ Plan a narrative retelling of a fiction text read independently, with a title, characters, some details regarding the plot, the use of temporal words to signal event order, and some sense of closure (W.1.3)
- ✓ Orally produce sounds represented by spellings

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Spelling Review</b>	Large Cards for 20 spellings, including ‘i’, ‘e’, ‘a’, ‘u’, ‘o’, ‘oo’	10
<b>Dictation</b>	<b>Dictation with Words</b>	pencils; paper	10
<b>Tricky Words</b>	<b>Tricky Word Cards</b>	one blank index card per student; yellow index card for Tricky Word <i>because</i>	5
<b>Writing</b>	<b>Fictional Narrative: Planning</b>	Worksheet 2.1	35
<b>Take-Home Material</b>	<b>“King Log and King Crane”</b>	Worksheet 2.2	*

### Advance Preparation

Today you will begin to teach students a process for approaching narrative writing. You will need to copy the writing process chart found at the end of this lesson on chart paper. You can either draw the icons or make enlarged copies of the icons on the chart at the end of this lesson and attach them to the chart paper. You will also need to prepare a copy of Worksheet 2.1 to display either as a transparency or on chart paper.

## Spelling Review

If you feel that students will benefit from reviewing more than twenty spellings at a time, use the Large Cards for all of the spellings taught so far.

- Gather the Large Cards for 20 spellings that have already been taught, including the vowel spellings 'i', 'e', 'a', 'u', 'o', and 'oo'.
- Be sure to separate the vowel spellings and consonant spellings and ask students to identify the two types of sounds.
- Hold up the cards and have students say the sound represented on each card. If the spelling is a letter team, you could also have students name the letters.

# Dictation

## Dictation with Words

See the Pausing Point objectives "Write Words That Contain Vowel Digraphs Taught in Unit 3" and "Read and/or Write Phrases or Sentences" for additional exercises.

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of words.
- Tell students to write each word that you say. The words will contain the /oo/ sound spelled 'oo'. Write the spelling on the board.
- 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 *broom*, four lines would be drawn on the paper: \_ \_ \_ \_.
- Once students have drawn one line for each sound, remind them that the sound /oo/ is spelled with two letters.
- Have students write the spellings on their respective lines: b r oo m.
- 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 their Individual Code Chart if they are having difficulty remembering how to write the spellings.

It might be useful to have students use a different-colored pencil for self-correction, allowing you to see which spellings the students need to practice more.

- |          |           |
|----------|-----------|
| 1. moon  | 6. smooth |
| 2. zoom  | 7. boots  |
| 3. spoon | 8. noon   |
| 4. spook | 9. room   |
| 5. zoo   | 10. broom |



## Tricky Word Card

### Tricky Word: Because

For further practice with Tricky Words, please see the Pausing Point or the Assessment and Remediation Guide.

**Note:** We have included the word *because* to help students with their writing.

- Write the Tricky Word *because* on the board and ask students how they would pronounce it by blending. (They might say something like /b/ /e/ /k/ /a/ /u/ /s/ /e/ or they may simply not know how to approach decoding a multi-syllable word.)
- Explain that we pronounce this word /b /ee/ /k/ /aw/ /z/, /b/ /ee/ /k/ /u/ /z/, or /b/ /u/ /k/ /u/ /z/ as in, “I like apples because they are crunchy.”
- Circle the letter ‘b’ and the letter ‘c’ and explain that they are pronounced just as one would expect, as /b/ and /k/.
- Underline the letter ‘e’, the letters ‘au’, and the letters ‘se’, and explain that these are the tricky parts. The ‘e’ stands for the /ee/ sound. The letters ‘au’ stand for the /u/ sound, and the letters ‘se’ stand for the /z/ sound.
- Tell students that when reading *because*, they have to learn and remember that the entire word is pronounced /b /ee/ /k/ /aw/ /z/, /b/ /ee/ /k/ /u/ /z/, or /b/ /u/ /k/ /u/ /z/.
- Have students copy the word on an index card and underline the tricky part of the word.

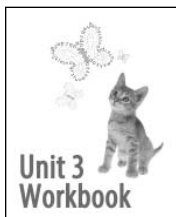
The variations in the pronunciation of *because* are due in part to syllable stress.

## Writing

35 minutes

### Fictional Narrative: Planning

#### The Writing Process



Worksheet 2.1



Page 2

- Display the writing process chart that you prepared prior to this lesson. Keep this chart on display in your classroom for your students to refer to anytime they are writing.
- Read the title of the chart, *The Writing Process*. Students should not be expected to read this title on their own, as it is not yet decodable.
- Explain to students that this chart shows three steps that good writers use when they write. Authors of their favorite books use these steps to help create their stories.
- Tell students that they are going to use this chart whenever they have writing lessons.
- Point to the *plan* step on the chart. Ask students what the person in the picture is doing. (thinking)

- Explain that before you begin writing, you have to think about the topic you want to write about and brainstorm, or come up with, ideas. This is called planning.
- Point to the *draft* step on the chart. Ask students what this is a picture of. (paper and pencil)
- Explain that the next part of the writing process is to start organizing and writing down ideas on paper in complete sentences. This is called drafting, or writing a draft.
- Point to the *edit* step on the chart. Ask students what this is a picture of. (paper and eraser)

**Note:** The word *edit* is a multi-syllable word with decodable chunks. Students have not yet learned how to decode multi-syllable words, but will learn to do so in the next unit.

- Explain that the last part of the process is to reread the draft, fix any mistakes, and/or think of better ways to say and write your ideas. This is called editing.
- Review the three steps of the writing process one more time by pointing to each icon and asking students to name each step.

### **Narratives**

- Tell students that today you will work as a class to use the first step of the writing process—planning—to think about the story they read yesterday and retell it together, in a type of writing called a narrative.
- Explain that a narrative (re)tells events of a story in order. It includes details about what happened in the story.

### **Review of Story Elements and Planning Template Sections**

Remind students that they have been talking about the terms *characters*, *setting*, and *plot* since they first heard stories read aloud in Kindergarten. Now they are going to use these same terms to organize their ideas as they think about writing about a story.

The planning template is also known as a story map.

- Display the blank planning template or story map that you prepared prior to this lesson.
- Point to the planning template, read the words in each section, and discuss which story elements should be discussed in each section.
- The first section at the top says, “The Name of the Tale.” Students should write the title of the fable in this section. The name of the tale is the title of the story or fable. The title is written in bold at the top of the first page of each tale. Tell students that the word *tale* is another word for story or fable. Students will use the word *tale* to refer to the story in their writing.
- The next two sections of the template ask, “Who?” and “Where?” Students should fill in information about the characters and setting of the tale in these boxes. Tell students that it is best to use words right from the tale to describe the characters and setting, as they are still beginning writers. Feel free to use the terms *characters* and *setting* with students orally, but please model writing using decodable words.

- The “What?” (or plot) section is broken into three sections. Students should retell what happened in the tale, from beginning to middle to end. The template provides students with transition words and sentence starters that will help them to sequence the events. For now, students should focus on just three major events to retell the plot of the tale.
- Tell students that today they will use this story map to retell the story “King Log and King Crane.”

### ***Analysis of Elements of a Fictional Story***

- Explain to students that you will reread “King Log and King Crane” aloud while they follow along in their Readers, paying special attention to *the name of the tale* (title), the *who* (characters), the *where* (setting), as well as what happens in the tale at *once* (beginning), *next* (middle), and at the *end*.
- Reread “King Log and King Crane” aloud to students, and have them follow along in their Readers as you do so.
- While reading the story, draw attention to the difference between the narrative text and dialogue. Remind students that the dialogue is the part of the story where the characters speak. Point out the quotation marks used to mark the exact words a person is speaking.
- After reading the story, display the planning template and have students look at Worksheet 2.1. The planning template and Worksheet 2.1 are nearly identical.
- Explain that this worksheet is a story map, identical to what you have displayed on the chart paper. Tell students that you will fill in the story map on the chart paper at the same time that they fill in their worksheets. It is important that you only use words from the story to fill out the template, in order to ensure that the words you are writing are completely decodable to your students at this time.
- Complete the planning template as a class, identifying the *name of the tale*, the *who*, the *where*, and the *what* of “King Log and King Crane.”
- Start first by asking students the name of the tale, or title of the story. Encourage them to copy the name of the tale from their Reader as you write it on the chart paper.
- In the “Who?” section, discuss the frogs, gods, and crane as characters, and include some of the character traits that they exhibit. Model the use of words that students already know how to decode, by using words from the tale. (The frogs are sad and scared; King Log just sits there, but was a fine king; the gods like to joke and are mad at the frogs; King Crane is fast and a bad king who ate frogs.)
- In the “Where?” section, discuss the setting. Encourage students to name where the tale is set and provide at least one detail about what the setting is like (a pond with grass).

Explain to students that since they are in Grade 1, there are still many words that they have not yet learned to spell. If they want to write a word that is not in the story, they should try to sound out and write the word as best as they can, based on the spellings they know. Be sure to assure students that this is acceptable.

- In the “What?” section, remind students that the plot of a story can be divided into a beginning, middle, and end. Ask students to tell you what happened in the beginning of the story and then model writing this using the “Once, there were . . .” sentence starter. Continue discussing and writing about the middle and the end of the story, using the “Next in the tale . . .” and “At the end of the tale . . .” sentence starters. Emphasize that it is very important to write what happened in the correct order in which it happened.
- Tell students that in the next lesson, they will use the story map to help them rewrite the story.

**Note:** Save the completed planning template. You will need it in the next lesson.

## Take-Home Material

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### “King Log and King Crane”

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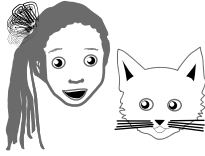
- Have students take home Worksheet 2.2 so they can read “King Log and King Crane” and discuss it with a family member.

### Code Knowledge

- Before today’s lesson: If the students read 1,000 words in a trade book, on average between 528 and 688 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 529 and 688 of those words would be completely decodable.
- *Because* is one of the 200 most common words in most samples of written English. In a typical passage of 1,000 words, *because* occurs 0 to 1 time.

# The Name of the Tale:

**Who?**



**Where?**



**What?**

**Once, there were...**

**Next in the tale...**

**At the end of the tale...**

# The Writing Process



**PLAN**



**DRAFT**



**EDIT**

# Lesson 3

## Writing

### ✓ 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 story “The Two Dogs,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Use narrative language to describe characters, events, and facts from “The Two Dogs” (RL.1.3)
- ✓ Talk about the illustrations and details from “The Two Dogs” to describe its characters, setting, and events (RL.1.7)
- ✓ Read and understand decodable text in “The Two Dogs” 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 and understand decodable text in the story “The Two Dogs” that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.1.4a)
- ✓ Write a draft of a narrative retelling of a fiction text read independently, with a title, characters, some details regarding the plot, the use of temporal words to signal event order, and some sense of closure (W.1.3)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Writing</b>	<b>Fictional Narrative: Writing a Draft</b>	planning template on chart paper from previous lesson; Worksheet 2.1	25
<b>Reviewing the Sound</b>	<b>Sound Off</b>		10
<b>Reading Time</b>	<b>Partner Reading: “The Two Dogs”</b>	<i>Fables</i>	25

### Advance Preparation

You will need the completed planning template from Lesson 2 for the class story rewriting of “King Log and King Crane.” Students will need Worksheet 2.1 from the last lesson. You will also need some way to display what you are writing today. You might use chart paper, an overhead projector, or other means.

## Fictional Narrative: Writing a Draft

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### Reviewing the Plan

- Display the planning template for the class story that you completed in the previous lesson, and make sure that students have Worksheet 2.1 from the last lesson in front of them.
- Point to the writing process chart, and remind students that planning is the first step in the writing process. They completed this step in the last lesson.
- Remind students that during the last lesson, they worked together as a class to retell the story “King Log and King Crane.” They used this story map to write down their ideas on Worksheet 2.1.
- Tell students that now that they have planned their writing using Worksheet 2.1, the next step is to write a draft. This will be completed as a class: you will write the story as the students orally retell it using Worksheet 2.1.

### Making a Draft

- Display blank chart paper (or however you have determined to display your writing) and explain that you will write the draft on chart paper in paragraph format. Please also display the completed planning template nearby.
- Write the name of the tale, or story title, at the top of the chart. Tell students that it is important to title their writing. Point out that the name of the tale is written on Worksheet 2.1 and the class planning template.
- Next, tell students that the first sentence of the draft should introduce the *who* and *where* of the tale, or the characters and setting. Tell students to indent the first sentence of a paragraph, using their pointer finger to determine spacing. Use this decodable sentence starter: *In the tale, “King Log and King Crane,” there were . . .*
- Have students consult the planning template and Worksheet 2.1 to decide how to finish the sentence starter. For example, *In the tale, “King Log and King Crane,” there were some frogs in a pond who asked the gods to send them a king.*



**Note:** Encourage students to use words and phrases from the tale in their writing. Many Tricky Words have already been introduced to students and will be useful in linking these words and phrases into new sentences:

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

- Write the first sentence of the paragraph on the chart paper. For example, *In the tale, “King Log and King Crane,” some frogs in a pond asked the gods to send them a king.* Point out that the sentence starts with a capital letter and ends with a punctuation mark.
- Work with students to transform the notes on the planning template and Worksheet 2.1 into the second, third, and fourth sentences. The planning template provides students with sentence starters for the three body sentences of the paragraph. You may use those or choose from the decodable linking words below. For example: *Once, the gods sent a big log to be king of the frogs. The frogs were scared of the log, but then they were not. Next, the frogs asked the gods to send them a strong king. Last, the gods sent a crane to be king and the crane ate the frogs.*

**Note:** Be sure to use these decodable linking words to describe the sequence of events (*once/one time, next, then, last, etc.*).

1. Once	8. Next
2. One time	9. Then
3. The tale kicks off with	10. Last
4. The tale is set in	11. At the end
5. Step one is	12. The tale ends with
6. So	13. This tale tells us that
7. But	14. A good thing in this tale is

- As you transcribe the oral sentences provided by students, continue to remind them that written sentences need to begin with a capital letter and end with a punctuation mark.

- Tell students that the ending sentence of the story should wrap up the story and let the reader know it is finished. This is a good place to remind students that this particular tale is a fable. A good way to end the paragraph is to explain what the tale tells us, or the moral of the fable. For example: *This tale tells us to like what we have.*
- Write the ending sentence on the chart paper.
- Read the draft to the class or choose a student to read it aloud.
- Remind students that drafting is the second step in the writing process. In the draft they helped compose as a group today, they wrote a starting sentence that introduced the characters and setting, the next sentences retold the order of the events in the plot, and an ending sentence that wrapped up the story by saying what the tale tells us or what we liked or did not like about the story.
- Tell students that in the next lesson, they will edit the story.

## Reviewing the Sound

10 minutes

### Sound Off

- Remind students that the new sound they are learning is /oo/ as in *soon*.
- Have students say the /oo/ sound several times, stretching it out as they do so.
- Ask students to repeat a number of words that have the /oo/ sound in the middle: *tooth, spoon, pool, broom*.
- Tell students that you are going to read a story containing a number of examples of the /oo/ sound. The /oo/ sound can be in the middle or at the end of a word.
- Read the story, making an effort to emphasize the /oo/ sound in the words.
- Reread the story slowly and this time ask students to clap each time they hear the /oo/ sound.

For students needing additional practice with the /oo/ sound, please see the Pausing Point objective "Recognize and Isolate the Sounds Taught in Unit 3."

Please note that this is only a listening exercise focusing on the sound /oo/.

**Stew** (clap) **Booth's** (clap) **tooth** (clap) is **loose** (clap). It is hard for **Stew** (clap) **to** (clap) **chew** (clap) his **food** (clap). **Soon** (clap) **Stew** (clap) will **lose** (clap) his **loose** (clap) **tooth** (clap). When **Stew** (clap) **loses** (clap) his **tooth** (clap), he will get a brand **new** (clap) **tooth** (clap)!

## "The Two Dogs"

### Note to Teacher



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Today students will read with a partner. You may wish to review class guidelines for reading with a partner, such as how to take turns reading aloud and asking questions from page to page. Encourage students to use their Individual Code Charts if they come to a spelling they do not know how to read. You may also wish to use the Anecdotal Reading Record provided in the Teacher Resources section of this Teacher Guide to record students' progress as you circulate and listen to them read.

### Previewing the Story

- Ask students what kind of stories have characters who are often animals that speak like people. These stories also have a moral or lesson. (fables)
- Tell students that today's story is called "The Two Dogs." One dog lives with humans, while the other lives out in the wild.

### Previewing the Spellings

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

'o_e' > /oe/	'a_e' > /ae/	Tricky Words
home	tame	one
shone	stared	once
rope	safe	two
	plates	

### Previewing the Vocabulary

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

1. **plump**—well-fed; not thin
2. **scraps**—small pieces of leftover food
3. **tame**—not wild; living with people in their home
4. **free**—able to do what one wants; wild

**Note:** You may want to point out to students that the word *free* can have several meanings. Students may be more familiar with word *free* meaning "at no cost." Explain that in the story they will read today, *free* is used to describe a dog who is free, i.e., living in the wild, able to do what he wants.

### **Purpose for Reading**

- Tell students to read the story to find out what lesson the two dogs in this story teach us. Tell students that if they finish reading earlier than others, they can reread “King Log and King Crane” with their partner; they should not read ahead in the Reader.

### **Wrap-Up**

- Help students summarize the story and then discuss it further using the Discussion Questions. If you are keeping a chart on the story elements, you may fill that out at this time.
- Then tell students that you are going to help them give a summary of today’s story. When we summarize, we retell just the important parts of the story, and not every single detail. A summary tells who was in the story and the main events. What happens first in “The Two Dogs?” (A wild dog and a tame dog meet.) What does the wild dog notice about the tame dog? (The tame dog is plump.) What does the wild dog ask the tame dog? (Why are you plump and I am skinny?) How does the tame dog answer? (He says that he is fed food because he keeps the home where he lives safe.) How does the story end? (The wild dog notices a spot on the tame dog’s neck. He learns that the tame dog is kept on a rope. The wild dog does not want a rope around his neck, so he runs away to be free.)

### **Discussion Questions on “The Two Dogs”**

1. Were there any parts of the story that were confusing to you?  
(Answers may vary.)
2. *Inferential* The tame dog says his job is to keep the men safe when they sleep at home. What do you think the dog does to keep the men safe? (The answer is not in the text, but might be that the dog barks if he hears noises.)
3. *Inferential* Why does the free dog think at first that the tame dog has a fine or easy life? (The men he lives with feed him scraps of food so he is plump and not hungry.)
4. *Inferential* Why do you think the free dog is thin? (The answer is not in the text, but might be that the free dog has to find his own food in the wild and gets a lot of exercise.)
5. *Evaluative* What do you think is the lesson, or moral, of today’s story? What part of the story can you use to support your answer? (Answers may vary, but may reflect the “be careful what you wish for” or “the grass is always greener on the other side” lesson. Explain that one dog thinks it’s better to be free and do what you want, even if your life is a little harder, rather than being tied up and not doing what you want.)

# Lesson 4

## Writing

### ✓ 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.

- ✓ Answer questions in writing about the story “The Two Dogs,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text in “The Two Dogs” of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4b)
- ✓ Edit a draft of a narrative retelling of a fiction text read independently, with a title, characters, some details regarding the plot, the use of temporal words to signal event order, and some sense of closure (W.1.3)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “The Two Dogs” (L.1.2b)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>The Short Vowel Sounds</b>	Large Cards for the short vowel sound spellings, including ‘i’, ‘e’, ‘a’, ‘u’, ‘o’	5
<b>Writing</b>	<b>Fictional Narrative: Editing a Draft</b>	Mr. Mowse’s draft; writing process chart; editing checklist; blank chart paper	30
<b>Small Group</b>	<b>Reread “The Two Dogs”</b>	<i>Fables</i> ; Worksheet 4.1	25

### Advance Preparation

At the end of this lesson, there is a draft of a story from a new character, Mr. Mowse, whom you will introduce to students today. Mr. Mowse’s draft includes misspellings and omitted capital letters, words, and punctuation. You will use it to teach students about the editing step of the writing process. Copy Mr. Mowse’s draft onto chart paper (or whatever display format you are using), skipping every other line in order to leave room for editing marks. You may wish to write the sentences using a different color in order to make it easier to refer to specific parts of the story.

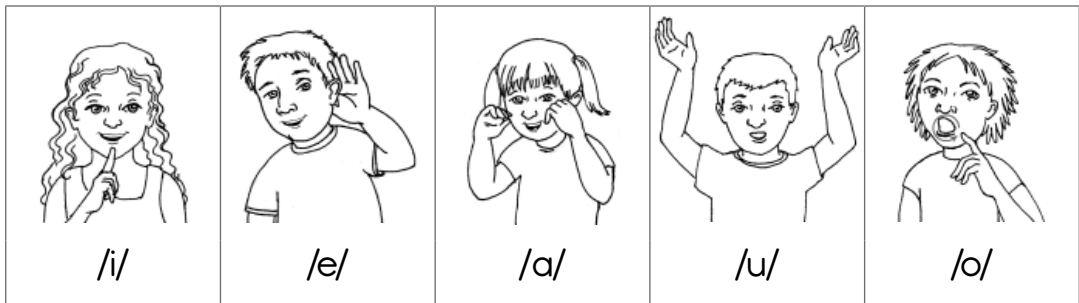
Also provided is an editing checklist. You will also need to display the writing process chart from the previous lesson, the editing checklist (either on chart paper or transparency), and blank chart paper.

## The Short Vowel Sounds

- Display the Large Cards for students to see, placing ‘i’, ‘e’, ‘a’, ‘u’, and ‘o’ from left to right.
- Say each sound and have students repeat after you.
- Once students are confident in their pronunciation and can say the sounds clearly, have them say all five sounds front to back: /i/, /e/, /a/, /u/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds back to front: /o/, /u/, /a/, /e/, /i/.

If students are having difficulty pronouncing the vowel sounds accurately, have them say the words *knit*, *net*, *gnat*, *nut*, and *not* in this order and then in reverse order before having them say the sounds in isolation.

Use these gestures to help students distinguish and articulate the subtle differences between the vowel sounds. Discontinue them as soon as they are no longer helpful.



place finger below lips

pretend not to hear

pretend to cry

raise arms above head

circle open mouth with finger

# Writing

## Fictional Narrative: Editing a Draft

### Note to Teacher

In today’s lesson, you will demonstrate editing a draft. This will allow you to model some basic editing conventions, such as crossing out draft text and inserting words with carats.

### Review

- Remind students that in the previous lessons, they planned and then drafted their retelling of “King Log and King Crane” as a class. As a class, they planned the elements of the story on a planning template and Worksheet 2.1. Using the planning template and Worksheet 2.1, they orally transformed the notes into complete sentences, which you wrote on chart paper. The draft on chart paper discussed the characters and what happened in the beginning, then the middle, and finally the end of the story.
- Now tell students that when you came into the classroom today, you found another draft of a story that seems to have appeared overnight. Point to the new chart paper where you have copied Mr. Mowse’s draft from the end of the lesson. Tell students that this story was written by Mr. Mowse, and show them his picture which is also at the end of the lesson. Explain that

Mr. Mowse will appear in Grade 2 as well.

Mr. Mowse is a very shy character who likes to listen to the class instruction during the writing lessons. He then likes to try to write the same things they are learning. He is so shy, though, that he waits until everyone goes home to leave what he has written for the students to find the next day. Mr. Mowse likes to write, but he needs some help with editing.

- Point to the writing process chart, and explain that today they will work on the third step in the writing process: editing. Explain that editing is what we do when we take a draft and try to make it better. Even professional writers do not write perfect stories on the first try. They edit and rework their writing to make it better.
- Tell students that will help Mr. Mowse by editing his draft.
- Point and read the display copy of the editing checklist. Read the checklist for students, noting to students that this checklist is completely decodable and they can read it, too.

### **Check the Draft Step by Step**

1. Check that the *name of the tale* is there.
2. Check that *where* is there.
3. Check that *who* is there and tell who they are.
4. Check that *what* is there with *once*, *next*, and *at the end*.
5. Aa, Bb, Cc
6. ? . !
7. Check that the words are spelled well.

- Explain that this is an editing checklist that has steps that someone editing a draft needs to check to make the writing in the draft better.
- Read the first step of the checklist and point to Mr. Mowse's draft.
- Ask the class if this draft has the name of the tale, or a title. If so, you will make a check mark next to that step on your editing checklist. If not, you will show students how to add the name of the tale, or title.
- Work through the remaining steps and discuss whether the item can be checked off; if not, talk about what improvements could be made. Model making any changes to the draft that the class agrees would be changes for the better. For example, you can ask students if there are places where details could be added, perhaps better describing the characters, places, or things that happen in the story. If students need prompting, call their attention to one sentence at a time, reading the sentence aloud. Ask them to improve the sentence by adding one specific sense-based detail.

These editing marks are presented for your convenience. If presenting these to students in a wall chart, please ensure that they demonstrate editing a decodable sentence.

- 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 very same marks when they edit their own work.

### Teacher Resource: Editing Marks

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. Write the word or punctuation mark above the carat.
4. Correct spelling mistakes if students notice or question them. You should accept plausible spellings that use the sound-spelling correspondences taught thus far.

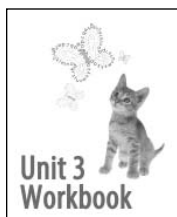
- Finally, ask students if they have any other suggestions that would improve Mr. Mowse's writing. Explain to students that they should make any suggestions by asking a question.
- Model this by asking, "What if we tried . . .?" or "Could we make the writing even better by . . .?" Using this phrasing will make it clear to students that they are making suggestions for consideration, rather than mandating changes that must be made.
- If changes are suggested, check with the class to see if everyone agrees. Make the changes on the chart paper. At this stage, one or two suggestions are probably enough.
- Summarize by saying that students have now completed the three steps in the writing process. They planned their story on a planning worksheet by specifying the title, characters, setting, and plot. They drafted their story by writing the information from the plan onto paper, writing complete sentences in a paragraph format. Finally, they edited a draft by using an editing checklist and making changes to a draft to make it better.

### ***Copying the Edited Draft—An Extra Step***

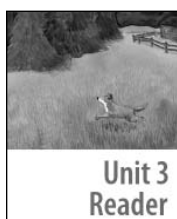
- When you have finished editing the draft, explain that if an author wants to share his writing so other people can read it, there is one extra step that he might want to take.
- Ask students, "Do you think it would be easy or difficult for someone other than the author to read this draft? Why?"
- Explain that to share an edited draft with other people, it should be copied onto a clean piece of paper, incorporating all of the changes made on the draft. Let the class know that today you will not recopy Mr. Mowse's draft.



## Reread “The Two Dogs”



Worksheet 4.1



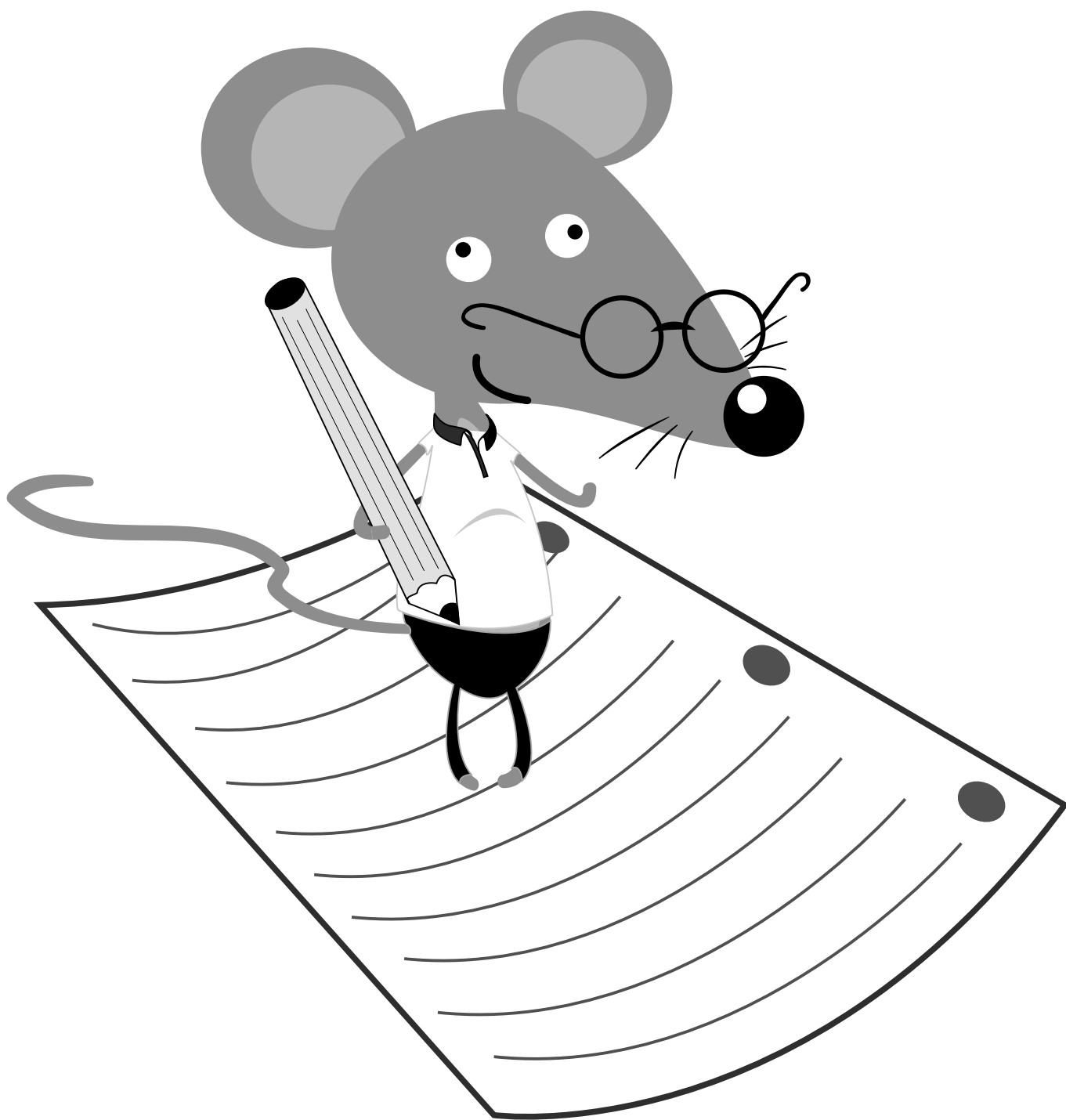
Page 12

**Note:** Before breaking into small groups, write some of the words or phrases from the Supplemental Materials section at the end of Lesson 1. If some pairs finish early, they can illustrate one of the words or phrases.

- Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while the students in Group 2 partner read.
- ✪ **Group 1:** Meet with students needing more direct support. Have students taking turns rereading aloud “The Two Dogs.” Then work with students in completing Worksheet 4.1 question by question.
- ✪ **Group 2:** Tell students to take turns rereading “The Two Dogs.” Tell them that when they finish reading, they should work as partners to complete the story questions on Worksheet 4.1.

**Note:** Some of today’s questions have a space for students to mark the page number where they found the answer. Show students this feature of their worksheets. Please briefly review the word *page* as it is a Tricky Word for students at this time.

Tell students that if they finish early, they can copy and illustrate one of the words or phrases that are on the board. Students can also summarize the story with a partner if they finish early. Remind students that when we summarize, we retell just the important parts of the story, and not every single detail. A summary tells who was in the story and the main events.



# King Log and King Crane

Once there were lots of frugs in a pond.

the frugs said to the gods, “We need a king!

the gods sent a log to the frogs. the log sat and sat

the frugs said to the gods, “This log is a bad king!”

The gods sent a crane to the frogs

The crane ran and ran and ate the frogs.

The frogs said, “We want King Log back! King Crane is bad!”

The gods were made. They said, “No. You keep King Crane.”

The frogs were sad

The End

**Check the Draft**

---

**Check the Draft Step by Step.**

---

1. Check that the name of the tale is there.	
2. Check that where is there.	
3. Check that who is there and tell who they are.	
4. Check that what is there with once, next, and last.	
5. Aa, Bb, Cc	
6. ? . !	
7. Check that the words are spelled well.	

# Lesson 5

## Basic Code

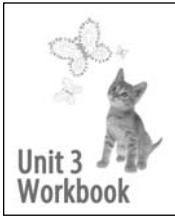
### ✓ Objectives

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.

- ✓ Orally produce single-syllable words with featured vowel digraphs by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce medial vowel sounds in spoken single-syllable words (RF.1.2c)
- ✓ Read one-syllable words in the Vowel Code Flip Book that include the letter-sound correspondences taught (RF.1.3b)
- ✓ Read and write one-syllable words spelled with the vowel digraph 'oo' > /oo/ (RF.1.3b)
- ✓ Read one-syllable words spelled with the vowel digraph 'oo' > /oo/ and then write each word under its corresponding picture (RF.1.3b)
- ✓ Read vowel sounds spelled with vowel digraph teams (RF.1.3c)
- ✓ Read Tricky Words taught in this and past units (RF.1.3g)
- ✓ Spell and write one-syllable words using letter-sound correspondences taught in Grade 1 in a weekly spelling test (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words in a weekly spelling assessment (L.1.2d)

At a Glance	Exercise	Materials	Minutes
<b>Spelling</b>	Spelling Assessment	Worksheet 5.1	15
<b>Tricky Words</b>	Tricky Word Review	Tricky Word cards	10
<b>Introducing the Sound</b>	I'm Thinking of Something		10
<b>Introducing the Spelling</b>	Teacher Modeling	Vowel Code Flip Book; Spelling Card for 'oo' > /oo/ ( <i>look</i> ); Individual Code Charts; green markers	15
	Writing the Spelling/Sound Box	Worksheet 5.2	10
<b>Take-Home Material</b>	"The Two Dogs"	Worksheet 5.3	

## 10 Spelling Assessment



Worksheet 5.1

Students may enjoy correcting their work in different-colored pencil.

- Have students tear out Worksheet 5.1.
- 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. seed | 5. stone |
| 2. they | 6. green |
| 3. make | 7. same  |
| 4. hide | 8. line  |

- 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 time later 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.

## Tricky Words

10 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 that word.
- Say one of the Tricky Words and have students hold up the correct card. 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.

## I'm Thinking of Something

Be careful not to confuse the /oo/ sound as in *look* in this lesson with the /oo/ sound in *soon* that was practiced in earlier lessons.



For a change of pace, after you work through the exercise, let students verbally give you clues for different words with the /oo/ sound.

- Tell students that today they will listen for a new sound, /oo/, as in *look*.
- Have students say the /oo/ sound several times.
- Ask students to repeat a number of words that have the /oo/ sound in the middle: *cook, good, hood, book, look*.
- Ask students if /oo/ is a vowel sound or a consonant sound. (vowel sound, made with an open mouth and an unobstructed airflow)
- Tell students that you are thinking of a word that has /oo/ as its middle 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.
- Once students guess the answer and say the word, have them isolate and say the /oo/ sound once more.
- Work through the remaining items.

### *Cook*

1. I'm thinking of someone who works in the kitchen.
2. This person makes yummy food.

### *Foot*

3. I'm thinking of a body part that is attached to my leg.
4. I can use it to kick a soccer ball.

### *Book*

5. I'm thinking of something we are learning to read.
6. There are lots of these in the library.

### *Wood*

7. I'm thinking of something that comes from trees.
8. This is what we use to make tables and bookshelves.

### *Wool*

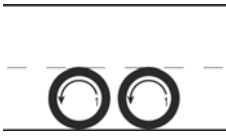
9. I'm thinking of something that covers sheep.
10. You can use this to knit sweaters, scarves, and mittens, too.

### *Good*

11. I'm thinking of a word that is the opposite of bad.
12. This word rhymes with *wood*.

## Teacher Modeling

15 minutes



**Note:** We recommend that in today's lesson you update the chart of vowel digraphs that you began in Lesson 1. As you introduce each new digraph, add a new line and list two or three example words. Also ensure you have the Vowel Code Flip Book and the Spelling Card mentioned in the At a Glance section.

### Vowel Code Flip Book

1. 'oo' > /oo/ (look) Vowel Code Flip Book p. 12

Present the vowel digraphs on a chart like this.

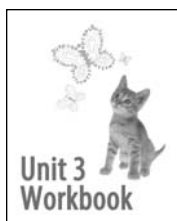
oo	soon, room, boot
oo	look, book, foot

- Tell students that you are going to show them how to write the vowel sound /oo/.
- Write 'oo' on handwriting guidelines and describe what you are doing.
- Explain that the two letters work together as a team to stand for the /oo/ sound.
- Model writing the spelling two or three times.
- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Ask the class if they notice anything interesting about this spelling. (It is the same spelling as for /oo/.)
- Remind students that they have already learned some spellings that can be pronounced different ways; for example, the letter 's' can be pronounced /s/ or /z/, as in *cats* and *dogs*. The spelling 'oo' is similar in that it also has two possible pronunciations, /oo/ and /oo/.
- Point to the 'oo' spelling and explain that today, when they see the double-letter spelling 'oo', they should say the /oo/ sound as in *cook*.
- Turn to **Vowel Code Flip Book page 12**. Show students the Spelling Card for 'oo' > /oo/ (look). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.
- Have students turn to **Individual Code Chart page 4**. Have them trace the code information for 'oo' > /oo/ in green marker.
- Tell students that whenever the spelling 'oo' 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.

look

One way to show the difference between /oo/ and /oo/ is to draw two small eyes inside the 'oo' for /oo/, as in *look*.





Worksheet 5.2

## Writing the Spelling/Sound Box

10 minutes

- Distribute Worksheet 5.2.
- Write the /oo/ spelling on the board. Remind students that 'oo' is a letter team.
- Tell students to say the sound of each letter team and single-letter spelling that they write, going sound by sound to write the words.
- Look at the back of the worksheet together as a class.
- Read the words in the box at the top of the worksheet, and name the pictures below.
- Tell students to write the correct word underneath the picture. Review the worksheet together as a class.

**Note:** You can refer to the digraph 'oo' by its sound or by the letter names. Continue to encourage students to say the sounds of the individual spellings as they write the words.

## Take-Home Material

### "The Two Dogs"

- Have students take home Worksheet 5.3 to read the story "The Two Dogs" to a family member.

## Supplemental Materials

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

The words with asterisks are on the Dolch and/or Fry word lists.

- Newly decodable words:

- |          |          |         |           |
|----------|----------|---------|-----------|
| 1. book* | 4. took* | 7. foot | 10. nook  |
| 2. good* | 5. brook | 8. hood | 11. shook |
| 3. look* | 6. cook  | 9. hook | 12. stood |

- Chains:

1. crook > brook > book > look > took > cook > hook > hood > wood
2. good > hood > hook > book > look > shook > nook > cook > took

- Phrases and sentences:

- |                       |                                  |
|-----------------------|----------------------------------|
| 1. a good job         | 6. Will you help me look it up?  |
| 2. made of wood       | 7. She shook hands with him.     |
| 3. off the hook       | 8. Look at that big plane!       |
| 4. hit the books      | 9. We made it here in good time! |
| 5. cook a lot of food | 10. He is in good shape.         |

### ***Code Knowledge***

- Before today's lesson: If the students read 1,000 words in a trade book, on average between 529 and 688 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 531 and 699 of those words would be completely decodable.
- The sound /oo/ is the 39<sup>th</sup> most common sound in English and is found in approximately 2 percent of English words.
- The sound /oo/ is spelled 'oo' approximately 39 percent of the time.
- The spelling alternative 'u' as in *put* will be taught in Grade 2.

## Analysis of Student Errors

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### 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. 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 Guides* for Units 1, 2, and 3.

### Column 1

**What an error in this column means:** The spelling 'ee' for the /ee/ sound is a vowel digraph, where two letters work together to stand for a single sound. This is a concept that some students may find difficult.

**What you should do:** You may wish to do Minimal Pairs activities to help students distinguish between the /e/ sound as in *met* and the /ee/ sound as in *meet*.

### Column 2

**What an error in this column means:** Tricky Words are words that 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:** Tricky Word *they* can be analyzed in two parts: the /th/ sound spelled 'th' and the /ae/ sound spelled 'ey'. Determine which sound the student had difficulty encoding in order to provide accurate remediation. Students demonstrating difficulty with the 'th' spelling for the /th/ sound may struggle with the concept of two letters working together to stand for one sound. Students demonstrating difficulty with the 'ey' spelling for the /ae/ sound should remember that this is the tricky part of the word and must be memorized.

### Columns 3, 4, and 5

**What an error in these columns means:** The spellings 'a\_e' for the /ae/ sound, 'i\_e' for the /ie/ sound, and 'o\_e' for the /oe/ sound are separated digraphs, a concept that some students may find difficult. Separated digraphs are two letters that work together to stand for a single sound, but are separated by a consonant sound.

**What you should do:** Please refer to the Unit 2 Introduction for explicit explanations of how best to highlight separated digraphs for students.

### **Column 6**

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty encoding the consonant clusters in *stone* and *green*. Please also consider the influence of students' home language on encoding. For example, students who spell the /ee/ sound with the 'i' spelling may be using the Spanish system of sound-spelling correspondences. You should acknowledge this as one of the spellings for the /ee/ sound that students will learn in later grades and guide students to use the 'ee' spelling for now. Students who speak Spanish as their home language may also spell the /th/ sound with the 'd' spelling, as the Spanish 'd' spelling is articulated in a similar location. Analyze any patterns and provide targeted remediation using previous Pausing Points and the *Assessment and Remediation Guide*.



# Lesson 6

## Writing

### ✓ 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 story “The Hares and the Frogs,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Use narrative language to describe characters, events, and facts from “The Hares and the Frogs” (RL.1.3)
- ✓ Talk about the illustrations and details from “The Hares and the Frogs” to describe its characters, setting, and events (RL.1.7)
- ✓ Read and understand decodable text in “The Hares and the Frogs” 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 Hares and the Frogs” that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.1.4a)
- ✓ Plan and draft a book report on “The Two Dogs,” in which they introduce the name of 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)
- ✓ Plan and draft a book report on “The Two Dogs,” including a title, characters, some details regarding the plot, the use of temporal words to signal event order, and some sense of closure (W.1.3)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “The Hares and the Frogs” (L.1.2b)
- ✓ Spell and write one-syllable words using letter-sound correspondences taught in Grade 1, using the Individual Code Chart as needed, for a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words, such as *why* (L.1.2d)

At a Glance	Exercise	Materials	Minutes
<b>Spelling</b>	Introduce Spelling Words	Worksheet 6.1	10
<b>Writing</b>	Book Report: Planning and Writing a Draft	Worksheets 6.2, 6.3	30
<b>Small Group</b>	“The Hares and the Frogs”	Fables; Worksheet 6.4	20
<b>Take-Home Material</b>	Spelling Words	Worksheet 6.1	*

### Advance Preparation

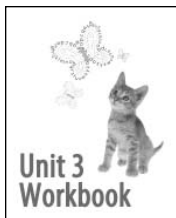
Today you will continue teaching students how to use the writing process. Students will learn to use the story retelling narrative practiced last week to write a book report on the story “The Two Dogs.” Like last week’s writing lessons, the book report writing lessons are highly scaffolded with different steps conducted as whole class activities. This provides plentiful opportunities for you to model and provide feedback about the writing process, which is new to students. As time progresses and the writing process becomes more familiar, students will be asked in the upcoming CKLA units to write independently.

In this lesson, you will first record the events of the story “The Two Dogs” as a class. You will need to have the planning template/story map provided at the end of Lesson 2 in the Teacher Guide copied onto chart paper or prepared to project for students to view.

## Spelling

10 minutes

### Introduce Spelling Words



Worksheet 6.1

- Tell students that some of the spelling words for this week include letter teams and some do not.
- Read and write each spelling word and have students repeat the word after you.
- Ask students to use the words in a sentence, making sure to explain vocabulary for any words they may not know. The words for the week are:

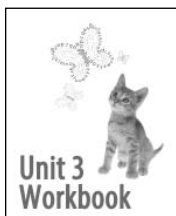
'o' > /o/	'o_e' > /oe/	'oo' > /oo/	'oo' > /oo/	Tricky Word
frog	quote	spoon	wood	why
moth		tooth	took	

- Remind students they will have an assessment each week as well, so it is important to practice their spelling words at home.

## Writing

30 minutes

### Book Report: Planning and Writing a Draft



Worksheets 6.2, 6.3

The planning template is also known as a story map.

**Note:** You will work as a class to first list the title, characters, setting, and events of the story “The Two Dogs” using the planning template, or Worksheet 6.2. Students will then work on writing their book reports using Worksheet 6.3.

### Making a Plan

- Remind students that last week they practiced retelling a story they read by writing narratives. Today they will retell another story in a new type of writing called a book report. Their book report will be on “The Two Dogs.”

- Explain that one way a book report is different than a narrative (which just retells the story), is that in a book report, students should share their opinions, or what they think about the story. Their opinions include what they liked or did not like about the story, and why they liked or did not like that part of the story.
- Ask students to take out *Fables* and turn to the story “The Two Dogs.” Re-read the story aloud, as students follow along.
- Display the story map planning template (identical to Worksheet 6.2) that you have prepared for students to view. Make sure that students have Worksheet 6.2 in front of them. Work together as a class to record *the name of the tale* (title), the *who* (characters), the *where* (setting), and the *what*, including *once*, *next*, and *at the end* (plot) of “The Two Dogs.” Make sure students write this information onto their worksheets. Leave the planning document so it is visible for all students to see.

**Note:** Please use Worksheet 6.2 so that students have their own personal copy of the class-created planning document. It can be difficult for students to transfer information from the vertical plane of chart paper to the horizontal plane of a worksheet on their desk.

### ***Making a Draft***

- Ask students what step comes next after planning in the writing process. (draft)
- Explain that they will draft their book report in paragraph format.
- Make sure students have both Worksheets 6.2 and 6.3 on their desks. Tell students that Worksheet 6.2 will help them to organize information into a draft in paragraph format on Worksheet 6.3. They will write the information recorded on the planning chart in sentences: the title, characters, setting, plot, and lesson. They will also write any other thoughts they have about the story, such as whether they thought it was a good story or important lesson.
- Before beginning, remind students of the following things:
  - A sentence starts with a capital letter and ends with a punctuation mark.
  - The first sentence of a paragraph is indented. You may wish to remind students how to use their pointer fingers to help them indent.



- Writing needs to have linking words: *once, next, then, last*, etc. Following are some decodable linking words and sentence starters.

- |                            |                                  |
|----------------------------|----------------------------------|
| 1. In the tale, there are  | 9. Next                          |
| 2. Once                    | 10. Then                         |
| 3. One time                | 11. Last                         |
| 4. The tale kicks off with | 12. At the end                   |
| 5. The tale is set in      | 13. The tale ends with           |
| 6. Step one is             | 14. This tale tells us that      |
| 7. So                      | 15. A good thing in this tale is |
| 8. But                     | 16. I liked this tale because    |

- Remind students to use their Individual Code Charts and Tricky Word cards to help them with their spelling. Following are the Tricky Words students have been taught thus far.

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

**Note:** Depending on your class, you may choose to work together with the entire class to complete the draft worksheet, or break into small groups, allowing some students to work independently or with a partner while you work with a small group.

- Tell students the first thing they need to write on the draft is the name of the tale, or title. Tell students that a good title for a book report is the name of the tale, “The Two Dogs.”
- Tell students that the first sentence of the book report will introduce the name of the tale, the *who* (characters) and the *where* (setting). For example, *In the tale, “The Two Dogs,” a tame dog and a free dog meet at a home in the woods.*

**Note:** The /oo/ sound in *woods* is recently decodable in Lesson 5, and was not in the original story. You may choose to list newly decodable words from this unit for students.

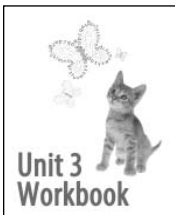
- Tell students that they will next write about the *what*, or the plot of the tale. Remind students that they will retell what happened in the story in order. Encourage students to use the planning document as well as the decodable linking words and sentence starters to help them get started. For example, *Once, the free dog asked the tame dog why the tame dog was so plump. Next, the tame dog said, "I am plump because the men feed me and keep me on a rope." At the end, the free dog was glad to be free.*
- Tell students that they will next write about what the tale tells us. For example, *This tale tells us to like who we are.*
- Tell students that the last line is where they can share their thoughts about the story. Do they think this is a good story? Why or why not? For example, *I liked this tale because it tells us to like who we are. Or, I did not like this tale because one dog did not have a lot of food.*
- When students have finished their draft, ask students what step in the writing process comes after drafting. (editing)
- Tell students that in the next lesson, they will edit what they have written. To model how to edit a paper, you will select one student's report to share with the class. As a class, you will discuss what you like about the draft and offer suggestions on how the author could make it even better. Tell students to add a star next to the title of their draft if they are interested in having their story reviewed and edited by the class.
- Collect all of the students' drafts. You will distribute these drafts back to students for editing in later lessons.

## Small Group

**20** minutes

### "The Hares and the Frogs"

#### Previewing the Story



Worksheet 6.4



Page 24

- Tell students that the title of today's story is "The Hares and the Frogs." Tell students that hares are also called jack rabbits. Hares look like rabbits and are very fast. They are a bit bigger than rabbits and build their homes above the ground.

### Previewing the Spellings

- Please review the following spellings and Tricky Words before reading today's story:

'a_e' > /ae/	'o_e' > /oe/	'oo' > /oo/	Tricky Word
hare	quote	stood	do
scares		good	so
scared		look	were
		brook	are

### Previewing the Vocabulary

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

1. **brook**—a small stream
2. **bunch**—a group

### Purpose for Reading

- Tell students to read to find out what the tale tells us about life, or the moral or lesson of today's story.

### Small Group

- ✪ **Group 1:** Have students who need more guidance and feedback work with you, taking turns to read the story aloud. Then guide students in completing Worksheet 6.3.
- ✪ **Group 2:** Have students who are ready read the story with a partner. Tell them to complete Worksheet 6.3 with their partner when they have finished. Let them know that if they finish the story and worksheet early, they should reread previous stories, but should not read ahead.

**Note:** Students can also summarize the story with a partner if they finish early. Remind students that when we summarize, we retell just the important parts of the story, and not every single detail. A summary tells who was in the story and the main events.

### Wrap-Up

- Review Worksheet 6.2 with the whole class. If completing a chart for the stories of this Reader, you may fill it out at this time. Use the following discussion questions to further guide your conversation about the story. Remember to encourage students to answer in complete sentences. When answering the question, ask students to cite the part of the story that guided their answer. Model for students how to go back to the text to find the answer, if needed.

### Discussion Questions on “The Hares and the Frogs”

1. *Inferential* What words would you use to describe the hares?  
(Words to describe the hares are sad and scared.)
2. *Literal* What types of things scare the hares? (A splash in the brook and the wind in the grass scare the hares.)
3. *Literal* What happens when the hares run off to hide? (When the hares run off to hide, they scare a bunch of frogs.)
4. *Literal* What does the last hare say after scaring the frogs?  
(In the end, it is good to be a hare!)
5. *Evaluative* What do you think the moral or lesson is of this fable?  
(Love who you are; there is always someone else who may be having a harder time than you; etc.)

## Take-Home Material

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### Spelling Words

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- Tell students to take home Worksheet 6.1 to practice their spelling words at home.

# Lesson 7

## Tricky Spelling Tricky Words Writing

### ✓ 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 write Tricky Words *should*, *would*, and *could* (RF.1.3g)
- ✓ Orally produce single-syllable words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Segment and blend phonemes to form one-syllable words (RF.1.2d)
- ✓ Compare words with /oo/ and /oo/ vowel sounds (RF.1.2d)
- ✓ Edit a book report on “The Two Dogs,” in which they introduce the name of 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)
- ✓ Edit a book report on “The Two Dogs,” including a title, characters, some details regarding the plot, the use of temporal words to signal event order, and some sense of closure (W.1.3)
- ✓ 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)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Spelling Word Review</b>		5
<b>Introducing the Spelling</b>	<b>The Tricky Spelling ‘oo’</b>	Worksheet 7.1	25
<b>Tricky Words</b>	<b>Tricky Word Cards</b>	yellow index cards for <i>could</i> , <i>should</i> , <i>would</i> ; three index cards per student	10
<b>Writing</b>	<b>Book Report: Editing</b>	chart paper copy of selected student draft; display copy of Editing Checklist	20
<b>Take-Home Material</b>	<b>Practice Pack</b>	Worksheet 7.2	*

### Note to Teacher

Today you will teach students the tricky spelling ‘oo’. When a spelling is designated as a tricky spelling, it means that the particular spelling can be pronounced more than one way. In CKLA, we introduce the concept of tricky spellings in a very gradual way. In Kindergarten, students were taught that the letter ‘s’ is a tricky spelling that can be pronounced as either /s/ or /z/ when encountered in a word.

There are a number of tricky spellings in the English language. The most challenging tricky spellings are those that represent different vowel sounds. These often present a challenge when students are just learning to read. Over the course of Grade 1, we will introduce students to several additional tricky spellings.

Thus far in this unit, students have learned that the spelling 'oo' can be pronounced as either /oo/ as in *soon* or /oo/ in *look*. However, up until this point, individual worksheets and/or stories have included words with only one of the spellings; students have not had to face the challenge of switching back and forth between the appropriate pronunciations when reading words with the 'oo' spelling. Beginning in today's lesson, words with the 'oo' spelling with both of the two possible pronunciations will be intermixed on Workbook pages and stories. You will use a very specific procedure to teach the tricky spellings of 'oo'. This procedure will become a specific type of lesson that is repeated in the remainder of Grade 1, in addition to the basic code and Tricky Word types of lessons that you have already been teaching.

Please take the time prior to this lesson to become very comfortable with hearing the difference between the two sounds—/oo/ and /oo/—as well as the tricky spelling teaching procedure. Many adults, after years of experience with print and rereading, do not consciously think about the difference between the sounds /oo/ and /oo/. However, improper pronunciation on your part may make decoding more difficult for students.

### ***Advance Preparation***

Select a student's draft book report from among the students who volunteered for the task yesterday. (Students volunteered their drafts by placing a star next to the title of their draft.) Copy the student's draft, including any misspellings or other errors, onto chart paper, skipping every other line to leave room for editing. You may wish to number the sentences using a different color. This will make it easier to refer to specific parts of the story. The ideal draft for selection will be one that is good, but capable of improvement in one or more of the areas indicated on the editing checklist. Alert the student who has been chosen to be the "author of the day" at the start of the class. Please note that in the future, students will complete their own editing checklist. For now, however, they will continue to edit their writing as a whole group activity. Please have the editing checklist (provided again at the end of this lesson) available for display. You will also need students' drafts from Lesson 6, Worksheet 6.3, to distribute back to students.

## Spelling Word Review

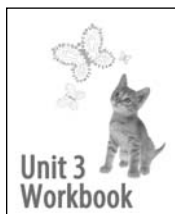
- Remind students that many spelling words this week include the /o/, /oe/, /oo/, or /oo/ sounds. Write each of the following spelling words on the board, one at a time. Ask students to read the word and then tell you whether it has the /o/, /oe/, /oo/, or /oo/ sound. Then ask them to use the word in a sentence.

- |          |                     |
|----------|---------------------|
| 1. frog  | 5. took             |
| 2. moth  | 6. spoon            |
| 3. quote | 7. tooth            |
| 4. wood  | 8. Tricky Word: why |

## Introducing the Spelling

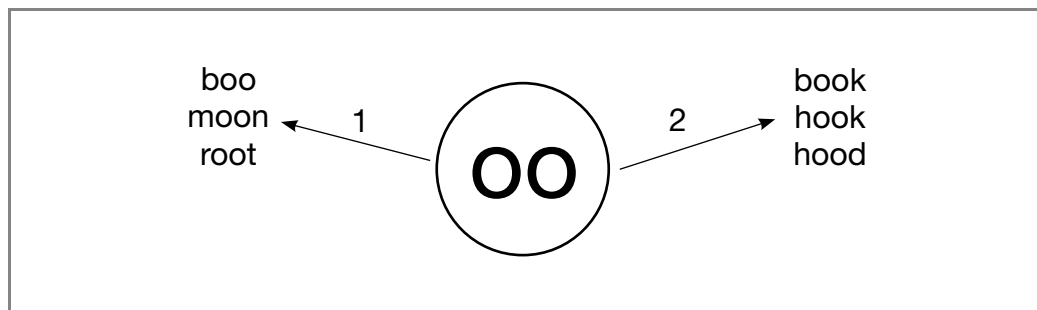
25 minutes

### The Tricky Spelling 'oo'



Worksheet 7.1

- To illustrate the tricky spelling for today's lesson and show the possible pronunciations, you will make a diagram on the board as illustrated below. Do not draw the entire diagram ahead of time; follow the step-by-step instructions below.



- First, write the words *boo*, *moon*, and *root* on the left side of the board and read them aloud.
- Point out that the spelling 'oo' is pronounced /oo/ in these words.
- Write the words *book*, *hook*, and *hood* on the right side of the board and read them aloud.
- Point out that, in these words, the spelling 'oo' is pronounced /oo/ rather than /oo/.
- Ask students how the spelling 'oo' could cause them problems when they are reading.

- Explain that ‘oo’ is a “tricky spelling.” The spelling is tricky because it can be pronounced more than one way. To figure out how to pronounce this tricky spelling in any given word, the students may need to try to pronounce it both ways.
- To illustrate the problem, write the letters ‘oo’ on the board between the two sets of words and circle the spelling.
- Draw one arrow from ‘oo’ to the /oo/ words and label it “1”. Explain that /oo/ is the most likely pronunciation and therefore the one they should try first.
- Draw a second arrow from ‘oo’ to the /oo/ words and label it “2”. Explain that /oo/ is a less likely option and that they should try this pronunciation only if the first option does not sound right, and does not produce a word they recognize.
- Practice this procedure by writing the following words on the board: *bloom*, *food*, *good*, *took*, *cook*, *cool*. Read the words first with the /oo/ pronunciation and ask if that sounds right. If it does not, read it with the /oo/ pronunciation.
- Leave the diagram on the board so that students can consult it as they work on the next exercise.
- Have students take out Worksheet 7.1.
- Remind students that the bolded spellings are examples of the tricky spelling ‘oo’ and that the letters in slashes stand for sounds.
- Ask students to read each word in the box and try pronouncing it first with the sound /oo/. Let students decide if the word sounds correct pronounced that way. If it does not, ask students to pronounce the word with the /oo/ sound.
- Have students copy the first two example words, *boo* and *book*, into the appropriate column. If students appear to understand the directions, have them complete the remainder of the worksheet independently.

## Tricky Words

10 minutes

### Tricky Word Cards

**Note:** The Tricky Words in this lesson are deliberately introduced in a different way than Tricky Words are usually taught. Instead of showing the word and asking students how it might be pronounced, print to sound, the usual approach, you will say the word and ask students how they would spell it, sound to print. Follow the directions below carefully.

#### Tricky Word: *Should*

After completing the Tricky Word lesson, you may attach your cards to the Tricky Word wall.

- Tell students the first Tricky Word of the day is *should*. Use the word in a sentence.
- Have students repeat the word, and ask how they think it is spelled. (They likely will spell it *shood*, using the basic code spelling for /oo/ they have learned.)
- Write the actual spelling, *should*, on the board.



- Circle the spelling for the first sound, /sh/. Explain that it is spelled ‘sh’, as the students would probably expect.
- Underline the spelling for the second sound, /oo/. Explain that this is the tricky part of the word. They would probably expect the /oo/ sound to be spelled ‘oo’, but here it is spelled ‘oul’.
- Circle the spelling for the last sound, /d/. Explain that this is spelled with a ‘d’, just as they would probably expect.
- Have students write the word *should* on their index cards, circling the ‘sh’, underlining the ‘oul’ and circling the ‘d’.

### **Tricky Words: Would and Could**

- Repeat this procedure for the Tricky Words *would* and *could*, explaining that these words are tricky in exactly the same way as *should*.

### **Practice**

- Have students place the index cards they made for today’s Tricky Words lesson on their desk.
- Explain that you will say one of the Tricky Words and that you want students to hold up the card for that word.
- Say one of the Tricky Words and have students hold up the correct card. Have one student say a phrase or sentence that contains the Tricky Word.
- Repeat several times if necessary.
- Have students keep the index cards for later use.

## **Writing**

**20** minutes

### **Book Report: Editing**

#### **Review**

- Remind students that they completed two of the steps in the writing process yesterday for their book report of “The Two Dogs”: planning and writing a draft. Ask students which step happens next in the writing process. (editing) Remind students that editing is what we do when we try to make a draft better.
- Remind students that yesterday you asked for volunteers willing to have their book reports shared and edited by the class. Explain that you chose one student’s draft and that you have already copied it onto a piece of chart paper. Now, you will guide the class as they tell the author what they like about the draft and provide a few friendly suggestions that might help the student make the story even better.

### ***Presenting the Student's Draft***

- Display the student's draft. Identify the author and invite the student to read his or her story aloud.
- Ask the class to give the author a round of applause and say, "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 first for the class by telling the author something you liked.
- Invite other students to share positive feedback.

### ***Editing the Student's Draft***

Throughout the editing process, continue to reinforce the idea that making changes during the editing process is a positive step that all good writers do. The fact that changes are being suggested and made does not mean that the original draft was bad; it means that there are some ways to make the draft even better.

- Point to and read the display copy of the editing checklist. Read the checklist.

#### **Check the Draft Step by Step**

1. Check that the *name of the tale* is there.
2. Check that *where* is there.
3. Check that *who* is there and tell who they are.
4. Check that *what* is there with *once*, *next*, and *at the end*.
5. Aa, Bb, Cc
6. ? . !
7. Check that the words are spelled well.

- Explain that this is an editing checklist that has steps to make our drafts even better. The steps are things the author should check in order to make his or her writing better.
- Read the first step of the checklist. Ask the class if the draft has the name of the tale, or title. If not, you will show students how to add the name of the tale, or title. If so, make a check mark next to that step on your editing checklist.
- Work through the remaining steps and discuss whether each item can be checked off; if not, talk about whether improvements could be made. Model making any changes to the draft that the class agrees would be changes for the better. For example, you can ask students if there are places where details could be added, describing the characters, places, or things that happened in the story. If students need prompting, call their attention to one sentence at a time, reading the sentence aloud. Ask them to repeat the sentence by adding one specific detail.
- 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 corrections when they edit their own work.

### Teacher Resource: Editing Marks

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. Write the word or punctuation mark above the carat.
4. Correct spelling mistakes if students notice or question them. You should accept plausible spellings that use the sound-spelling correspondences taught thus far.

- You can also ask students if they have any other suggestions that would improve the student's writing. Explain to students that they should make any suggestions by asking a question.
- Model this by saying, "Would it make the writing even better if we . . .?" Using this phrasing will make it clear to students that they are making suggestions for consideration, rather than mandating changes that must be made.
- If changes are suggested, check with the class to see if everyone agrees. Make the changes on the chart paper. At this stage, two or three suggestions are probably enough.
- When you have completed the editing checklist with the class, be sure once again to thank the author for having volunteered his or her draft.

### *Editing Their Own Work*

- Tell students that all students will now edit their own drafts. Hand back Worksheet 6.3 to students.
- You will read the items on the checklist, and they will look at their own papers to see if they need edits.
- Ask the class if their own draft has the name of the tale, or title. If they do, tell them to give you a thumbs-up sign. If they are missing the name of the tale, tell them to write it down and give you the thumbs-up sign when they are finished.
- Work through the remaining editing checklist item by item and discuss whether the item can be checked off; if not, talk about what types of improvements could be made to make their writing better.
- You may circulate around the room at this time to check on students' progress.
- Collect students' edited Worksheet 6.3. You will distribute these in Lesson 8 so they can write their final copy.

Students may wish to edit in a different-colored pencil.

## Take-Home Material

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### Practice Pack

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- Tell students to take Worksheet 7.2 home and give it to their family so they can practice reading and writing at home.

### Code Knowledge

- Before today's lesson: If the students read 1,000 words in a trade book, on average between 531 and 699 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 537 and 704 of those words would be completely decodable.
- *Would* is one of the 50 most common words in most samples of written English. In a typical passage of 1,000 words, *would* occurs 3 to 4 times.
- *Could* is one of the 70 most common words in most samples of written English. In a typical passage of 1,000 words, *could* occurs 1 to 4 times.
- *Should* is one of the 200 most common words in most samples of written English. In a typical passage of 1,000 words, *should* occurs 0 to 2 times.

## Check the Draft

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### Check the Draft Step by Step

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1. Check that the name of the tale is there.	
2. Check that where is there.	
3. Check that who is there and tell who they are.	
4. Check that what is there with once, next, and at the end.	
5. Aa, Bb, Cc	
6. ? . !	
7. Check that the words are spelled well.	

# Lesson 8

## Grammar Writing

### ✓ 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 story “The Two Mules,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Use narrative language to describe characters, events, and facts from “The Two Mules” (RL.1.3)
- ✓ Talk about the illustrations and details from “The Two Mules” to describe its characters, setting, and events (RL.1.7)
- ✓ Read and understand decodable text in “The Two Mules” 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 Two Mules” that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.1.4a)
- ✓ Publish or write a final copy of a book report on “The Two Dogs,” in which they introduce the name of 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)
- ✓ Publish or write a final copy of a book report on “The Two Dogs,” including a title, characters, some details regarding the plot, the use of temporal words to signal event order, and some sense of closure (W.1.3)
- ✓ Identify and use verbs orally (L.1.1e)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “The Two Mules” (L.1.2b)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Grammar</b>	Identifying Verbs		10
<b>Writing</b>	Book Report: Writing a Final Copy	Worksheet 6.3	25
<b>Small Group</b>	“The Two Mules”	Fables; Worksheet 8.1	25

## Identifying Verbs

See the Pausing Point for additional practice with verbs.

**Note:** In this grammar lesson you will write phrases on the board and mark the verbs.

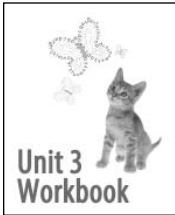
- Remind students that they have been learning about different parts of speech this year. They have learned about nouns, both common and proper nouns. Quickly review the definitions and several examples of common and proper nouns.
- Tell students they will learn about a new part of speech called verbs. Tell students that a word that names an action is a part of speech called a verb. Actions are things that you can do, like run and jump and read.
- On the board, write the phrase *Jump up and down*.
- Have students read the phrase, name the action, and then perform the action.
- Say, “*Jump* is an action word. A word that names an action is a part of speech called a verb.”
- Underline *jump* with a squiggly line and explain that you have underlined the action word.
- On the board, write the phrase *Hop on one leg*.
- Have students read the phrase, name the action, and then perform the action.
- Say, “*Hop* is an action word. A word that names an action is a part of speech called a verb.”
- Underline the word *hop* with a squiggly line and explain that you have underlined the action word.
- Continue in the same manner with the following phrases.

The squiggly line is used to underline action words because it gives the connotation of movement or action.

- |                             |                         |
|-----------------------------|-------------------------|
| 1. <u>clap</u> your hands   | 4. <u>rub</u> your nose |
| 2. <u>bloom</u> like a rose | 5. <u>plant</u> a seed  |
| 3. <u>dig</u> a hole        |                         |

- **Modification:** Have a student come to the board and underline the action word (verb) with a squiggly line. If time permits, you could also have students identify the nouns in these phrases.

### Book Report: Writing a Final Copy



Worksheet 6.3

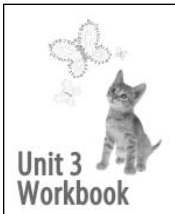
Some teachers refer to writing a final copy as *publishing*.

- Provide students with their edited drafts on Worksheet 6.3.
- Tell students that today is the last day they will work on their book reports in class. Remind them that they have gone through the three stages of the writing process: planning, drafting, and editing.
- Tell students that today they will take their edited book report and write it over onto a clean piece of paper in paragraph form.
- If time allows, ask students to share their book reports, either to a partner or the entire class. If possible, display all finished book reports on a bulletin board. Remember later to place student reports in their respective student writing portfolios.

### Small Group

### “The Two Mules”

#### Previewing the Story



Worksheet 8.1

- Tell students that the title of today’s story is “The Two Mules.” Ask students if they know what type of animal a mule is. Show students the picture of a mule on the cover of their Reader. Tell students that mules resemble horses, but they are most often used as pack animals to carry heavy loads. Even today, when we have machines like trains, cars, and trucks to carry things from one place to another, mules are still used in places where it might be difficult for these machines to be used, such as in the mountains.

Also mention that mules are often described as stubborn animals, meaning that they do not seem to easily change their minds.

#### Previewing the Spellings

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

‘ck’ > /k/	‘u_e’ > /ue/	Tricky Words
black	mule	should
pack		could
		would
		two



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### ***Previewing the Vocabulary***

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

1. **set**—put or place
2. **packs**—sacks or containers for carrying things
3. **fool**—someone who does not use good sense and does silly things

### ***Purpose for Reading***

- Tell students to read to find out what the tale tells us, or the moral or lesson of today's story.

### ***Small Group***

For a change, you will listen to Group 2 students read aloud today, while the remaining students work with a partner.

- ✪ **Group 1:** Tell students that today they are to read the story with a partner and complete Worksheet 8.1 when they have finished. Explain that on the worksheet they will find a retelling of the story in which some words have been omitted. Instruct them to choose words from the box to complete each sentence. Tell them that if they finish early, they may reread previous stories.
- ✪ **Group 2:** Have these students take turns reading the story aloud, while you make notes on the Anecdotal Reading Records. Once students have finished reading, work with them as a group to complete Worksheet 8.1. Have one student at a time read each sentence aloud, making a humming sound for any blank space in the sentence. Pause and allow all students to choose and write the correct word(s) from the box in any blank space(s).

### Wrap-Up

- Review Worksheet 8.1 with all students. If you are filling out a chart on the story's elements, you may do so at this time. Use the following discussion questions to further guide your conversation about the story. Remember to encourage students to answer in complete sentences. When answering the question, ask students to cite the part of the story that guided their answer.

#### Discussion Questions on “The Two Mules”

1. *Literal* What was the man in the story doing? (The man in the story went on a trip.)
2. *Literal* What did the mules have on their backs? (The mules had packs on their backs.)
3. *Literal* What did the mule with the spots ask the black mule? (The mule with spots asked the black mule to help him carry some of his packs.)
4. *Literal* Did the black mule help the spotted mule? Why or why not? (No, the black mule did not help the spotted mule. The black mule said they both had five packs, so they had an equal amount.)
5. *Literal* What happened to the black mule after the mule with spots could not go any further? (He had to carry all of the packs.)
6. *Evaluative* If the black mule had helped with mule with the spots, how might the ending of this story be different? (Answers may vary.)
7. *Evaluative* What lesson do you think this fable tells us? What is the moral of the story? (Help others; sometimes when you help someone else, you may actually be helping yourself.)

# Lesson 9

## Basic Code

### ✓ 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 in “The Two Mules” 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)
- ✓ Segment and blend phonemes to form one-syllable words (RF.1.2d)
- ✓ Read one-syllable words spelled with the vowel digraph ‘ou’ > /ou/ and then write each word under its corresponding picture (RF.1.3b)
- ✓ Read and write vowel sounds spelled with the vowel digraph ‘ou’ > /ou/ (RF.1.3b)
- ✓ Read vowel sounds spelled with vowel digraph teams (RF.1.3c)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4b)
- ✓ Identify the correct spelling when given a sound, using the Individual Code Chart

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Speedy Sound Hunt</b>	Individual Code Chart	5
<b>Introducing the Sound</b>	<b>Sound Off</b>		10
<b>Introducing the Spelling</b>	<b>Teacher Modeling</b>	Vowel Code Flip Book; Spelling Card for ‘ou’ > /ou/ ( <i>shout</i> ); Individual Code Chart; green markers	15
	<b>Writing the Spellings/Matching Words and Pictures</b>	Worksheet 9.1	15
<b>Small Group</b>	<b>“The Two Mules”</b>	<i>Fables</i>	15

## Speedy Sound Hunt

- Please review the vowel spellings using students' Individual Code Charts. Students will race to find the following sound-spelling correspondences in their Individual Code Chart.

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1. 'oo' > /oo/ ( <i>soon</i> )  | 7. 'i' > /i/ ( <i>it</i> )      |
| 2. 'oo' > /oo/ ( <i>look</i> )  | 8. 'o' > /o/ ( <i>hop</i> )     |
| 3. 'u' > /u/ ( <i>but</i> )     | 9. 'o_e' > /oe/ ( <i>home</i> ) |
| 4. 'a' > /a/ ( <i>hat</i> )     | 10. 'e' > /e/ ( <i>pet</i> )    |
| 5. 'a_e' > /ae/ ( <i>cake</i> ) | 11. 'ee' > /ee/ ( <i>bee</i> )  |
| 6. 'i_e' > /ie/ ( <i>bite</i> ) |                                 |

- Share these directions with students:

"We are going to review the vowel spellings you already have learned by having a race using your Individual Code Charts. I will tell you a vowel sound. When I say 'go,' I want to see who can find that sound in their Individual Code Chart, raise their hand, and then tell me the spelling for that sound and read the example word.

- Tell students that you will do one for practice together. Say the /ue/ sound, telling all students to raise their hands when they find the speech bubble with the /ue/ sound.
- Now tell students to quickly scan all the spellings listed in the row next to the speech bubble, looking for any that are outlined in green. Tell them this is a quick way to find the spellings they have already learned. Tell all students to raise their hands when they find a green spelling for this speech bubble.
- Call on one student to give the spelling and read the example word as follows: /ue/ is spelled 'u\_e' and the example word is *cute*.
- Tell students that you are ready to start the race. You will call on the first student to raise his or her hand after he or she has found the sound, spelling, and example word.
- Say to students, "I am thinking of the sound (insert sound from the box). Ready? Go!" Review with the sound-spelling correspondences provided in the box.



You may want to draw a copy of the speech bubble with the /ue/ sound on the board for use during this example so that students know what you mean when you say speech bubble.

## Sound Off

If students demonstrate difficulty with the position of sounds in words, you may remediate with activities from the Pausing Point.

Please note that this is a listening exercise focusing on the /ou/ sound. The sound is spelled 'ou' and 'ow' (not yet taught). Please do not ask students to read the words.

Please see Pausing Point objective "Recognize and Isolate the Sounds Taught in Unit 3" for additional practice.

- Tell students that today they will learn a new sound—/ou/ as in *shout*.
- Have students say the /ou/ sound several times, stretching it out.
- Ask students to repeat a number of words that have the /ou/ sound at the beginning: *ouch, out, owl*.
- Ask students to repeat a number of words that have the /ou/ sound in the middle: *shout, loud, round, couch, hound*.
- Ask students to repeat a number of words that have the /ou/ sound at the end: *how, now, cow*.
- Ask students whether /ou/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth and an unobstructed airflow.)
- Tell students that now you are going to read a story containing a number of examples of the /ou/ sound.
- Tell students to touch their noses whenever they hear the /ou/ sound. Tell them to place their hand flat on their desk each time that they finish pointing to their nose.
- Read the story sentence by sentence, making an effort to emphasize the /ou/ sound when you come across it.
- Reread the first three sentences and ask students to count the /ou/ sounds that they hear.

One night last summer, I **slouched** (nose) on my **couch** (nose) as I read a book **about** (nose) **flowers** (nose). At a late **hour** (nose), I heard a startling **sound** (nose) **outside** (nose). Up in a church **tower** (nose) **crouched** (nose) a **proud**, (nose) **brown** (nose) **owl** (nose). He let **out** (nose) a **loud** (nose) **shout** (nose) and flew from the **tower** (nose) because he saw a **mouse** (nose). The quick, little **mouse** (nose) ran under a **house**, (nose) so the **proud**, (nose) **brown** (nose) **owl** (nose) began to **pout**. (nose)

**Note:** Some students may realize that the words provided in the *Sound Off* activity have a spelling other than 'ou'. Should a student point this out, congratulate them for already knowing another spelling for the /ou/ sound. Tell them they will learn these spellings at a later time.

## Teacher Modeling

15 minutes



**Note:** We recommend that in today's lesson you update the chart for the digraphs taught in this unit. As you introduce each new digraph, add a new line and list two or three example words. Also ensure you have the Vowel Code Flip Book and the Spelling Card mentioned in the "At a Glance" section.

### Vowel Code Flip Book

1. 'ou' > /ou/ (*shout*) Vowel Code Flip Book p. 13

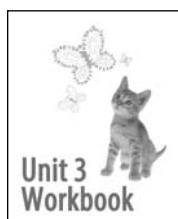
Present the vowel digraphs on a chart like this:

OO	soon, room, boot
OO	look, book, foot
OU	shout, out, found

- Tell students that you are going to show them how to write the vowel sound /ou/.
- Write 'ou' on handwriting guidelines and describe what you are doing.
- Explain that the two letters work together as a team to stand for the /ou/ sound.
- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Turn to **Vowel Code Flip Book page 13**. Show students the Spelling Card for 'ou' > /ou/ (*shout*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.
- Have students turn to **Individual Code Chart page 4**. Have them trace the code information for 'ou' > /ou/ in green marker.
- Tell students that whenever the spelling 'ou' 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.

## Writing the Spellings/Matching Words and Pictures

15 minutes



Worksheet 9.1

- Have students take out Worksheet 9.1.
- Tell students to say the sound of each letter team and single-letter spelling that they write, going sound by sound to write the words.
- Have students look at the back of the worksheet.
- Explain that for each word there are two pictures. Tell students to write each word under its matching picture.
- Have students work with a partner to complete the back of the worksheet. Review as a class.
- Remember: You can refer to the digraph 'ou' by its sound or by the letter names. Continue to encourage students to say the sounds of the individual spellings as they write the words.

## "The Two Mules"

### Small Group



Page 28

- ✪ **Group 1:** Have these students take turns reading the story aloud, while you make notes on the Anecdotal Reading Record.
- ✪ **Group 2:** Tell students in this group that today they will reread the story "The Two Mules" with a partner. They may reread other stories if time permits.

**Note:** Students can also summarize the story with a partner if they finish early. Remind students that when we summarize, we retell just the important parts of the story, and not every single detail. A summary tells who was in the story and the main events.

## Supplemental Materials

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

The words with asterisks are on the Dolch and/or Fry word lists.

- Newly decodable words:

- |           |           |
|-----------|-----------|
| 1. found* | 9. ground |
| 2. our*   | 10. mouth |
| 3. out*   | 11. noun  |
| 4. round* | 12. ouch  |
| 5. sound* | 13. pound |
| 6. cloud  | 14. proud |
| 7. couch  | 15. shout |
| 8. count  | 16. south |

- Chains:

1. band > bound > sound > round > found > hound > pound > mound > mount > count
2. trout > grout > gout > out > ouch > couch > pouch > pout > out > shout

- Phrases and sentences:

- |                               |                          |
|-------------------------------|--------------------------|
| 1. clouds and sun             | 6. Is the sun out yet?   |
| 2. let the cat out of the bag | 7. The plate is round.   |
| 3. word of mouth              | 8. I had trout at lunch. |
| 4. a long, soft couch         | 9. What is that sound?   |
| 5. twist and shout            | 10. I found a lost pup.  |

### ***Code Knowledge***

- Before today's lesson: If the students read 1,000 words in a trade book, on average between 537 and 704 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 543 and 714 of those words would be completely decodable.
- The sound /ou/ is the 33<sup>rd</sup> most common sound in English and is found in approximately 2 percent of English words.
- The sound /ou/ is spelled 'ou' approximately 64 percent of the time.
- The spelling alternative 'ow' as in cow will be taught in Grade 2.



# Lesson 10

## Tricky Words Grammar

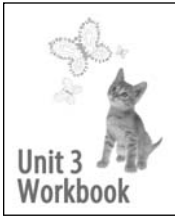
### ✓ Objectives

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 story “The Dog and the Mule,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Use narrative language to describe characters, events, and facts from “The Dog and the Mule” (RL.1.3)
- ✓ Talk about the illustrations and details from “The Dog and the Mule” to describe its characters, setting, and events (RL.1.7)
- ✓ Read and understand decodable text in “The Dog and the Mule” of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read and spell chains of one-syllable words that include the letter-sound correspondences taught, in which one sound is added, substituted, or omitted (RF.1.3b)
- ✓ Read Tricky Word *down* (RF.1.3g)
- ✓ Read and understand decodable text in the story “The Dog and the Mule” that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.1.4a)
- ✓ Identify and use verbs orally and in writing (L.1.1e)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “The Dog and the Mule” (L.1.2b)
- ✓ Spell and write one-syllable words using letter-sound correspondences taught in Grade 1, using the Individual Code Chart as needed, in a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words, such as *why* (L.1.2d)
- ✓ Sequence events from a text read independently, such as “The Dog and the Mule”

At a Glance	Exercise	Materials	Minutes
<b>Spelling</b>	Spelling Assessment	Worksheet 10.1	15
<b>Chaining</b>	Teacher Chaining		10
<b>Tricky Words</b>	Tricky Word Cards	yellow index card for <i>down</i> ; 1 index card per student	10
<b>Grammar</b>	Identifying Verbs	Worksheet 10.2; pencils	10
<b>Reading Time</b>	Whole Group: “The Dog and the Mule”	<i>Fables</i> ; Worksheet 10.3; scissors; tape or glue	15
<b>Take-Home Material</b>	“The Hares and the Frogs”	Worksheet 10.4	*

## 10 Spelling Assessment



Worksheet 10.1

- Have students tear out Worksheet 10.1.
- 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.
- Tell students to write the sentence *Why not?* on the bottom lines. Slowly repeat this sentence twice. Remind students that sentences that questions end with a special punctuation mark.
- At the end, go back through the list and read each spelling word one more time.

- |          |          |
|----------|----------|
| 1. why   | 5. wood  |
| 2. tooth | 6. moth  |
| 3. frog  | 7. spoon |
| 4. quote | 8. took  |

Students may enjoy correcting their work in different-colored pencil.

- 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 time later 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.

## Chaining

10 minutes

### Teacher Chaining

- Write *nut* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove 'n' and add 'sh' to create *shut*.
- As you make this change, say to students, "If that is nut, what is this?"
- Ask students which sound you changed in the word *nut* to get the word *shut*. Ask them whether you changed the first, middle, or last sound.

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

1. nut > shut > shout > out > ouch > pouch > pooch > mooch > smooch
2. soon > moon > men > mend > mound > sound > pound > round > found

## Tricky Words

10 minutes

### Tricky Word Cards

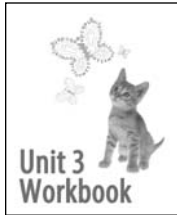
#### Tricky Word: Down

- Write the Tricky Word *down* on the board and ask students how they would pronounce it by blending if it were not a Tricky Word. (They might say something like /d/ /o/ /w/ /n/.)
- Explain that we pronounce this word /d/ /ou/ /n/ as in, “She is walking down the stairs.”
- Circle the letter ‘d’ and explain that it is pronounced /d/, as they would expect.
- Underline the letters ‘o’ and ‘w’ and tell students that these letters are the tricky part of the word. They work together to stand for the /ou/ sound.
- Circle the letter ‘n’ and explain that it is pronounced /n/, as they would expect.
- Tell students that when reading *down*, they have to remember to pronounce the letter ‘o’ and ‘w’ as /ou/. When they write this word, they should try to remember to spell the /ou/ sound with the letter ‘o’ and ‘w’.

Note that ‘ow’ is a spelling alternative for /ou/ that students will learn later in the program.

#### 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 that word.
- Say one of the Tricky Words and have students hold up the correct card. Have a student say a phrase or sentence that contains the Tricky Word.
- Have students keep the index cards for later use.



Worksheet 10.2

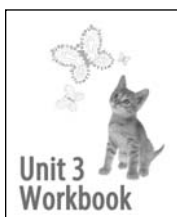
### Identifying Verbs

- Remind students that they have been learning about different parts of speech. They learned about nouns, which are people, places, or things. They have also been learning about verbs. Ask students, “Who can tell me what verbs describe?” (action)
- Have students take out Worksheet 10.2.
- On the board, write the phrase “run up the hill.” This is also the first phrase on the worksheet.
- Have students read it and ask them to name the verb. You may choose to have students run in place.
- Say, “*Run* is an action. A word that describes an action is a part of speech called a verb.”
- Underline the verb with a squiggly line and have students do the same on their worksheet.
- Have students copy the verb on the line next to the phrase.
- Continue with the remaining phrases.
- **Extension:** If time permits, have students choose their favorite phrase, copy it on the line at the bottom of the page, and illustrate it.

- |                    |                   |
|--------------------|-------------------|
| 1. run up the hill | 4. look it up     |
| 2. mop the room    | 5. shake his hand |
| 3. cook good food  | 6. pet the dog    |

### Reading Time

15 minutes



Worksheet 10.3

### Whole Group: “The Dog and the Mule”

**Note:** You will read today’s story as a class. Ask students to take turns reading aloud. At the end of each page, you will stop to ask questions about the story.

#### Previewing the Story

- Tell students that today’s story is about a dog and a mule who live on a farm together. Ask students, “What types of words would you use to describe a dog? What about a mule?”



Page 34

### Previewing the Spellings

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

'ou' > /ou/	Tricky Words
shout	who
out	would
	down

### Previewing the Vocabulary

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

1. **pen**—a fenced-in area

**Note:** The word *pen* can also mean something you write with.

### Purpose for Reading

- Tell students to read to find out how life is different for the dog and the mule, and what lesson, or moral, we can learn from today's story.

### Whole Group Reading

- At the end of **page 34**, ask students, "How does the man feel about the dog? What parts of the story show what the man's friendship is like with the dog? Looking at the picture on **page 35**, how do you think the man feels?"
- At the end of **page 36**, ask students, "How does the mule feel? How do you know? What does it mean to feel left out? Do you think the mule's plan to act like a dog is a good one? Will it work? Why or why not?"
- At the end of **page 38**, ask students, "What does the mule do to try to be like the dog? Why do you think the man was scared by the mule? Why did the man drive the mule back to the pen? What do you think the mule should do now? What is the moral of the story?" (Explain that the moral is that it's better to be yourself, rather than act like someone else.)

### Wrap-Up

- Have students complete Worksheet 10.3 and review it with students. If you are filling out a story chart, you may do so at this time. Have students cut out the events from the story "The Dog and the Mule." Students should look back at their Reader to help them put each event in the correct order. Tell students to tape or glue the events in the correct order, beginning with "A man had a dog and a mule." When assisting students, prompt them to show you where in the story they found each event.

## Take-Home Material

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### “The Hares and the Frogs”

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- Have students take home Worksheet 10.4 to read and discuss with a family member.

### Code Knowledge

- Before today’s lesson: If the students read 1,000 words in a trade book, on average between 543 and 714 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 544 and 717 of those words would be completely decodable.
- *Down* is one of the 80 most common words in most samples of written English. In a typical passage of 1,000 words, *down* occurs 0 to 3 times.

## Analysis of Student Errors (Lesson 10 Spelling Assessment)

[illegible]

## Analysis of Student Errors

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### 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. 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 Guides* for Units 1, 2, and 3.

### Column 1

**What an error in this column means:** Tricky Words are words that 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:** Tricky Word *why* can be analyzed in two parts, both of which are tricky at this point in Grade 1: the /w/ sound spelled 'wh' and the /ie/ sound spelled 'y'.

### Column 2

**What an error in this column means:** The spelling 'oo' for the /oo/ sound is a vowel digraph, where two letters work together to stand for a single sound. This is a concept that some students may find difficult.

**What you should do:** You may wish to start with the Tricky Spelling discussion in Lesson 7. You may also wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds.

### Column 3

**What an error in this column means:** The spelling 'o' for the /o/ sound is the Basic Code spelling.

**What you should do:** You may also wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds.

### Column 4

**What an error in this column means:** The spelling 'o\_e' for the /oe/ sound is a separated digraph, a concept that some students may find difficult. Separated digraphs are two letters that work together to stand for a single sound, but are separated by a consonant sound.

**What you should do:** Please refer to the Unit 2 Introduction for explicit explanations of how best to highlight separated digraphs for students.



### **Column 5**

**What an error in this column means:** The spelling ‘oo’ for the /oo/ sound is a vowel digraph, where two letters work together to stand for a single sound. This is a concept that some students may find difficult.

**What you should do:** You may wish to start with the Tricky Spelling discussion in Lesson 7. You may also wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds.

### **Column 6**

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty encoding the consonant clusters in *frog* and *spoon*. Please also consider the influence of students’ home language on encoding. For example, students who spell the /oo/ sound with the ‘u’ spelling may be using the Spanish system of sound-spelling correspondences. You should acknowledge this as one of the spellings for the /oo/ sound that students will learn in later grades and guide students to use the ‘oo’ spelling for now. Analyze any patterns and provide targeted remediation using previous Pausing Points and the *Assessment and Remediation Guide*.

# Lesson 11

## Review

### ✓ 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.

- ✓ Segment and blend phonemes during Teacher Chaining to form one-syllable words (RF.1.2d)
- ✓ Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted (RF.1.3b)
- ✓ Read one-syllable words and then write each word in the sentence where it fits best (RF.1.3b)
- ✓ Read one-syllable words in questions (RF.1.3b)
- ✓ Read Tricky Words taught in this and past units in a review game (RF.1.3g)
- ✓ Spell and write one-syllable words using letter-sound correspondences taught in Grade 1, using the Individual Code Chart as needed, for a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words, such as *down* (L.1.2d)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Spelling</b>	Spelling Words	Worksheet 11.1	10
<b>Chaining</b>	Teacher Chaining		15
<b>Break</b>	Wiggle Cards	Wiggle Cards	5
<b>Review</b>	Yes or No?/Fill in the Blank	Worksheets 11.2, 11.3	20
<b>Tricky Words</b>	Tricky Word Baseball	Tricky Word cards; timer	10

### Note to Teacher/Advance Preparation

Today is a review of previously taught sound-spelling correspondences. You will need to prepare Wiggle Cards for students to act out for a quick break. You may use Wiggle Cards created from Unit 2, as well as the ones provided in this lesson. You will need to write the following decodable phrases on a card or sentence strips large enough for students to be able to easily read them.

1. twist and shout
2. use a fan to cool off
3. cook a lot of food
4. look at the book
5. shout your name
6. look down
7. act like a cat
8. count to ten

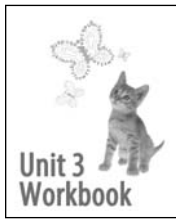
In addition, you will play a baseball game to review Tricky Words. Please write the following words on index cards (or remove them from your Tricky Word Wall) for review:

- |         |          |           |            |
|---------|----------|-----------|------------|
| 1. a    | 9. from  | 17. two   | 25. what   |
| 2. I    | 10. word | 18. who   | 26. which  |
| 3. no   | 11. were | 19. said  | 27. here   |
| 4. so   | 12. have | 20. says  | 28. there  |
| 5. of   | 13. one  | 21. was   | 29. could  |
| 6. all  | 14. once | 22. when  | 30. should |
| 7. some | 15. to   | 23. where | 31. would  |
| 8. are  | 16. do   | 24. why   | 32. down   |

## Spelling

10 minutes

### Spelling Words



Worksheet 11.1

- Tell students that the spelling words for this week are made up with letter teams.
- Read and write each spelling word and have students repeat the word after you.
- Ask students to use the words in a sentence, making sure to explain vocabulary for any words they may not know. The words for the week are:

'oo' > /oo/	'oo' > /oo/	'ou' > /ou/	Tricky Word
brook	booth	south	down
stood	room	proud	
		shout	

- Remind students they will have an assessment each week, so it is important to practice their spelling words at home.

## Chaining

15 minutes

### Teacher Chaining

- Remind students that if we read a word that has the letter 'o', one 'o' is usually pronounced /o/, and two side by side are usually pronounced /oo/ or /oo/.
- Write *poof* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.

- Replace 'f' with 'l' to create *pool*.
- As you make this change, say to students, "If that is *poof*, what is this?"
- Ask students which sound you changed in the word *poof* to get the word *pool*. Ask them whether you changed the first, middle, or last sound.
- Continue this process with the remaining words.
- When you have come to the end of the first chain, erase the board and begin the next chain.

1. poof > pool > cool > tool > fool > food > mood > moon > soon
2. brook > book > look > took > cook > hook > hood > wood > woof

If students are struggling with sounds in certain positions in words, please refer to activities in the Pausing Point and *Assessment and Remediation Guide* that target initial, medial, and final sounds.

- Tell students that the next two chains have more than one type of spelling they have learned.

3. tote > tot > tout > gout > out > pout > pot > pat > pan > pane
4. hound > round > bound > mound > mend > men > moon > boon > boot > bout

## Break

5 minutes

### Wiggle Cards

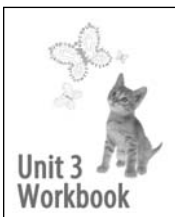
- Show students a Wiggle Card, have them read it, and let them perform the action on the card.
- Continue with the remaining cards.

## Review

20 minutes

### Yes or No?/Fill in the Blank

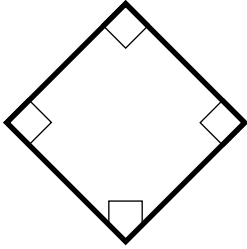
- Worksheets 11.2 and 11.3 review previously taught sound-spelling correspondences. You may choose to complete these worksheets as a whole class or small group activity, or by having students work with a partner or independently.



Worksheets 11.2, 11.3

**Tricky Word Baseball**

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- 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 10 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 Tricky Word 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.

# Lesson 12

Basic Code

## ✓ 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 story “The Bag of Coins,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Use narrative language to describe characters, events, and facts from “The Bag of Coins” (RL.1.3)
- ✓ Talk about the illustrations and details from “The Bag of Coins” to describe its characters, setting, and events (RL.1.7)
- ✓ Read and understand decodable text in “The Bag of Coins” 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-syllable words spelled with the vowel digraph ‘oi’ > /oi/ and then write each word under its corresponding picture (RF.1.3b)
- ✓ Read and write vowel sound spelled with the vowel digraph ‘oi’ > /oi/ (RF.1.3b)
- ✓ Read vowel sounds spelled with vowel digraph teams (RF.1.3c)
- ✓ Read and understand decodable text in the story “The Bag of Coins” that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.1.4a)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “The Bag of Coins” (L.1.2b)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Vowel Spellings Review</b>	Large Cards: ‘e’, ‘a’, ‘i’, ‘u’, ‘ee’, ‘ou’, ‘oo’	10
<b>Introducing the Sound</b>	<b>Sound Off</b>		5
<b>Introducing the Spelling</b>	<b>Teacher Modeling</b>	Vowel Code Flip Book; Spelling Card for ‘oi’ > /oi/ (oi/); Individual Code Chart; green markers	15
	<b>Writing the Spellings/Word Box</b>	Worksheet 12.1	10
<b>Small Group</b>	<b>“The Bag of Coins”</b>	Fables; Worksheet 12.2	20
<b>Take-Home Material</b>	<b>Practice Pack</b>	Worksheet 12.3	*

### Vowel Spellings Review

- Have the following Large Cards available: ‘e’, ‘a’, ‘i’, ‘u’, ‘ee’, ‘ou’, and ‘oo’.
- Present each pair of spellings, one spelling at a time, asking students to provide the sound represented by the spelling. To represent the first three vowel digraphs, hold two of the Large Cards side by side.

- |              |              |
|--------------|--------------|
| 1. ‘a’ ‘a_e’ | 4. ‘e’ ‘ee’  |
| 2. ‘i’ ‘i_e’ | 5. ‘ou’ ‘oo’ |
| 3. ‘u’ ‘u_e’ |              |

**Note:** If students provide only one sound for ‘oo’, remind them that it is a tricky spelling with two sounds, /oo/ and /oo/.

- If time permits, have students provide you with an example word for each spelling.

### Introducing the Sound

5 minutes

#### Sound Off

- Tell students that they will learn another new sound today—/oi/ as in *oil*.
- Have students say the /oi/ sound several times, stretching it out.
- Ask students to repeat a number of words that have the /oi/ sound at the beginning: *oil*, *oink*, *oyster*.
- Ask students to repeat a number of words that have the /oi/ sound in the middle: *coin*, *join*, *point*, *coil*, *boil*.
- Ask students to repeat a number of words that have the /oi/ sound at the end: *joy*, *boy*, *toy*, *soy*, *Roy*.
- Ask students if /oi/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth and an unobstructed airflow.)

## Teacher Modeling

15 minutes



**Note:** Ensure you have the Vowel Code Flip Book and the Spelling Card mentioned in the At a Glance section.

### Vowel Code Flip Book

1. 'oi' > /oi/ (oil) Vowel Code Flip Book, page 14

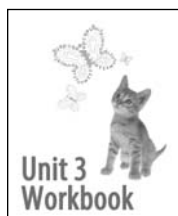
Present the vowel digraphs on a chart like this.

OO	soon, room, boot
OO	look, book, foot
OU	shout, out, found
Oi	oil, point, join

- Tell students that you are going to show them how to write the vowel sound /oi/.
- Write 'oi' on handwriting guidelines and describe what you are doing.
- Explain that the two letters work together as a team to stand for the /oi/ sound.
- Model writing the spelling two or three more times.
- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Turn to **Vowel Code Flip Book page 14**. Show students the Spelling Card for 'oi' > /oi/ (oil). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.
- Have students turn to **Individual Code Chart page 4**. Have them trace the code information for 'oi' > /oi/ in green marker.
- Tell students that whenever the spelling 'oi' 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.

## Writing the Spellings/Word Box

10 minutes

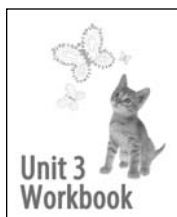


Worksheet 12.1

You may also refer to letter teams as digraphs.

- Write the /oi/ spelling on the board and describe the motions as you write. Remind students that 'oi' is a letter team.
- Have students trace 'oi' on their desks with their fingers, saying the sound as they do.
- Tell students to say the sound of each letter team and single-letter spelling that they write, going sound by sound to write the words.
- Look at the back of the worksheet. Read the words in the box, then name the pictures below the box as a class.
- Tell students to read the words in the box at the top of the page and write each word under its matching picture.
- Remember: You may refer to the digraph 'oi' by its sound or by the letter names. Continue to encourage students to say the sounds of the individual spellings as they write the words.





Worksheet 12.2



Page 40

## **“The Bag of Coins”**

### **Previewing the Story**

- Tell students that the title of today’s story is “The Bag of Coins.” It is about two people who go on a trip together and find a bag of coins.

### **Previewing the Spellings**

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

<b>‘ou’ &gt; /ou/</b>	<b>‘oi’ &gt; /oi/</b>	<b>Tricky Words</b>
found	coins	who
loud		what
shout		my
count		all

### **Previewing the Vocabulary**

- Please preview the following vocabulary before reading today’s story. Please note that today’s vocabulary includes phrases that may be unfamiliar or confusing to your students.

1. **foot of a tree**—the bottom of the tree
2. **a bad spot**—a bad situation

### **Purpose for Reading**

- Ask students, “What do you think might happen when two people on a trip find one bag of coins?” Tell students to read to find out what happens.

### **Small Group**

- ✪ **Group 1:** Read the story and guide students in completing Worksheet 12.2.
- ✪ **Group 2:** Have students read the story with a partner and complete Worksheet 12.2 when they have finished. If students finish early, have them reread previous stories.

### **Wrap-Up**

- Review Worksheet 12.2 with students. If you are filling out a chart on the story’s elements, you may do so at this time. Use the following discussion questions to further guide your conversation about the story. Remember to encourage students to answer in complete sentences. When answering each question, ask students to cite the part of the story that guided their answer.

### Discussion Questions on “The Bag of Coins”

1. *Literal* What does one man discover while he is on a trip with his friend? (One man discovers a bag of coins.)
2. *Inferential* How does the other man feel after the first man finds the coins? Why? (The other man feels upset because his friend will not share the coins.)
3. *Evaluative* What words would you use to describe the man who discovered the coins? (Answers may vary, but may include greedy or unfair.)
4. *Literal* Who shows up after the man discovers a bag of coins? (A bunch of angry men show up after the bag of coins is discovered.) Why are these men mad? (The bag of coins that was at the foot of the tree belongs to them. They think the other men stole their coins.)
5. *Literal* The man with the bag of coins is scared of the angry men. He tells his friend that they are both now in trouble. What does the friend (without the coins) say to him now? (He tells his friend that *they* are not trouble. *He* is in trouble since he found the coins and said he was keeping all of them.)
6. *Evaluative* What do you think is the moral of this story? (Answers may vary, but may include lessons about not taking something that doesn't belong to you and/or about not sharing with your friends.)

## Take-Home Material

### Practice Pack

- Send home worksheet 12.3

### Supplemental Materials

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

- Newly decodable words:

- |           |          |           |          |
|-----------|----------|-----------|----------|
| 1. oil*   | 5. coin  | 9. joint  | 13. toil |
| 2. point* | 6. foil  | 10. moist | 14. void |
| 3. boil   | 7. hoist | 11. soil  |          |
| 4. coil   | 8. join  | 12. spoil |          |

The words with asterisks are on the Dolch and/or Fry word lists.

- Chains:

1. spoil > soil > oil > coil > coin > join > joint > joints > points > point
2. foil > boil > broil > broils > roils > coils > boils > boil > soil > foil

- Phrases and sentences:

1. boil the fish
2. cook in oil
3. a moot point
4. point and click
5. flip a coin
6. Join the fun!
7. The snake can coil up.
8. Do not point!
9. This cake is so moist!
10. Can we broil hot dogs?

### ***Code Knowledge***

- Before today's lesson: If the students read 1,000 words in a trade book, on average between 544 and 717 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 545 and 717 of those words would be completely decodable.
- The students have now been taught at least one way to write 39 of the 44 sounds in English.
- The sound /oi/ is the 43<sup>rd</sup> most common sound in English and is found in approximately 1 percent of English words.
- The sound /oi/ is spelled 'oi' approximately 60 percent of the time.
- The spelling alternative 'oy' as in *boy* is taught in Grade 2.

# Lesson 13

## Grammar

### ✓ 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.

- ✓ Use narrative language to describe characters, settings, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.1.3)
- ✓ 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 vowel digraphs by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Segment and blend phonemes during Large Card Chaining to form one-syllable words (RF.1.2d)
- ✓ Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted (RF.1.3b)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4b)
- ✓ Describe a favorite scene from a story with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ Add a drawing to a written description of a favorite scene from a story to clarify ideas, thoughts, and feelings (SL.1.5)
- ✓ Identify present- and past-tense verbs correctly orally (L.1.1e)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Reviewing the Sound</b>	Sound Riddles		15
<b>Chaining</b>	Large Card Chaining	Large Cards for 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'ch', 'sh', 'th', 'ee', 'oo', 'ou', 'oi'	15
<b>Grammar</b>	Identifying Present- and Past-Tense Verbs		10
<b>Small Group</b>	Reread Stories from <i>Fables</i>	<i>Fables</i>	20

## Sound Riddles

This is a listening exercise focusing on the /oi/ sound. If students point out that the word *boy* is spelled with 'oy' and not 'oi', congratulate them for already knowing more than one spelling for the /oi/ sound. Let them know that they do not need to focus on the spellings for these riddles, but just to listen for the sound.

- Remind students of the sound /oi/ as in *oil*.
- Have students say /oi/ several times, stretching it out.
- Ask students to repeat a number of words that have the /oi/ sound at the beginning: *oil, oyster, oink*.
- Ask students to repeat a number of words that have the /oi/ sound in the middle: *coin, point, soil*.
- Ask students to repeat a number of words that have the /oi/ sound at the end: *toy, Roy, boy*.
- Tell students that you are going to say some riddles, each of which has an answer that contains the /oi/ sound.
- Have students raise their hands if they think they know the answer.

1. We plant flowers in this. (soil)
2. This is a type of money that is round and shiny. A penny, nickel and dime are all . . . (coins)
3. This is what water does when you heat it on the stove and it gets really hot. (boil)
4. This is something that you play with. (toy)
5. This is something shiny and crinkly that you can use to wrap up leftovers. (foil)
6. If a book falls on the floor, it might make a loud sound or . . . (noise)
7. If you can pick from two flavors of ice cream instead of just one, you have a . . . (choice)
8. This is a liquid that you might pour from a bottle into a frying pan to cook something. (oil)

## Chaining

### Large Card Chaining

- Pass out the following Large Cards, reviewing each card's sound as you pass it out: 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'ch', 'sh', 'th', 'ee', 'oo', 'ou', 'oi'.
- Tell students that if they are holding a card with a spelling that is in the word *boot*, they should go to the front of the room and stand in the order that spells *boot*.
- If necessary, help students get in the correct order.

- Once students are standing in place, ask seated students to give a thumbs-up if the word looks like it is spelled correctly.
- Once the word has been spelled correctly, say to students, “If that is *boot*, show me *bout*.”
- Students should rearrange themselves to make the new word.
- Ask students which sound they changed in the word *boot* to get the word *bout*. Ask them whether they changed the first, middle, or last sound.
- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards and proceed to the next chain.

1. boot > bout > shout > shoot > root > room > zoom > zoo > too > tooth
2. tool > toil > boil > foil > feel > fool > pool > pooch > pouch > couch
3. shook > look > nook > took > book > hook > hood > good > wood

## Grammar

10 minutes

### Identifying Present- and Past-Tense Verbs

See the Pausing Point for additional exercises with present- and past-tense verbs.

- Remind students that they have been learning about a part of speech called verbs. Ask students to give you examples of verbs, or actions.
- Ask students to listen to the sentence, “Today I bake a cake,” emphasizing the words *today* and *bake*.
- Have students identify the verb/action in the sentence. The verb *bake* is in the present tense, which means the action is happening now. Point out that the word *today* helps us know that the action is happening now and is the present tense.
- Say the sentence, “Yesterday I baked a cake,” emphasizing the words *yesterday* and *baked*, being sure to clearly pronounce the ending /t/ sound.
- Have students identify the verb/action in this sentence. Explain to students that *baked* is a verb/action word like *bake*. The verb *baked* is in the past tense which means that the action has already happened. Point out that the word *yesterday* helps us know that the action already happened and is in the past.
- Repeat the words *bake* and *baked*, making sure that students hear the difference. Point out that just the one extra sound at the end of *baked*, /t/, lets us know that the action already happened and the verb is in the past tense.
- Ask students to listen to the following sentences and identify the verb (action) in each: “Today I clap my hands” and “Yesterday I clapped my hands.”

- Ask students whether *clapped* is happening now in the present or already happened in the past. Ask students how they know it happened in the past. (There is an extra /t/ at the end of the verb and the word *yesterday* is in the sentence.)
- Repeat with the following sentences.

1. Today I hop on one foot.
2. Yesterday I hopped on one foot.
3. I miss my friend Jamal today.
4. I missed my friend Jamal yesterday.

- Ask students to listen to the following sentences and identify the verb (action) in each: “I play ball today” and “Yesterday I played ball.”
- Ask students which verb they think is in the past tense, *play* or *played*? Reread the sentences. Point out that the extra sound at the end of *played* is /d/. Tell students that some verbs in the past tense have a /t/ at the end and some have a /d/.
- Repeat with the following sentences.

1. Today I listen to music.
2. I listened to music yesterday.
3. Today I clean my room.
4. Yesterday I cleaned my room.

## Small Group

20 minutes

### Reread Stories from *Fables*



- Today you will have students reread stories of their choice from *Fables*. You may also use exercises from the *Pausing Point* or from the *Assessment and Remediation Guide* to work on other skills at this time.
- ✪ **Group 1:** Have students read a story from *Fables*. Ask them to summarize the story and share what they think the moral of the story is.
 

**Note:** Remind students that when we summarize, we retell just the important parts of the story, and not every single detail. A summary tells who was in the story and the main events.
- ✪ **Group 2:** Have students reread a story from *Fables*, either on their own or with a partner. Students may pick out their favorite scene from a story, illustrate it, and write a sentence or two about the drawing.

# Lesson 14

## Review

### ✓ 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.

- ✓ Use narrative language to describe characters, settings, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.1.3)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates specific code knowledge taught (RL.1.10)
- ✓ Segment and blend phonemes during Large Card Chaining to form one-syllable words (RF.1.2d)
- ✓ Segment phonemes in one-syllable words (RF.1.2d)
- ✓ Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted (RF.1.3b)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4b)
- ✓ Describe a favorite scene from a story with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ Add a drawing to a written description of a favorite scene from a story to clarify ideas, thoughts, and feelings (SL.1.5)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
<b>Warm-Up</b>	<b>Wiggle Cards</b>		10
<b>Chaining</b>	<b>Large Card Chaining</b>	Large Cards 'm', 'n', 't', 'd', 'c', 'k', 'g', 's', 'p', 'b', 'l', 'r', 'h', 'j', 'sh', 'e', 'ee', 'oo', 'ou', 'oi'	15
<b>Recognize Digraphs</b>	<b>How Many Sounds?</b>	Worksheet 14.1	15
<b>Small Group</b>	<b>Reread Stories from Fables</b>	<i>Fables</i>	20

### *Note to Teacher and Advanced Preparation*

Today's lesson reviews the previously taught sound-spelling correspondences. You will need to prepare Wiggle Cards for students to act out for a quick break. You may use previous Wiggle Cards, including those created from Unit 2, as well as the ones provided in this lesson. You will need to write the following decodable phrases on a card or sentence strips large enough for students to be able to easily read them.



- |                      |                        |
|----------------------|------------------------|
| 1. count out loud    | 6. bloom like a rose   |
| 2. coil like a snake | 7. point to your nose  |
| 3. jump up and down  | 8. point to your teeth |
| 4. look up and wave  | 9. sweep with a broom  |
| 5. join hands        | 10. look at a pal      |

## Warm-Up

10 minutes

### Wiggle Cards

- Show students a Wiggle Card, have them read it, and let them perform the action on the card.
- Continue with the remaining cards.

## Chaining

15 minutes

### Large Card Chaining

- Pass out the following Large Cards, reviewing each card's sound as you pass it out: 'm', 'n', 't', 'd', 'c', 'k', 'g', 's', 'p', 'b', 'l', 'r', 'h', 'j', 'sh', 'e', 'ee', 'oo', 'ou', 'oi'.
- Tell students that if they are holding a card with a spelling that is in *hound*, they should go to the front of the room and stand in the order that spells *hound*.
- If necessary, help students get in the correct order.
- Once students are standing in place, ask the class if the word looks correct.
- Once the word has been spelled correctly, ask students, "If that is *hound*, show me *round*."
- Students should rearrange themselves to make the new word.
- Ask students what change they made to the word *hound* to get the word *round*.
- Continue this process until all the words in the first chain have been spelled.

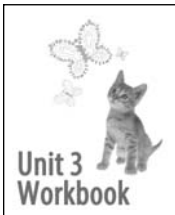
- Have students trade cards and proceed to the next chain.

1. hound > round > bound > mound > mend > men > moon > boon > boot > bout
2. mood > moo > too > tool > toil > coil > coin > join > joint > point
3. loop > coop > hoop > hoot > shoot > shout > sheet > sheep > jeep > deep
4. join > coin > coil > cool > pool > spool > spoon > soon > seen > sheen
5. book > look > took > nook > shook > cook > hook > hood > good > goods

## Recognize Digraphs

15 minutes

### How Many Sounds?



Worksheet 14.1

- Review the first example with students, asking them to read the word, noting how many sound-spellings are circled in the word, writing the correct number in the box and then copying the word on the lines.
- Ask one student at a time to read each of the remaining words, 2–16, aloud, as the others follow along. Then direct students to complete the remainder of the worksheet on their own.

**Note:** You may choose to pull those students who need more support and/or immediate feedback together to complete the remainder of the worksheet with you in a small group.

## Small Group

20 minutes

### Reread Stories from Fables



- Today you will have students reread stories of their choice from *Fables*. You may also use exercises from the Pausing Point or from the *Assessment and Remediation Guide* to work on other skills at this time.

- ✪ **Group 1:** Have students read a story from *Fables*. Ask them to summarize the story and share what they think the moral of the story is.

**Note:** Remind students that when we summarize, we retell just the important parts of the story, and not every single detail. A summary tells who was in the story and the main events.

- ✪ **Group 2:** Have students reread a story from *Fables*, either on their own or with a partner. Students may pick out their favorite scene from a story, illustrate it, and write a sentence or two about the drawing.

# Lesson 15

## Basic Code

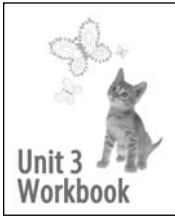
### ✓ Objectives

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)
- ✓ Compare words with /o/ and /aw/ vowel sounds (RF.1.2d)
- ✓ Read one-syllable words spelled with the vowel digraph 'aw' > /aw/ and then write each word under its corresponding picture (RF.1.3b)
- ✓ Read and write vowel sound spelled with the vowel digraph 'aw' > /aw/ (RF.1.3b)
- ✓ Read vowel sounds spelled with vowel digraph teams (RF.1.3c)
- ✓ Spell and write one-syllable words using letter-sound correspondences taught in Grade 1 in a weekly spelling test (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words, such as *down* (L.1.2d)

At a Glance	Exercise	Materials	Minutes
<b>Spelling</b>	Spelling Assessment	Worksheet 15.1	15
<b>Introducing the Sound</b>	Minimal Pairs		10
<b>Introducing the Spelling</b>	Teacher Modeling	Vowel Code Flip Book; Spelling Card 'aw' > /aw/ (paw); Individual Code Chart; green markers	15
	Writing the Sounds/Matching	Worksheet 15.2	15
<b>Review</b>	Wiggle Cards	Wiggle Cards	5

## 10 Spelling Assessment



Worksheet 15.1

- Have students tear out Worksheet 15.1.
- 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.
- Tell students to write the sentence “Step down.” on the bottom lines. Slowly repeat this sentence twice. Remind students that sentences end with a punctuation mark.
- At the end, go back through the list and read each spelling word one more time.

- |          |          |
|----------|----------|
| 1. proud | 5. booth |
| 2. room  | 6. south |
| 3. brook | 7. stood |
| 4. shout | 8. down  |

- 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 time later 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.

## Introducing the Sound

10 minutes

### Minimal Pairs

- Tell students that today’s sound is /aw/ as in *paw*.
- Have students say the /aw/ sound several times, stretching it out.
- Ask students to repeat a number of words that have the /aw/ sound at the beginning: *autumn*, *awful*, *awesome*.
- Ask students to repeat a number of words that have the /aw/ sound in the middle: *hawk*, *yawn*, *dawn*, *fawn*.
- Ask students to repeat a number of words that have the /aw/ sound at the end: *draw*, *straw*, *law*, *jaw*.

- Ask students whether /aw/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth and an unobstructed airflow.)
- Explain to students that sometimes it can be hard to tell the difference between the /aw/ sound as in *paw* and the /o/ sound as in *pop*.
- Ask students to say /aw/ several times.
- Ask students to say /o/ several times. Prompt students by telling them this is the sound the doctor tells you to make when he wants you to open your mouth.
- Pair students with a partner, asking them to face one another. Have students say *tot* and *taught* while watching each other's mouths. Ask them if they notice any difference in what the mouth is doing when they say these two vowel sounds. (The lips are pursed tighter for /aw/ and tend to jut out from the face.)
- Repeat this exercise with the words *Don* and *dawn*.
- Tell students that you are going to say word pairs. The words will be very similar, but one word will contain the /aw/ sound and the other word will contain the /o/ sound.
- Have students close their eyes and listen as you say the first word pair.
- Ask students which word contains the /aw/ sound.
- Have students repeat both words and look at their partner's mouth to figure out which word has the /aw/ sound.
- Work through the remaining pairs.

This can be a difficult sound discrimination exercise. Do not be surprised or concerned if some students are inconsistent in their ability to distinguish these very similar sounds.

- |                  |              |
|------------------|--------------|
| 1. caught/cot    | 4. flaw/flop |
| 2. pauper/popper | 5. law/lot   |
| 3. draw/drop     |              |

## Introducing the Spelling

**30 minutes**

### Teacher Modeling

**15 minutes**

Present the vowel digraphs on a chart like this:

**Note:** Ensure you have the Vowel Code Flip Book and the Spelling Card mentioned in the At a Glance section.



### Vowel Code Flip Book

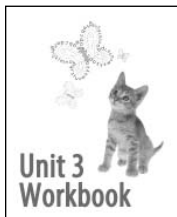
1. 'aw' > /aw/ (*paw*) Vowel Code Flip Book, page 15

- Tell students that you are going to show them how to write the vowel sound /aw/.

- Write 'aw' on handwriting guidelines and describe what you are doing.
- Explain that the two letters work together as a team to stand for the /aw/ sound.
- Model writing the spelling two or three more times.
- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Turn to **Vowel Code Flip Book page 15**. Show students the Spelling Card for 'aw' > /aw/ (paw). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.
- Have students turn to **Individual Code Chart page 4**. Have them locate and trace the code information for 'aw' > /aw/ in green marker.
- Tell students that whenever the spelling 'aw' 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.

Present the vowel digraphs on a chart like this:

oo	soon, room, boot
oo	look, book, foot
ou	shout, out, found
oi	oil, point, join
aw	paw, saw, draw



Worksheet 15.2

## Writing the Sounds/Matching

15 minutes

- Write the 'aw' spelling for /aw/ on the board and describe the motions as you write. Remind students that 'aw' is a letter team, or a digraph.
- Tell students to say the sound of each letter team and single-letter spelling that they write, going sound by sound to write the words.
- Have students look at the back of the worksheet.
- Explain that for each word there are two pictures.
- Tell students to write each word under its matching picture.

## Review

5 minutes

## Wiggle Cards

- Select a number of Wiggle Cards. Show students the card, ask a student to read it aloud, then have the class perform the action.

## Supplemental Materials

The words with asterisks are from the Dolch and/or Fry word lists.

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

- Newly decodable words:

- |          |          |         |          |
|----------|----------|---------|----------|
| 1. draw* | 4. crawl | 7. hawk | 10. paw  |
| 2. saw*  | 5. dawn  | 8. jaw  | 11. raw  |
| 3. claw  | 6. fawn  | 9. law  | 12. yawn |

- Chains:

1. paw > pawn > dawn > drawn > prawn > brawn > brawl > bawl > shawl
2. raw > law > lawn > loon > loot > boot > boo > boom > boon > moon

- Phrases and sentences:

- |                      |                             |
|----------------------|-----------------------------|
| 1. deer and fawn     | 5. swoop down like a hawk   |
| 2. a big yawn        | 6. Beth sits on the lawn.   |
| 3. the crack of dawn | 7. Dogs and cats have paws. |
| 4. the last straw    | 8. I saw him run home.      |

### Code Knowledge

- Before today's lesson: If the students read 1,000 words in a trade book, on average between 545 and 717 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 547 and 720 of those words would be completely decodable.
- The sound /aw/ is the 24<sup>th</sup> most common sound in English and is found in approximately 1 percent of English words.
- The sound /aw/ is spelled 'aw' approximately 34 percent of the time.
- The spelling alternatives 'au' as in *August*, 'augh' as in *caught*, and 'ough' as in *sought* will be taught in later grades.

## Analysis of Student Errors (Lesson 15 Spelling Assessment)

[illegible]



## Analysis of Student Errors

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### 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. 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 Guides* for Units 1, 2, and 3.

### Column 1

**What an error in this column means:** The spelling 'oo' for the /oo/ sound is a vowel digraph, where two letters work together to stand for a single sound. Some students have difficulty with this concept.

**What you should do:** You may wish to start with the Tricky Spelling discussion in Lesson 7. You may also wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds.

### Column 2

**What an error in this column means:** The spelling 'oo' for the /oo/ sound is a vowel digraph, where two letters work together to stand for a single sound. Some students have difficulty with this concept.

**What you should do:** You may wish to start with the Tricky Spelling discussion in Lesson 7. You may also wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds.

### Column 3

**What an error in this column means:** The spelling 'ou' for the /ou/ sound is a vowel digraph, where two letters work together to stand for a single sound. Some students have difficulty with this concept.

**What you should do:** You may wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds.

### Column 4

**What an error in this column means:** Tricky Words are words that do not follow the rules for encoding that students have learned thus far. For now, students should memorize how to spell these Tricky Words. Students should capitalize the first letter of the first word in a sentence and add appropriate punctuation to the end of the sentence.

**What you should do:** The first and third sounds in Tricky Word *down* are spelled just as you would expect: ‘d’ for the /d/ sound and ‘n’ for the /n/ sound. The vowel sound in *down* is /ou/, which is represented by the ‘ow’ spelling. Remind students that this is the tricky part of the word and must be memorized.

#### **Column 5**

In the last column, specifically note any other confusion evidenced by individual student errors. This spelling assessment asks students to write a sentence. Make sure students capitalize the first letter of the first word in the sentence and add appropriate punctuation to the end of the sentence. Please also consider the influence of students’ home language on encoding. For example, students who spell the /oo/ sound with the ‘u’ spelling may be using the Spanish system of sound-spelling correspondences. You should acknowledge this as one of the spellings for the /oo/ sound that students will learn in later grades and guide students to use the ‘oo’ spelling for now. Analyze any patterns and provide targeted remediation using previous Pausing Points and the *Assessment and Remediation Guide*.

# Lesson 16

## Review

### ✓ 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 story “The Dog and the Ox,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Use narrative language to describe characters, events, and facts from “The Dog and the Ox” (RL.1.3)
- ✓ Talk about the illustrations and details from “The Ox and the Dog” to describe its characters, setting, and events (RL.1.7)
- ✓ Read and understand decodable text in “The Dog and the Ox” 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 in a review game (RF.1.3g)
- ✓ Read and understand decodable text in the story “The Dog and the Ox” that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.1.4a)
- ✓ Identify common and proper nouns (L.1.1b)
- ✓ Identify regular present- and past-tense verbs correctly orally (L.1.1e)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “The Dog and the Ox” (L.1.2b)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	Common and Proper Noun Review		15
<b>Tricky Words</b>	Tricky Word Baseball	Tricky Word cards	15
<b>Grammar</b>	Identifying Present- and Past-Tense Verbs		10
<b>Reading Time</b>	Whole Group: “The Dog and the Ox”	Fables; Worksheet 16.1	20
<b>Take-Home Material</b>	Tricky Word Practice	Worksheet 16.2	*

### Note to Teacher

Lessons 16, 17, and 18 review many of the skills taught in Unit 3. These lessons will review the Tricky Words, sound-spelling correspondences, and grammar taught in Unit 3. While we provide review activities in these lessons, you may also look to the Pausing Point for additional review exercises.

### Advance Preparation

Today you will review Tricky Words with a class baseball game. Please write the following cards on index cards (or remove them from your Tricky Word Wall) for the review:

- |          |          |             |
|----------|----------|-------------|
| 1. a     | 12. have | 23. where   |
| 2. I     | 13. one  | 24. why     |
| 3. no    | 14. once | 25. what    |
| 4. so    | 15. to   | 26. which   |
| 5. of    | 16. do   | 27. here    |
| 6. all   | 17. two  | 28. there   |
| 7. some  | 18. who  | 29. could   |
| 8. are   | 19. said | 30. would   |
| 9. from  | 20. says | 31. should  |
| 10. word | 21. was  | 32. because |
| 11. were | 22. when | 33. down    |

## Warm-Up

15 minutes

### Common and Proper Noun Review

- Remind students that while they have been practicing how to identify verbs/ action words as a part of speech in this unit, they practiced the identification of another part of speech, nouns, in the previous unit.
- Ask students, “What is a noun?” Review that a noun is a word that names a person, place, or thing.
- Say the phrase, “climbs up the mountain” and ask students to identify the noun in the phrase.
- Once students have identified *mountain* as a noun, ask students how they know it is a noun. Is it a person, place, or thing?
- Repeat the complete phrase, “climbs up the mountain” and ask students if there is a verb in this phrase and, if so, to identify it. If necessary, remind them that a verb is an action word.
- Continue in the same manner with the phrases below.

- |                           |                          |
|---------------------------|--------------------------|
| 1. the little girl smiles | 4. walks down the street |
| 2. ride a yellow bike     | 5. eats pizza            |
| 3. my teacher claps       | 6. the tiny baby cries   |

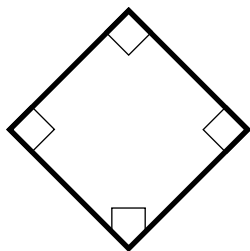
- Now remind students that there are two kinds of nouns, common and proper nouns. The nouns that they have just identified were common nouns. Remind students that proper nouns name a specific person, place, or thing.
- Tell students that you are going to say some more phrases. This time you will ask them to also tell you whether any nouns are common or proper nouns.
- Say the phrase, “walks to (name of your school)” and ask students to identify the noun and tell whether it is a common or proper noun.
- Continue in the same manner with the phrases below.

- |  |                                 |
|--|---------------------------------|
| 1. a tall boy                          | 4. shop at (name of area store) |
| 2. John runs fast                      | 5. a dog barks                  |
| 3. (name of school principal) whispers |                                 |

## Tricky Words

15 minutes

### Tricky Word Baseball



- 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 10 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 Tricky Word 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.

### Identifying Present- and Past-Tense Verbs

- Ask students to tell you what a verb is. (an action word) Remind them that several lessons ago you talked about two kinds of verbs—present-tense verbs show that an action is happening right now, in the present; past-tense verbs show that the action already happened, in the past.
- Say the sentences, “Today, I jump up and down” and “Yesterday, I jumped up and down.” Ask students to tell you which sentence has a verb in the past tense that shows an action that has already happened.
- Once students have identified *jumped* as the past-tense verb, ask them to explain how they know it is past tense. If necessary, prompt students to mention that there are two clues—one clue is the use of the word “yesterday” which signals something already happened; the other clue is the extra /t/ sound at the end of the verb *jump*. Remind them that they learned that if the verb has an extra /t/ at the end of the verb, it likely is past tense and shows an action that has already happened.
- Now say the sentences, “Last night, I painted a picture.” and “Today I paint the fence with my brother.” Again, ask students to tell you which phrase has a verb in the past tense that shows an action that has already happened. Again, ask students to explain how they know “painted” is past tense, meaning it already happened. Be sure to point out that there are again two clues—“last night” and the extra /ed/ sound at the end of the verb “paint.” Remind them that they also learned that if the verb has an extra /ed/ at the end of the verb, it likely is past tense and shows an action that has already happened.
- Say each of the sentences in the box. Ask students to identify the verb and whether it is present tense, or showing an action happening now, or past tense, and showing an action that already happened.

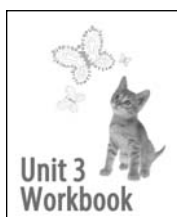
1. I use my pencil right now.
2. Yesterday I used my crayons.
3. Last week I visited my grandmother.
4. Right now I skip down the hall.
5. I stopped at the red light yesterday.
6. I already finished my milk.

## Whole Group: “The Dog and the Ox”

### Previewing the Story



Page 48



Worksheet 16.1

- Ask students to turn to the table of contents. Tell them to locate the story that comes after “The Bag of Coins.” Ask students to tell you the title of the next story (“The Dog and the Ox”) and the starting page number (48).
- Tell students that today’s story features a type of animal called an ox. Tell students to turn to page 51 and point out the illustration of the ox. Explain that an ox is an animal that looks similar to a cow and is often found on farms. An ox may be used to do hard work, like pulling or carrying heavy things.

### Previewing the Spellings

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

‘aw’ > /aw/	‘oo’ > /oo/
straw	food
saw	

### Previewing Vocabulary

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

1. **straw**—dried grass or hay; some farm animals, such as horses or an ox, eat straw as food
2. **loft**—an open space or storage area at the top of a barn; straw is often stored in a loft

### Purpose for Reading

- Tell students to read the story to find out what happens one day when the ox comes back to the barn after a long day’s work, looking for his food.

### Whole Group Reading

- Ask students to follow along in their Readers, as you call on different students to read a paragraph at a time aloud.

### Wrap-Up

- When students have finished reading today's story, use the discussion questions to ensure that they understood the story. Alternatively, you may stop and discuss the appropriate questions at the end of each page.
- If you are filling out a chart on the story's elements, you may complete the chart at this time. The moral of this fable may be difficult for students to grasp. Guide them in understanding that the dog didn't want to let the ox have the straw to eat because the dog wanted the straw for his nap. Explain that the lesson is that he should have listened when the ox suggested he sleep in the loft: he could have still had his nap and would not have been scolded by the man.
- Have students complete Worksheet 16.1. Review responses as a group if time permits.

#### Discussion Questions on "The Dog and the Ox"

1. *Literal* Why can't the ox eat the straw? (A dog is sleeping in it.)
2. *Evaluative* Why do you think the dog does not let the ox have his straw? (He is mad that the ox woke him up.)
3. *Literal* What happens when the man sees the dog? (The man tells the dog he is a bad dog.)
4. *Inferential* What do you think the man means when he says the dog did not need the straw? Where else might the dog have gone to sleep? (There were other places where the dog could have slept. He could have slept in the loft.)
5. *Inferential* Look at the picture on page 53. How do you think the dog feels when the man scolds him and calls him a bad dog? Why? What do you think happens next? (The dog feels ashamed; his ears are back and he looks sad; the dog probably jumped off the hay.)
6. *Evaluative Think Pair Share:* Do you think the dog will jump in the ox's food box for a nap in the future? Why or why not? (Answers may vary.)

## Take-Home Material

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### Tricky Word Practice

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- Have students take home Worksheet 16.2 to practice Tricky Words with a family member.



# Lesson 17

## Review

### ✓ 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 story “The Fox and the Grapes,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Use narrative language to describe characters, events, and facts from “The Fox and the Grapes” (RL.1.3)
- ✓ Talk about the illustrations and details from “The Fox and the Grapes” to describe its characters, setting, and events (RL.1.7)
- ✓ Read and understand decodable text in “The Fox and the Grapes” of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Segment and blend phonemes during Large Card Chaining to form one-syllable words (RF.1.2d)
- ✓ Segment phonemes in one-syllable words (RF.1.2d)
- ✓ Orally produce single-syllable words with featured vowel digraphs by blending the sounds (RF.1.2b)
- ✓ Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted (RF.1.3b)
- ✓ Read and understand decodable text in the story “The Fox and the Grapes” that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.1.4a)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Warm-Up</b>	Complete the Sentence		10
<b>Chaining</b>	Large Card Chaining	Large Cards for ‘n’, ‘t’, ‘d’, ‘c’, ‘k’, ‘s’, ‘p’, ‘b’, ‘l’, ‘r’, ‘h’, ‘j’, ‘sh’, ‘i’, ‘a’, ‘ee’, ‘oo’, ‘ou’, ‘oi’, ‘aw’	15
<b>Recognize Digraphs</b>	How Many Sounds?	Fables; Worksheet 17.1	15
<b>Reading Time</b>	Small Group/Partner Reading: “The Fox and the Grapes”	Fables	20
<b>Take-Home Material</b>	“The Dog and the Ox”	Worksheet 17.2	*

## Complete the Sentence

See the objective  
"Recognize and Isolate the  
Sounds Taught in Unit 3"  
in the Pausing Point for  
additional exercises.

- Tell students that you are going to say some incomplete sentences, each of which is missing its last word.
- Explain that the missing words contain the sound /oo/, /oo/, /ou/, /oi/, or /aw/. Write the spellings 'oo', 'oo', 'ou', 'oi', and 'aw' on the board.
- Read the first sentence.
- Have students raise their hands if they think they know the missing word.
- Once students have identified the correct word, have them repeat the word and its vowel sound. Repeat the word again slowly, asking students how many sounds they hear in the word (3); if necessary, guide the students in using gestures to segment the word. Draw an equivalent number of lines of the board. Then repeat the word, sound by sound, asking students to tell you which letters to write in the blanks.
- Work through the remaining sentences.

1. The part of the body that you use to speak is your \_\_\_\_\_. (mouth-/ou/)
2. The sound a pig makes is \_\_\_\_\_. (oink-/oi/)
3. The place where you can watch lions and elephants is called a \_\_\_\_\_. (zoo-/oo/)
4. Food that has not been cooked is \_\_\_\_\_. (raw-/aw/)
5. You have five toes on each \_\_\_\_\_. (foot-/oo/)
6. When water is extremely hot, it starts to bubble and \_\_\_\_\_. (boil-/oi/)
7. I drank my milk with a \_\_\_\_\_. (straw-/aw/)
8. Babies cannot walk, but they can \_\_\_\_\_. (crawl-/aw/)
9. A ball is not square but \_\_\_\_\_. (round-/ou/)
10. In the library are a lot of \_\_\_\_\_. (books-/oo/)

# Chaining

## Large Card Chaining

- Pass out the following Large Cards, reviewing each card's sound as you pass it out: 'n', 't', 'd', 'c', 'k', 's', 'p', 'b', 'l', 'r', 'h', 'j', 'sh', 'i', 'a', 'ee', 'oo', 'ou', 'oi', 'aw'.
- Tell students that if they are holding a card with a spelling that is in *spin*, they should go to the front of the room and stand in the order that spells *spin*.
- Once students are standing in place, ask seated students if the word looks right.

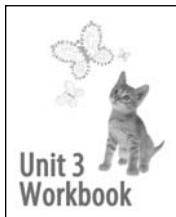
- Once the word has been spelled correctly, say to the students, “If that is *spin*, show me *spoon*.”
- Students should rearrange themselves to make the new word.
- Ask students what change they made to the word *spin* to get the word *spoon*.
- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards and proceed to the next chain.

1. spin > spoon > soon > seen > seed > sad > lad > loud > cloud
2. pout > out > shout > shoot > loot > loop > loon > lawn > loin > join
3. seek > reek > creek > crook > brook > book > cook > hook > hawk

## Recognize Digraphs

15 minutes

### How Many Sounds?



Worksheet 17.1

- Review the first example with students, asking them to read the word, noting how many sound-spellings are circled in the word, writing the correct number in the box, and then copying the word on the lines.
- Ask one student at a time to read aloud each of the remaining words, 2–16, as the others follow along. Then direct students to complete the remainder of the worksheet on their own.

**Note:** You may choose to pull those students who need more support and/or immediate feedback together to complete the remainder of the worksheet with you in a small group.

## Reading Time

20 minutes

### Small Group/Partner Reading: “The Fox and the Grapes”

#### Previewing the Story

- Ask students to turn to the table of contents. Tell them to locate the story that comes after “The Dog and the Ox” (“The Fox and the Grapes”) and tell you the starting page number (54).

#### Previewing the Spellings

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

Tricky Words	‘ou’ > /ou/	‘oo’ > /oo/	‘oo’ > /oo/
from	ground	fool	look
my	sour		good
			stood



Worksheet 17.2



Worksheet 17.2

### Previewing the Vocabulary

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

1. **ripe**—ready to be eaten; juicy and sweet
2. **fool**—someone who is silly
3. **sour**—sharp- or tart-tasting, like a lemon

### Purpose for Reading

Tell students to read this story about a fox to see what he thinks about some grapes that he finds.

### Small Group

- ✪ **Group 1:** Have these students take turns reading the story aloud with you.
- ✪ **Group 2:** Tell the students in this group that today they will read the story “The Fox and the Grapes” with a partner. They may reread other stories if time permits.

### Wrap-Up

- Use the following discussion questions to further guide your conversation about the story. Remember to encourage students to answer in complete sentences. When answering each question, ask students to cite the part of the story that guided their answer.
- If you are filling out a chart on the story's elements, you may do so at this time. Students may have difficulty figuring out the moral or lesson of this fable on their own. Guide students in understanding that sometimes when you are disappointed because you can't have something that you really want, it may be easier to accept the disappointment by trying to convince yourself or pretend that what you originally wanted was not really as wonderful as you thought.

### Discussion Questions on “The Fox and the Grapes”

1. *Literal* At the beginning of the story, what does the fox decide he would like to eat for lunch? (The fox decides he would like some ripe grapes for lunch.)
2. *Literal* How does the fox describe the grapes at the beginning of the story? (The fox says, “Those grapes look good.”)
3. *Literal* What does the fox do to try to get the grapes? (The fox stood on his back legs, hopped, and jumped to try to get the grapes.) Does he succeed in getting the grapes? (No, the fox does not succeed.)
4. *Evaluative* How do think the fox feels when he is not able to reach the grapes? (Answers may vary, but should include the possibility that he feels disappointed, mad, or embarrassed.)
5. *Evaluative* Do you think the fox really thinks the grapes are sour? Why or why not? Why do you think he said they were sour? (Answers may vary.)

## ***Take-Home Material***

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### ***“The Dog and the Ox”***

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- Have students take Worksheet 17.2 home to read to a family member.

# Lesson 18

## Review

### ✓ 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.

- ✓ Answer questions in writing about the story “The Fox and the Grapes,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text in “The Fox and the Grapes” of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Segment and blend phonemes during Teacher Chaining to form one-syllable words (RF.1.2d)
- ✓ Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted (RF.1.3b)
- ✓ Read and write Tricky Words taught in this and past units on a review worksheet (RF.1.3g)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4b)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “The Fox and the Grapes” (L.1.2b)
- ✓ Identify the correct spelling when given a sound, using the Individual Code Chart

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
<b>Warm-Up</b>	<b>Speedy Sound Hunt</b>	Individual Code Charts	10
<b>Tricky Words</b>	<b>Tricky Word Practice</b>	Worksheet 18.1	15
<b>Chaining</b>	<b>Teacher Chaining</b>		10
<b>Small Group</b>	<b>Reread Stories/Review</b>	<i>Fables</i> ; Worksheet 18.2	25

### *Note to Teacher*

Today’s Small Group time is longer than usual, permitting you to work with students in small groups as you deem appropriate. We have provided a worksheet with comprehension questions about “The Fox and the Grapes,” should you want to ask some or all students to reread the story and then answer the questions. You may listen to particular students read, taking notes on their progress using the Anecdotal Reading Record. We also encourage you to consider students’ performance on the various review activities in Lessons 16 and 17 and choose additional activities from the Pausing Point if some students still need practice on particular skills.

## Speedy Sound Hunt

- You will review the vowel spellings with students' Individual Code Charts. Students will race to find the following sound-spelling correspondences in their Individual Code Charts.

- |                        |                      |
|------------------------|----------------------|
| 1. 'oo' > /oo/ (soon)  | 4. 'oi' > /oi/ (oil) |
| 2. 'oo' > /oo/ (look)  | 5. 'aw' > /aw/ (paw) |
| 3. 'ou' > /ou/ (shout) | 6. 'ee' > /ee/ (bee) |

- Share these directions with students:

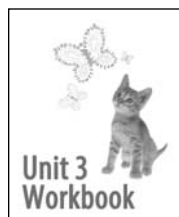
"We are going to review the vowel spellings you have learned by having a race using your Individual Code Charts. I will tell you a word. Listen carefully for the vowel sound. When I say 'go', I want to see who can find that sound in their Individual Code Chart, raise their hand, and then tell me the spelling for that sound."

- Tell students that you will do one together for practice. Say the word *foil*, asking students to say the vowel sound together (/oi/). Then tell students to raise their hands when they find the speech bubble with the /oi/ sound.
- Now tell students to quickly scan all the spellings listed in the row next to the speech bubble, looking for any that are outlined in green. Tell them this is a quick way to find the spellings they have already learned. Tell all students to raise their hands when they find a green spelling for this speech bubble.
- Call on one student to give the spelling and read the example word as follows: /oi/ is spelled 'oi' and the example word is *oil*.
- Now tell students that you are ready to start the race. Tell students you will say a word and will call on the first student to raise his or her hand after he or she has found the sound and spelling.
- Say the words provided in the box below.



You may want to draw a copy of the speech bubble with the /oi/ sound on the board for use during this example so that students know what you mean when you say speech bubble.

- |          |          |
|----------|----------|
| 1. foul  | 6. meet  |
| 2. boot  | 7. house |
| 3. crawl | 8. lawn  |
| 4. oink  | 9. spoil |
| 5. good  | 10. keep |



Worksheet 18.1

## Tricky Word Practice

- Ask students to remove Worksheet 18.1 from their Workbooks.
- Tell students that they are going practice reading and writing some of the Tricky Words that they have learned in this unit.
- Write the word *should* on the board and have students read the word aloud.
- Tell students to copy the word *should* on the left side of their paper next to the number one. They should say the name of each letter as they copy the word.
- Erase the word *should* from the board.
- Have students fold their paper along the dotted middle line and place the paper so that the word *should* is now facing the desk.
- Ask students to write the word *should* from memory, saying the name of each letter as they write the word.
- Tell students to unfold their paper and compare the word *should* that they just wrote with the one they copied. Tell them to correct any errors if they misspelled the word.
- Repeat these steps with the remaining Tricky Words.

- |            |         |          |
|------------|---------|----------|
| 1. because | 4. they | 7. said  |
| 2. down    | 5. your | 8. of    |
| 3. could   | 6. once | 9. would |

# Chaining

## Teacher Chaining

See the Pausing Point objective "Read Words That Contain Vowel Digraphs Taught in Unit 3" for additional exercises.

- Write *spoon* on the board.
- Ask a student to read the word.
- Remove the 'p' to create *soon*.
- As you make this change, say to students, "If that is *spoon*, what is this?"
- Ask students what change you made to the word *spoon* to get the word *soon*.
- Continue this process until all of the words in the first chain have been spelled.



- When you have come to the end of the first chain, erase the board and begin the next chain.

1. spoon > soon > seen > see > saw > jaw > paw > raw > draw
2. pound > pond > bond > bound > sound > found > round > hound > mound > mount
3. spool > pool > cool > coil > oil > boil > foil > foul > fool > food

## Small Group

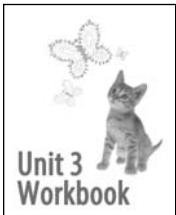
**25** minutes

### Reread Stories/Review



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- Have some or all students reread “The Fox and The Grapes” and then complete the story questions Worksheet 18.2.
- Choose additional activities and worksheets from the Pausing Point as appropriate for your students.



Worksheet 18.2

# Lesson 19

## Assessment

### ✓ 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.

- ✓ Answer questions in writing about the story “The Fox and the Crane,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text in “The Fox and the Crane” of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read and choose one-syllable words that include the letter-sound correspondences taught thus far (RF.1.3b)
- ✓ Read and understand decodable text in the story “The Fox and the Crane” that incorporates the letter-sound correspondences taught with purpose and understanding (RF.1.4a)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
<b>Assessment</b>	<b>Word Recognition</b>	Worksheet 19.1	25
<b>Break</b>	<b>Wiggle Cards</b>	Wiggle Cards of your choice	15
<b>Assessment</b>	<b>Story Comprehension: “The Fox and the Crane”</b>	<i>Fables</i> ; Worksheet 19.2	20

### *Note to Teacher and Advance Preparation*

Today you will administer the Unit 3 assessment. The first assessment is a word recognition exercise that targets the sound-spelling correspondences taught in Unit 3. The second part assesses students’ ability to read a story independently and answer comprehension questions. Please note that if students appear too tired or unable to concentrate after the first assessment, you may choose to do Pausing Point activities the remainder of the lesson, and complete the story reading assessment the next day.

Please gather Wiggle Cards from previous lessons to use in today’s break. If you need additional Wiggle Cards, you may use the following phrases.

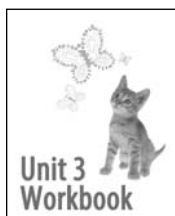
1. count to five
2. look at a pal
3. point to me
4. smell the fresh blooms
5. make a “hoot hoot” sound
6. jump from foot to foot

Please refer to the class scoring sheet at the end of this lesson for the assessment, with guidelines for interpretation: if a student makes more than one error for any single sound spelling, their mastery of this spelling should be called into question.

## Assessment

25 minutes

### 10 Word Recognition



Worksheet 19.1

Some students may find it helpful to use an index card or blank piece of paper to track each row so that they can better focus on the choices in each row.

- Have students turn to Worksheet 19.1.
- 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 that row and circle it.
- Say to students, “Find the first row of words. Listen carefully to this word: *point*. I will say the word again: *point*. 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 the word at least twice for each item.

#### Word Recognition Assessment

- |          |          |            |
|----------|----------|------------|
| 1. point | 6. moist | 11. smooth |
| 2. wood  | 7. shout | 12. mouth  |
| 3. food  | 8. look  | 13. shook  |
| 4. cloud | 9. couch | 14. boot   |
| 5. foil  | 10. join | 15. stood  |

- Collect the worksheets.
- If you have students who score below 12 out of 15 on this assessment, they may need more practice to master the sound-spelling correspondences taught in this unit. Refer to the Pausing Point and/or the *Assessment and Remediation Guide*.

## Break

15 minutes

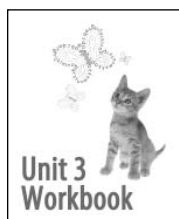
### Wiggle Cards

- Show students the Wiggles Cards you have chosen. Have them stand and act out the action.

## 10 Story Comprehension: “The Fox and the Crane”



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Worksheet 19.2

- Distribute Worksheet 19.2.
- Tell students they will read a story from *Fables* called “The Fox and the Crane.” After they read the story, they will answer questions. Remind students to look back at the story if they need help remembering details.

## Assessment Analysis

### Analysis of Student Errors: Word Recognition

#### Directions

Write students’ names in the column provided. The words on 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. 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*.

#### Column 1

**What an error in this column means:** The spelling ‘oi’ for the /oi/ sound is a vowel digraph, where two letters work together to stand for a single sound. This concept can be difficult for some students.

**What you should do:** You may wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds. Please refer to the Pausing Point for additional activities.

#### Column 2

**What an error in this column means:** The spelling ‘oo’ for the /oo/ sound is a vowel digraph, where two letters work together to stand for a single sound. This concept can be difficult for some students.

**What you should do:** You may wish to review with the Tricky Spelling discussion in Lesson 7. You may also wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds. Please refer to the Pausing Point for additional activities.

### **Column 3**

**What an error in this column means:** The spelling ‘oo’ for the /oo/ sound is a vowel digraph, where two letters work together to stand for a single sound. This concept can be difficult for some students.

**What you should do:** You may wish to review with the Tricky Spelling discussion in Lesson 7. You may also wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds. Please refer to the Pausing Point for additional activities.

### **Column 4**

**What an error in this column means:** The spelling ‘ou’ for the /ou/ sound is a vowel digraph, where two letters work together to stand for a single sound. This concept can be difficult for some students.

**What you should do:** You may wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds. Please refer to the Pausing Point for additional activities.

### **Column 5**

In this column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty with consonant clusters or consonant digraphs. Please also consider the influence of students’ home language on encoding. For example, students who identified the /oo/ sound with the ‘u’ spelling may be using the Spanish system of sound-spelling correspondences. You should acknowledge this as one of the spellings for the /oo/ sound that students will learn in later grades and guide students to use the ‘oo’ spelling for now. Analyze any patterns and provide targeted remediation using previous Pausing Points and the *Assessment and Remediation Guide*.

## **Analysis of Student Errors: Story Comprehension**

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### **Directions**

The questions on the Story Comprehension Assessment are grouped on the analysis chart according to whether the question is literal or evaluative. Place an X in the column of any question that the student did not correctly identify. For the Literal column, please mark the number of the question answered incorrectly. 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*.

### ***Literal***

**What an error in this column means:** Literal questions assess students' recall of key details from the story; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the story in which the specific answer to the question is provided.

**What you should do:** Remind students that they should always go back to the text to find an answer. Most questions ask them to retell details from the text, and students should always find the answer in the text and never skip this important step. Have students retell the plot of the story to you in order.

### ***Evaluative***

**What an error in this column means:** Evaluative questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the story that substantiate the argument they are making or the opinion they are offering.

**What you should do:** Evaluative questions ask students to take what they have read and make a judgment or come to a conclusion about it. This evaluative question asks students to determine the lesson we learn from this fable. In prompting students to answer this question correctly, first make sure students understand the story at a literal level. Then, discuss with students what it means to play a trick on someone. What lesson could we use in our own lives from this story? That is what the tale tells us.

### ***General Guidelines***

- Students scoring 5 out of 6 or above are doing well. However, if you have students who score below 4 out of 6 on the assessment, look for opportunities during the remainder of the unit to have these students read “The Fox and the Crane” to you. Try to determine whether the comprehension errors are a function of poor decoding skills.
- If a student performs poorly on both the Word Recognition and Comprehension Assessments, assess and practice reading words with specific digraphs.
- If, however, a student does well on the Word Recognition Assessment, but poorly on the Comprehension Assessment, she may need more opportunities rereading stories to build fluency and automaticity, as well as summarizing the story as she reads. Consider having this student practice reading the remaining stories in *Fables* several times before completing the related Pausing Point worksheets.

# Record Sheet for Unit 3 Assessment

[illegible]

# Unit 3 Pausing Point

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This is the end of Unit 3. You should pause here and spend additional time reviewing the material taught in Unit 3. Students may do any combination of the exercises listed below, in any order. The exercises are listed by unit objectives. Exercises that were part of the lessons are listed here only by name with reference to their respective lessons. All other exercises have full descriptions.

You may find that different students need extra practice with different objectives. It can be helpful to have students focus on specific exercises in small groups.

## ***Pausing Point Topic Guide***

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**Identifying Verbs in Past and Present Tense Using Pictures**

**Verb Charades with Past and Present Tense**

**Word Sort with Past- and Present-Tense Verbs**

**Finding Verbs in Stories**

## **Recognize and Isolate the Sounds Taught in Unit 3**

### **Sound Off**

- See Lesson 9 for /ou/ and Lesson 12 for /oi/.
- Create your own sentences with words that feature the sound /oo/, /oo/, or /aw/. You can also use tongue twisters.

**Variation:** Before beginning this exercise, have students write the target sound on paddle boards. Have students hold up their paddle boards when they hear a word with the sound.

### **Minimal Pairs**

- See Lesson 1 for this activity for the /oo/ and /ue/ sounds.
- Use the minimal pairs listed below for the sound pairs /oo/ and /oo/, and /oi/ and /ou/.

**Variation:** Before beginning this exercise, have students write one of the target sounds on paddle boards. Have students hold up their paddle boards when they hear a word with the sound.

Note that this is a listening exercise focusing on the sounds taught in this unit. They are spelled with both basic code spellings and alternative spellings that students have not yet learned. Please do not ask students to read these words.

#### **Minimal Pairs for /oo/ and /oo/:**

- |                     |                     |
|---------------------|---------------------|
| 1. <b>food/foot</b> | 5. <b>coop/cook</b> |
| 2. <b>fool/full</b> | 6. <b>hoot/hood</b> |
| 3. <b>boot/book</b> | 7. <b>noon/nook</b> |
| 4. <b>pool/pull</b> | 8. <b>tool/took</b> |

#### **Minimal Pairs for /oi/ and /ou/:**

- |                        |                       |
|------------------------|-----------------------|
| 1. <b>foil/foul</b>    | 5. <b>boy/bow</b>     |
| 2. <b>hoist/housed</b> | 6. <b>broil/brown</b> |
| 3. <b>ploy/plow</b>    | 7. <b>koi/cow</b>     |
| 4. <b>soy/sow</b>      | 8. <b>moist/mouse</b> |

## Sound Riddles

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- See Lesson 13 for /oi/.
- Use the riddles below for the sounds /oo/, /oo/, /ou/, and /aw/.

### For /oo/ sound:

1. This is a place where you go swimming in the summer. (pool)
2. This is a tool you use to sweep the floor. (broom)
3. This is what you eat when you are hungry. (food)
4. This is the color of the sky. (blue)
5. This is what you do between putting food in your mouth and swallowing. (chew)
6. This is what you see in the sky at night instead of the sun. (moon)

### For /oo/ sound:

1. You have one of these at the end of each leg. (foot)
2. This is a place where there are a lot of trees. (woods)
3. This is the opposite of bad. (good)
4. This is a person who prepares food in a restaurant. (cook)
5. In this you can read stories, poems, or fables. (book)
6. This is a small stream or river. (brook)

### For /ou/ sound:

1. This is what you might sit on while watching TV. (couch)
2. This is a small, furry animal with a long, thin tail and round ears (mouse)
3. These are the fluffy, white things you sometimes see when you look up at the sky. (clouds)
4. This is the part of your face you use when you eat food. (mouth)
5. This is a type of building some people live in. (house)
6. This is an animal that lives on a farm, makes milk, and says “moo!” (cow)
7. This is a type of plant that has petals and a stem. (flower)
8. This is a wise, old animal that often says “hoot, hoot!” (owl)

### For /aw/ sound:

1. This is the name for the foot of a cat or dog. (paw)
2. This is what babies do before they can walk. (crawl)
3. This is what you need to do when you get something stuck in your throat. (cough)
4. This is the name of a body part that you use for chewing. (jaw)

## Distinguish Similar Sounds

### The Vowel Sound

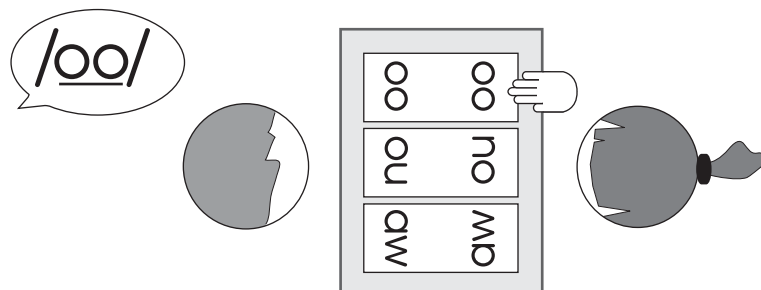
- See Warm-Up exercises throughout Unit 3.

### Minimal Pairs

- See previous under the objective, “Recognize and Isolate the Sounds Taught in Unit 3.”

### Slap the Spelling

- Cut out a long, rectangular slip of paper and write ‘oo’ for /oo/ on each end. The spellings should face away from each other. (See illustration.) Repeat for ‘oi’, ‘oo’ (as in *look*), ‘ou’, ‘u\_e’, and ‘aw’. (Make eyes on one of the ‘oo’ slips to represent /oo/ as in *look*.)
- Place the slips of paper in a row on the floor between two children who are facing each other.
- Explain that you will say a number of sounds and that you want the students to whack the correct spelling as fast as possible.
- **Extension:** Once students are successful at distinguishing the sounds in isolation, have them listen for the vowel sound in words.



## Hearing Medial Sounds

- Use the words listed below to contrast the sounds /oo/ and /ue/, /oi/ and /ou/.
- **Variation:** Before beginning this exercise, have students write one of the target sounds on paddle boards. When they hear a word with that sound, have them hold up their paddle boards.

### **/oo/ and /ue/:**

- |         |         |         |
|---------|---------|---------|
| 1. soon | 3. food | 5. cute |
| 2. cube | 4. boot | 6. mute |

### **/oi/ and /ou/:**

- |          |          |         |
|----------|----------|---------|
| 1. cloud | 3. point | 5. boil |
| 2. couch | 4. round | 6. coin |

## Word Sort

- Have students complete Worksheets PP1 and PP2.
- **Variation:** Write the words on cards, one word per card, and hand them out to students. Have them sort the words by forming groups.

## Recognize and Write the Digraphs Taught in Unit 3

### How Many Sounds?

- Have students complete Worksheet PP3 (both sides).
- Remind students that some spellings consist of more than one letter (letter teams or digraphs).

### Highlighting Digraphs

- **Note:** This game is best played in small groups or in centers.
- Write a number of decodable words that contain the digraphs taught in this unit on a sheet of paper.
- Ask students to read the words and highlight the digraphs.

### Handwriting Worksheets

- Have students complete Worksheets PP4, PP5, and PP6.

## Read Tricky Words

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### Colored Flashcards

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- Print decodable words on green flashcards and Tricky Words on yellow flashcards.
- Explain to students that the words printed on green paper are regular and can be read via blending. Green means go!
- Explain to students that the words printed on yellow paper are tricky. Yellow means proceed with caution.
- Shuffle the cards and have students read them one at a time.

#### Green Cards:

- |          |          |           |
|----------|----------|-----------|
| 1. found | 5. out   | 9. too    |
| 2. look  | 6. round | 10. food  |
| 3. good  | 7. saw   | 11. oil   |
| 4. our   | 8. soon  | 12. point |

#### Yellow Cards:

- |          |           |             |
|----------|-----------|-------------|
| 1. have  | 5. should | 9. do       |
| 2. could | 6. down   | 10. to      |
| 3. would | 7. two    | 11. who     |
| 4. where | 8. my     | 12. because |

### Tricky Word Search

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

- On a sheet of paper, create a large grid about six squares across and ten squares down.
- Choose a few of the Tricky Words taught in this unit and write them on the grid, one letter per square. Write the words horizontally, left to right.
- Fill in the rest of the squares with random letters.
- Copy the worksheet for students and have them circle the Tricky Words that they find in the maze of letters.
- **Extension:** Have students copy the Tricky Words that they found on paper.

## Hitting the Tricky Word

**Note:** This game needs to be played outside.

- Write Tricky Words on sheets of large cardstock or paper, one word per card, and tape them to an outside wall.
- Have a student throw a ball at a Tricky Word and then read it. The student who catches the ball after it bounces back is next.
- If the student cannot read the word, have the class read it. The student who caught the ball takes the next throw.

## Write Tricky Words

### Tricky Word Practice

- Have students complete Worksheet PP7.
- Choose the Tricky Words from the list below that students need to practice more.

#### Tricky Words Taught/Reviewed So Far:

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

## Handwriting Worksheets with Tricky Words

- Have students complete Worksheet PP8 (both sides).
- **Extension:** Have students underline the tricky part of each Tricky Word.

## Read Words That Contain Vowel Digraphs Taught in Unit 3

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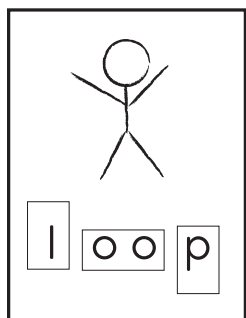
### Guess My Word

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- Set up the pocket chart.
- Arrange cards for the following spellings along the top of the pocket chart: 'oo', 'ou', 'oi', and 'aw'.
- Arrange a set of 10 to 15 consonant spellings along the bottom of the pocket chart.
- Think of a decodable word you can spell using the spellings shown, but do not tell the class your word.
- Tell students how many sounds are in your word.
- Invite students to try to guess the word by asking whether or not it contains specific sounds.
- If students ask about a sound that is in the word, move that spelling to the middle of the pocket chart. If there are spelling alternatives for that sound, ask students to pick the spelling. Correct if necessary.
- Continue until the word has been spelled in the center of the pocket chart.
- Repeat with additional words.
- **Extension:** If students need more handwriting practice, have them copy the words on paper.

### Eraser Man

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- Draw a stick figure on the board.
- Tell the class that you are thinking of a word.
- Write one box on the board for each spelling in the word. The height and width of each box should approximate the height and width of the spelling it represents, i.e., high-rising boxes for spellings that have ascenders, low-dipping boxes for spellings that have descenders, and wide boxes for digraphs.
- Ask a student to guess a sound.
- If the student guesses a sound that is in the word, fill in the corresponding box.
- If the student guesses a sound that is not in the word, erase one of the stick figure's body parts.
- Repeat until the stick figure has been completely erased (you win), or until the boxes are filled in (the students win).
- Repeat with a second word, if there is time.



## Wiggle Cards

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- Make a set of cards with decodable phrases written on them. Each phrase should describe a motion or activity that the students can act out.
- Show students a Wiggle Card, have them read it, and let them perform the action.

- |                      |                        |
|----------------------|------------------------|
| 1. count out loud    | 6. bloom like a rose   |
| 2. coil like a snake | 7. crawl on the ground |
| 3. jump up and down  | 8. point to your nose  |
| 4. look up           | 9. point to your desk  |
| 5. join hands        | 10. sweep with a broom |

## Yes or No

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- Have students complete Worksheet PP9 (both sides).

## Choose the Right Word

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- Write the words *foot*, *hound*, *jaw*, and *loud* on the board and read them to students.
- Tell students that you are going to ask them some questions. They can find the answers on the board.
- Ask students, “Which word names a body part that can be found at the end of one of your legs?”
- Tell students to find the answer (*foot*) on the board and then copy it onto a sheet of paper.
- Continue this process with the three remaining sets of questions.

- 1a. Which word is a body part that can be found at the end of one of your legs? (foot)
  - 1b. Which word describes a dog that can sniff out clues and howls a lot? (hound)
  - 1c. Which word is a body part you use to chew your food? (jaw)
  - 1d. Which word means the opposite of quiet? (loud)
- 
- 2a. Which word describes what water does when it is really hot? (boil)
  - 2b. Which word is a round piece of money? (coin)
  - 2c. Which word is what you can sit on when you watch TV? (couch)
  - 2d. Which word is a large bird of prey? (hawk)
- 
- 3a. Which word is a fluffy, white thing you can see up in the sky? (cloud)
  - 3b. Which word is a body part you use to talk? (mouth)
  - 3c. Which word is something you put under your pillow when it falls out? (tooth)
  - 3d. Which word is the man who marries a bride? (groom)
- 
- 4a. Which word is something a cook makes? (food)
  - 4b. Which word is someone who makes food? (cook)
  - 4c. Which word is another name for wet? (moist)
  - 4d. Which word means the opposite of bad? (good)

## Teacher Chaining

- See Lesson 10 for procedures.

1. root > room > zoom > loom > bloom > boom > broom > brood > breed
2. good > wood > hood > hook > book > nook > cook > took > look > shook
3. foot > feet > sheet > shout > out > ouch > pouch > couch > crouch > grouch
4. spout > pout > pouch > pooch > pool > cool > coil > boil > oil > soil
5. spoon > spook > spool > spoil > soil > toil > tool > fool > foil > oil
6. jaw > raw > caw > paw > law > laws > lawn > dawn > pawn > yawn

## ***Write Words That Contain Vowel Digraphs Taught in Unit 3***

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### **Word Sort**

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- Have students complete Worksheets PP1–PP3.

### **Word Box**

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- Have students complete Worksheet PP10 (both sides).

### **Label the Picture**

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- Have students complete Worksheet PP11 (both sides).

### **Choose the Word**

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- Have students complete Worksheet PP12 (both sides).

### **Dictation with Words**

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- 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 contain the spellings for /oo/, /oo/, /ou/, /oi/, and /aw/ taught in this unit. Write the spellings 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 in the word and then draw a line on their paper for each sound that they hear. For example, for the word *point*, four lines would be drawn on the paper: \_ \_ \_ \_.
- Once students have drawn one line for each sound in the word, remind them that the sound /oi/ is spelled with two letters.
- Have students write the spellings on their respective lines: p oi n t.
- 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.

It might be useful to have students use a different-colored pencil for self-correction, so that you can see which spellings students most need to practice. We do not expect you to dictate all of these words. Please make a selection.

- |           |            |           |
|-----------|------------|-----------|
| 1. point  | 17. stoop  | 33. crawl |
| 2. food   | 18. spook  | 34. scoop |
| 3. shout  | 19. pout   | 35. moist |
| 4. book   | 20. join   | 36. stood |
| 5. broom  | 21. shook  | 37. couch |
| 6. jaw    | 22. coin   | 38. crook |
| 7. foul   | 23. hoof   | 39. coil  |
| 8. noun   | 24. spout  | 40. troop |
| 9. good   | 25. broil  | 41. bound |
| 10. pouch | 26. mouth  | 42. loon  |
| 11. toil  | 27. saw    | 43. joint |
| 12. hood  | 28. wood   | 44. droop |
| 13. hawk  | 29. shoot  | 45. foot  |
| 14. proud | 30. loud   | 46. soil  |
| 15. wool  | 31. crouch | 47. tools |
| 16. spoil | 32. mount  | 48. pool  |

## Chaining Dictation

- Tell students to take out a pencil and a piece of paper.
- Tell students that you are going to say a number of words. Each word will differ from the previous one by only one sound.
- Have students write each word that you say.
- **Modification:** If necessary, ask students to count the sounds in each word and then draw a line on their paper for each sound that they hear. Then have students write each word, one spelling per line.

1. foul > fool > foil > coil > toil > tool > tools > pools
2. coin > join > loin > lawn > law > raw > paw > pawn

## Spell Words That Contain Vowel Digraphs Taught in Unit 3

### Large Card Chaining

- See Lesson 13 for procedures.
- Pass out the following large cards, reviewing each card's sound as you pass it out: 'm', 'n', 't', 'd', 'c', 'k', 'g', 's', 'p', 'b', 'l', 'r', 'h', 'j', 'sh', 'e', 'ee', 'oo', 'ou', 'oi'.

1. hound > round > bound > mound > mend > men > moon > boon > boot > bout
2. mood > moo > too > tool > toil > coil > coin > join > joint > point
3. loop > coop > hoop > hoot > shoot > shout > sheet > sheep > jeep > deep
4. join > coin > coil > cool > pool > spool > spoon > soon > seen > sheen
5. book > look > took > nook > shook > cook > hook > hood > good > goods

## ***Read and/or Write Phrases or Sentences***

### **Dictation Identification**

- Distribute Worksheet PP13.
- Tell students that you are going to say a number of phrases.
- Explain that for each phrase that you say, there are two phrases printed on the worksheet: your phrase and another phrase.
- Tell students to circle each phrase that you say.
- **Extension:** Have students copy the circled phrases on a separate sheet of paper.

- |                   |                        |
|-------------------|------------------------|
| 1. big room       | 6. loud mouth          |
| 2. toss a coin    | 7. a big yawn          |
| 3. lost and found | 8. boil crabs in a pot |
| 4. draw a man     | 9. up and down         |
| 5. red books      | 10. meet us at two     |

### **Dictation with Phrases Worksheet**

- Distribute Worksheet PP14.
- Tell students that you are going to say a number of phrases.
- Explain that the phrases are written on the worksheet, but they are missing one word each.
- Tell students to fill in the blanks as you read the phrases.
- Write the phrases on the board for students to self-correct.
- Instruct students to refer to their Individual Code Charts if they are having difficulty remembering how to write the spellings.

- When students have finished the sheet, have them practice reading the phrases to a partner.
- **Extension:** Have students circle the nouns in the phrases.

It might be useful to have students use a different-colored pencil for self-correction, so that you can see which spellings students most need to practice.

- |                       |                   |
|-----------------------|-------------------|
| 1. a big yawn         | 5. two good cooks |
| 2. the round moon     | 6. boil the food  |
| 3. look at the clouds | 7. lunch at noon  |
| 4. bills and coins    | 8. a cat's paw    |

## Dictation with Phrases

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of phrases.
- Tell students to write each phrase that you say.
- For each phrase that you say, hold up one finger for each word.
- Ask students to count the words and then draw a line on their paper for each word that they hear with a finger space in between the lines.
- Once students have drawn the lines, ask them to write each word, sound by sound. Finally, ask students to read the phrase back to you.
- Write the phrases on the board for students to self-correct.
- Instruct students to refer to their Individual Code Charts if they are having difficulty remembering how to write the spellings.
- When students have finished the sheet, have them practice reading the phrases to a partner.
- **Extension:** Have students circle the nouns in the phrases.

It might be useful to have students use a different-colored pencil for self-correction, so that you can see which spellings students most need to practice.

- |                |                   |
|----------------|-------------------|
| 1. big foot    | 6. sweet sound    |
| 2. loud mouth  | 7. soft couch     |
| 3. see saw     | 8. strong jaw     |
| 4. run south   | 9. lost and found |
| 5. thick woods | 10. fawn and deer |

## Dictation with Sentences

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- 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 students to count the words and then draw a line on their paper for each word that they hear with 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 for students to self-correct.
- Instruct students to refer to their Individual Code Charts if they are having difficulty remembering how to write the spellings.
- When students have finished the sheet, have them practice reading the sentences to a partner.
- **Extension:** Have students circle the nouns and underline the verbs in the sentences with a squiggly line.

It might be useful to have students use a different-colored pencil for self-correction, so that you can see which spellings students most need to practice.

We do not expect you to dictate all of the sentences. Please make a selection.

1. The moon is round. (4)
2. Do not shout! (3)
3. The ground is so wet. (5)
4. Look at that black cat! (5)
5. We went to the brook. (5)
6. When will it boil? (4)
7. I need a spoon. (4)
8. He is in a good mood. (6)
9. What have you found? (4)
10. There should be two books left. (6)
11. The wind shook the trees. (5)
12. What a soft couch! (4)
13. I have red boots. (4)
14. What is that sound? (4)
15. Sit down on the bench! (5)
16. Which cloud looks like a dog? (6)
17. Would you join the cub scouts? (6)
18. Let the cat out of the bag. (7)

## Sentence Strips

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

- Choose sentences from the *Fables* Reader 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 Challenge

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**Note:** This game is best played in small groups or in centers. This exercise can be done with any sound-spelling taught so far. The word cards for each sound can be kept in an envelope.

- Write 10 to 15 decodable words on small cards. Each word should include the sound /ou/ spelled 'ou'.
- Lay out the cards and give each student a blank sheet of paper.
- Ask students to write a sentence that includes one of the words on the cards.
- Have students write a second sentence that contains two of the words on the cards.
- Have students write a third sentence that includes three of the words.
- Challenge students to keep going and see how many of the /ou/ words they can get into a single sentence.

## Read Decodable Stories

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### "The Tree and the Reeds" and "The Moon"

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#### Discussion Questions on "The Tree and the Reeds"

1. *Evaluative* Does a tree fall over easily when the wind blows? Why not? (A tree does not fall over easily when the wind blows because its roots keep it in the ground.)
2. *Literal* What happens to the reeds in the story when the wind blows? (When the wind blows, reeds and grass bend and move in the wind.)
3. *Inferential* What does the tree in the story boast about? (The tree in the story says that there is no wind that can crack him.)
4. *Literal* What happens to the tree the next week? (The tree falls down from strong gusts of wind.)
5. *Evaluative* *Think Pair Share:* What lesson do you think this fable has to teach us? (Answers may vary.)



### Discussion Questions on “The Moon”

1. *Literal* What does the moon ask her mom to make? (The moon asks her mom to make a dress.)
2. *Inferential* Why does the moon’s mom say that she cannot make a dress that would fit the moon? (The moon’s mom cannot make a dress for the moon because the moon changes shapes.)
3. *Evaluative* *Think Pair Share*: What lesson do you think this fable has to teach us? (Answers may vary.)

### Take-Home Stories: “The Fox and the Grapes,” “The Fox and the Hen,” and “The Fox and the Crane”

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- Distribute Worksheets PP15–PP17.
- Have students take the worksheets home and give them to their parents so that they can practice reading the stories at home.

## Answer Story Questions in Writing

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### Story Questions Worksheets: “The Tree and the Reeds” and “The Moon”

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- Have students complete Worksheets PP18 and PP19.

## Identify Verbs

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### Identifying Verbs Using Pictures

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- Gather a number of pictures that show various verbs, or actions.
- Have students work with partners to name the verb or action in the pictures.

### Verb Charades

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- Gather a number of pictures that show various verbs, or actions.
- Split students into small groups or partners.
- Have one student at a time act out the verb in each picture, and have their partners or group members guess the verb or action.
- **Extension**: Have the student who correctly guesses the verb use the verb in a sentence.

### Word Sorts with Nouns and Verbs

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- Write the decodable words from the following box on cards, one word per card.

- Create a chart with one column labeled with a picture of a noun and one column labeled with a picture of a verb.
- Ask students to read the words on the cards and determine if the words name a noun or a verb. Remind students that nouns are persons, places, or things. Verbs are action words.
- Have students place the word cards in the appropriate columns.

### **Nouns:**

1. dog
2. man
3. lime
4. fawn
5. coin
6. cloud
7. cat
8. pool

### **Verbs:**

9. swim
10. run
11. bike
12. crawl
13. kick
14. sleep
15. clap
16. shout

## **Identifying Nouns and Verbs in Dictation**

- Make sure each student has paper and pencil.
- Tell students that you will read five sentences to them. Students should write down the sentences you say.
- After students finish writing each sentence, ask them to draw a squiggly line under the verb (or action) in the sentence and to draw a box around the noun (or person, place, or thing) in the sentence. Remind students that there can be more than one noun in a sentence.

1. Gran draws.
2. The dog runs.
3. Jen bakes a cake.
4. We hop on one foot.
5. The kids swim in the pool.

## ***Identify Verbs in the Past and Present Tense***

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### **Identifying Verbs in Past and Present Tense Using Pictures**

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- Gather a number of pictures that show various verbs, or actions.
- Have students work with partners to name the verb or action in the pictures.
- Each pair should work together to use the verb or action in a sentence in the present tense and the past tense. Sentences might start with words like *today* or *yesterday*.

### **Verb Charades with Past and Present Tense**

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- Gather a number of pictures that show various verbs, or actions.
- Split students into small groups or partners.
- Have one student at a time act out the verb in each picture, and have their partners or group members guess the verb or action.
- Have the student who correctly guesses the verb change the verb to the past tense in a sentence beginning, “Yesterday . . .” Remind students that present-tense verbs show an action that is happening right now, in the present. Past-tense verbs show that an action has already happened in the past. Remind students that the past-tense verbs have an extra /t/ or /d/ at the end of the verb.

### **Word Sort with Past- and Present-Tense Verbs**

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- Write the decodable words from the following box on cards, one word per card.
- Create a chart with one column labeled with a picture indicating past (an arrow, etc.) and the other column labeled with a picture indicating present.
- Remind students that present-tense verbs show an action that is happening right now, in the present. Past-tense verbs show that an action has already happened in the past.
- Ask students to read the words on the cards and determine if they are in the past tense or the present tense. Remind students that the past-tense verbs have an extra /t/ or /d/ at the end of the verb. This sound is often spelled ‘ed’ in the past tense.
- Have students place the word cards in the appropriate columns.

**Present-Tense Verbs:**

1. use
2. bake
3. boil
4. cook
5. splash
6. cheer

**Past-Tense Verbs:**

7. used
8. baked
9. boiled
10. cooked
11. splashed
12. cheered

**Finding Verbs in Stories**

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- Assign one or more stories from *Fables* to students and have them copy the verbs on a sheet of paper.
- **Extension:** Have students change each verb from past to present tense.

# 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
Number of Questions	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.

# Tens Recording Chart

Use the following grid to record students' Tens scores. Refer to the previous page for the Tens Conversion Chart.

[illegible]

**Anecdotal Reading Record**

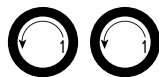
**Week of:**

Name:	Name:
Name:	Name:
Name:	Name:
Name:	Name:
Name:	Name:
Name:	Name:



Name \_\_\_\_\_

1.3



Directions: Have students trace and copy the digraph and words. Students should say the sounds while writing the letters.

oo oo  
soon soon  
soon  
toot toot  
toot  
room room  
room

Unit 3 5

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In the box are nine words. Print them on the lines where they fit best.

moon tooth broom  
roots loop tools  
food spoon boots



moon



food



boots



tooth



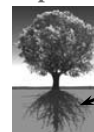
spoon



broom



tools



roots



loop

Unit 3 6

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Name \_\_\_\_\_

1.4

## King Log and King Crane

1. What did the frogs ask the gods to send them?

- ☐ lots of food  
☐ a log  
☒ a king

Page 2

2. Did the frogs like King Log? Why or why not?

The frogs were scared of King Log, but then  
they were not. King Log just sat there.

Page 4-6

Directions: Students should read the story and answer the questions, noting the page number where they found the answer.

Unit 3 7

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3. Did the frogs like King Crane? Why or why not?

The frogs did not like King Crane. He ate lots  
of frogs.

Page 8-10

4. Who was mad in the end?

- ☐ King Log  
☒ the gods  
☐ the frogs

Page 10

Unit 3 8

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Name \_\_\_\_\_

4.1

## The Two Dogs

1. Which dog gets food from the men?

- ☒ the tame dog
- ☐ the dog who runs free

Page 14

2. Why is one dog plump?

One dog is plump because the men feed him scraps of food. The men keep the plump dog on a rope so he can not run.

Page 14, 20

Directions: Have students read the story and answer the questions using the page number where they found the answer. Have students draw a picture illustrating the field's mood.

Unit 3 13

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3. What makes the thin dog run off?

The thin dog runs off because he will not have a rope on his neck and will be free.

4.

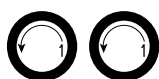


14 Unit 3

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Name \_\_\_\_\_

5.2



oo oo

oo oo

look

foot

good

Directions: Have students trace and copy the digraph and words. Students should say the sounds while writing the letters.

Unit 3 17

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In the box are six words. Print them on the lines where they fit best.

brook	book	hood
foot	hook	cook



cook



brook



book



hood



foot



hook

18 Unit 3

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Name \_\_\_\_\_

6.4

## The Hares and Frogs

1. Where did the hares have a chat?

☒ in the grass

☐ in a tree

☐ in a hut

Page 24

2. Why were two of the hares sad?

☐ They were **fools**.

☐ They were tame.

☒ They were not brave.

Page 24

Directions: Have students reread the story and answer the questions. Tell them to record the page on which they found their answer.

Unit 3 27

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3. What are some things that scare the hares?

A splash in the brook and the wind in the grass

scare the hares.

Page 24

4. Who was scared of the hares in the end?

The frogs are scared of the hares in the end.

Page 26

28 Unit 3  
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Name \_\_\_\_\_

7.1

OO

① /oo/ as in soon      ② /oo/ as in look

boo	book	bloom	food
took	cool	good	cook



/oo/ as in **boo**



/oo/ as in **book**

<u>boo</u>	<u>book</u>
<u>bloom</u>	<u>took</u>
<u>food</u>	<u>good</u>
<u>cool</u>	<u>cook</u>

Directions: Read the words aloud as a class. Have students write the words with the /oo/ sound under the 'boo' header and the words with the /oo/ sound under the 'book' header.

Unit 3 29

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Name \_\_\_\_\_

8.1

## The Two Mules

spots	strong	ten	packs
five	mules	lift	fool

A man went on a trip with two **mules**.

The black mule was **strong**, but the

mule with **spots** was not as strong.

The mule with spots had to ask the black mule to help him with

his **packs**. "I have my five packs and

you have your **five**," said the black mule. The

mule with spots went on, but at last he fell and could not get up.

The man set all **ten** packs on the black mule.

The black mule said, "What a **fool** I was!

I did not help the mule with spots when I should have! If I had,

I would not have to **lift** all of his

packs as well as mine."

Directions: Have students read each sentence and write the word that fits best.

Unit 3 33

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Name \_\_\_\_\_

9.1

ou ou

ou ou

out out

mouth

shout

Directions: Have students trace and copy the digraphs and words. Students should say the sounds while writing the letters.

Unit 3 35

Print the words on the lines where they fit best.

1. cloud



cloud



2. snout



snout

3. mouth



mouth

4. couch



couch

5. round



round

36 Unit 3

Name \_\_\_\_\_

10.2

1. run up the hill

run

2. mop the room

mop

3. cook good food

cook

4. look it up

look

5. shake his hand

shake

6. pet the dog

pet

Directions: Have students underline the verbs with a squiggly line and then copy them on the lines. Have students copy their favorite phrase on the line beneath the box and illustrate it.

Unit 3 39

Name \_\_\_\_\_

10.3

Continued

### The Dog and the Mule

The mule gave the man a big lick and set his feet on the man's lap.

4

The man let the dog lick him and his spoon. The man would rub the dog and kiss him.

2

The man was scared. He made the mule run back out to his pen.

5

The mule felt left out. The mule said, "I should act like a dog."

3

A man had a dog and a mule.

1

Unit 3 43

Name \_\_\_\_\_

**11.2**

**Yes? No?**

1. Can a **round** spoon fit in your mouth? \_\_\_\_\_  
\_\_\_\_\_ **yes** \_\_\_\_\_
2. Is there a **couch** in the **room**? \_\_\_\_\_  
\_\_\_\_\_ **no** \_\_\_\_\_
3. Are there big cats at the **zoo**? \_\_\_\_\_  
\_\_\_\_\_ **yes** \_\_\_\_\_
4. Can you wave your hand to **shoo** a bug? \_\_\_\_\_  
\_\_\_\_\_ **yes** \_\_\_\_\_
5. Can you **count** the **books**? \_\_\_\_\_  
\_\_\_\_\_ **yes** \_\_\_\_\_
6. Is the ground **down**? \_\_\_\_\_  
\_\_\_\_\_ **yes** \_\_\_\_\_
7. Is a cake sweet? \_\_\_\_\_  
\_\_\_\_\_ **yes** \_\_\_\_\_
8. Can a mule **cook** **food**? \_\_\_\_\_  
\_\_\_\_\_ **no** \_\_\_\_\_

Directions: Print yes or no on the lines.

Unit 3 49

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Name \_\_\_\_\_

**11.3**

Print the words on the lines where they fit best.

hares	shout	free
brook	need	spoon
packs	food	feet
		fools

1. The frogs said, "We need a king!"
2. The gods said the frogs were fools.
3. The tame dog got his food from men.
4. The thin dog had to be free.
5. There was a splash in the brook.
6. The hares were scared all the time.
7. The black mule did not help the mule with spots with his packs.
8. The man let the dog lick his spoon.
9. The mule put his feet on the man's lap.
10. The man gave a shout and he was scared.

Unit 3 51

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Name \_\_\_\_\_

**12.1**



oi oi  
oi  
oil oil  
oil  
boil boil  
boil  
coin coin  
coin

Directions: Have students trace and copy the digraphs and words. Students should say the sounds while writing the letters.

Unit 3 53

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In the box are six words. Print them on the lines where they fit best.

coin	point	soil
boil	oil	coil



coin



coil



point



boil



soil



oil

54 Unit 3

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Name \_\_\_\_\_

**12.2**

## The Bag of Coins

1. What did the man who found the coins tell the next man?

The man who found the coins said to the next  
man that the coins are his because he found  
them.

Page 42

2. Why was the mob mad?

The mob is mad because to them the man stole  
their bag of coins.

Page 44

Directions: Have students read the story and answer the questions.

Unit 3 55

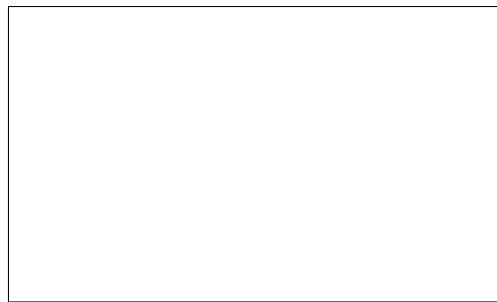
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3. When the mob came, the man with the coins said, "If they see us with the coins, . . .

- ☐ they will be glad."  
☐ they will be scared."  
☒ we will be in a bad spot."

Page 46

Directions: In the box, have students illustrate a part of the story and write a caption below.



Answers will vary.

Unit 3 56

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Name \_\_\_\_\_

**14.1**

1. coins



coins

2. moist



moist

3. broom



broom

4. tooth



tooth

5. scoop



scoop

6. couch



couch

7. shook



shook

8. joint



joint

Directions: For each word, have students circle and count the spelling, then write the number of strokes in the box, and copy the word on the line.

Unit 3 59

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9. crouch



crouch

10. foul



foul

11. hood



hood

12. stoop



stoop

13. troop



troop

14. point



point

15. droop



droop

16. mount



mount

Unit 3 60

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Name \_\_\_\_\_

15.2

Directions: Have students race and copy the digraphs and words. Students should say the sounds while writing the letters.



aw aw  
aw  
draw draw  
draw  
saw saw  
saw  
paw paw  
paw

Unit 3 63

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Print the words on the lines where they fit best.

1. claw



claw

2. paw



paw

3. saw



saw

4. lawn



lawn

5. crawl



crawl

64 Unit 3

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Name \_\_\_\_\_

16.1

## The Dog and the Ox

1. Where did the dog take his nap?

- ☐ in a loft
- ☐ in a den
- ☒ in a **food** box

Page 48

2. What did the dog do when the ox came back?

- ☐ He got off the **straw**.
- ☒ He did not get off the **straw**.
- ☐ He went to the loft.

Page 50

Directions: Have students read the story and answer the questions.

Unit 3 65

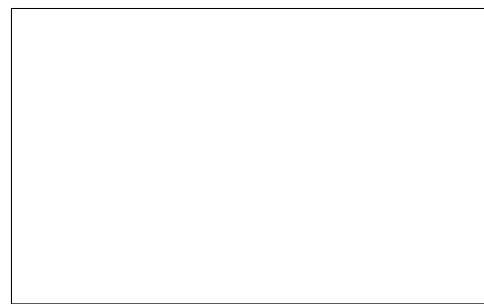
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3. Why did the dog get off of the **straw** in the end?

- ☐ The dog was mad.
- ☐ The ox said he could sleep in the loft.
- ☒ The man said the dog must get up.

Page 52

Directions: In the box, have students illustrate a part of the story and write a caption below.



Answers will vary.

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Name \_\_\_\_\_

16.2

**Dear Family Member:**

For Unit 3 of our Core Knowledge Language Arts program, your child has been taught to read the Tricky Words *should*, *could*, *would*, *because*, and *down*. Tricky Words are hard to read because they contain parts that are not pronounced the way one would expect. For this reason, students must memorize the word.

Have your child read the Tricky Words in the box and then the sentences below. Note that the tricky parts are underlined in gray. Have your child write the matching Tricky Word for each sentence and write it on the line. Please note that there could be different answers for the sentences. Ask your child to read the completed sentence out loud, and ask if it makes sense. You may ask your child if there is another word that could fit in the sentence as well.



should	could	would	because	down
--------	-------	-------	---------	------

- You should wash your hands.
- would you hand me that?
- I was glad because I ate cake for lunch.
- I could jump up and sing.
- The stars are up, not down.

Unit 3 67

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Name \_\_\_\_\_

17.1

Directions: For each word, have students read the word and then circle and count the number of sound-spellings. Then have students copy the word on the lines.

- cook 3 cook
- cloud 4 cloud
- lawn 3 lawn
- point 4 point
- sleep 4 sleep
- spoon 4 spoon
- brook 4 brook
- moist 4 moist

Unit 3 69

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- shape 3 shape
- hawk 3 hawk
- pound 4 pound
- saw 2 saw
- pool 3 pool
- join 3 join
- shout 3 shout
- wood 3 wood

Unit 3

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Name \_\_\_\_\_

18.2

## The Fox and the Grapes

- What did the fox see?
  - ☐ a fat hen
  - ☐ a **fawn**
  - ☒ a bunch of ripe grapes

Page 54

- To get the grapes, the fox ...

stood up on his back legs, made a hop, and  
ran and made a big jump.

Page 54-56

Directions: Have students read the story and answer the questions.

Unit 3 75

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3. Can the fox tell that the grapes are sour? Why or why not?

No, the fox can not tell that the grapes are

sour because he did not have them at lunch.

Page 56

Answers will vary.

Directions: In the box, have students illustrate a part of the story and write a caption below.

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Name \_\_\_\_\_ **19.1**

1. punt point put pout

2. wood want wool wet

3. foil food foot fed

4. clam clod coil cloud

5. foil fall for fell

6. mouth moist mount moth

7. shout shine soil shoot

8. look lake loot late

Directions: Have students circle the word their teacher says.

Unit 3 77

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9. clap cot couch coil

10. joust jar Jill join

11. south smooth sand smooch

12. male mouth mill mope

13. shell shout share shook

14. boot bout bite boon

15. stand stood shout store

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Name \_\_\_\_\_ **19.2**

### The Fox and the Crane

1. The fox asks the crane to have:

- ☒ lunch with him
- ☐ fun with him
- ☐ a snack with him

2. The fox was up to a trick. He gave the crane some food:

- ☒ in a flat stone dish
- ☐ on big plate
- ☐ in a bag

3. The crane could not get the food because:

- ☐ he did not like it
- ☒ of the shape of his bill
- ☐ the dish was hot

Unit 3 79

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4. The crane gave the milk to the fox:

- ☐ on a big plate
- ☐ in a flat stone dish
- ☒ in a glass with a long, thin neck

5. The fox could not get the milk because:

- ☐ the milk was bad
- ☒ of the shape of his nose
- ☐ of the shape of his bill

6. The tale tells us what?

- ☒ If you trick a pal, he could trick you.
- ☐ Milk is best from a tall glass.
- ☐ A long bill is best.

Name \_\_\_\_\_

**PP1**

pool	shook	tool	cook
hook	zoom	smooth	took



/oo/ as in boo



/oo/ as in book

pool	shook
zoom	hook
tool	cook
smooth	took

Directions: Have students write the words with the 'oo' sound under the 'oo' header and the words with the 'oo' sound under the 'book' header.

Directions: Have students write the words with the 'ue' sound under the 'cute' header and the words with the 'ue' sound under the 'cool' header.

-cute-	hoop
cube	use
room	soon
mute	loop

/ue/ as in cute

/oo/ as in cool

cute	hoop
cube	room
mute	soon
use	loop

Name \_\_\_\_\_

**PP2**

-boil-	-loud-
join	round
sound	hoist
moist	foul

/oi/ as in oil

/ou/ as in shout

boil	loud
join	sound
moist	round
hoist	foul

Directions: Have students write the words with the 'oi' sound under the 'oil' header and the words with the 'oi' sound under the 'shout' header.

Name \_\_\_\_\_

**PP3**

Directions: For each word, have students circle and count the spelling, then write the number of sounds in the box, and copy the word on the lines.

1. claws      **4**      claws
2. hoist      **4**      hoist
3. hoop      **3**      hoop
4. loud      **3**      loud
5. shook      **3**      shook
6. draw      **3**      draw
7. oil      **2**      oil
8. shout      **3**      shout

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9. good      **3**      good
10. mouth      **3**      mouth
11. hood      **3**      hood
12. yawn      **3**      yawn
13. point      **4**      point
14. proud      **4**      proud
15. paw      **2**      paw
16. look      **3**      look

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Name \_\_\_\_\_

**PP9**

Directions: Have students answer the questions by writing 'yes' or 'no' on the lines.

1. Is the **moon** made **out** of cake?      no
2. Can a duck **squawk**?      yes
3. Can a **hawk** **swoop** down?      yes
4. Is **straw** a **food**?      no/yes
5. Are **your** pants made **out** of tin **foil**?      no
6. Is a dime a **coin**?      yes
7. Is there **food** on the **ground**?      no/yes
8. **Do** you like to **look** at **books**?      yes

Unit 3 97

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9. Is **two** plus **two** **six**?      no
10. Can a **hawk** **coil** up like a snake?      no
11. **Do** we use **oil** to **cook**?      yes
12. Can you **crawl** as fast as you can run?      no
13. Can you **draw** the sun?      yes
14. Can you jump on one **foot**?      yes
15. Can a **broom** sing a song?      no
16. **Do** you have a green **couch** in **your** home?      yes/no

Unit 3 98

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Name \_\_\_\_\_

**PP10**

In the box are nine words. Print them on the lines where they fit best.

yawn	spoon	spout
foot	coin	crawl
book	couch	broom



book



spoon



yawn



couch



foot



coin



broom



spout



crawl

Unit 3 99

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In the box are nine words. Print them on the lines where they fit best.

tools	coil	hook
mouth	hawk	paw
soil	tooth	boots



coil



soil



hawk



mouth



tooth



tools



boots



hook



paw

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Name \_\_\_\_\_

**PP11**

Print the words on the lines where they fit best.

1. food



food

2. cloud



cloud



3. joint



joint



4. moon



moon

5. straw



straw



Unit 3 101

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Print the words on the lines where they fit best.

1. couch



couch



2. fawn



fawn

3. pool



pool



4. tooth



tooth

5. soil



soil



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Name \_\_\_\_\_

**PP12**

Print the names of the things on the lines.

hook hat



hook

hawk hound



hound

lap loop



loop

coins canes



coins

book broom



broom

claw cloud



claw

Unit 3 103

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Print the names of the things on the lines.

oil toil



oil

paw pan



paw

shout shack



shout

mane moon



moon

roots round



round

tool tooth



tooth

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Name \_\_\_\_\_

**PP13**

1. big room big root

2. toss a can toss a coin

3. lost and found lost the fan

4. draw a man draw a kid

5. red boots red books

6. loud mouth loud moth

7. a big yawn a big lawn

8. boil fish in a pot boil crabs in a pot

9. up and down down and out

10. join us at two meet us at two

Directions: Have students circle the phrases that are said.

Unit 3 105

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Name \_\_\_\_\_

**PP14**

1. a big yawn

2. the round moon

3. look at the clouds

4. bills and coins

5. two good cooks

6. boil the food

7. lunch at noon

8. a cat's paw

Directions: Have students fill in the blanks as the teacher says each phrase.

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Name \_\_\_\_\_

**PP18**

## The Tree and the Reeds

1. What **stood** next to a grove of reeds?

A proud tree stood next to a grove of reeds.

Page 70

2. What did the reeds **do** in the strong wind?

The reeds bent in the strong wind.

Page 70

Directions: Have students read the story and answer the questions.

Unit 3 115

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3. What did the tree **do** in the strong wind?

The tree stood up to the strong wind.

Page 70

4. Name the **noun** in: "The reeds bent."

- ☐ The  
☒ reeds  
☐ bent

5. Name the **noun** in: "The tree fell."

- ☐ The  
☒ tree  
☐ fell

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Name \_\_\_\_\_

**PP19**

## The Moon

1. Did the **moon's** mom make a dress?

No, the moon's mom did not make a dress.

Page 76

2. **Why** can she not make a dress?

The moon's mom can not make a dress because  
the moon has lots of shapes and can not fit in a  
dress.

Page 78

Directions: Have students read the story and answer the questions.

Unit 3 117

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3. If you **could** make a dress, what **would** it **look** like?

Answers will vary.

Directions: In the box, have students draw the dress they would make.

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# Unit 3

## Teacher Guide

Skills Strand  
**GRADE 1**