

# 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:

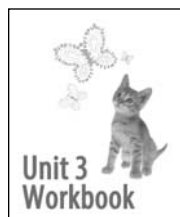
"We are going to review the vowel spellings you have learned by having a race using your Individual Code Charts. I will tell you a word. Listen carefully for the vowel sound. When I say 'go', I want to see who can find that sound in their Individual Code Chart, raise their hand, and then tell me the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

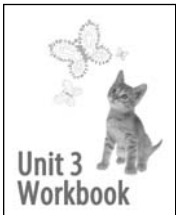
**25** minutes

### 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