

Lesson 14

Review and Practice

✓ Objectives

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

- ✓ Ask and answer questions, orally and/or in writing, about the informational text “Big Cats,” requiring literal recall and understanding of the details, and/or facts of a nonfiction/informational text read independently (RI.1.1)
- ✓ Read (with a partner or alone) and demonstrate understanding of decodable nonfiction/informational text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RI.1.10)
- ✓ Read vowel sounds spelled with vowel digraph teams (RF.1.3c)
- ✓ State that every syllable must have a vowel sound (RF.1.3d)
- ✓ Identify the number of syllables, i.e., vowel sounds, in spoken and written words (RF.1.3d)
- ✓ Read and/or write two-syllable words composed of two closed syllables, magic ‘e’ syllable, and/or r-controlled syllable (RF.1.3e)
- ✓ Read words with inflectional endings, such as *-ing* (RF.1.3f)
- ✓ Read and understand decodable text in the story “Big Cats” that incorporates the letter-sound correspondences taught in one-syllable words with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Capitalize dates (L.1.2a)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “Big Cats” (L.1.2b)
- ✓ Use commas in dates (L.1.2c)
- ✓ Use frequently occurring affixes, such as *-er* and *-est*, as a clue to the meaning of a word (L.1.4b)
- ✓ Identify frequently occurring root words and their inflectional forms, such as *-ing*, *-er*, and *-est* (L.1.4c)

At a Glance	Exercise	Materials	Minutes
Practice	Clapping and Reading Two-Syllable Words		15
	Vowel Sounds/Yes or No?	Worksheets 14.1, 14.2	20
Break	Wiggle Cards	Wiggle Cards (use previously prepared cards from this unit)	5
Reading Time	Small Group: Reread “Big Cats”	<i>The Green Fern Zoo</i> ; Worksheet 14.3	20

Practice

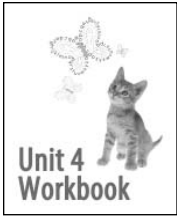
Clapping and Reading Two-Syllable Words

15 minutes

- Remind students that they have been learning about two-syllable words.
- Ask students, “What do we call two-syllable words that are made up of two separate words?” (compound words) Have students provide you with three examples of compound words, and clap the syllables together as a class. Then write the words on the board, using a dot to indicate where the break in syllables occurs.
- Ask students, “Who can give me examples of another type of two-syllable word that is made up of a root word followed by an ending?” Have students provide you with three examples of root words + ending, and clap the syllables together as a class. Then write the words on the board, using a dot to indicate where the break in syllables occurs.
- Remind students that other two-syllable words are not compound words or root words with endings; they have two syllables, because there are two vowel sounds, i.e., one in each syllable, and each syllable ends in a consonant. Write the word *den•tist* on the board. Guide students in sounding out each part and then reading the complete word. Point out the spelling for each vowel sound, e.g., /e/ > ‘e’ and /i/ > ‘i’. Also point out that each of these syllables ends in a consonant, e.g., ‘n’ at the end of the first syllable and ‘t’ at the end of the second syllable.
- Tell students that they will now read some more two-syllable words. Write the following words on the board, including the dot between syllables. Remind students that the dot shows us where the syllables are divided, but they are not to use dots in their own writing.
- For each two-syllable word, ask students to identify whether it is, a compound word, a root word + ending, or a two-syllable word where each syllable ends in a consonant.
- Students can use the three-step method for reading and writing the words.

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

1. march•ing (root word + ending)
2. short•er (root word + ending)
3. sharp•er (root word + ending)
4. barn•yard (compound word)
5. swimm•ing (root word + ending)
6. mag•net (two-syllable word where each syllable ends in a consonant)
7. note•pad (compound word)
8. up•set (compound word)
9. rabb•it (two-syllable word where each syllable ends in a consonant)
10. plas•tic (two-syllable word where each syllable ends in a consonant)



Worksheets 14.1, 14.2

Vowel Sounds/ Yes or No?

20 minutes

- Distribute Worksheets 14.1 and 14.2. Remind students to write the date below their names.
- On Worksheet 14.1, students should circle the sounds in each word, then write the number of how many sounds there are, then copy the word.
- Worksheet 14.2 has a list of questions. They should read the question and answer with either yes or no.
- Have students complete the worksheets with a partner.

Break

5 minutes

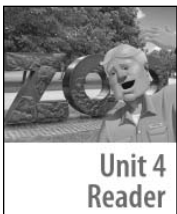
Wiggle Cards

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

Reading Time

20 minutes

Small Group: Reread “Big Cats”



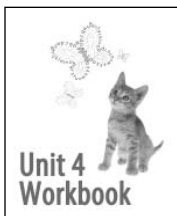
Page 30

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

- Distribute Worksheet 14.3. Remind students to write the date beneath their names. Tell students to complete this worksheet after they reread “Big Cats.” Encourage students to reread the story to find the answers to the questions.
- Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while students in Group 2 should partner read.

★ **Group 1:** Meet with students needing more direct support. Have students take turns reading aloud “Big Cats.” Complete Worksheet 14.3 together.

★ **Group 2:** Tell students to take turns reading “Big Cats.” When they have finished, they should complete Worksheet 14.3 together. Tell students that if they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.



Worksheet 14.3