



# Unit 7

## Teacher Guide

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



Core Knowledge®

GRADE 1





# Unit 7

## Teacher Guide

Skills Strand

**GRADE 1**

Core Knowledge Language Arts®  
New York Edition



Core Knowledge®

## Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.



You are free:

- to Share** — to copy, distribute and transmit the work
- to Remix** — to adapt the work

**Under the following conditions:**

**Attribution** — You must attribute the work in the following manner:

*This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.*

**Noncommercial** — You may not use this work for commercial purposes.

**Share Alike** — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

**With the understanding that:**

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2013 Core Knowledge Foundation  
[www.coreknowledge.org](http://www.coreknowledge.org)

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again! are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

# Table of Contents

## Unit 7

### Teacher Guide

<b>Alignment Chart</b> for Unit 7 . . . . .	v
<b>Introduction</b> to Unit 7 . . . . .	1
<b>Lesson 1:</b> Spelling Alternatives for /ae/ . . . . .	7
<b>Lesson 2:</b> Review and Practice . . . . .	16
<b>Lesson 3:</b> Grammar: Nouns and Verbs . . . . .	20
<b>Lesson 4:</b> Grammar: Conjunctions; Noun-Verb Agreement . . . . .	24
<b>Lesson 5:</b> Review and Practice . . . . .	28
<b>Lesson 6:</b> Grammar: Noun-Verb Agreement . . . . .	35
<b>Lesson 7:</b> Grammar: Commas in a Series . . . . .	38
<b>Lesson 8:</b> Grammar: Building Sentences with Conjunctions . . . . .	42
<b>Lesson 9:</b> Review and Practice . . . . .	47
<b>Lesson 10:</b> Review and Practice . . . . .	53
<b>Lesson 11:</b> Spelling Alternatives for /oe/ . . . . .	60
<b>Lesson 12:</b> Grammar: Building Sentences with Conjunctions . . . . .	66
<b>Lesson 13:</b> Introduction to Instructional Writing . . . . .	70
<b>Lesson 14:</b> Instructional Writing: Sequencing Steps . . . . .	76
<b>Lesson 15:</b> Instructional Writing: Giving Good Oral Instructions . . . . .	82
<b>Lesson 16:</b> Instructional Writing: Planning and Drafting . . . . .	90
<b>Lesson 17:</b> Instructional Writing: Editing and Publishing . . . . .	96
<b>Lesson 18:</b> Review and Practice . . . . .	100
<b>Lesson 19:</b> End-of-Year Assessment . . . . .	103
<b>Lesson 20:</b> End-of-Year Assessment . . . . .	107
<b>Lesson 21:</b> End-of-Year Assessment . . . . .	114
<b>Pausing Point</b> . . . . .	122
<b>Teacher Resources</b> . . . . .	137
<b>Workbook Answer Key</b> . . . . .	141



## Alignment Chart for Unit 7

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

Alignment Chart for Unit 7		Lesson																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
<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>Integration of Knowledge and Ideas</b>																						
<b>STD RL.1.9</b>	Compare and contrast the adventures and experiences of characters in stories.																					
<b>CKLA Goal(s)</b>	Compare and contrast the adventures and experiences of characters in fiction texts read independently							✓					✓									
<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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Reading Standards for Foundational Skills: Grade 1</b>																						
<b>Phonological Awareness</b>																						
<b>STD RF.1.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).																					
<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							✓														
<b>Phonics and Word Recognition</b>																						
<b>STD RF.1.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.																					
<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	✓	✓			✓						✓	✓									

Lesson

Alignment Chart for Unit 7

Alignment Chart for Unit 7		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
STD RF.1.3e		Decode two-syllable words following basic patterns by breaking the words into syllables.																				
CKLA Goal(s)	Read and/or write two-syllable words composed of: the following syllable types; closed syllables; magic 'e' syllables; vowel digraph syllables; r-controlled syllables																					✓
STD RF.1.3f		Read words with inflectional endings.																				
CKLA Goal(s)	Read words with the following inflectional endings: plural nouns ending in –s or –es; present-tense verbs ending in –s, –es, or –ing; past-tense verbs ending in –ed			✓					✓													
STD RF.1.3g		Recognize and read grade-appropriate irregularly spelled words.																				
CKLA Goal(s)	Read and/or write Tricky Words: <i>Mexico, talk, gracias, Carlos, Gomez, Hidalgo</i>								✓													
Fluency																						
STD RF.1.4		Read with sufficient accuracy and fluency to support comprehension.																				
STD RF.1.4a		Read grade-level text with purpose and understanding.																				
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences taught with purpose and understanding		✓		✓	✓		✓	✓	✓	✓		✓	✓	✓		✓	✓		✓		
STD RF.1.4b		Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.																				
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings			✓		✓				✓	✓				✓			✓				
STD RF.1.4c		Use context to confirm or self-correct word recognition and understanding, rereading as necessary.																				
CKLA Goal(s)	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓



## Alignment Chart for Unit 7

### Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
<b>Writing Standards: Grade 1</b>																						
<b>Text Types and Purposes</b>																						
<b>STD W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.																					
<b>CKLA Goal(s)</b>	Plan, draft, and edit an informative/explanatory text that includes mention of a topic, some facts about the topic, 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.1.6</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																					
<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			✓																		

Lesson

Alignment Chart for Unit 7

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
<b>STD L.1.1c</b>	Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i> ).																					
<b>CKLA Goal(s)</b>	Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i> )				✓		✓												✓			
<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				✓				✓				✓	✓					✓			
<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.1.2c</b>	Use commas in dates and to separate single words in a series.																					
<b>CKLA Goal(s)</b>	Use commas in dates and to separate single words in a series							✓		✓	✓											

## Alignment Chart for Unit 7

### Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
<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.1.4c</b>	Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i> ).																					
<b>CKLA Goal(s)</b>	Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i> )			✓																		
<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> )																					



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



# Unit 7 Introduction

Week One				
Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Spelling: Introduce Spelling Words (15 min.)	Warm-Up: Spelling Tree (10 min.)	Warm-Up: Nouns and Verbs (10 min.)	Warm-Up: Building Sentences with Conjunctions (15 min.)	Spelling: Spelling Assessment (15 min.)
Introducing the Spelling Alternatives: Spellings for /æ/ (20 min.)	Chaining (10 min.)	Grammar Review: Plural Noun Review (20 min.)	Grammar: Noun-Verb Agreement (20 min.)	Review: Match the Pictures (20 min.)
Break: Wiggle Cards (5 min.)	Practice: Word Sort (20 min.)	Small Group Reading Time: Reread “Martez, Martez, Martez” (30 min.)	Small Group Reading Time: “Dinner with Kay” (25 min.)	Small Group Reading Time: “The Red Dish” (25 min.)
Practicing the Spelling Alternatives (20 min.)	Whole Group Reading Time: “Martez, Martez, Martez” (20 min.)			
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 (Lesson 6)	Day 7 (Lesson 7)	Day 8 (Lesson 8)	Day 9 (Lesson 9)	Day 10 (Lesson 10)
Spelling: Introduce Spelling Words (15 min.)	Warm-Up: Segmenting and Blending Two-Syllable Words (15 min.)	Warm-Up: Building Sentences with Conjunctions (15 min.)	Warm-Up: Tricky Word Story (15 min.)	Spelling: Spelling Assessment (15 min.)
Grammar: Noun-Verb Agreement (20 min.)	Grammar: Commas in a Series (20 min.)	Grammar: Root Words and Endings Review (20 min.)	Grammar: Punctuation Review (20 min.)	Grammar: Punctuation Practice (20 min.)
Small Group Reading Time: Reread “The Red Dish” (25 min.)	Partner Reading Time: “In the Mail” (25 min.)	Small Group Reading Time: “The Holiday” (25 min.)	Partner Reading Time: “Better Than the Best” (25 min.)	Small Group Reading Time: “The Long Cab Ride” (25 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three				
Day 11 (Lesson 11)	Day 12 (Lesson 12)	Day 13 (Lesson 13)	Day 14 (Lesson 14)	Day 15 (Lesson 15)
Spelling: Introduce Spelling Words (15 min.)	Warm-Up: Building Sentences with Conjunctions (15 min.)	Whole Group Reading Time: “Mister Gomez” (25 min.)	Instructional Writing: Sequencing Steps (35 min.)	Spelling: Spelling Assessment (15 min.)
Introduce the Spelling Alternative: Spellings for /oe/ (10 min.)	Practice: Word Box (20 min.)	Writing: Instructional Writing (35 min.)	Small Group Reading Time: “A House in the Clouds” (25 min.)	Instructional Writing: Giving Good Oral Instructions (20 min.)
Spelling Tree for /oe/ (10 min.)	Small Group Reading Time: “The Vote” (25 min.)			Small Group Reading Time: Reread “A House in the Clouds” (25 min.)
Small Group Reading Time: Reread “The Long Cab Ride” (25 min.)				
60 min.	60 min.	60 min.	60 min.	60 min.

Week Four				
Day 16 (Lesson 16)	Day 17 (Lesson 17)	Day 18 (Lesson 18)	Day 19 (Lesson 19)	Day 20 (Lesson 20)
Instructional Writing: Planning and Drafting (40 min.)	Instructional Writing: Editing and Publishing (35 min.)	Warm-Up: Building Sentences with Conjunctions (15 min.)	End-of-Year Assessment: Silent Reading Comprehension, Section 1 (30 min.)	End-of-Year Assessment: Fluency (30 min.)
Partner Reading Time: "The Market" (20 min.)	Small Group Reading Time: "A Rainforest Ride" (25 min.)	Grammar: Commas in a Series (20 min.)	Break: Wiggle Cards (10 min.)	Break: Wiggle Cards (10 min.)
		Small Group Reading Time: Reread "A Rainforest Ride" (25 min.)	Small Group Reading Time: "The Dive" (20 min.)	Small Group Reading Time: "At the Airport" (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Five
Day 21 (Lesson 21)
End-of-Year Assessment: Reading in Isolation (Will Vary)
Break: Wiggle Cards (10 min.)
(Will Vary)

## Vowel Spellings

---

In this unit, you will continue to teach the advanced code, but you will now turn from spelling alternatives for consonant sounds to spelling alternatives for vowel sounds.

Vowel spellings are the trickiest part of the English spelling code. Most vowel sounds can be spelled several different ways. This means that vowel sounds are hard to spell. For example, to spell the sound /ae/, a student has to not only be able to hear the /ae/ sound but also select the correct spelling from several alternatives.

It is no wonder that many students struggle to decode vowel spellings when reading—and struggle even more mightily to spell vowel sounds when writing. The difficulty is embedded in the English writing system. However, we believe that the orderly and systematic way in which the vowel spellings are introduced in this unit and in later grades will help students cope with the complexity of English vowel spellings and lead to significantly stronger reading and spelling skills.

## Spelling Alternatives

---

In this unit we focus on two of the so-called “long” vowel sounds, /ae/ and /oe/. Students will review the basic code spelling for each sound and then learn common spelling alternatives:

- /ae/ spelled ‘a\_e’ (review), ‘ai’, ‘ay’ (new)
- /oe/ spelled ‘o\_e’ (review), ‘oa’ (new)

Only the most common alternatives are taught in Grade 1. Other spelling alternatives will be taught in Grade 2. **Please note that the Vowel Code Flip Book and Individual Code Charts do not reflect the vowel spelling alternatives taught in Unit 7. We have provided Worksheets 1.2 and 11.2 to supplement the Vowel Code Flip Book and Individual Code Charts in Unit 7. We recommend that you place these worksheets in page protectors, as you did in the previous units, so that students can easily refer to them along with their Individual Code Charts.**

In the past, you may have taught students the well-known jingle, “When two vowels go walking, the first one does the talking.” You may be tempted to use that jingle here to explain why *way* and *wait* are pronounced /ae/ and why *boat* is pronounced /oe/. However, we hope that you will avoid this saying. This rule is actually very unreliable. It is wrong almost as often as it is right. In addition, the rule treats vowels as letters, like ‘a’ and ‘o’, when, in fact, in CKLA, vowels are sounds. Finally, the walking-talking rule teaches children that they only need to pay attention to the first letter in a digraph spelling. That can cause students to misread words such as *now*, *head*, and *cookie*. For digraphs, one has to keep in mind that both letters work together to stand for the vowel sound.

## Syllable Breaks

---

In this unit, as in the last unit, we discontinue the use of the syllable divider to separate two-syllable words into smaller, more manageable chunks. Please refer to the Unit 6 Teacher Guide Appendix for further discussion of syllabification in English if students need ongoing scaffolding.

## Small Group Work

---

In this unit, we will continue giving explicit instructions on how to integrate small group work. We generally suggest exercises for two groups, assuming that Group 1 consists of independent workers and Group 2 of students who need more support. Of course, you can subdivide your class further. We typically suggest small group work during story reading time. You will have the choice to (1) have both groups work on the same skill, with the independent group working on their own while the other group receives guidance from you or (2) reteach/reinforce a skill that you feel needs to be practiced more with Group 2. For reteaching/reinforcing skills, please reuse material from relevant lessons, and consult the Unit 7 Pausing Point for additional exercises and worksheets. Please keep in mind that you do not have to use the small group configuration every time we suggest it and that you can adapt other lessons so that they contain small group work.

## Grammar

---

The grammar lessons in this unit cover several topics: the use of conjunctions and commas and noun-verb agreement in sentences. You will discuss the conjunctions *and*, *but*, and *or* and demonstrate how they are used in writing. You will also introduce commas as punctuation marks that separate items in a series.

## Reader

---

The Reader for this unit is called *Kay and Martez*. It focuses on a young girl, Kay, and her friendship with a Mexican-American boy named Martez. In the second half of the Reader, Kay, Martez, and Kay's family go on a trip to Mexico. The stories incorporate Grade 1 history and geography topics from the Core Knowledge curriculum. Please note that there is not always a new story in each lesson.

Please read the stories before assigning them to students to determine any vocabulary that might be unknown to students. Words or phrases such as *zip line* are decodable, but may be challenging for some students.

Note that there is no Big Book for this unit. If you feel that you need to demonstrate the stories to students, you can do one of the following: (1) use the Media Disk for this Reader; (2) copy the stories onto transparencies, and project them; or (3) read from the Reader, and let students follow along.

You should continue to observe student performance, monitoring as many individual students or reading groups as possible. Each story is accompanied



by a set of discussion questions in the Teacher Guide. Please discuss these questions with students orally, and encourage them to answer in complete sentences.

## Writing

---

In this unit, you will introduce students to instructional writing. As in other units of Grade 1, we teach students a three-stage writing process. First students plan, then they draft, and then they edit. You will be asked to draw attention to these steps again as students work on these kinds of writing.

## Assessments

---

An End-of-Year Assessment for students using the Core Knowledge Language Arts program for Grade 1 is provided. You should administer this year-end assessment even if students have not fully completed all units of the Grade 1 CKLA program.

If time permits, it would be ideal to administer the entire assessment to all students in your class. Administer the Reading Comprehension Assessment to all students. The story used in the Reading Comprehension Assessment will be completely decodable for students who have completed Unit 6. The assessment allows you to gauge students' independent reading proficiency and comprehension. It also allows you to do additional follow-up assessment for students who may be struggling. You will ask all students in the class to read a story called "Shark and Wee Fish" silently and to then answer a set of multiple-choice questions about the story.

The Fluency Assessment makes use of the same story, "Shark and Wee Fish," for assessment of reading accuracy and fluency. As you listen to individual students read the story aloud, you will make a running record and take a measurement of fluency. This section should be administered to all students who miss two or more of the seven questions on the Reading Comprehension Assessment.

The Word Reading in Isolation Assessment is a word-reading assessment designed to test students' ability to read the specific spellings taught or reviewed in Grade 1. Ideally, you should administer this section to all students. However, if time is limited, you may choose to administer this section only to those students to whom you administered the Fluency Assessment, or those students in your classroom who are most at risk.

We strongly encourage you to share the results of this assessment with all students' Grade 2 teachers. We have provided a summary sheet (Worksheet 19.3) for you that can be passed on to Grade 2 teachers with students' assessment information.

There are many opportunities for informal assessment throughout each Skills unit. You may choose to assign a given worksheet for individual, independent completion to use as an assessment. It may be helpful to use the Tens Conversion Chart and the Tens Recording Chart found in the Teacher

Resources section at the back of this Teacher Guide to collect and analyze all assessment data.

## Pausing Point

---

The exercises in the Pausing Point are a resource for you to use throughout the unit. They offer a variety of opportunities to practice the material covered in Unit 7. The exercises can be used to differentiate your instruction. In addition to spending some time on the Pausing Point after your class has completed the entire unit, you can use the exercises as substitutions or extensions for exercises in a given lesson to reinforce one or more objectives. In the lessons you will find references to activities in the Pausing Point.

It is important to note that the material in the Pausing Point, such as word lists and chains, contains all of the spellings taught in the unit. If you decide to use an exercise from the Pausing Point before you have reached the end of the unit, make sure to use 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 the spelling alternatives lessons.

# Lesson 1

## Spelling Alternatives

### ✓ Objectives

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

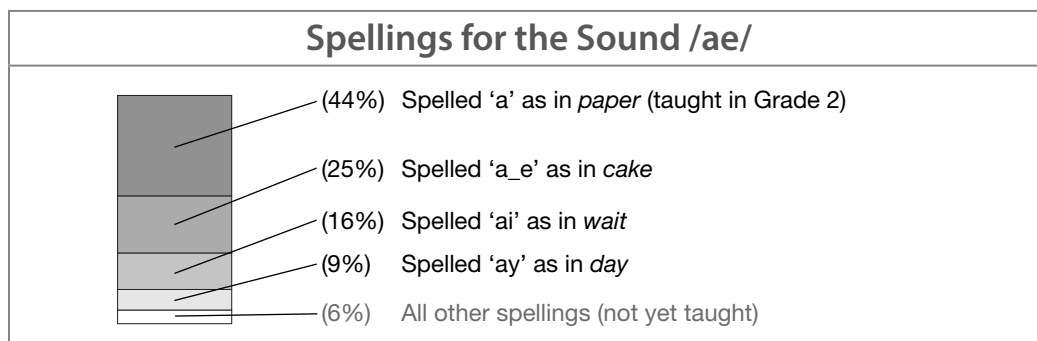
- ✓ Read words spelled with 'ai' and 'ay' as /ae/ (RF.1.3b)
- ✓ Spell and write one- and two-syllable words using the letter-sound correspondences taught in Grade 1 for a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words taught in Grade 1 for a weekly spelling assessment (L.1.2d)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Spelling</b>	<b>Introduce Spelling Words</b>	Worksheet 1.1	15
<b>Introducing the Spelling Alternatives</b>	<b>Spellings for /ae/</b>	Worksheet 1.2; green markers	10
	<b>Spelling Tree</b>	Spelling Tree for /ae/; prepared leaves for the /ae/ Tree; tape; brown, green, yellow paper; marker; leaves template; odd duck template; scissors	10
<b>Break</b>	<b>Wiggle Cards</b>	index cards	5
<b>Practicing the Spelling Alternatives</b>	<b>Practice with Spellings for /ae/</b>	Worksheet 1.3	20
<b>Take-Home Material</b>	<b>Spelling Words</b>	Worksheet 1.1	*

### *Note to Teacher*

Please note that the Vowel Code Flip Book and Individual Code Charts do not reflect the vowel spelling alternatives taught in Unit 7. We have provided Worksheets 1.2 and 11.2 to supplement the Vowel Code Flip Book and Individual Code Charts in Unit 7. We recommend that you place these worksheets in page protectors, as you did in the previous units, so that students can easily refer to them along with their Individual Code Charts. You also may wish to make enlarged versions of Worksheets 1.2 and 11.2 to aid in classroom instruction.

Today you will introduce two spelling alternatives for the /ae/ sound. The students should already know the basic code spelling 'a\_e' as in *cake*. In today's lesson you will review this spelling and introduce the spelling alternatives 'ai' as in *wait* and 'ay' as in *day*. The chart below shows how common each spelling is.



Here are some patterns for you to be aware of:

- **'ai'** is generally used in initial position (*aim*, *aid*) or medial position (*pail*, *paint*) and is almost always followed by a consonant spelling. It is rarely used in final position. Notice how odd the phony words *hai* and *pai* look when compared to the real words *aim*, *jail*, *raid*, and *sailor*.
- **'ay'** is generally used in final position (*say*, *pay*) and rarely found in initial or medial positions. Notice how odd *mayl* and *fayl* look when compared to *may*, *spray*, and *player*.
- **'ay'** is the only spelling taught here that regularly falls at the end of a word.
- The spellings 'ey' (*hey*), 'ea' (*great*), and 'eigh' (*eight*) are rare and will be taught in Grade 2.

### **Advance Preparation: Spelling Tree**

In this lesson you will be asked to create a Spelling Tree wall display for the /ae/ vowel sound and its spellings (the basic code 'a\_e', and spelling alternatives 'ai' and 'ay' introduced in this unit). An example to assist you in making the Spelling Tree is provided for you on the next page. You should have the Spelling Tree assembled and ready to be displayed before you begin the exercise. For best results, try to make the Spelling Tree at least 24" x 18", preferably a good deal larger.

Make the trunk of the Spelling Tree out of brown construction paper, or draw the trunk on white chart paper. Each Spelling Tree has branches forking off from the central trunk. The branches vary in length and correlate with the power bar on the Spelling Cards. For example, the 'a\_e' spelling is a more common spelling for the /ae/ sound, so its branch is the longest on the /ae/ Tree. The shortest branch is on the top for odd ducks; see the explanation below.

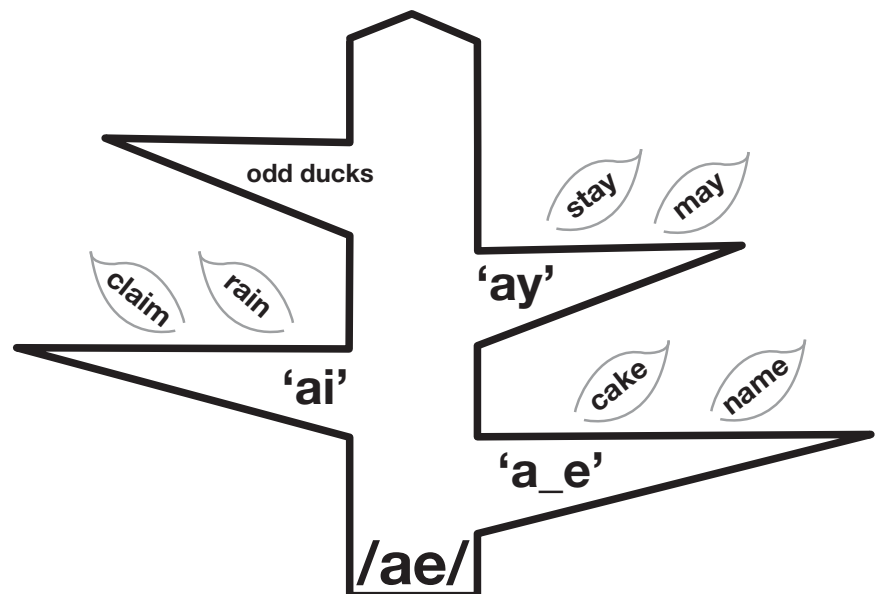
For the /ae/ Tree, use three branches for the more common spellings ('a\_e', 'ai', and 'ay'), and one branch at the top for odd ducks. Odds ducks are words having the /ae/ sound spelled in a way not explicitly taught in this unit, such as 'eigh' in the word *eight*.

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

Write these /ae/ words on the leaves: *cake, frame, game, pavement, take, brain, chain, nails, wait, aim, day, play, stay, subway, portray.*

The odd duck template is found at the end of this lesson. Make multiple copies of the odd duck template on yellow paper. These duck-shaped cards are for odd ducks (i.e., words having the /ae/ sound but not falling into any of the spelling patterns the students are learning in Unit 7). You do not need to write any words in advance on the odd duck templates; just have these available during the lesson should students offer any odd duck spellings for the /ae/ sound.

Over the course of this unit, you will be asked to make and display two Spelling Trees.



### Advance Preparation: Wiggle Cards

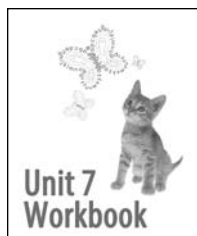
For today's Break activity, you will show students cards that have phrases on them that they will read and act out. These are called Wiggle Cards, and they can be used any time students need a break. You will need to write the following decodable phrases on a card or sentence strips large enough for students to be able to easily read them.

1. do a rain dance
2. bend at your waist
3. take one step to the left
4. act like you are painting a fence
5. tilt your face sideways
6. sit down
7. stretch your arms

## Spelling

15 minutes

### Introduce Spelling Words



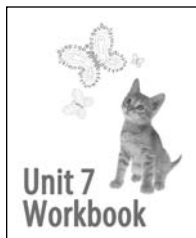
Worksheet 1.1

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

'a_e' > /ae/	'kn' > /n/	'n' > /ng/	'tch' > /ch/	'wr' > /r/	'a' > /a/	Tricky Word
fade	knocked	drinking	pitch	wrapper	hands	by
	knitting					

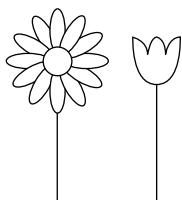
## Spellings for /ae/

10 minutes



Worksheet 1.2

If the spelling alternatives confuse the students, draw two different-looking flowers (e.g., a tulip and a daisy) on the board. Explain that, in the same way that we can draw different pictures of a flower, we can draw different pictures of the /ae/ sound.



Please note that the Vowel Code Flip Book and Individual Code Charts do not reflect the vowel spelling alternatives taught in Unit 7. We have provided Worksheets 1.2 and 11.2 to supplement the Vowel Code Flip Book and Individual Code Charts in Unit 7. We recommend that you place these worksheets in page protectors, as you did in the previous units, so that students can easily refer to them along with their Individual Code Charts. You also may wish to make enlarged versions of Worksheets 1.2 and 11.2 to aid in classroom instruction.

- Tell students that today they are going to work with the /ae/ sound.
- Have students say the /ae/ sound several times, stretching it out.
- Have students take out Worksheet 1.2 from the page protector; also display an enlarged version of the worksheet if available. Point to the 'a\_e' spelling, read the sample word, and discuss the power bar.
- Write 'a\_e' on the board, along with the two sample words listed in the box on the next page.
- Have students outline the 'a\_e' spelling on Worksheet 1.2 in green marker to show that the spelling is a vowel sound.
- Tell students that they will learn about two more spellings for the /ae/ sound.
- Have students outline the 'ai' and 'ay' spellings on Worksheet 1.2 in green marker to show that the spellings are vowel sounds.
- Write each spelling on the board along with the two decodable sample words for each listed in the following box on the next page.
- For additional reading practice, write the following words with the new spellings for /ae/ on the board and have students read them: *way, stay, may, clay, main, rain, tail, pain*.
- Tell students that whenever the spellings 'ai' and 'ay' appear on a worksheet or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that this is a spelling they have learned recently.

1. a\_e: cake, take
2. ai: wait, aim
3. ay: day, play

## Spelling Tree

10 minutes

- Show students the Spelling Tree and explain that you are going to use it to help them keep track of the spellings for the /ae/ sound.
- Point to the trunk labeled /ae/.

- Point to the four branches: 'a\_e', 'ai', 'ay', and odd ducks. The 'a\_e' branch should be the longest and on the bottom, the 'ai' branch is the second longest, and the 'ay' branch is the third longest.
- Remind students that the smallest branch (or the one with the least open space around it) is for odd ducks.
- Shuffle the leaves and then show each leaf.
- Ask a student to read the leaf and then place it on the correct branch of the Spelling Tree.

## Break

5 minutes

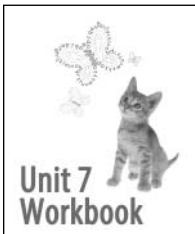
### Wiggle Cards

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

## Practicing the Spelling Alternatives

20 minutes

### Practice with Spellings for /ae/



Worksheet 1.3

- Have students turn to Worksheet 1.3.
- Tell students that they are going to practice reading some words that have the /ae/ sound spelled 'ai' or 'ay'.
- Have students take turns reading the 'ai' words aloud.
- Briefly discuss the meaning of any words that students may not know.
- If students read the words haltingly, have them read them a second time.
- Repeat the same steps for the 'ay' words.
- Once students have read all of the words, have them look at the back of the worksheet.
- Have students fill in the blanks in the sentences using the words in the box.
- Please make this a teacher-led exercise.

## Take-Home Material

### Spelling Words

- Have students take home Worksheet 1.1 and remind them to practice the spelling words throughout the week.



## 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. Students may also 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:

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

- |          |         |          |
|----------|---------|----------|
| 1. day*  | 5. way* | 9. pay   |
| 2. may*  | 6. air  | 10. rain |
| 3. play* | 7. hair | 11. stay |
| 4. say*  | 8. main | 12. wait |

- Chains:

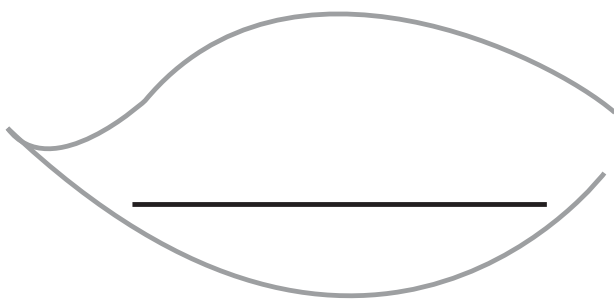
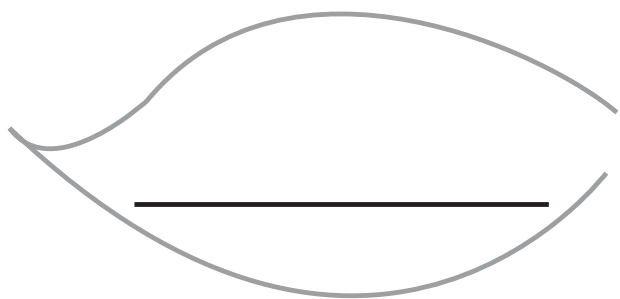
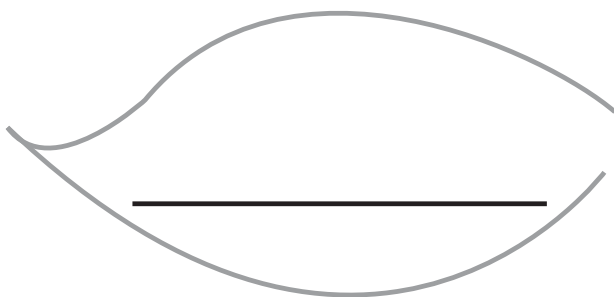
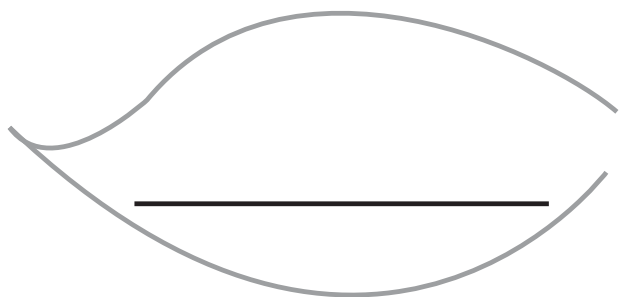
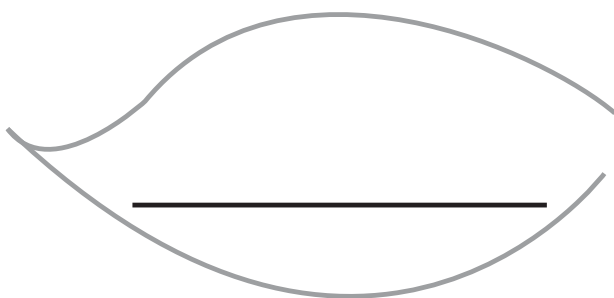
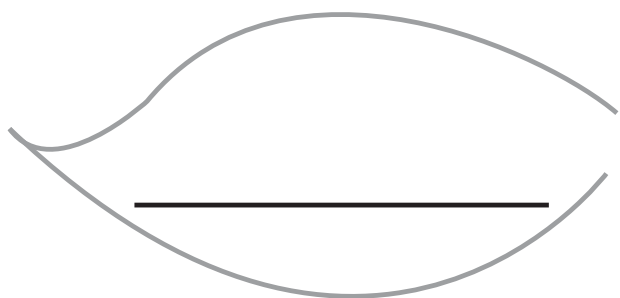
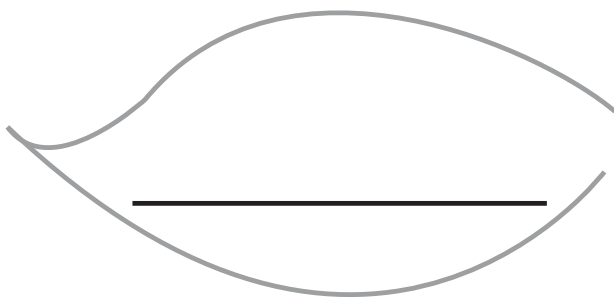
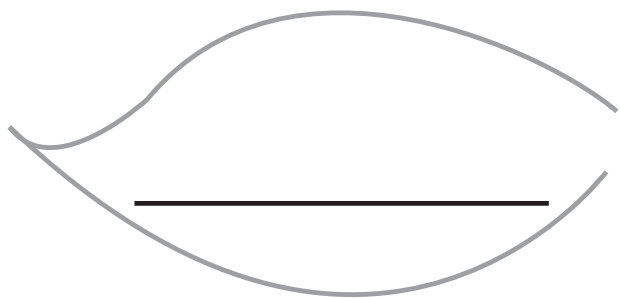
- |   |
|---|
| 1. hay > way > sway > say > stay > stray > tray > ray > pay > play        |
| 2. hail > pail > nail > snail > sail > quail > mail > main > pain > plain |

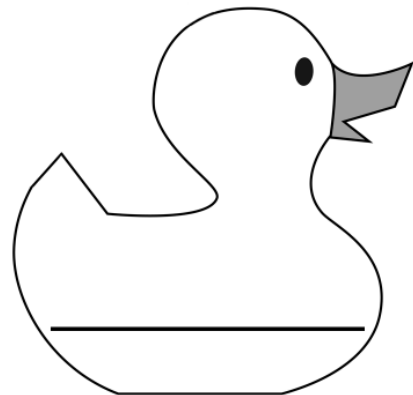
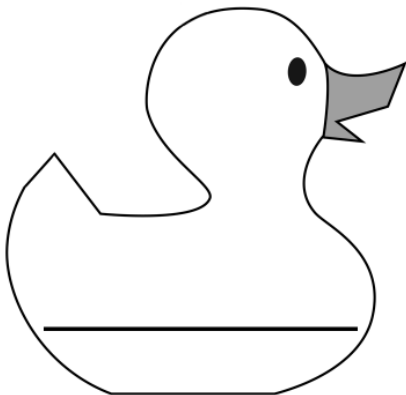
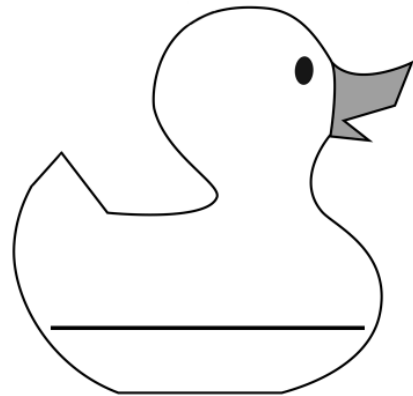
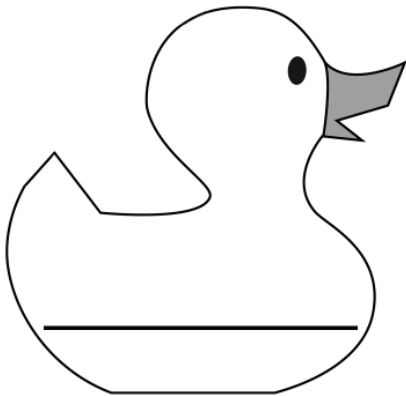
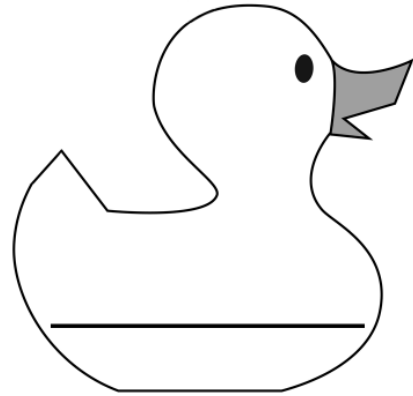
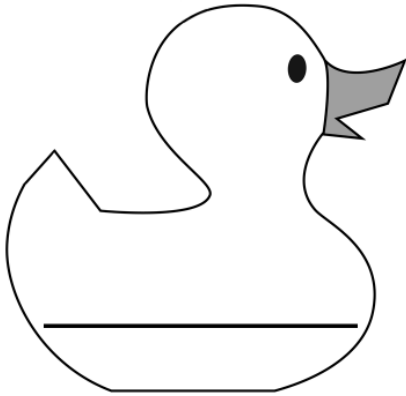
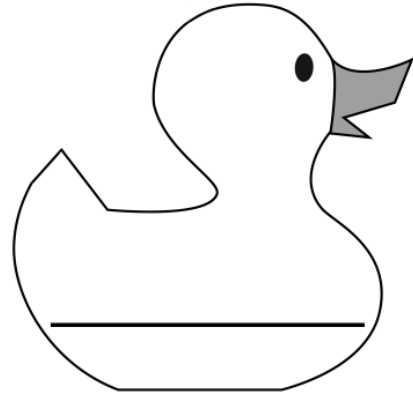
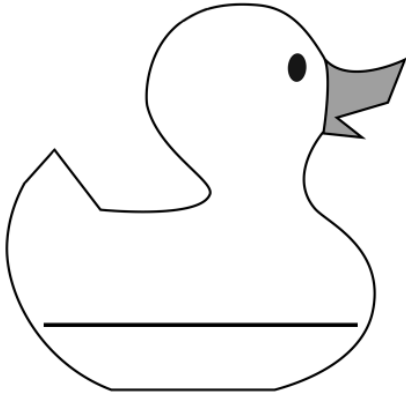
- Phrases and sentences:

- |                          |                                |
|--------------------------|--------------------------------|
| 1. bad hair day          | 6. Dump it down the drain!     |
| 2. pay day               | 7. She had her day in the sun. |
| 3. save the day          | 8. What did you say?           |
| 4. dog days of summer    | 9. Wait for me!                |
| 5. at the end of the day | 10. Did we get mail today?     |

### Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 630 and 783 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 642 and 798 of those words would be completely decodable.





# Lesson 2

## 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 about “Martez, Martez, Martez,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read and 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 and understand decodable text in the story “Martez, Martez, Martez” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	Spelling Tree		10
<b>Chaining</b>	Teacher Chaining		10
<b>Practice</b>	Word Sort	Worksheet 2.1	20
<b>Reading Time</b>	Whole Group: “Martez, Martez, Martez”	Kay and Martez	20
<b>Take-Home Material</b>	Match the Picture	Worksheet 2.2	*

### Advance Preparation

Prepare leaves for the following words: *rain, sail, waist, tail, explain, bay, pay, say, may, gate, lake, safe, tale*.

**Spelling Tree**

- Show students the /ae/ Spelling Tree and explain that you are going to add more leaves today. Review each of the sound-spellings represented on each branch.
- Shuffle the leaves and then show each leaf.
- Ask a student to read the leaf and then place it on the correct branch of the Spelling Tree.

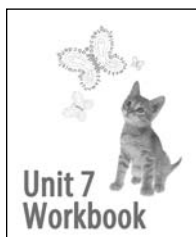
**Chaining****Teacher Chaining**

- Write see on the board.
- Ask a student to read the word.
- Remove the 'ee' and add 'ay' to create say.
- As you make this change, say to students, "If that is see, what is this?"
- Ask students what change you made to the word see to get the word say.
- 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. see > say > hay > day > way > pay > pray > ray > tray > tree
2. grin > grain > gain > pain > main > chain > rain > train > drain > drains

**Practice****Word Sort**

- Tell students to turn to Worksheet 2.1.
- Ask students to first read aloud the words in the box, and then sort the words according to their spellings for the /ae/ sound.



Worksheet 2.1



Page 2

## Whole Group: “Martez, Martez, Martez”

**Note:** There is no Big Book for this Reader.

### Introducing the Reader

- Introduce students to the new Reader, *Kay and Martez*. Explain that this Reader is about a girl named Kay and her friend, Martez, who is Mexican-American. Explain that Martez’s parents are from Mexico.
- Look at the table of contents together. Remind students that the titles of stories often give us a clue as to what each story is about. Allow students to share what they think some of the stories might be about.

### Previewing the Spellings

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

‘ai’ > /ae/	‘ay’ > /ae/	Other Two-Syllable Words
air	Kay	coleslaw
	pay	hopscotch
	play	invite
	crayons	
	playground	

### Previewing the Vocabulary

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

1. **coleslaw**—a salad made from chopped cabbage
2. **hopscotch**—a game in which players hop through a series of squares

### Purpose for Reading

- Tell students that they should read today’s story to learn who Martez is.

### Reading the Story

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

### **Wrap-Up**

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

#### **Discussion Questions on “Martez, Martez, Martez”**

1. *Literal* What does Martez like to do? (Martez likes to play hopscotch and draw pictures with crayons.)
2. *Inferential* Is Kay faster than Martez? (No, Kay is not faster than Martez because Martez is the fastest child on the playground.)
3. *Inferential* How does Kay know Martez? (Martez is in Kay’s class at school.)
4. *Literal* What does Kay think of Martez? (Kay thinks Martez is the best.)
5. *Inferential* Where does Kay want to invite Martez? (Kay wants to invite Martez for dinner at her house.)

### **Take-Home Material**

---

#### **Match the Picture**

---

- Have students complete Worksheet 2.2 with a family member.

# Lesson 3

## 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 in writing about “Martez, Martez, Martez,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read words with the following inflectional endings: plural nouns ending in *-s* or *-es* (RF.1.3f)
- ✓ Read and understand decodable text in the story “Martez, Martez, Martez” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Identify common and proper nouns (L.1.1b)
- ✓ Use regular present, past, and/or future tense verbs orally (L.1.1e)
- ✓ Identify frequently occurring root words and their inflectional forms (L.1.4c)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	Nouns and Verbs		10
<b>Grammar</b>	Plural Noun Review		20
<b>Small Group</b>	Reread “Martez, Martez, Martez”	Kay and Martez; Worksheet 3.1	30



## Nouns and Verbs

### Noun Identification

- Remind students that they have learned about a part of speech called a noun that can be a person, place, or thing.
- Say the phrase, “tall man”; have students repeat the phrase, and ask them to identify which word is a noun. Students should reply, “*Man* is a noun.”
- Ask students if the noun *man* names a person, place, or a thing. (It names a person.)
- Remind students that there are also special kinds of nouns called proper nouns. They are called proper because they name someone or something specific.
- Tell students that you will tell them two nouns: *Jane* and *girl*. Ask students which word refers to a specific person. (*Jane*)
- Explain that *Jane* is a proper noun because it names a specific person.
- Explain to students that each person in the room has a proper noun for their name.
- Say a student’s name and ask that student to raise his or her hand. Point out that not everyone has this name, so we know it refers to a specific person.
- Then say the word *girl* and ask all the girls in the class to raise their hands.
- Point out that the word *girl* refers to many students in the class, not just one. Therefore, it is not a proper noun.
- Repeat this procedure with a boy’s name and the boys in the class.
- Summarize the proper noun information by asking students why we have proper nouns. (Students should understand that there are particular or specific people or things that need to be named, so that they can be identified.)
- Have students identify the noun in each phrase below, and then identify whether that noun is a proper noun.

1. Caitlin likes to skate. (*Caitlin*; proper)
2. My sister runs. (sister; common)
3. [the name of your principal] spoke (principal’s name; proper).
4. Children shout. (*children*; common)
5. Dogs bark. (*dogs*; common)

### Identifying Verbs

- Remind 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 *Spin the wheel*.
- Have students read the phrase, name the action, and then perform the action.
- Say, “*Spin* is an action word. A word that names an action is a part of speech called a verb.”
- Underline *spin* with a squiggly line and explain that you have underlined the action word.
- On the board, write the phrase *Wave your hand*.
- Have students read the phrase, name the action, and then perform the action.
- Say, “*Wave* is an action word. A word that names an action is a part of speech called a verb.”
- Underline the word *wave* with a squiggly line and explain that you have underlined the action word.
- Continue in the same manner with the following phrases.

1. Sway from side to side.
2. Raise your arm.
3. Point one finger.
4. Clap your hands.
5. Jump up in the air once.

## Grammar

20 minutes

### Plural Noun Review

- Remind students that plural words can end in –s or –es. Plural means more than one.
- Draw a table with three columns on the board. Label the columns *cats*, *dogs*, and *foxes*. Remind students that the sound of the –s can either be /s/ or /z/, depending on the last consonant of the word.
- Tell students that you are going to ask them to turn the singular nouns into plural nouns.
- Write *hat* on the board and ask students to read the word.

- Explain that when you have two or more of these, they are called *hats*. Tell students that you will write the word *hats* in the column labeled *cats*, because the –s is pronounced /s/ at the end of *hats*, just like *cats*.
- Repeat with the remaining words in the chart below, writing the plural form of each word in the proper column.

<b>cats</b> 's' > /s/	<b>dogs</b> 's' > /z/	<b>foxes</b> 'es' > /ez/
laps	planes	patches
clocks	waves	boxes
ants	mandrills	rashes

- Tell students that you will say the singular form of a noun, and that you want them to tell you the plural form of that noun.

1. one car (two cars)
2. one stitch (two stitches)
3. one groundhog (two groundhogs)
4. one crane (two cranes)
5. one stick (two sticks)

## Small Group

30 minutes

### Reread “Martez, Martez, Martez”

- Distribute Worksheet 3.1. As a class, write the date on the worksheet, reminding students where to place commas. Tell students they will complete this worksheet after rereading “Martez, Martez, Martez.”

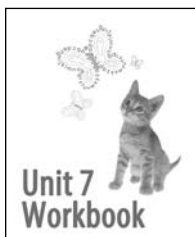
**Note:** Remember that it is important to hear each student read on a regular basis. You may use the Anecdotal Reading Record found in the Teacher Resources section at the back of this Teacher Guide to record notes regarding students’ progress.

### Small Group

- ✪ **Group 1:** Meet with students needing additional support. Reread “Martez, Martez, Martez” and complete Worksheet 3.1.
- ✪ **Group 2:** Have students reread “Martez, Martez, Martez,” either with a partner or by themselves, and complete Worksheet 3.1.

### Wrap-Up

- Review Worksheet 3.1 with the whole class.



Worksheet 3.1

# Lesson 4

## 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 “Dinner with Kay,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read and understand decodable text in the story “Dinner with Kay” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Use singular and plural nouns with matching verbs in basic sentences (L.1.1c)
- ✓ Use frequently occurring conjunctions orally (L.1.1g)
- ✓ Build simple and compound declarative sentences orally in response to prompts (L.1.1j)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Warm-Up</b>	Building Sentences with Conjunctions		15
<b>Grammar</b>	Noun-Verb Agreement		20
<b>Small Group</b>	“Dinner with Kay”	<i>Kay and Martez</i> ; Worksheet 4.1	25

### *Note to Teacher*

Today you will introduce students to noun-verb agreement. These are mainly oral lessons, getting students to hear the correct noun-verb agreement. More explicit instruction and practice for this topic will come in the later grades.

### Building Sentences with Conjunctions

- Remind students that when they speak or write, they should strive to make what they say or write interesting. Tell students that one way that they can do this is by adding words called conjunctions to join phrases and sentences.
- Conjunctions are tiny words that connect phrases and sentences together.
- Say, “My class went on a trip.” Point out that *My class went on a trip* is a sentence.
- Ask students how they might expand this sentence and make it longer.
- One way we can expand sentences and make them longer is to use tiny words called conjunctions to connect one sentence to another. Common conjunctions are *and*, *but*, *or*. Write *and*, *but*, and *or* on the board.
- Demonstrate orally how to expand sentences using the above conjunctions. “My class went on a trip and it was fun. My class went on a trip, but it started to rain.”
- Ask students to orally provide other revised sentences using the decodable conjunctions *and*, *but*, and *or*. Point out to students that *and* joins like phrases or sentences, *but* joins a phrase that changes the direction of the sentence, and *or* offers choices.
- Work with students to expand sentences of their choosing.

### Grammar

20 minutes

### Noun-Verb Agreement

During this unit in particular, pay attention to students’ oral language throughout the day. If students make errors in noun-verb agreement when speaking, gently repeat what they said, modeling correct noun-verb agreement. Do not require students to repeat what you say.

- Tell students they will now practice listening to the ways nouns and verbs work together in a sentence.
- On the board, write the word *Kay*.
- Ask students, “Is *Kay* a singular or plural noun?” (singular)
- Next to the word *Kay*, write both *jump* and *jumps*.
- Ask students, “Would we say *Kay jump* or *Kay jumps*?” Repeat the sentence choices aloud.
- Tell students that since *Kay* is a singular noun, we say “*Kay jumps*.”
- Ask students to listen carefully. Tell them you will say two sentences, and they should pick the one that sounds correct. Say, “*Men eat sandwiches*,” and “*Men eats sandwiches*.”
- Tell students that since *men* is a plural noun, we say “*Men eat sandwiches*.”
- Ask a student to say a plural noun. Ask another student to say a verb.

- Say the provided plural noun along with a correct and incorrect choice for the verb, and ask students which verb sounds correct. For example, would you say “Men walk,” or “Men walks”?
- Ask students for two more plural noun examples following the same procedure as before:
  - Ask another student to say a plural noun. Ask a different student to say a verb.
  - Say the provided plural noun along with a correct and incorrect choice for the verb, and ask students which verb sounds correct. For example, “Would you say ‘Dogs bark,’ or ‘Dogs barks’?”
- Ask students for two singular noun examples, following the same procedure:
  - Ask a student to say a singular noun. Ask a different student to say a verb.
  - Say the provided singular noun along with a correct and incorrect choice for the verb, and ask students which verb sounds correct. For example, “Would you say ‘Bird sing,’ or ‘Bird sings’?”

## Small Group

25 minutes

### “Dinner with Kay”

#### Introducing the Story

- Ask students to turn to the table of contents and locate the story that comes after “Martez, Martez, Martez.” Ask students to tell you the page number on which “Dinner with Kay” starts. (page 8)

#### Previewing the Spellings

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

‘ay’ > /ae/	Other Two-Syllable Words
day	shopper
Kay	dinner
play	outside
say	manners
	finished

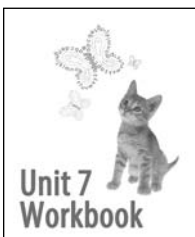
#### Previewing the Vocabulary

- Please preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of this word as necessary.

1. **manners**—behavior around other people



Page 8



Worksheet 4.1

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

- Tell students to read today's story to find out how the dinner goes.

### ***Small Group***

- ✪ **Group 1:** Meet with students needing additional support. Read "Dinner with Kay" and complete Worksheet 4.1.
- ✪ **Group 2:** Have students read "Dinner with Kay," either with a partner or by themselves, and complete Worksheet 4.1.

### ***Wrap-Up***

- Review Worksheet 4.1 with the whole class.

### **Discussion Questions on "Dinner with Kay"**

1. *Inferential* Did Martez like the food he ate for dinner at Kay's house? How do you know? (Yes, Martez tells Kay's mom she is a good cook. He also says he likes corn on the cob. Martez also eats all the food on his plate.)
2. *Inferential* Do you think Kay's parents like Martez? How do you know? (Yes, Kay's mom and dad like Martez. They say he has good manners. They also say that Kay can go to Martez's house tomorrow.)

# Lesson 5

## Review and Practice

### ✓ Objectives

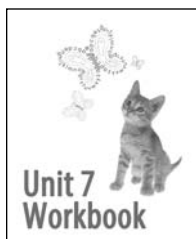
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions, orally and in writing, about “The Red Dish,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read sentences containing the letter-sound correspondences taught and select which one matches the picture (RF.1.3b)
- ✓ Read and understand decodable text in the story “The Red Dish” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Spell and write one- and two-syllable words using the letter-sound correspondences taught in Grade 1 in a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words taught in Grade 1 in a weekly spelling assessment (L.1.2d)

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Spelling</b></i>	<b>Spelling Assessment</b>	Worksheet 5.1	15
<i><b>Review</b></i>	<b>Match the Pictures</b>	Worksheets 5.2, 5.3	20
<i><b>Small Group</b></i>	<b>“The Red Dish”</b>	<i>Kay and Martez</i>	25
<i><b>Take-Home Material</b></i>	<b>“Martez, Martez, Martez”</b>	Worksheet 5.4	*



## 10 Spelling Assessment



Worksheet 5.1

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

- |            |             |
|------------|-------------|
| 1. hands   | 5. knitting |
| 2. pitch   | 6. by       |
| 3. knocked | 7. fade     |
| 4. wrapper | 8. drinking |

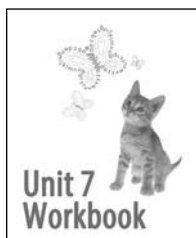
- After all the words have been called out, tell students that you will now show them the correct spelling for each word so that they can correct their own work.
- Say and write each word on the blackboard, instructing students to correct their work by crossing out any incorrect spelling, and writing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

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

## Review

20 minutes

### Match the Pictures

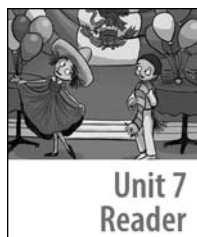


Worksheets 5.2, 5.3

- Tell students to turn to Worksheets 5.2 and 5.3.
- Tell students that they will practice the spelling alternatives they have learned for the /ae/ sound, as well as review the r-controlled vowel sounds /er/, /ar/, and /or/.
- On Worksheet 5.2, students should choose the sentence that describes the picture.
- On Worksheet 5.3, students should read the word and write it underneath its picture.
- Review the worksheets as a class.

**"The Red Dish"****Introducing the Story**

- Ask students to turn to the table of contents and locate the story that comes after "Dinner with Kay." Ask students to tell you the page number on which "The Red Dish" starts. (page 14)



Page 14

**Previewing the Spellings**

- Note that this story contains three-syllable words, *Mexican* and *Mexico*. Students should use the same chunking strategy they have learned for two-syllable words in approaching this and other three-syllable words.
- Please preview the following spellings before reading today's story:

'ai' > /ae/	'ay' > /ae/	Multi-Syllable Words	Tricky Word
pain	today	Mexican	Mexico*
	saying	foolish	
		redder	

\*You should also teach *Mexico* as a Tricky Word. Write the word on the board and circle 'o'. Tell students that the 'o' is tricky and is pronounced /oe/.

**Previewing the Vocabulary**

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

- saying**—a well-known phrase
- brave**—not afraid
- foolish**—not having good judgement

**Purpose for Reading**

- Tell students to read today's story to find out what is in the red dish.

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

### Small Group

- Divide students into two groups. 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. Listen as students take turns reading aloud “The Red Dish.”
- ✪ **Group 2:** Tell students to take turns reading “The Red Dish.” Tell them if they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

### Wrap-Up

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

#### Discussion Questions on “The Red Dish”

1. *Literal* Which peppers are hotter, those in the red dish or in the green dish? (The peppers in the red dish are hotter.)
2. *Inferential* Why might it be foolish to try some of the food in the red dish? (The food in the red dish is hot, hot, hot, and might be unpleasant to eat.)
3. *Literal* How does Kay cool off her mouth? (Kay cools off her mouth by letting ice cubes melt in her mouth.)
4. *Literal* What club does Martez tell Kay she is now a part of? (Martez tells Kay she is in the “I-ate-from-dad’s-red-dish-and-am-still-living-to-tell-the-tale” club.)
5. *Evaluative* Do you think Kay will eat more food from the red dish? Why or why not? (Answers may vary.)

## Take-Home Material

---

### “Martez, Martez, Martez”

---

- Have students take home Worksheet 5.4 to read with a family member.

## Spelling Analysis Directions

---

### Analysis of Student Errors

---

#### Directions

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

The words on this week's spelling assessment can be analyzed in many different ways. Below, we have provided analyses focusing on errors in encoding consonant doublings in these words. Some of these words are also two-syllable words, and you should take note of any difficulty students have in encoding both syllables of two-syllable words. Please refer to the Unit 4 Appendix, "Using Chunking to Decode Multi-Syllable Words," for more information on assisting students who have difficulty with multi-syllable words.

#### Column 1

**What an error in this column means:** The spelling 'a' for the /a/ sound is the basic code spelling. The influx of new spellings might have caused some confusion with basic code spellings.

**What you should do:** Please refer to the Pausing Point for additional activities. Students may need more practice regarding segmenting and blending in order to isolate vowel sounds.

#### Column 2

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

**What you should do:** Please refer to the Pausing Point for additional activities. Word sorts and exposure to words with spelling alternatives will increase students' comfort levels with choosing the correct spelling for each sound.

#### Column 3

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

**What you should do:** Please refer to the Pausing Point for additional activities. Word sorts and exposure to words with spelling alternatives will

increase students' comfort levels with choosing the correct spelling for each sound.

#### **Column 4**

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

**What you should do:** Please refer to the Pausing Point for additional activities. Word sorts and exposure to words with spelling alternatives will increase students' comfort levels with choosing the correct spelling for each sound.

#### **Column 5**

**What an error in this column means:** The spelling 'a\_e' for the /ae/ sound is the basic code spelling. The influx of new spellings might have caused some confusion with basic code spellings.

**What you should do:** Please refer to the Pausing Point for additional activities. Students may need more practice regarding segmenting and blending in order to isolate vowel sounds.

#### **Column 6**

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

**What you should do:** Please refer to the Pausing Point for additional activities. Word sorts and exposure to words with spelling alternatives will increase students' comfort levels with choosing the correct spelling for each sound.

#### **Column 7**

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

**What you should do:** For now, students should memorize how to spell these Tricky Words. Additional practice reading and writing Tricky Words can be found in the Pausing Points and the *Assessment and Remediation Guide*.

#### **Column 8**

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

## Analysis of Student Errors (Lesson 5 Spelling Assessment)

[illegible]

# Lesson 6

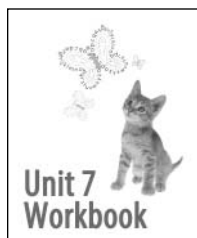
## Grammar

### ✓ 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 in writing about “The Red Dish,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read and understand decodable text in the story “The Red Dish” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Use singular and plural nouns with matching verbs in basic sentences (L.1.1c)
- ✓ Spell and write one- and two-syllable words using the letter-sound correspondences taught in Grade 1 for a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words taught in Grade 1 for a weekly spelling assessment (L.1.2d)

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Spelling</b></i>	Introduce Spelling Words	Worksheet 6.1	15
<i><b>Grammar</b></i>	Noun-Verb Agreement		15
<i><b>Small Group</b></i>	Reread “The Red Dish”	Kay and Martez; Worksheet 6.2	30
<i><b>Take-Home Material</b></i>	Spelling Words	Worksheet 6.1	*



Worksheet 6.1

## Introduce Spelling Words

- Tell students that the words for this week will use the spellings that they have learned in the last few lessons.
- Read and write each spelling word, underlining and reviewing the alternative spelling in each word. Have students repeat each word after you. Remind students that the last word is a Tricky Word. Tricky Words do not follow the rules, so their spellings must be memorized.
- Ask one or more students to use each word in a sentence, making sure to explain vocabulary for any words they may not know.
- The words for the week are:

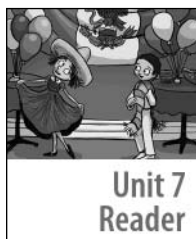
'a_e' > /ae/	'ai' > /ae/	'ay' > /ae/	Tricky Word
escape	rain	stay	your
	hair	stray	
	explain	display	

# Grammar

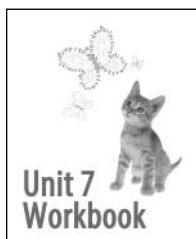
## Noun-Verb Agreement

- Remind students that they have practiced saying singular and plural nouns and matching verbs. Tell students that they will practice doing this again today.
- Ask a student to provide you with a singular noun. Ask another student to provide you with a verb.
- Say the noun and verb in a sentence, saying both a correct and incorrect form of the verb. Ask students which sounds correct. Repeat the noun-verb phrase with correct agreement.
- Repeat several times with both singular and plural nouns.
- Tell students that when they read today's story, they can pay particular attention to nouns and verbs and how they work together.





Page 14



Worksheet 6.2

## Reread “The Red Dish”

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

### Small Group

- Divide students into two groups. You will work with Group 2, students who need more direct support and immediate feedback, while students in Group 1 should partner read. As today’s small group time is longer, you may have the chance to meet with both groups. Remember that it is important to hear all students read on a regular basis.
- ✪ **Group 1:** Tell students to take turns reading “The Red Dish.” Students should then complete Worksheet 6.2, referring back to the story to help them answer the questions. Tell them if they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.
- ✪ **Group 2:** Meet with students in this group. Listen as students take turns reading aloud “The Red Dish.” Work with students to complete Worksheet 6.2, referring back to the story to help them answer the questions.

### Wrap-Up

- Review Worksheet 6.2 with the whole class.

## Take-Home Material

### Spelling Words

- Have students practice the spelling words on Worksheet 6.1 with a family member.

# Lesson 7

## 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 “In the Mail,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Compare and contrast the experiences of characters in the fiction text “In the Mail” (RL.1.9)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Segment two-syllable words into individual sounds and/or syllables (RF.1.2d)
- ✓ Read and understand decodable text in the story “In the Mail” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Use commas to separate single words in a series (L.1.2c)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Segmenting and Blending Two-Syllable Words</b>		15
<b>Grammar</b>	<b>Commas in a Series</b>	Worksheet 7.1	20
<b>Reading Time</b>	<b>Partner Reading: “In the Mail”</b>	<i>Kay and Martez</i> ; Worksheet 7.2	25

### Segmenting and Blending Two-Syllable Words

**Note:** Please draw attention to the fact that the words in these Warm-Ups consist of two syllables by returning to the forefinger-thumb tap for the first sound in the second syllable.

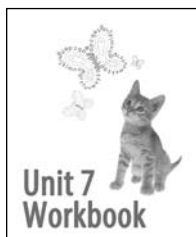
- Look at each word in the box below and notice where they are marked with a syllable divider.
- Say the first word. (*display*)
- Repeat the word, pausing slightly between the syllables.
- Say the first syllable in a segmented fashion, marking each sound with a thumb-finger tap, beginning with a thumb-forefinger tap. (/d/ /i/ /s/)
- Say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound. (/p/ /l/ /æ/)
- Say the blended word while making a fist.
- Have students repeat after you.
- Continue this process with the remaining words.
- After you segment the last word, have students guide you in spelling the word.

1. dis·play (3+3) /d/ /i/ /s/ · /p/ /l/ /æ/
2. es·cape (2+3) /e/ /s/ · /k/ /æ/ /p/
3. ex·plain (2+4) /e/ /x/ · /p/ /l/ /æ/ /n/
4. writt·en (3+2) /r/ /i/ /t/ · /e/ /n/
5. por·tray (2+3) /p/ /or/ · /t/ /r/ /æ/

### Grammar

20 minutes

#### Commas in a Series



Worksheet 7.1

- Draw handwriting lines on the board and write a comma on the line.
- Remind students that this punctuation mark is called a comma. They have been using commas to write the date. Commas let us know to take a pause when reading a sentence.
- Tell students that commas are also used to separate words in a sentence, especially when there are three or more words together in a list.
- Lists of words in a sentence are called a series of words.
- Model for students how to insert commas in a series of words. Write the sentence *Carl likes to jump run and hop*. Tell students that one clue they can use to find the series or list of words is to locate the word *and* and then look at the words on either side.

- Demonstrate for students that when there are at least three words in a series, we insert commas after each word in the list that appears before the word *and*. The sentence should be punctuated as follows: *Carl likes to jump, run, and hop*. Commas signal that we should pause and take a breath as we are reading.
- Repeat with the remaining sentences.

1. Carl likes to jump run and hop.
2. Track soccer and golf are sports.
3. I like cats and dogs.
4. Pants jackets and blouses are clothing.
5. Winter can be freezing dark and long.
6. In the port are ships tugboats and barges.
7. Cheese and chips are snacks.

- Have students turn to Worksheet 7.1.
- Explain to students that the worksheet contains sentences that are missing commas.
- Read each sentence with students and have them add the missing commas. Be sure to model the first few sentences on the board.

## Reading Time

25 minutes

### Partner Reading: "In the Mail"

#### Previewing the Story

- Tell students that today's story is called "In the Mail." Discuss with students what the purpose of mail is and how it helps people communicate with one another.

#### Previewing the Spellings

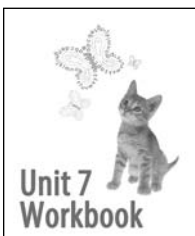
- Please preview the following spellings before reading today's story:

'ai' > /ae/	'ay' > /ae/	Other Two-Syllable Words	Tricky Word
mail	play	summer	talk
wait	way	Spanish	
Spain	day	written	
	say		

- You should teach *talk* as a Tricky Word. Write the word on the board and circle the 'al'. Tell students that the 'al' is tricky and pronounced /aw/ or /o/ depending on the region of the United States.



Page 22



Worksheet 7.2

### **Previewing the Vocabulary**

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

1. **can't make out**—unable to see or identify something

### **Purpose for Reading**

- Tell students to read the story carefully to find out what Kay receives in the mail. When they are finished, they should complete Worksheet 7.2. Encourage students to look back at the story to find their answers.

Remember to use this time to circulate as students read to observe and make notes using an anecdotal record.

### **Wrap-Up**

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

#### **Discussion Questions on “In the Mail”**

1. *Literal* What did Martez send to Kay? (Martezen sent Kay a postcard in the mail.)
2. *Inferential* Why can't Kay read all of the words that are written on the card? (Kay can't read all of the words on the card because some of them are written in another language.)
3. *Literal* What do the Spanish sentences on the card mean in English? (The Spanish sentences mean, “You are my best pal. See you soon!”)
4. *Evaluative* Do any of you know any words in languages besides English? (Answers may vary. Please do not force students to contribute.)
5. *Inferential* How was Martez's summer different than Kay's? (Martezen went to Mexico and Kay did not.)

# Lesson 8

## 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 about “The Holiday,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read and understand decodable text in the story “The Holiday” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Identify frequently occurring root words and their inflectional endings (RF.1.3f)
- ✓ Use phonics skill in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4.c)
- ✓ Use frequently occurring conjunctions orally (L.1.1g)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Building Sentences with Conjunctions</b>		15
<b>Grammar</b>	<b>Root Words and Endings Review</b>	Worksheet 8.1	20
<b>Small Group</b>	<b>“The Holiday”</b>	<i>Kay and Martez</i> ; Worksheet 8.2	25
<b>Take-Home Material</b>	<b>“The Red Dish”</b>	Worksheet 8.3	*

### Warm-Up

**15** minutes

#### Building Sentences with Conjunctions

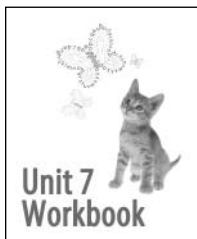
- Remind students that when they speak or write, they should strive to make their speaking or writing interesting. Remind students that one way that they can do this is by adding words called conjunctions to join phrases and sentences.
- Conjunctions are tiny words that connect phrases and sentences together.
- Say, “My mom drinks coffee.” Point out that *My mom drinks coffee.* is a sentence.

- Ask students how they might expand this sentence and make it longer.
- One way we can expand sentences and make them longer is to use tiny words called conjunctions to connect one sentence to another. Common conjunctions are *and*, *but*, and *or*. Write *and*, *but*, and *or* on the board.
- Demonstrate orally how to expand sentences using each of the above conjunctions. “My mom drinks coffee and munches on a muffin. My mom drinks coffee, but not at night. My mom drinks coffee or sips tea in the morning.”
- Ask students to create other oral revised sentences using the conjunctions *and*, *but*, and *or*. Note to students that *and* joins like phrases or sentences, *but* joins a phrase that changes the direction of the sentence, and *or* offers choices.
- Work with students to expand sentences of their choosing.

## Grammar

20 minutes

### Root Words and Endings Review



Worksheet 8.1

**Note:** The base of a word is called the *root word*. The term *root* implies that that part of the word is the heart of the word with a stable meaning. A flower with roots is a good representation of the relationship between a root word and its derivations. Label the root of a flower with a root word (e.g., *stop*) and the flower petals and leaves with derivations of that word (e.g., *stopped*, *stopping*).

- Review with students that some words double final consonants when endings are added. Remind them that when you add a suffix to a one-syllable root word with a short vowel sound ending with a single consonant, you double the consonant before adding the suffix.
- Write the word *hop* on the board and underline it. Ask a student to use the word in a sentence.
- Ask students, “How many syllables are in the root word *hop*?” (one; you may clap to show it is one-syllable.) Ask students, “Does *hop* have a short vowel sound?” Circle the ‘o’ and say the /o/ sound to show it is a short vowel sound. Ask, “Does *hop* end in a single consonant?” (yes)
- Tell students that because *hop* is a one-syllable word with a short vowel sound and a single consonant ending, the final consonant is doubled when adding a suffix.
- Write the word *hopped* on the board and underline *hop* in the word. Point out that the word *hopped* is in past tense. Ask a student to use *hopped* in a sentence.
- Explain that *hop* is the main part of the word (the root) and that the past tense marker ‘ed’ changed the tense of the verb.

- Write the word *hopping* on the board, underlining *hop*. Follow the same procedure as above.
- Write the word *peep* on the board. Walk students through the same steps as you did with *hop*, asking how many syllables there are, and whether it has a long or short vowel sound. Tell students that because *peep* has a long vowel sound, the ending consonant is not doubled when adding a suffix.
- Write *peeping* on the board to demonstrate how the consonant is not doubled.
- Repeat the process with the words *sag*, *sagged*, and *sagging*, writing the words below *hop*, *hopped*, and *hopping*.
- Ask students if they see a pattern.
- If students do not see the pattern, underline the doubled consonants and explain that the final consonant spelling in the root word was doubled when an ending was added.
- Have students turn to Worksheet 8.1 and complete it with a partner.

## Small Group

25 minutes

### "The Holiday"

#### Introducing the Story

- Ask students to turn to the table of contents and locate the story that comes after "In the Mail." Ask students to tell you the page number on which "The Holiday" starts. (page 26)

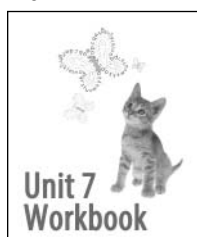
#### Previewing the Spellings

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

'ai' > /ae/	'ay' > /ae/	Tricky Words	Multisyllable Words
explains	holiday	Hidalgo	tribute
	pay		September
			British



Page 26



Worksheet 8.2



You may wish to further discuss the Spanish pronunciation of this word with students.

- Discuss the Tricky Word *Hidalgo* with students prior to reading the story. Explain to students that the final ‘o’ in *Hidalgo* is not pronounced /o/, as they might expect. It instead is pronounced /oe/. Explain that Hidalgo was a man who rallied the Mexican people to gain independence from the Spanish.

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

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

1. **tribute**—to show respect to someone
2. **in charge**—in control
3. **British**—people from Great Britain

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

- Tell students to read today’s story to find out why September 16 is a holiday in Mexico.

### ***Small Group***

- ✪ **Group 1:** Meet with students needing additional support. Read “The Holiday” and complete Worksheet 8.2.
- ✪ **Group 2:** Have students read “The Holiday,” either with a partner or by themselves, and complete Worksheet 8.2.

### Wrap-Up

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

#### Discussion Questions on “The Holiday”

1. *Literal* Summarize today’s story. (First, Martez returns from his trip and invites Kay to his home. Then Kay goes to Martez’s home on September 16th for a celebration. The celebration is to pay tribute to Hidalgo, a man who helped set Mexico free from the Spanish. There is singing and dancing, and Martez’s home is decorated in green, red, and white Mexican flags. )
2. *Inferential* How do you think the people feel at the celebration? Why? (They probably feel happy; they are celebrating and singing and dancing.)
3. *Literal* Who was the leader Martez speaks about? What did the leader do? (The leader was Hidalgo. He said the Mexicans should be free from the Spanish.)
4. *Literal/inferential* What does the Mexican flag look like? How is it similar and how is it different from the American flag? (Both the Mexican flag and American flag have stripes and the colors red and white in them. The Mexican flag has three horizontal stripes in red, white, and green, and a picture of an eagle on top of a cactus with a snake in its talons; the American flag has horizontal stripes; is red, white, and blue; and has stars.)

### Take-Home Material

---

#### “The Red Dish”

---

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

# Lesson 9

## 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 about “Better Than the Best,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read Tricky Words (RF.1.3g)
- ✓ Read and understand decodable text in the story “Better Than the Best” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skill in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4.c)
- ✓ Identify and use end punctuation, including periods, question marks, and exclamation points (L.1.2b)
- ✓ Use commas to separate single words in a series (L.1.2c)

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Warm-Up</b></i>	<b>Tricky Word Story</b>	index cards	15
<i><b>Grammar</b></i>	<b>Punctuation Review</b>		20
<i><b>Reading Time</b></i>	<b>Partner Reading: “Better Than the Best”</b>	<i>Kay and Martez</i> ; Worksheet 9.1	25
<i><b>Take-Home Material</b></i>	<b>Commas</b>	Worksheet 9.2	*

### ***Advance Preparation***

Please prepare index cards with some or all of the Tricky Words taught so far.

### Tricky Words

1. a	14. once	27. which	40. could
2. I	15. to	28. here	41. would
3. no	16. do	29. there	42. should
4. so	17. two	30. he	43. down
5. of	18. who	31. she	44. today
6. all	19. the	32. we	45. yesterday
7. some	20. said	33. be	46. tomorrow
8. from	21. says	34. me	47. how
9. word	22. was	35. they	48. picture
10. are	23. when	36. their	49. describe
11. were	24. where	37. you	
12. have	25. why	38. your	
13. one	26. what	39. because	

## Warm-Up

15 minutes

### Tricky Word Story

- Show the index cards you have previously prepared to students, one at a time, and have students read the Tricky Words.
- Give at least one index card to each student.
- Tell students they are going to orally make up a silly story as a class. Each student will say one sentence that adds to the story, using the Tricky Word he or she receives.
- To get students started, choose one of the Tricky Words and make a starting sentence for the story (e.g., “Once there was a princess”).
- Choose a student to give the next sentence. Make sure the sentence includes his or her Tricky Word. Then have that student choose the next student to add the next sentence to the story, using his or her Tricky Word.
- Continue this process until all students have had a turn.
- If time allows, collect the index cards, shuffle them, and redistribute them to students to start a new story. You can also replace some of the cards with other cards you did not use for the first story.

### Punctuation Review

- Quickly review what students know about periods, question marks, and exclamation points.
- Explain that periods, question marks, and exclamation points are all punctuation marks used at the end of sentences.
- Write this sentence on the board, leaving off the ending punctuation: *I can sit and wait*
- Ask students what is missing from this sentence. (a period) Write a period at the end of the sentence.
- Remind students that a period is used at the end of a sentence that makes a statement (or tells us something). When the students see a period at the end of a sentence, they need to pause and take a breath.
- Write this sentence on the board, leaving off the question mark: *Can you go on the trip*
- Ask students what is missing from this sentence. (question mark) Write a question mark at the end of the sentence.
- Write this sentence on the board, leaving off the exclamation mark (read with excited expression): *I am so glad to have some cake*
- Ask students what is missing from this sentence. (exclamation mark) Write an exclamation mark at the end of the sentence.
- Remind students that an exclamation point is used at the end of a sentence that expresses excitement. When students see an exclamation point at the end of a sentence, they need to say the sentence with expression.
- Explain to students that if we did not have these punctuation marks, all of the sentences in our writing would run together and we would probably not be able to read them correctly.
- Write the following on the board and have students read it out loud:

gail had a bike where is it

- Ask students how many sentences these words represent. Then ask students what is wrong with the way the words are written. (There is no capitalization or punctuation.)
- Have students tell you what words to capitalize and where to add punctuation so that the two sentences are written correctly.

- Make the changes on the board.

Gail had a bike. Where is it?

- Have students read the two sentences, making sure that they pause at the period.
- Tell students that sometimes pauses are needed within sentences, not just at the end. This type of pause is indicated with another punctuation mark—a comma. Draw a comma on the board.
- Write the following sentence on the board on handwriting lines and have students read it out loud:

Carmen likes grapes ham and chips.

- Ask students to read the series of items in that sentence. (grapes, ham, and chips)
- Put commas in the correct places as you read the sentence again, pointing out that there is a comma directly after each item. There is no comma after the word *and*.
- Explain that commas are used to separate three or more items in a series.
- Repeat this process with the following sentences. Call on students to write in the commas as the class reads each sentence:

David scraped his knee hand and chin when he fell.

Slush is gray wet and freezing.

The park has a slide and swings.

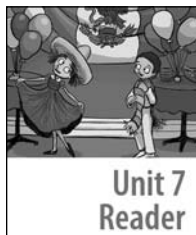
Mom made a cake a tart and ice pops for us.

I like to draw pictures with pencils crayons and paint.

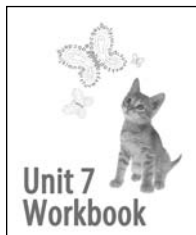
Do not forget to bring your hat scarf and mittens!

Carlos sees a convent soccer game Aztec shrine and a place to shop.

- Review the lesson by asking students when commas are used. (They are used to separate three or more items in a series.)



Page 32



Worksheet 9.1

## Partner Reading: “Better Than the Best”

### Previewing the Story

- Tell students that today’s story is called “Better Than the Best.” Discuss with students what the phrase “better than the best” might mean. Is it possible for something to be better than the best?

### Previewing the Spellings

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

‘ai’ > /ae/	‘ay’ > /ae/	Tricky Words
explains	day	gracias*
exclaims	Kay	
wait		

\*You should also teach *gracias* as a Tricky Word. Write the word on the board and circle each vowel spelling. Tell students that both ‘a’ spellings are tricky and are pronounced /o/. Next, tell students that the ‘i’ spelling is tricky and is pronounced /ee/. Remind students that they learned the ‘c’ spelling for /s/ in the last unit.

### Previewing the Vocabulary

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

- jaw drops**—a saying meaning to show surprise
- gracias**—*thank you* in Spanish

### Purpose for Reading

- Tell students to read the story carefully to find out what Kay thinks is better than the best. When they are finished, they should complete Worksheet 9.1. Encourage students to look back at the story to find their answers.

Remember to use this time to circulate as students read to observe and make notes using an anecdotal record.

### Wrap-Up

- Use the following discussion questions to guide 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 “Better Than the Best”

1. *Literal* What is the Spanish word for *thank you*? (The Spanish word for *thank you* is *gracias*.)
2. *Literal* Who does Kay’s mom suggest they invite on the trip with them? (Kay’s mom suggests that Kay invite Martez on the trip.)
3. *Inferential* How does Kay feel about her mom’s suggestion for the trip? How do you know? (Kay is surprised and happy. You can tell she is surprised because her jaw drops open when she first hears about the trip. Then she jumps up and says she can’t wait to tell Martez.)

### Take-Home Material

---

#### Commas

- Have students take home Worksheet 9.2 to practice commas with a family member.



# Lesson 10

## Review and Practice

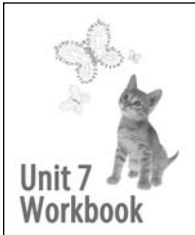
### ✓ Objectives

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

- ✓ Ask and answer questions orally about “The Long Cab Ride,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read and understand decodable text in the story “The Long Cab Ride” that incorporates the letter-sound correspondences taught in one and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4b)
- ✓ Use phonics skill in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4.c)
- ✓ Identify and use end punctuation, including periods, question marks, and exclamation points (L.1.2b)
- ✓ Use commas to separate single words in a series (L.1.2c)
- ✓ Spell and write one- and two-syllable words using the letter-sound correspondences taught in Grade 1 in a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words taught in Grade 1 in a weekly spelling assessment (L.1.2d)

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Spelling</i></b>	<b>Spelling Assessment</b>	Worksheet 10.1	15
<b><i>Grammar</i></b>	<b>Punctuation Practice</b>	Worksheet 10.2	20
<b><i>Small Group</i></b>	<b>“The Long Cab Ride”</b>	<i>Kay and Martez</i>	25

## 10 Spelling Assessment



Worksheet 10.1

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

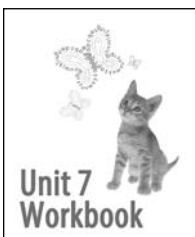
- |           |            |
|-----------|------------|
| 1. stay   | 5. explain |
| 2. escape | 6. hair    |
| 3. your   | 7. stray   |
| 4. rain   | 8. display |

- 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 blackboard, instructing students to correct their work by crossing out any incorrect spelling, and writing the correct spelling next to it.

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

# Grammar

## Punctuation Practice



Worksheet 10.2

- Quickly review what students learned about periods, question marks, and exclamation points.
- Explain that periods, question marks, and exclamation points are end punctuation that help us to read and better understand a text.
- Remind students that a period is used at the end of a sentence that makes a statement (or tells us something). When students see a period at the end of a sentence, they need to pause and take a breath.
- Remind students that a question mark is used at the end of a sentence that asks a question.

- Remind students that an exclamation point is used at the end of a sentence that expresses excitement. When students see an exclamation point at the end of a sentence, they need to say the sentence with expression.
- Tell students that sometimes pauses are needed within sentences. This type of pause is indicated with a comma. Draw a comma on the board. Explain that commas are used to separate items in a series of three or more things.
- Explain to students that if we did not have these punctuation marks, all of the sentences in our writing would run together and we would probably not say them correctly.
- Have students turn to Worksheet 10.2.
- Tell students to read the sentences to determine where to add punctuation so that the two sentences are written correctly.

## Small Group

**25** minutes

### "The Long Cab Ride"

#### Introducing the Story

- Ask students to turn to the table of contents and locate the story that comes after "Better Than the Best." Ask students to tell you the page number on which "The Long Cab Ride" starts. (page 36)

#### Previewing the Spellings

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

'ai' > /ae/	'ay' > /ae/	Tricky Words	Other Two-Syllable Words
airport	staying	Carlos	deserts
plains	day		whispers
rainforests	way		describes
exclaims	pay		landscapes
	Kay		

- *Carlos* is a Spanish name, and is pronounced /k/ /ar/ /l/ /oe/ /s/. Teach this as a Tricky Word in which the 'o' represents the /oe/ sound, not /o/.

#### Previewing the Vocabulary

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



Page 36

1. **cab**—taxi
2. **Greetings!**—Hello!
3. **inn**—hotel
4. **sites**—places
5. **plains**—large flat or rolling areas of land
6. **deserts**—land areas where it does not rain much and that can be very hot during the day
7. **rainforests**—forests with many plants where it rains often
8. **wetlands**—land areas that are damp and wet, like a swamp
9. **landscapes**—features or characteristics of different areas of land
10. **exclaims**—cries out
11. **jabs**—pokes
12. **shrine**—a holy or sacred place

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

- Tell students to read today’s story to find out what happens on the long cab ride.

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

### ***Small Group***

- Divide students into two groups. 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. Listen as students take turns reading aloud “The Long Cab Ride.”
- ✪ **Group 2:** Tell students to take turns reading “The Long Cab Ride.” Tell them if they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

### ***Wrap-Up***

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

### Discussion Questions on “The Long Cab Ride”

1. *Literal* Where are Kay, Martez, and Kay’s mom and dad? (Kay, Martez, and Kay’s mom and dad are in a cab in Mexico on the way to the inn from the airport.)
2. *Literal* Where does Kay’s dad want the cab driver to take them? (Kay’s dad wants the cab driver to take them directly to the inn.)
3. *Literal* What are some things that Carlos points out? (Carlos points out a soccer game, an Aztec shrine, a good place for shopping, and his mom’s house.)
4. *Inferential* Why is Kay’s dad upset when he hears the price of the cab ride? (Kay’s dad is upset because it was a long cab ride that cost a lot.)

## Spelling Analysis Directions

### Analysis of Student Errors

#### Directions

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

The words on this week’s spelling assessment can be analyzed in many different ways. Below, we have provided analyses focusing on errors in encoding consonant doublings in these words. Some of these words are also two-syllable words, and you should take note of any difficulty students have in encoding both syllables of two-syllable words. Please refer to the Unit 4 Appendix, “Using Chunking to Decode Multi-syllable Words,” for more information on assisting students who have difficulty with multi-syllable words.

#### Column 1

**What an error in this column means:** The spelling ‘a\_e’ for the /ae/ sound is the basic code spelling. The influx of new spellings might have caused some confusion with basic code spellings.

**What you should do:** Please refer to the Pausing Point for additional activities. Students may need more practice regarding segmenting and blending in order to isolate vowel sounds.

### Column 2

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

**What you should do:** Please refer to the Pausing Point for additional activities. Word sorts and exposure to words with spelling alternatives will increase students’ comfort levels with choosing the correct spelling for each sound.

### Column 3

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

**What you should do:** Please refer to the Pausing Point for additional activities. Word sorts and exposure to words with spelling alternatives will increase students’ comfort levels with choosing the correct spelling for each sound.

### Column 4

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

**What you should do:** For now, students should memorize how to spell these Tricky Words. Additional practice reading and writing Tricky Words can be found in the Pausing Points and the *Assessment and Remediation Guide*.

### Column 5

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

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

[illegible]

# Lesson 11

## Spelling Alternatives

### ✓ Objectives

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

- ✓ Ask and answer questions, orally and in writing, about “The Long Cab Ride,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read words spelled with ‘oa’ and ‘o\_e’ as /oe/ (RF.1.3b)
- ✓ Read decodable text in the story “The Long Cab Ride” that incorporates the letter-sound correspondences taught, with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Spell and write high-frequency Tricky Words taught in Grade 1 for a weekly spelling assessment (L.1.2d)
- ✓ Spell and write one- and two-syllable words using the letter-sound correspondences taught in Grade 1 for a weekly spelling assessment (L.1.2d)

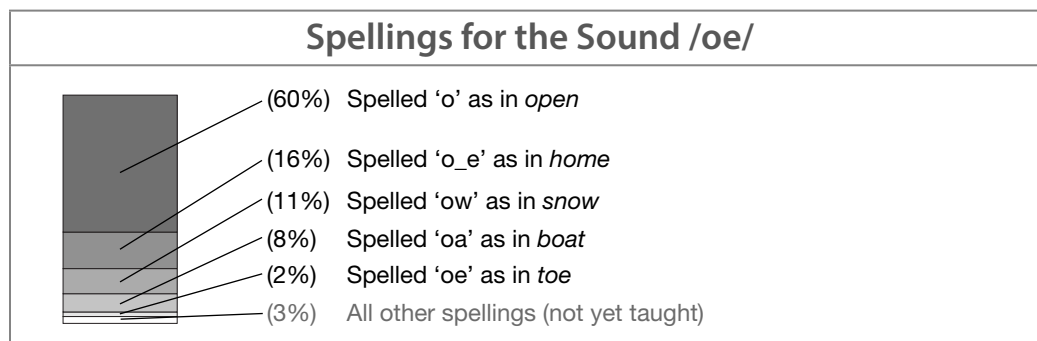
At a Glance	Exercise	Materials	Minutes
<b>Spelling</b>	<b>Introduce Spelling Words</b>	Worksheet 11.1	15
<b>Introducing the Spelling Alternative</b>	<b>Spellings for /oe/</b>	Worksheet 11.2; green markers	10
	<b>Spelling Tree</b>		10
<b>Small Group</b>	<b>Reread “The Long Cab Ride”</b>	<i>Kay and Martez</i> ; Worksheet 11.3	25
<b>Take-Home Material</b>	<b>Spelling Words</b>	Worksheet 11.1	*

### Note to Teacher

Please note that the Vowel Code Flip Book and Individual Code Charts do not reflect the vowel spelling alternatives taught in Unit 7. We have provided Worksheets 1.2 and 11.2 to supplement the Vowel Code Flip Book and Individual Code Charts in Unit 7. We recommend that you place these worksheets in page protectors, as you did in the previous units, so that students can easily refer to them along with their Individual Code Charts. You also may wish to make enlarged versions of Worksheets 1.2 and 11.2 to aid in classroom instruction.



Today you will introduce a spelling alternative for the /oe/ sound. The students should already know the basic code spelling 'o\_e' as in *rope*. In today's lesson you will review this spelling and introduce the spelling alternative 'oa' as in *boat*. The chart below shows how common each spelling is.



Here are some patterns for you to be aware of:

- 'o' is rare in one-syllable words (some exceptions include *no*, *so*, *go*, *most*).
- At the beginning of a word, 'o' and 'oa' are the most likely spellings (*old*, *obey*, *oak*, *oat*); 'ow' is rarely used in that position (*own*).
- In the middle of a word, with consonant spellings on either side, 'o', 'oa', and 'o\_e' are all used (*fold*, *groan*, *hope*); 'ow' is rare (*grown*); and 'oe' is rarely, if ever, used.
- At the end of a word, 'o', 'ow', and 'oe' are all used (*hippo*, *snow*, *toe*); 'oa' is very rare (*cocoa*); and 'o\_e' is not used.
- Many 'o\_e' words change to 'o' when a suffix is added (e.g., *hope* > *hoping* and *joke* > *joking*, *joker*).

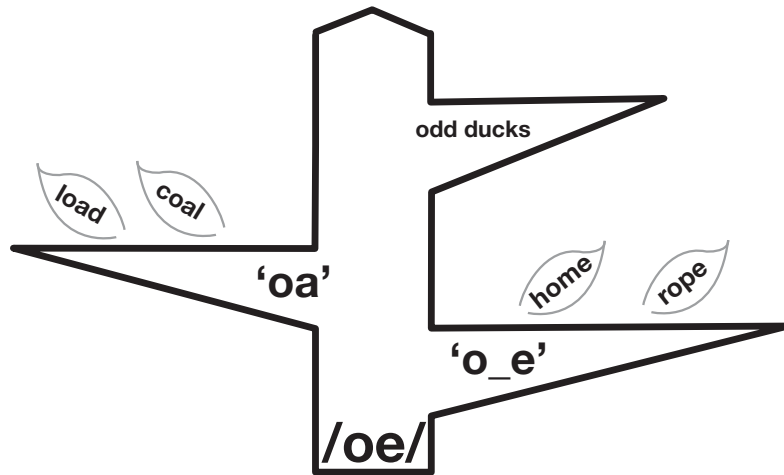
### Advance Preparation

In this lesson you will be asked to create a Spelling Tree for the /oe/ vowel sound and its spellings, reviewing the basic code 'o\_e' and introducing the spelling alternative 'oa.' Examples to assist you in making the Spelling Tree are provided on the next page. You should have the Spelling Tree assembled and ready to be displayed before you begin the exercise.

For the /oe/ Spelling Tree, use two branches for the more common spellings ('o\_e', 'oa'), and one branch at the top for odd ducks. Odds ducks are words having the /oe/ sound spelled in a way not explicitly taught in this unit, such as 'o', 'oe', and 'ow.'

Make multiple copies of the leaf template. Write these /oe/ words on the leaves: *home*, *wrote*, *rope*, *note*, *quote*, *coat*, *float*, *coach*, *soap*, *throat*.

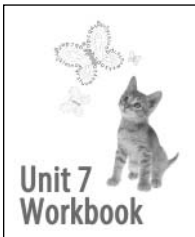
Make multiple copies of the odd duck template on yellow paper. These duck-shaped cards are for odd ducks (i.e., words having the /oe/ sound but not falling into any of the spelling patterns the students are learning in Unit 7). You do not need to write any words in advance on the odd duck templates; just have these available during the lesson should students offer any odd duck spellings for the /oe/ sound.



## Spelling

15 minutes

### Introduce Spelling Words



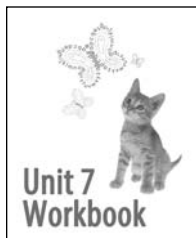
Worksheet 11.1

- Tell students that the words for this week will review the spellings for the /ae/ sound.
- Read and write each spelling word, underlining and reviewing the spelling for /ae/ in each word. Have students repeat each word after you. Remind students that the last word is a Tricky Word. Tricky Words do not follow the rules, so their spellings must be memorized.
- Ask one or more students to use each word in a sentence, making sure to explain vocabulary for any words they may not know.
- The words for the week are:

'a_e' > /ae/	'ai' > /ae/	'ay' > /ae/	Tricky Word
classmate	gain	layer	who
	brainstorm		
airplane		playground	
	railway		

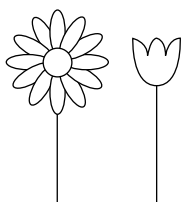
## Spellings for /oe/

10 minutes



Worksheet 11.2

If the spelling alternatives confuse the students, draw two different-looking flowers (e.g., a tulip and a daisy) on the board. Explain that, in the same way that we can draw different pictures of a flower, we can draw different pictures of the /oe/ sound.



Please note that the Vowel Code Flip Book and Individual Code Charts do not reflect the vowel spelling alternatives taught in Unit 7. We have provided Worksheets 1.2 and 11.2 to supplement the Vowel Code Flip Book and Individual Code Charts in Unit 7. We recommend that you place these worksheets in page protectors, as you did in the previous units, so that students can easily refer to them along with their Individual Code Charts. You also may wish to make enlarged versions of Worksheets 1.2 and 11.2 to aid in classroom instruction.

- Tell students that today they are going to work with the /oe/ sound.
- Have students say the /oe/ sound several times, stretching it out.
- Ask students to tell you the basic code spelling for /oe/.
- Have students remove Worksheet 11.2 from the page protector; also display an enlarged version of the worksheet if available. Point to the 'o\_e' spelling, read the sample word, and discuss the power bar.
- Write 'o\_e' on the board, along with the two sample words listed in the box below
- Have students outline the 'o\_e' spelling for /oe/ on Worksheet 11.2 in green marker to show that the spelling is a vowel sound.
- Tell students that they will learn about another spelling for the /oe/ sound.
- Write the 'oa' spelling on the board, along with the two sample words listed in the box below.
- Have students outline the 'oa' spelling for /oe/ on Worksheet 11.2 in green marker to show that the spelling is a vowel sound.
- For additional reading practice, write the following decodable words with the new spellings for /oe/ on the board and have students read them: *toast, soak, roast, coast, road, moan*.
- Tell students that whenever the spelling 'oa' 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 this is a spelling they have learned recently.

1. o\_e: *wrote, home*
2. oa: *boat, foam*

## Spelling Tree

10 minutes

- Show students the Spelling Tree and explain that you are going to use it to help them keep track of the spellings for the /oe/ sound.
- Label the trunk /oe/.
- Label three of the branches: 'o\_e', 'oa', and odd ducks. The 'o\_e' branch should be the longest and on the bottom and the 'oa' branch is the second longest.
- Label the smallest branch (or the one with the least open space around it) 'odd ducks'.
- Shuffle the leaves and then show each leaf.
- Ask a student to read the leaf and then place it on the correct branch of the Spelling Tree.

## Small Group

25 minutes

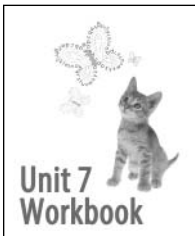
### Reread "The Long Cab Ride"

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

#### Small Group



Page 36



Worksheet 11.2

- 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:** Tell students to take turns reading "The Long Cab Ride." Students should then complete Worksheet 11.3, referring back to the story to help them answer the questions. Tell them if they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.
- ✪ **Group 2:** Meet with students needing less support. Listen as students take turns reading aloud "The Long Cab Ride." Work with students to complete Worksheet 11.3, referring back to the story to help them answer the questions.
- ✪ **Wrap-Up**
- Review Worksheet 11.3 with the whole class.

## Take-Home Material

### Spelling Words

- Have students take home Worksheet 11.1 and remind them to practice the spelling words throughout the week.

## 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. Students may also 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. boast	7. foam	13. loan	19. roast
2. boat	8. goal	14. moan	20. soak
3. charcoal	9. goat	15. oak	21. soap
4. cloak	10. groan	16. oath	22. throat
5. coast	11. load	17. road	23. toad
6. float	12. loaf	18. roam	24. toast

- Chains:

1. coat > coast > roast > toast > boast > boat > moat > moan > loan > load > loaf
2. coal > foal > goal > goat > boat > coat > oat > oak > soak > soap

- Phrases and sentences:

1. a winter coat
2. butter the toast
3. roam the plains
4. She made a goal!
5. We are all in the same boat.
6. It is a long road home.
7. Whatever floats your boat!
8. Could you loan me a dime?
9. You may need a raincoat today.
10. Do you like butter or jam on your toast?

### Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 642 and 798 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 645 and 802 of those words would be completely

# Lesson 12

## Review and Practice

### ✓ Objectives

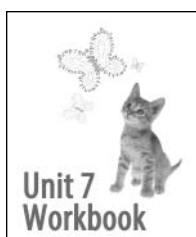
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions, orally and in writing, about “The Vote,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Compare and contrast the experiences of characters in fiction texts in the story “The Vote” (RL.1.9)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read words spelled with the /ae/ and /oe/ spelling and write each word under its corresponding picture and in the correct sentence (RF.1.3b)
- ✓ Read and understand decodable text in the story “The Vote” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skill in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4.c)
- ✓ Use frequently occurring conjunctions to build sentences orally (L.1.1g)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	Building Sentences with Conjunctions		15
<b>Practice</b>	Word Box	Worksheets 12.1, 12.2	20
<b>Reading Time</b>	Whole Group: “The Vote”	Kay and Martez; Worksheet 12.3	25

**Building Sentences with Conjunctions**

- Remind students that when they speak or write, they should strive to make their speaking or writing interesting. Remind students that one way that they can do this is by adding words called conjunctions to join phrases and sentences.
- Conjunctions are tiny words that connect phrases and sentences together.
- Say, “Kay can take a cab.” Point out that *Kay can take a cab.* is a sentence.
- Ask students how they might expand this sentence and make it longer.
- One way we can expand sentences and make them longer is to use tiny words called conjunctions to connect one sentence to another. Common conjunctions are *and*, *but*, *or*. Write *and*, *but*, and *or* on the board.
- Demonstrate orally how to expand sentences using each of the above conjunctions. For example, you could say, “Kay can take a cab and get to the airport in a flash. Kay can take a cab or wait for the bus. Kay can take a cab, but there is a traffic jam.”
- Ask students to create other oral sentences using the conjunctions *and*, *but*, and *or*. Note to students that *and* joins like phrases or sentences, *but* joins a phrase that changes the direction of the sentence, and *or* offers choices.
- Work with students to expand sentences of their choosing.

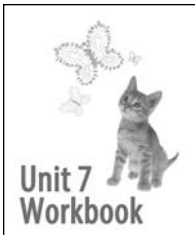
**Practice****20 minutes****Word Box**

Worksheets 12.1, 12.2

- Tell students to turn to Worksheets 12.1 and 12.2.
- Explain that students should first read the words in the box, and then write the correct word in the blank underneath its picture.
- Review the worksheets as a class.



Page 44



Worksheet 12.3

## Whole Group: “The Vote”

### Previewing the Story

- Tell students that today’s story is called “The Vote.” Discuss with students what a vote is, and if applicable, talk about a time when the class voted on something. What did students like about voting? What didn’t they like about voting?

### Previewing the Spellings

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

‘oa’ > /oe/	‘ai’ > /ae/	‘ay’ > /ae/	Tricky Words	Other Two-Syllable Words
boasts	raises	may	Gomez	driver
groans		yesterday		Mister
		pay		ourselves

- Explain that *Gomez* is a Spanish last name. Circle the ‘o’ and tell students that this is the tricky part, and it is pronounced /oe/.

### Previewing the Vocabulary

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

- out of date**—old; not current or recent
- boasts**—speaks proudly; brags
- hire**—to pay someone to do a job

### Purpose for Reading

- Tell students to read the story carefully to find out what Martez, Kay and her parents vote about. When they are finished, they should complete Worksheet 12.3. Encourage students to look back at the story to find their answers.

### Wrap-Up

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



### Discussion Questions on “The Vote”

1. *Inferential* Who liked the cab ride from the airport? Why? Who did not like it? Why? (Kay, her mom, and Martez liked the cab ride because they liked having someone who knows the area guide them. Kay’s dad did not like the cab ride because it cost so much.)
2. *Literal* Where did Kay’s dad get the book about Mexico? (Kay’s dad got the book about Mexico at a used book shop.)
3. *Literal* Who is Mr. Gomez? (Mr. Gomez can drive the family around to see all the best sites to them.)
4. *Literal* Who votes to hire Mr. Gomez? (Kay, her mom, and Martez vote to hire Mr. Gomez.)
5. *Inferential* Why does Kay’s dad not want to hire Mr. Gomez? (Kay’s dad does not want to pay someone to show them around when they can do it themselves for cheaper.)
6. *Evaluative* Why do you think Martez shrugs before raising his hand? (Answers may vary, but could include that Martez does not want to be disrespectful to Kay’s dad.)

# Lesson 13

## 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 “Mister Gomez,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read and understand decodable text in the story “Mister Gomez” that incorporates the letter-sound correspondences taught in one and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Introduce instructional writing that includes mention of a topic, some facts about a topic, and some sense of closure (W.1.2)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Reading Time</b>	Whole Group: “Mister Gomez”	Worksheet 13.1	25
<b>Writing</b>	Instructional Writing		35

### **Note to Teacher**

Today you will begin a series of writing lessons. The focus for these lessons is on instructional writing.

## Whole Group: “Mister Gomez”

### Previewing the Story

- Tell students that today’s story is called “Mister Gomez.” Discuss with students the results of the vote from the previous story.

### Previewing the Spellings

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

‘oa’ > /oe/	‘ai’ > /ae/	‘ay’ > /ae/	Two-Syllable Words
goal	rain	day	Mexico
road		today	Gomez
			Empire
			Aztec
			Cortez
			respect

### Previewing the Vocabulary

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

- Aztec**—a group of people who ruled a large area of Mexico long ago
- clashed**—fought or disagreed
- empire**—a group of nations under one ruler
- Cortez**—a Spanish explorer who came to Mexico long ago
- respect**—to honor someone or something

### Purpose for Reading

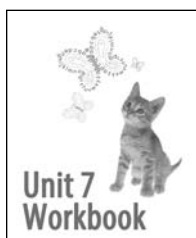
- Tell students that they should read today’s story to hear what Mister Gomez tells the family.

### Reading the Story

- Read the story as a class, allowing students to take turns reading a paragraph aloud. Encourage students to read with expression, and model this for them if necessary. The rest of the class should follow along in their Readers as a classmate reads aloud. You may choose to have students complete Worksheet 13.1.



Page 50



Worksheet 13.1

### Wrap-Up

- Review Worksheet 13.1 as a class.
- Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in a complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

#### Discussion Questions on “Mister Gomez”

1. *Literal* What is the first thing that Mister Gomez shows Kay, Martez, and Kay’s mom and dad? (Mister Gomez shows them a stone outside the inn.)
2. *Literal* What did the Aztecs use the stones for? (The Aztecs used the stones to make shrines to worship their gods.)
3. *Literal* Who led the Spanish? (Cortez led the Spanish.)
4. *Literal* Who won the war between the Spanish and the Aztecs? (The Spanish won the war.)
5. *Literal* What did the Spanish do with the stones from the Aztec shrines? (The Spanish used the stones to build roads and forts.)
6. *Inferential* Who was in Mexico first, the Aztecs or the Spanish? (The Aztecs were in Mexico first.)

## Writing

**35** minutes

### Introduction to Instructional Writing

#### Activity 1: Teacher Gives Poor Instructions for Drawing a Picture (about 10 minutes)

- Tell students that in today’s lesson, and those that follow, they will work on creating and writing instructions.
- Ask students what instructions are and what they are used for. (They are a set of steps that tell you how to do or make something.)
- Explain that you will read aloud a set of instructions that you will follow in front of the room.
- Read aloud Instructions I from the following box. Complete each step of the instructions as you read them.

**Note:** This first set of instructions is deliberately confusing.

**Instructions I:**

Go to the board.

Pick up a marker.

Draw two squares.

Draw a triangle.

Draw a rectangle.

Draw a box around the squares and the rectangle.

- Ask students to guess what the picture is supposed to be. (It may or may not be recognizable as a house at this point.)

**Activity 2: Teacher Gives Better Instructions for Drawing a Picture (about 10 minutes)**

- Explain that you will read aloud new instructions for the same process and will follow these instructions on the board.
- Read aloud Instructions II from the following box. Complete each step of the instructions as you read them.

**Note:** Be sure to read the title “Drawing a House” out loud, as well as the number preceding each step.

**Instructions II: Drawing a House**

1. Go to the board.

2. Pick up a marker.

3. Draw a large box on the board.

4. Draw a triangle-shaped roof on top of the box.

5. Draw a rectangle for a door inside the box.

6. Draw two squares for windows on each side of the door inside the box.

- Ask students which set of instructions was more helpful for drawing a house and why. (The steps in Instructions II had a title, were complete and clear, they were numbered and given in logical order.)
- Discuss with students what happens if the steps in a set of instructions are not complete or in a logical order.
- Emphasize to students that a very important part in writing instructions is to make sure that the steps are complete, clear, and in logical order.

### **Activity 3: Teacher Gives Poor Instructions for Drawing a Picture (about 10 minutes)**

This is an oral exercise. Do not write the sentences on the board, as many of the words in them are not yet decodable.

- Distribute blank paper and tell students to take out a pencil.
- Explain that you are going to read a set of instructions for a different process, and this time you want everyone to follow the instructions on a piece of paper.
- Read Instructions III from the box below. Let students complete each step of the instructions as you are reading them.

**Note:** This first set of instructions is deliberately confusing. Do not read the title “Drawing a Smiley Face” out loud. Also, do not introduce the steps with numbers.

#### **Instructions III:**

Pick up your pencil.

Make two dots on the paper.

Draw a curved line.

Draw a circle.

- After you have read the instructions, have students hold up their pictures and tell them to look around the room to see if the pictures look the same. (They probably will not look the same at this point.)
- Ask students to guess what the picture is supposed to be. (It may or may not be recognizable as a smiley face at this point.)
- Ask students why their pictures look different from one another. (The instructions were not very clear or detailed.)

### **Activity 4: Teacher Gives Better Instructions for Drawing a Picture (about 10 minutes)**

- Explain that you will read new instructions for the same process and that you want students to turn over their papers and follow the instructions.
- Read Instructions IV from the box below. Let students complete each step of the instructions as you are reading them.

**Note:** This time you should read the title “Drawing a Smiley Face” out loud, as well as the number preceding each step.

- Also, introduce the steps with numbers or with the words first, second, etc.

#### **Instructions IV: Drawing a Smiley Face**

1. Pick up your pencil.
2. Draw a large circle.
3. Make two dots for eyes inside the circle.
4. Draw a smile below the eyes.

- After you have read the instructions, have students hold up their pictures and tell them to look around the room to see if the pictures look the same. (Now the pictures should look very similar.)
- Ask students why the pictures now look very similar. (The instructions were clear and were given in logical order so that all students had a good idea of what they needed to draw.)
- Ask students which set of instructions was more helpful for drawing a smiley face and why. (The steps in Instructions IV had a title, were complete and clear, and were given in logical order.)
- Discuss with students what happens if the steps in a set of instructions are not complete or in a logical order.
- Summarize by explaining that good instructions have several characteristics:
  - the instructions have a title;
  - all steps are complete; and
  - the steps are numbered in a logical order.

# Lesson 14

## 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.

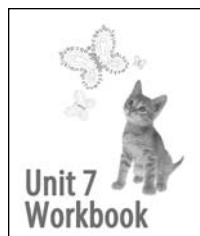
- ✓ Ask and answer questions orally about “A House in the Clouds,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read and understand decodable text in the story “A House in the Clouds” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skill in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4.c)
- ✓ Practice sequencing steps for an informative text on instructional writing that includes mention of a topic, some facts about a topic, and some sense of closure (W.1.2)

At a Glance	Exercise	Materials	Minutes
<b>Writing</b>	<b>Instructional Writing: Sequencing Steps</b>	Worksheets 14.1, 14.2; scissors; glue	35
<b>Small Group</b>	<b>“A House in the Clouds”</b>	<i>Kay and Martez</i>	25
<b>Take-Home Material</b>	<b>“Better Than the Best”</b>	Worksheet 14.3	*

### Advance Preparation

Make display copies of Worksheets 14.1 and 14.2 (Planting Seeds). It may be easiest to write each step from Worksheet 14.2 on a separate sentence strip.





Worksheets 14.1, 14.2

## Instructional Writing: Sequencing Steps

**Note:** The goal of today's lesson is for students to realize how important it is that instructional steps are in logical order.

### Activity 1: Students Fix Sequence of Poor Instructions (about 10 minutes)

- Remind students that in the previous lesson they learned about instructions. Ask students what instructions are and what they are used for. (They are a set of steps that tell you how to do or make something.)
- Tell students that a very important part in writing instructions is to make sure that the steps are complete, clear, and in logical order.
- Ask students what happened in the previous lesson when the instructions for drawing a house and drawing a smiley face were not complete, clear, and in logical order. (The instructions were difficult to follow and the results differed.)
- Tell students that they will be working with instructions again today, focusing specifically on the importance of putting steps in a logical order.
- Read Instructions I from the following box and let all or some students complete the steps as you are reading them.

**Note:** The focus of this activity is on the sequencing of the instructional steps. Read the title out loud but do not introduce the steps with numbers. Be sure to pause and give students time to complete each step.

#### Instructions I:

#### Taking Shoes and Socks Off and Putting Them Back On

Take your shoes off.

Take your socks off.

Put your shoes back on.

Put your socks back on.

- Discuss what the problem was with these instructions. (The steps were out of order.)
- Prompt students to correct the instructions. Students need to correct the order of the last two steps so that they put their socks on before their shoes.
- Ask students how their new instructions were different from the first set of instructions for putting on shoes. (The steps were in logical order.)

### Activity 2: Students Fix Sequence of Poor Instructions (about 10 minutes)

- Read Instructions II from the following box and let all or some students complete the steps as you are reading them.

**Note:** The focus of this activity is on the sequencing of the instructional steps. Read the title out loud but do not introduce the steps with numbers. Be sure to pause and give students time to complete each step.

### **Instructions II: Reading with a Partner**

Take out your Readers.

Take turns reading with your partner.

Turn to “A House in the Clouds” in your Readers.

Sit with a partner.

- Discuss with students what the problem was with these instructions. (The steps were out of order.)
- Prompt students to correct the instructions. Students need to correct the order of the last three steps so that they sit with a partner first, then find the story to read, and then take turns reading.
- Ask students how their new instructions were different from the first set of instructions for reading with a partner. (The steps were in logical order.)
- Summarize by saying that good instructions have complete and clear steps that are given in logical order.

### **Activity 3: Class Puts Steps in Logical Sequence (about 20 minutes)**

- Distribute Worksheet 14.1 and Worksheet 14.2.
- Display the copy of Worksheet 14.1 you prepared prior to this lesson.
- Tell students that in the first two activities they worked on putting instructional steps in logical order orally. For this next activity they will cut out pictures and sentences and paste them in the proper order to create clear written instructions for planting seeds.
- Point to the display copy of Worksheet 14.1 and ask students to refer to their individual worksheets.
- Explain that this worksheet will give them an idea of what good written instructions look like.
- Remind students that they were asked to follow different sets of directions—good and bad—in the previous lesson and today’s lesson. Ask them to name the characteristics of good instructions. (They included a title and numbered, complete steps in a logical order.)
- Begin by pointing to and reading aloud the title “Planting Seeds.” Tell students that this is the title and it tells what the instructions are about. Good instructions have a title.
- Tell students good written instructions also usually include a starting sentence that summarizes what the instructions are about.

- Read the sentence, “The steps tell you how to plant seeds.” Explain that this sentence is an example of a good starting sentence.
- Next, point to the numbers one through five on the worksheet and remind students that another characteristic of good instructions is that there are numbered steps in logical order. Explain that the written steps for planting seeds will go in these numbered spots on the worksheet.
- Now ask students to look at Worksheet 14.2. Explain that these pictures and sentences describe the steps needed to plant seeds, but right now the steps are not in the correct order. Read the sentences with students and explain that the picture next to each sentence illustrates what the sentence describes.
- Have students cut out the boxes on Worksheet 14.2.
- Tell students to put the boxes in the order they think is correct on Worksheet 14.1, but not to paste them to the paper yet.
- While students are ordering the boxes, take out the display boxes you prepared prior to this lesson.
- When most students have finished ordering the boxes, choose one student to come to the front of the class and place the correct box in the first position of the display instructions. Have the class help the student if he/she has difficulty determining which box goes first.
- Choose another student to place the correct box in the second position of the instructions.
- Continue in this manner until all five boxes are displayed in the correct order.
- Point out that the steps are numbered one through five.
- Now have students check the sequence of their own steps as compared to the display chart, re-positioning steps if necessary. Students should then paste the steps to their individual worksheets.
- Tell students that good written instructions also usually include a result sentence. The result sentence states the outcome of the instructions if the steps are followed correctly.
- Read the sentence, “If you do all of the steps, you will soon have seedlings and then plants.” Explain that this sentence is an example of a good result sentence.
- Summarize by saying that good instructions have the following characteristics: the title, starting sentence, numbered steps, and result sentence.
- Suggest that students take the worksheets home to review with their families.

## "A House in the Clouds"

### Introducing the Story

- Ask students to turn to the table of contents and locate the story that comes after "Mister Gomez." Ask students to tell you the page number on which "A House in the Clouds" starts. (page 58) Ask students to make predictions about what this chapter may be about, based on the title.

### Previewing the Spellings

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

'ay' > /ae/	Multisyllable Words
day	important
way	offer
say	

### Previewing the Vocabulary

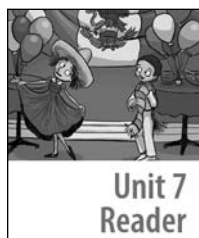
- Please preview the following vocabulary before reading today's story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

- vast**—huge
- scrape**—to rub
- tilt**—to move up, down, or to a side
- offer**—to give

### Purpose for Reading

- Tell students to read today's story to find out about what Kay and Martez mean by saying they have a house in the clouds.

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



Page 58

### Small Group

- Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while students in Group 2 should partner read.
- ✪ **Group 1:** Meet with students needing more direct support. Listen as students take turns reading aloud “A House in the Clouds.”
- ✪ **Group 2:** Tell students to take turns reading “A House in the Clouds.” Tell them if they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

### Wrap-Up

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

#### Discussion Questions on “A House in the Clouds”

1. *Inferential* Why did Kay and Martez have to tilt their heads back to see the tops of the piles of stone? (They had to tilt their heads back because the stones were very high up.)
2. *Literal* What were the piles of stones? (The stone piles were shrines.)
3. *Literal* Did the Aztecs build the shrines? (The Aztecs did not build the shrines, but used them later.)
4. *Literal* What do Kay and Martez want to do? (Kay and Martez want to climb to the top.)
5. *Evaluative* What does Martez mean by “a house in the clouds”? (Answers may vary.)
6. *Evaluative* How was Kay and Martez’s experience at the shrines different from Kay’s parents? (Kay and Martez hiked to the top of the shrine, while Kay’s parents stayed below. Kay and Martez felt like they were in the clouds and could see all around, but Kay’s parents stayed on the ground.)

## Take-Home Material

### “Better Than the Best”

- Have students take home Worksheet 14.3 to practice reading with a family member.

# Lesson 15

## 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 about “A House in the Clouds,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read decodable text in the story “A House in the Clouds” that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4.b)
- ✓ Use phonics skill in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4.c)
- ✓ Plan an informative text on instructional writing that includes mention of a topic, some facts about a topic, and some sense of closure (W.1.2)
- ✓ Spell and write one- and two-syllable words using the letter-sound correspondences taught in Grade 1 in a weekly spelling assessment (L.1.2d)

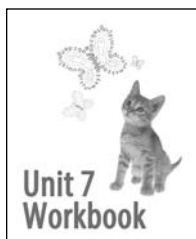
<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
<b>Spelling</b>	<b>Spelling Assessment</b>	Worksheet 15.1	15
<b>Writing</b>	<b>Instructional Writing: Giving Good Oral Instructions</b>	simple pictures of objects to draw	20
<b>Small Group</b>	<b>Reread “A House in the Clouds”</b>	<i>Kay and Martez</i> ; Worksheet 15.2	25

### *Advance Preparation*

You will need to make a copy of the writing process chart at the end of this lesson on chart paper. You can either draw the icons or make enlarged copies of them and attach them to the chart paper.

Find or draw simple pictures of objects that students can easily describe how to draw (a flower, the sun, etc.).

## 10 Spelling Assessment



Worksheet 15.1

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

- |              |               |
|--------------|---------------|
| 1. gain      | 5. who        |
| 2. layer     | 6. railway    |
| 3. airplane  | 7. brainstorm |
| 4. classmate | 8. playground |

- 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 blackboard, instructing students to correct their work by crossing out any incorrect spelling, and writing the correct spelling next to it.

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

## Instructional Writing: Giving Good Oral Instructions

### Activity 1: Students Give Instructions

- Tell students that so far you have been providing instructions for students.
- Today the whole class is going to work together to come up with instructions for something they do all the time—washing their hands.

- Remind students that good instructions include a title that tells what the instructions are about. Tell students the title of these instructions is “Washing Hands.”
- Remind students that good instructions also usually include a starting sentence that summarizes what the instructions are about.
- Tell them an example of a good starting sentence for these instructions: “These steps tell you how to wash your hands.”
- Ask one student to come to the front of the class and act out how to wash his/her hands. Tell the student just to pantomime, not to talk.
- Ask the student to act out one step at a time. As soon as he/she finishes a single step or action, ask him/her to stop. Then say, “So the first step in hand washing is . . .” and describe what the student did.
- Ask the student to pantomime the next step.
- Now encourage the other students to describe or put into words the next step/set of actions the first student is pantomiming. Be sure to guide and restate students’ verbalizations so that they are clear and accurate, including words and phrases like “step 2 . . .” or “the second step . . .”
- Continue in this manner until the remaining hand-washing steps have been pantomimed and described.
- Remind students that good instructions also usually include a result sentence that states the outcome of the instructions if the steps are followed correctly.
- Ask students to think about why people wash their hands. Ask them, “What do we want to end up with when we finish?” (clean hands)
- Tell them a good example of a result sentence for these instructions: “If you do all the steps, you will have clean hands.”
- Summarize by saying that they worked together to create good instructions for washing hands. The instructions had a title, a starting sentence, complete and clear steps that were given in the correct order, and a result sentence.

### ***Activity 2: Students Give Instructions***

If students seem ready to practice giving oral instructions more independently, you may wish to vary the activity by having students work in pairs rather than as a whole class.

- Choose two students and ask the second student to leave the room for a few minutes.
- While the student is outside, explain to the first student and the rest of the class that they will work on giving good oral instructions.
- Show a simple picture (e.g., a flower) to the class. Explain that you want the first student to give the second student instructions for drawing the flower when he/she is back in the room.
- Quickly review the characteristics of good instructions: title, starting sentence, numbered steps in a logical order, and a result sentence.
- Give the picture of the flower to the first student. Remind him/her not to show this picture to the second student.



- Call the second student back into the room and explain to him/her that the first student is going to give instructions for how to draw something and that he/she should try to draw the picture on the board.
- Have the first student give the instructions. As needed, prompt the student to begin with a title for the instructions and a starting sentence.
- If the first student gets off target in giving the steps, recap what has been done so far. Involve the class in helping the student give better instructions.
- Encourage the student to begin each step with a phrase like “the first step is” and end the instructions with a result sentence.
- As time allows, repeat this activity with other simple pictures.
- Remind students that good instructions consist of a title, a starting sentence, complete and clear steps that are numbered and given in a logical order, and a result sentence.
- Tell students that today they have been working on giving good instructions orally. Next they will learn about a process that will help them when writing instructions.

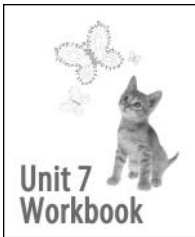
### ***Reviewing the Writing Process***

- Display the writing process chart that you prepared prior to this lesson. Keep this chart on display in the classroom for students to refer to anytime they are writing.
- Briefly review the three steps that good writers use when they want to write.
- Tell students that they will use this chart to practice writing good directions.
- Explain that in the next lesson they will work together as a class to plan and draft instructions for brushing teeth.

### Reread “A House in the Clouds”



Page 58



Worksheet 15.2

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

#### Small Group

- Divide students into two groups. 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:** Tell students to take turns reading “A House in the Clouds.” Students should then complete Worksheet 15.2, referring back to the story to help them answer the questions. Tell them if they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.
- ✪ **Group 2:** Meet with students needing less support. Listen as students take turns reading aloud “A House in the Clouds.” Work with students to complete Worksheet 15.2, referring back to the story to help them answer the questions.

#### Wrap-Up

- Review Worksheet 15.2 with the whole class.

## Spelling Analysis Directions

### Analysis of Student Errors

#### Directions

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

The words on this week’s spelling assessment can be analyzed in many different ways. Below, we have provided analyses focusing on errors in encoding spelling alternatives in these words. Some of these words are also two-syllable words, and you should take note of any difficulty students have in encoding both syllables of two-syllable words. Please refer to the Unit 4 Appendix, “Using Chunking to Decode Multi-Syllable Words,” for more information on assisting students who have difficulty with multi-syllable words.

### Column 1

**What an error in this column means:** The spelling ‘a\_e’ for the /ae/ sound is the basic code spelling. The influx of new spellings might have caused some confusion with basic code spellings.

**What you should do:** Please refer to the Pausing Point for additional activities. Students may need more practice regarding segmenting and blending in order to isolate vowel sounds.

### Column 2

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

**What you should do:** Please refer to the Pausing Point for additional activities. Word sorts and exposure to words with spelling alternatives will increase students’ comfort levels with choosing the correct spelling for each sound.

### Column 3

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

**What you should do:** Please refer to the Pausing Point for additional activities. Word sorts and exposure to words with spelling alternatives will increase students’ comfort levels with choosing the correct spelling for each sound.

### Column 4

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

**What you should do:** For now, students should memorize how to spell Tricky Words. Additional practice reading and writing Tricky Words can be found in the Pausing Points and the *Assessment and Remediation Guide*.

### Column 5

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

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

[illegible]

# The Writing Process



**PLAN**



**DRAFT**



**EDIT**

# Lesson 16

## 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 about “The Market,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read and understand decodable text in the story “The Market” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skill in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4.c)
- ✓ Plan and draft an informative text on instructional writing that includes mention of a topic, some facts about a topic, and some sense of closure (W.1.2)

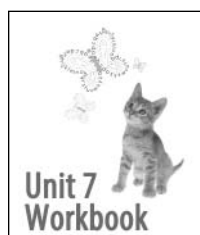
<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Writing</b>	<b>Instructional Writing: Planning and Drafting</b>	Worksheets 16.1, 16.2	40
<b>Reading Time</b>	<b>Partner Reading: “The Market”</b>	<i>Kay and Martez</i> ; Worksheet 16.3	20

### *Advance Preparation*

You will need to copy the blank plan and draft templates (Worksheets 16.1 and 16.2) on a transparency or chart paper. You will also need the writing process chart from Lesson 15.

## Instructional Writing: Planning and Drafting

### Plan



Worksheets 16.1, 16.2

- Display the blank plan template from Worksheet 16.1 (on transparency or chart paper) that you prepared prior to this lesson.

Plan Template	Completed Draft with Decodable Sentences
<p>The steps tell you how to _____</p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> <li>5. _____</li> </ol> <p>Result: _____</p>	<p style="text-align: center;"><b>Brushing Your Teeth</b></p> <p>The steps tell you how to brush your teeth.</p> <ol style="list-style-type: none"> <li>1. Wet your toothbrush.</li> <li>2. Place toothpaste on your toothbrush.</li> <li>3. Brush your teeth.</li> <li>4. Rinse your mouth.</li> <li>5. Rinse your toothbrush.</li> </ol> <p>Result: If you do all of the steps, then you will have a fresh-feeling mouth.</p>

- Referring to the writing process chart, quickly review the three steps of the writing process—plan, draft, and edit.
- Point to the first step on the writing process chart and explain that today students are going to begin with the first step in the writing process. They are going to think about and plan the instructions for brushing teeth.
- Remind students that they have talked about a number of characteristics of good instructions. Encourage them to review any of the characteristics that they remember.
- Emphasize how important the clarity and order of the steps are in any set of instructions and ask students what happened in previous lessons when the instructions were poor. (The instructions were difficult to follow.)
- Remind students that complete steps in a logical order are important for any instructions. During this planning part of the process for writing instructions, you will focus on planning complete and logical steps.
- Explain that you are going to act out or pantomime the steps for brushing teeth and that they are to describe what it is that you act out in each step. (See box on the next page.) You will use the plan template to jot down their ideas. Remind students that when we plan, it is okay to just write down words and phrases so we do not forget our ideas.
- Pantomime the first step, wetting your toothbrush, then pause and ask students to orally describe the step (e.g., “The first step when brushing teeth is to make the toothbrush wet.”).
- Continue in this manner through the remaining steps. Be sure to pause after you pantomime each additional step and ask students to describe it.

- After you have pantomimed a step and the class has described it orally, have the whole class join you in pantomiming the entire series of steps.

1. Wet your toothbrush.
2. Place toothpaste on your toothbrush.
3. Brush your teeth.
4. Rinse your mouth.
5. Rinse your toothbrush.

- When all of the steps have been pantomimed and described, tell students that they just completed the first part of the writing process. They planned five instructional steps for brushing teeth. Good writers plan to help them organize their ideas.

### **Draft**

- Display the blank draft template from Worksheet 16.2 (on transparency or chart paper) that you prepared prior to this lesson.
- Point to the second step on the writing process chart and explain that they will now work on drafting the instructions for brushing teeth.
- Point to the first blank and explain that when writing instructions, students first have to write down the title or the name of the instructions. The title is what the instructions are about.
- Remind students that the instructions are about brushing teeth. Explain that this is the title. On the draft template write the title “Brushing Teeth.”
- Explain that the next thing they need to write in a draft is a starting sentence. The starting sentence for instructions summarizes what the instructions are about. It starts with “The steps tell you how to . . .”
- Complete the starting sentence on the draft template and have students read the sentence out loud. (For an example of a decodable sentence see the completed draft template on previous page.)
- Point to the numbers and ask students what might go next to each number (the individual steps.)
- Explain that the starting sentence is followed by the steps of the instructions.
- Remind students of the steps they came up with during the planning phase, pantomiming each step again if needed.



- Write the individual steps on the draft, one by one, and have students read the sentences. (For examples of decodable sentences see the completed draft template on previous page.)
- Remind students that each sentence is one of the steps that they pantomimed earlier.
- When all five steps have been written, explain that the last thing they need to write down in a draft is the result sentence.
- Explain that a result sentence includes the words *if* and *then*. It starts with “If you do all of the steps, then . . .”
- Write the result sentence on the draft template and have students read it out loud. (For an example of a decodable sentence see the completed draft template on previous page.)
- Point out that the starting sentence, each step sentence, and the result sentence all start with a capital letter and end with the correct punctuation.
- Tell students they just completed the second step in the writing process.

#### ***Summarize: Planning and Drafting Instructions***

- With the draft of the instructions for brushing teeth still displayed, point to the writing process chart and remind students of the first two steps that are involved in writing instructions. (plan and draft)
- Explain that they can draft instructions using the draft template, which students can find on Worksheet 16.2.
- Explain that this time they did not do the last step in the writing process. (edit) Tell students they will edit in later lessons.
- Summarize by saying that good instructions have a title, a starting sentence, complete and clear steps that are numbered and given in correct order, and a result sentence.
- Have students write a set of instructions on their own, using Worksheets 16.1 and 16.2. Possible topics are How to Draw the Sun and Feeding a Pet. You may wish to list decodable topics on the board or assign topics to students.

## Partner Reading: "The Market"

### Previewing the Story

- Tell students that today's story is called "The Market." Discuss with students what markets are, and what people might buy and sell at them.

### Previewing the Spellings

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

'oa' > /oe/	'ai' > /ae/	'ay' > /ae/	Two-Syllable Words
groans	paintings	day	market
	painted	pay	knickknacks
			patterns
			glitter
			fifteen
			impressed
			limit
			dicker

### Previewing the Vocabulary

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

- arts and crafts**—things made by hand (decorations, pottery, etc.)
- knickknacks**—small objects used for decoration
- spending limit**—the most amount of money that you can spend to buy something
- dicker**—bargain about the price

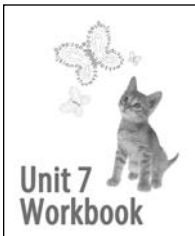
### Purpose for Reading

- Tell students to read the story carefully to find out what Kay and her mom get at the market. When they are finished, they should complete Worksheet 16.3. Encourage students to look back at the story to find their answers.

Remember to use this time to circulate as students read to observe and make notes using an anecdotal record.



Page 66



Worksheet 16.3

### Wrap-Up

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

#### Discussion Questions on “The Market”

1. *Literal* Where did Kay and her mom go? (Kay and her mom went to a market.)
2. *Literal* What does the mask that Kay’s mom likes look like? (The mask is red with glitter.)
3. *Literal* How much does the man ask for the mask? How much does Kay’s mom offer to pay? (The man asks for fifteen dollars for the mask. Kay’s mom first offers to pay ten, then twelve dollars.)
4. *Inferential* Why does the man call Kay’s mom back after she started to leave? (The man calls Kay’s mom back because he wants to sell her the mask.)
5. *Evaluative Think Pair Share*: Would you have bought the mask for the price the man was asking? Why or why not? (Answers may vary.)

# Lesson 17

## 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 about “A Rainforest Ride,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read and understand decodable text in the story “A Rainforest Ride” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skill in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4.c)
- ✓ Plan, draft, and edit an informative text on instructional writing that includes mention of a topic, some facts about a topic, and some sense of closure (W.1.2)
- ✓ 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)

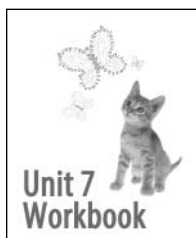
<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
<b>Writing</b>	<b>Instructional Writing: Editing and Publishing</b>	Worksheet 17.1; large, different colored sticky notes for each student	35
<b>Small Group</b>	<b>“A Rainforest Ride”</b>	<i>Kay and Martez</i>	25

### *Advance Preparation*

Copy the “Check the Draft” checklist (Worksheet 17.1) on a transparency or chart paper.

## Instructional Writing: Editing and Publishing

### Editing



Worksheet 17.1

- Display a copy of the editing checklist from Worksheet 17.1. Explain that this is a checklist that has steps to help edit their drafts. Remind students that editing helps to make their writing better.
- Distribute students' planning and drafting templates on Worksheets 16.1 and 16.2. Tell students that today they will work with peer partners to complete their edits. A peer is a classmate, and peer-editing is when we use a checklist to edit someone else's work. Tell students that they will use Worksheet 17.1 to check a peer's draft.
- Have students sit with their partners. Explain to students that they should first read over their partner's draft, and then follow the editing checklist. Students should mark their partner's draft in another color and be careful to keep their partner's draft nice and neat so their partner can read their edits.
- Give each pair two sticky notes, each of different colors. On one color sticky note, have students write down something they like about their partner's draft. On the other color sticky note, have students write down something that could be improved in the draft.

### Publishing

- Tell students that in order to make it easier for someone else to read their work, they need to write their instructions on clean sheets of paper. This is called publishing.
- Have students write their final copies of their work, incorporating peer edits.
- Remind students to capitalize the first letter of every sentence and end each sentence with the correct punctuation.
- If digital resources are available, provide students with opportunities for using digital tools to publish their writing.

**Note:** You might have students create a colorful cover for their work, where they illustrate their instructions.

## "A Rainforest Ride"

### Introducing the Story

- Ask students to turn to the table of contents and locate the story that comes after "The Market." Ask students to tell you the page number on which "A Rainforest Ride" starts. (page 72) A rainforest is a forest that receives lots of rain.



Page 72

### Previewing the Spellings

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

'ai' > /ae/	'ay' > /ae/	Other Two-Syllable Words
rainforest	say	farewell
	layer	harness
	pay	

### Previewing the Vocabulary

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

- farewell**—goodbye
- harness**—set of straps that keep a person attached
- zip line**—a wire, usually high above the trees; a person attaches to a zip line with a harness and can slide down the zip line from the top to the bottom

### Purpose for Reading

- Tell students to read today's story to find out about the ride Kay and Martez take in the rainforest.

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

### Small Group

- Divide students into two groups. 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. Listen as students take turns reading aloud “A Rainforest Ride.”
- ✪ **Group 2:** Tell students to take turns reading “A Rainforest Ride.” Tell them if they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

### Wrap-Up

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

#### Discussion Questions on “A Rainforest Ride”

1. *Literal* Where do Kay, Martez, and Kay’s parents go? (Kay, Martez, and Kay’s parents drive to see the rainforest.)
2. *Literal* What is a zip line? (A zip line is a ride through the rainforest.)
3. *Literal* How do they make sure that riding the zip line is safe? (The man says that children ride in a harness and there is a net to catch them, just in case.)

# Lesson 18

## 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.

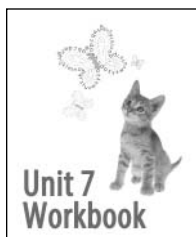
- ✓ Ask and answer questions orally about “A Rainforest Ride,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read decodable text in the story “A Rainforest Ride” that incorporates the letter-sound correspondences taught, with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4.b)
- ✓ Use phonics skill in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4.c)
- ✓ Use singular and plural nouns with matching verbs in a basic sentence (L.1.1c)
- ✓ Use frequently occurring conjunctions to build sentences orally (L.1.1g)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Building Sentences with Conjunctions</b>		15
<b>Grammar</b>	<b>Commas in a Series</b>	Worksheet 18.1	20
<b>Small Group</b>	<b>Reread “A Rainforest Ride”</b>	<i>Kay and Martez</i> ; Worksheet 18.2	25
<b>Take-Home Material</b>	<b>“A House in the Clouds”</b>	Worksheet 18.3	



**Building Sentences with Conjunctions**

- Remind students that when they speak or write, they should strive to make their speaking or writing interesting. Remind students that one way that they can do this is by adding words called conjunctions to join phrases and sentences.
- Conjunctions are words that connect phrases and sentences together.
- Say, “Kay will visit the market.” Point out that *Kay will visit the market.* is a sentence.
- Ask students how they might expand this sentence and make it longer.
- One way we can expand sentences and make them longer is to use tiny words called conjunctions to connect one sentence to another. Common conjunctions are *and*, *but*, and *or*. Write *and*, *but*, and *or* on the board.
- Demonstrate orally how to expand sentences using each of the above conjunctions (e.g., “Kay will visit the market and get a gift for Martez. Kay will visit the market, but cannot tell Martez. Kay will visit the market or make a gift for Martez herself.”).
- Ask students to create other oral sentences using *and*, *but*, and *or*. Note to students that *and* joins like phrases or sentences, *but* joins a phrase that changes the direction of the sentence, and *or* offers choices.
- Work with students to expand sentences of their choosing.

**Grammar****20** minutes**Commas in Series**

Worksheet 18.1

- Have students turn to Worksheet 18.1 to practice placing commas in a series. They should also include the correct punctuation at the end of the sentence.
- Review the worksheet as a class.

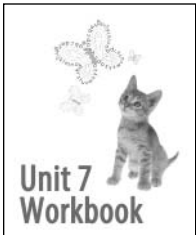
**Reread “A Rainforest Ride”**

---

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

**Small Group**

Page 72



Worksheet 18.2

- 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:** Tell students to take turns reading “A Rainforest Ride.” Students should then complete Worksheet 18.2, referring back to the story to help them answer the questions. Tell them if they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.
- ✪ **Group 2:** Meet with students needing less support. Listen as students take turns reading aloud “A Rainforest Ride.” Work with students to complete Worksheet 18.2, referring back to the story to help them answer the questions.

**Wrap-Up**

- Review Worksheet 18.2 with the whole class.

**Take-Home Material**

---

**“A House in the Clouds”**

---

- Have students take home Worksheet 18.3 to read with a family member.

# 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.

- ✓ Ask and answer questions orally about “The Dive,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read and understand decodable text in the story “The Dive” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skill in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4.c)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>End-of-Year Assessment</b>	<b>Silent Reading Comprehension Assessment</b>	Worksheets 19.1, 19.2, 19.3	30
<b>Break</b>	<b>Wiggle Cards</b>	index cards	10
<b>Small Group</b>	<b>“The Dive”</b>	<i>Kay and Martez</i> ; Worksheet 19.4	20

### **Note to Teacher**

The Silent Reading Comprehension Assessment should be given to the whole class in one sitting. Ask students to tear out Worksheets 19.1 and 19.2. Allow students 30 minutes to silently read the story on Worksheet 19.1 and to answer the multiple-choice comprehension questions on Worksheet 19.2. Students should be allowed (and encouraged) to look back at the story as they answer the questions. Collect the worksheets after 30 minutes. (Ability to read the story and answer the questions in a fixed length of time is part of the assessment.)

### Advance Preparation

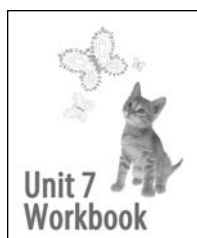
For today's lesson, you will show students cards that have phrases on them that they will read and act out. These are called Wiggle Cards, and they can be used any time students need a break. You will need to write the following decodable phrases on a card or sentence strips large enough for students to be able to easily read them.

- |                         |                              |
|-------------------------|------------------------------|
| 1. rub your hair        | 5. soak in a tub             |
| 2. croak like a toad    | 6. bite your toast           |
| 3. moan and groan       | 7. wash your hands from soap |
| 4. dump it in the drain | 8. pat your throat           |

## End-of-Year Assessment

**30** minutes

### Silent Reading Comprehension Assessment



Worksheets 19.1, 19.2,  
19.3

- Have students turn to Worksheets 19.1 and 19.2.
- Tell students to silently read the story on Worksheet 19.1 and then answer the questions on Worksheet 19.2.
- Tell students they should look back to the story if they can't remember an answer.
- Tell students that if they feel tired, it's a good idea to take a short, personal break. Explain to students that they need to respect others in the classroom and stay seated, while quietly looking up to the ceiling, stretching their shoulders, and taking a deep breath or two.
- Encourage students to do their best.
- Once students finish the assessment, encourage them to review their papers, rereading and looking over their answers carefully.
- Again, explain the necessity of respecting that not all classmates will finish at the same time, and, if they finish and have checked their papers, they should remain quiet for others to finish.

### Answer Key for "Shark and Wee Fish"

- |      |      |      |      |
|------|------|------|------|
| 1. B | 3. B | 5. B | 7. C |
| 2. B | 4. B | 6. A |      |

- Guidelines for analyzing student scores on the Silent Reading Comprehension Assessment are found at the end of this lesson.
- Record students' scores on the End-of-Year Summary Sheet (Worksheet 19.3) for each student.

- Once you have scored and sorted student responses on the comprehension section, administer the Fluency Assessment to students who get more than two answers wrong on the Silent Reading Comprehension Assessment. While you are administering the individual assessments, other students should complete their reports and engage in other independent activities, which may include reading stories in Readers and completing Pausing Point worksheets.

## Silent Reading Comprehension Analysis

---

- The number of questions answered correctly indicates the following:
  - Students who score **4 or fewer questions out of 7 correctly** appear to have poor preparation for Grade 2. Administer the Fluency Assessment and Word Reading in Isolation Assessment.
  - Students who score **5 out of 7 questions correctly** appear to have adequate preparation for Grade 2. Administer the Fluency Assessment and Word Reading in Isolation Assessment.
  - Students who score **6 or 7 out of 7 questions correctly** have good-outstanding preparation for Grade 2. Students need no further testing.
- Also consider whether a student missed literal and/or evaluative questions.
  - 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. Literal questions: 1, 2, 4, 5, 6
  - Inferential questions ask students to infer information from the text and think critically; these questions are also text dependent but require students to paraphrase and/or refer back to the different portions of the text that provide information leading to and supporting the inference they are making. Inferential question: 3
  - 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. Evaluative question: 7

**Break**

**10 minutes**

## Wiggle Cards

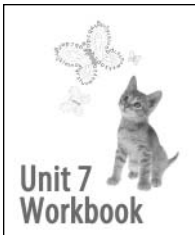
---

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

## "The Dive"



Page 76



Worksheet 19.4

- ✪ **Group 1:** Work closely with students in this group to read "The Dive" and complete Worksheet 19.4, providing scaffolding and support as necessary. You may also choose to target specific skills that students struggle with, using the Pausing Point and *Assessment and Remediation Guide* as needed.
- ✪ **Group 2:** Have students in this group, who need less support, read "The Dive" independently and complete Worksheet 19.4. If students finish early, they can reread stories from the *Kay and Martez Reader*. Ask them to choose one story to summarize and retell to a partner.

**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, using words like *first*, *next*, *then*, and *last*.

# Lesson 20

## 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.

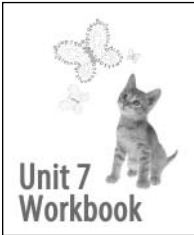
- ✓ **Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught** (RL.1.10)
- ✓ **Use phonics skill in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary** (RF.1.4.c)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>End-of-Year Assessment</b>	<b>Fluency Assessment</b>	Worksheets 20.1, 20.2; time-keeping device	30
<b>Break</b>	<b>Wiggle Cards</b>	index cards from Lesson 19	10
<b>Small Group</b>	<b>"At the Airport"</b>	<i>Kay and Martez</i> ; Worksheet 20.3	20

#### *Note to Teacher*

The Fluency Assessment provides a more focused, one-on-one assessment for students who **incorrectly answered two or more of the seven questions** in the Silent Reading Comprehension Assessment. To administer this section of the assessment, you will pull students aside individually and ask each to read "Shark and Wee Fish" aloud to you. You should keep a running record during this reading and calculate a Words Correct Per Minute (W.C.P.M.) score using the guidelines that follow. This will provide an indication of fluency. Record students' scores (in both Oral Reading Comprehension and Fluency) on the End-of-Year Summary Sheet (Worksheet 19.3) for each student.

While you are administering the one-on-one assessment, the other students may be rereading stories from their Reader, writing instructional paragraphs, or completing activities and worksheets from the Pausing Point.



Worksheets 20.1, 20.2

Fluency Assessment

- Have one student at a time come to a quiet assessment area to read “Shark and Wee Fish” with you.

Instructions

- Place a copy of “Shark and Wee Fish” in front of the student. Ask the student for Worksheet 20.1 (a fresh copy of “Shark and Wee Fish”) and Worksheet 20.2, the W.C.P.M. Calculation Worksheet. You will use Worksheet 20.1 to mark as a running record as you listen to the student read orally.
- Tell the student that you are going to ask him or her to read the story aloud.
- Explain that you are going to use a watch to see how long it takes him or her to read the story. Tell the student that this is not a race; he or she should read at his or her regular pace and not rush.
- Begin timing when the student reads the first word of the title. If you are using a watch, write the exact Start Time, in minutes and seconds, on your record page.
- If you are using a stopwatch, you do not need to write down the start time since the stopwatch will calculate Elapsed Time.
- As the student reads the story, make a running record on the copy with the student’s name using the following guidelines:

Words read correctly	No mark is required.
Omissions	Draw a long dash above the word omitted.
Insertions	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
Words read incorrectly	Write an “X” above the word.
Substitutions	Write the substitution above the word.
Self-corrected errors	Replace original error mark with an “SC.”
Teacher-supplied words	Write a “T” above the word (counts as an error).

- When the student finishes reading the story, write the exact Finish Time in minutes and seconds on your record sheet.
- Alternatively, if you are using a stopwatch, simply write down the Elapsed Time in minutes and seconds.
- If the student reads very slowly, you may need to stop the reading before the student gets to the end of the story. (Five minutes should be enough time to get a measurement.) If the student does not read to the end, draw a vertical line on the record sheet to indicate how far the student read. Also write down either the Finish Time or the Elapsed Time.



- After the student finishes reading, ask the following comprehension questions to see how much of the story the student understood on the second reading.

### Comprehension Questions on “Shark and Wee Fish”

1. *Inferential* Why did the fish swim into the cave? (The fish swam into the cave because they were scared Shark would eat them.)
2. *Literal* Which fish came face to face with Shark? (Wee Fish came face to face with Shark.)
3. *Literal* What did Wee Fish tell Shark to keep him from eating him? (Wee Fish told Shark that he is king of the reef and that all of the fish are scared of him.)
4. *Literal* How do the other fish react when they see Wee Fish and Shark? (The other fish are scared of Shark, and swim away.)
5. *Inferential* Who does Shark think the fish are scared of? Who are they really scared of? (Shark thinks the fish are scared of Wee Fish, but the fish are really scared of Shark.)
6. *Evaluative* Did Shark trick Wee Fish or did Wee Fish trick Shark? (Wee Fish tricked Shark into thinking that Shark should be scared of Wee Fish.)

- Repeat this process for additional students.
- Scoring can be done later, provided you have kept running records and jotted down either the Elapsed Time or the Start Time and the Finish Time. Record students’ scores in the Optional Oral Reading Comprehension Assessment section on the End-of-Year Summary Sheet (Worksheet 19.3) for each student.
- Scoring:
  - Students who answer **5 or 6 questions correctly** may have good-outstanding\* preparation for Grade 2.
  - Students who answer **4 questions correctly** may have adequate\* preparation for Grade 2.
  - Students who answer **3 or less questions correctly** may have poor\* preparation for Grade 2

\*Reading comprehension accuracy must be considered in conjunction with fluency performance in evaluating overall preparation for Grade 2.

### Guidelines for Calculating W.C.P.M. Scores

- If the reading was fairly accurate (< 10 uncorrected errors), you can get a rough (and easy) estimate of a student’s W.C.P.M. score simply by noting the time and looking at the chart on the bottom of Worksheet 20.2.
- To calculate a student’s exact W.C.P.M. score, use the information you

wrote down on the record sheet and follow the steps described on the next page. The steps are also shown in graphic form on the W.C.P.M. Calculation Worksheet 20.2. You will probably find it helpful to have a calculator available.

- First, complete the Words section of the W.C.P.M. Calculation Worksheet.
- Count Words Read. This is the total number of words that the student read or attempted to read, up to the point where he or she stopped. It includes words that the student read correctly as well as words that the student read incorrectly or skipped over. If the student attempted to read the whole story, including the title, use 341 as your total. If the student did not finish the story, you will need to count the number of words that the student actually attempted to read. Write the count for Words Read in the matching box on the W.C.P.M. Calculation Worksheet.
- Count the Uncorrected Mistakes noted in your running record. This includes words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes. (A mistake that is corrected by the student is not counted as a mistake; the student is penalized for the time he or she lost making the correction, but not for the initial mistake.)
- Subtract Uncorrected Mistakes from Words Read to get Words Correct.
- Next, complete the Time section of the worksheet.
- Calculate Elapsed Time in minutes and seconds. (If you used a stopwatch, this should already be done for you. Skip to the next step.)
- If you used a watch and recorded start and stop times, you will need to subtract the Start Time from the Finish Time to calculate the Elapsed Time. Subtract seconds from seconds and then minutes from minutes.
- Calculate Time in Seconds. Multiply the number of minutes by 60 to convert minutes to seconds, and then add the number of seconds.
- Next, complete the W.C.P.M. section of the worksheet.
- Divide Words Correct by Time in Seconds. Then multiply by 60 to get Words Correct Per Minute (W.C.P.M.).

As you evaluate W.C.P.M. scores, here are some factors to consider.

- It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal for students in Grade 1 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in subsequent grades. The national mean calculated by Hasbrouck and Tindal in 2006 for Spring of Grade 1 is 53 W.C.P.M.
- A student's W.C.P.M. score can be compared with the score of other students in the classroom (or grade level) and also with the national fluency norms for Spring of Grade 1 obtained by Hasbrouck and Tindal. Students whose scores are below the 25th percentile (28 W.C.P.M.) are experiencing serious problems in reading fluently.

- After you have entered all student scores into the W.C.P.M. Calculation Worksheet (Worksheet 20.2), record them on the CKLA End-of-Year Summary (Worksheet 19.3) in the Fluency Assessment section for each student.

## **Break**

**10** minutes

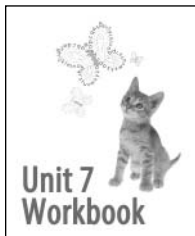
### **Wiggle Cards**

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

## **Small Group**

**20** minutes

### **“At the Airport”**



Worksheet 20.3

- ✦ **Group 1:** Have students read “At the Airport.” They can complete Worksheet 20.3 when they have finished reading the story. If students finish early, they can reread stories from the *Kay and Martez* Reader. Ask them to choose one story to summarize and retell to a partner.
- ✦ **Group 2:** Work with students to read “At the Airport.” They can complete Worksheet 20.3 when they have finished reading the story.

# Shark and Wee Fish

Shark swam by the reef. Sharp teeth glittered in his mouth. He shouted to the fish, “I will have a hundred of you for my lunch!”

The fish were scared. They went and hid in a cave.

“Shark will not get us in here!” one of the fish said. “He is too big to swim in.”

After a while, one of the fish went out to check and see if Shark had left. His name was Wee Fish.

Wee Fish swam out of the cave. He soon found himself face to face with Shark.

Shark snarled, “Here’s a nice fish for my lunch!”

Wee Fish had to think fast.

“Stop!” he shouted in his loudest voice. “I am the king of this reef! All of the fish here are scared of me, and you should be, too!”

Shark smiled. Wee Fish was just three inches long. Shark was ten feet long. He had teeth in his mouth that were bigger than Wee Fish.

“Is this some sort of joke?” Shark said. “Why would fish be scared of you?”

“Swim next to me and you will see,” Wee Fish said.

Shark swam with Wee Fish. They came upon some spotted fish. When the spotted fish saw Shark, they got scared and swam off.

Shark and Wee Fish swam up to some striped fish. When the striped fish saw Shark, they got scared and swam off.

“Well, well,” said Shark to himself. “It’s odd, but it looks like the fish are scared of Wee Fish, just as he said.” (Shark did not see that the fish were scared of him.)

Shark and Wee Fish swam up to some silver fish. When the silver fish saw Shark, they got scared and swam off.

Then Shark started to think. “All of the fish are scared of Wee Fish,” he said to himself. “Perhaps I should be scared of him, too.”

All of a sudden, Shark felt scared. He swam off. And from then on, he never went back to that reef.

# Lesson 21

## 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.

- ✓ Read words composed of closed syllables, magic 'e' syllables, vowel digraph syllables, and r-controlled syllables (RL.1.3e)

At a Glance	Exercise	Materials	Minutes
<b>End-of-Year Assessment</b>	<b>Word Reading in Isolation Assessment</b>	Worksheets 21.1, 21.2	as needed
<b>Break</b>	<b>Wiggle Cards</b>	index cards from Lesson 19	10

### Note to Teacher

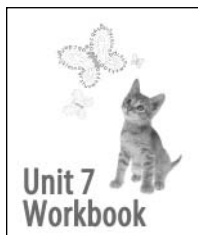
The Word Reading in Isolation Assessment is designed to assess a student's ability to read words containing the spellings that were taught and reviewed in Grade 1. The emphasis in this assessment is solely on decoding accuracy.

It would be ideal to give all students the Word Reading in Isolation Assessment, but if there is a time restriction, assess those students who **scored less than 50 W.C.P.M. on the Fluency Assessment**.

The assessment sheet with words for students to read is at the end of this lesson and reprinted on Worksheet 21.1. Ask students to tear out Worksheet 21.2 for you to use as a running record and scoring sheet.

Keep in mind that a single word will target multiple letter-sound correspondences. For example, the word *write* assesses the 'wr' spelling for /r/ and the 'i\_e' spelling for /ie/.

While you are administering the one-on-one assessment, students may be rereading stories from their Readers, writing instructional paragraphs (or other types of writing genres they have learned this year), or completing activities and worksheets from the Pausing Point. If they have been keeping a writing portfolio, they can read their work from the year and select their favorite piece.



Worksheets 21.1, 21.2

## Word Reading in Isolation Assessment

- Have one student at a time come to a quiet assessment area to read the Word Reading in Isolation Assessment with you. Have that student bring Worksheets 21.1 and 21.2 with them.

### Instructions

- Find a quiet place to sit with the student. Place the Word Reading in Isolation Assessment (Worksheet 21.1) in front of the student and ask him or her to read the words on the sheet aloud.
- If a student misreads a word, circle the part of the word that the student gets wrong or fails to read on Worksheet 21.2. Do not coach or correct the student. If the student is unable to read a word in five seconds, ask the student to move to the next word. If the student says a different word, write down the word he or she says. If the student self-corrects, do not mark the word wrong.
- Guidelines for analyzing student scores on the Word Reading in Isolation Assessment are found at the end of this lesson.
- After you have tallied all students' scores from the Word Reading in Isolation Assessment Scoring Sheet (Worksheet 21.2), record them on the CKLA End-of-Year Summary (Worksheet 19.3) for each student.
- While you are administering the individual assessments, other students should reread stories from the Readers and/or complete Pausing Point worksheets.

## Word Reading in Isolation Analysis

- The more words a student is able to read and the farther the student is able to progress in the assessment, the stronger his or her preparation is for Grade 2.
- The number of words read correctly indicates the following:
  - Students who score **40 or fewer words out of 60 correctly** have poor preparation for Grade 2.
  - Students who score **41–49 out of 60 words correctly** have adequate preparation for Grade 2.
  - Students who score **50 out of 60 words correctly** have good-outstanding preparation for Grade 2.

- After scoring the assessment, you might find it helpful to determine which phonemes students missed that caused them to score below the benchmark for word reading.

Score required to meet benchmark of 80%	
Phonemes	
<b>Consonants</b> /b/   /d/   /f/   /g/   /h/ /j/   /k/   /l/   /m/   /n/ /p/   /r/   /s/   /t/   /v/ /w/   /x/   /y/   /z/   /ch/ /sh/   /th/   /th/   /ng/   /qu/	148/185
<b>Vowels</b> /a/   /e/   /i/   /o/   /u/ /ae/   /ee/   /ie/   /oe/   /ue/ /oo/   /oo/   /ou/   /oi/   /aw/ /er/   /or/   /ar/	72/90

- The following sheets are provided for your use in directing remediation. Make a copy of each page.
- Write the names of students who missed particular sounds under the appropriate header(s) on the Word Reading in Isolation Remediation Guide. This will help you determine what kind of remediation is needed.
- Refer to the table of contents in the *Assessment and Remediation Guide* to locate information about specific phonemes and syllabication for remediation purposes.

## Break

**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.



# Word Reading in Isolation Assessment

	a	b	c	d	e
1	throne	weekday	large	rinse	blanket
2	mermaid	brushed	etch	frigid	spark
3	fanned	bouncing	ginger	sleeve	write
4	oak	topsoil	absence	coached	fence
5	choice	knotted	wheel	smooth	tribute
6	landscape	whisper	squawk	cancel	arch
7	honk	object	involve	trace	ordered
8	excuse	zone	bedside	woolen	pitchfork
9	saying	gather	knock	shimmer	waist
10	wrist	horse	gained	loaded	iceberg
11	suspense	air	concept	yawn	shrank
12	short	outlook	sprout	transform	challenge

Word Reading in Isolation Scoring Sheet					
	a	b	c	d	e
1	throne	weekday	large	rinse	blanket
	/th/ /r/ /oe/ /n/	/w/ /ee/ k/ • /d/ /ae/	/l/ /ar/ /i/	/r/ /i/ /n/ /s/	/b/ /l/ /a/ /ng/ • /k/ /e/ /t/
2	mermaid	brushed	etch	frigid	spark
	/m/ /er/ • /m/ /ae/ /d/	/b/ /r/ /u/ /sh/ /t/	/e/ /ch/	/f/ /r/ i/ /i/ • /l/ /d/	/s/ /p/ /ar/ /k/
3	fanned	bouncing	ginger	sleeve	write
	/f/ /a/ /n/ /d/	/b/ /ou/ /n/ /s/ • /i/ /ng/	/i/ /i/ /n/ • /i/ /er/	/s/ /l/ /ee/ /v/	/r/ /ie/ /t/
4	oak	topsoil	absence	coached	fence
	/oe/ /k/	/t/ /o/ /p/ • /s/ /oi/ /l/	/a/ /b/ • /s/ /e/ /n/ /s/	/k/ /oe/ /ch/ /t/	/f/ /e/ /n/ /s/
5	choice	knotted	wheel	smooth	tribute
	/ch/ /oi/ /s/	/n/ /o/ /t/ • /e/ /d/	/w/ /ee/ /l/	/s/ /m/ /oo/ /th/	/t/ /r/ /i/ /b/ • /ue/ /t/
6	landscape	whisper	squawk	cancel	arch
	/l/ /a/ /n/ /d/ • /s/ /k/ /ae/ /p/	/w/ /i/ /s/ • /p/ /er/	/s/ /qu/ /aw/ /k/	/k/ /a/ /n/ • /s/ /e/ /l/	/ar/ /ch/
7	honk	object	involve	trace	ordered
	/h/ /o/ /ng/ /k/	/o/ /b/ • /j/ /e/ /k/ /t/	/i/ /n/ • /v/ /o/ /l/ /v/	/t/ /r/ /ae/ /s/	/or/ • /d/ /er/ /d/
8	excuse	zone	bedside	woolen	pitchfork
	/e/ /x/ • /k/ /ue/ /s/	/z/ /oe/ /n/	/b/ /e/ /d/ • /s/ /ie/ /d/	/w/ /oo/ /l/ • /e/ /n/	/p/ /i/ /ch/ • /f/ /or/ /k/
9	saying	gather	knock	shimmer	waist
	/s/ /ae/ • /i/ /ng/	/g/ /a/ /th/ • /er/	/n/ /o/ /k/	/sh/ /i/ /m/ • /er/	/w/ /ae/ /s/ /t/
10	wrist	horse	gained	loaded	iceberg
	/r/ /i/ /s/ /t/	/h/ /or/ /s/	/g/ /ae/ /n/ /d/	/l/ /oe/ /d/ • /e/ /d/	/ie/ /s/ • /b/ /er/ /g/
11	suspense	air	concept	yawn	shrank
	/s/ /u/ /s/ • /p/ /e/ /n/ /s/	/ae/ /r/	/k/ /o/ /n/ • /s/ /e/ /p/ /t/	/y/ /aw/ /n/	/sh/ /r/ /a/ /ng/ /k/
12	short	outlook	sprout	transform	challenge
	/sh/ /or/ /t/	/ou/ /t/ • /l/ /oo/ /k/	/s/ /p/ /r/ /ou/ /t/	/t/ /r/ /a/ /n/ /s/ • /f/ /or/ /m/	/ch/ /a/ /l/ • /e/ /n/ /j/

## Word Reading in Isolation Remediation Guide

Phonemes—Consonants		
/b/ (1e, 2b, 3b, 4c, 5e, 7b, 8c, 10e)	/d/ (1b, 2a, 2d, 3a, 5b, 6a, 7e, 8c, 10c, 10d)	/f/ (2d, 3a, 4e, 8e, 12d)
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
/g/ (9b, 10c, 10e)	/h/ (7a, 10b)	/j/ (1c, 2d, 3c, 7b, 12e)
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
/k/ (1b, 1e, 2e, 4a, 4d, 6a, 6c, 6d, 7a, 7b, 8a, 8e, 9c, 11c, 11e, 12b)	/l/ (1c, 1e, 3d, 4b, 5c, 6a, 6d, 7c, 8d, 10d, 12b, 12e)	/m/ (2a, 5d, 9d, 12d)
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
/n/ (1a, 1d, 3a, 3b, 3c, 4c, 4e, 5b, 6a, 6d, 7c, 8b, 8d, 9c, 10c, 11a, 11c, 11d, 12d, 12e)	/p/ (2e, 4b, 6a, 6b, 8e, 11a, 11c, 12c)	/r/ (1a, 1d, 2b, 2d, 3e, 5e, 7d, 10a, 11b, 11e, 12c, 12d)
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
		4. _____
		5. _____
/s/ (1d, 2e, 3b, 3d, 4b, 4c, 4e, 5a, 5d, 6a, 6b, 6c, 6d, 7d, 8a, 8c, 9a, 9e, 10a, 10b, 10e, 11a, 11c, 12c, 12d)	/t/ (1e, 2b, 3e, 4b, 5b, 5e, 7b, 7d, 9e, 10a, 11c, 12a, 12b, 12c, 12d)	/v/ (3d, 7c)
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

<b>/w/ (1b, 5c, 6b, 8d, 9e)</b>	<b>/x/ (8a)</b>	<b>/y/ (11d)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/z/ (8b)</b>	<b>/ch/ (2c, 4d, 5a, 6e, 8e, 12e)</b>	<b>/th/ (5d, 9b)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/th/ (1a)</b>	<b>/sh/ (2b, 9d, 11e, 12a)</b>	<b>/ng/ (1e, 3b, 7a, 9a, 11e)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/qu/ (6c)</b>		
	1. _____	
	2. _____	
	3. _____	

<b>Phonemes—Vowels</b>		
<b>/a/ (1e, 3a, 4c, 6a, 6d, 9b, 11e, 12d, 12e)</b>	<b>/e/ (1e, 2c, 4c, 4e, 5b, 6d, 7b, 8a, 8c, 8d, 10d, 11a, 11c, 12e)</b>	<b>/i/ (1d, 2d, 3b, 3c, 5e, 6b, 7c, 8e, 9a, 9d, 10a)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/o/ (4b, 5b, 7a, 7b, 7c, 9c, 11c)</b>	<b>/u/ (2b, 11a)</b>	<b>/ae/ (1b, 2a, 6a, 7d, 9a, 9e, 10c, 11b)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
		4. _____
		5. _____

<b>/ee/ (1b, 3d, 5c)</b>	<b>/ie/ (3e, 8c, 10e)</b>	<b>/oe/ (1a, 4a, 4d, 8b, 10d)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
		4. _____
		5. _____
<b>/ue/ (5e, 8a)</b>	<b>/oo/ (5d)</b>	<b>/oo/ (8d, 12b)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/ou/ (3b, 12b, 12c)</b>	<b>/oi/ (4b, 5a)</b>	<b>/aw/ (6c, 11d)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/er/ (2a, 3c, 6b, 7e, 9b, 9d, 10e)</b>	<b>/or/ (7e, 8e, 10b, 12a, 12d)</b>	<b>/ar/ (1c, 2e, 6e)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

<b>Past-Tense Marker</b>		
<b>'ed' &gt; /t/ (2b, 4d)</b>	<b>'ed' &gt; /d/ (3a, 7e, 10c)</b>	<b>'ed' &gt; /ed/ (5b, 10d)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

# Unit 7 Pausing Point

---

This is the end of Unit 7. You should pause here and spend additional time reviewing the material taught in Unit 7. 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.

---

## ***Recognize and/or Write Spellings Taught in Unit 7***

page 123

Line Race

Building the List

Spelling Alternatives Board Game

Word Sort Worksheet

Complete the Sentence

Sound Dictation

Highlighting Spellings

Spelling Bingo

Word Sort

Word Sort with Boxes

Word Sort with Students

Cut-and-Paste Word Sort

Word Sort Worksheet for 'ai' and 'ay'

Coloring Sorts for Short Vowel/Long Vowel Sounds

---

## ***Read and/or Spell Words That Contain Spelling Alternatives***

page 128

Teacher Chaining

Eraser Man

Guess My Word

Fishing Pond

Choose the Right Word

Dictation Identification

Yes or No?

---

## ***Write Words That Contain Spelling Alternatives***

page 131

Word Box

Label the Picture

Dictation with Words

---

**Read and/or Write Phrases**

page 132

**Wiggle Cards**

---

**Phrase Flip Book**

---

**Dictation with Phrases**

---

---

**Read and/or Write Sentences**

page 134

**Sentence Strips**

---

**Reconstructing Sentences from the Reader**

---

**Sentence Pasting**

---

**Mark the Sentence**

---

**Dictation with Sentences**

---

---

**Use Commas**

page 135

**Adding Commas**

---

---

**Recognize and/or Write the Spellings Taught in Unit 7**

---

---

**Line Race**

---

- Divide the class into two groups and line them up in front of the board (or other writing surface).
- Tell students that you will call out a sound and that you want the two students at the front of the lines to write down a spelling for that sound on the board.
- The student who writes a correct answer goes to the end of his/her line. The other student sits down and watches for the rest of the game.
- If both students write the same correct answer, the one who wrote it faster continues the game and goes to the back of the line.
- If both students write a correct answer but they are not the same (because of spelling alternatives), the student who wrote it down faster goes to the end of the line.
- Continue until only one student is left standing in line.
- **Modification:** If you have a helper in your classroom, play this game in smaller groups.

---

**Building the List**

---

- Tell students that you want to review the spellings for the sounds /ae/ and /oe/ that they learned/reviewed in Unit 7.
- Tell students that they now know three spellings for the /ae/ sound.
- Ask students to name those spellings. Then ask students for example words.
- Work with students to complete a list like the one shown below, in which each spelling is listed with at least one example word.

- If students cannot remember a spelling pattern, write a word containing that pattern on the board. Have the students read it. Then ask which letters stand for /ae/ in the word. Add the spelling and the example word to the list.
- Repeat with the spellings for /oe/.

### /ae/

1. a\_e: fade, trade
2. ai: wait, rain
3. ay: lay, day

### /oe/

1. o\_e: hope, hole
2. oa: soap, road

## Spelling Alternatives Board Game

**Note:** This game can be played for all sounds that have spelling alternatives.

- Create a game board with 25–40 spaces and several crossing paths so that students can move in several different directions.
- Write a decodable /ae/ word on each square, making sure to include several examples of each of the spelling patterns taught.
- Give each student a scorecard that lists the spellings for /ae/ they have learned ('a\_e', 'ai', 'ay') with spaces to collect a word exemplifying each spelling.
- Teach students to play the game by rolling a die (or spinning a spinner) and moving their game piece the correct number of spaces.
- When students land on a space, they should read the word and copy it onto their spelling scorecard according to the spelling used for the /ae/ sound. For example, the word *chain* would be copied into the space for 'ai' words.
- The first student to get one example of each spelling pattern wins.

## Word Sort Worksheet

- Distribute Worksheets PP1 (for /ae/) or PP2 (for /oe/).
- Explain that the chart printed at the top of the worksheet includes a number of words that contain the /ae/ sound (or /oe/ sound).
- Have students read the chart, mark the words that contain the /ae/ sound (or /oe/ sound), and sort those words according to which spelling is used to stand for the /ae/ sound (or /oe/ sound).

## Complete the Sentence

- Remind students that they recently learned some spelling alternatives for the /ae/ sound.
- Ask students if they can remember the spellings they have learned.



- Write the headings 'a\_e', 'ai', and 'ay' on the board in a row.
- Tell students that you are going to say some incomplete sentences, each of which is missing its last word.
- Explain that the missing words will contain the /ae/ sound.
- Read the first sentence.
- Have students raise their hands and wait to be called on if they think they know the missing word.
- Once students have guessed the answer, write *cake* on the board under the 'a\_e' heading.
- Repeat this process with the remaining sentences, writing each word under its respective heading.

1. On my birthday, I eat birthday \_\_\_\_\_. (cake - 'a\_e')
2. Drops of water that fall from the sky are called \_\_\_\_\_. (raindrops - 'ai')
3. If something is not ready for you, you may have to \_\_\_\_\_. (wait - 'ai')
4. Superman wears a long, flowing \_\_\_\_\_. (cape - 'a\_e')
5. The opposite of night is \_\_\_\_\_. (day - 'ay')
6. When we think, we use our \_\_\_\_\_. (brains - 'ai')
7. Triangles, squares, and circles are examples of \_\_\_\_\_. (shapes - 'a')
8. The Fourth of July is a \_\_\_\_\_. (holiday - 'ay')

## Sound Dictation

**Note:** This exercise can be done for any of the sounds/spellings taught so far.

- Distribute marker boards and markers (or clipboards, paper, and pencils) to students.
- Tell students that they will practice writing the spellings for vowel sounds they studied in Unit 7.
- Say the sounds listed below and have students write the spellings for each sound on their boards. Tell students how many spellings to write for each sound.
- Periodically, have students show you what they have written on their boards.

### Spellings Taught/Reviewed in Unit 7:

1. /ae/: 'a\_e', 'ai', 'ay'
2. /oe/: 'o\_e', 'oa'

## Highlighting Spellings

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

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

### Possible Words:

1. Monday	7. rode	13. weekday	19. floating
2. player	8. trains	14. jokes	20. cape
3. weekday	9. player	15. stovetop	21. raindrops
4. staying	10. haystack	16. raisins	22. waiting
5. nails	11. explode	17. day	23. cake
6. smoke	12. road	18. toads	

## Spelling Bingo

- Make bingo cards with the spellings taught/reviewed in Unit 7 and other spellings that have been taught so far.
- Write the same spellings on paper slips and put them in a box.
- Give each student a bingo card and playing pieces.
- Explain that you will pull spellings from the box and that you want students to put a playing piece on top of that spelling if it is on their bingo card. Explain that when all spellings are covered on a card, the students should say, “Bingo!”

## Word Sort

- Write the following words containing the new spellings for /ae/ on index cards: *places, rain, wait, brain, paid, may, pay, saying, played*.
- Write headers on the board for both of the new spellings the students have learned for /ae/—‘ai’ and ‘ay’.

- Ask students to sort the words by taping them under the proper headers.

ai	ay
rain	may
wait	pay
brain	saying
paid	played

### Word Sort with Boxes

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

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

### Word Sort with Students

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

- Write a number of decodable words with the three spellings for /ae/ on word cards, one word per card. You can also use paddle boards.
- Pass the cards/paddle boards out to students.
- Explain that you want students to form groups: one group for words with /ae/ spelled 'a\_e', one for /ae/ spelled 'ai', and one for /ae/ spelled 'ay'.
- Once students have formed their groups, ask them to check each other's words.

### Cut-and-Paste Word Sort

- Distribute Worksheets PP3 and PP4.
- Have students read the words on Worksheet PP3 and cut them out.
- Have students sort the words by their spellings for /ae/ and paste them in the table on Worksheet PP4 under the right heading.
- **Extension:** Have students use highlighters to mark the spelling 'ai' or 'ay' in each word pasted on their sheet.
- Worksheets PP5 and PP6 are for the spellings of the sound /oe/.

### Word Sort Worksheet for 'ai' and 'ay'

---

- Have students complete Worksheet PP7.

### Word Sort Worksheet for 'oe' and 'oa'

---

- Have students complete Worksheet PP8.

### Coloring Sorts for Short Vowel versus Long Vowel Sounds

---

- Distribute Worksheets PP9 and PP10.
- Provide each student with two different-colored pencils or highlighters.
- For Worksheet PP9, have students read the words in the boxes and shade the boxes in one color if the letter 'a' is pronounced /a/ as in *hat* and in another color if it is pronounced /æ/ as in *cake*.
- For Worksheet PP10, have students read the words in the boxes and shade the boxes in one color if the letter 'o' is pronounced /o/ as in *hot* and in another color if it is pronounced /oe/ as in *home*.

## ***Read and/or Spell Words That Contain Spelling Alternatives***

---

### Teacher Chaining

---

- Write *say* on the board.
- Ask a student to read the word.
- Remove 's' and add 'p' to create *pay*.
- As you make this change, say to students, "If that is *say*, what is this?"
- Ask students what change you made to the word *say* to get the word *pay*. Ask them whether you changed the first, middle, or last sound/spelling.
- Continue this process with the remaining words.
- When you come to the end of the first chain, erase the board and begin the next chain.

1. say > pay > day > lay > play > plan > plane > plain
2. ran > rain > pain > paid > pad > lad > tad > toad > load > road > raid
3. brain > rain > rail > sail > tail > mail > pail > pain > paint > faint
4. lad > lay > ray > may > day > say > stay > stays

### Eraser Man

---

- Draw a stick figure on the chalkboard.
- Tell the class that you are thinking of a word.
- Write one box on the board for each spelling in the word. The height 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 digraph spellings).

- Ask a student to guess a sound.
- If the student guesses a sound that is in the word, ask for the spelling.
- If the student guesses a sound or spelling 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 (students win), whichever comes first.
- Repeat with a second word, if there is time.

### Guess My Word

- Write the following vowel spellings on index cards and lay them out on a table: 'a\_e', 'ai', 'ay', 'o\_e', 'oa'.
- Write the following consonant spellings on index cards and lay them out on a table: 'n', 't' (2), 'd', 's', 'p', 'b', 'l', 'w'.
- Think of a decodable word that you can build using the spellings shown, but do not tell the class your word. (See the following box for possible words.)
- Tell students how many sounds are in your word.
- Invite students to guess the word by asking whether or not it contains specific sounds and/or spellings.
- If students identify a spelling that is in the word, move the cards on that table.
- Continue until the word has been spelled.
- Repeat with one or two additional words.

- |          |          |           |
|----------|----------|-----------|
| 1. late  | 10. pay  | 19. pole  |
| 2. wade  | 11. lay  | 20. nope  |
| 3. date  | 12. day  | 21. boat  |
| 4. pane  | 13. way  | 22. load  |
| 5. sane  | 14. bay  | 23. toad  |
| 6. pain  | 15. say  | 24. boast |
| 7. paint | 16. bone | 25. toast |
| 8. bait  | 17. tone |           |
| 9. wait  | 18. note |           |

## Fishing Pond

---

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

- Copy the template we have provided on Worksheet PP11 on cardstock or construction paper.
- Write a decodable word on each fish. (See the next page for possible words.)
- Attach a paper clip to the top of each fish.
- Make a fishing pole from a pole or stick, a string, and a magnet.
- Have students take turns fishing.
- When a student catches a fish, he or she should read the word written on the fish and then copy it onto a piece of paper.
- **Variation:** Stock a fish pond with decodable words containing /ae/ (or /oe/). Have students catch several fish and sort the words by the spellings for /ae/ (or /oe/).

- |         |          |
|---------|----------|
| 1. boat | 6. road  |
| 2. way  | 7. day   |
| 3. make | 8. rain  |
| 4. take | 9. same  |
| 5. main | 10. rope |

## Choose the Right Word

---

- Write the words *rain*, *raisins*, and *rope* on the board and have students read them.
- Tell students that you are going to ask them some questions. They can find the answers on the board.
- Ask students, “Which word names something that falls from the sky?”
- Have students find the answer (*rain*) on the board and then copy it onto a sheet of paper or paddle board.

- Continue this process with the remaining sets of questions.

- 1a. Which word names something that falls from the sky? (*rain*)  
 1b. Which word names something that is like a very thick string? (*rope*)  
 1c. Which word names something that is a snack you can eat? (*raisins*)
- 
- 2a. Which word names something you can walk on? (*path*)  
 2b. Which word names the opposite of night? (*day*)  
 2c. Which word names an animal that looks a lot like a frog? (*toad*)
- 
- 3a. Which word is something you wear on a very cold day? (*coat*)  
 3b. Which word describes something that you can fly in? (*airplane*)  
 3c. Which word is something the mailman/mailwoman brings to you? (*mail*)
- 
- 4a. Which word names a sweet treat? (*cake*)  
 4b. Which word describes how you move to music? (*dance*)  
 4c. Which word is a type of tree? (*oak*)

### Dictation Identification

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

- |          |          |         |
|----------|----------|---------|
| 1. goat  | 4. toned | 7. boat |
| 2. chain | 5. pair  | 8. rain |
| 3. plain | 6. play  | 9. stay |

### Yes or No?

- Have students complete Worksheet PP13.

## Write Words That Contain Spelling Alternatives

### Word Box

- Have students complete Worksheet PP14.

### Label the Picture

- Have students complete Worksheet PP15.

## Dictation with Words

---

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of words. These words will contain the alternative spellings for /ae/ and /oe/ taught in this unit.
- Write the spellings 'ai', 'ay', 'o\_e', and 'oa' on the board.
- Tell students to write each word that you say.
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds and then draw a line on their paper for each sound that they hear. For example, for the word *may*, two lines would be drawn on the paper: \_ \_ .
- Once students have drawn one line for each sound, remind them that the sound /ae/ in the word *may* is spelled with the letters 'ay'.
- Have students write the spellings on their respective lines: m ay.
- Finally, ask students to read the word back to you.
- Write the word on the board and have students self-correct.
- Repeat with additional words.

- |            |               |              |
|------------|---------------|--------------|
| 1. may (2) | 6. change (4) | 11. stay (3) |
| 2. way (2) | 7. play (3)   | 12. road (3) |
| 3. day (2) | 8. places (6) | 13. pay (2)  |
| 4. air (2) | 9. main (3)   | 14. rain (3) |
| 5. say (2) | 10. hair (3)  |              |

## Read and/or Write Phrases

---

### Wiggle Cards

---

- Make a set of cards with decodable words and phrases written on them. Each word or phrase should describe a motion or activity that students can act out.
- Show students a Wiggle Card, have them read it, and let them perform the action.
- Use the Wiggle Cards between activities and to fill odd moments in the day.

- |                      |                           |
|----------------------|---------------------------|
| 1. rub your hair     | 4. pinch your nose        |
| 2. get your coat     | 5. sway from side to side |
| 3. croak like a toad | 6. moan and groan         |



## Phrase Flip Book

---

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

- Cut out slips of paper.
- Write the following decodable adjectives on six of the slips of paper, one adjective per slip: *gray, faded, hot, large, black*.
- Write the following decodable nouns on slips of paper, one noun per slip: *chair, train, vases, toaster*.
- Stack the adjective slips of paper and staple their top edge to a sheet of cardstock.
- Stack the noun slips of paper and staple their top edge to the sheet of cardstock to the right of the adjectives.
- By turning the slips of paper, students can make up and read decodable (and often silly) phrases.

## 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. They contain words with the spellings students have learned for /ae/ and /oe/.
- Remind students of the spellings and write 'a\_e', 'ai', 'ay', 'o\_e', and 'oa' on the board.
- 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 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 phrase on the board and have your students self-correct.
- Repeat with additional phrases.

- |                  |                |
|------------------|----------------|
| 1. sweet raisins | 9. clay pot    |
| 2. red train     | 10. black coal |
| 3. large chair   | 11. red face   |
| 4. black mole    | 12. bike lane  |
| 5. white crayon  | 13. deep hole  |
| 6. nice day      | 14. long road  |
| 7. gray rud      | 15. white coat |
| 8. fast runner   | 16. fast boat  |

## Read and/or Write Sentences

---

### Sentence Strips

---

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

- Choose sentences from the *Kay and Martez* Reader that can be illustrated and copy them onto long slips of paper. Display the slips of paper for students to see.
- Have students choose a sentence to copy and illustrate.

### Reconstructing Sentences from the Reader

---

- Copy sentences from the Reader *Kay and Martez* that contain commas on paper.
- Cut the sentences into their individual words and place them in envelopes. Keep the commas with the words that they follow.
- Have students reconstruct the sentences.
- Have students copy the sentences on paper.
- **Extension:** Ask students to identify the adjectives and to connect them with arrows to the nouns they define.

### Sentence Pasting

---

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

- Write a number of decodable statements, questions, and exclamations on paper and cut them into individual words. Keep the period, question mark, or exclamation mark on the same slip with the final word in each sentence. Keep commas on the same slip with the words that they follow. Keep quotation marks with the word that they precede/follow.
- Have students form sentences and paste them on paper.

### Dictation with Sentences

---

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of sentences. There will be statements, questions, and exclamations. Be sure to use the proper intonation when reading the sentences.
- Tell students to write each sentence that you say.
- For each sentence that you say, hold up one finger for each word.
- Ask students to count the words and then draw a line on their paper for each word that they hear, leaving a finger space between the lines.
- Once students have drawn the lines, ask them to write each word, sound by sound. Finally, ask students to read the sentence back to you.
- Write the sentence on the board and have students self-correct.

- Repeat with additional sentences.

1. An oak tree has thick branches.
2. You think with your brain.
3. Seeds turn into seedlings.
4. Our sink did not drain yesterday.
5. The roads are packed with cars.
6. Can you explain the book to me?
7. The river runs past our house.
8. This soap makes a lot of foam!
9. Is today a gray day?
10. The dog is playing with the cat.

## ***Use Commas***

---

### **Adding Commas**

---

- Distribute Worksheet PP16.
- On the front of the worksheet have students add commas to the sentences.
- On the back of the worksheet have students write two sentences that contain a series of items, using commas to separate the items.



# 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**

Words with the /ae/ sound spelled 'ai':

main	rain	train
brain	braid	aid
tail	mail	nail
explain	exclaim	airplane

Words with the /ae/ sound spelled 'ay':

hay	way	day
say	stay	spray
play	playing	player
Sunday	weekday	someday

Directions: Have students read the words and use some of them in sentences.

Unit 7 5

Match the words to the sentences and write them on the lines.

rainstorm

days

tails

play

- Dogs and cats have tails.
- We need three more children to play the game.
- Yesterday we had a bad rainstorm.
- There are seven days in a week.

Unit 7 6

Name \_\_\_\_\_

**2.1**

Sort the words by their spellings for /ae/.

wait	haystack	mailman	aid
say	aim	explain	play
brain	day	paint	hair

/ae/ → 'ai'

wait  
mailman  
aid  
aim  
explain  
brain  
paint  
hair

/ae/ → 'ay'

haystack  
say  
play  
day

Unit 7 7

Name \_\_\_\_\_

**2.2**

In the box are six words. Match them to the pictures and write them on the lines.



airplane

train

pay

mailbox

chain

driveway



chain

airplane

mailbox



train

driveway

pay

Unit 7 9

In the box are six words. Match them to the pictures and write them on the lines.

crayon	paint	tray
hay	railing	mailman



Name \_\_\_\_\_

3.1

### Martez, Martez, Martez

1. What upsets Kay's dad? Why?

Kay's dad hates paying for food that ends up in  
the trash. He likes to save as much cash as he  
can.

Page 2

2. Who is Martez?

Martez is Kay's pal.

Page 4

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

3. What does Martez like to play?

Martez likes to play hopscotch and draw pictures  
with crayons.

Page 4

4. Do you think Kay likes Martez? What does Kay say?

Yes, Kay likes Martez. She says Martez is the best.

Page 6

Name \_\_\_\_\_

4.1

### Dinner with Kay

1. What did Kay's mom serve?

- ☒ She serves corn on the cob.
- ☐ She serves cake.
- ☐ She serves chips.

Page 8

2. Where do the Kay and Martez play?

- ☒ Kay and Martez play in a pool.
- ☐ Kay and Martez play in the basement.
- ☐ Kay and Martez play in the attic.

Page 12

3. Why did Kay's mom like Martez?

- ☐ Martez is smart.
- ☐ Martez is a good swimmer.
- ☒ Martez has good manners.

Page 12

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






4. Write one thing that Martez says because he has good manners.






Martez says, "You are a good cook!" and, "This corn is so sweet. You are a good shopper."

Name \_\_\_\_\_

5.2

Mark the sentences that match the pictures.











1.		<input checked="" type="radio"/> She is on ice skates. <input type="radio"/> He is sledding.
2.		<input checked="" type="radio"/> The dog is in the yard. <input type="radio"/> The dog is in the pool.
3.		<input checked="" type="radio"/> This is an airplane. <input type="radio"/> This is an airport.
4.		<input type="radio"/> This is a barge. <input checked="" type="radio"/> This is a car.
5.		<input checked="" type="radio"/> This is a rain jacket. <input type="radio"/> This is for swimming.

6.		<input checked="" type="radio"/> This is a thunderstorm. <input type="radio"/> This is a stork.
7.		<input checked="" type="radio"/> She is brushing her hair. <input type="radio"/> She is standing on a chair.
8.		<input checked="" type="radio"/> Jim made a clay pot for his sister. <input type="radio"/> Jim made a silver chain for his sister.
9.		<input checked="" type="radio"/> Dave plays in the rain. <input type="radio"/> Dave plays with a train.
10.		<input checked="" type="radio"/> This is a handshake. <input type="radio"/> This is called slapping hands.

Name \_\_\_\_\_

5.3

Match the words to the pictures and write them on the lines.

1. rain		
	rain	
2. hair		
		hair
3. fern		
	fern	
4. mailbox		
	mailbox	
5. crayon		
	crayon	

6. jar



jar

7. forest



forest

8. airplane



airplane

9. barn



barn

10. snail



snail

Name \_\_\_\_\_

6.2

### The Red Dish

1. Which dish has the hot peppers?

- ☒ The red dish has the hot peppers.
- ☐ The green dish has the hot peppers.
- ☐ The gray dish has the hot peppers.

Page 14

2. What has Kay never had?

- ☒ Kay has never had hot peppers.
- ☐ Kay has never had hot corn.
- ☐ Kay has never had hot rice.

Page 16

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

3. What happened after Kay took a bite of the food in the red dish?

Kay's face gets red and she yells, "Hot!"

Page 18

4. Would you take a bite of the food in the red dish? Why or why not?

Answers may vary.

Name \_\_\_\_\_

7.1

1. The nose, lips, and cheeks are parts of the face.

2. My best pal is smart and fun.

3. It rained, hailed, and stormed yesterday!

4. We can sit on a bench, a chair, or a stool.

5. Eggs, grits, and milk are good in the morning.

6. Dave, Jim, and Martez are in my class.

7. It's fun to skate, glide, and play on ice in winter.

8. Ben and Bob are waiting for me.

Directions: Have students read the sentences and add the missing commas, where needed.

Name \_\_\_\_\_

**7.2**

### In the Mail

1. What did Kay get from Martez?

Kay gets a postcard with a picture of Mexico on it from Martez.

Page 22

2. Why do Mexicans talk and write in Spanish?

They talk and write in Spanish because in the past, men from Spain came to Mexico. The men spoke and wrote in Spanish, so the Mexicans began to as well.

Page 24

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

Unit 7 29

© 2013 Core Knowledge Foundation

3. Do you think Martez misses Kay? How do you know?

Martez does miss Kay. He writes on the postcard, "It is fun, but I miss you!"

Page 22

4. How does Kay feel when she gets the card? How do you know?

Kay feels happy. She hugs the card and says, "Martez is the best!"

Page 24

30 Unit 7

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

**8.1**

Can you see the spelling pattern? Fill in the chart.

	Root Word	-ed Word	-ing Word
1.	step	stepped	stepping
2.	fish	fished	fishing
3.	dip	dipped	dipping
4.	hatch	hatched	hatching
5.	flip	flipped	flipping
6.	hunt	hunted	hunting

Choose two -ed words and two -ing words and write a sentence with each one.

1. Answers may vary.

- 2.

Unit 7 31

© 2013 Core Knowledge Foundation

- 3.

- 4.

32 Unit 7

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

8.2

### The Holiday

1. The Mexican flag is. . .

- ☐ black and white.
- ☐ white and pink.
- ☒ green, red, and white.

Page 26

2. Which **day** is a big holiday for Mexicans?

- ☒ September 16<sup>th</sup> is a big holiday for Mexicans.
- ☐ December 16<sup>th</sup> is a big holiday for Mexicans.
- ☐ March 16<sup>th</sup> is a big holiday for Mexicans.

Page 26

3. Who broke free from the Spanish?

- ☐ Spain broke free from the Spanish.
- ☒ Mexico broke free from the Spanish.
- ☐ The U.S. broke free from the Spanish.

Page 28

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

Unit 7 33

© 2013 Core Knowledge Foundation

4. Who was Hidalgo?

Hidalgo was a man who said the Mexicans should  
be free from the Spanish.

Page 28

34 Unit 7

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

9.1

### Better Than the Best

1. What Spanish word can Kay say?

Kay can say gracias.

Page 32

2. Where will Kay take a trip with her mom and dad?

Kay will take a trip to Mexico.

Page 34

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

Unit 7 37

© 2013 Core Knowledge Foundation

3. Who else will be with Kay on her trip?

Kay will be with her mom, dad, and Martez.

Page 34

38 Unit 7

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

**9.2**



Fix the sentences by adding ? , ! ,

1. The flag's stripes are green, white, and red.
2. **Kay** has coleslaw, pork chops, corn, and greens on her plate.
3. Do you like to **play**, draw, or run?
4. The Mexican dish has peppers, corn, and rice all mixed up.
5. Are the red and green dishes the same?
6. The food in the red dish is hot, hot, hot!

Unit 7 39

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

**10.2**

Fix the sentences by adding ? , ! ,

1. Martez likes to run, **play** hopscotch, swim, and draw pictures.
2. Kay had coleslaw, pork chops, and corn for dinner.
3. Would you like one or two scoops?
4. I like winter, spring, and summer best.
5. It's hot, hot, hot!
6. Could you **explain** how to get to the **playground**?
7. Mark, Ben, and Jim saw a black and white skunk.
8. How would you like to dance with me?

Unit 7 43

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

**11.3**

### The Long Cab Ride

1. What were Kay, Martez, and Kay's mom and dad looking for at the airport?

They were looking for a cab to take them to the place where they are staying.

Page 36

2. What was the name of the man who drove the cab?

The name of the man who drove the cab was Carlos.

Page 38

Unit 7 49

© 2013 Core Knowledge Foundation

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

3. Why did it take so long to get to the inn where they were **staying**?

It took a long time because Carlos took them to see nice sites.

Page 38

4. Why was **Kay's** dad upset at the end of the cab ride?

Kay's dad hates to pay so much for a cab ride.

Page 42

Unit 7 50

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

**12.1**

Fill the gaps in the sentences with the words from the box.

goal	mail	stairs
coat	nails	toast

- I sent my pal a letter in the mail.
- To make a chair, we need wood, a hammer, and nails.
- We ran up the stairs as fast as we could.
- Pam wore a coat outside.
- I ate toast this morning.
- Dave played well and made a goal!

Unit 7 51

© 2013 Core Knowledge Foundation

Fill the gaps in the sentences with the words from the box.

crayon	bait	boat
oak	chair	gray

- You can use a crayon to draw the sun.
- When you mix black and white, you get gray.
- You need bait to catch fish.
- We took a boat out on the lake.
- There are oak trees outside.
- We need to fix the chair because one of its legs broke.

52 Unit 7

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

**12.2**

Match the words to the pictures and write them on the lines.

crawl	goat	coin
chair	moon	hay
nail	goal	cloud



goal



nail



hay



cloud



goat



moon



chair



crawl



coin

Unit 7 53

© 2013 Core Knowledge Foundation

Match the words to the pictures and write them on the lines.

coil	lawn	hook
coat	round	train
playground	soap	spoon



spoon



train



coil



hook



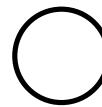
playground



lawn



coat



round



soap

54 Unit 7

© 2013 Core Knowledge Foundation



Name \_\_\_\_\_

**12.3**

### The Vote

1. How did Kay's dad like the cab ride from the airport?

Kay's dad was upset and did not like the cab ride.

Page 44

2. How did Kay's mom, Kay, and Martez like the cab ride from the airport?

They liked the cab ride from the airport.

Page 44

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

Unit 7 55

© 2013 Core Knowledge Foundation

3. What do they vote on?

They vote on if they should hire Mister Gomez.

Page 48

4. Which would you like better, the book or Mister Gomez? Why?

Answers may vary.

56 Unit 7

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

**13.1**

### Mister Gomez

1. Who were the Aztecs?

The Aztecs lived in Mexico in the past. They had lots of gods and made shrines.

Page 50, 52

2. What goal did Cortez have?

Cortez's goal was to be in charge of Mexico.

Page 52

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

Unit 7 57

© 2013 Core Knowledge Foundation

3. What did the Spanish do to the Aztec shrines?

The Spanish knocked down the Aztec shrines and used the stones to make roads and streets and forts.

Page 54



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

58 Unit 7

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_


**14.2**

Cut out the boxes and stick them on Worksheet 14.1 in the proper order.




Keep the soil moist.

**5**




Place soil in a pot.

**1**




Make holes in the soil.

**2**



Close holes and wet the soil.

**4**



Place the seeds in the holes, one seed per hole.

**3**

Unit 7 61

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

**15.2**

### A House in the Clouds

- What did **Kay** and Martez see?
  - ☒ They saw three shrines.
  - ☐ They saw three snakes.
  - ☐ They saw three stars.

Page 62

- What did **Kay** and Martez have to grab on to when they made their way to the top?
  - ☐ **Kay** and Martez had to grab on to a chain.
  - ☒ **Kay** and Martez had to grab on to a rope.
  - ☐ **Kay** and Martez had to grab on to Mr. Gomez.

Page 64

- What do **Kay's** mom and dad look like from the top?
  - ☒ **Kay's** mom and dad look like bugs.
  - ☐ **Kay's** mom and dad look like goats.
  - ☐ **Kay's** mom and dad look like flakes.

Page 65

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

Unit 7 67

© 2013 Core Knowledge Foundation

- What did the Aztecs use the shrines for?

They used them to offer gifts to their gods.

Page 62

- Would you like to get up to the top of the shrine?  
Why or why not?

Answers may vary.

68 Unit 7

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

**16.3**

### The Market

- What were some things that were on sale at the market?

There was food, arts and crafts, paintings, knickknacks, and cloth stitched in fun patterns.

Page 66

- What did **Kay's** mom spot that she liked at the market?
  - ☐ **Kay's** mom liked a basket.
  - ☐ **Kay's** mom liked a green hat.
  - ☒ **Kay's** mom liked a red mask with glitter.

Page 68

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

Unit 7 73

© 2013 Core Knowledge Foundation

3. Did Kay's mom think she could get the mask for less than the price tag said? Why or why not?

She did think she could get it for less. She said she would pay ten for the mask, and it was marked at fifteen.

Page 68

4. Why do you think the man sells the mask for less than fifteen?

Answers may vary.

Name \_\_\_\_\_

**18.1**

Fix the sentences by adding ? , ! ,

1. The rainforest is hot,wet,and has a thick layer of trees.
2. Martez yells,makes noises,and slides down the zip line.
3. Can Kay's dad rent the masks, fins,and tanks?
4. Kay sees fish,crabs,and a starfish on her dive.
5. The Aztecs had a sun god,a moon god,and a rain god.
6. Are there trinkets,knickknacks,and baskets at the market?

Name \_\_\_\_\_

**18.2**

### The Rainforest Ride

1. What is the rainforest like?

The rainforest is hot, wet, and has a thick layer of trees that block out the sunlight.

Page 72

2. Where is the zip line? Is it safe?

The zip line runs from a tree house down to the ground.

Page 74

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

3. What does Martez do on the zip line?

Martez shouts as he slides down the line.

Page 75

Name \_\_\_\_\_

**19.2**

**Sheet B**

1. Why did the fish hide in a cave?
  - A. They were scared of Wee Fish.
  - ☒ B. They were scared of Shark.
  - C. There was fish food in the cave.
2. Shark said he would have Wee Fish for lunch. What did Wee Fish tell him?
  - A. He said that it was not nice for Shark to munch on fish.
  - ☒ B. He said that all of the fish were scared of him and Shark should be, too.
  - C. He said that Shark was nice looking.
3. Who is bigger, Wee Fish or Shark?
  - A. Wee Fish is bigger.
  - ☒ B. Shark is bigger.
  - C. They are the same size.

Unit 7 85

© 2013 Core Knowledge Foundation

4. What did the spotted fish do when they saw Wee Fish and Shark?
  - A. They smiled at them.
  - ☒ B. They got scared and swam off.
  - C. They shouted at Wee Fish.
5. What were the striped fish scared of?
  - A. They were scared of Wee Fish.
  - ☒ B. They were scared of Shark.
  - C. They were scared of the spotted fish.
6. Why did Shark swim off at the end?
  - ☒ A. He was scared of Wee Fish.
  - B. He was sick of hunting for fish.
  - C. There were no fish left for him to catch.
7. Which statement best sums up what happened in this tale?
  - A. Shark tricked Wee Fish.
  - B. Shark ate Wee Fish.
  - ☒ C. Wee Fish tricked Shark.

86 Unit 7

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

**19.4**

**The Dive**

1. Where do Kay, Martez, and Kay's mom and dad visit?

They visit the Gulf of Mexico.

Page 76

2. Name some things that Kay and Martez do at the Gulf of Mexico.

They soak up the sun, swim in the pool, and  
dive to see a Spanish ship.

Page 76

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

Unit 7 89

© 2013 Core Knowledge Foundation

3. What do they see when they dive and look at the reef?

They see fish, crabs, starfish, and the Spanish  
ship.

Page 76, 78

4. Would you like to dive in the Gulf of Mexico? Why or why not?

Answers may vary.

90 Unit 7

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

**20.3**

### At the Airport

- How much cash did **Kay's** dad have left at the end of the trip?

He has a small amount of cash left.

Page 82

- How did **Kay's** dad act at the airport?

Kay's dad barked orders.

Page 82

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

Unit 7 95

© 2013 Core Knowledge Foundation

- Where had **Kay's** dad tucked his passport?

- ☐ He had tucked it in his pants pocket.
- ☒ He had tucked it in a bag.
- ☐ He had tucked it in his jacket pocket.

Page 84

- What did **Kay** tell her dad at the end?

Kay told her dad to let her mom take charge for a while.

Page 84

96 Unit 7

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

**PP1**

Dave	Gail	planes	plain	saying
wait	same	game	play	
gray	pain	days	train	

/ae/ → 'ay'  
 saying  
 play  
 gray  
 days

/ae/ → 'ai'  
 Gail  
 plain  
 wait  
 pain  
 train

/ae/ → 'a\_e'  
 Dave  
 planes  
 same  
 game

Directions: Have students sort the words according to the spelling that stand for the /ae/ sound.

Unit 7 101

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

**PP2**

road	toad	home	stone
boat	tone	coat	bone

/oe/ → 'oa'  
 road  
 toad  
 boat  
 coat

/oe/ → 'o\_e'  
 home  
 stone  
 tone  
 bone

Directions: Have students sort the words according to the spelling that stand for the /oe/ sound.

Unit 7 103

© 2013 Core Knowledge Foundation



Name \_\_\_\_\_

**PP9**

Directions: Have students color the boxes that contain words with the /t/ sound as in box in one color and the boxes that contain words with the /d/ sound as in paper in another color.

rate Color 2	match Color 1	dancer Color 1
glance Color 1	late Color 2	backpack Color 1
pace Color 2	Shane Color 2	lame Color 2
make Color 2	camped Color 1	banks Color 1

Unit 7 117

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

**PP10**

Directions: Have students color the boxes that contain words with the /t/ sound as in box in one color and the boxes that contain words with the /d/ sound as in home in another color.

throne Color 2	comic Color 1	frosting Color 1
knock Color 1	poked Color 2	doghouse Color 1
holes Color 2	close Color 2	spoke Color 2
wrote Color 2	pocket Color 1	contest Color 1

Unit 7 119

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

**PP12**

Mark the words that are said. Then write them on the lines.

- got (goat) goat
- change (chain) chain
- (plain) path plain
- tone (toned) toned
- bare (pair) pair
- (play) plain play
- coat (boat) boat
- (rain) road rain
- say (stay) stay

Unit 7 123

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

**PP13**

Write *yes* or *no* on the lines.

- Is **oak** from a tree? yes
- Do plants have **brains**? no
- Can you doze in a **chair**? yes
- Do you sleep on a **boat**? no
- Can you think with your nose? no
- Can a stone **float**? no
- Is the word *Jane* a name? yes
- Can you **stay** at a home? yes

Unit 7 125

© 2013 Core Knowledge Foundation

9. Can **toads** play soccer?

no

10. Is **toast** green?

no

11. Can you **sail** in a boat?

yes

12. Do whales have **nails**?

no

13. Is summer hotter than winter?

yes

14. Is the word **cat** a noun?

yes

15. Are **coals** hot?

yes

16. Can you make an **airplane**?

no

126 Unit 7

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

**PP14**

Match the words to the pictures and write them on the lines.

bath

goat

stairs

chair

home

hay

coat

goal

hair



goal

coat

hay



hair

goat

home



chair

bath

stairs

Unit 7 127

© 2013 Core Knowledge Foundation

Match the words to the pictures and write them on the lines.

rain

rope

airplane

oak tree

toad

train

playground

soap

dance



rope

train

rain



toad

playground

airplane



dance

oak tree

soap

128 Unit 7

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

**PP15**

Match the words to the pictures and write them on the lines.

1. goat



goat

2. mailbox



mailbox

3. toaster



toaster

4. snail



snail

5. coat



coat

Unit 7 129

© 2013 Core Knowledge Foundation



Name \_\_\_\_\_

**PP16**

1. Dave, **Kay**, and **Gail** are my pals.
2. In the winter you need a hat, mittens, and a thick **coat**.
3. Panthers, snakes, and moles can be all black.
4. I'd like to have a cat, a **goat**, or a **toad** for a pet.
5. I had to write, stamp, and **mail** a letter yesterday.
6. Shirts can be green, red, or pink.
7. I like **toast** with jam, cheese, and chips for a snack.

*Directions: Have the student read the sentences and insert the missing commas.*



# CORE KNOWLEDGE LANGUAGE ARTS

## SERIES EDITOR-IN-CHIEF

E. D. Hirsch, Jr.

## PRESIDENT

Linda Bevilacqua

### EDITORIAL STAFF

Carolyn Gosse, Senior Editor - Preschool  
Khara Turnbull, Materials Development Manager  
Michelle L. Warner, Senior Editor - Listening & Learning

Mick Anderson  
Robin Blackshire  
Maggie Buchanan  
Paula Coyner  
Sue Fulton  
Sara Hunt  
Erin Kist  
Robin Luecke  
Rosie McCormick  
Cynthia Peng  
Liz Pettit  
Ellen Sadler  
Deborah Samley  
Diane Auger Smith  
Sarah Zelinke

### DESIGN AND GRAPHICS STAFF

Scott Ritchie, Creative Director

Kim Berrall  
Michael Donegan  
Liza Greene  
Matt Leech  
Bridget Moriarty  
Lauren Pack

### CONSULTING PROJECT MANAGEMENT SERVICES

ScribeConcepts.com

### ADDITIONAL CONSULTING SERVICES

Ang Blanchette  
Dorrit Green  
Carolyn Pinkerton

## ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

### CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

### SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



## CREDITS

*Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.*

*All photographs are used under license from Shutterstock, Inc. unless otherwise noted.*





# Unit 7

## Teacher Guide

Skills Strand  
**GRADE 1**