



# Unit 2

## Teacher Guide

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



Core Knowledge®

GRADE 2





# Unit 2

## Teacher Guide

Skills Strand

**GRADE 2**

Core Knowledge Language Arts®  
New York Edition



Core Knowledge®

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## Alignment Chart for Unit 2

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

Alignment Chart for Unit 2		Lesson															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Reading Standards for Literature: Grade 2																	
Key Ideas and Details																	
STD RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.																
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently	✓	✓	✓	✓	✓				✓	✓		✓	✓		✓	
STD RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.																
CKLA Goal(s)	Recount fables and folktales read independently, identifying specific features of the genre represented in the story, as well as the central message, lesson, or moral		✓								✓						
STD RL.2.3	Describe how characters in a story respond to major events and challenges.																
CKLA Goal(s)	Describe how characters in a fiction text that has been read independently respond to major events and challenges		✓								✓						
Craft and Structure																	
STD RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.																
CKLA Goal(s)	Describe the following story elements: characters, setting, and plot, including how the beginning introduces the story and the ending concludes the action	✓	✓								✓						
STD RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.																
CKLA Goal(s)	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud				✓	✓				✓			✓	✓		✓	

## Alignment Chart for Unit 2

### Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Integration of Knowledge and Ideas</b>																	
<b>STD RL.2.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.																
<b>CKLA Goal(s)</b>	Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot		✓								✓						
<b>Range of Reading and Level of Text Complexity</b>																	
<b>STD RL.2.10</b>	By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.																
<b>CKLA Goal(s)</b>	Read and understand decodable text of appropriate complexity for Grades 2–3 that incorporates the specific code knowledge taught	✓	✓								✓						
<b>Reading Standards for Foundational Skills: Grade 2</b>																	
<b>Phonics and Word Recognition</b>																	
<b>STD RF.2.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.																
<b>STD RF.2.3a</b>	Distinguish long and short vowels when reading regularly spelled one-syllable words.																
<b>CKLA Goal(s)</b>	Use knowledge of the letter sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words  <b>Unit 2:</b> ‘a_e’ > /ae/; ‘ee’ > /ee/; ‘i_e’ > /ie/; ‘o_e’ > /oe/; ‘u_e’ > /ue/		✓	✓		✓	✓	✓	✓		✓	✓			✓		
<b>STD RF.2.3c</b>	Decode regularly spelled two-syllable words with long vowels.																
<b>CKLA Goal(s)</b>	Decode two-syllable words with any combination of the following syllable types: closed syllables; magic –e syllables; vowel digraph syllables; r-controlled syllables; open syllables; and consonant –LE syllables		✓			✓											
<b>STD RF.2.3d</b>	Decode words with common prefixes and suffixes.																
<b>CKLA Goal(s)</b>	Read and write words with the following inflectional endings and suffixes: <b>Unit 2:</b> –ed, –ing	✓				✓	✓				✓					✓	



## Alignment Chart for Unit 2

### Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>STD RF.2.3f</b>	Recognize and read grade-appropriate irregularly spelled words.																
<b>CKLA Goal(s)</b>	Read the following Tricky Words <b>Unit 2:</b> <i>I, you, your, street, my, by, have, all, who, no, go, so, are, were, some, they, their</i>	✓	✓		✓	✓	✓				✓						
<b>Fluency</b>																	
<b>STD RF.2.4</b>	Read with sufficient accuracy and fluency to support comprehension.																
<b>CKLA Goal(s)</b>	Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension	✓		✓	✓	✓				✓			✓	✓		✓	
<b>STD RF.2.4a</b>	Read grade-level text with purpose and understanding.																
<b>CKLA Goal(s)</b>	Read and understand decodable text that incorporates letter-sound correspondences taught with purpose and understanding	✓		✓	✓	✓				✓			✓	✓		✓	
<b>STD RF.2.4b</b>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.																
<b>CKLA Goal(s)</b>	Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings			✓	✓	✓				✓			✓	✓		✓	
<b>STD RF.2.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.																
<b>CKLA Goal(s)</b>	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary			✓	✓	✓				✓			✓	✓		✓	

## Alignment Chart for Unit 2

### Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Writing Standards: Grade 2</b>																	
<b>Text Types and Purposes</b>																	
<b>STD W.2.1</b>	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section.																
<b>CKLA Goal(s)</b>	Plan, draft, and edit opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section												✓	✓	✓		
<b>STD W.2.3</b>	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.																
<b>CKLA Goal(s)</b>	Plan, draft, and edit a narrative retelling of a fiction text, including a title, setting, characters, and well elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure						✓	✓	✓								
<b>Production and Distribution of Writing</b>																	
<b>STD W.2.5</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.																
<b>CKLA Goal(s)</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing								✓					✓	✓		
<b>STD W.2.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.																
<b>CKLA Goal(s)</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers								✓						✓		

## Alignment Chart for Unit 2

### Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Language Standards: Grade 2</b>																	
<b>Conventions of Standard English</b>																	
<b>STD L.2.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																
<b>STD L.2.1d</b>	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).																
<b>CKLA Goal(s)</b>	Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing	✓	✓			✓	✓					✓	✓	✓	✓		
<b>STD L.2.1e</b>	Use adjectives and adverbs, and choose between them depending on what is to be modified.																
<b>CKLA Goal(s)</b>	Use adjectives appropriately orally and in own writing		✓										✓	✓	✓		
<b>STD L.2.1f</b>	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).																
<b>CKLA Goal(s)</b>	Use and expand complete simple and compound sentences orally and in own writing			✓									✓	✓	✓		
<b>STD L.2.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																
<b>STD L.2.2a</b>	Capitalize holidays, product names, and geographic names.																
<b>CKLA Goal(s)</b>	Capitalize holidays, product names, and geographic names								✓								
<b>STD L.2.2c</b>	Use an apostrophe to form contractions and frequently occurring possessives.																
<b>CKLA Goal(s)</b>	Use an apostrophe to form contractions and frequently occurring possessives		✓									✓				✓	
<b>STD L.2.2d</b>	Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).																
<b>CKLA Goal(s)</b>	Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed	✓		✓	✓	✓	✓		✓			✓	✓	✓	✓	✓	
<b>STD L.2.2e</b>	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.																
<b>CKLA Goal(s)</b>	Consult the Individual Code Chart and simple dictionaries to check spelling	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓		



# Introduction to Unit 2

In the last unit, students read words containing the basic code spellings for the five “short” vowel sounds:

- ‘i’ > /i/ (*it*)
- ‘e’ > /e/ (*pet*)
- ‘a’ > /a/ (*hat*)
- ‘u’ > /u/ (*but*)
- ‘o’ > /o/ (*hop*)

This unit is the second of two units, which should be largely review for students who were taught the Core Knowledge Language Arts (CKLA) program last year. In this unit, students will:

- review a number of spellings they learned in Grade 1, with an emphasis on spellings for vowel sounds
- read one- and two-syllable words
- read contractions and provide their noncontracted equivalents
- practice recognizing a number of high-frequency Tricky Words
- read decodable stories in the Unit 2 Reader, *Bedtime Tales*
- begin the Grammar strand, with instruction in the use of quotation marks
- begin instruction in the writing process, with a focus on writing narratives and opinions

## Unit Overview

Week One				
Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Introduce Spelling Words and Review Family Letter (10 min.)	Contraction Review (5 min.)	Scrambled Sentences (5 min.)	Contraction Review (10 min.)	Student Spelling Assessment (15 min.)
Review of Basic Code Spellings (15 min.)	Review of Basic Code Spellings (15 min.)	Review of Basic Code Spellings (15 min.)	Tricky Word Cards (5 min.)	Review of Basic Code Spellings (15 min.)
Pop-Out Chaining (15 min.)	Pop-Out Chaining (10 min.)	Pop-Out Chaining (10 min.)	Review of Quotation Marks (20 min.)	Basic Code Spelling (10 min.)
Tricky Word Cards (5 min.)	Reading Two-Syllable Words (5 min.)	Close Reading: “The Milk” (30 min.)	Quotation Marks (10 min.)	Tricky Word Cards (5 min.)
Whole Group: “Mike’s Bedtime” (15 min.)	Tricky Word Cards (5 min.)		Small Group: “The Jumping Frog” (15 min.)	Small Group: “The Frog Race” (15 min.)
	Partner Reading: “The Milk” (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)
Introduce Spelling Words and Review Family Letter (15 min.)	Vowel Code Flip Book Review (5 min.)	Vowel Code Flip Book Review (5 min.)	Quotation Marks (5 min.)	Student Spelling Assessment (15 min.)
Tricky Word Cards (10 min.)	Review of Basic Code Spellings and Spelling Alternatives (20 min.)	Review of Basic Code Spellings and Spelling Alternatives (15 min.)	Quotation Marks (15 min.)	Tricky Word Cards (5 min.)
Fictional Narratives (35 min.)	Writing a Draft as a Class (35 min.)	Board Chaining (5 min.)	Whole Group (Close Reading): "The Hare and the Hedgehog" (20 min.)	Basic Code Spelling Review (20 min.)
		Editing a Draft as a Class (35 min.)	Small Group: Remediation and Practice (20 min.)	Partner Reading: "How the Hedgehog Tricked the Hare" (20 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)
Introduce Spelling Words (15 min.)	Writing a Narrative Book Report: Making a Draft (40 min.)	Editing a Narrative Book Report (20 min.)	Sounds and Spellings Review (10 min.)	Student Spelling Assessment (15 min.)
Basic Code Review (20 min.)	Whole Group (Close Reading): "The Pancake, Part I" (20 min.)	Partner Reading: "The Pancake, Part II" (30 min.)	Antonyms Review (10 min.)	Whole Group: "The Panther" (20 min.)
Quotation Marks (15 min.)		Antonyms (10 min.)	Editing and Writing a Final Copy (40 min.)	Remediation and Practice (25 min.)
Take-Home Material (10 min.)				
60 min.	60 min.	60 min.	60 min.	60 min.

Week Four
Day 16 (Lesson 16)
Student Performance Task Assessment: Dictation Identification (10 min.)
Student Performance Task Assessment: Comprehension (20 min.)
Student Performance Task Assessment: Words Correct Per Minute (30 min.)
60 min.

## Vowel Spellings and Sounds

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In this unit students will review 16 additional letter-sound correspondences:

- ‘a\_e’ > /ae/ (*cake*)
- ‘ee’ > /ee/ (*bee*)
- ‘i\_e’ > /ie/ (*bite*)
- ‘o\_e’ > /oe/ (*home*)
- ‘u\_e’ > /ue/ (*cute*)
- ‘e\_e’ > /ee/ (*Pete*)
- ‘ea’ > /ee/ (*beach*)
- ‘oo’ > /oo/ (*soon*)
- ‘oo’ > /oo/ (*look*)
- ‘ou’ > /ou/ (*shout*)
- ‘ow’ > /ou/ (*now*)
- ‘oi’ > /oi/ (*oil*)
- ‘oy’ > /oi/ (*toy*)
- ‘er’ > /er/ (*her*)
- ‘or’ > /or/ (*for*)
- ‘ar’ > /ar/ (*car*)

The spellings are listed in the order in which they are reviewed and/or introduced. For students who were in CKLA last year, these will be a review. For each spelling you review, you will add a Spelling Card to one of the Code Flip Books.

Students will also encounter two-syllable words with these spellings. It is important for students to understand how to chunk multi-syllable words into smaller segments that can be decoded. Please refer to Appendix B for more detailed information.

Additional background information for teachers on these letter-sound correspondences is included later in this Introduction. The *Scope and Sequence* presents an overview of the depth of material covered in Grade 2 and is located in Appendix A.

### Tricky Words

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During this unit, students will review the Tricky Words *I, you, your, street, my, by, have, all, who, no, so, go, are, were, they, their, and some*. When introducing these words, point out which parts of each word are regular and can be blended and which parts are not regular and simply must be remembered.

Some of the words presented as Tricky Words are actually part of spelling patterns that will be reviewed later in this grade and are also covered in the second half of the curriculum for Grade 1. For example, *my* and *by* are examples of /ie/ spelled ‘y’, a spelling that will be reviewed in Unit 4. Students who had this program in Grade 1 and completed Unit 7 should already know that ‘y’ is a spelling for /ie/. They may be puzzled to see *my*

and *by* introduced as Tricky Words. They may even tell you that these are not Tricky Words because ‘y’ is a spelling for /ie/. If this happens, it is a good thing. It means these students really know the spelling code (and did not forget it over the summer). Tell students that they are right, ‘y’ is a spelling for /ie/, and you will be reviewing this spelling a little later. Explain that *my* and *by* are not tricky if you know ‘y’ is a spelling alternative for /ie/, but those words are tricky for any student who has not yet learned that alternative. Since you cannot be sure everybody knows it, you are going to treat these words as tricky until you teach that spelling pattern.

## Reader: *Bedtime Tales*



Inside the back cover of each Reader you will find the CKLA Code Load Emblem. It is pictured to the left. The Code Load Emblem lets you know, at a glance, how many spellings students are expected to know in order to read the first story and the number of spellings students need to know to read the final story.

The reader for this unit is *Bedtime Tales*. In it, a father shares bedtime stories with his son and daughter. This Reader explores two fiction genres: fables and trickster stories. Students will enjoy reading the new tales that Dad tells Mike each night in an effort to get Mike to go to bed. Students will most likely identify with Mike’s reluctance to go to bed on time.

We will focus on the following literary features of these fictional genres: clever characters, setting, and plot, as well as morals (fables).

## Close Reading

With the adoption of the Common Core State Standards, increasing attention has been focused on the practice of Close Reading. At the Grade 2 reading level, we continue our focus on text dependent questions. Starting with this unit, we will also include direction for teachers to utilize a close reading approach with several stories from the Reader. We have crafted these lessons carefully to focus the student on the text itself and precisely what meanings can be derived from close examination of said text. If you wish to read more about Close Reading or compose some Close Reading lessons of your own, please visit this web site: <http://www.achievethecore.org>

We will start gradually with lessons in this unit introducing the close reading approach. Close Reading lessons will intensify as the units progress.

Additionally, you will note that wherever these lessons occur, (Lessons 3, 9, and 12 of this unit) our commitment to placing decodable text in the Reader and Workbook does not waiver. You will find the Close Reading Lessons occurring about once a week. Please note, some weeks where writing or assessment are the focus, there may not be sufficient time available to conduct a Close Reading Lesson.



## Grammar

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In this unit, we begin Grammar instruction that continues throughout the year. In our first Grammar lessons, we will review and practice the use of end punctuation and quotation marks, as well as capitalization of the first word of a sentence. Students who were taught using CKLA in Grade 1 should remember this information.

## Writing

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In this unit, we will begin our writing lessons by first retelling a fable, “The Milk,” and then writing a book report on “The Hare and the Hedgehog.” Narrative writing activities are presented in carefully scaffolded steps. Students will review how to plan, draft, and edit, incorporating the key features of narrative writing: character(s), setting, and plot.

We will also introduce a friendly little fictional character named Mr. Mowse who leaves pieces of writing in the classroom from time to time to share with students. Students who used CKLA Grade 1 materials will be familiar with Mr. Mowse. We hope students will enjoy the introduction of this bit of whimsy into the writing process.

Students should be able to produce a plausible spelling or spelling alternative for nearly every sound in any word they want to write. Plausible but not dictionary-correct spellings—like *hunnee* for *honey* and *wate* for *wait*—should be given credit at this point, though they can also be corrected if written work is being prepared for “publication.” Additionally, students should be held accountable for spellings that have been taught.

## Student Portfolios

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

Here are some ideas from other teachers:

- Allow each student to decorate a plain manila file folder. You should keep the folders in a safe spot to keep them intact. Each time students write, file the work in their folder.
- Create a three-ring binder for each student. This way their writing can be hole-punched and placed in the notebook.
- Most schools have binder machines. Bind a large number of white sheets of copy paper. Bind a piece of construction paper to the front and allow students to decorate it. All of their writing is then done in this teacher-made booklet.
- Consult with other teachers in your school or grade level team to see if there are other ideas that might work well for your particular circumstance

## Assessment Opportunities

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As in Unit 1, weekly spelling assessments are included. Each assessment is accompanied by a spelling analysis sheet. Use of this assessment and careful thought about the errors students make will give you insight into planning remediation of both decoding and encoding skills. We realize not all school weeks fall easily into the pattern of introducing words on Monday and assessing students on Friday. We would simply ask you to consider administering the spelling assessment every fifth instructional day whether it falls on a Friday or another day of the week.

Also, remember to use the Anecdotal Reading Record to make notes as you listen to each student read. It is important to listen to each student once or twice each week so you can monitor progress. We have placed an additional copy of the Anecdotal Reading Record in the Teacher Resources section at the back of this Teacher Guide.

There is a Student Performance Task Assessment in Lesson 16. If students struggle on this assessment, you may need to spend a few days reviewing before moving on and/or you may need to do remedial work with specific students.

## Pausing Point

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After Lesson 16, you will find the Pausing Point pages. You do not have to wait until you have completed the unit to use this component. These pages provide practice and remediation ideas that can be used throughout the unit, not just at the end. However, you will want to be careful not to use worksheets that have spellings that have not yet been introduced.

## Fluency Packet

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A separate component, *The Fluency Packet*, is available for download at <http://www.coreknowledge.org/G2-FP>. This component has been designed to complement the unit. In it you will find a poem, an informational piece titled “Did You Know?”, a Reader’s Theater, a realistic fiction, and a science or social studies selection. This component is designed for you to send home with students. Students are expected to practice this component at home. You may wish to invite students to perform the fluency selections for classmates at some point during the school day. These would be ideal to use during transition times in the school day.

When you use *The Fluency Packet*, you will be addressing the following additional Common Core State Standard:

Read with sufficient accuracy and fluency to support comprehension. (RF.2.4)

## Assessment and Remediation Guide

A separate publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found online at <http://www.coreknowledge.org/AR-G2-U2>. Refer to this URL for additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.

## Transition Times

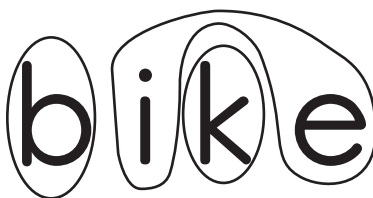
You may make additional Wiggle Cards using words and phrases from the Supplemental Materials section of the lessons. Remember, Wiggle Cards are an excellent tool to use throughout the school day, not just during Language Arts time.

## Teaching Techniques for Vowel Spellings and Sounds

### Marking and Pointing Tricks

There are some marking and pointing tricks you can use to help students learn to see and process separated digraphs as single spelling units.

You can draw a horseshoe shape connecting the two letters, like this:



You may also reinforce the connection by using a pointing trick. When pointing to single-letter spellings or normal digraphs (written with letters side by side), use a single finger. When you point to a split digraph, pop out a second finger to make a “V for victory” sign, with one finger pointing at the first letter in the separated digraph and the other pointing at the final letter ‘e’.



## Word Walls

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If you have not already done so, this unit would be the time to create two word walls. One should be a Tricky Word wall with yellow index cards. If you have already created the Tricky Word wall, please keep the words from Unit 1 on display. There will be times when you will move a word from the Tricky Word wall over to the decodable wall or Spelling Tree. This will happen as spellings are reviewed. It will be interesting for students to see a word “change color” from yellow to green. There are several ways you could make a word “change color”:

- You could write the word over on a green card in front of the students.
- You could draw a green cloud circle around the Tricky Word.
- You could create a green index card frame to put around the yellow index card.
- Perhaps you have another idea that would work just as well.
- Students should be encouraged to refer to the word walls throughout the day, not only at Language Arts time.

We encourage you to include the Tricky Words from Unit 1 in the flash card review and other quick games you do in this unit. Students will benefit from multiple exposures to these high-frequency words. If you do not have time to review all of the Tricky Words from Unit 1, at least include the words that were taught at the end of Unit 1 and have therefore been rehearsed less frequently.

The second word wall you will need to create is a decodable word wall. The decodable word wall should remain up for the whole year in full view of the students.

## Teacher Background Information for Vowel Spellings and Sounds

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### “Long” Vowels and Separated Digraphs

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The vowel sounds: /ae/, /ee/, /ie/, /oe/, and /ue/ have traditionally been called the “long” vowels and are also letter names: /ae/ = ‘a’, /ee/ = ‘e’, /ie/ = ‘i’, /oe/ = ‘o’, /ue/ = ‘u’.

The spellings ‘a\_e’, ‘ee’, ‘i\_e’, ‘o\_e’, and ‘u\_e’ are taught as the basic code spellings for these sounds because they are the least ambiguous spellings.

The ‘ee’ spelling for /ee/ is a vowel digraph analogous to the consonant digraphs students have already learned, e.g., ‘ch’, ‘sh’, ‘ng’, etc. The spellings for the sounds /ae/, /ie/, /oe/, and /ue/ are also digraphs, but they are digraphs of a different sort. They are *separated digraphs*. The two letters work together to stand for a single sound, but the letters no longer sit next to each other. Instead, they are separated from each other by another spelling. This intervening spelling will always be a consonant spelling and it will usually be a single-letter spelling. For example, in words like *tame*, *tide*, *tone*, and *cute*, a single letter stands between the two letters of the vowel digraph.

There are few words in English where a consonant digraph stands between the two letters of a separated vowel digraph; *ache* is one of the very few examples.

It is important for students to understand two letters can work together to represent a single sound even if the letters are separated. This is likely to be difficult for some students to grasp; even those who grasp the idea quickly may need time to automatize the procedure during reading, as it involves a significant departure from the left-to-right decoding used to read most words. Students have been taught to read from left to right, but in order to read words with separated digraphs, they need to begin scanning to the right and then glancing back again to the left.

To get a sense of how the need for complex mental operations increases as the sequence of instruction progresses, consider what is involved in reading the following three words: *ham*, *sham*, *shame*. To read *ham*, the reader needs to inspect each letter, remember which sound each letter stands for, and then blend the three sounds together. To read *sham*, the reader must do all of these things as well as recognize that ‘s’ and ‘h’ are a letter team. The reader may need to discard a first impression that the word begins with two consonant sounds, /s/ followed by /h/. To read *shame*, the reader must perform the above mentioned tasks while also scanning ahead, spotting the letter ‘e’, connecting the letter ‘e’ to the letter ‘a’, and remembering these letters stand for the /ae/ sound. When you add all of these tasks together, you have a rather complicated procedure, one that takes lots of practice to automatize.

As adults and skilled readers, it is very hard for us to place ourselves in the mindset of the young learner. To get a sense of what reading must be like for a beginning reader, write the word *shine* on a piece of paper and cover it with a second sheet. Pretend that you do not already know what word the slip of paper conceals. Slowly slide the paper to the right, revealing one letter at a time. If you think out loud, your thinking might sound something like this: “The first sound is /s/. The next sound is /h/. No wait, those two letters stand for just one sound: /sh/. The next sound is /i/: /sh/ /i/. The next sound is /n/, making /sh/ /i/ /n/. The last sound is /e/: /sh/ /i/ /n/ /e/. But wait, *shinn-eh* isn’t a word. Oh, I see, the letter ‘i’ and the letter ‘e’ are working together to stand for the /ie/ sound. The word is /sh/ /ie/ /n/!” As they encounter new words, students are performing a set of mental actions very much like these. They are segmenting the written symbols into chunks, trying to match those chunks to sounds, blending, correcting initial assumptions, connecting separated digraphs, and scanning forward and backward as needed. All of this requires a lot of mental energy—especially for readers who are just learning to crack the alphabet code.

## Silent ‘e’ and Magic ‘e’

In Core Knowledge Language Arts we refer to spellings like ‘a\_e’ and ‘i\_e’ as *separated digraphs*. You may also use the term *split digraph* if you prefer. In years past you may have spoken of the ‘e’ in words like *name* or *note* as a

*silent 'e'*. Or you may have used the phrase *magic 'e'*. Of these two phrases, we very much prefer *magic 'e'*. There are a few issues in telling students some letters are silent. In truth, all letters are silent. (If they could speak, we would not have to read them and turn them back into sounds.) Also the phrase *silent letter* may lead some students to believe that only some letters in a word matter as far as determining the pronunciation of the word whereas others have no purpose. In fact, the 'e' in *kite* is every bit as important in terms of determining pronunciation as the 'i'. Without the 'e', the word would be pronounced *kit*.

All in all, the notion of a *magic 'e'* better reflects the role of 'e' in these spellings. We therefore encourage you to avoid teaching the concept of *silent 'e'*, or other silent letters, in general. For example, in the word *light*, it is more useful to think of 'igh' as a three-letter spelling (a trigraph) for /ie/ than it is to think of 'i' as standing for /ie/ and 'gh' as being "silent." If you think of all of the letters in a word as being part of a spelling, then there is no need to introduce the concept of "silent" letters.

For the same reason, we strongly discourage you from using the popular phonics jingle "when two vowels go walking, the first one does the talking." Statistical analyses indicate this rule is only correct about 50% of the time. Moreover, it misleads students into thinking vowels are letters, whereas in fact vowels are sounds. Finally, it suggests students only need to pay attention to the first letter in a vowel digraph. That is very bad advice. To be effective readers, students need to look at both letters in a digraph spelling. They need to pay attention to the 'a' and the 'w' in *law*, the 'o' and the 'i' in *oil*, and the 'a' and the 'e' in *name*.

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

There is a lot of potential for confusion regarding the four vowel sounds /ue/, /oo/, /oo/, and /u/.

- The /ue/ sound as in *cute* is similar to the /oo/ sound as in *boot*. In fact, /ue/ actually contains the /oo/ sound. /ue/ is really a sound combination; it can be described as /y/ + /oo/.
- The sound /oo/ as in *soon* is also somewhat similar to /oo/ as in *look*, and the confusion between these sounds is magnified by the fact that they share a single basic-code spelling.
- The sound /oo/ as in *look* can also be confused with /u/ as in *luck*.

The sounds /ue/, /oo/, /oo/, and /u/ share a whole set of spellings, as you can see from the table below. The bold words in each column indicate the basic code spelling for that sound.

/ue/	/oo/	/oo/	/u/
<b>cute</b>	t <u>u</u> ne		
	<b>soon</b>	<b>look</b>	
<u>u</u> nit	stu <u>d</u> ent	pu <u>t</u>	<b>but</b>
c <u>u</u> e	bl <u>u</u> e		
f <u>ew</u>	ne <u>w</u>		
	pro <u>v</u> e		sho <u>v</u> e
	do <u>o</u>		so <u>o</u> n
	so <u>u</u> p		to <u>u</u> ch
	fru <u>i</u> t		
	ne <u>u</u> tral		

## Vowel + /r/ Combinations

We treat /er/, /ar/, and /or/ as single, r-controlled vowel sounds in this program. You may be surprised to see these sounds treated as vowel sounds rather than vowel + consonant combinations. In many older phonics programs, these would have been taught as vowel + consonant combinations.

We classify the two sounds in *ear* not as a single r-controlled vowel sound but as a combination: /ee/ + /r/. We do this for two reasons. First, the two elements of this combination can be separated quite cleanly into /ee/ and /r/. Second, the spelling patterns for /ee/ when it occurs before /r/ are, by and large, the same ones used for /ee/ in other positions. If the sound combination /ee/ + /r/ were routinely written with entirely different spellings, that would be a good argument for teaching it as a separate unit. However, most words with this sound combination belong in one of the spelling categories for /ee/. Words like *deer* fall into the /ee/ spelled 'ee' group along with *deep* and *steep*. Words like *near* fit into the /ee/ spelled 'ea' group along with *neat* and *heap*. Words like *here* can be seen as members of the /ee/ spelled 'e\_e' group along with *Pete* and *Eve*. Words like *Erie* can be seen as members of the /ee/ spelled 'e' group along with *even* and *Eden*. Therefore, in our classification system, the /ee/ + /r/ combination is treated as two sounds, each of which can be spelled using the spellings for that sound.

We classify the final sounds in *hair* not as a single r-controlled vowel sound but as /ae/ + /r/. Again, we chose this classification because the two parts can be cleanly separated and because the spellings used for /ae/ when it precedes /r/ are, by and large, the same ones used for /ae/ in other positions: *dare* follows the same pattern as *date*, and *lair* follows the same pattern as *paid*.



We classify the initial sounds in *error* and the middle sounds in *very* not as single r-controlled vowel sounds but as /e/ + /r/. This is perhaps the most complicated and debatable of the classifications noted here. It is debatable for two reasons. First, there are some linguists who view this as a single sound. Second, the /e/ + /r/ combination heard in *very* can be difficult to distinguish from the /ae/ + /r/ combination heard in *hairy*. Depending on the dialect, it can also be difficult to hear a difference between *very* and *vary*; *marry* and *merry*; and *ferry* and *fairy*. Many people cannot hear any differences in these pairs and therefore regard the pairs as homophones. Others detect a subtle acoustic difference. In this program we view /e/ + /r/ and /ae/ + /r/ as separate, not because they *sound different* but because they *follow different spelling patterns*. We noted that most /ae/ + /r/ words can be sorted into one of the spelling patterns for the /ae/ phoneme. The same is true of /e/ + /r/ words: *very* can be seen as an example of the /e/ spelled 'e' pattern seen in *Betty* and *red*. The word *bear* can be seen as an example of the /e/ spelled 'ea' spelling pattern seen in *bread* and *head*. This is the classification scheme we use in this program.

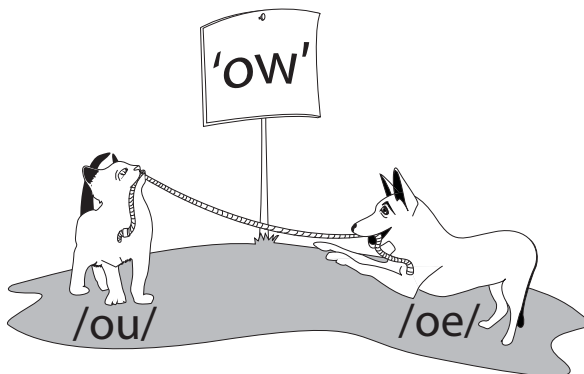
Words like *very* and *America* pose one additional problem. The letters 'er' can stand either for the single phoneme /er/ as in *her* and *letter* or for the combination /e/ + /r/ as in *very* and *America*. The program draws attention to this issue at a later time.

This information about the gray areas concerning vowels and /r/ is provided only for your background knowledge, to provide a perspective on the philosophy of the program so you may teach it more effectively. It might also help you to identify the patterns in the errors students make. You may wish to give students a general sense that the /r/ sound has a tendency to change vowel sounds when it follows them—they may need to pronounce some vowel + /r/ words in different ways in order to read them correctly.



## The Tricky Spelling 'oo'

Tricky Spelling Lessons are used to explicitly call students' attention to a spelling that can be pronounced and read more than one way. For example, 'a' can be pronounced as /a/ (*cat*), /æ/ (*paper*), /o/ (*father*) or /ə/ (*about*). It may be helpful to think of a tricky spelling as an instance in which several sounds "vie" for the student to pronounce and read the spelling a different way:



Tricky spellings present a challenge when students are asked to read unfamiliar words since it is possible to sound out and pronounce a tricky spelling multiple ways.

In a Tricky Spelling Lesson, the teacher calls explicit attention to many examples of words in which the same spelling is pronounced different ways. Students are taught to try each pronunciation that they have learned for a spelling until they recognize a particular pronunciation as a familiar word that makes sense in the context. Some tricky spellings are taught in Grade 1, with many more taught in Grade 2.

There is only one tricky spelling introduced in this unit, the spelling 'oo', which is the basic code spelling for the /oo/ sound as in *soon* (sometimes called the "long" sound) and also for the /oo/ sound as in *look* (sometimes called the "short" sound). Remember, a tricky spelling is a spelling that can be sounded or pronounced more than one way. When students come across a word containing this spelling, they should first try to pronounce the letters as /oo/. (This is the more common pronunciation.) If that pronunciation does not sound right, or does not make sense in the context, they should try to pronounce the letters as /oo/. Students will have an opportunity to practice pronouncing this tricky spelling both ways in this unit.

# Lesson 1

## Basic Code Review Tricky Words Reading

### ✓ Objectives

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

- ✓ Read and write words with the following inflectional endings and suffixes: *-ed, -ing* (RF.2.3d)
- ✓ Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing (L.2.1d)
- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed (L.2.2d)
- ✓ Consult the Individual Code Chart to check spelling (L.2.2e)
- ✓ Read the following Tricky Words: *I, you, your, street* (RF.2.3f)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe the following story elements: characters, setting, and plot, including how the beginning introduces the story and the ending concludes the action (RL.2.5)
- ✓ Read and understand decodable text of appropriate complexity for Grades 2–3 that incorporates the specific code knowledge taught (RL.2.10)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)

<b>At a Glance</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Warm-Up</b>	<b>Introduce Spelling Words and Review Family Letter</b>	Worksheet 1.1	10
<b>Today's Spellings</b>	<b>Review of Basic Code Spellings</b>	Vowel Code Flip Book; Spelling Cards for 'a_e' > /ae/ ( <i>cake</i> ) and 'i_e' > /ie/ ( <i>bite</i> ); Individual Code Chart; green markers	15
<b>Chaining</b>	<b>Pop-Out Chaining</b>	magic 'e' cards from Teacher Resources Section; Worksheet 1.3	15
<b>Tricky Words</b>	<b>Tricky Word Cards</b>	marker; yellow index cards for words <i>I</i> , <i>you</i> , <i>your</i> , and <i>street</i>	5
<b>Reading Time</b>	<b>Whole Group: "Mike's Bedtime"</b>	<i>Bedtime Tales</i> ; Worksheet 1.4	15
<b>Take-Home Material</b>	<b>Spelling Words; Mixed Practice: 'a_e', 'i_e'</b>	Worksheets 1.1 and 1.2	*

### Note to Teacher

If you have not already done so, beginning with this lesson you will place the Tricky Words on a Tricky Word wall. It will be interesting for students to see how a word "changes color" as it becomes decodable. For example, in this lesson, you will treat the word *street* as a Tricky Word as students have not yet reviewed the spelling for 'ee' as /ee/ sound. However, after Lesson 3, the word *street* can "change color" to green as you will then have reviewed the spelling 'ee' of the vowel sound /ee/. Once you have reviewed the spelling, the word *street* can move to your decodable word wall and be written on a green index card.

### Advance Preparation

A page of magic 'e' cards has been provided for you in the Teacher Resources section of this Teacher Guide. Make enough copies of the magic 'e' card so when you cut it apart, you will have one magic 'e' for each child. (It may be helpful to make the copy on card stock as you will use this more than once.)

For this unit, please prepare a story chart similar to the *Bedtime Tales* Story Chart found at the end of this lesson and display it in the classroom. You will refer to it with each story in the unit.

You may wish to prepare the chart for the spelling words in advance and the chart for the review of Basic Code Spellings. Additionally, write the Tricky Words for this lesson (*I*, *you*, *your*, *street*) on yellow cards.



Worksheet 1.1

## Introduce Spelling Words and Review Family Letter

- The words this week use the suffix *-ed*. Explain to students that although you will also show them the root word, they will only be tested on the word with the *-ed* suffix added.
- Begin by writing the root word of each spelling word. Have students read the word after you write it on the board. Then add the suffix *-ed* to the word. Ask students to read the word with the suffix added. Review briefly that the suffix *-ed* signals something happened in the past. **Optional:** You might consider putting the words in three columns and reviewing the sound of *-ed* at the end of each word as taught in Unit 1. For example:

Root Word	/e/ + /d/	/d/	/t/
yell		yelled	
yank			yanked
slump			slumped
limp			limped
plop			plopped
smile		smiled	
shrug		shrugged	
like			liked
pat	patted		

- Continue this process as you introduce each word on the list. Note the word that needs to have the final consonant spelling doubled (*pat* to *patted*, etc.) before adding the ending. When you have finished, have students read the list of root words and then read the list of words with the *-ed* suffix.
- The spelling words for this week are as follows.

- |            |                         |
|------------|-------------------------|
| 1. yelled  | 6. smiled               |
| 2. yanked  | 7. shrugged             |
| 3. slumped | 8. liked                |
| 4. limped  | 9. patted               |
| 5. plopped | <b>Tricky Word:</b> you |

- Review the Family Letter and have students take home Worksheet 1.1.

## Review of Basic Code Spellings

### Note to Teacher



Worksheet 1.2

Before beginning this lesson, take some time to review the vowel sounds from Unit 1. You might make a list, similar to the following on the board and read the words with students. Point out the sound of the vowel spellings in each word.

/i/	/e/	/a/	/u/	/o/
pit	bed	hat	run	pot
sit	fed	sat	fun	hot
fit	pet	rat	sun	mop
lip	bell	cap	cup	sock

- You may wish to tab the following pages before beginning this lesson.

### Vowel Code Flip Book

- 'a' > /a/, 'e' > /e/, 'i' > /i/, 'o' > /o/, 'u' > /u/ Vowel Flip Book on pages 1–5
- 'a\_e' > /ae/ (cake) Vowel Code Flip Book on page 7
- 'i\_e' > /ie/ (bite) Vowel Code Flip Book on page 9

- Beginning on **page 1** of the **Vowel Code Flip Book** and continuing to **page 5**, review the sounds of the vowels. Tell students these are the “short” vowel sounds and spellings you reviewed in Unit 1. Today, students will be learning new sounds and spellings for vowels.
- Write the word *bake* on the board, and read it.
- Tell students the vowel sound in *bake* (/ae/).
- Point out the spelling for the vowel sound in *bake* is a different kind of spelling—the two letters for the spelling are separated.
- Explain to the class that even though the ‘a’ and the ‘e’ in *bake* are separated, they work together to stand for the /ae/ sound. We call this kind of spelling a “separated digraph.”
- Circle each spelling in *bake* as you say its sound.

If you prefer, you may use any of the following terms: *split digraph*, *separated spelling*, *split spelling*, *separated letter team*, *split letter team* or *magic ‘e’*.



**Note:** You will need to draw a horseshoe-shaped loop around the ‘a’ and the ‘e’ to show that these two letters work together to stand for the /ae/ sound.

- Point to each spelling in *bake* as you say its sound: “/b/” (point to the letter ‘b’ with your index finger), “/ae/” (simultaneously point to the letter ‘a’ with your middle finger and the letter ‘e’ with your index finger), “/k/” (point to the letter ‘k’ with your index finger).



- Write the following ‘a\_e’ words on the board and have students read them.

- |         |         |
|---------|---------|
| 1. ate  | 4. safe |
| 2. late | 5. sale |
| 3. made | 6. name |

- Show students the Spelling Card for ‘a\_e’ > /ae/ (*cake*). Have students read the sample word. Discuss the power bar. Point out the power bar does not stretch all the way across the card; this means there are some other spellings for this sound they will study later in the year. Explain that these spellings are shown on the Vowel Code Flip Book but will not appear in the Readers until students have been introduced to them. Add the Spelling Card to **page 7** of the **Vowel Code Flip Book**. Then ask students to turn to **page 8** of their **Individual Code Chart** and outline the card and spelling in green.

### Individual Code Chart

- ‘a\_e’ > /ae/ (*cake*) Individual Code Chart on page 8
- ‘i\_e’ > /ie/ (*bite*) Individual Code Chart on page 8

- Repeat the above steps for the ‘i\_e’ spelling, writing the following words on the board.

- |         |          |
|---------|----------|
| 1. time | 3. shine |
| 2. mine | 4. ride  |

- After completing both /ae/ and /ie/, write these words from the story in a list on the board: *plane, take, came, drapes, face, made, tale*. Read the words with students and ask them to notice the spelling pattern. Point out that this is the pattern just discussed and these words will be in the story. Leave the words on the board. You will need them prior to today's story.
- Then do the same thing with these words: *Mike, bedtime, smiled, liked*.

/ae/	/ie/
plane	Mike
take	bed   time
came	smiled
drapes	liked
face	
made	
tale	

- Tell students they will practice 'a\_e' and 'i\_e' for homework on Worksheet 1.2.

## Chaining

15 minutes

### Pop-Out Chaining



Worksheet 1.3

- Distribute the small magic 'e' card.
- Write *mad* on the board.
- Ask students to read *mad*.
- Tell students you will add the letter 'e' to the word and when you say "Alakazam !" everyone should read the word and hold up their magic 'e' card.
- Write the letter 'e' at the end of *mad* and say "Alakazam!" All students should respond by saying the word *made* and holding up their card.
- Tell students when you say "Alakazam!" they should hold up their magic 'e' card and say the word. Write the word *rip* on the board. Have students read the word. Then add the letter 'e'. Say, "Alakazam!" All students should hold up their card as you add the 'e' to *rip*, and read the new word. Proceed in this way through the list of words. Collect the magic 'e' cards; you will need them tomorrow.

- |               |                 |
|---------------|-----------------|
| 1. mad > made | 5. grip > gripe |
| 2. rip > ripe | 6. rat > rate   |
| 3. tap > tape | 7. cap > cape   |
| 4. pin > pine | 8. hid > hide   |

- Ask students to turn to Worksheet 1.3. Tell them you will play a different version of magic ‘e’ game. Students do not need the cards for this version. They are to read each word as a class, then write the letter ‘e’ at the end of each word. When you give the magic command “Alakazam!” students should read the new word aloud with the rest of the class.

## Tricky Words

5 minutes

Additional Tricky Word practice may be found in the Pausing Point and the *Assessment and Remediation Guide*.

### Tricky Word Cards

- Using the Tricky Word cards you prepared in advance: *I*, *you*, *your*, and *street*; begin by discussing which part of the word is read just as one would expect and which part is tricky.

#### Tricky Word: *I*

- **Tricky:** the letter ‘I’ is pronounced /ie/ and it is always capitalized.
- Tricky Word: *you*
  - **Expected:** the letter ‘y’ is pronounced /y/. **Tricky:** the letters ‘ou’ are pronounced /oo/.
- Tricky Word: *your*
  - **Expected:** the letter ‘y’ is pronounced /y/. **Tricky:** the letters ‘our’ are pronounced /or/.
- Tricky Word: *street*
  - **Expected:** the letters ‘str’ and the final ‘t’ are pronounced as expected. **Tricky:** the letters ‘ee’ are pronounced /ee/. This may not be tricky for some students who recall the ‘ee’ spelling from Grade 1.
- After introducing the new Tricky Words, place the word cards on the classroom Tricky Word wall.

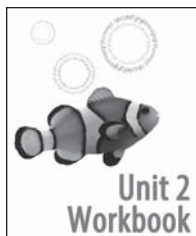


## Whole Group: “Mike’s Bedtime”

### Introducing the Reader and Story



Chapter 1



Worksheet 1.4

- This is the first story in the new Reader for Unit 2, *Bedtime Tales*. Take a few moments to examine the cover of the book. Explain to students that *tales* is another word for stories. Take only a minute or two to ask students to predict what kind of stories might be in this Reader. The focus for this unit will be on setting, characters, plot, and a moral (when applicable). Students who have been in CKLA classrooms since Kindergarten will be very familiar with these terms.
- Open to the title page of the book and tell students this is called a title page.
- Ask students to turn to the Table of Contents.
- Ask students for the page number for “Mike’s Bedtime.”
- Ask students how they could determine how long the story would be just by looking at the Table of Contents. (Possible answers include counting the pages or doing a math problem.)

### Previewing Spellings

- Direct students’ attention to the board.
- Have students quickly read the following words. (These are the words you wrote on the board earlier.)

/ae/	/ie/
plane	Mike
take	bed   time
came	smiled
drapes	liked
face	
made	
tale	

For more information on syllable division and chunking, please see Appendix B.

### Challenging Vocabulary

- Preview the following vocabulary prior to reading the selection.

1. **drapes**—another word for curtains
2. **slump | ed**—to fall down slightly
3. **sulk | ing**—being in a bad mood because things aren’t going your way
4. **glint | ing**—a small flash of light

### Purpose for Reading

- Remind students of the meanings of these terms: *setting*, *characters*, and *plot*. Setting is where the story takes place, characters are the important people or animals in the story, and plot is the problem and the events in the story. (You won't introduce the term *moral* today. You will introduce it with tomorrow's story.) This would be a good time to introduce the story chart you have created for the unit.
- For this story, ask students to read carefully so they can name all the characters.

### Whole Group Reading

- Have students read "Mike's Bedtime" together as a class. There are many options for reading together as a class, select a method that best fits students.
- Remember to use the Anecdotal Reading Record to make notes as you listen to each student read.

### Wrap-Up

- When the story has been read, please query students about setting, characters, and plot using the following discussion questions. Remind students to answer questions using complete sentences. Use student answers to fill in the classroom story chart.

#### Discussion Questions on "Mike's Bedtime"

1. *Literal* Who are the two main characters in this story? (Mike and Dad are the two main characters in the story.)
2. *Literal* What is the setting? (The setting of the story is Mike's house.)
3. *Literal* What are the problem and events (plot) in this story? (Mike doesn't want to go to bed. Dad offers to tell a story to Mike.)

- Guide students in completing the first several items on Worksheet 1.4, modeling how to locate the Reader page on which the correct answer can be found. Ask students to complete the remainder of the worksheet independently.

## Take-Home Material

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### Spelling Words; Mixed Practice: 'a\_e', 'i\_e'

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- Have students give Worksheets 1.1 and 1.2 to a family member.

## Supplemental Materials

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- Decodable words:

- |         |           |
|---------|-----------|
| 1. ate  | 9. made   |
| 2. came | 10. make  |
| 3. face | 11. mile  |
| 4. five | 12. name  |
| 5. gave | 13. page  |
| 6. life | 14. place |
| 7. like | 15. same  |
| 8. line | 16. ride  |

- Sentences and phrases:

- |                       |                     |
|-----------------------|---------------------|
| 1. I like it.         | 8. grab a bite      |
| 2. you and me         | 9. Drop him a line. |
| 3. He drives me nuts. | 10. Rise and shine! |
| 4. Rice is nice.      | 11. Pipe down!      |
| 5. twice as nice      | 12. Shake a leg!    |
| 6. Wake up!           | 13. lost in space   |
| 7. big mistake        |                     |

- Wiggle Cards:

- |                       |                 |
|-----------------------|-----------------|
| 1. slide like a snake | 3. smile twice  |
| 2. hike up a hill     | 4. run in place |

# Bedtime Tales Story Chart

Story Title	Genre	Setting	Characters	Plot	Moral
Mike's Bedtime	(Fiction)	(Mike's House)	(Mike, Dad)	(Mike doesn't want to go to bed. Dad offers to tell a story.)	
The Milk	(Fable)				Take one step at a time.
The Jumping Frog	(Trickster Tale)				
The Frog Race	(Trickster Tale)				
The Hare and the Hedgehog	(Trickster Tale)				
How the Hedgehog Tricked the Hare	(Trickster Tale)				
The Pancake	(Trickster Tale and Fable)				
The Panther	(Fable)				Be careful who you trust.
Cat and Mouse Keep House	(Fable)				Be careful who you trust.

## Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average 464–556 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 501–640 of those words would be completely decodable.
- Students have now reviewed at least one way to write 32 of the 44 sounds in English.
- The spelling 'a\_e' is generally regular in its pronunciation but occasionally stands for a schwa sound as in *pirate*, *senate*, and *delegate*.
- The spelling 'i\_e' is a bit less regular in its pronunciation; it can be pronounced /ie/ as in *prize*, /i/ as in *determine*, or /ee/ as in *machine*.
- *I* is one of the 10 most common words in most samples of written English; in a typical passage of 1,000 words, *I* occurs 2–24 times.
- *You* is one of the 100 most common words in most samples of written English; in a typical passage of 1,000 words, *you* occurs 1–19 times.
- *Your* is one of the 500 most common words in most samples of written English; in a typical passage of 1,000 words, *your* occurs 1–3 times.

# Lesson 2

## Basic Code Review Tricky Words Reading

### ✓ Objectives

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

- ✓ Use an apostrophe to form contractions and frequently occurring possessives (L.2.2c)
- ✓ Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing (L.2.1d)
- ✓ Use adjectives appropriately orally and in own writing (L.2.1e)
- ✓ Use knowledge of the letter-sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words: 'o\_e' > /oe/; 'u\_e' > /ue/ (RF.2.3a)
- ✓ Consult the Individual Code Chart and simple dictionaries to check spelling (L.2.2e)
- ✓ Decode two-syllable words with any combination of the following syllable types: closed syllable; magic -e syllables; vowel digraph syllables; r-controlled syllable; open syllables; and consonant -LE syllables (RF.2.3c)
- ✓ Read the following Tricky Words: *my, by, have* (RF.2.3f)
- ✓ Describe the following story elements: characters, setting, and plot, including how the beginning introduces the story and the ending concludes the action (RL.2.5)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Recount fables and folktales read independently, identifying specific features of the genre represented in the story, as well as the central message, lesson, or moral (RL.2.2)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Read and understand decodable text of appropriate complexity for Grades 2–3 that incorporates the specific code knowledge taught (RL.2.10)

<b>At a Glance</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Warm-Up</b>	<b>Contraction Review</b>	prepared cards; tape	5
<b>Today's Spellings</b>	<b>Review of Basic Code Spellings</b>	Vowel Code Flip Book; Spelling Cards for 'o_e' > /oe/ ( <i>home</i> ) and 'u_e' > /ue/ ( <i>cute</i> ); Individual Code Chart; green markers	15
<b>Chaining</b>	<b>Pop-Out Chaining</b>	magic 'e' cards; Worksheet 2.1	10
<b>Practice</b>	<b>Reading Two-Syllable Words</b>	Worksheet 2.2	5
<b>Tricky Words</b>	<b>Tricky Word Cards</b>	yellow index cards for <i>my</i> , <i>by</i> , <i>have</i>	5
<b>Reading Time</b>	<b>Partner Reading: "The Milk"</b>	<i>Bedtime Tales</i>	20
<b>Take-Home Material</b>	<b>Mixed Practice 'o_e', 'u_e'</b>	Worksheet 2.3	

### Note to Teacher

In this lesson, students will read two-syllable words. Students may recall reading two-syllable words in Grade 1 with a dot in dividing the word into syllables. In Grade 2 we have removed that support. To review reading two-syllable words, we begin with compound words. It is easy for students to see the syllable division as the words easily stand alone. You may wish to cover part of the word with your hand and have students read the word, then place your hand over the first word and have students read the second word. (For a full explanation, please refer to the Appendix at the end of this guide: Using Chunking to Decode Multi-syllable words.)

### Advance Preparation

Write the following contractions and words on separate cards or sentence strips.

<b>Contraction</b>	<b>Words</b>
it's	it is
can't	can not
I'll	I will
I'm	I am
that's	that is or that has
I've	I have
there's	there is or there has
he's	he is or he has
what's	what is or what has
let's	let us
I'd	I would
she's	she is or she has

Also write the Tricky Words for this lesson (*my*, *by*, *have*) on yellow cards.

## Contraction Review

- Today you will review basic contractions with students. A contraction is a new word made up of two words in which some letters are replaced by an apostrophe. Use any of the following as a match game with students to review contractions. Tape the previously prepared cards randomly on the board. We have also provided the story title where the contraction may first be found so you may point it out when reading the story.

Please note most of the contractions in this lesson contain the 's pattern.

Contraction	Words	Story
it's	it is	Mike's Bedtime
can't	can not	Mike's Bedtime
I'll	I will	Mike's Bedtime
I'm	I am	Mike's Bedtime
that's	that is	The Milk
I've	I have	The Jumping Frog
there's	there is	The Jumping Frog
he's	he is	The Frog Race
what's	what is	The Hare and the Hedgehog
let's	let us	The Hare and the Hedgehog
I'd	I would	The Pancake, Part I
she's	she is	The Panther

## Today's Spellings

15 minutes

### Review of Basic Code Spellings

- You may wish to tab the following pages before beginning this lesson.

#### Vowel Code Flip Book

- 'o' > /o/ (*hop*) Vowel Code Flip Book on page 5
- 'o\_e' > /oe/ (*home*) Vowel Code Flip Book on page 10
- 'u' > /u/ (*but*) Vowel Code Flip Book on page 4
- 'u\_e' > /ue/ (*cute*) Vowel Code Flip Book on page 11

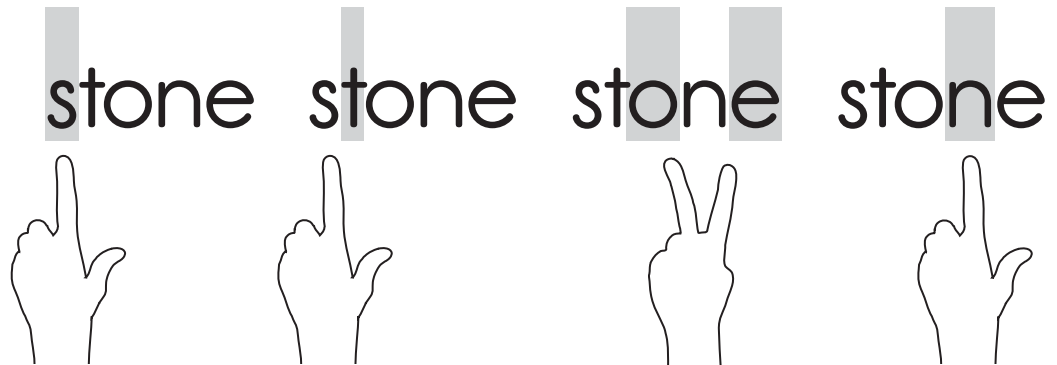


- Remind students that in the previous lesson they started learning some new sounds for vowels.
- Briefly review on **page 5** of the **Vowel Code Flip Book** the sound /o/ spelled 'o' as in *hop*. Remind students that in Unit 1, they reviewed all the basic code spellings for "short" sounds of the vowels.
- Turn to **page 10** of the **Vowel Code Flip Book** and tell students today they are going to learn a new sound and spelling.



If you prefer, you may use any of the following terms: *split digraph*, *separated spelling*, *split spelling*, *separated letter team*, *split letter team* or *magic 'e'*.

- Write the word *stone* on the board, and read it aloud.
- Ask students to tell you the vowel sound in *stone* (/oe/).
- Point out the spelling for the vowel sound in *stone* is like the spelling for /ae/ and /ie/ reviewed in the last lesson—the two letters that make up the spelling are separated.
- Explain that even though the ‘o’ and the ‘e’ in *stone* are separated, they work together to stand for the /oe/ sound. The spelling ‘o\_e’ is a “separated digraph.”
- Circle each spelling in *stone* as you say its sound.  
**Note:** You will need to draw a horseshoe-shaped loop around the ‘o’ and the ‘e’ to show that these two letters work together to stand for the /oe/ sound.
- Point to each spelling in *stone* as you say its sound: “/s/” (point to the letter ‘s’ with your index finger), “/t/” (point to the letter ‘t’ with your index finger), “/oe/” (simultaneously point to the letter ‘o’ with your middle finger and the letter ‘e’ with your index finger), “/n/” (point to the letter ‘n’ with your index finger).



- Write the following ‘o\_e’ words on the board and have students read them:

- |         |          |          |
|---------|----------|----------|
| 1. note | 3. rode  | 5. broke |
| 2. hope | 4. froze | 6. bone  |

- Show students the Spelling Card for ‘o\_e’ > /oe/ (*home*). Have students read the sample word. Discuss the power bar. Point out the power bar does not stretch all the way across the card. This means there are some other spellings for this sound students will study later in the year. Explain these spellings are shown on the **Vowel Code Flip Book** but will not appear in the Readers until the students have been introduced to them. Add the Spelling Card to **page 10** of the **Vowel Code Flip Book**. Have students outline the Spelling Card in green on **page 8** of the **Individual Code Chart**.

### Individual Code Chart

1. 'o\_e' > /oe/ (*home*) Individual Code Chart on page 8
2. 'u\_e' > /ue/ (*cute*) Individual Code Chart on page 8

- Repeat the steps for the 'u\_e' spelling for /ue/, writing the following words on the board.

- |         |         |         |
|---------|---------|---------|
| 1. cube | 3. cute | 5. fuse |
| 2. mute | 4. mule | 6. fume |

- Add the Spelling Card to **page 11** of the **Vowel Code Flip Book**. Have students outline the Spelling Card in green on **page 8** of the **Individual Code Chart**.
- Write these words in two columns on the board: *home*, *hope*, *those*, *stone*, *use*, *cute*, and *fumed*. These words match the pattern you just taught and will be in today's story. Tell students these words will be in the story and reading them is another way to practice the pattern. You will leave these on the board for review prior to reading the story. Read these words as a class, pointing out to students the spellings you just taught them.

/oe/	/ue/
home	use
hope	cute
those	fumed
stone	

## Chaining

10 minutes

### Pop-Out Chaining



Worksheet 2.1

- Make sure you have enough copies of the magic 'e' card for all students. These are the same cards you used in the previous lessons.
- Write *cut* on the board.
- Read *cut* together as a class.
- Tell everyone you will add the letter 'e' to the word and when you say "Alakazam!" everyone should read the word.
- Write the letter 'e' at the end of *cut* and say "Alakazam!" All students should respond by saying the word *cute*.

See Letter-Sound Correspondences in the Pausing Point for students needing additional help with vowel consonant 'e'.

Additional practice may be found in the Unit 2 section of the *Assessment and Remediation Guide*.

- Give all students a magic 'e' card. Tell students when you say "Alakazam!" they should hold up their magic 'e' card and say the word. Write the word *hop* on the board. Have students read the word. Then add the letter 'e'. Say "Alakazam!" All students should hold up their card, as you add the 'e' to *hop*, and read the new word (*hope*). Proceed in this way through the list of words.

- |               |                  |
|---------------|------------------|
| 1. cut > cute | 6. fin > fine    |
| 2. hop > hope | 7. cub > cube    |
| 3. cap > cape | 8. glob > globe  |
| 4. not > note | 9. tap > tape    |
| 5. mop > mope | 10. slid > slide |

- Collect the magic 'e' cards for later use.
- Ask students to turn to Worksheet 2.1. Tell them you will play a different version of magic 'e'. Students do not need the cards for this version. They should first read aloud each word as a class and then write the letter 'e' at the end of each word. When you give the magic command "Alakazam!" they should read the new word aloud with the rest of the class.

## Practice

5 minutes

### Reading Two-Syllable Words

- Turn to Worksheet 2.2.
- Review with students how to read two-syllable words. You may wish to direct students to cover the second part of the word with a finger while reading the first part of the word. Then students cover the first part of the word with a finger while reading the second.



Worksheet 2.2

bakeshop

bake



shop



bakeshop

- Read with students the two-syllable words listed on the worksheet. Have students “horseshoe circle” the letters for the /oe/ and the /ue/ sounds. Briefly use any unfamiliar words in a sentence for students.



## Tricky Words

5 minutes

### Tricky Word Cards

See Tricky Words in the Pausing Point for students needing additional help with Tricky Words.

Additional practice may be found in the Unit 2 section of the *Assessment and Remediation Guide*.

- Refer to the Tricky Word cards you prepared in advance.

#### Tricky Word: my

- **Expected:** the letter ‘m’ is pronounced /m/. **Tricky:** the letter ‘y’ is pronounced /ie/.

#### Tricky Word: by

- **Expected:** the letter ‘b’ is pronounced /b/. **Tricky:** the letter ‘y’ is pronounced /ie/ (just as it is in *my*).

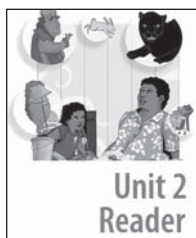
#### Tricky Word: have

- **Expected:** the letter ‘h’ is pronounced /h/ and the letter ‘v’ is pronounced /v/. **Tricky:** the letters ‘a\_e’ are pronounced /a/, not /ae/.
- Place these words on your Tricky Word wall.

**Note:** *Have* is a word that can be described in different ways. You may prefer to tell students that *have* contains /h/ spelled ‘h’, /a/ spelled ‘a’, and /v/ spelled ‘ve’. If you break up the word this way—h-a-ve—you can say that it is not tricky at all. It is made up of spellings students have learned. But *have* still should to be practiced with the other Tricky Words, because it looks like words that have the vowel sound /ae/ spelled ‘a\_e’ like *save* and *gave*.

## Partner Reading: “The Milk”

### Introducing the Story



Chapter 2

- Briefly remind students of the events in “Mike’s Bedtime.” You might want to refer to the story chart to review the terms *setting*, *character*, and *plot*. Tell students today you will learn about a new genre of fiction: fables. Fables are stories that teach a lesson. We call these lessons *morals*. You can remind students they heard many fables in first grade in Listening & Learning. Tell students the title of today’s story is “The Milk” and tell students this is similar to the Aesop’s fable, “The Milkmaid and the Pail.”

### Previewing Spelling

- Read the words on the board as a class to review the spelling feature of today.

/oe/	/ue/
home	use
hope	cute
those	fumed
stone	

- Discuss the meaning and give an example of the word *fumed*. Ask students to make a facial expression demonstrating *fumed*.

### Challenging Vocabulary

- Preview the following vocabulary with students:

- lass**—another word for a girl, used by people of Irish or Scottish descent
- spilt**—past tense of spill (Spilt was once the standard past tense and past participle form of the verb spill. In North America, the word spilled is used more commonly today.)
- slop**—leftover food scraps fed to pigs

### Purpose for Reading

- Tell students to read “The Milk” to learn the moral (lesson) of this story.
- Remind students to use the illustrations to help them understand the story.

### Partner Reading

If some pairs finish early during small group time, they can illustrate one of the words or phrases from the Supplemental Materials section. Write several of these words or phrases on the board or chart paper prior to starting partner reading time.

- Today students will be doing partner reading.
- You may want to use this as a time to record observations on the Anecdotal Reading Record.

### Wrap-Up

- When the class has finished reading the story use the questions below to fill in your story chart and promote a discussion of the story. Remind students to answer questions in complete sentences.

#### Discussion Questions on “The Milk”

1. *Literal* What is the setting of this story? (The setting of the story is outside on a path to the market.)
2. *Inferential* How do you know the setting of the story? (Students should respond with an answer that includes looking at the illustrations.)
3. *Literal* Who are the characters in this story? (Jane is the character in the story.)
4. *Literal* What is the plot of this story? (Jane walks to the market with a bucket of milk that she plans to sell, making big plans along the way. The plans are spoiled when she trips, drops the bucket, and the milk spills.)
5. *Literal* What is the moral of this story? (Don’t make plans too far ahead of time. Don’t count your chickens before they are hatched. Take one step at a time.)

## Take-Home Material

### Mixed Practice ‘o\_e’, ‘u\_e’

- Students should take home Worksheet 2.3.

## Supplemental Materials

- Decodable words:

- |          |          |
|----------|----------|
| 1. close | 6. stone |
| 2. those | 7. cube  |
| 3. use   | 8. cute  |
| 4. home  | 9. globe |
| 5. bone  | 10. home |

- Sentences and phrases:

1. cute as can be
2. Excuse me.
3. Stack up the cubes.
4. The rope is knotted.
5. strong fumes
6. The kitten is cute.
7. The dog has a bone.
8. cut off your nose to spite your face
9. the Pope in Rome

- Wiggle Cards:

1. make a cute face
2. smell a rose
3. poke your nose

## Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average 501–640 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 521–663 of those words would be completely decodable.
- Students have now reviewed at least one way to write 34 of the 44 sounds in English.
- The spelling 'o\_e' can be pronounced /oe/ as in *stone*, /u/ as in *above*, or /oo/ as in *move*.
- The spelling 'u\_e' can be pronounced /ue/ as in *cube* or /oo/ as in *tune*.
- *My* is one of the 50 most common words in most samples of written English; in a typical passage of 1,000 words, *my* occurs 1–6 times.
- *By* is one of the 40 most common words in most samples of written English; in a typical passage of 1,000 words, *by* occurs 1–6 times.
- *Have* is one of the 40 most common words in most samples of written English; in a typical passage of 1,000 words, *have* occurs 4–7 times.

# Lesson 3

Basic Code Review  
Spelling Alternatives  
Reading

## ✓ Objectives

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

- ✓ Use and expand complete simple and compound sentences orally and in own writing (L.2.1f)
- ✓ Use knowledge of the letter-sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words: 'a\_e' > /ae/; 'ee' > /ee/; 'i\_e' > /ie/; 'o\_e' > /oe/; 'u\_e' > /ue/ (RF.2.3a)
- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed (L.2.2d)
- ✓ Consult the Individual Code Chart to check spelling (L.2.2e)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings (RF.2.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Scrambled Sentences</b>	prepared index cards	5
<b>Today's Spellings</b>	<b>Review of Basic Code Spellings</b>	Vowel Code Flip Book; Spelling Cards for 'ee' > /ee/ ( <i>bee</i> ), 'ea' > /ee/ ( <i>beach</i> ), 'e_e' > /ee/ ( <i>Pete</i> ); Individual Code Chart; green markers	15
<b>Practice</b>	<b>Pop-Out Chaining</b>	magic 'e' cards	10
<b>Reading Time</b>	<b>Close Reading: "The Milk"</b>	<i>Bedtime Tales</i> ; Worksheet 3.1	30
<b>Take-Home Material</b>	<b>"The Milk"</b>	Worksheet 3.2	



### Advance Preparation

Write the following sentences on index cards with one word or punctuation mark on each card:

- Can't I sit up a bit?
- This is a bedtime tale your Gramp liked to tell me.

## Warm-Up

5 minutes

### Scrambled Sentences

- Tape the index cards you prepared in advance to the board in a random order. Ask students to help you unscramble the sentences.
  - Can't I sit up a bit?
  - This is a bedtime tale your Gramp liked to tell me.

## Today's Spellings

15 minutes

### Review of Basic Code Spellings

- You may want to tab the following page in your Vowel Code Flip Book before you begin.

#### Vowel Code Flip Book

1. 'ee' > /ee/ (*bee*) Vowel Code Flip Book on page 8
2. 'ea' > /ee/ (*beach*) Vowel Code Flip Book on page 8
3. 'e\_e' > /ee/ (*Pete*) Vowel Code Flip book on page 8

- Write the spelling 'ee' on the board and ask students, "If you saw this spelling in a word, what sound would you say?" (Students should respond with /ee/.)
- Once students have provided the sound, ask them for the letters used to spell /ee/.
- Summarize the information: "Good! When we see the letters 'ee', we recognize these letters are working together as a digraph, or letter team, and we say the sound /ee/."
- Write the following 'ee' words on the board and have students read them.

- |         |          |
|---------|----------|
| 1. bee  | 4. sweet |
| 2. tree | 5. seem  |
| 3. free | 6. weed  |

- Show students the Spelling Card for ‘ee’ > /ee/ (*bee*). Have students read the sample word. Discuss the power bar. Point out the power bar does not stretch all the way across the card. This means there are some other spellings for this sound students will study later in the year. Explain these spellings are shown in the Vowel Code Flip Book but will not appear in the Readers until students have been introduced to them. Add the Spelling Card to **page 8** of the **Vowel Code Flip Book**.
- Ask students to turn to **page 8** of the **Individual Code Chart**. Have them outline the card in green.

### Individual Code Chart

1. ‘ee’ > /ee/ (*bee*) Individual Code Chart on page 8
2. ‘ea’ > /ee/ (*beach*) Individual Code Chart on page 8
3. ‘e\_e’ > /ee/ (*Pete*) Individual Code Chart on page 8

- Repeat the steps for the new spelling ‘ea’ > /ee/, writing the following words on the board.

- |           |          |
|-----------|----------|
| 1. beach  | 5. heat  |
| 2. stream | 6. dream |
| 3. deal   | 7. weak  |
| 4. team   |          |

- Explain that ‘ea’ is another way to spell the /ee/ sound. Add the Spelling Card to **page 8** of the **Vowel Code Flip Book** and **page 8** of the **Individual Code Chart**.
- Ask students to read the words you just wrote on the board aloud with you. Ask students to help you circle the letters in each word for the sound of /ee/.
- Stay on **page 8** of the **Vowel Code Flip Book** and tell students today you are going to learn a new spelling for /ee/.
- Write the word *Pete* on the board, and read it aloud.
- Ask students to tell you the vowel sound in *Pete* (/ee/).
- Point out the spelling for the vowel sound in *Pete* is like the spelling for /oe/ and the spelling for /ue/ in the last lesson—the two letters for the spelling are separated.

If you prefer, you may use any of the following terms: *split digraph, separated spelling, split spelling, separated letter team, split letter team* or magic 'e'.



- Explain to the class that even though the 'e' and the 'e' in *Pete* are separated, they work together to stand for the /ee/ sound. The spelling 'e\_e' is a separated digraph.
- Circle each spelling in *Pete* as you say its sound.

**Note:** You will need to draw a horseshoe-shaped loop around the 'e' and the second 'e' to show these two letters work together to stand for the /ee/ sound.

- Point to each spelling in *Pete* as you say its sound: "/p/" (point to the letter 'P' with your index finger), "/ee/" (simultaneously point to the first letter 'e' with your middle finger and the second letter 'e' with your index finger), "/t/" (point to the letter 't' with your index finger).

See Letter-Sound Correspondences in the Pausing Point for students needing additional help with /ee/.

Additional practice may be found in the Unit 2 section of the *Assessment and Remediation Guide*.



- Write the following 'e\_e' words on the board and have students read them: *Pete, eve, theme, these*.
- Show students the Spelling Card for 'e\_e' > /ee/ (*Pete*). Have students read the sample word. Discuss the power bar. Point out the power bar does not stretch all the way across the card. This means there are some other spellings for this sound students will study later in the year. Explain that these spellings are shown on the Vowel Code Flip Book but will not appear in the Readers until the students have been introduced to them. Add the Spelling Card to **page 8** of the **Vowel Code Flip Book**. Have students outline the Spelling Card in green on **page 8** of the **Individual Code Chart**.
- You may wish to move the Tricky Word *street* from the Tricky Word wall to the decodable word wall.

### Pop-Out Chaining

- Make sure you have enough copies of the magic 'e' card for all students. (These are the same cards you used in the last two lessons.)
- Write *pet* on the board and read it together as a class.
- Tell everyone you will add the letter 'e' to the word and when you say "Alakazam!" everyone should read the word.
- Write the letter 'e' at the end of *pet* and say "Alakazam!" All students should respond by saying the word *Pete*.

**Note:** Point out that because this is a person's name, the first letter 'P' is capitalized.

- Give all students a magic 'e' card. Tell students when you say "Alakazam!" they should hold up their magic 'e' card and say the word. Write the word *them* on the board. Have students read the word. Then write the letter 'e'. Say, "Alakazam!" All students should hold up their card and read the new word. Proceed in this way through the list of words.
- This is a good place for you to point out in some of these spellings the second 'e' acts as a team with the first vowel, i.e., as a digraph. In all of the spellings the vowel team/digraphs are side by side and one is a separated digraph.

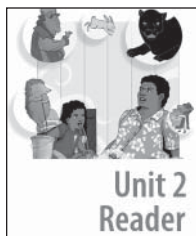
- |                 |                  |
|-----------------|------------------|
| 1. them > theme | 7. bad > bead    |
| 2. wed > weed   | 8. lad > lead    |
| 3. bet > beet   | 9. red > reed    |
| 4. dan > dean   | 10. bled > bleed |
| 5. met > meet   | 11. bat > beat   |
| 6. man > mean   | 12. mat > meat   |

- Collect the magic 'e' cards for later use.

See Letter-Sound Correspondences in the Pausing Point for students needing additional help with /ee/.

Additional practice may be found in the Unit 2 section of the *Assessment and Remediation Guide*.

## Note to Teacher



Chapter 2

This is the first time students in CKLA are introduced to a Close Reading Lesson. You may want to tell students a little about the lesson and how it is different from other reading lessons in CKLA. You are the expert on students in your class so you decide how much or how little to explain. In terms students will understand, you may say this kind of lesson focuses on only the language used in the text. It does not ask about pictures, feelings, or experiences students may have had outside the text. You may wish to tell students this special kind of reading will help them read more difficult text. It will help them learn how to get the most meaning from a text.

Please also note the Close Reading Lessons will progress in difficulty as students complete more of the Grade 2 CKLA material. These first lessons are very scaffolded and rudimentary to help students gain expertise in this type of reading.

- Begin by partner reading the selection.
- Ask students to keep the Reader open.
- Tell students they will be answering some questions about the selection.
- Tell students they will need to refer back to the selection to answer these questions.

## Close Reading: “the Milk”

- Have students partner read “The Milk”.
- After students have finished reading “The Milk” with their partners, lead students in a close reading of the text by doing the following:
  - asking text dependent questions that require students to draw on evidence from the text;
  - identifying and discussing general academic (Tier 2) vocabulary;
  - discussing sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
  - engaging students in a culminating writing activity that is completed independently, if possible

## Teacher Overview

**Main Idea and Key Details:** The main idea of the story is that a milkmaid, rather than focusing on her immediate goal of selling a bucket of milk, started planning many steps ahead as to how she would spend money she did not yet have. As she was daydreaming and the steps in her plan were becoming less and less realistic, the milkmaid lost concentration on the first step in her plan and thus was not able to accomplish any of the subsequent steps in her plan. Key details of the text include the various steps in the milkmaid's plan for spending the money she would earn from selling a bucket of milk, such as buying a hen, selling the hen's eggs, buying a piglet, selling the piglet, and buying a nice dress.

**Synopsis:** The story "The Milk" is a retelling of the Aesop fable "The Milkmaid and The Pail." It is the basis for teaching or reviewing the fable genre. It is also the basis for teaching or reviewing the moral 'Take one step at a time.'

## Lesson

Text From Student Reader	Vocabulary Instruction	Text Dependent Questions	Responses
<ul style="list-style-type: none"> <li>The text of the Student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading.</li> </ul>	<ul style="list-style-type: none"> <li>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</li> </ul>	<ul style="list-style-type: none"> <li>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.</li> <li>Begin with a "winnable" question that will help orient students to the text.</li> <li>The sequence of questions should build a gradual understanding of the key details of the text.</li> <li>Questions should focus on a word, phrase, sentence, or paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Answers should reference the text.</li> <li>Multiple responses may be provided using different pieces of evidence.</li> <li>Inferences must be grounded logically in the text.</li> </ul>
<p>Mike's dad was getting set to tell a bedtime tale.</p> <p>He said, "The name of this bedtime tale is <i>The Milk</i>."</p>	<p><b>Getting set</b> (Page 8) – idiom meaning to become ready to start a task – You might ask students to list some things Mike's dad might be doing to get ready. (Examples: Tucking Mike in, pulling bed linens up, picking up toys, finding a comfortable way to sit, etc.)</p> <p><b>Tale</b> (page 8) – Tell students the word <i>tale</i> is a homophone for <i>tail</i>. A homophone is a word which sounds like another word but is spelled differently and has a different meaning. In this context <i>tale</i> is a story. A <i>tail</i> usually refers to an appendage on an animal.</p>	<p>Page 8</p> <p>What is the name of this tale?</p>	<p>The name of the tale is "The Milk".</p>
<p>Once upon a time, a lass named Jane set off from home to sell a bucket of milk.</p>		<p>Page 10</p> <p>Find and read the phrase on page 10 that lets you know this is a made-up story.</p>	<p>Students should read the phrase, "Once upon a time..."</p>
<p>As she went, she was thinking of the cash she would get from selling the milk.</p>		<p>Page 10</p> <p>Reread paragraph two on page 10. The text says, "As she went, she was thinking of the cash she would get from selling the milk." What does "as she went" mean?</p>	<p>It means she was walking from home and thinking of the money she would get from selling her milk at the same time.</p>

## Lesson

Text From Student Reader	Vocabulary Instruction	Text Dependent Questions	Responses
<ul style="list-style-type: none"> <li>The text of the Student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading.</li> </ul>	<ul style="list-style-type: none"> <li>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</li> </ul>	<ul style="list-style-type: none"> <li>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.</li> <li>Begin with a “winnable” question that will help orient students to the text.</li> <li>The sequence of questions should build a gradual understanding of the key details of the text.</li> <li>Questions should focus on a word, phrase, sentence, or paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Answers should reference the text.</li> <li>Multiple responses may be provided using different pieces of evidence.</li> <li>Inferences must be grounded logically in the text.</li> </ul>
“I have big plans. I will sell this milk,” she said, “and I will use the cash to get a hen. I hope my hen will make lots of eggs.”		Page 10 How will Jane make money with a hen?	Jane will sell the eggs from the hen to make more money.
“Then I will sell those eggs and use the cash to get a cute piglet. I will take care of the piglet and let him munch on pig slop till he gets nice and plump.”	<b>Piglet</b> (Page 10) – a small pig <b>Slop</b> (Page 10) – food scraps eaten by pigs <b>Plump</b> (Page 10) – rounded, fat	Page 10 What will Jane do with the money she raises from selling eggs?	Jane will buy a piglet.
“Then I will sell the pig and get a nice dress that I can dance in, and . . .”		Page 12 What will Jane do after the piglet gets plump?	Jane will sell the piglet.
“Then I will sell the pig and get a nice dress that I can dance in, and . . .”		Page 12 What will Jane do with the money from selling the pig? Why do you think Jane stopped talking mid-sentence when she was describing the dress she would buy?	Jane will buy a dress to go dancing. Jane lost her concentration and tripped on a stone.
But just as she was thinking of the dress, she tripped on a stone and the bucket fell with a crash.	<b>Stone</b> (Page 12) – another word for rock	What happened while Jane was thinking of the dress?	Jane tripped on a stone and the bucket fell, spilling the milk.
The milk splashed on the path. Jane made a face and fumed at the spilt milk.	<b>Fumed</b> (Page 12) – slightly annoyed or angry in this context. Note for students the multi-meanings of this word. The word <i>fume</i> can also mean to release smoke, vapor, or gas.		
Moral: Take one step at a time.	<b>Take one step at a time</b> (Page 12) – idiom cautioning to do first one thing and then another – not think too far ahead	Page 12 The moral of the story is: Take one step at a time. <b>Turn and Talk:</b> How would you explain the moral, or the lesson, of the story? How is the moral of the story similar to the moral ‘Don’t count your chickens before they hatch’?	

Lesson			
Text From Student Reader	Vocabulary Instruction	Text Dependent Questions	Responses
<ul style="list-style-type: none"> <li>The text of the Student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading.</li> </ul>	<ul style="list-style-type: none"> <li>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</li> </ul>	<ul style="list-style-type: none"> <li>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.</li> <li>Begin with a “winnable” question that will help orient students to the text.</li> <li>The sequence of questions should build a gradual understanding of the key details of the text.</li> <li>Questions should focus on a word, phrase, sentence, or paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Answers should reference the text.</li> <li>Multiple responses may be provided using different pieces of evidence.</li> <li>Inferences must be grounded logically in the text.</li> </ul>
<p>“Is that the end?” asked Mike.</p> <p>“That’s it,” said his dad.</p> <p>“What a shame!” said Mike.</p> <p>“She had such big plans!”</p> <p>Mike’s dad nodded. “You can make plans, but planning by itself will not make things happen.” Mike sat thinking a bit. Then he said, “Dad, that bedtime tale was not bad. But it was sad. Next time would you tell a fun tale?” “Yes,” said his dad. “Next time.”</p>		<p>Page 15</p> <p>Mike’s dad says “You can make plans, but planning by itself will not make things happen.”</p> <p>Explain what Mike’s dad means when he says this.</p>	<p>Although planning is important, you need to act on your plan, or follow through with your plan, to achieve your goals.</p>

### Wrap-up

- Ask students to turn to Worksheet 3.1 and write at least four sentences to answer the question: By the end of the tale, what did Jane learn?
- Model for students how to complete at least a portion of the worksheet. As ready, students may complete the worksheet independently.

## Take-Home Material

### “The Milk”

- Students should take home Worksheet 3.2 to read aloud to a family member. Remind students to continue to study for the spelling assessment.



## Supplemental Materials

- Decodable words:

- |          |             |           |           |
|----------|-------------|-----------|-----------|
| 1. feet  | 9. fifteen  | 17. bean  | 25. pea   |
| 2. keep  | 10. screen  | 18. eat   | 26. read  |
| 3. need  | 11. week    | 19. each  | 27. tea   |
| 4. see   | 12. weekend | 20. leave | 28. meal  |
| 5. seem  | 13. street  | 21. mean  | 29. eve   |
| 6. three | 14. yankees | 22. sea   | 30. theme |
| 7. tree  | 15. Frisbee | 23. seat  | 31. these |
| 8. deep  | 16. beehive | 24. teach |           |

- Sentences and phrases:

- |                          |                    |
|--------------------------|--------------------|
| 1. one, two, three       | 5. king and queen  |
| 2. eating peas and beans | 6. Keep it up!     |
| 3. the wheels on the bus | 7. skinned a knee  |
| 4. speeding ticket       | 8. home sweet home |

- Wiggle Cards:

- |                     |             |
|---------------------|-------------|
| 1. jump three times | 3. kneel    |
| 2. feel your knees  | 4. reach up |

### Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average 521–663 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 546–691 of those words would be completely decodable.
- Students have now reviewed at least one way to write 36 of the 44 sounds in English.
- The spelling 'ee' is very regular in its pronunciation.

# Lesson 4

## Tricky Words Grammar Reading

### ✓ 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.

- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed (L.2.2d)
- ✓ Read the following Tricky Words: *I, you, your, street, my, by, have, all, who, no, go, so, are, were, some, they, their* (RF.2.3f)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings (RF.2.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud (RL.2.6)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Contraction Review</b>	prepared index cards	10
<b>Tricky Words</b>	<b>Tricky Word Cards</b>	yellow index cards for <i>all</i> and <i>who</i>	5
<b>Grammar</b>	<b>Review of Quotation Marks</b>	board	20
<b>Practice</b>	<b>Quotation Marks</b>	Worksheet 4.1	10
<b>Reading Time</b>	<b>Small Group: “The Jumping Frog”</b>	<i>Bedtime Tales</i> ; Worksheet 4.2	15
<b>Take-Home Material</b>	<b>Comprehension: “The Jumping Frog”</b>	Worksheet 4.3	

### Advance Preparation

- Prepare index cards with the following contractions and words. Tape them randomly on the board.

Contraction	Words
can't	can not
I'm	I am
let's	let us
who's	who is or who has
that's	that is or that has
would've	would have
we've	we have
he'll	he will
didn't	did not
couldn't	could not

- Write the following Tricky Words on yellow index cards: *all*, *who*. You may wish to write the following sentences on the board or sentence strips prior to the lesson.
  - Jane said, I can run.
  - Frank said, We like cake.
  - James said, Let's go skating.
  - Pete said, Do you like frogs?

## Warm-Up

10 minutes

### Contraction Review

- Once again, play a contraction matching game with students. Remind students that contractions are two words combined to make a new word with an apostrophe signaling the letters left out of the word. Ask students to match the contraction to the two words that make up the contraction.

## Tricky Words

5 minutes

### Tricky Word Cards

See Tricky Words in the Pausing Point for students needing additional help with Tricky Words.

Additional practice may be found in the Unit 2 section of the *Assessment and Remediation Guide*.

- Refer to the following Tricky Words cards you prepared in advance.

#### Tricky Word: all

- **Expected:** the letters 'll' are pronounced /l/. **Tricky:** the letter 'a' is pronounced /aw/ (rather than /a/, as students might expect). You may wish to mention that there are other words that follow this pattern, e.g., *ball*, *mall*, *wall*. The students will learn 'a' as a spelling for the /aw/ sound in a later unit.

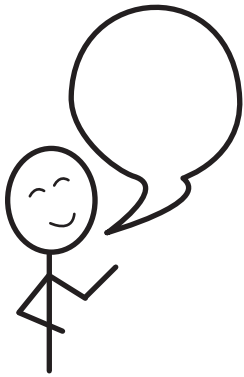
### Tricky Word: who

- **Tricky:** The letter 'o' is pronounced /oo/ (as in the Tricky Words *do* and *to*).
- Place these Tricky Words on your Tricky Word wall.
- After introducing the new Tricky Words, play a Tricky Word game using the word wall. A suggestion is to play a game called "I Spy the Word." Give clues for a specific word and have students guess the word.

## Grammar

20 minutes

### Review of Quotation Marks



- Tell students there are special punctuation marks we use when writing to show a person is speaking (in a story when people are speaking we call this dialogue). Tell students this type of punctuation is called quotation marks. Tell the class you will discuss how to use quotation marks today.
- Draw a stick figure with a speech bubble on the board like the one shown in the margin.
- Select a student and have him/her come to the front of the room where you have written the speech bubble. Write the student's name (for purpose of demonstration, we will use the name *Mike*) above the speech bubble. Ask Mike "What do you like to eat?"
- Encourage the student, Mike, to restate the question and answer using complete sentence (e.g., "I like to eat candy.").
- Explain that speech bubbles are used to show the words a person says or said. Write *I like to eat candy.* in the speech bubble.
- Explain you will now write what Mike has said as a sentence. To show exactly what Mike has said when you write it in a sentence, explain to students that you will use quotation marks.
- Write *Mike said*, explaining the comma tells us to pause and the comma comes before the quotation marks. Then write "*I like to eat candy.*" Point to the quotation marks, and explain that these show us exactly what Mike said. Explain to students the end punctuation is inside of the quotation marks. Point out both the start of the first letter of the sentence and first word in quotation marks is also capitalized.
- Ask Mike to give his answer again, this time cupping both his hands around his mouth as he speaks. Explain that cupping both your hands around your mouth is just like adding quotation marks in a written sentence. Quotation marks show the reader exactly what a person has said during a conversation or dialogue.

See Grammar in the Pausing Point for students needing additional help with quotation marks.

- Repeat this procedure (calling on a new student, changing the name, asking a question, writing the answer in the speech bubble, and then writing the answer in a sentence). Point out once again the comma before the first quotation mark, capital letter at the beginning of the sentence, and end punctuation inside the last quotation mark.
- Refer to the sentences on the board or sentence strips and practice writing in the quotation marks.

**Note:** In all of the sentences in this lesson, the speaker comes first and what is said comes at the end of the sentence. In later lessons, we will review other ways of presenting quotation marks.

- Jane said, I can run.
- Frank said, We like cake.
- James said, Let's go skating.
- Pete said, Do you like frogs?

## Practice

10 minutes

### Quotation Marks



Worksheet 4.1

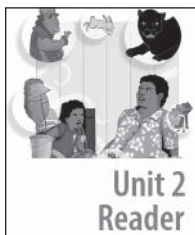
- Complete Worksheet 4.1 as a class. Have students read the speech bubble and then write the words as a complete sentence. Tell students to carefully check to see if they included a capital letter at the beginning of sentences, a capital letter at the beginning of the quotation inside the quotation marks, and correct end punctuation.

## Reading Time

15 minutes

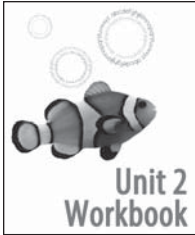
### Small Group: "The Jumping Frog"

#### Note to teacher



Chapter 3

Today students will work in small groups for the first time in Unit 2. The purpose of small groups is to provide time for you to work directly with a smaller group of students so you can provide more individual attention. Group 1 should be comprised of students needing remediation, while Group 2 should be made up of more independent learners. You will want to decide in advance how you will divide your class. Please remember a student placed in Group 1 one week may be in Group 2 for the next.



Worksheet 4.2

For more information on syllable division and chunking, please see Appendix B.

If some pairs finish early during small group time, they can illustrate one of the words or phrases from the Supplemental Materials section. Write several of these words or phrases on the board or chart paper prior to starting small group time.

### Introducing the story

- Today's story is the first part of a two-part story. This story is an example of another type of fiction called a trickster tale. A trickster tale is a story about a character who outsmarts larger, stronger characters.
- Briefly review the story elements (characters, setting, and plot) that are the focus of this unit's story chart.

### Previewing Spellings

- Review the following spellings for this story.

stream

com | pete

prob | lem

### Challenging Vocabulary

- Preview the following word for this story.

1. **West**—in earlier times, the unsettled American frontier was referred to as the West

### Purpose for Reading

- Tell students to pay special attention whenever they see quotation marks in the story. This will help them understand that the two main characters, Big Jim and Pete, are speaking in a dialogue or conversation.
- Encourage students to adopt different voices for reading the dialogue for Big Jim and Pete.

### Small Group Work

- ★ **Small Group 1:** Read the story with students paying particular attention to the quotation marks in the story. Model how to read the dialogue in quotations with a different voice for each character and encourage students to do the same. Also use this as a time to also discuss characters and setting. Complete Worksheet 4.2.
- ★ **Small Group 2:** Students will read with their partners and complete Worksheet 4.2.

### Wrap-Up

- Bring both groups back together and use the following questions to begin a discussion and to review what you know about the story so far. Remind students to answer in complete sentences when responding to the questions. You will not be able to fill in the story chart until you finish reading Part II tomorrow.

### Discussion Questions on “The Jumping Frog”

1. *Literal* Who are the main characters in this story so far? (The main characters in the story are Big Jim and Pete.)
2. *Literal* What is the setting of this story? (The setting for this story is the Wild West or the West a long time ago.)
3. *Literal* What is the plot so far in this story? (Pete accepts Big Jim’s wager to race frogs. Pete does not have a frog so Big Jim goes to get one for him.)
4. *Inferential* What does it mean to take a bet? (A bet is when you place money on an outcome.)
5. *Inferential* Why didn’t Mike’s dad finish the story? (Mike’s dad did not finish the story because Mike fell asleep.)

## Take-Home Material

### Comprehension “The Jumping Frog”

- Students should take home Worksheet 4.3. Remind them of the spelling assessment tomorrow.

## Supplemental Materials

- Decodable words:

- |          |              |
|----------|--------------|
| 1. side  | 9. live      |
| 2. state | 10. smile    |
| 3. take  | 11. scrape   |
| 4. time  | 12. stripes  |
| 5. while | 13. pancake  |
| 6. white | 14. nickname |
| 7. write | 15. reptile  |
| 8. cake  | 16. sunshine |

- Sentences and phrases:

- |                       |                      |
|-----------------------|----------------------|
| 1. ride a bike        | 8. made in the shade |
| 2. slipped on the ice | 9. Time will tell.   |
| 3. a nine-mile hike   | 10. make waves       |
| 4. Lock the gate.     | 11. one and the same |
| 5. bake sale          | 12. up in flames     |
| 6. make the grade     | 13. nine white mice  |
| 7. grade two          |                      |

- Wiggle Cards:

- |                    |                   |
|--------------------|-------------------|
| 1. shake your legs | 3. shake a fist   |
| 2. drive a truck   | 4. lick your lips |

### ***Code Knowledge***

- Before today's lesson: If students read 1,000 words in a trade book, on average 546–691 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 550–697 of those words would be completely decodable.
- *All* is one of the 40 most common words in most samples of written English; in a typical passage of 1,000 words, *all* occurs 2–5 times.
- *Who* is one of the 125 most common words in most samples of written English; in a typical passage of 1,000 words, *who* occurs 1–3 times.



# Lesson 5

## Spelling Assessment Tricky Spelling Tricky Words

### ✓ Objectives

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

- ✓ Read and write words with the following inflectional endings and suffixes: *-ed, -ing* (RF.2.3d)
- ✓ Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing (L.2.1d)
- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed (L.2.2d)
- ✓ Use knowledge of the letter-sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words: 'a\_e' > /ae/; 'ee' > /ee/; 'i\_e' > /ie/; 'o\_e' > /oe/; 'u\_e' > /ue/ (RF.2.3a)
- ✓ Decode two-syllable words with any combination of the following syllable types: closed syllables; magic -e syllables; vowel digraph syllables; r-controlled syllables; open syllables; and consonant -LE syllables (RF.2.3c)
- ✓ Read the following Tricky Words: *no, go, so* (RF.2.3f)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings (RF.2.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud (RL.2.6)

At a Glance	Exercise	Materials	Minutes
<b>Spelling</b>	<b>Student Spelling Assessment</b>	Worksheet 5.1	15
<b>Today's Spellings</b>	<b>Review of Basic Code Spellings</b>	Vowel Code Flip Book; Spelling Cards for 'oo' > /oo/ (soon) and 'oo' > /oo/ (look); Individual Code Chart; green markers	15
<b>Practice</b>	<b>Basic Code Spelling</b>	Worksheet 5.2	10
<b>Tricky Words</b>	<b>Tricky Word Cards</b>	prepared yellow index cards <i>no</i> , <i>go</i> , and <i>so</i>	5
<b>Reading Time</b>	<b>Small Group: "The Frog Race"</b>	<i>Bedtime Tales</i>	15

### Advance Preparation

Write the following Tricky Words on yellow index cards: *no*, *go*, and *so*.

## Spelling

**15 minutes**

### 10 Student Spelling Assessment



Worksheet 5.1

- Have students tear out Worksheet 5.1.
- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.
- Direct students' attention to the lines on the bottom of the worksheet. Tell students to write the sentence "His dad smiled." Slowly repeat this sentence twice.
- At the end, reread each spelling word once more.

- |            |                         |
|------------|-------------------------|
| 1. yelled  | 6. smiled               |
| 2. yanked  | 7. shrugged             |
| 3. slumped | 8. liked                |
| 4. limped  | 9. patted               |
| 5. plopped | <b>Tricky Word:</b> you |

- After all the words have been called out, tell students you will now show them the correct spelling for each word so they may correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then onto the sentence. Remind students of the importance of correcting their work and learning from the mistakes.

### Note to Teacher

As you correct the words with students, make sure you call attention to the root words and any patterns that apply to doubling the final consonant. As you correct the sentence, make sure to emphasize the correct capital letters and punctuation for the sentence.

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. You will find the spelling analysis sheet and directions at the end of this lesson. This will help you to understand any patterns beginning to develop or that are persistent among individual students.

## Today's Spellings

15 minutes

### Review of Basic Code Spellings

- You may want to tab the following pages before beginning this lesson:

#### Vowel Code Flip Book

- 'oo' > /oo/ (soon) Vowel Code Flip Book on page 12
- 'oo' > /oo/ (look) Vowel Code Flip Book on page 13

- Write the word *soon* on the board and read it aloud.
- Ask students to tell you the vowel sound in *soon* (/oo/).
- Point out the letters 'oo' work together, as a digraph or letter team, to stand for one sound in *soon*, the /oo/ sound.
- Write the following words on the board and have the students read them.

- |          |          |
|----------|----------|
| 1. moon  | 4. broom |
| 2. noon  | 5. too   |
| 3. spoon |          |

- Show students the Spelling Card for 'oo' > /oo/ (*soon*). Have students read the sample word. Discuss the power bar. Point out that the power bar does not stretch all the way across the card; this means there are some other spellings for this sound students will study later in the year. Explain that these spellings are shown in the Vowel Code Flip Book but will not appear in the Readers until students have been introduced to them. Add the Spelling Card to **page 12** of the **Vowel Code Flip Book**. Ask students to outline in green the card on **page 9** of the **Individual Code Chart**.

## Individual Code Chart

1. 'oo' > /oo/ (*soon*) Individual Code Chart on page 9
2. 'oo' > /oo/ (*look*) Individual Code Chart on page 9

Some teachers like to distinguish /oo/ as in *look* with looking eyes like this:

look

See Letter-Sound Correspondences in the Pausing Point for students needing additional help with /oo/, /oo/.

Additional practice may be found in the Unit 2 section of the *Assessment and Remediation Guide*.

- Write the word *book* on the board and read it aloud.
- Ask students to tell you the vowel sound in *book* (/oo/).
- Ask students if this is the same sound they hear in *moon*. (It is similar, but it is not the same; /oo/ is made with the lips tightly pursed and /oo/ is not.)
- Point out the letters 'oo' work together, as a digraph or letter team, to stand for one sound in *book*, the /oo/ sound.

**Note:** Some students may not hear the difference in sounds as it is very subtle. Do not worry as long as students can read and write with these spellings.

- Point out the spelling 'oo' can stand either for the /oo/ sound in *soon* or the /oo/ sound in *book*.
- Write the following words on the board and have students read them:

- |         |         |         |
|---------|---------|---------|
| 1. foot | 3. cook | 5. hook |
| 2. wood | 4. look | 6. took |

- Show students the Spelling Card for 'oo' > /oo/ (*look*). Have students read the sample word. Discuss the power bar. Point out the power bar does not stretch all the way across the card; this means there are some other spellings for this sound that students will study later in the year. Explain that these spellings are shown in the Vowel Code Flip Book but will not appear in the Readers until students have been introduced to them. Add the Spelling Card to **page 13** of the **Vowel Code Flip Book**. Ask students to outline the card in green on **page 9** of the **Individual Code Chart**.
- Write these words from the story on the board.

/oo/	/oo/
drooled	looked
whoop	took
	good   ness

- Read them with students and let them know these words will be in today's story.

For more information on syllable division and chunking, please see Appendix B.



Worksheet 5.2

### Basic Code Spelling

- Ask students to turn to Worksheet 5.2. The purpose of this worksheet is to have students practice reading the basic code spelling of 'oo'. Ask students to write 'yes' or 'no' at the end of each statement to tell whether or not the statement could happen in real life.

### Tricky Words

5 minutes

#### Tricky Word Cards

- Write the following Tricky Words on yellow index cards, one word per card: *no*, *go*, and *so*.

See Tricky Words in the Pausing Point for students needing additional help with Tricky Words.

Additional practice may be found in the Unit 2 section of the *Assessment and Remediation Guide*.

#### Tricky Word: no

- **Expected:** the letter 'n' is pronounced /n/. **Tricky:** the letter 'o' is pronounced /oe/ (like the letter name) rather than /o/ as students might expect.

#### Tricky Word: go

- **Expected:** the letter 'g' is pronounced /g/. **Tricky:** the letter 'o' is pronounced /oe/ (just like the 'o' in *no*).

#### Tricky Word: so

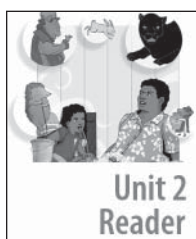
- **Expected:** the letter 's' is pronounced /s/. **Tricky:** the letter 'o' is pronounced /oe/ (just like the 'o' in *no*).
- Place these words on your Tricky Word wall.

### Reading Time

15 minutes

#### Small Group: "The Frog Race"

##### Introducing the story



Chapter 4

- Remind students that yesterday they learned about quotation marks.
- Briefly review characters, setting, and events in yesterday's story. Remind students this is part two of the trickster tale they are reading.

### Previewing Spellings

- Briefly review and read the words you wrote on the board during the “Today’s Spellings” portion of the lesson. Use any unfamiliar words in a sentence.

/oo/	/oo/
drooled	looked
whoop	took
	goodness

### Challenging Vocabulary

- Students may not be familiar with the use of the word *hitch* as in the sentence, “Once he *hitched* up his legs like he was fixing to jump.”

1. **hitch**—to lift up slightly

### Purpose for Reading

- Ask students to read using expression, observing the quotation marks in the story. Remind them they might use a different voice for each character: Big Jim and Pete.

### Small Group Work

- ★ **Small Group 1:** This group of students should read with you. Ensure through your observations that students are firm in their understanding of quotation marks. Remember to continue your Anecdotal Record notes.
- ★ **Small Group 2:** This group may partner read. Remind students to use the Individual Code Chart as they read.

### Wrap-Up

- Call all students back together to talk about the story using the discussion questions. Remind students to answer in complete sentences. You will want to fill out your ongoing story chart regarding characters, setting, and plot as students discuss the story.

During small group time, if some pairs finish early, they can illustrate one of the words or phrases from the Supplemental Materials section. Write several of these words or phrases on the board or chart paper prior to starting small group time.

### Discussion Questions on “The Frog Race”

1. *Literal* What was the setting of “The Frog Race” and “The Jumping Frog?” (Acceptable answers include: Wild West, Old West, a long time ago, outside.)
2. *Literal* Who were the characters in the story? (Big Jim and Pete were the characters in the story.)
3. *Literal* What was the plot of the story? (Big Jim brags about his frog and places a wager (bet). Pete accepts the wager and tricks Big Jim by feeding limes to the frog so the frog can’t jump.)
4. *Literal* How did Pete trick Big Jim? (Pete tricked Big Jim by feeding the frog limes so the frog couldn’t jump. This is the part that makes this a trickster tale.)
5. *Literal* What type of fiction genre is the story? (The genre is a trickster tale.)

## Supplemental Materials

- Decodable words:

- |         |             |
|---------|-------------|
| 1. book | 8. cool     |
| 2. food | 9. wood     |
| 3. good | 10. spook   |
| 4. look | 11. roots   |
| 5. soon | 12. shampoo |
| 6. too  | 13. igloo   |
| 7. took |             |

- Sentences and phrases:

- |                   |                    |
|-------------------|--------------------|
| 1. No problem.    | 6. man in the moon |
| 2. So what?       | 7. wooden ships    |
| 3. Cool it!       | 8. looks like fun  |
| 4. looking good   | 9. take root       |
| 5. Knock on wood. | 10. bad mood       |

- Wiggle Cards:

- |                |                    |
|----------------|--------------------|
| 1. shoot hoops | 3. act like a goof |
| 2. act cool    | 4. look up         |

### ***Code Knowledge***

- Before today's lesson: If students read 1,000 words in a trade book, on average 550–697 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 558–727 of those words would be completely decodable.
- The spelling 'oo' can be pronounced /oo/ as in *soon* or /oo/ as in *took*.
- *No* is one of the 60 most common words in most samples of written English; in a typical passage of 1,000 words, *no* occurs 2–3 times.
- *So* is one of the 50 most common words in most samples of written English; in a typical passage of 1,000 words, *so* occurs 1–5 times.



## ***Spelling Analysis Directions***

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### **Unit 2 Lesson 5**

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Write students' names in the column provided.

Place an X in the column of any word that students did not spell correctly. If students misspelled a vowel sound, you might also want to note the incorrectly spelled vowel.

There are several worksheets in the Pausing Point that will provide practice for students. You may wish to target certain items or have students complete the whole sheet with your guidance.



# Lesson 6

## Tricky Words Writing: Planning

### ✓ Objectives

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

- ✓ Read and write words with the following inflectional endings and suffixes: *-ed, -ing* (RF.2.3d)
- ✓ Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing (L.2.1d)
- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed (L.2.2d)
- ✓ Read the following Tricky Words: *are, were, some* (RF.2.3f)
- ✓ Plan, draft, and edit a narrative retelling of a fiction text, including the title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure (W.2.3)
- ✓ Consult the Individual Code Chart to check spelling (L.2.2e)
- ✓ Use knowledge of the letter-sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words (RF.2.3a)

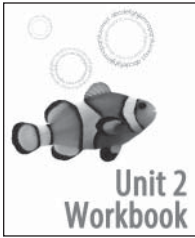
At a Glance	Exercise	Materials	Minutes
<b>Spelling</b>	<b>Introduce Spelling Words and Review Family Letter</b>	Worksheet 6.1	15
<b>Tricky Words</b>	<b>Tricky Word Cards</b>	prepared yellow index cards: <i>are, were, some</i>	10
<b>Writing</b>	<b>Fictional Narratives</b>	<i>Bedtime Tales</i> ; Worksheet 6.2; projection system	35
<b>Take-Home Material</b>	<b>Family Letter and Spelling Words</b>	Worksheet 6.1	

### Advance Preparation

You will need to make an enlarged poster size copy of the writing process chart located at the end of this lesson.

Prepare another copy of Worksheet 6.2 for display using your projection system.

Write the following words on yellow index cards: *are, were, and some*.



Worksheet 6.1

## Introduce Spelling Words and Review Family Letter

- Tell students again this week, the spelling words are made up of a root word and a suffix; the suffix for this week's words is *-ing*. They will only be responsible for spelling the word with the suffix *-ing*. However, introduce the words by using both the root word and the ending as you did last week. As you do this, please model for students dropping off the final 'e' when the *-ing* suffix is added to a word. Also, model for students the need to double the consonant before adding *-ing* to the word *hop*. The following chart might be useful.

Root Word	-ing Word
smile	smiling
race	racing
hope	hoping
bake	baking
invite	inviting
confuse	confusing
taste	tasting
compete	competing
hop	hopping

- Tricky Word: *were*

## Tricky Words

### Tricky Word Cards

- Following your established procedures, introduce the following Tricky Words:

#### Tricky Word: *are*

- Tricky:** one might think the word would be /ae/ /r/, but in fact it is pronounced /ar/.

#### Tricky Word: *were*

- Expected:** the letter 'w' is pronounced /w/. **Tricky:** the letters 'e' 'r' 'e' are pronounced /er/ (unlike *here*, *there*, and *where*).

#### Tricky Word: *some*

- Expected:** the letter 's' is pronounced /s/ and the letter 'm' is pronounced /m/. **Tricky:** the letters 'o' 'e' are pronounced /u/, not /oe/.
- Place these words on your Tricky Word wall.

See Tricky Words in the Pausing Point for students needing additional help with Tricky Words.

Additional practice may be found in the Unit 2 section of the *Assessment and Remediation Guide*.

## Fictional Narratives

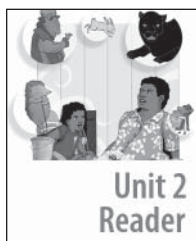
### Reviewing the Writing Process



Worksheet 6.2

- Display the writing process chart you prepared prior to this lesson. Keep this chart on display in your classroom for student reference anytime they are writing.
- Read the title on the writing process chart (The Writing Process).
- You may wish to briefly point out the Tricky Word *writing*. Tell students that much like their spelling words this week, *write* is the root word of *writing*.
- Tell students this chart shows the three steps good writers use when they write. Even authors of their favorite books used steps like these when they wrote their books.
- Tell students they are going to use this chart whenever they have writing lessons.
- Point to the *plan* step on the chart. Ask students what the person in the picture is doing. (thinking)
- Explain that before you begin writing, you have to think about the topic you are writing about and brainstorm ideas. This is called planning, or making a plan.
- Point to the *draft* step on the chart. Ask students to identify this picture. (pencil and paper)
- Explain the next part of the process is to start writing down ideas on paper. This is called drafting, or making a draft.
- Point to the *edit* step on the chart. Ask students to identify this picture. (paper and eraser)
- Tell students the last part of the process is to reread the draft and fix any mistakes. This is called editing.
- Review the three steps of the writing process one more time by pointing to each icon and asking students to name the step.

### Review of Story Elements



Chapter 2

- Remind students this unit's Reader, *Bedtime Tales*, includes many stories.
- Display the blank planning template Worksheet 6.2 you prepared prior to this lesson.
- Point to the planning template and review the elements of a story—title, characters, setting, and plot.
- You may wish to briefly point out the Tricky Words *title*, *characters*, and *middle*.
- Tell students today they will use this template to retell the story "The Milk."

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

- Explain to students you will reread “The Milk” aloud and you want them to pay special attention to the title, characters, setting, and beginning, middle, and end of the plot.
- Reread “The Milk” aloud to students.
- While reading the story, draw attention to the difference between narrative text and dialogue. Remind students that dialogue is the part of a story where the characters speak. Remind students that dialogue has quotation marks to set off the exact words a person is saying.
- Ask students to turn to Worksheet 6.2.
- Explain this worksheet is the same as the planning template displayed. Tell students, you will fill in the planning template together as a class.
- Complete the planning template as a class, identifying the title, characters, setting, and plot of “The Milk.”

**Note:** See sample of completed worksheet after the Code Knowledge page of this lesson.

- While discussing Jane as a character, point out and list some character traits she exhibits. (dreamer, planner, clumsy, farmer)
- As you fill out the setting, make sure students provide some details about the setting. They will need this information when they rewrite tomorrow.
- Remind students a plot can be divided into beginning, middle, and end.
- Tell students they will rewrite the story in the next lesson.

**Note:** Save the completed planning template for the next lesson.

Please be aware many of the words students use may include spellings that are phonemically, but not dictionary, correct. You should accept the phonemically correct spellings.

## **Take-Home Material**

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### **Family Letter and Spelling Words**

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

## Supplemental Materials

- Decodable words:

- |             |             |
|-------------|-------------|
| 1. home     | 5. trombone |
| 2. rose     | 6. homemade |
| 3. backbone | 7. useful   |
| 4. flagpole | 8. bathrobe |

- Sentences and phrases:

- |                      |                         |
|----------------------|-------------------------|
| 1. a big nose        | 6. Tell me a joke.      |
| 2. a red rose        | 7. close but not quite  |
| 3. Have fun!         | 8. a mole in a hole     |
| 4. pots on the stove | 9. a king on his throne |
| 5. maps and globes   |                         |

- Wiggle Cards:

- |                     |                   |
|---------------------|-------------------|
| 1. make a cute face | 3. poke your nose |
| 2. smell a rose     |                   |

### Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average 558–727 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 568–740 of those words would be completely decodable.
- *Are* is one of the 60 most common words in most samples of written English; in a typical passage of 1,000 words, *are* occurs 2–7 times.
- *Were* is one of the 80 most common words in most samples of written English; in a typical passage of 1,000 words, *were* occurs 2–5 times.
- *Some* is one of the 80 most common words in most samples of written English; in a typical passage of 1,000 words, *some* occurs 2–3 times.

Title:

## Characters

Jane  
-has dreams  
-has big plans

## Setting

1. long time ago
2. outside
3. farm/road

## Plot

### Beginning

Jane puts milk in a bucket to sell.

### Middle

Jane makes lots of plans to use the cash from selling the milk.

### End

Jane spills the milk and doesn't get any cash.  
Don't spend your money before you get it.



# The Writing Process



PLAN



DRAFT



EDIT

# Lesson 7

Basic Code Review  
Spelling Alternatives  
Writing: Drafting

## ✓ Objectives

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

- ✓ Use knowledge of the letter-sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words: 'a\_e' > /ae/; 'ee' > /ee/; 'i\_e' > /ie/; 'o\_e' > /oe/; 'u\_e' > /ue/ (RF.2.3a)
- ✓ Consult the Individual Code Chart to check spelling (L.2.2e)
- ✓ Plan, draft, and edit a narrative retelling of a fiction text, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure (W.2.3)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Vowel Code Flip Book Review</b>	Vowel Code Flip Book	5
<b>Today's Spellings</b>	<b>Review of Basic Code Spellings and Spelling Alternatives</b>	Vowel Code Flip Book; Spelling Cards for 'ow' > /ou/ ( <i>now</i> ) and 'ou' > /ou/ ( <i>shout</i> ); Individual Code Chart; green markers	20
<b>Writing</b>	<b>Writing a Draft as a Class</b>	Worksheet 6.2	35

### Advance Preparation

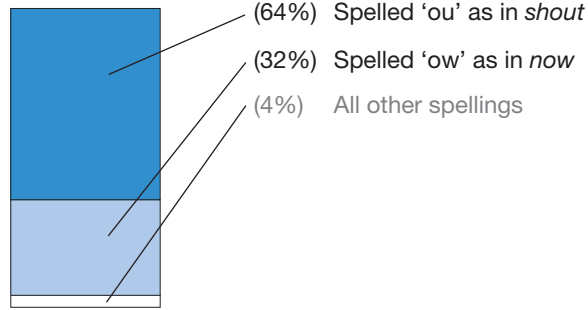
You will need the completed planning template Worksheet 6.2 from Lesson 6 for the rewriting of "The Milk." You will also need some way to display what you are writing today either on chart paper, an overhead projector, or other device.

### Note to Teacher

Today you will review the 'ou' sound spelling for /ou/ learned in Grade 1 CKLA. You will also introduce a spelling alternative for the /ou/ sound: 'ow' as in *now*. The chart shows you which of these spellings is most common for this sound.

Students should already know the basic code spelling 'ou' as in *shout*. They should also have learned to read two Tricky Words containing 'ow' > /ou/, *down* and *how*. Students learned to recognize these as Tricky Words. Some students may also have learned to read other 'ow' words by analogy. However, we have not assumed they would be able to do so. At this point, they can be shown that *down* and *how* are part of a larger family of 'ow' > /ou/ words. So you can change these words on your word wall from tricky (yellow) to decodable (green).

### Spellings for the Sound /ou/



Here are some patterns for you to be aware of:

- **'ow'** is common at the end of words and syllables (*how, now*); **'ou'** is not.
- **'ow'** is widely used before other vowel spellings (*shower, flower, plowing*); **'ou'** is not.
- **'ow'** appears in front of only a handful of consonant spellings, including 'l' (*growl, owl*), 'n' (*town, frown*), and 'd' (*crowd*).
- **'ou'** represents the /ou/ sound in most other situations (other than those mentioned above).
- **'ou'** appears in front of a wide range of consonant spellings (*out, our, hound, bounce, crouch*).
- **'ou'** is widely used at the beginning of words (*outside, ounce*); **'ow'** is not (*owl*).

## Warm-Up

5 minutes

### Vowel Code Flip Book Review

- Remind students that vowel sounds are the parts of words emphasized when we sing.
- Sing several vowel sounds and ask a student to point to a spelling for a sound they have learned on the code poster.
- Variation: Sing the song "Happy Birthday" using only the vowel sounds.

## Review of Basic Code Spellings and Spelling Alternatives

- You may wish to tab the following page in the Vowel Code Flip Book before beginning this lesson:

### Vowel Code Flip Book

- 'ou' > /ou/ (*shout*) Vowel Code Flip Book on page 14
- 'ow' > /ou/ (*now*) Vowel Code Flip Book on page 14

- Tell students the sound they will learn is /ou/.
- Have students say the sound /ou/.
- Ask students if they can think of any words containing the /ou/ sound. As students offer words, write the words on the board, sorting the words into columns according to the spelling used for /ou/ and underlining the letters that stand for the /ou/ sound in each word. For example, if a student says *cow*, list the word under the heading 'ow' and underline the 'ow'. If a student says *mouth*, list the word under the heading 'ou' and underline the 'ou'. If a student says *powerhouse*, list the word twice, once under the heading 'ow', with the 'ow' underlined, and once under the heading 'ou', with the 'ou' underlined.
- Remind students that in Grade 1 they learned a spelling for this sound, 'ou'. Use the Vowel Code Flip Book to review the 'ou' spelling.
- Point out the power bar for the 'ou' spelling and explain that there are other spellings for /ou/.
- Students will probably come up with examples of both the 'ou' and 'ow' spelling patterns listed above, but if the spelling 'ow' does not end up on the chart spontaneously, introduce it. You can do this by writing a familiar Tricky Word like *down* or *how* on the board, asking students to read the word, and then asking them, "Which letters stand for the /ou/ sound in this word?"
- To provide additional practice, write the following words on the board one at a time.

- |                |                |
|----------------|----------------|
| 1. down   town | 4. growl   ing |
| 2. show   ers  | 5. frown   ing |
| 3. flow   ers  | 6. howl   ing  |

See Letter-Sound Correspondences in the Pausing Point for students needing additional help with /ou/.

Additional practice may be found in the Unit 2 section of the *Assessment and Remediation Guide*.

For more information on syllable division and chunking, please see Appendix B.

- Show students the Spelling Card for ‘ow’ > /ou/ (*now*). Have students read the sample word. Discuss the power bar. Add the Spelling Card to the **Vowel Code Flip Book** on **page 14**. Ask students to outline the card on **page 9** of the **Individual Code Chart**.

### Individual Code Chart

1. ‘ow’ > /ou/ (*now*) Individual Code Chart on page 9

## Writing

**35 minutes**

### Writing a Draft as a Class

#### Reviewing the Plan



Worksheet 6.2

- Display the planning template (Worksheet 6.2) you completed in the previous lesson.
- Remind students during the last lesson they worked together to recall the story “The Milk.” They used this planning template to write down their ideas.
- Pointing to the writing process chart, remind students that planning is the first step in the writing process.
- Tell students now that the story has been planned, the next step is to write a draft of it. They will do this as a class—you will scribe the story as students dictate sentences to you.

#### Making a Draft

- Display blank chart paper (or however you have determined to display your writing) and explain you will write the draft in paragraph format.
- Write the title of the class story on the top of the chart and remind students the title is the first thing they need to write down in a draft.
- Tell students the starting sentence of the story should introduce the characters and the setting, specifying where and when it takes place. You may wish to encourage students to use the classic opening phrase: “Once upon a time. . .”
- Have students consult the notes on the planning template to come up with a good starting sentence for the story. Talk about several possible sentences orally before selecting one to write.
- Write the sentence on the chart paper. Model for students how to indent by placing your pointer (index) finger down and beginning to write the first sentence of the paragraph after your pointer finger. Point out the sentence starts with a capital letter and ends with a punctuation mark.

- Work with students to first write the beginning, then the middle, and finally the end of the story, asking students to help you transform the notes on the planning sheet into complete sentences. Be sure to use temporal words to describe the sequence of events (*first, next, then, last, etc.*).
- Assist them in formulating sentences that convey dialogue, e.g., *Jane said, “Who will buy my milk?”* and point out the appropriate use of punctuation, especially noting the quotation marks.
- As you transcribe the oral sentences, continue to model and emphasize written sentences beginning with a capital letter and ending with a punctuation mark.
- Although we encourage you to keep the story short, try to write more than one paragraph. Explain that when writers write more than a few sentences, they divide their writing into sections called *paragraphs*. Explain that each paragraph is indented. Model for students how to indent by placing your pointer (index) finger down and beginning to write the first sentence of the paragraph after your pointer finger. Model this in the draft.
- Tell students the ending sentence of the story should wrap up the story and let the reader know the story is finished. This is a good place to remind students this particular story is a fable. A good way to end this retelling of the story is to include a moral: “Take one step at a time.”
- Write the ending sentence on the chart paper. You may also wish to add “The End” at the end of the paragraph. “The End” should not replace the actual ending sentence.
- Read the draft to the class or read it aloud together.
- Remind students drafting is the second step in the writing process. In their draft they wrote a starting sentence that introduced characters and setting, the next sentences outlined the plot, and an ending sentence wrapped up the story. The draft is written in paragraph format.
- Tell students in the next lesson they will edit their story.

## Supplemental Materials

- Decodable words:

1. brown	7. flowers	13. crown
2. down	8. allowed	14. owl
3. how	9. crowd	15. shower
4. now	10. cow	16. vowel
5. town	11. tower	17. towel
6. power	12. powder	

- Decodable homophones:

1. flour—flower

- Phrases and sentences:

1. A crowd is gathering downtown.
2. The cows graze here.
3. Don't plow the flowers!
4. There are towels hanging next to the shower.
5. A brown owl is in the tree.
6. clown around
7. until the cows come home
8. here and now
9. How now, brown cow?
10. Take a bow.
11. flower power
12. chow down
13. down in the dumps

- Wiggle Cards:

- |             |          |
|-------------|----------|
| 1. frown    | 4. growl |
| 2. scowl    | 5. howl  |
| 3. bow down |          |

### **Code Knowledge**

- Before today's lesson: If students read 1,000 words in a trade book, on average 568–740 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 577–756 of those words would be completely decodable.
- Students have now reviewed at least one way to write 40 of the 44 sounds in English.
- The spelling 'ow' can be pronounced /oe/ as in *snow* or /ou/ as in *now*.
- The spelling 'ou' is usually pronounced /ou/ as in *out*; however, it can also be pronounced /u/ as in *cousin*, /oo/ as in *soup*, or /oe/ as in *shoulder*.

# Lesson 8

Basic Code Review  
Spelling Alternatives  
Writing - Editing

## ✓ Objectives

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

- ✓ Use knowledge of the letter-sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words: 'a\_e' > /ae/; 'ee' > /ee/; 'i\_e' > /ie/; 'o\_e' > /oe/; 'u\_e' > /ue/ (RF.2.3a)
- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed (L.2.2d)
- ✓ Plan, draft, and edit a narrative retelling of a fiction text, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure (W.2.3)
- ✓ With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (W.2.5)
- ✓ With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers (W.2.6)
- ✓ Consult the Individual Code Chart to check spelling (L.2.2e)
- ✓ Capitalize holidays, product names, and geographic names (L.2.2a)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Vowel Code Flip Book Review</b>	Vowel Code Flip Book	5
<b>Today's Spellings</b>	<b>Review of Basic Code Spellings and Spelling Alternatives</b>	Vowel Code Flip Book; Spelling Cards for 'oi' > /oi/ (oil), 'oy' > /oi/ (toy); Individual Code Chart; green markers	15
<b>Chaining</b>	<b>Board Chaining</b>	board	5
<b>Writing</b>	<b>Editing a Draft as a Class</b>	Worksheet 8.1	35
<b>Take-Home Material</b>	<b>Practice -ing suffix; Take-Home Story "The Frog Race"</b>	Worksheets 8.2, 8.3	*



### Advance Preparation

On the last page of this lesson we have provided a rough draft from Mr. Mowse. Mr. Mowse likes to write but he is very shy. Included in the draft are a variety of misspellings and omitted capital letters, words, and punctuation. Copy onto chart paper (or whatever display format you are using), skipping every other line, to leave room for editing. You may wish to write the sentences using a different color for each sentence. This will make it easier to refer to specific parts of the story. The ideal draft will be one that is good but still in need of improvement in one or more of the areas on the editing checklist (Worksheet 8.1). You will also need a display copy of the writing process chart, the editing checklist (either on chart paper or transparency), and blank chart paper.

## Warm-Up

5 minutes

### Vowel Code Flip Book Review

- Remind students that vowel sounds are the parts that get emphasized when we sing.
- Sing several vowel sounds and ask a student to point to the spelling for the sound on the Vowel Code Flip Book.

## Today's Spellings

15 minutes

### Review of Basic Code Spellings and Spelling Alternatives

- You may wish to tab the following page before beginning this lesson.

#### Vowel Code Flip Book

1. 'oi' > /oi/ (oil) Vowel Code Flip Book on page 15
2. 'oy' > /oi/ (toy) Vowel Code Flip Book on page 15

See Letter-Sound Correspondences in the Pausing Point for students needing additional help with /oi/.

Additional practice may be found in the Unit 2 section of the *Assessment and Remediation Guide*.

- Write the spelling 'oi' on the board and ask students, "If you saw this spelling in a word, what sound would you say?" (Students should respond with the sound /oi/.)
- Once students have provided the sound, ask them for the letters that spell this sound.
- Summarize the information: "When you see the letters 'o' and 'i' side by side, recognize these letters are working together as a digraph, or letter team, and you say the sound /oi/."

- Write the following words on the board and have students read them.

- |         |         |         |            |
|---------|---------|---------|------------|
| 1. oil  | 3. oink | 5. foil | 7. topsoil |
| 2. boil | 4. coin | 6. soil | 8. spoiled |

- Show students the Spelling Card for ‘oi’ > /oi/ (*oil*). Have students read the sample word. Discuss the power bar. Point out the power bar does not stretch all the way across the card; this means there is another spelling for this sound that students will study later. Add the Spelling Card to **page 15** of the **Vowel Code Flip Book**.
- Ask students to turn to **page 9** in the **Individual Code Chart** and outline the ‘oi’ > /oi/ card in green.

### Individual Code Chart

1. ‘oi’ > /oi/ (*oil*) Individual Code Chart on page 9
2. ‘oy’ > /oi/ (*toy*) Individual Code Chart on page 9

- Repeat these steps for ‘oy’ > /oi/ (*toy*) using the following words:

- |        |           |             |
|--------|-----------|-------------|
| 1. toy | 4. soy    | 7. enjoy    |
| 2. boy | 5. Roy    | 8. soybean  |
| 3. joy | 6. cowboy | 9. employed |

## Chaining

5 minutes

### Board Chaining

- Write the word *oil* on the board.
- Read the word aloud.
- Say to the class, “If this is *oil*, how would I write *boil*?” (You may wish to select a student to come to the board and change the spelling.)
- Repeat this process with the remaining words.
- Remember even though vowel digraphs include multiple letters, they represent one phoneme so they count as only one change when chaining.

1. oil > boil > coil > coin > join > joint > point
2. it > out > pout > bout > boot > root > room > groom > grim > grime

## Editing a Draft as a Class

### Note to Teacher

In today's lesson you will demonstrate editing a draft. This will allow you to model some basic editing conventions like crossing out draft text, inserting words with a caret, etc.

### Review

- Remind students in the previous lessons, they first planned and then drafted a retelling of "The Milk." They planned the elements of the story on a worksheet and then wrote the draft in paragraph form on a separate sheet of paper.
- Pointing to the writing process chart, tell students today they will work on the third step in writing—editing. Explain that editing is what we do when we take a draft and try to make it better. Even professional writers do not write perfect stories on the first try. They edit and rework their writing to make it better.
- Tell students you have a draft for them to edit as a class. Let students know this is not the draft you worked on as a class but rather one that appeared like magic overnight in the classroom. Show students the picture of Mr. Mowse (mouse) at the end of this lesson. Encourage students to read Mr. Mowse's name. Ask students if they know how to write *mouse*. Explain that both 'ou' and 'ow' can be used to spell /ou/. Mr. Mowse apparently spells his name with an 'ow'. The draft is from Mr. Mowse. Mr. Mowse likes to "listen in" to class writing lessons and try to write the same things the second graders are learning to write. But Mr. Mowse is very shy. He waits until everyone goes home to leave what he has written for students to find the next day. Mr. Mowse likes to write but he needs some help with editing. Mr. Mowse will appear from time to time in other lessons.

### Editing Mr. Mowse's Draft

- Display the draft from Mr. Mowse.
- Point and read the display copy of the editing checklist (Worksheet 8.1). Point out the Tricky Words: *questions*, *title*, *character*, *middle*, *final*.
- Explain this is an editing checklist that has some questions addressed to the author. The questions are suggestions the author might want to consider to make his or her writing better.
- Read the first question of the checklist.
- Ask the class if the draft has a title. If so, make a check mark next to the question on your editing checklist.



Worksheet 8.1

- Complete the remaining questions and discuss whether the item can be checked off; if not, talk about whether improvements could be made. Model making any changes to the draft the class agrees would be changes for the better. For example, you can ask students if there are places where details could be added, describing the look, sound, feel, or smell of characters, places, or things in the story. If students need prompting, call their attention to one sentence at a time, reading the sentence aloud; ask them to improve the sentence by adding one specific sense-based detail.
- Use the following editing conventions when correcting the draft. Explicitly call students' attention to these conventions, explaining this is how professional writers edit their work. Explain they will use these very same corrections when they edit their own work:
  - Cross out punctuation mistakes and write the correct punctuation mark above the wrong one.
  - Cross out capitalization mistakes and write the correct uppercase/lowercase letter above the wrong one.
  - Write a carat (^) where a word or punctuation mark needs to be inserted. Write the word or punctuation mark above the carat.
  - Correct spelling mistakes if students notice or question them. You should accept phonemically plausible spellings for spellings students have not yet learned.
- You can also ask students if they have any other suggestions to improve the author's writing. Explain to students they should make suggestions by asking a question.
- Model this by using a phrase, such as: "I was wondering if we might make the writing even better if we ...?" Using this phrase, or similar phrasing, will make it clear they are making suggestions for consideration rather than mandatory changes.
- If changes are suggested, check with the class to see if everyone agrees. Then make the changes on the chart paper. At this stage, two or three suggestions are enough.

### **Copying the Draft**

- When you have finished editing the draft, explain that authors often want to share their writing with other people.
- Ask students, "Do you think it would be easy or difficult for someone other than the author to read this draft? Why?"
- Explain that to share the edited draft, it would have to be copied onto a clean piece of paper, or entered into an electronic copy using a computer or tablet or other word processing device incorporating all of the changes made on the draft. Let the class know the next step would be to recopy or electronically enter new text for the story.

- Summarize by saying students have now completed the three steps in the writing process. They planned their story on a planning worksheet by specifying the title, characters, setting, and plot. They drafted their story by writing the information from the plan onto paper and writing complete sentences in a paragraph format. Finally, they edited and improved a draft by using an editing checklist and making changes to a draft.
- Tell students later in the unit they will learn how to write a book report.

## Take-Home Material

### Practice *-ing* suffix; Take-Home Story “The Frog Race”

- Have students take home Worksheet 8.2 to complete and Worksheet 8.3 to read aloud with a family member.

## Supplemental Materials

- Decodable words:

- |           |             |
|-----------|-------------|
| 1. coin   | 7. toilet   |
| 2. toil   | 8. tinfoil  |
| 3. boil   | 9. toy      |
| 4. voice  | 10. boy     |
| 5. choice | 11. destroy |
| 6. soil   | 12. convoy  |

- Sentences and phrases:

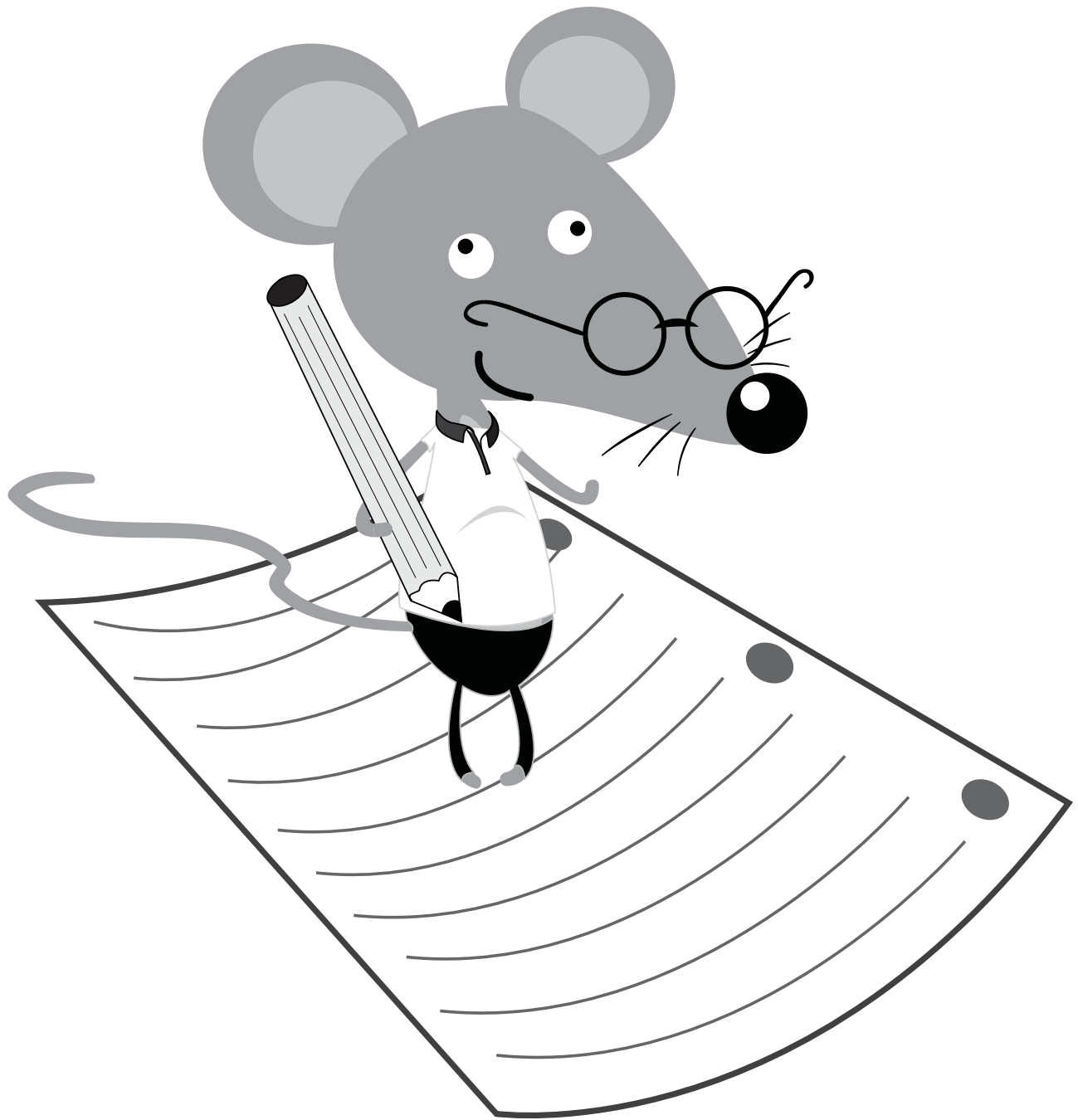
- |                            |                             |
|----------------------------|-----------------------------|
| 1. get a kick out of it    | 7. She has a point.         |
| 2. Things got out of hand. | 8. spoiled brat             |
| 3. His plan was foiled.    | 9. enjoy the meal           |
| 4. match point             | 10. toys are fun            |
| 5. Join the club.          | 11. boys can run            |
| 6. boiling mad             | 12. My mom drinks soy milk. |

- Wiggle Cards:

- |                      |                       |
|----------------------|-----------------------|
| 1. join hands        | 4. jump for joy       |
| 2. oink like a pig   | 5. ride like a cowboy |
| 3. point at the flag |                       |

### ***Code Knowledge***

- Before today's lesson: If students read 1,000 words in a trade book, on average 577–756 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 580–759 of those words would be completely decodable.
- The spelling 'oi' is very regular in its pronunciation.



# Mr. Mäuse

## the Milk

ther wuz a las namd jane

she tuk a bukt of milk to cell

jane fell don

she wuntd to by a dres she wantd to get a  
pigg

jane wuz sad

## the nd



# Lesson 9

## Grammar Reading

### ✓ 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 decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with increased accuracy, appropriate rate, and expression on successive readings (RF.2.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud (RL.2.6)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Quotation Marks</b>	*	5
<b>Grammar</b>	<b>Quotation Marks</b>	Worksheet 9.1	15
<b>Reading Time</b>	<b>Whole Group (Close Reading): “The Hare and the Hedgehog”</b>	<i>Bedtime Tales</i>	20
<b>Small Group</b>	<b>Remediation and Practice</b>	Worksheets 9.2, 9.3	20
<b>Take-Home Material</b>	<b>Spelling Assessment Reminder</b>		

### Advance Preparation

Write the following chart on the board or chart paper prior to the lesson:

<b>‘oi’</b>	<b>‘oy’</b>	<b>‘ow’</b>	<b>‘ou’</b>
join	en   joy	frowned	house
coins		how	south
			out

### Quotation Marks

- Remind students they have been working with a new type of punctuation in Unit 2 called quotation marks.
- Review with students when quotation marks are used:
  - Quotation marks are used to show exactly what a person has said. In the stories in *Bedtime Tales*, the characters often have a conversation, i.e., they talk to one another. This is called *dialogue*. When there is a dialogue between characters in a story, quotation marks are used to show what each person has said.
- Remind students that when practicing dialogue orally, we cup both hands around our mouth to represent where quotation marks would go in a sentence. To demonstrate, say *James said*, then cup both hands around your mouth and say *Let's eat lunch*, then put your hands down. Tell students the quotation marks would go around *Let's eat lunch*.
- Ask students to listen to the sentence you will say to hear where the quotation marks should go. Say the sentence *Jorge said, "I like to sing."* Have students repeat the sentence *Jorge said, "I like to sing."* and cup both hands around their mouths to show where the quotation marks should go.
- Repeat this activity with the sentence *Raj said, "The beach was so hot."*
- After orally reviewing quotation marks, tell students they will now practice marking written dialogue with quotation marks.

### Grammar

15 minutes

### Quotation Marks



Worksheet 9.1

- Draw a stick figure and speech bubble on the board.
- Use the same format from Lesson 4 (calling on a student, writing her name on the board, asking her a question, writing her answer in the speech bubble, and then rewriting her answer in a sentence) to review quotation marks. This time, however, what the student says will come at the beginning of the sentence.

**Note:** If available, you may wish to use different colored markers or chalk to write the quotation marks and comma.
- For example, you may write a sentence such as *"I like to play ball," said Juan.*
- Circle the quotation marks, the comma, and the end punctuation, then underline the dialogue.

See Grammar in the Pausing Point for students needing additional help with quotation marks.

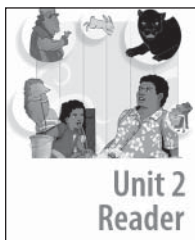
- Remember to point out the comma before the last set of quotation marks. Repeat this review with one more student (calling on a student, writing her name on the board, asking her a question, writing her answer in the speech bubble, and then writing her answer in a sentence).
- Again, circle the quotation marks, the comma, and the end punctuation, then underline the dialogue in order to help students see the pattern.
- Complete Worksheet 9.1 as a class. Have students read the speech bubble and write the words as a complete sentence. Allow students to complete the back of the worksheet independently or with a partner, and encourage students to use the Individual Code Chart to help them with spellings.
- Review the worksheet as a class. Tell students to check carefully to see if they included end punctuation in the appropriate place.

## Reading Time

20 minutes

### Whole Group (Close Reading): “The Hare and the Hedgehog”

#### Introducing the Story



Chapter 5

- Tell students today they will read a story where the characters are two animals: a hedgehog and a hare. Write the title of the story on the board and practice reading each word aloud with students. Tell students the following information about hedgehogs and hares.
  - Hedgehogs are small mammals with spines (or spikes) all over their bodies. Hedgehogs have short legs and will roll into a tight ball if they feel they are in danger.
  - Hares are also called jack rabbits; they are bigger than rabbits, however, and build their homes above ground. Hares are very fast.
  - Tell students “The Hare and the Hedgehog” is a trickster tale. Remind students in a trickster tale, one character usually is clever and tricks another character.
- Tell students this story involves a race between the hedgehog, an animal with short legs, and the hare, a very fast animal with long legs. Remind students of the fable they have heard before in Grade 1, “The Tortoise and the Hare” from Listening & Learning.
- Based on the plot of “The Tortoise and the Hare,” ask students to predict what they think will happen in today’s story.
  - In “The Tortoise and the Hare,” the hare takes a nap during the race because he has such a big lead over the tortoise and is certain he will win. The tortoise passes him, however, and wins the race. Based on the plot of “The Tortoise and the Hare,” students may predict the hedgehog will win the race.

### Previewing Spellings

- In previous lessons, students reviewed the spellings ‘ou’ and ‘ow’ for /ou/ and ‘oi’ and ‘oy’ for /oi/; these spellings will appear throughout “The Hare and the Hedgehog.” Please review these spellings by referring to the following words from the chart you prepared in advance. Ask students to read them aloud as a class.

**Note:** To help students see and hear the patterns of the spellings, please present the words in the order they are listed in the box.

For more information on syllable division and chunking, please see Appendix B.

‘oi’	‘oy’	‘ow’	‘ou’
join	en   joy	frowned	house
point		how	south
			out

- Review the meaning of *frowned* by asking students to display a frowning facial expression.
- Encourage students to watch carefully for the new spellings they have learned, and to use the Individual Code Chart when reading stories if they need help sounding out words.

### Close Reading Lesson for “The Hare and the Hedgehog”

- After students have finished reading “The Hare and the Hedgehog” with their partners, lead students in a close reading of the text by doing the following:
  - asking text dependent questions that require students to draw on evidence from the text;
  - identifying and discussing general academic (Tier 2) vocabulary;
  - discussing sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
  - engaging students in a culminating writing activity that is completed independently, if possible.

## Teacher Overview

**Main Idea and Key Details:** The main idea of the story is that a small creature who is clever can outwit a larger creature who is normally likely to triumph. Some may say this shows wits can outmatch brawn. Key details of the text include the much smaller, slower hedgehog grows weary of the constant boasting by the larger, faster hare. The hedgehog hatches a plan to outwit the hare engaging the help of his wife who is at first reluctant to believe the plan may work.

**Synopsis:** The story “The Hare and the Hedgehog” is a retelling of the Aesop fable “The Tortoise and the Hare” It is the basis for teaching or reviewing the fable genre.

## Lesson

Text from Student Reader	Vocabulary Instruction	Text Dependent Questions	Responses
<ul style="list-style-type: none"> <li>The text of the Student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading.</li> </ul>	<ul style="list-style-type: none"> <li>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</li> </ul>	<ul style="list-style-type: none"> <li>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.</li> <li>Begin with a “winnable” question that will help orient students to the text.</li> <li>The sequence of questions should build a gradual understanding of the key details of the text.</li> <li>Questions should focus on a word, phrase, sentence, or paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Answers should reference the text.</li> <li>Multiple responses may be provided using different pieces of evidence.</li> <li>Inferences must be grounded logically in the text.</li> </ul>
<p>Page 34</p> <p>Mike and his dad sat on the bed.</p> <p>“Did you like the tale of The Jumping Frog?” Mike’s dad asked. “Yes,” said Mike. “I liked how Pete tricked Jim by feeding his frog the limes!”</p> <p>“Then I think you will like this next tale as well. It involves a trick, too. The name of this one is <i>The Hare and the Hedgehog</i>.”</p> <p>“What’s a hare?” “It’s like a rabbit.” “OK. Tell it!”</p>	<p><b>Hedgehog</b> (Page 34) – a small animal covered with spikes</p> <p><b>Hare</b> (Page 34) – a large type of rabbit; Additionally point out to students the homophone <i>hair</i> which means the covering on top of a human’s head. Remind students they learned another homophone pair <i>tail/tale</i> in the story “The Milk”.</p>		
<p>Page 36</p> <p>Once there was a hare who was proud of his speed. He liked to brag. “I’m so fast!” he said. “I am the fastest! No one is as fast as me!”</p>	<p><b>Bragging</b> (Page 36) – to tell about one’s strengths so much as to become annoying</p>	<p>What did the hare like to brag about?</p>	<p>The hare liked to brag about his speed.</p>
<p>Page 36</p> <p>Well, the hedgehog got sick of all this bragging.</p> <p>He set himself to thinking how he could trick the hare and get him to stop bragging all the time. The hedgehog made a plan. He went to the hare and said, “Let’s race!”</p>	<p><b>Got sick of</b> (Page 36) – tired of listening</p>	<p>Why did the hedgehog want to race the hare?</p>	<p>The hedgehog wanted to race the hare because he had become tired of hearing the hare brag about his ability to be so very, very fast.</p>

## Lesson

Text from Student Reader	Vocabulary Instruction	Text Dependent Questions	Responses
<ul style="list-style-type: none"> <li>The text of the Student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading.</li> </ul>	<ul style="list-style-type: none"> <li>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</li> </ul>	<ul style="list-style-type: none"> <li>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.</li> <li>Begin with a “winnable” question that will help orient students to the text.</li> <li>The sequence of questions should build a gradual understanding of the key details of the text.</li> <li>Questions should focus on a word, phrase, sentence, or paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Answers should reference the text.</li> <li>Multiple responses may be provided using different pieces of evidence.</li> <li>Inferences must be grounded logically in the text.</li> </ul>
<p>Page 38</p> <p>The hare smiled. “You and I?” he said. “Is this a joke?”</p>		<p>Reread this sentence: The hare smiled, “You and I?” he said. “Is this a joke?” Why does the hare think the hedgehog is joking?</p>	<p>The hare is implying that an animal with short little legs, who is not known for his speed, couldn’t possibly win a race with him. The hare thinks the hedgehog is joking and couldn’t be seriously challenging him to a race.</p>
<p>Page 38</p> <p>“What would be the point? Those legs of yours are like stumps.”</p>	<p><b>Stumps</b> (Page 38) – the short part left in the ground after a tree is cut down</p>	<p>Why does the hare compare the hedgehog’s legs to stumps?</p>	<p>The hedgehog’s legs are short because the hare says they are like stumps. Stumps are the short parts of trees left behind after trees are cut down.</p>
<p>It must take you from sunrise until sundown to hike a mile!”</p> <p>“Will you join me in a race?” said the hedgehog.</p> <p>“I will join you!” said the hare.</p>	<p>“It must take you from sunrise to sundown to hike a mile!” (Page 38) – unkind expression to denote extreme slowness</p>	<p>What part of the day do we experience sunrise?</p> <p>What part of the day do we experience sunset or sundown? So how long does the hare suggest it will take the hedgehog to hike a mile?</p>	<p>Morning</p> <p>Nighttime</p> <p>The hare suggests it will take the hedgehog from morning to night to hike a mile.</p>
<p>“Good,” said the hedgehog.</p> <p>“We will race south from this fence up to the house on the hill. But I can’t race till I have my lunch. I’ll be back at one.”</p>	<p><b>South</b> (Page 38) – one of the four cardinal directions</p>		
<p>Page 40</p> <p>Then the hedgehog went home and spoke to his wife.</p> <p>“Wife,” he said, “at one I will run a race with the hare.”</p> <p>“What?” said his wife. She frowned and asked, “Are you out of your wits? He’s so fast! You can’t hope to win a race with him.” “Trust me,” said the hedgehog. “I have a plan.”</p>	<p>“Are you out of your wits?” (Page 40) – unkind expression that means something like “Your idea is crazy. Are you using your brain to think hard about this?”</p>	<p>How does the hedgehog’s wife feel about his plan?</p>	<p>The hedgehog’s wife is not sure about the success of the plan. Her doubts are: “Are you out of your wits? He’s so fast! You can’t hope to win a race with him.”</p>
		<p>Who are the characters in the story?</p>	<p>There are three characters in this story: the hare, hedgehog and the hedgehog’s wife.</p>

Lesson			
Text from Student Reader	Vocabulary Instruction	Text Dependent Questions	Responses
<ul style="list-style-type: none"> <li>The text of the Student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading.</li> </ul>	<ul style="list-style-type: none"> <li>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</li> </ul>	<ul style="list-style-type: none"> <li>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.</li> <li>Begin with a “winnable” question that will help orient students to the text.</li> <li>The sequence of questions should build a gradual understanding of the key details of the text.</li> <li>Questions should focus on a word, phrase, sentence, or paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Answers should reference the text.</li> <li>Multiple responses may be provided using different pieces of evidence.</li> <li>Inferences must be grounded logically in the text.</li> </ul>
<p>Page 42</p> <p>“What’s his plan?” asked Mike.</p> <p>“I will tell you next time,” said his dad.</p> <p>“Well, rats!” said Mike. “It was just getting good! I wish you could just tell me now.”</p> <p>“Next time,” said his dad.</p>		<p>Turn and Tell: Describe the plot of this story to your partner.</p>	<p>General outline of answers should include:</p> <p>The hedgehog got tired of the hare bragging. The hedgehog hatched a plan to fool the hare. The hare accepted the hedgehog’s challenge. The hedgehog engaged the help of his wife to succeed.</p>

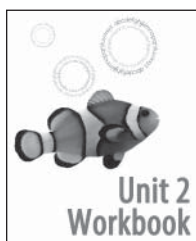
### Wrap-up

- Ask students to turn to Worksheet 9.3; answer the questions and write three or four sentences describing the plot of this story.

## Small Group

20 minutes

### Remediation and Practice



Worksheets 9.2, 9.3

While working with students in small groups, please remember to choose activities fitting the needs of students at this time.

★ **Small Group 1:** Consider using one of the following suggestions or select another appropriate activity:

- You may wish to review the vowel sounds covered in Unit 2 using Worksheet 9.2.
- You may refer to the *Assessment and Remediation Guide*, as well as the Pausing Point, for other materials.
- You may also listen to students reread “The Hare and the Hedgehog,” recording anecdotal notes about their reading performance.

If some student pairs finish early, they may illustrate one of the words or phrases from the Supplemental Materials section. You should write several of these words or phrases on the board or chart paper prior to starting small group work.

- **Small Group 2:** Students may complete the story comprehension Worksheet 9.3. Point out students are to record the page number where they found their answers. They may also reread previous stories with partners. Remind students to use the Individual Code Chart when reading and writing. You may also wish to assign an alternate practice activity to students.

## Take-Home Material

### Spelling Assessment Reminder

- Although there are no materials for students to take home tonight, remind students of tomorrow's spelling assessment.

## Supplemental Materials

- Decodable words:

- |            |          |          |           |
|------------|----------|----------|-----------|
| 1. beehive | 5. leave | 9. teach | 13. meal  |
| 2. bean    | 6. mean  | 10. pea  | 14. eve   |
| 3. eat     | 7. sea   | 11. read | 15. theme |
| 4. each    | 8. seat  | 12. tea  | 16. these |

- Decodable homophones:

1. aloud/allowed

- Phrases and sentences:

- |                              |                       |
|------------------------------|-----------------------|
| 1. feeling fine              | 5. drag your feet     |
| 2. feeding the sheep         | 6. ten-speed bike     |
| 3. by the skin of your teeth | 7. Keep your chin up! |
| 4. black sheep               |                       |

- Wiggle Cards:

- |                      |                  |
|----------------------|------------------|
| 1. sweep up a mess   | 3. sit in a seat |
| 2. tug on one sleeve |                  |



# Lesson 10

Spelling Assessment  
Tricky Words  
Basic Code Review  
Reading

## ✓ 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 the following Tricky Words: *they, their* (RF.2.3f)
- ✓ Use knowledge of the letter-sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words: 'a\_e' > /ae/; 'ee' > /ee/; 'i\_e' > /ie/; 'o\_e' > /oe/; 'u\_e' > /ue/ (RF.2.3a)
- ✓ Describe the following story elements: characters, setting, and plot, including how the beginning introduces the story and the ending concludes the action (RL.2.5)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Recount fables and folktales read independently, identifying specific features of the genre represented in the story, as well as the central message, lesson, or moral (RL.2.2)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Read and understand decodable text of appropriate complexity for Grades 2–3 that incorporates the specific code knowledge taught (RL.2.10)

At a Glance	Exercise	Materials	Minutes
<b>Spelling</b>	<b>Student Spelling Assessment</b>	Worksheet 10.1	15
<b>Tricky Words</b>	<b>Tricky Word Cards</b>	marker; yellow index cards for words <i>they</i> and <i>their</i>	5
<b>Today's Spelling</b>	<b>Basic Code Spelling Review</b>	Vowel Code Flip Book; Spelling Card for 'er' > /er/ ( <i>her</i> ); Individual Code Chart; blue fine-tipped markers for each child; Worksheets 10.2, 10.3	20
<b>Reading Time</b>	<b>Partner Reading: "How the Hedgehog Tricked the Hare"</b>	<i>Bedtime Tales</i> ; Worksheet 10.4	20

### Advance Preparation

- Write the following Tricky Words on yellow index cards, one word per card: *they* and *their*.
- Write the following on chart paper or the board.
- For Today's Spelling

#### Words with 'er'

- |               |               |               |
|---------------|---------------|---------------|
| 1. her        | 5. per   haps | 9. verse      |
| 2. verb       | 6. cav   ern  | 10. sis   ter |
| 3. term       | 7. mod   ern  | 11. num   ber |
| 4. per   fect | 8. nerve      | 12. fast   er |

- For Reading Time

'er'	Multi-Syllable and 'er'	Two Syllables
stern	per   fect	out   lined
	pow   er   ful	
	clev   er	
	runn   er	
	puck   ered	

## Spelling

15 minutes

### 10 Student Spelling Assessment



Worksheet 10.1

- Have students tear out Worksheet 10.1.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write down the word.
- Repeat this procedure with each of the remaining words.
- Tell students to write the sentence "The frogs were racing." on the bottom lines. Slowly repeat this sentence twice.
- At the end, reread each spelling word once more.

- |             |              |
|-------------|--------------|
| 1. smiling  | 6. confusing |
| 2. racing   | 7. tasting   |
| 3. hoping   | 8. competing |
| 4. baking   | 9. hopping   |
| 5. inviting |              |

**Tricky Word:** were

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

### Note to Teacher

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

## Tricky Words

5 minutes

### Tricky Word Cards

See Tricky Words in the Pausing Point for students needing additional help with Tricky Words.

Additional practice may be found in the Unit 2 section of the *Assessment and Remediation Guide*.

- For each word, begin by discussing which part of the word is read just as one would expect and which part is tricky.

#### Tricky Word: they

- **Expected:** the letters 'th' are pronounced /th/. **Tricky:** the letters 'ey' are pronounced /ae/.

#### Tricky Word: their

- **Expected:** the letters 'th' are pronounced /th/ and the letter 'r' is pronounced /r/. **Tricky:** the letters 'e' 'i' are pronounced /e/.
- After introducing the new Tricky Words, place the new words on your classroom Tricky Word wall.

## Today's Spelling

20 minutes

### Basic Code Spelling Review



Worksheets 10.2, 10.3

- Before beginning, display the Vowel Code Flip Book within view of all students; also have the Spelling Card listed in the At a Glance readily available.
- Today's letter-sound correspondence can be found on the following page of the Vowel Code Flip Book.

#### Vowel Code Flip Book

1. 'er' > /er/ (her) Vowel Code Flip Book on page 18

- Write the spelling 'er'.

- Explain to students that by itself, the letter ‘r’ is a spelling for a consonant sound, but the sound /r/ can mingle with certain vowel sounds, creating unique vowel sounds like /er/. We know /er/ is a vowel sound because adding it to a word adds a syllable: *steep* > *steeper*.
- Turn to **Vowel Code Flip Book page 18** and put the Spelling Card on the appropriate space. Discuss the power bar.
- Distribute the blue markers. Students have not used the color blue this year. Explain that ‘er’ is an r-controlled vowel sound, so they will use a new color to mark the Individual Code Chart.
- Today’s letter-sound correspondence can be found on the following page of the Individual Code Chart.

### Individual Code Chart

1. ‘er’ > /er/ (*her*) Individual Code Chart on page 10

See Letter-Sound Correspondences in the Pausing Point for students needing additional help with ‘er’ words.

Additional practice may be found in the Unit 2 section of the *Assessment and Remediation Guide*.

For more information on syllable division and chunking, please see Appendix B.

- Have students turn to **Individual Code Chart page 10**. Guide students in outlining the appropriate card on the chart as well as the letter spelling.
- Write the following words on the board. Underline ‘er’ in each word, which will help students to see the spelling occurs in different places in different words. Have students read the words aloud.

### Words with ‘er’

- |               |               |               |
|---------------|---------------|---------------|
| 1. her        | 5. per   haps | 9. verse      |
| 2. verb       | 6. cav   ern  | 10. sis   ter |
| 3. term       | 7. mod   ern  | 11. num   ber |
| 4. per   fect | 8. nerve      | 12. fast   er |

- Have students tear out Worksheet 10.2. Complete Worksheet 10.2 as a class, and have students complete Worksheet 10.3 independently.

## Reading Time

**20** minutes

### Partner Reading: “How the Hedgehog Tricked the Hare”

#### Note to Teacher

- Today students will read the story with partners. If necessary, you may review with students the established procedures for reading with partners. When students finish reading the story, they may complete Worksheet 10.4. Remind students to use the Individual Code Chart for both reading the story and answering the worksheet questions.



Chapter 6



Worksheet 10.4

## Introducing the Story

- Tell students today they will read the continuation of the story “The Hare and the Hedgehog.” Review “The Hare and the Hedgehog” by discussing the characters, the setting, and the plot.

## Previewing the Spellings and Vocabulary

- Write the words listed in the chart on the board and have students read them aloud as a class.
- When previewing the spellings, you may also explain any vocabulary you anticipate might be unfamiliar to students.
- Additionally, students may need some guidance in chunking the words into syllables. You may want to use your hand to cover the second syllable of a word as students read the first syllable. Then use your hand to cover the first syllables as students read the second syllable. After both syllables have been read, ask students to blend and read. (Please refer to Appendix B to learn more about chunking syllables to decode words.)

<b>‘er’</b>	<b>Multi-Syllable and ‘er’</b>	<b>Two Syllables</b>
stern	per   fect	out   lined
	pow   er   ful	
	clev   er	
	runn   er	
	puck   ered	

For more information on syllable division and chunking, please see Appendix B.

## Purpose for Reading

- Have students turn to their partner and share what they think will happen in today’s story. What is the hedgehog’s plan? Will it work?
- Tell students they will now read “How the Hedgehog Tricked the Hare” to discover if their predictions are correct.
- If some pairs finish reading the story before others, they may complete Worksheet 10.4 together. Remind students to note the page in the Reader on which the correct answer is located. Save at least five minutes for the wrap-up discussion.

## Wrap-Up

- Review Worksheet 10.4 as a class.
- When the class has finished reading the story use the questions below to fill in the story chart and promote a discussion of the story.

If some student pairs finish the worksheet early, they may illustrate one of the words or phrases from the Supplemental Materials section. You should write several of these words or phrases on the board or chart paper prior to starting small group work.

## Discussion Questions on “How the Hedgehog Tricked the Hare”

1. *Literal* Who are the characters in this story? (The characters in the story are the hare and two hedgehogs.)
2. *Literal* What is the story's setting? (The story setting is near the hedgehog's house.)
3. *Inferential* What is the plot of the story? (The hedgehog made a plan to trick the hare. The hedgehog's wife pretended to be the hedgehog at the finish line. The hare thought he lost the race.)
4. *Literal* Why did the hedgehog tell his wife to use a stern voice? (So the hare would think she was the male hedgehog.)
5. *Literal* What happened in the end? (The hare thought he lost the race to the hedgehog.)
6. *Evaluative* At the end, the hare says the hedgehog is faster. Is he really? (No, the hedgehog is not faster.)
7. *Evaluative* Ask students to give a describing word (*adjective*) for the hare. Then ask for a describing word for the hedgehog. Use the students' supplied adjectives to compare and contrast the characters of the story. (Answers may vary.)
8. *Evaluative* Who is the trickster, who carries out the trickster trick, and how? (The hedgehog is the trickster, and he tricks the hare. He creates a plan that makes the hare think the hedgehog is faster than the hare.)

## Supplemental Materials

- Decodable words:

- |           |           |           |
|-----------|-----------|-----------|
| 1. after  | 5. never  | 9. under  |
| 2. better | 6. number | 10. river |
| 3. her    | 7. they   | 11. verb  |
| 4. letter | 8. their  | 12. enter |

- Sentences and phrases:

- |                            |                          |
|----------------------------|--------------------------|
| 1. Better late than never. | 6. I lost my temper.     |
| 2. good, better, best      | 7. the big dipper        |
| 3. Yikes, a monster!       | 8. his and hers          |
| 4. Dinner is served.       | 9. after you             |
| 5. soft as butter          | 10. It's never too late. |

- Wiggle Cards:

- |                                  |                     |
|----------------------------------|---------------------|
| 1. batter up                     | 4. shiver           |
| 2. wave ten fingers              | 5. pucker your lips |
| 3. count to five on your fingers |                     |

### **Code Knowledge**

- Before today's lesson: If students read 1,000 words in a trade book, on average 580–759 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 612–782 of those words would be completely decodable.
- Students have now reviewed at least one way to write 41 of the 44 sounds in English.
- The spelling 'er' is fairly regular in its pronunciation; however, it can also be pronounced /e/ + /r/ as in *very* and /ee/ + /r/ as in *Erie*.
- *They* is one of the 30 most common words in most samples of written English; in a typical passage of 1,000 words, *they* occurs 3–8 times.
- *Their* is one of the 200 most common words in most samples of written English; in a typical passage of 1,000 words, *their* occurs 1–3 times.

## Spelling Analysis Directions

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### Unit 2 Lesson 10

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Write students' names in the column provided.

Place an X in the column of any word students did not spell correctly. If you notice students are making errors in the medial vowel sounds of the words in this list, you will want to examine those errors for patterns. For example, is the student missing all of the /ae/ sounds? There are many worksheets in the Pausing Point for practice. You may wish to target certain items or have students complete the whole sheet with your guidance.

If students made errors on the word *hopping* by failing to double the final consonant then you may need to review the short vowel followed by a consonant rule with these students. After students see the pattern of only one letter to make the short sound, then guide them through doubling the last consonant to keep the vowel sound and adding the suffix *-ing*.

Other errors students may make is failing to drop the 'e' before adding in the *-ing*. You will want to review the rules of long vowel spelling patterns with students by using Pausing Point exercises.





# Lesson 11

## Basic Code Review 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.

- ✓ Read and write words with the following inflectional endings and suffixes: *-ed*, *-ing* (RF.2.3d)
- ✓ Use an apostrophe to form contractions and frequently occurring possessives (L.2.2c)
- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed (L.2.2d)
- ✓ Use knowledge of the letter-sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words: 'a\_e' > /ae/; 'ee' > /ee/; 'i\_e' > /ie/; 'o\_e' > /oe/; 'u\_e' > /ue/ (RF.2.3a)
- ✓ Consult the Individual Code Chart to check spelling (L.2.2e)
- ✓ Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing (L.2.1d)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Introduce Spelling Words</b>	Worksheet 11.1	15
<b>Today's Spellings</b>	<b>Basic Code Review</b>	Vowel Code Flip Book; Spelling Cards for 'or' > /or/ ( <i>for</i> ), 'ar' > /ar/ ( <i>car</i> ); Individual Code Chart; blue fine-tip markers; Worksheet 11.4	20
<b>Grammar</b>	<b>Quotation Marks</b>	Worksheet 11.5	15
<b>Take-Home Material</b>	<b>Spelling Words; "How the Hedgehog Tricked the Hare"; Planning Worksheet</b>	Worksheets 11.1, 11.2, 11.3	10

## Advance Preparation

Write the following on the board or chart paper prior to the lesson.

### Words with 'or'

- |          |           |           |
|----------|-----------|-----------|
| 1. fort  | 5. corn   | 9. porch  |
| 2. sort  | 6. thorn  | 10. torch |
| 3. sport | 7. order  | 11. pork  |
| 4. born  | 8. boring | 12. fork  |

### Words with 'ar'

- |         |          |           |
|---------|----------|-----------|
| 1. jar  | 6. hard  | 11. dark  |
| 2. car  | 7. arm   | 12. mark  |
| 3. star | 8. farm  | 13. ark   |
| 4. yard | 9. charm | 14. arch  |
| 5. card | 10. bark | 15. march |

Write the sentence *do you need to take a nap asked Ann.* on the board.

## Warm-Up

15 minutes

## Introduce Spelling Words



Worksheet 11.1

Tell students the spelling words this week are contractions. Remind students when something contracts, it gets smaller. Similarly, we can contract (make smaller) two words by combining them together and leaving out a letter.

Begin by writing the first two words on the board, *it is*. Tell students that to combine these two words into a contraction, *it is* becomes *it's*. The apostrophe replaces the letter 'i' in the word *is*.

Tell students *it's* can also stand for the words *it has*. In this case the apostrophe replaces the letters 'h', 'a' in *has*. They will need to look at the meaning of the sentences around the word to decide which set of words make up the contraction.

Write *that is* on the board, and show students how these two words combine to create the contraction *that's*. The apostrophe replaces the letter 'i' in *is*.

Tell students *that's* can also stand for the words *that has*. In this case the apostrophe replaces the letters 'h', 'a' in *has*. They will need to look at the meaning of the sentences around the word to decide which set of words make up the contraction.

Write *she is* on the board. Based on the last two words, ask students to predict what the contraction for *she is* will be (*she's*).

Tell students *she's* can also stand for the words *she has*. In this case the apostrophe replaces the letters 'h', 'a' in *has*. They will need to look at the meaning of the sentences around the word to decide which set of words make up the contraction.

Continue through the rest of the words in this fashion: show students how to form contractions for *is not* and *are not*, pointing out the apostrophe replaces the letter 'o' in *not*, and have them predict the contraction of *was not*. Show students how to form contractions for *I will* and *you will*, pointing out that the apostrophe replaces the letters 'w' and 'i' in *will*, and have them predict the contraction of *she will*.

Discuss the Tricky Word *their*, pointing out what is tricky and what is expected about the word.

- |                     |                      |
|---------------------|----------------------|
| 1. it is = it's     | 6. was not = wasn't  |
| 2. that is = that's | 7. I will = I'll     |
| 3. she is = she's   | 8. you will = you'll |
| 4. is not = isn't   | 9. she will = she'll |
| 5. are not = aren't |                      |

**Tricky Word:** their

## Today's Spellings

20 minutes

### Basic Code Review



Worksheet 11.4

Before beginning, display the Vowel Code Flip Book within view of all students; also have the Spelling Cards listed in the At a Glance readily available.

Today's letter-sound correspondences can be found on these pages of the Vowel Code Flip Book:

#### Vowel Code Flip Book

1. 'or' > /or/ (*for*) Vowel Code Flip Book on page 19
2. 'ar' > /ar/ (*car*) Vowel Code Flip Book on page 17

Begin by reviewing the spelling 'er' from Lesson 10. Remind students the spelling 'er' makes a unique vowel sound. Write the words *faster*, *nerve*, and *her* on the board. Have students read the words aloud as a class, paying close attention to the /er/ vowel sound.

Write 'or' on the board and explain to students that by itself, the letter 'r' is a spelling for a consonant sound, but the sound /r/ can mingle with certain vowel sounds, creating unique vowel sounds like /or/.

Turn to **Vowel Code Flip Book page 19** and put the Spelling Card on the appropriate space. Discuss the power bar. Point out the power bar is large but does not stretch all the way across the card; this means there are some other spellings for this sound students will study later in the year.

Distribute the blue markers.

The sound-spelling correspondences can be found on the following pages of the Individual Code Chart.

### Individual Code Chart

1. 'or' > /or/ (*for*) Individual Code Chart on page 10
2. 'ar' > /ar/ (*car*) Individual Code Chart on page 10

Have students turn to **Individual Code Chart page 10**. Guide students in outlining the appropriate card on the chart as well as the letter spelling.

Write 'ar' on the board and explain to students that by itself, the letter 'r' is a spelling for a consonant sound, but the sound /r/ can mingle with certain vowel sounds, creating another unique vowel sound; this vowel sound is /ar/.

Turn to **Vowel Code Flip Book page 17** and put the Spelling Card on the appropriate space. Point out that the 'ar' > /ar/ (*car*) Spelling Card has a very long power bar; 'ar' is, in fact, the only major spelling for /ar/. This sound is one of only two vowel sounds almost always spelled with the basic code spellings. (The other is /a/.)

- Guide students in outlining the appropriate card on the **Individual Code Chart page 10** as well as the letter spelling.

Refer to the following words on the board that you wrote in advance. Underline 'or' and 'ar' in each word, which will help students to see the spelling occurs in different places in different words. Have students read the words aloud.

### Words with 'or'

- |          |           |           |
|----------|-----------|-----------|
| 1. fort  | 5. corn   | 9. porch  |
| 2. sort  | 6. thorn  | 10. torch |
| 3. sport | 7. order  | 11. pork  |
| 4. born  | 8. boring | 12. fork  |

Additional activities for students having difficulty discerning between 'or,' 'ar,' and 'er' can be found in the Pausing Point, as well as the Unit 2 section of the *Assessment and Remediation Guide*.

### Words with 'ar'

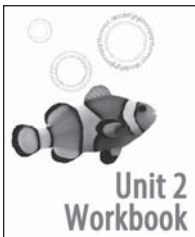
- |         |          |           |
|---------|----------|-----------|
| 1. jar  | 6. hard  | 11. dark  |
| 2. car  | 7. arm   | 12. mark  |
| 3. star | 8. farm  | 13. ark   |
| 4. yard | 9. charm | 14. arch  |
| 5. card | 10. bark | 15. march |

Ask students to open to Worksheet 11.4. Complete the first items together as a class, and then give students time to complete the worksheet independently.

## Grammar

15 minutes

### Quotation Marks



Worksheet 11.5

- Remind students they have been working with a type of punctuation called quotation marks. Ask students to tell you the purpose of quotation marks. (Students should explain that quotation marks show the reader exactly what a person has said during a conversation or dialogue.)

Tell students today they will again work with sentences that include dialogue in which they will need to add quotation marks. However, tell students they will also need to pay attention to other punctuation that may be needed, as well as capital letters. Write the sentence *I would like to take a nap said Ann.* on the board. Have a student come to the board and place both sets of quotation marks and a comma before the last set of quotation marks.

Review with students that sentences begin with a capital letter. Write an exclamation point and a question mark on the board, and have students explain when we use these types of ending punctuation.

- Have students open their workbooks to Worksheet 11.5. Explain to students this worksheet reviews not only quotation marks, but the end punctuation they have practiced as well.

Refer to the sentence *do you need to take a nap asked Ann.* that you wrote earlier on the board. Correct the sentence by starting the sentence with a capital letter and including a question mark. Then add the quotation marks. *"Do you need to take a nap?" asked Ann.*

Explain to students when dialogue ends with a question mark or exclamation mark, no comma is needed after the quotation marks.

Complete Worksheet 11.5 together as a class.

See Grammar in the Pausing Point for students needing additional help with quotation marks. Additional practice may be found in the Unit 2 section of the *Assessment and Remediation Guide*.

**Spelling Words; “How the Hedgehog Tricked the Hare”; Planning Worksheet**

Review Worksheet 11.2. Explain students are to read and discuss “How the Hedgehog Tricked the Hare” with a family member. After reading the story, they will record the story’s title, characters, setting, and plot on the worksheet.

Tell students Worksheet 11.3 will be used to help them write a book report, so it is very important that they bring it to class with them tomorrow. Worksheet 11.3 will help them plan their book report. Remind students that planning is the first step in the writing process.

Remind students to take home Worksheet 11.1 as well.

**Supplemental Materials**

Decodable words:

- |         |         |            |
|---------|---------|------------|
| 1. car  | 5. hard | 9. start   |
| 2. far  | 6. or   | 10. arm    |
| 3. for  | 7. part | 11. sports |
| 4. form | 8. some | 12. short  |

- Phrases and sentences:

1. It will cost you an arm and a leg.
2. can’t see the forest for the trees
3. a rock and a hard place
4. Do not look a gift horse in the mouth.
5. shooting star
6. popcorn popper
7. pork chop
8. Park the car.
9. the hardest part
10. far-fetched
11. the graveyard shift
12. no hard feelings

- Wiggle Cards:

- |                   |                     |
|-------------------|---------------------|
| 1. start clapping | 3. scratch your arm |
| 2. march in place | 4. bark like a dog  |

### ***Code Knowledge***

- Before today's lesson: If students read 1,000 words in a trade book, on average 612–782 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 644–801 of those words would be completely decodable.



# Lesson 12

Writing: Drafting  
Reading

## ✓ 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.

- ✓ Consult the Individual Code Chart to check spelling (L.2.2e)
- ✓ Use and expand complete simple and compound sentences orally and in own writing (L.2.1f)
- ✓ Use adjectives appropriately orally and in own writing (L.2.1e)
- ✓ Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing (L.2.1d)
- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed (L.2.2d)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings (RF.2.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud (RL.2.6)
- ✓ Plan and draft a book report about “The Hare and the Hedgehog”, in which students share their opinions and impressions about the story (W.2.1)

At a Glance	Exercise	Materials	Minutes
<b>Writing</b>	<b>Writing a Narrative Book Report: Making a Draft</b>	completed planning template Worksheets 11.3, 12.1	40
<b>Reading Time</b>	<b>Whole Group (Close Reading): “The Pancake, Part I”</b>	<i>Bedtime Tales</i> ; Worksheet 12.2	20
<b>Take Home Material</b>	<b>“The Pancake, Part I”</b>	Worksheet 12.3	*

### Advance Preparation

Write the following chart on the board or chart paper:

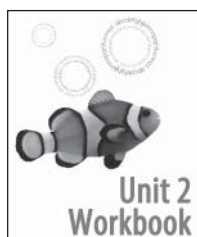
'ar'	'a_e'	'ou'	'ow'	Two Syllables
yard	scared	out   run	gown	pan   cake
barn	hare	shout   ed	plow   ing	sev   en
smart	pan   cake			farm   ers
farm   ers				start   ed
start   ed				shout   ed
				plow   ing
				out   run

## Writing

40 minutes

### Writing a Narrative Book Report: Making a Draft

#### Reviewing the Plan



Worksheets 11.3, 12.1

- Remind students they have been writing narratives in Unit 2. Today they will begin writing a specific type of narrative called a book report. Their book report will be on “The Hare and the Hedgehog” (including “How the Hedgehog Tricked the Hare”).
- Explain a book report is not just a narrative that retells the story. For a book report, students should share their opinion and/or their impressions (thoughts) about the story. For example, they may write about what they liked, what they disliked, and/or connections they made (to their own lives, other stories).
- Have students take out Worksheet 11.3 they completed as homework. Remind students the first step in writing is to plan. They planned for their book report by writing notes about the characters, setting, and plot of the story “The Hare and the Hedgehog” on Worksheet 11.3.
- Review the worksheet as a class. Record answers on the board or on chart paper so it is visible for all students to see (in case anyone left their worksheet at home).

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

- Remind students of the three steps in the writing process—plan, draft, edit. Tell students because they have already planned, today they will take the next step in the writing process and write a draft.
- Tell students they will draft their book report in paragraph format.
- Ask students to open to Worksheet 12.1.
- Review and record (on the board or chart paper) the writing steps for their first draft.
- Tell students the first thing they need to write on the draft is the title. Have them point to the line where they will write the title for their book reports on Worksheet 12.1. Tell students a good title for a book report can be the title of the story, e.g., “The Hare and the Hedgehog.”
- Tell students the first sentences of the book report should introduce the main character(s) and the setting (specifying where and when it took place). They should also share the genre of the story (which is done for them on their draft worksheet).
- Tell students they will next write about the plot of the story, including the beginning, middle, and end. Tell students they can look back to Worksheet 11.3 to help them write these sentences about the plot.
- Remind students they need to include their opinion or impression of the story.
- Tell students the ending sentence of their book report should summarize what the report was about and let the reader know the narrative is finished.
- Remind students that when writing:
  - A sentence starts with a capital letter and ends with a punctuation mark.
  - The first sentence of a paragraph is indented, i.e., it starts a bit further to the right than the other sentences in the paragraph.
  - Writing needs to have linking words to describe the sequence of events (first, next, then, last, etc.). Encourage students to use these words when writing about the plot.
- Encourage students to look back in their Readers and to use the Individual Code Chart when writing.
- Divide students into groups so they can begin writing their book reports.

### Small Group Work

✪ **Small Group 1:** Form a group of students who need more support drafting their story. Begin by writing the title of the book report, “The Hare and the Hedgehog.” Next, read the start of the draft template. Have students orally share possible starting sentences with you. After you have provided feedback, have them write the first sentence. Instruct students to work on the plot next, reminding them of what they need to include. Work one-on-one if necessary. Have students check in with you before they write their ending sentence. While students in Group 1 are wrapping up, catch up with Group 2.

✪ **Small Group 2:** Ask students able to write independently to complete the draft on their own. If students finish quickly, have them sit in pairs and read their narratives to each other. You may also have them draw a picture to accompany their book reports.

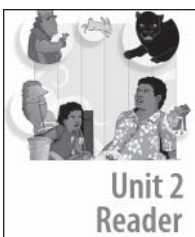
- When the time is up, recap for students that they drafted a book report about “The Hare and the Hedgehog.” Drafting is the second step in the writing process.
- In the next lesson, they will edit what they have written. To model how to edit, you will select one student’s report to share with the class. As a class, you will discuss what you like about the report and offer suggestions as to how the author could improve it. Tell students to add a star next to the title of their draft if they are interested in having their story reviewed by the class.
- Collect the drafts.

## Reading Time

20 minutes

### Whole Group (Close Reading): “The Pancake, Part I”

#### Introducing the Story



Chapter 7



Worksheet 12.2

- Tell students when authors write about objects or animals that act like real people, this is called *personification*. For example, if a toothbrush in a story can sing and dance, the author has used *personification*.
- When authors use personification, the story is a fantasy. A fantasy story includes something magical, like a singing toothbrush or a talking hedgehog.
- Ask students if they can think of examples of *personification* from *Bedtime Tales* stories.
  - Students should respond “The Hare and the Hedgehog” uses personification because hedgehogs and hares do not talk, make maps, and run races.
- Tell students in the story “The Pancake, Part I,” the author uses personification by making the main character, a pancake, talk and run.
- Show students the picture of the pancake on page 57 of *Bedtime Tales*. Call attention to the pancake’s facial expression in the illustration. Based on this picture, ask students to predict what types of human activities the pancake might do in the story.

- Based on the pancake's worried look and the family members holding forks, students may predict the pancake will do something to avoid being eaten.

### Previewing Spellings

This story contains 'ar' > /ar/ words like *started* and *farmer* as well as 'a\_e' > /ae/ words like *scared*.

- Refer to the /ar/ column on the chart you prepared in advance and have students read them aloud.
- Next refer to the /ae/ word column on the chart and have students read them aloud as a class. Students may have more difficulty with these particular /ae/ words, so help them by circling or pointing to the separated digraphs to focus students' attention on the spelling, even though the letter 'r' separates the vowel digraph.
- Review the 'ou', 'ow', and two-syllable words.
- Additionally, students made need some guidance in chunking the words into syllables. You may want to use your hand to cover the second syllable of a word as students read the first syllable. Then use your hand to cover the first syllable as students read the second syllable. After both syllables have been read, ask students to blend and read. (Please refer to Appendix B to learn more about chunking syllables to decode words.)

For more information on syllable division and chunking, please see Appendix B.

'ar'	'a_e'	'ou'	'ow'	Two Syllables
yard	scared	out   run	gown	pan   cake
barn	hare	shout   ed	plow   ing	sev   en
smart	pan   cake			farm   ers
farm   ers				start   ed
start   ed				shout   ed
				plow   ing
				out   run

### Close Reading Lesson for "The Pancake, Part I"

- Have students partner read "The Pancake, Part I".
- After students have finished reading "The Pancake, Part I" with their partners, lead students in a close reading of the text by doing the following:
  - asking text dependent questions that require students to draw on evidence from the text;
  - identifying and discussing general academic (Tier 2) vocabulary;
  - discussing sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
  - engaging students in a culminating writing activity that is completed independently, if possible.

### Teacher Overview

**Main Idea and Key Details:** The main idea of the story is that a pancake comes to life while being prepared to feed children. The pancake runs away from everyone who is chasing it. The pancake's success at elusion makes him boastful and overly confident. Key details of the text include the personification details of the pancake, the ever increasing number of people chasing the pancake and the pancake's building certainty of escape and survival.

**Synopsis:** The story "The Pancake, Parts I and II" is a retelling of "The Gingerbread Man".

### Lesson

Text from Student Reader	Vocabulary Instruction	Text Dependent Questions	Responses
<ul style="list-style-type: none"> <li>The text of the Student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading.</li> </ul>	<ul style="list-style-type: none"> <li>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</li> </ul>	<ul style="list-style-type: none"> <li>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.</li> <li>Begin with a "winnable" question that will help orient students to the text.</li> <li>The sequence of questions should build a gradual understanding of the key details of the text.</li> <li>Questions should focus on a word, phrase, sentence, or paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Answers should reference the text.</li> <li>Multiple responses may be provided using different pieces of evidence.</li> <li>Inferences must be grounded logically in the text.</li> </ul>
<p>Page 54</p> <p>"Did you enjoy the tale of the hedgehog and the hare?" asked Mike's dad. "Yes, I liked it," said Mike. "The hedgehog came up with a good trick." "The tale I'd like to tell you next has a trick in it, too."</p>		<p>How do you know this story will be the same genre as "How the Hedgehog Tricked the Hare"?</p>	<p>Mike's dad says, "The tale I'd like to tell you next has a trick in it, too." When we see the word <i>too</i> at the end of a sentence it means the same as also or in addition.</p>
<p>"Cool!" said Mike. "Is there a hedgehog in it?"</p> <p>"Nope," said his dad. "But there is a pancake in it!"</p> <p>"A pancake?"</p> <p>"Yep."</p> <p>"Neat! Tell it!"</p> <p>"But the sun has not set yet! The street lamp is not on yet!"</p> <p>"Please! I would like to hear it! Will you tell the pancake tale!"</p>		<p>What time of day is dad telling this story?</p>	<p>It must be sometime during the day and it is not at bedtime. Dad says, "But the sun has not set yet! The street lamp is not on yet!"</p>
<p>Page 56</p> <p>Once upon a time there was a mom who had six kids. One morning the mom was grilling a pancake for the kids. The kids looked at the pancake. They got out their forks and started licking their lips. The pancake looked back at the kids. He was scared. He feared the kids would eat him. When the mom was not looking, the pancake jumped out of the pan and ran off.</p>	<p><b>Feared</b> (Page 56) – to be afraid of something or someone</p> <p><b>Grilling</b> (Page 56) – to cook over a flame</p>	<p>In the second paragraph of page 56, read the parts of the story that let us know this is fiction.</p>	<p>"The pancake looked back at the kids. He was scared. He feared the kids would eat him. The pancake jumped out of the pan and ran off." We know this is personification because real pancakes don't do these things. Personification, which means describing non-humans using human characteristics or qualities, is only used in fantasy stories.</p>

Lesson			
Text from Student Reader	Vocabulary Instruction	Text Dependent Questions	Responses
<ul style="list-style-type: none"> <li>The text of the Student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading.</li> </ul>	<ul style="list-style-type: none"> <li>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</li> </ul>	<ul style="list-style-type: none"> <li>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.</li> <li>Begin with a “winnable” question that will help orient students to the text.</li> <li>The sequence of questions should build a gradual understanding of the key details of the text.</li> <li>Questions should focus on a word, phrase, sentence, or paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Answers should reference the text.</li> <li>Multiple responses may be provided using different pieces of evidence.</li> <li>Inferences must be grounded logically in the text.</li> </ul>
<p>Page 58</p> <p>The pancake ran out of the house. “Stop, pancake!” shouted the mom from the porch. “Stop, pancake!” shouted the six kids.</p>		What is the setting at the beginning of the story?	The setting at the beginning of the story is inside a house because on page 58 it says, “The pancake ran out of the house.”
<p>All seven of them chased the pancake as he ran out of the yard. But the pancake was too fast. He outran them all.</p>		Find the sentence on page 58 that lets you know how many people are chasing the pancake.	The text says, “All seven of them chased the pancake as he ran out of the yard.”
<p>Page 60</p> <p>The pancake ran north on a foot path. He zoomed past a barn and two farmers who were plowing the ground. “Why are you running, pancake?” the farmers asked. The pancake shouted, “I’ve outrun a mom and six kids, and I can outrun you too! I’m too fast and too smart for you.” “You think so?” said the farmers. They started running. But the pancake was too fast. He outran the farmers.</p>	<p><b>North</b> (Page 60) – one of the four cardinal directions</p> <p><b>Foot path</b> (Page 60) – a narrow path used by humans</p> <p><b>Zoomed</b> (Page 60) – to move very fast</p> <p><b>Plowing</b> (Page 60) – to turn over the soil with a special garden tool</p>	The author uses the word zoomed to describe how the pancake is running. What does zoomed mean?	Support students in using the other information in this paragraph to determine that the word zooming means fast. We can tell this because the text says, “But the pancake was too fast.” (Page 60)
<p>Page 62</p> <p>Just then Mike’s sister, Ann, came in. She was just three. She had on her gown for bed. “Dad,” she said, “will you tell it to me, too?”</p> <p>“Yes, I will,” said her dad. “You can sit up here with Mike and hear the rest of the tale.”</p>			

### Wrap-up

- Ask students to turn to Worksheet 12.2 and write a three or four sentence explanation of why this is a fiction story.

## Take Home Material

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### "The Pancake, Part I"

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- Ask students to take home Worksheet 12.3 to read aloud to a family member.

## Supplemental Materials

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- Decodable words:

- |             |             |
|-------------|-------------|
| 1. charm    | 7. scarf    |
| 2. starfish | 8. market   |
| 3. garlic   | 9. garden   |
| 4. porch    | 10. farm    |
| 5. backyard | 11. art     |
| 6. storm    | 12. cartoon |

- Sentences and phrases:

- |                            |                         |
|----------------------------|-------------------------|
| 1. mum's the word          | 8. carpool              |
| 2. spinning a yarn         | 9. long and short of it |
| 3. shot in the dark        | 10. corner shop         |
| 4. hard times              | 11. back and forth      |
| 5. Good morning, sunshine! | 12. so far, so good     |
| 6. North and South         | 13. card game           |
| 7. it all started when     |                         |

- Wiggle Cards:

- |                |                     |
|----------------|---------------------|
| 1. lift an arm | 2. snort like a hog |
|----------------|---------------------|



# Lesson 13

## Writing Reading

### 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.

- ✓ Consult the Individual Code Chart to check spelling (L.2.2e)
- ✓ Use and expand complete simple and compound sentences orally and in own writing (L.2.1f)
- ✓ Use adjectives appropriately, orally and in own writing (L.2.1e)
- ✓ Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing (L.2.1d)
- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed (L.2.2d)
- ✓ With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (W.2.5)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings (RF.2.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud (RL.2.6)
- ✓ Edit book report about “The Hare and the Hedgehog,” in which students share their opinions and impressions about the story (W.2.1)

At a Glance	Exercise	Materials	Minutes
<b>Writing</b>	<b>Editing a Narrative Book Report</b>	Worksheet 13.1	20
<b>Reading Time</b>	<b>Partner Reading: “The Pancake, Part II”</b>	<i>Bedtime Tales</i> ; Worksheets 13.2, 13.3, 13.4; scissors; glue	30
<b>Concept Introduction</b>	<b>Antonyms</b>	*	10
<b>Take-Home Material</b>	<b>“The Pancake”</b>	Worksheet 13.5	*

### Advance Preparation

Select a student’s draft book report from among students who volunteered for the task. Copy the student’s draft, including any misspellings or other errors, onto chart paper, skipping every other line, to leave room for editing. You may wish to number the sentences using a different color. This will make it easier to refer to specific parts of the story. The ideal draft will be one that is good but suitable for improvement in one or more of the areas listed on the editing checklist (Worksheet 13.1). Also, alert the student who has been chosen to be the author before the start of class. You may wish to ask the student if they would like to be identified or remain anonymous.

Additionally, prepare the following on the board or chart paper.

‘ar’	‘er’	‘or’	Two Syllables
start	dinn   er	snort   ed	mis   take
smart	farm   ers	for	un   til
are	near   er		dinn   er
farmers			farm   ers
			near   er
			snort   ed

## Writing

**20** minutes

### Editing a Narrative Book Report

#### Review



Worksheet 13.1

- Remind students they first planned and then drafted a book report about “The Hare and the Hedgehog.” They planned the elements of the book report on a planning worksheet and then wrote the draft in paragraph format on a separate sheet of paper.
- Tell students today they will work on the third step in writing: editing. Explain that editing is what we do when we work to make a draft better.
- Remind students you asked them to volunteer if they wanted their book report to be shared with the class. Explain that you chose one student’s draft and you copied it on a piece of chart paper. The class will tell the author what they like about the draft and provide a few friendly suggestions that might help the student make the report even better.

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

- Display the student's draft.
- If permitted by the student, identify the author and invite the student to present his or her book report by reading it out loud. (If the student has not agreed to be identified, you may read the draft.)
- Ask the class to give the author a round of applause: "Let's hear it for our author!"
- Explain that you would like students to begin by telling the author something they liked about his or her book report. Model this for the class.
- Invite other students to say something they liked about the book report. Write down these positive comments on the board, or on a separate piece of chart paper.

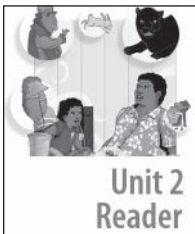
### ***Editing the Student's Draft***

- Have students open to Worksheet 13.1. Tell students this is an editing checklist. They will use it to edit the chosen author's draft. The checklist identifies areas the author might want to think about to make his or her book report better.
- Make clear that the entire class is using the editing checklist to edit one student's work today. In the future, students will each be expected to use the checklist to edit their own work.
- Ask the class if the draft has a title. If so, have students make a check mark next to the question on the editing checklist. The title can still be added or changed at this point.
- Complete the remaining questions and discuss whether the item can be checked—or whether improvements could be made. Model making any changes to the draft that the class has agreed would be changes for the better.
- Use the following editing conventions when correcting the draft. Explicitly call students' attention to these conventions, explaining this is how professional writers edit their work. Explain they will use these very same conventions when they edit their own work:
  - Cross out punctuation mistakes and write the correct punctuation mark above the wrong one.
  - Cross out capitalization mistakes and write the correct uppercase/lowercase letter above the wrong one.
  - Write a carat (^) where a word or punctuation mark needs to be inserted. Write the word or punctuation mark above the carat.
  - Correct spelling mistakes if students notice or question them. You should accept phonemically possible spellings for spellings students have not yet learned.

- If the draft contains dialogue, discuss how it has to be marked with quotation marks and make corrections if necessary.
- If you have time before you have to move on to copying the draft, you can go beyond the questions listed on the editing checklist. For example, you may ask students if there are places where the author of the day could add details about his/her opinions about the story.
- You can also ask students if they have any other suggestions to improve the author's writing. Explain to students they should make suggestions by asking the author questions.
- Model this by using an example like this: "I am wondering if we might make the author's writing even better if we ...?" Using this phrasing will make it clear the author is being given suggestions for consideration rather than mandatory changes.
- If changes are suggested, check with the author to see if he or she likes the idea. Then make the changes on the chart paper. At this stage, two or three suggestions are probably enough.
- Save this edited draft for use by the author for Lesson 14.

## Reading Time

30 minutes



Chapter 8

### Partner Reading: "The Pancake, Part II"

#### Introducing the Story

- Review "The Pancake, Part I" with students. Discuss the characters, setting, and plot.
- Tell students they will read "The Pancake, Part II" today.

#### Previewing Spellings

- In "The Pancake, Part II," students will see the recently reviewed spellings of 'ar', 'er', and 'or'. Preview the words that have these spellings on the chart you prepared in advance with students.
- Additionally, students may need some guidance in chunking the words into syllables. You may want to use your hand to cover the second syllable of a word as students read the first syllable. Then use your hand to cover the first syllable as students read the second syllable. After both syllables have been read, ask students to blend and read. (Please refer to Appendix B to learn more about chunking syllables to decode words.)

**Note:** For the word *are*, students may be tempted to read it as a separated digraph. Circle *ar* in *are* and explain that these sounds blend together (you may mark *are* on your Tricky Word wall as a now decodable word). For the word *nearer*, pronouncing the 'r' followed by 'er' may be a challenge. Please point out to students that *farmers* actually contains both the 'ar' and the 'er' spellings recently reviewed.



Worksheets 13.2, 13.3, 13.4

For more information on syllable division and chunking, please see Appendix B.

'ar'	'er'	'or'	Two Syllables
start	dinn   er	snort   ed	mis   take
smart	farm   ers	for	un   til
are	near   er		dinn   er
			farm   ers
			near   er
			snort   ed

### Purpose for Reading

- Based on what happened in “The Pancake, Part I,” ask students to make a prediction about what will happen in today’s story. Tell students to read carefully to see if their predictions are correct.
- Students will read the story with a partner. When they are finished, they can work together to complete Worksheets 13.2, 13.3, and 13.4.

### Wrap-Up

- Review Worksheets 13.2, 13.3, and 13.4 together as a class. In addition, complete the story chart you have been keeping for *Bedtime Tales*, recording the story’s genre, characters, setting, and plot.

## Concept Introduction

10 minutes

### Antonyms

- Tell students today they are going to learn about antonyms.
- Have the class say the word *antonym*.
- Tell students antonyms are words that are opposite in meaning.
- Give several examples of antonyms, e.g., an antonym for *hot* is *cold*, an antonym for *fast* is *slow*, and an antonym for *big* is *small*.
- Practice generating antonyms as a class by discussing characters from *Bedtime Tales*. Use these examples to guide your discussion:

1. The pancake is a fast runner. What is an antonym for *fast*? (*slow*)
2. The fox is clever. What is an antonym for *clever*? (*stupid*)
3. Jane wants her pig to get plump. What is an antonym for *plump*? (*thin*)
4. Jim is a big man. What is an antonym for *big*? (*small*)
5. Mike is a young boy. What is an antonym for *young*? (*old*)

**Note:** An antonym is given for each word, but some words have multiple antonyms. Accept all reasonable answers.

## Take-Home Material

---

### "The Pancake"

---

- Have students take Worksheet 13.5 to read and discuss both parts of the story with a family member.

## Supplemental Materials

---

- Decodable words:

- |               |               |
|---------------|---------------|
| 1. boo-hoo    | 8. toothbrush |
| 2. zoo        | 9. broomstick |
| 3. booth      | 10. classroom |
| 4. cookbook   | 11. textbook  |
| 5. footprints | 12. bathroom  |
| 6. bookcase   | 13. oops      |
| 7. barefoot   | 14. whoops    |

- Phrases and sentences:

- |                    |                                   |
|--------------------|-----------------------------------|
| 1. bride and groom | 5. Cool your jets.                |
| 2. in the groove   | 6. Raccoons got in the trash.     |
| 3. lost a tooth    | 7. Soon we will swim in the pool. |
| 4. a cool tattoo   | 8. Add wood to the fire.          |

- Wiggle Cards:

- |                         |                        |
|-------------------------|------------------------|
| 1. look down            | 3. grab a tooth        |
| 2. swing your left foot | 4. stomp with one foot |

# Lesson 14

## Writing: Editing and Writing

### ✓ Objectives

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

- ✓ Use knowledge of the letter-sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words: 'a\_e' > /ae/; 'ee' > /ee/; 'i\_e' > /ie/; 'o\_e' > /oe/; 'u\_e' > /ue/ (RF.2.3a)
- ✓ Consult the Individual Code Chart to check spelling (L.2.2e)
- ✓ Use and expand complete simple and compound sentences orally and in own writing (L.2.1f)
- ✓ Use adjectives appropriately orally and in own writing (L.2.1e)
- ✓ Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing (L.2.1d)
- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed (L.2.2d)
- ✓ With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (W.2.5)
- ✓ With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers (W.2.6)
- ✓ Edit and make a final copy of book report on "The Hare and the Hedgehog," in which they share their opinions and impressions about the story (W.2.1)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Sounds and Spellings Review</b>	Individual Code Chart; Vowel Code Flip Book	10
<b>Practice</b>	<b>Antonyms Review</b>	Worksheet 14.1	10
<b>Writing</b>	<b>Editing and Writing a Final Copy</b>	paper; Worksheets 12.1, 13.1, 14.2	40
<b>Take-Home Material</b>	<b>Spelling Assessment Reminder</b>		

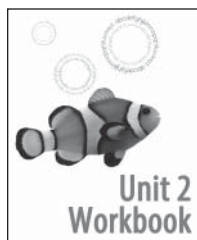
### Sounds and Spellings Review

- Display the **Vowel Code Flip Book** and ask students to take out the **Individual Code Chart** and turn to **page 7**.
- Remind students they have reviewed many vowel sounds. Tell students they will now review all the vowel sounds. To do so, they will work with a partner, taking turns to read each of the vowel sounds. Students will first say the sound and then read the word on each card.
- Model two of the sounds in your Vowel Code Flip Book before students work with their partners using the Individual Code Chart. Also remind students they can tell which sounds have been taught and should be reviewed because they are outlined in green or blue.

### Practice

10 minutes

### Antonyms Review



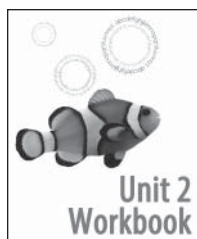
Worksheet 14.1

- Remind students they reviewed antonyms yesterday. Ask students what antonyms are (they are words opposite in meaning).
- Have students turn to their neighbor and share two examples of antonyms. You may provide starting words if necessary, such as *hot* (antonym would be *cold*) and *soft* (antonym would be *hard*). Allow student pairs to share their antonym examples with the class.
- Have students complete Worksheet 14.1. The first antonym pair has been completed on the worksheet as an example. When students are finished, review the worksheet as a class.

### Writing

40 minutes

### Editing and Writing a Final Copy



Worksheets 12.1, 13.1, 14.2

- Tell students today is the last day they will work on their book reports in class. Remind them they have completed the first two stages of the writing process: planning and drafting.
- Tell students they will complete the last step of the writing process, editing, today in class. They will also write or electronically enter the final draft of their book reports.
- Distribute students' book reports (Worksheet 12.1). Ask students to take out Worksheets 13.1 and 14.2.
- Review the editing worksheet with students.
- Working alone or in pairs, have students edit their stories. Circulate around the classroom during this time to check students' progress in the editing process and answer any questions.

If students are unable to finish copying the final draft of their book report in class today, you may choose to have them complete it as homework.



- When students finish editing their papers, they may copy them over on a clean piece of paper in paragraph form or insert the text in an electronic device's word processing program.
- You may display or publish the finished book reports.
- Additionally, you may wish to keep a copy in student portfolios.

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

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### **Spelling Assessment Reminder**

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- Although there are no materials for students to take home tonight, remind students of the spelling assessment, which will be given tomorrow.

## ***Supplemental Materials***

---

- Decodable words:

- |            |               |
|------------|---------------|
| 1. swimmer | 7. number     |
| 2. river   | 8. scatter    |
| 3. summer  | 9. better     |
| 4. ladder  | 10. afternoon |
| 5. chapter | 11. different |
| 6. desert  | 12. messenger |

- Phrases and sentences:

- |                               |  |
|-------------------------------|--|
| 1. He gets on my nerves.      | 6. six feet under                        |
| 2. What's the matter?         | 7. All of the runners finished the race. |
| 3. letters and sounds         | 8. Her manners are good.                 |
| 4. big sister                 | 9. He is quite a stern man.              |
| 5. Keep your fingers crossed. |  |

- Wiggle Cards

1. say some vowel sounds
2. howl
3. twist and shout

# Lesson 15

## Spelling Test Reading

### ✓ Objectives

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

- ✓ Read and write words with the following inflectional endings and suffixes: *-ed, -ing* (RF.2.3d)
- ✓ Use an apostrophe to form contractions and frequently occurring possessives (L.2.2c)
- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed (L.2.2d)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings (RF.2.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud (RL.2.6)

At a Glance	Exercise	Materials	Minutes
<b>Spelling</b>	<b>Student Spelling Assessment</b>	Worksheet 15.1	15
<b>Reading Time</b>	<b>Whole Group: "The Panther"</b>	<i>Bedtime Tales</i>	20
<b>Small Group</b>	<b>Remediation and Practice</b>	Worksheets 15.2, 15.3	25

### Advance Preparation

Write the following on the board or chart paper prior to the start of the lesson:

'oi'	'ea'	'ow'	'er'	oo	u_e	ou
joints	mean	owl	pan   ther	fool	huge	mouth
	please		clev   er			out
	eat		un   der   stand			
	rea   son					

## 10 Student Spelling Assessment



Worksheet 15.1

- Have students turn to Worksheet 15.1.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.
- Direct students' attention to the lines on the bottom of the worksheet. Ask students to write the sentence "Their book is huge." Slowly repeat this sentence twice.
- At the end, reread each spelling word one more time.

1. it's
2. that's
3. she's
4. isn't
5. aren't

6. wasn't
7. I'll
8. you'll
9. she'll

**Tricky Word:** their

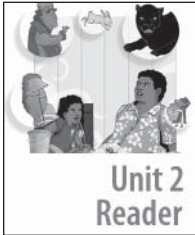
- After all the words have been called out, tell students you will now show them the correct spelling for each word so they may correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and the sentence. Remind students of the importance of correcting and learning from mistakes.

### Note to Teacher

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

## Whole Group: “The Panther”

### Introducing the Story



Chapter 9

- Ask students to take out their Readers and open to the Table of Contents. Ask them to find the story “The Panther.” Ask students for the page number where “The Panther” begins (page 76).
- Tell students this story is about a sick panther who can no longer hunt for his food, so he has to come up with a clever plan. Remind students when there is a character that plays a trick in a story, it is called a trickster tale. This is also a fable because the story has a moral, or lesson, to be learned.
- Have students complete a *Think Pair Share*: give them a few minutes to work in **pairs** to **think** of other clever characters in the trickster tales from *Bedtime Tales*. Allow students to **share** the connections they made between other clever *Bedtime Tales* characters.

### Previewing Spellings

- “The Panther” has examples of spellings taught in Unit 2. Review the words below with students.
- Additionally, students made need some guidance in chunking the words into syllables. You may want to use your hand to cover the second syllable of a word as students read the first syllable. Then use your hand to cover the first syllable as students read the second syllable. After both syllables have been read, ask students to blend and read. (Please refer to Appendix B to learn more about chunking syllables to decode words.)

For more information on syllable division and chunking, please see Appendix B.

'oi'	'ea'	'ow'	'er'	oo	u_e	ou
joints	mean	owl	pan   ther	fool	huge	mouth
	please		clev   er			out
	eat		un   der   stand			
	rea   son					

- You may also want to tell students the “mouth of a cave” is the front opening.

### Purpose for Reading

- Ask students to pay close attention to the characters in “The Panther.” Ask them to think of words to describe the characters (adjectives).
- Have students read “The Panther” as a whole group.

## Wrap-Up

- When the class has finished reading the story, use the questions below to fill in your chart and promote a discussion of the story.

### Discussion Questions on “The Panther”

1. *Literal* Who are the characters in the story? (The characters in the story are: a panther, an owl, a hare, and a fox.) What describing words (adjectives) could be used to tell about them? **Note:** After students have provided adjectives, ask them to provide antonyms as well. (The panther-sick/healthy; the owl-nice/mean, the hare-fast/slow, the fox-clever/dumb)
2. *Literal* What is the setting of this story? (The setting of the story is outside the panther’s cave.)
3. *Inferential* Why could the panther no longer hunt? (The panther could no longer hunt because he was old and sick.)
4. *Literal* What did the panther tell the owl, hare, and fox when they asked how he was feeling? (He did not feel well.)
5. *Inferential* What happened to the hare and the owl? (The panther ate the hare and the owl.)
6. *Evaluative* Why did the fox decide not to enter the panther’s cave? (He did not see footprints coming out of the cave, so he knew the panther ate the animals that visited him.)
7. *Literal* What is the moral to this story? (Be careful who you trust.)

## Small Group

25 minutes

### Remediation and Practice

While working with students in small groups, please choose activities that meet the needs of students at this time. Again, students who are in Group 1 for one lesson may be in Group 2 for the next; these groups are meant to be fluid.

#### Small Group Work

- ✪ **Small Group 1:** You may wish to review the vowel sounds from Unit 2. Or, you may look in the Pausing Point for activities suited to students. Or, you may also listen to students reread “The Panther,” recording anecdotal notes about their reading performance.
- ✪ **Small Group 2:** Students may complete Worksheets 15.2 and 15.3 in pairs; or you may choose other appropriate activities from the Pausing Point.



Worksheets 15.2, 15.3

If some student pairs finish early, they may illustrate one of the words or phrases from the Supplemental Materials section. You should write several of these words or phrases on the board or chart paper prior to starting small group work.

## Supplemental Materials

---

- Decodable words:

- |           |             |
|-----------|-------------|
| 1. ate    | 10. sister  |
| 2. better | 11. home    |
| 3. book   | 12. hope    |
| 4. came   | 13. longer  |
| 5. close  | 14. morning |
| 6. gave   | 15. green   |
| 7. tree   | 16. hard    |
| 8. under  | 17. three   |
| 9. write  | 18. order   |

- Phrases and sentences:

- |                           |                            |
|---------------------------|----------------------------|
| 1. in good time           | 6. hop in the pool         |
| 2. beep the horn          | 7. hug a farmer            |
| 3. Will you vote for him? | 8. I like lobsters.        |
| 4. man in the moon        | 9. Toss the dart!          |
| 5. lost in the woods      | 10. Let's hop in the pool! |

- Wiggle Cards:

- |                       |                        |
|-----------------------|------------------------|
| 1. slide like a snake | 5. act cool            |
| 2. hike up a hill     | 6. point to your mouth |
| 3. smell a rose       | 7. oink like a pig     |
| 4. poke your nose     | 8. point at the flag   |



# Lesson 16

## Student Performance Task Assessment

At a Glance	Exercise	Materials	Minutes
<b>Student Performance Task Assessment</b>	<b>Dictation Identification Assessment</b>	Worksheet 16.1	10
	<b>Comprehension Assessment</b>	Worksheet 16.2; <i>Bedtime Tales</i>	20
	<b>Words Correct Per Minute Assessment</b>	Worksheets 16.3, 16.4; stopwatch	30

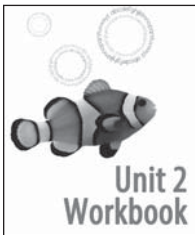
### Note to Teacher

Today you will begin the Unit 2 Student Performance Task Assessment. The first assessment is a dictation identification exercise targeting each of the letter-sound correspondences reviewed in Unit 2. The next assessment measures students' ability to read a story independently and answer comprehension questions. Once students have finished reading the story, you will begin administering the third assessment, a Words Correct Per Minute (WCPM) Assessment. You will work one-on-one with students to complete the WCPM Assessment. You will most likely need more than one day to test each student; you may plan on using time during the Pausing Point to finish the WCPM Assessment.

## Student Performance Task Assessment

**10** minutes

### 10 Dictation Identification Assessment



Worksheet 16.1

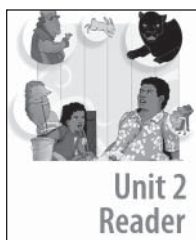
- Have students turn to Worksheet 16.1.
- Tell students for each row, you will say one word. Tell students to circle the word they hear you say.
- Read each word provided in the box, calling out each number to indicate the row where students should point and look as you read the word.

- |           |          |           |
|-----------|----------|-----------|
| 1. sister | 7. joint | 13. jerk  |
| 2. rate   | 8. pork  | 14. enjoy |
| 3. beet   | 9. fine  | 15. beach |
| 4. book   | 10. part | 16. clown |
| 5. theme  | 11. cute | 17. steam |
| 6. foul   | 12. hope | 18. toot  |

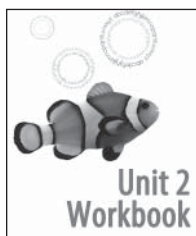


## 10 Comprehension Assessment

20 minutes



Chapter 10



Worksheet 16.2

- Ask students to turn to Worksheet 16.2 and open *Bedtime Tales* to “Cat and Mouse Keep House” on page 89.
- Note the title has the phrase *keep house*; to keep house means the cat and mouse live together and take care of their house.
- Students should read the story completely first and then answer the comprehension questions on Worksheet 16.2.
- Encourage students who finish quickly to check over their papers. After checking their papers, they may reread stories from *Bedtime Tales*.

## 10 Words Correct Per Minute (WCPM) Assessment

30 minutes



Worksheets 16.3, 16.4

You will work individually with each student and take a running record of the student’s oral reading of the story. This is an opportunity to look for specific problems any students are having. In addition, you will take a simple, easily calculated measure of the student’s fluency by seeing how long it takes the student to read the story. Allow each student approximately three minutes to read the story. If the student cannot read the story in three minutes, this is a clear indication he or she is struggling and needs to work on fluency.

**Note:** You may allow more time (up to six minutes) for a student to finish reading the story. Three minutes is a sufficient amount of time to conduct the WCPM, but some students may be frustrated if they do not have the opportunity to finish reading the story.

If time is an issue, you may choose to assess only students who have struggled throughout the unit. You may refer to your anecdotal notes to guide you in choosing which students to assess. If you do decide to work with each student, you will most likely need more instructional days to complete the WCPM Assessment.

- As students complete the Comprehension Assessment, ask them to join you in a quiet area of the classroom.
- Ask each student to bring Worksheet 16.3, “The Fox and the Cat,” on which you’ll take your running record.
- Write the student’s name on the worksheet. Explain that you are going to ask the student to read aloud to you.
- Place a copy of “The Fox and the Cat,” found at the end of this lesson, in front of the student.

- Start a stopwatch or jot down a start time when the student reads the first word in the story.
- As the student reads, take a running record, using the following marking guidelines. Focus specifically on what a child's errors reveal about his or her knowledge of letter-sound correspondences, recording what the student says.

**Note:** These guidelines for taking running records represent a simplified version of the process. If you have mastered a different process of annotating running records, please use the system you know.

<b>Words read correctly</b>	no mark required
<b>Omissions</b>	draw a long dash above the word omitted
<b>Insertions</b>	write a carat (^) at the point where the insertion was made
<b>Words read incorrectly</b>	write an "x" above the word and if possible the word the student says
<b>Self-corrected errors</b>	replace original error mark with an "SC"
<b>Teacher supplied word</b>	write a "T" above the word (counts as an error); provide only if the child hesitates for five or more seconds or says he/she does not know the word

- When the student completes the reading, jot down the elapsed time or the finish time.
- Ask the student a few questions about the story to quickly assess comprehension. Note the student's answers on the back of Worksheet 16.3.

### Discussion Questions on "The Fox and the Cat"

1. *Literal* Who are the characters of the story? (The characters in the story are a fox and a cat.)
2. *Inferential* Where were the characters when they were talking? (The characters were talking at the river.)
3. *Literal* The fox brags that he has many tricks. Can you name some of his tricks? (He can run, swim, dig a hole and hide.)
4. *Literal* How many tricks did the cat have? (The cat had one trick.)
5. *Inferential* When the cat heard hunting dogs, it ran up the tree. What did the fox do? What happened? (It could not decide what to do; the dogs got the fox.)
6. *Literal* What is the moral of the story? (It's better to have one trick you can count on than a hundred you can't.)

- Calculate WCPM on Worksheet 16.4. You may wish to keep both Worksheet 16.3 and 16.4 in the student's portfolio for use during family conferences or for report cards.

## ***Analysis of End of Unit Assessment***

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### **Dictation Identification Analysis**

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- If a student misses three or more items on the Dictation Identification Assessment, take time to work with the student one-on-one.
- Place Worksheet 16.1 in front of the student. Have the student read the line(s) that contained the error. Then ask the student to point and read the correct word for that line.
- The student's oral response will indicate whether the mistake was a careless error or if the student needs additional instruction in specific letter-sound correspondences.
- Use the following chart to assist in pinpointing the remediation needed.

Line	Feature	Source
1.	'er'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
2.	'a_e'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Separated Digraphs; Pausing Point Unit 2
3.	'ee'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
4.	'oo' > /oo/	<i>Assessment and Remediation Guide</i> , Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
5.	'e_e'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Separated Digraphs; Pausing Point Unit 2
6.	'ou'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
7.	'oi'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
8.	'or'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
9.	'i_e'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Separated Digraphs; Pausing Point Unit 2
10.	'ar'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
11.	'u_e'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Separated Digraphs; Pausing Point Unit 2
12.	'o_e'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Separated Digraphs; Pausing Point Unit 2
13.	'er'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
14.	'oy'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
15.	'ea'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
16.	'ow'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Spelling Alternatives; Pausing Point Unit 2
17.	'ea'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
18.	'oo' > /oo/	<i>Assessment and Remediation Guide</i> , Unit 2, Section Basic Code Spellings; Pausing Point Unit 2

## “Cat and Mouse Keep House” Comprehension Analysis

- A student who correctly answers **seven or more** of the comprehension questions is reading Unit 2 text with understanding. A student who correctly answers **six** questions is borderline; a student who correctly answers **five or less** questions is experiencing difficulty.
- For borderline and struggling students, carefully analyze performance on the Dictation Identification Assessment and “The Fox and the Cat” WCPM Assessment to determine if there are specific sound/spellings in need of remediation.

## “The Fox and the Cat” Comprehension and WCPM Analysis

- **Comprehension:** A student who is able to answer **five or more** of the comprehension questions adequately has the ability to make sense of the stories at this point in CKLA. A student who answers **four or less** of the six comprehension questions correctly is experiencing difficulty in fully understanding what he or she is reading. The student may be expending so much mental energy on the decoding process that there is not enough left over to focus on comprehension. In such cases, additional work on fluency, especially repeated oral readings, is warranted.
- **Decoding Accuracy:** If the student makes more than **six uncorrected mistakes**, he or she is having problems with word recognition and may need additional practice decoding specific spellings. Look at specific errors on the Dictation Identification Assessment and other past assignments to pinpoint weaknesses. During the Pausing Point, provide this student with practice to remediate any identified weaknesses.
- **Fluency:** Assess fluency by comparing the student’s reading time with the times listed in the following table. Students struggling with fluency need more practice rereading stories, and may benefit from previewing of vocabulary before reading as well. A score **below the 50th percentile** may be cause for concern; a score **below the 25th percentile** is definite cause for concern.

# WCPM Calculation Worksheet

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Story: *The Fox and the Cat*

Total words in story: 236

<p><b>Words</b></p> <div style="margin-top: 20px;"> <div style="border: 1px solid black; width: 80px; height: 40px; margin-bottom: 5px;"></div> <div style="text-align: right; margin-right: 10px;">Words Read</div> </div> <div style="margin-top: 10px;"> <div style="border: 1px solid black; width: 80px; height: 40px; margin-bottom: 5px;"></div> <div style="text-align: right; margin-right: 10px;">Uncorrected Mistakes</div> </div> <hr style="border: 1px solid black; margin: 5px 0;"/> <div style="margin-top: 10px;"> <div style="border: 1px solid black; width: 80px; height: 40px;"></div> <div style="text-align: right; margin-right: 10px;">Words Correct</div> </div>	<p><b>Time</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 15%;">Minutes</td> <td style="width: 10%;"></td> <td style="text-align: center; width: 15%;">Seconds</td> <td style="width: 10%;"></td> <td style="width: 50%;"></td> </tr> <tr> <td style="text-align: center;"><div style="border: 1px solid black; width: 50px; height: 30px;"></div></td> <td></td> <td style="text-align: center;"><div style="border: 1px solid black; width: 50px; height: 30px;"></div></td> <td></td> <td style="text-align: right;">Finish Time</td> </tr> <tr> <td style="text-align: center;"><div style="border: 1px solid black; width: 50px; height: 30px;"></div></td> <td style="text-align: center;">-</td> <td style="text-align: center;"><div style="border: 1px solid black; width: 50px; height: 30px;"></div></td> <td style="text-align: center;">-</td> <td style="text-align: right;">Start Time</td> </tr> <tr> <td colspan="5" style="text-align: center; border-top: 1px solid black; height: 10px;"></td> </tr> <tr> <td style="text-align: center;"><div style="border: 1px solid black; width: 50px; height: 30px;"></div></td> <td></td> <td style="text-align: center;"><div style="border: 1px solid black; width: 50px; height: 30px;"></div></td> <td></td> <td style="text-align: right;">Elapsed Time</td> </tr> <tr> <td colspan="5" style="text-align: center; height: 20px;"> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 30px;"></div> <div style="font-size: 20px;">↓</div> </div> <div> <math>( \quad \times 60 ) +</math> </div> <div style="text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 30px;"></div> <div style="font-size: 20px;">↓</div> </div> </div> </td> </tr> <tr> <td colspan="4"></td> <td style="text-align: right;"> <div style="border: 1px solid black; width: 50px; height: 30px;"></div> Time in Seconds         </td> </tr> </table>	Minutes		Seconds			<div style="border: 1px solid black; width: 50px; height: 30px;"></div>		<div style="border: 1px solid black; width: 50px; height: 30px;"></div>		Finish Time	<div style="border: 1px solid black; width: 50px; height: 30px;"></div>	-	<div style="border: 1px solid black; width: 50px; height: 30px;"></div>	-	Start Time						<div style="border: 1px solid black; width: 50px; height: 30px;"></div>		<div style="border: 1px solid black; width: 50px; height: 30px;"></div>		Elapsed Time	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 30px;"></div> <div style="font-size: 20px;">↓</div> </div> <div> <math>( \quad \times 60 ) +</math> </div> <div style="text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 30px;"></div> <div style="font-size: 20px;">↓</div> </div> </div>									<div style="border: 1px solid black; width: 50px; height: 30px;"></div> Time in Seconds
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**WCPM**

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× 60 =

Words Correct
Time in Seconds
WCPM

Compare the student's WCPM score to national norms for Fall of Grade 2 (Hasbrouck and Tindal, 2006):

90<sup>th</sup> percentile: 106 WCPM

75<sup>th</sup> percentile: 79 WCPM

50<sup>th</sup> percentile: 51 WCPM

25<sup>th</sup> percentile: 25 WCPM

10<sup>th</sup> percentile: 11 WCPM

# The Fox and the Cat

Once a fox and a cat were drinking from a river.

The fox started bragging.

“I am a clever one,” said the fox. “There are lots of beasts out there that would like to eat me, but they can’t catch me. I have lots of tricks that help me escape from them. I can run. I can swim. I can dig a hole and hide. Why, I must have a hundred clever tricks!”

“I have just one trick,” said the cat. “But it is a good one.”

“Just one?” said the fox. “That’s all? Well, that is too bad for you!”

Just then there was a loud sound. It was the sound of barking dogs. A hunter was leading a pack of hunting dogs by the side of the river.

The cat scampered up a tree and hid in the leaves.

“This my plan,” said the cat. “What are you going to do?”

The fox started thinking which of his tricks he should use. Should he run? Should he swim? Should he dig a hole and hide? He had such a long list of tricks. It was hard to pick just one. But while he was thinking, the hunter and his dogs were getting nearer and nearer. Soon they spotted the fox and then it was too late.

The cat said, “It’s better to have one trick you can count on than a hundred you can’t.”

# Unit 2 Pausing Point

This is the end of Unit 2. Once you have administered the Student Performance Task Assessment in Lesson 16, analyze the results to determine if students are having difficulty with particular skills taught in this unit. If this is the case, it would be wise to pause here and spend a day or two providing targeted remediation in the specific areas of weakness. This is also a good time to expand the abilities of students who are able to go further and need a challenge.

## Pausing Point Topic Guide

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<b>Transition Times</b>	Page 143
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**Wiggle Cards**

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<b>Multiple Vowel Sounds and Spellings</b>	Page 144
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**Vowel Flip Book Review**

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**Mark the Vowel Spellings**

---

**Count the Sounds**

---

**Choose the Word**

---

**Circle Spelling**

---

**Label the Picture**

---

**Word Box**

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**Teacher Chaining**

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**Board Chaining**

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**Chaining Dictation**

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<b>Targeted Vowel Sounds and Spellings</b>	Page 146
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**Vowel-Consonant-'e': Separated Digraph**

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**Vowel-Consonant-'e': Separated Digraph**

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**Vowel-Consonant-'e': Dictation Identification**

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**Vowel-Consonant-'e': Pop-Out Chaining**

---

**Vowel-Consonant-'e': Vowel Switch**

---

**Vowel-Consonant-'e': Word Box**

---

**'o\_e' and 'u\_e': Color the Cat**

---

**'ee', 'ea', 'e\_e': Label the Picture**

---

**'ee', 'ea', 'e\_e': Maze**

---

**'ee', 'ea', 'e\_e': Pancake Sentences**

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**Vowel-Consonant-'e', 'ee', and 'ea' Chart Review**

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**Reading Practice /ae/**

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**'ow' and 'ou': Crossword Puzzle**

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'ow' and 'ou': Brown Cow  
'oy' and 'oi': Fill in the Blank  
'oy' and 'oi': Color the Leaf  
'oo': Reading Minimal Pairs  
Slap the Spelling  
Writing Minimal Pairs  
'er': R-controlled Vowels  
'or' and 'ar': R-Controlled Vowels  
'or', 'ar', and 'er': R-Controlled Vowels

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### **Two-Syllable Words**

Page 152

Word Box  
Two-Syllable Word Reading  
Label the Picture  
Word Box  
Word Sort

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### **Tricky Words**

Page 154

Tricky Word Clues  
Tricky Word Practice

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### **Reading and Comprehension**

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Yes/No Questions  
Mark the Sentence  
Reading Time

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### **Writing Skills**

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Making Phrases  
Sentence Building  
Suffix -ed: Complete the Sentence  
Suffix -ed: Adding -ed  
Suffix -ing: Adding -ing

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### **Grammar**

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Quotation Marks: What Did the Character Say?

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### **Writing**

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Frogs and Pets  
Narrative Writing  
Book Report Writing  
Making a Pancake

### Note to Teacher

It will be most efficient to group students who have similar needs. This way students may work on similar activities in small groups, while you rotate from group to group. For example, you may have one group needing more practice with spelling alternatives, another needing practice with tricky spellings, and yet another group needing to review Tricky Words. Of course, if many students would benefit from a review of the same skill or concept, do the activity as a whole class review.

Select activities best suited for whatever difficulties were identified on the assessments. Students may do any combination of the activities provided, in any order.

For students who need extra practice with **reading**:

- Use chaining games requiring students to translate symbols into sounds.
- Have students play a Wiggle Cards game.
- Have students read the words and phrases provided in the “Supplemental Materials” sections of the lessons.
- Have students read/reread stories, especially if fluency was a problem on the WCPM Assessment.

For students who need extra practice with **spelling and writing**:

- Use chaining games requiring students to translate from sound to print.
- Use dictation exercises, beginning with the most scaffolded ones and moving on to more complex ones. Focus mostly on one-syllable words and add longer and more complicated words gradually.

For students who need extra practice with **vowel digraphs**, try chaining games and other games listed. Select words and chains containing digraphs.

For students who need more work with **separated digraphs**, do Pop-Out Chaining.

For students who need extra practice with **Tricky Words**, try Tricky Word Practice or Dictation with Words (using Tricky Words).

Continue to encourage students to use the Individual Code Chart when writing. Spelling accuracy will improve over time as students have more writing experience and repeated exposure to the spelling alternatives.

## Transition Times

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### Wiggle Cards

If students enjoy reading and acting out the Wiggle Cards, here are some additional decodable words and phrases you may want to add to your inventory of Wiggle Cards. Feel free to pull from this stack of cards any time during the day, not just the Language Arts period, when students need an active transition.

- |                          |                                   |
|--------------------------|-----------------------------------|
| 1. slide like a snake    | 23. grab a tooth                  |
| 2. hike up a hill        | 24. bounce up and down            |
| 3. smile twice           | 25. join hands                    |
| 4. run in place          | 26. slouch                        |
| 5. shake your legs       | 27. point to your mouth           |
| 6. drive a truck         | 28. oink like a pig               |
| 7. stare at me           | 29. point at the flag             |
| 8. shake a fist          | 30. count to ten                  |
| 9. lick your lips        | 31. shout your name               |
| 10. make a cute face     | 32. batter up                     |
| 11. smell a rose         | 33. wave ten fingers              |
| 12. poke your nose       | 34. count to five on your fingers |
| 13. jump three times     | 35. shiver                        |
| 14. feel your knees      | 36. pucker your lips              |
| 15. kneel                | 37. start clapping                |
| 16. sweep up a mess      | 38. march in place                |
| 17. tug on one sleeve    | 39. scratch your arm              |
| 18. shoot hoops          | 40. bark like a dog               |
| 19. act cool             | 41. lift an arm                   |
| 20. look up              | 42. snort like a hog              |
| 21. look down            | 43. beat a drum                   |
| 22. swing your left foot | 44. scream without making a noise |

## ***Multiple Vowel Sounds and Spellings***

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### **Vowel Code Flip Book Review**

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- Point to vowel spellings in the Vowel Code Flip Book and ask students to say the sounds.
- Say (or sing) a vowel sound and ask students to locate and point to the spelling.
- Ask students to point to single-letter spellings for vowel sounds, digraph spellings for vowel sounds, and separated digraphs.

### **Mark the Vowel Spellings**

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- Ask students to turn to Worksheet PP1.
- Ask students to read each word and circle the letter or letters for the vowel sound in the word.
- The words on the front of the sheet have one syllable, so there is only one vowel spelling to find in each word. The words on the back have two syllables, so there are two vowel spellings to find in each word.

### **Count the Sounds**

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- Have students turn to Worksheet PP2.
- Remind students some sound-spellings consist of more than one letter (letter teams, digraphs, or trigraphs).
- Tell students to count and mark the sounds in each word.
- Have students write the number of sounds in the box.
- Tell students to copy the words onto the lines.

### **Choose the Word**

---

- Have students turn to Worksheet PP3.
- There are two words written above each picture.
- Tell students to circle the word that matches the picture and print it on the line below the picture.

### **Circle Spelling**

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- Have students look at Worksheet PP4.
- For each picture, have students circle the letters that spell the name of the picture.
- Tell students to write the name of the item on the line.

For additional practice with multiple vowel spellings, see “Reading and Comprehension”

## Label the Picture

- Have students turn to Worksheet PP5.
- Explain that for each word there are two pictures.
- Tell students to write each word under its matching picture.
- Have students write a sentence using the correct word.

## Word Box

- Have students turn to Worksheet PP6.
- Tell students to read the words in the box at the top of the worksheet and write each word under its matching picture.

## Teacher Chaining

- Write *hook* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove 'k' and add 'd' to create *hood*.
- As you make this change, say to students, "If that is *hook*, what is this?"
- Continue this process with the remaining words.

1. hook > hood > good > wood > weed > seed > seen > see
2. too > tooth > tool > toil > boil > foil > fool > food > feed > feet > foot
3. hook > hood > had > hand > hound > sound > sand
4. thin > thorn > torn > teen > seen > sun > soon > spoon
5. fit > feet > fort > form > farm > arm > art > cart > part > port > sort
6. name > lame > lime > line > lone > hone > hole > mole > mule > mute
7. part > dart > dark > park > pork > fork > fort > feet > feed > need > seed
8. sort > fort > foot > feet > feel > foil > foul > fool > food > mood
9. beef > beet > boot > bout > shout > shoot > shot > hot > pot > pout > out
10. eel > feel > peel > pool > fool > tool > cool > coop > cop > cope > pope

## Board Chaining

- Write the word *hook* on the board.
- Have the class read the word.
- Say to the class/small group, "If this is *hook*, which letter do I need to change in order to make *hood*? Who can show me?" (Select a student to come to the board and point to the letter.)

- Say to the class/small group, “Who knows the letter we need instead of the letter ‘k’?” (Select a student to come to the board and change the ‘k’ to a ‘d’.)
- Repeat this process with the remaining words.

**Note:** You may use any of the chains listed under Teacher Chaining.

## Chaining Dictation

- Have students take out a pencil and a piece of paper.
- Tell students you are going to say a number of words. Each new word will be very similar to the previous word, but one sound will be different. (For example, *map* might be changed to *sap*.)
- Tell students to write each word.
- As you move from one word to the next, use the chaining phrase, “If that is *fan*, show me *fin*.”
- Use any of the chains listed under Teacher Chaining.

## Targeted Vowel Sounds and Spellings

### Vowel-Consonant-‘e’: Separated Digraph

- Have students turn to Worksheet PP7.
- Ask students to read each word on the page. Then tell students to color the /ae/ words brown and the /ie/ words orange.

### Vowel-Consonant-‘e’: Separated Digraph

- Have students turn to Worksheet PP8.
- Explain that each of the black lines on the page stands for one letter.
- Have students look at the example at the top of the page.
- Say the word *mad*, and ask students to tell you the vowel sound (/a/).
- Point out the word *mad* contains three sounds and is spelled with three letters.
- Say the word *made*. Point out the word *made* also contains three sounds but is spelled with four letters.
- Explain the letters ‘a’ and ‘e’ are working together even though they are not right next to each other. Tell students we call this kind of spelling a *separated digraph*.
- Circle each spelling in *made* as you say its sound. Draw a horseshoe-shaped loop around the ‘a’ and the ‘e’ to show these two letters work together to stand for the /ae/ sound. (See Lesson 1 for an example of drawing a horseshoe-shaped loop.)

- Point to each spelling in *made* as you say its sound: “/m/” (point to the letter /m/ with your index finger); “/æ/” (simultaneously point to the letter ‘a’ with your index finger and the letter ‘e’ with your middle finger); “/d/” (point to the letter ‘d’ with your index finger).
- Say the next word. Have students complete the rest of the worksheet following this procedure. Use the words: *fad*, *cap*, *dim*, *hop*, *tap*.

### Vowel-Consonant-‘e’: Dictation Identification

- Have students turn to Worksheet PP9.
- Tell students you are going to say a number of words. For each word you say, there are three words printed on the worksheet: the word you will say plus two other words.
- Say each word and then use it in a sample sentence.
- Tell students to circle each word that you say.
- Have students copy the circled words on the lines.
- When reviewing the worksheet, have students use the words orally in a sentence.

- |          |         |          |
|----------|---------|----------|
| 1. fade  | 5. dine | 9. made  |
| 2. slope | 6. can  | 10. mute |
| 3. cape  | 7. fad  | 11. bike |
| 4. joke  | 8. late | 12. hop  |

### Vowel-Consonant-‘e’: Pop-Out Chaining

- Make sure that you have enough copies of the magic ‘e’ card for all students. (See Teacher Resources Section.)
- Write *not* on the board.
- Ask students to read *not*.
- Tell everyone you will add the letter ‘e’ to the word and when you say “Alakazam!” everyone should read the word.
- Write the letter ‘e’ at the end of *not* and say “Alakazam!” All students should respond by saying the word *note*.
- Give all students a magic ‘e’. Tell students when you say “Alakazam!” they should hold up their magic ‘e’ card and say the word. Write the word *bit* on the board. Have students read the word. Then add the letter ‘e’. Say “Alakazam!” All students should hold up their card as you add the ‘e’ to *rip* and read the new word. Proceed in this way through the list of words. Collect the magic ‘e’ cards.

- |                 |                |
|-----------------|----------------|
| 1. not > note   | 10. pin > pine |
| 2. bit > bite   | 11. mad > made |
| 3. man > mane   | 12. dim > dime |
| 4. pan > pane   | 13. at > ate   |
| 5. rid > ride   | 14. rod > rode |
| 6. rat > rate   | 15. cub > cube |
| 7. slid > slide | 16. fad > fade |
| 8. pal > pale   | 17. cap > cape |
| 9. Sam > same   | 18. rip > ripe |

### Vowel-Consonant-'e': Vowel Switch

- Have students turn to Worksheet PP10.
- Tell students to look at each picture and read the three words written below.
- For each picture, have students circle the word matching the depicted item.

### Vowel-Consonant-'e': Word Box

- Have students turn to Worksheet PP11.
- Tell students to read the words in the box at the top of the worksheet and write each word under its matching picture.

### 'o\_e' and 'u\_e': Color the Cat

- Have students tear out Worksheet PP12.
- Ask students to read each word on the page.
- Tell students to color the /oe/ words light brown and the /ue/ words blue.

### 'ee','ea','e\_e': Label the Picture

- Have students tear out Worksheet PP13.
- Tell students to select the appropriate word from the word bank to match the pictures below.

### 'ee','ea','e\_e': Maze

- Have students turn to Worksheet PP14.
- Tell students to find their way through the maze by following the path made by drawing a circle around the /ee/ words.

### 'ee','ea','e\_e': Pancake Sentences

- Have students tear out Worksheet PP15.
- Ask students to circle the word that best completes each sentence.



## Vowel-Consonant -'e', 'ee', and 'ea' Chart Review

- Draw a chart with two columns on the chalkboard: one for the short vowel spellings and one for the long vowel spellings.
- Write the word *met* in the left-hand column.
- Have students pronounce this word.
- Ask students what happens if you add an 'e' to the middle of *met*.
- Students should say *meet*. If they do not, write *meet* in the right-hand column and ask students to pronounce the word.

Short	Long
met	meet
at	ate
kit	kite
not	note
cut	cute

- Repeat this process using decodable words for the other e-controlled vowel spellings.

## Reading Practice /ae/

- Ask students to turn to Worksheet PP16.
- Students should read the story and then draw a picture illustrating the story.

## 'ow' and 'ou': Crossword Puzzle

- Have students turn to Worksheet PP17.
- Have students read the clues in order to complete the crossword puzzle.

## 'ow' and 'ou': Brown Cow

- Have students turn to Worksheet PP18.
- Have students read all of the words first, and then color only the flowers that have the /ou/ sound.

## 'oy' and 'oi': Fill in the Blank

- Have students turn to Worksheet PP19.
- Ask students to read all of the words in the box and then fill in the blanks in each sentence with the best word from the word bank.

## 'oy' and 'oi': Color the Leaf

- Have students turn to Worksheet PP20.
- Ask students to read all of the words first. Then tell students to color the 'oy' spellings blue and the 'oi' spellings green.

## /oo/: Reading Minimal Pairs

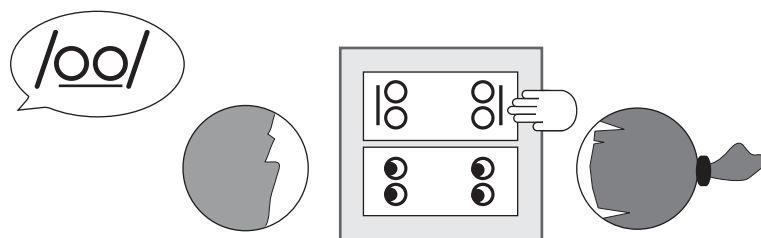
- Tell students it can be hard to tell the difference between the /ue/ sound and the /oo/ sound.
- Tell students you are going to say two words. The words will be very similar, but one word will have the /ue/ sound and the other word will have the /oo/ sound.
- Have students close their eyes and listen as you say the first word pair.
- Ask students which word has the /oo/ sound.
- Give each student two index cards, one with 'oo' and the other with 'u\_e.' Have students hold up the correct spelling cards.
- Have students repeat both words to hear and feel the difference in articulation.
- Complete the remaining pairs.
- You can do this exercise for other similar sounds like /ar/ and /er/, /ar/ and /or/, etc.

- |             |              |              |              |
|-------------|--------------|--------------|--------------|
| 1. use/ooze | 3. fool/fuel | 5. moot/mute | 7. cute/coot |
| 2. you/ooh  | 4. who/hue   | 6. cue/coo   | 8. kook/cuke |

## Slap the Spelling

- Cut out a long, rectangular slip of paper and write 'u\_e' on each end. The spellings should face away from each other (see illustration). Repeat for 'oo' (as in *soon*), 'oo' (as in *look*), and 'u'. (Make eyes on one of the 'oo' slips to represent /oo/ as in *look*.)
- Place the slips of paper in a row on the floor between two children who are facing each other.
- Tell students you will say different vowel sounds and you want students to slap the spelling for that sound as fast as possible. Explain that the /oo/ sound is shown with eyes to show that this 'oo' represents the sound in *look* rather than in *soon*.
- **Extension:** Once students are successful at distinguishing the sounds in isolation, have them listen for the vowel sound embedded in the words that follow.

**Note:** You can use this activity to review any of the spellings covered in this unit.



- |         |         |          |
|---------|---------|----------|
| 1. cube | 5. pool | 9. moon  |
| 2. cup  | 6. foot | 10. wood |
| 3. book | 7. fun  | 11. mute |
| 4. soon | 8. fuse | 12. such |

## Writing Minimal Pairs

- Tell students to take out a pencil and a piece of paper.
- Choose one of the sets of words below, and explain that you are going to say words that contain one of the two vowel sounds, e.g., /oo/ or /ue/.
- Tell students to write each word you say.

**Note:** The last word in each list is a two-syllable word.

### **/oo/ versus /ue/:**

- |          |         |         |          |            |
|----------|---------|---------|----------|------------|
| 1. cute  | 3. fool | 5. cube | 7. pool  | 9. fuse    |
| 2. booth | 4. mute | 6. noon | 8. stool | 10. bamboo |

### **/ae/ versus /ie/:**

- |          |         |         |         |            |
|----------|---------|---------|---------|------------|
| 1. drive | 3. case | 5. bike | 7. dive | 9. dime    |
| 2. base  | 4. bite | 6. fame | 8. fake | 10. escape |

### **/ou/ versus /oi/:**

- |          |          |          |          |            |
|----------|----------|----------|----------|------------|
| 1. south | 3. count | 5. oink  | 7. shout | 9. couch   |
| 2. join  | 4. boil  | 6. mouth | 8. oil   | 10. toilet |

### **/er/ versus /ar/:**

- |         |          |         |         |            |
|---------|----------|---------|---------|------------|
| 1. herd | 3. art   | 5. fern | 7. barn | 9. charm   |
| 2. hard | 4. clerk | 6. park | 8. jerk | 10. carpet |

### **/ar/ versus /or/:**

- |         |          |          |         |              |
|---------|----------|----------|---------|--------------|
| 1. jar  | 3. farm  | 5. north | 7. fort | 9. horse     |
| 2. lord | 4. force | 6. carve | 8. fork | 10. starting |

### **/u/ versus /oo/ (look):**

- |         |         |          |         |              |
|---------|---------|----------|---------|--------------|
| 1. but  | 3. mud  | 5. stood | 7. look | 9. buck      |
| 2. wood | 4. thud | 6. bud   | 8. cook | 10. textbook |

### **'er': R-Controlled Vowels**

- For students needing practice with 'er', use Worksheet PP21.

### **'or' and 'ar': R-Controlled Vowels**

- For students needing practice with 'or' and 'ar', use Worksheet PP22.

### **'or', 'ar', and 'er': R-Controlled Vowels**

- For students needing help with all three of the r-controlled vowels, use Worksheet PP23.

## **Two-Syllable Words**

### **Word Box**

- Have students complete Worksheet PP24.
- Tell students to read the words in the box at the top of the worksheet and write each word under its matching picture.

### **Two-Syllable Word Reading**

- Turn to Worksheet PP25. Read with students the two-syllable words listed there. Have students 'horseshoe loop' the letters for the /ae/ and the /ie/ sounds. Briefly use any unfamiliar words in a sentence for students.

### **Label the Picture**

- Have students tear out Worksheet PP26.
- Tell students that next to each word there are three pictures.
- Ask students to write each word under its matching picture.
- Remind students that each of these words has two syllables.

## Word Box

- Have students tear out Worksheet PP27.
- Tell students to read the words in the box at the top of the worksheet and write each word under its matching picture.

## Word Sort

- Write 10–15 decodable words on sheets of paper or index cards. About half of the words should be two-syllable words.
- Remind students a two-syllable word has two vowel sounds and a one-syllable word has only one.
- Mix up the word cards. Invite a student or team of students to sort the cards into two stacks: one-syllable words and two-syllable words.

**Note:** This can also be done as a timed, competitive event if you like.

**Note:** To make the exercise challenging, include some one-syllable words that look like two-syllable words from the second list.

### High-Frequency Two-Syllable Words:

- |              |             |                |              |
|--------------|-------------|----------------|--------------|
| 1. into      | 10. number  | 19. started    | 28. rather   |
| 2. after     | 11. ever    | 20. looking    | 29. someone  |
| 3. never     | 12. upon    | 21. needed     | 30. having   |
| 4. something | 13. living  | 22. within     | 31. longer   |
| 5. under     | 14. himself | 23. problem    | 32. whether  |
| 6. without   | 15. morning | 24. river      | 33. public   |
| 7. until     | 16. order   | 25. themselves | 34. process  |
| 8. children  | 17. given   | 26. perhaps    | 35. happened |
| 9. sometimes | 18. inside  | 27. outside    | 36. center   |

### One-Syllable Words That Look Like Two-Syllable Words:

- |            |             |
|------------|-------------|
| 1. asked   | 8. dressed  |
| 2. tossed  | 9. mixed    |
| 3. stopped | 10. filled  |
| 4. helped  | 11. yelled  |
| 5. fixed   | 12. rubbed  |
| 6. locked  | 13. spelled |
| 7. jumped  | 14. stunned |

## Tricky Words

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### Tricky Word Clues

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- On the board, write three to six Tricky Words that have been taught.
- Choose one word and then give students clues about that word.
- Clues could include the number of letters in the word, what the first and/or last letter in the word is, and what part of the word is tricky.
- Once students have found the right word, ask them to use it in a sentence.

### Tricky Word Practice

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- Have students tear out Worksheet PP28.
- Write the word / on the board and have the students read it.
- Have students copy the word / onto the left side of the worksheet next to the number 1. They should say the name of each letter as they copy the word.
- Erase the word from the board.
- Have students fold the worksheet along the dotted line and position it so the word they copied is facing the desk.
- Have students write / from memory on the worksheet next to the number 1. They should say the name of each letter as they write the word.
- Tell students to unfold the worksheet and compare the word they just wrote with the word they copied earlier.
- Have students correct the word if they misspelled it.
- Repeat these steps with some or all of the remaining Tricky Words. Choose the 10 words students need to practice the most.

See the *Assessment and Remediation Guide*, Unit 2, for additional practice with Tricky Words.

- |           |         |           |
|-----------|---------|-----------|
| 1. I      | 7. have | 13. are   |
| 2. you    | 8. all  | 14. were  |
| 3. your   | 9. who  | 15. they  |
| 4. street | 10. no  | 16. their |
| 5. my     | 11. go  | 17. some  |
| 6. by     | 12. so  |           |

## Reading and Comprehension

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### Yes/No Questions

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- Tell students to tear out Worksheet PP29.
- Have students answer the questions on the worksheet by writing *yes* or *no*.

**Note:** Use Worksheet PP30 for additional practice.

### Mark the Sentence

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- Tell students to tear out Worksheet PP31.
- Tell students to read the sentences and put a check mark in the box next to the sentence that matches the picture.

### Reading Time

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- Have students reread any stories from either *The Cat Bandit* or *Bedtime Tales*.
- Students who have strong code knowledge (as ascertained by placement assessments or performance) may also read trade books.

## Writing Skills

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### Making Phrases

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- Write a selection of decodable nouns, adjectives, and verbs along with the Tricky Words *I, you, your, street, my, by, have, all, who, no, go, so, are, were, they, their*, and *some* on cards, one word per card.
- Have students create phrases or sentences with these cards.
- Have students copy the phrases or sentences on paper.

### Sentence Building

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- Write 10–15 decodable words on small cards. Each word should include one of the spellings students learned in Unit 2. Have students lay out the cards.
- Give students a blank sheet of lined paper.
- Ask students to write a sentence that includes one of the words on the cards.
- Ask students to write a second sentence that contains two of the words on the cards.
- Ask students if they can write a third sentence that includes three of the words on the cards.
- Challenge students to keep going and see how many of the words they can get into a single sentence.

### Suffix **-ed**: Complete the Sentence

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- Have students turn to Worksheet PP32.
- Ask students to read the words in the box. Then tell students to fill in the blanks from the word bank.
- Be sure to tell students that they will need to add **-ed** to each word in the word bank.

### Suffix **-ed**: Add **-ed**

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- Have students turn to Worksheet PP33.
- Ask students to read the words in the box. Then tell students to fill in the blanks from the word bank.
- Be sure to tell students they will need to add **-ed**.

### Suffix **-ing**: Add **-ing**

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- Have students tear out Worksheet PP34.
- Tell students to add **-ing**. Review the pattern of dropping the 'e' before adding **-ing**.
- Then students are to pick the best **-ing** word from the first page to complete each sentence on the second page.

## Grammar

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### Quotation Marks: What Did the Character Say?

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- Have students turn to Worksheets PP35, PP36, or PP37.
- Have students look in *Bedtime Tales* and copy the spoken words of the character listed on the worksheet (either the hedgehog, the pancake, or Big Jim). Tell students to be careful to use commas, quotation marks, and capital letters when recording the dialogue from the story.
- Have students read the quotes aloud to the class or their family using the characters' voices.



## Writing

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### Frogs and Pets

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- Have students turn to Worksheet PP38.
- Tell students to compare how a pet frog compares to other pets.

### Narrative Writing

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- Have students turn to Worksheet PP39.
- Students may draft on the story of their choice from *Bedtime Tales*.

### Book Report Writing

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- Have students turn to Worksheet PP40.
- Students may select any story from the Reader to create a new book report.

### Making a Pancake

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- Have students turn to Worksheet PP41.
- Students are to write the directions for making a pancake. Tell students to draw a picture of their pancake in the blank space provided at the top of the worksheet.

# Appendix A

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## ***Grade 2 Scope and Sequence***

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This Scope and Sequence is provided for you as an overview so you understand the depth of material covered in Grade 2 which should have prepared students for Grade 3 instruction.

### **Unit 1**

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- blend, sort, and/or classify individual phonemes including short vowels, all consonants, digraphs, and alternative spellings to read and pronounce printed one- and two-syllable words
- chaining exercises
- read tricky spellings sounded in multiple ways
- read and write words with inflectional endings
- the Tricky Words *he, she, we, be, me, the, was, of, a, do, down, how, two, what, where, why, from, once, one, could, would, should, there, said, says, why*
- read decodable text including stories, fairy tales, fantasy, fables, historical narrative, and informational; distinguishing genres
- increase accuracy, fluency, and expression
- use context and punctuation (including periods, question marks, exclamation marks, and commas) to understand text structure and meaning
- answer questions about fiction and nonfiction text orally and in written form
- retell a story using narrative language or by sequencing pictures
- change story events to provide a different story ending
- use basic text features including title, table of contents, chapter headings, pictures, and captions
- identify character(s), setting, and plot; compare and contrast these features from different stories
- utilize background knowledge and personal experiences to make connections to text and interpret text

- make predictions and compare to actual outcomes
- capitalize the first word in a sentence, the word *I*, and proper nouns
- write words, phrases, and sentences from dictation using phonics knowledge including phonemically plausible spellings

## Unit 2

---

- blend, sort, and/or classify individual phonemes including short vowels, all consonants, digraphs, and alternative spellings to read and pronounce printed one- and two-syllable words
- chaining exercises
- read tricky spellings sounded in multiple ways
- read and write words with inflectional endings
- the Tricky Words *I, you, your, street, my, by, have, all, who, no, go, so, are, were, some, they, their*
- read decodable text including stories, fairy tales, fantasy, fables, historical narrative, and informational; distinguishing genres
- increase accuracy, fluency, and expression
- use context and punctuation (including periods, question marks, exclamation marks, and commas) to understand text structure and meaning
- use apostrophes to create contractions and quotation marks to designate direct speech
- answer questions about fiction and nonfiction text orally and in written form
- retell a story using narrative language or by sequencing pictures
- use basic text features including title, table of contents, chapter headings, pictures, and captions
- identify character(s), setting, and plot; compare and contrast these features between several texts or within a single text
- identify who is telling the story at various points in the text
- utilize background knowledge and personal experiences to make connections to text and interpret text
- make predictions and compare to actual outcomes
- capitalize the first word in a sentence, the word *I*, and proper nouns

- write words, phrases, and sentences from dictation using phonics knowledge including phonemically plausible spellings
- ask text-dependent questions that require students to draw on evidence from the text
- identify and discuss general academic (Tier 2) vocabulary
- discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences
- engage in a culminating writing activity that is completed independently, if possible

### Unit 3

---

- blend, sort, and/or classify individual phonemes including short vowels, all consonants, digraphs, and alternative spellings to read and pronounce printed one- and two-syllable words
- chaining exercises
- read tricky spellings sounded in multiple ways
- read and write words with inflectional endings
- read decodable text including stories, fairy tales, fantasy, fables, historical narrative, and informational; distinguishing genres
- increase accuracy, fluency, and expression
- use context and punctuation (including periods, question marks, exclamation marks, and commas) to understand text structure and meaning
- use apostrophes to create contractions and quotation marks to designate direct speech
- answer questions about fiction and nonfiction text orally and in written form including a reference to the specific text that provides the answer
- use basic text features including title, table of contents, chapter headings, pictures, and captions
- identify character(s), setting, and plot; compare and contrast these features between several texts or within a single text
- identify who is telling the story at various points in the text

- utilize background knowledge and personal experiences to make connections to text and interpret text
- make predictions and compare to actual outcomes
- write words, phrases, and sentences from dictation using phonics knowledge including phonemically plausible spellings use the “Plan-Draft-Edit” writing process to create: a friendly letter, instructional writing, personal narrative, descriptive paragraphs, fictional narrative, persuasive writing, compare and contrast essay, report, and poetry
- capitalize the first word in a sentence, the word *I*, and proper nouns using common and proper nouns in oral and written tasks
- identify and use regular and irregular plural nouns in oral and written tasks
- identify and use regular and irregular past-, present-, and future-tense verbs in oral and written tasks
- identify and use adjectives in oral and written tasks
- identify and use adverbs in oral and written tasks
- identify and use subjects and predicates in oral and written tasks
- identify and use synonyms and antonyms
- ask text-dependent questions that require students to draw on evidence from the text
- identify and discuss general academic (Tier 2) vocabulary;
- discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences
- engage students in a culminating writing activity that is completed independently, if possible

## Unit 4

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- blend, sort, and/or classify individual phonemes including short vowels, all consonants, digraphs, and alternative spellings to read and pronounce printed one- and two-syllable words
- chaining exercises
- read tricky spellings sounded in multiple ways
- read and write words with inflectional endings

- Read Tricky Words
- read decodable text including stories, fairy tales, fantasy, fables, historical narrative, and informational; distinguishing genres
- increase accuracy, fluency, and expression
- use context and punctuation (including periods, question marks, exclamation marks, and commas) to understand text structure and meaning
- use apostrophes to create contractions and quotation marks to designate direct speech
- answer questions about fiction and nonfiction text orally and in written form including a reference to the specific text that provides the answer
- use basic text features including title, table of contents, chapter headings, pictures, and captions
- identify character(s), setting, and plot; compare and contrast these features between several texts or within a single text
- utilize background knowledge and personal experiences to make connections to text and interpretations of text
- make predictions and compare to actual outcomes
- write words, phrases, and sentences from dictation using phonics knowledge including phonemically plausible spellings
- use the “Plan-Draft-Edit” writing process to create: a friendly letter, instructional writing, personal narrative, descriptive paragraphs, fictional narrative, persuasive writing, compare and contrast essay, report, and poetry
- express an opinion or point of view in writing, using supporting details
- capitalize the first word in a sentence, the word *I*, and proper nouns using common and proper nouns in oral and written tasks
- identify and use regular and irregular plural nouns in oral and written tasks
- identify and use regular and irregular past-, present-, and future-tense verbs in oral and written tasks
- identify and use adjectives in oral and written tasks
- identify and use adverbs in oral and written tasks

- identify and use subjects and predicates in oral and written tasks
- identify and use synonyms and antonyms
- ask text-dependent questions that require students to draw on evidence from the text
- identify and discuss general academic (Tier 2) vocabulary
- discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences
- engage students in a culminating writing activity that is completed independently, if possible

## Unit 5

---

- blend, sort, and/or classify individual phonemes including short vowels, all consonants, digraphs, and alternative spellings to read and pronounce printed one- and two-syllable words
- read tricky spellings sounded in multiple ways
- read and write words with inflectional endings
- Read Tricky Words
- read decodable text including stories, fairy tales, fantasy, fables, historical narrative, and informational; distinguishing genres
- increase accuracy, fluency, and expression
- use context and punctuation (including periods, question marks, exclamation marks, and commas) to understand text structure and meaning
- use apostrophes to create contractions and quotation marks to designate direct speech
- answer questions about fiction and nonfiction text orally and in written form including a reference to the specific text that provides the answer
- use basic text features including title, table of contents, chapter headings, pictures, and captions
- identify character(s), setting, and plot
- utilize background knowledge and personal experiences to make connections to text and interpret text

- change story events to provide a different story ending
- make predictions and compare to actual outcomes
- write words, phrases, and sentences from dictation using phonics knowledge including phonemically plausible spellings
- use the “Plan-Draft-Edit” writing process to create: a friendly letter, instructional writing, personal narrative, descriptive paragraphs, fictional narrative, persuasive writing, compare and contrast essay, report, and poetry
- express an opinion or point of view in writing, using supporting details
- capitalize the first word in a sentence, the word *I*, and proper nouns using common and proper nouns in oral and written tasks
- identify and use regular and irregular plural nouns in oral and written tasks
- identify and use regular and irregular past-, present-, and future-tense verbs in oral and written tasks
- identify and use adjectives in oral and written tasks
- identify and use adverbs in oral and written tasks
- identify and use subjects and predicates in oral and written tasks
- identify and use synonyms and antonyms
- identify and use abbreviations, with correct punctuation, for titles of people
- ask text-dependent questions that require students to draw on evidence from the text
- identify and discuss general academic (Tier 2) vocabulary
- discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences
- engage students in a culminating writing activity that is completed independently, if possible

## Unit 6

---

- blend, sort, and/or classify individual phonemes including short vowels, all consonants, digraphs, and alternative spellings to read and pronounce printed one- and two-syllable words



- read tricky spellings sounded in multiple ways
- read and write words with inflectional endings
- Read Tricky Words
- read decodable text including stories, fairy tales, fantasy, fables, historical narrative, and informational; distinguishing genres
- increase accuracy, fluency, and expression
- use context and punctuation (including periods, question marks, exclamation marks, and commas) to understand text structure and meaning
- use apostrophes to create contractions and quotation marks to designate direct speech
- answer questions about fiction and nonfiction text orally and in written form including a reference to the specific text that provides the answer
- use basic text features including title, table of contents, chapter headings, pictures, and captions
- identify character(s), setting, and plot; compare and contrast these features between several texts or within a single text
- utilize background knowledge and personal experiences to make connections to text and interpretations of text
- retell and/or summarize a passage or selected part of a text
- generate questions and seek information from multiple sources to clarify text
- interpret information presented in diagrams, charts, graphs, etc.
- create and interpret timelines
- categorize and organize facts and information, also distinguish between events of long ago and contemporary events
- make predictions and compare to actual outcomes
- write words, phrases, and sentences from dictation using phonics knowledge including phonemically plausible spellings
- use the “Plan-Draft-Edit” writing process to create: a friendly letter, instructional writing, personal narrative, descriptive paragraphs, fictional narrative, persuasive writing, compare and contrast essay,

report, and poetry

- gather information from multiple sources and group similar information into paragraphs
- write about a topic including topic sentence, facts and supporting details relevant to topic, and concluding sentences
- capitalize the first word in a sentence, the word *I*, and proper nouns using common and proper nouns in oral and written tasks
- identify and use regular and irregular plural nouns in oral and written tasks
- identify and use regular and irregular past-, present-, and future-tense verbs in oral and written tasks
- identify and use adjectives in oral and written tasks
- identify and use adverbs in oral and written tasks
- identify and use subjects and predicates in oral and written tasks
- identify and use synonyms and antonyms
- ask text-dependent questions that require students to draw on evidence from the text
- identify and discuss general academic (Tier 2) vocabulary
- discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences
- engage students in a culminating writing activity that is completed independently, if possible

# Appendix B

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## ***Using Chunking to Decode Multi-Syllable Words***

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Mastering the various letter-sound correspondences taught in CKLA will enable students to read one-syllable words with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multi-syllable words. To this end, most students will benefit from additional instruction in learning to recognize, chunk and read parts of words—syllables—as a way to decode longer words.

When students first encounter two-syllable words in Grade 1 materials, we insert a small dot as a visual prompt or cue between the syllables (e.g., sun·set). This is done in both the Workbooks and Readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, CKLA introduces the decoding of two-syllable words by having students work first with two-syllable compound words (e.g., cat·fish, cup·cake, pea·nut, drive·way). For compound words, we place the dot between the two component words. These are among the easiest two-syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one-syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity.

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., yawn·ing, hunt·er, kick·ed). We typically place the dot immediately before the suffix. However, for words that contain double-letter spellings for consonants, in CKLA, we typically place the divider after the double-letter spelling rather than between the two consonants (e.g. batt·ed, bigg·er, bunn·y). Teachers familiar with other ways to chunk or divide syllables may initially find this odd. We do this, however, because the double-letter spellings have been taught as single spelling units in CKLA since Kindergarten (‘nn’ > /n/, ‘mm’ > /m/, ‘tt’ > /t/, etc.) and we wish to be consistent in representing these spellings in the way that

the students have been taught to process them, e.g., as whole entities for a sound. (Ultimately as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as batt·ed or bat·ted.) Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multi-syllable words. To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify six different syllable types:

**Note:** Syllables exemplifying each type are underlined.

- **Closed Syllables (CVC, VC, CCVCC, etc.)** – **always associated with a “short” vowel sound, e.g. /a/, /e/, /i/, /o/, /u/:** let, pad, rod, tin, fun, pic·nic, un·til
- **Magic ‘E’ Syllables (V-C-E)** – **always associated with a “long” vowel sound, e.g. /ae/, /ee/, /ie/, /oe/, /ue/:** cake, home, like, mule, Pete, mis·take, stam·pede
- **Vowel Digraph Syllables** joint, speak, proud, play, dis·may, be·low, coun·sel
- **R-Controlled Syllables** art, curb, girl, fort, clerk, tur·nip, ar·tist, fe·ver
- **Open Syllables (V or CV)** – **always associated with a “long” vowel sound, e.g. /ae/, /ee/, /ie/, /oe/, /ue/:** go, me, hi, a·pron, fi·nal, com·pre·hend
- **Consonant–LE Syllables (C–LE):** sim·ple, puz·zle, raf·fle, ca·ble, ri·fle

In addition, in CKLA, we think it is also helpful to designate one additional syllable type:

- **Schwa Syllables** ben·e·fit, ap·pe·tite, a·bout, hos·pit·al, e·mo·tion

**Note:** The Consonant–LE Syllable is also a schwa syllable, but we distinguish it separately because of the way this spelling is chunked when dividing words into syllables.

**To be clear, in order to decode words, students do not need to identify syllables by these names. The names of the syllable types are provided here only to establish a common vocabulary for teachers as they use the CKLA materials.** What is necessary, however, for students to become fluent readers of longer words in increasingly complex text is that they be able to visually parse certain

spelling patterns as syllable chunks so they can quickly and easily decode each syllable.

The first type of two-syllable word pattern to which students are introduced is the closed syllable pattern in two-syllable words. These two-syllable words are also relatively easy for students to chunk and recognize as an example of the familiar CVC, VC, CCVCC, etc. spelling pattern they encountered in one-syllable words in Kindergarten.

We divide two closed syllables in a word as follows:

- When two different consonants stand between two vowels, we divide the syllables between the consonants, creating one or more closed syllables.

*ad · mit*

*nap · kin*

*trum · pet*

- For words that contain double-letter spellings for consonants, we typically place the divider after the double-letter spelling rather than between the consonants. As noted earlier, we do this because the double-letter spellings have been taught as single spelling units in CKLA since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.).

*traff · ic*

*muff · in*

*happ · en*

- When there are three consonants between two vowels, in general, we divide so the first consonant goes with the first vowel and the other two consonants with the second vowel.

*mon · ster*

*con · tract*

*pil · grim*

When students have difficulty reading a two-syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:

*magnet*

*mag* 

 *net*

*magnet*

In Grade 1, students will encounter other two-syllable words with various combinations of the magic ‘E’ syllable, vowel digraph syllable, the r-controlled vowel syllable, and the closed syllable.

- Chunking these syllable types follows the same patterns for division as noted above for closed syllables:

*tar · get    for · get    es · cape    ig · loo    scoun · drel    char · coal*

In Grade 2, students are introduced to more challenging multi-syllable words.

Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

- When only one consonant stands between two vowels, we suggest first dividing the word in front of the consonant and sounding it out as an open syllable:

*pu · pil*

*vi · rus*

*mo · ment*

*unit*

*u* 

 *nit*

However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether they recognize a familiar word as they sound out each possibility. In order to recognize whether a word is familiar when sounded either way, the word must be one that the student has heard before, i.e., the word must be in the student’s oral vocabulary. Obviously, this will represent an additional challenge for students who have a limited vocabulary and/or for whom English is a second language.

- If the word divides after the consonant, a closed syllable is created:

*cam · el*

*mel · on*

*pun · ish*

*lemon*

*lem* 

 *on*

In Grade 2, students are also introduced to Consonant–LE Syllables. Chunking these words into syllables is fairly straightforward.

- When a word ends in Consonant–LE, we divide in front of the consonant, creating a first syllable that may be an open, closed or even r-controlled syllable, depending on the other spellings in the words

*ban · gle*

*twin · kle*

*sta · ble*

*cra · dle*

*tur · tle*

*simple*

*sim* 

 *ple*

In the later part of Grade 2, students are introduced to syllables in which various spellings represent the schwa sound. English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound that linguists call a schwa. This happens in many English words. Spellings for the schwa sound include ‘a’, ‘e’, ‘al’, ‘il’, ‘el’ and ‘tion’. Chunking and decoding words that include the schwa sound can be quite challenging for many students.

- We divide syllables with a schwa sound in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

*a · bout    de · pos · it    med · al    e · vil    nick · el    lo · tion*

As noted earlier, the Consonant–LE Syllable is actually a schwa syllable, but we identify it separately because of the way this spelling is chunked when dividing words into syllables.

- Finally, while students encountered some simple root words and affixes in Grade 1, throughout the entire year of Grade 3 instruction, they study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly.

*pre·tend    non·sense    tri·cycle    re·peat    self·ish    sad·ness    help·less*

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten—Grade 3, with the ability to chunk multi-syllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.



# Teacher Resources

## Assessments

There are many opportunities for informal assessment throughout each Skills unit. You may choose to assign a given Workbook page for individual, independent completion to use as an assessment. It may be useful to use the Tens Conversion Chart and the Tens Recording Chart to collect and analyze all assessment data.

## Tens Conversion Chart

		Number Correct																				
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
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 following Tens Recording Chart 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:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:

## Magic 'e' template

---

_e	_e	_e	_e	_e
_e	_e	_e	_e	_e
_e	_e	_e	_e	_e
_e	_e	_e	_e	_e
_e	_e	_e	_e	_e
_e	_e	_e	_e	_e

Name \_\_\_\_\_

1.2



gave drive smile like cake

1. Mike gave Dad a hot dog.
2. "Let's go for a drive," said Dad.
3. "Would you like to go to the zoo?" asked Dad.
4. "Yes," said Mike with a smile.
5. "I like the cake best," Dad said.

Directions: Ask your child to read all the words in the box and then write the best word for each sentence in the blank.

Unit 2 3

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Name \_\_\_\_\_

1.3

Directions: 1) Teacher reads the word. 2) Students write letter 'e' on word. 3) Teacher says, "Make a sound." 4) All students read the new word.

slide slime plane  
grime spine made  
pinee glade quitee  
Janee Samee twinee  
fatee site wine  
ripee fade hide

Unit 2 5

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Name \_\_\_\_\_

1.4

### Mike's Bedtime

1. How old is Mike?  
A. 6  
B. 7  
C. 8  
Page 2
2. It was \_\_\_\_\_ black.  
A. catch  
B. watch  
C. pitch  
Page 2
3. What did Mike yank back?  
A. Mike yanked back the cakes.  
B. Mike yanked back the drapes.  
C. Mike yanked back the capes.  
Page 2

Directions: Ask students to read the story and answer the questions, using complete sentences, noting the page on which the answer is found.

Unit 2 7

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4. If the sun is down and the street lamp is on, what time is it?  
It is bedtime if the sun is down and the street lamp is on.  
Page 2
5. Why did Mike make a face?  
Mike made a face because he did not want to go to bed.  
Page 4
6. What will Mike's dad do?  
Mike's dad will tell a bedtime tale.  
Page 5

8 Unit 2

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Name \_\_\_\_\_

**2.1**

Directions: 1) Teacher reads the word. 2) Student writes letter 'e' on word. 3) Teacher says, "Make a name." 4) All students read the new word.

cube \_\_\_\_\_ slope \_\_\_\_\_ us \_\_\_\_\_

hope \_\_\_\_\_ not \_\_\_\_\_ cut \_\_\_\_\_

cope \_\_\_\_\_ fat \_\_\_\_\_ slid \_\_\_\_\_

pop \_\_\_\_\_ rob \_\_\_\_\_ woke \_\_\_\_\_

mop \_\_\_\_\_ tap \_\_\_\_\_ cub \_\_\_\_\_

Unit 2 9

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Name \_\_\_\_\_

**2.2**

1. tadpole \_\_\_\_\_

8. hopeful \_\_\_\_\_

2. bathrobe \_\_\_\_\_

9. compute \_\_\_\_\_

3. trombone \_\_\_\_\_

10. confuse \_\_\_\_\_

4. remote \_\_\_\_\_

11. conclude \_\_\_\_\_

5. backbone \_\_\_\_\_

12. dispute \_\_\_\_\_

6. foxhole \_\_\_\_\_

13. rosebush \_\_\_\_\_

7. rosebud \_\_\_\_\_

Directions: Ask students to read the words and horseshoe circle the letters that make the /oe/ and /ue/ sounds.

Unit 2 11

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Name \_\_\_\_\_

**2.3**

Dear Family Member,

Ask your child to read the words aloud to you. Then ask your child to horseshoe circle the letters that make the /oe/ and /ue/ sounds. Next, ask your child to use the words in the box to complete the sentences.



hope \_\_\_\_\_ cute \_\_\_\_\_ note \_\_\_\_\_ rope \_\_\_\_\_

poke \_\_\_\_\_ broke \_\_\_\_\_ shone \_\_\_\_\_ huge \_\_\_\_\_

- Can you lift a huge block?
- The sun shone on the rock.
- I hope I can get a ride.
- The cup broke when it dropped.
- Did you poke him in the side?
- Let's jump rope!
- My cute pup is tan and black.
- I will write a note to mom.

Unit 2 13

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Name \_\_\_\_\_

**4.1**

I like to eat candy.

Jane said, "I like to eat candy."

Bedtime is at nine.

Dad said, "Bedtime is at nine."

The sun is shining.

Mike said, "The sun is shining."

Can't I sit up?

Jane asked, "Can't I sit up?"

Directions: Ask students to write exactly what each person said in a complete sentence on the blank beside each picture.

Unit 2 19

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Can you tell a fun tale?

Mike asked, "Can you tell a fun tale?"



I don't like beets.

Jane said, "I don't like beets."



A stream is nice.

Ann said, "A stream is nice."



Beans are fun to pick.

Dad said, "Beans are fun to pick."

### The Jumping Frog

- Big Jim bragged that his frog had \_\_\_\_\_.  
A. spunk.  
☒ B. speed.  
C. three legs.  
Page 18
- How much cash did Big Jim bet on his frog?  
A. He bet one buck.  
B. He bet five bucks.  
☒ C. He bet ten bucks.  
Page 18
- Why did Big Jim run to the stream?  
☒ A. Big Jim ran to the stream to catch a frog for Pete.  
B. Big Jim ran to the stream to set his frog free.  
C. Big Jim ran to the stream to swim.  
Page 20
- Who held Big Jim's frog while he ran off to the stream?  
A. Big Jim's mom held his frog.  
B. Big Jim held the frog.  
☒ C. Pete held Big Jim's frog.  
Page 20

Directions: Ask students to find the best answer to each question. Students should record the page number where the answer is found.

5. What does it mean to bet?

Accept reasonable answers.

Page 18

6. Why didn't Mike's dad finish the tale?

Dad did not finish the tale because Mike drifted off to sleep.

Page 22

7. Predict what will happen next in the story.

Accept reasonable answers.

- A stove can drool. no
- A big lake can be nice. yes
- We stood in line to get shampoo. yes
- A pool is a good place to plant seeds. no
- Brooms can hop. no
- Ice is needed to heat a woodstove. no
- A sheep can say, "Moo." no
- A frog likes to be by a stream. yes
- I can wave my hand to shoo a bug. yes

Directions: Have students write 'yes' or 'no' beside each sentence.



Name \_\_\_\_\_

8.2



doing enjoying giving writing hoping ~~baking~~

Directions: Have students write the correct word for each sentence and then insert quotation marks.

- Mom asked, "Would you like to join me in baking a cake?"
- Jane said, "Yes, Mom, I am hoping I can lick the bowl."
- Mom asked, "Are you enjoying your time with Mike?"
- Jane said, "I will be giving him a bit of cake."
- Mom asked, "What have you been doing at school?"
- Jane said, "We have been reading and writing."

Unit 2 35

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Name \_\_\_\_\_

9.1

Mike



Tell me a bedtime tale.

"Tell me a bedtime tale,"

\_\_\_\_\_ said Mike.

Jane



I will sell this milk.

"I will sell this milk,"

\_\_\_\_\_ said Jane.

Mike's Dad



When the sun is down, it's bedtime.

"When the sun is down, it's bedtime,"

\_\_\_\_\_ said Mike's Dad.

Directions: Have students write the sentence from the bubble on the line with quotation marks.

Unit 2 39

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Name \_\_\_\_\_

9.2

Spell the word. Then print it on the line.

Directions: Have students circle the letters that spell the picture in the box. Then have students write the word on the line.



h  
w

oo  
ou

se  
ze

house



m  
w

oo  
ou

se  
ze

mouse



h  
m

ow  
oo

t  
l

howl



t  
d

ow  
oe

l  
el

towel



c  
s

t  
r

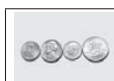
ow  
ou

n  
m

crown

Unit 2 41

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c  
s

oi  
oe

t  
n

z  
s

coins



c  
s

l  
w

ee  
e

r  
p

sleep



ch  
sh

e  
oe

l  
ll

f  
p

shelf



p  
b

t  
r

oo  
u

n  
m

broom



k  
c

r  
wr

ow  
oy

ed  
d

crowd

42 Unit 2

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Name \_\_\_\_\_

**9.3**

### The Hare and the Hedgehog

- Why was the hare proud?
  - He was fast.
  - He was funny.
  - He was nice.
 Page 36
- What did the hedgehog ask the hare to do after lunch?
  - The hedgehog asked the hare to take a nap.
  - The hedgehog asked the hare to race.
  - The hedgehog asked the hare to run home.
 Page 38

3. Tell the plot of this tale. Write 3-4 sentences.

Answers will vary.

---

---

---

---

---

Page will vary

Directions: Have students read the story and answer the questions. Students should record the page number where the answer is found.

Unit 2 43

Name \_\_\_\_\_

**10.2**

'er' > /er/ (her)

- Last summer was hot.

summer

- Who is that person?

person

- The water is so cold!

water

- The book is under the bed.

under

- My mother's name is Ann.

mother's

Directions: Have students find and circle the word with the 'er' spelling in each sentence. On the line below, have students write the word and circle the 'er' spelling.

Unit 2 47

Name \_\_\_\_\_

**10.4**

### How the Hedgehog Tricked the Hare

- The hedgehog made a \_\_\_\_\_ to trick the hare.
  - plan
  - tale
  - race
 Page 44
- The hedgehog and the hare lined up to race at \_\_\_\_\_.
  - the well
  - the fence
  - the house
 Page 48
- Next the hare ran past \_\_\_\_\_.
  - the well
  - the fence
  - the house
 Page 48
- The hare ran up to \_\_\_\_\_.
  - the well
  - the fence
  - the house
 Page 48

Directions: Have students read the story and answer the questions. Students should record the page number where the answer is found.

Unit 2 51

- Why did the hare run to the fence and back ten times?

The hare ran to the fence and back ten times because he was sure he could beat the hedgehog.

---

---

---

Page 50

- Why did the hedgehog smile in the end?

In the end, the hedgehog smiled because the hare told him he was faster and better. The hedgehog had tricked the hare!

---

---

---

Page 52

52 Unit 2

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Name \_\_\_\_\_

**11.4**

Directions: In the word box, have students circle the spelling of either 'er' or 'ar' in the words. Next, ask students to write the words in the appropriate sentence.

park car short shower shark

1. We like to go to the park to eat a picnic lunch.
2. Kate is not tall. She is short.
3. We had a rain shower.
4. The car is red and fast.
5. A shark is in the sea.

Unit 2 59

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sports flower fork dark barking

6. I need a fork to eat my food.
7. The dog will not stop barking!
8. Do you enjoy sports like soccer?
9. The flower smells nice.
10. The lamp is on since it is dark and hard to see.

60 Unit 2

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Name \_\_\_\_\_

**11.5**

### Quotation Marks

Directions: Have students copy the sentence with the correct capitalization, quotation marks, commas, and ending punctuation.

1. our dog likes to bark said Roy  
"Our dog likes to bark," said Roy.
2. james asked is this game fun  
James asked, "Is this game fun?"
3. troy asked can we go to the park  
Troy asked, "Can we go to the park?"

Unit 2 61

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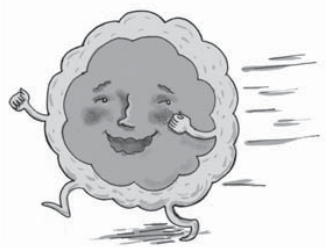
4. i hope we can go to the park after lunch said Nate  
"I hope we can go to the park after lunch," said Nate.
5. hand the flower pot to Jane said Mike  
"Hand the flower pot to Jane," said Mike.
6. deb said this is a fast game  
Deb said, "This is a fast game!"

62 Unit 2

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Name \_\_\_\_\_

**12.2**



Tell how you can tell “The Pancake, Part I” is a made up tale.

Answers will vary.

Unit 2 65  
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Name \_\_\_\_\_

**13.2**

## The Pancake, Part II

1. The pancake first ran past farmers. Then he ran past \_\_\_\_\_.
  - A. a fox
  - B. a hen
  - C. a pig**
2. The pancake ran past a hen. As the hen chased the pancake, she was \_\_\_\_\_.
  - A. clucking**
  - B. snorting
  - C. yelling

3. How did the fox trick the pancake?

**Answers will vary.**

*Directions: Have students reread the story and answer the questions in complete sentences.*

Unit 2 71

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Name \_\_\_\_\_

13.3

## The Pancake, Part II

- 3** The pancake ran past a fox. (Page 68)

- 5 The fox ate the pancake. (Page 74)

- 1** The pancake ran by a pig. (Page 66)

- 4** The pancake shouted, "I'VE OUTRUN A MOM, SIX KIDS, TWO FARMERS, A PIG, AND A HEN, AND I CAN OUTRUN YOU, TOO! I AM TOO FAST AND SMART FOR YOU!" (Page 72)

- 2** The pancake ran by a hen. (Page 68)

*Directions: Have students number the sentences in the correct order using the story page numbers, then cut and paste them on Worksheet 13.4.*

Unit 2 73  
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Name \_\_\_\_\_

**14.1**

### Antonyms

- |   |         |          |   |
|---|---------|----------|---|
| 1 | inside  | bad      | 4 |
| 2 | soft    | long     | 5 |
| 3 | add     | cold     | 8 |
| 4 | good    | rounded  | 7 |
| 5 | short   | hard     | 2 |
| 6 | shout   | subtract | 3 |
| 7 | pointed | outside  | 1 |
| 8 | hot     | whisper  | 6 |

Directions: Have students write the number of the word in the left column in the blank box with its antonym on the right.

Unit 2 79

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Name \_\_\_\_\_

**15.2**

sick	visit	out
hare	cave	owl

The panther was sick. He could not leave his cave. First the panther said to the owl, "I am sick. Will you visit me in my cave?" The owl went inside the cave, but he did not step out. Next the panther said to the hare, "I am sick. Will you visit me in my cave?" The hare went inside the cave, but he did not step out.

Directions: Have students fill in the blanks with the best word choice from the box.

Unit 2 85

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Name \_\_\_\_\_

**16.1**

Mark the words that are said.

- sitter stern sister stinger
- rate rake rat ran
- be bet beet best
- booking bout bake book
- here there theme them
- foil foul feel fool
- join joint joust joyful
- pork park perk pick
- fin fine five fit

Unit 2 89

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- Bart farm port part
- cut cute cube cull
- hoop hope hop hopping
- jeep germ jerk jeans
- employ joy joyful enjoy
- bet batch beach beet
- clown cow crown cloud
- stern seem steam stream
- tout tart toot foot

90 Unit 2

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Name \_\_\_\_\_

**16.2****Cat and Mouse Keep House**

- Mike asked for a bedtime tale that had \_\_\_\_\_.  
A. a trick  
B. a dog  
C. a joke  
Page 89
- What did the cat and mouse set up?  
A. The cat and mouse set up tricks.  
B. The cat and mouse set up a mat.  
C. The cat and mouse set up house.  
Page 90
- What was in the jar?  
In the jar was \_\_\_\_\_.  
A. some jam  
B. a pancake  
C. a smaller jar  
Page 90
- Where did cat and mouse hide the jar?  
The cat and mouse hid the jar \_\_\_\_\_.  
A. in a tree  
B. in a bigger jar  
C. in the house next door  
Page 90

Directions: Have students circle the letter next to the best answer to each question.

Unit 2 91

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5. Who went to eat the jam first?

The cat went to eat the jam first.

Page 94

6. Why did the mouse want to eat the jam?

The mouse went to eat the jam because he was hungry. The mouse wanted a snack.

Page 96

7. The cat tricked the mouse. This made the mouse feel \_\_\_\_\_ at the cat.

- A. mad  
B. sad  
C. scared

Page 96

8. What did the cat do to the mouse?

- A. The cat sat on the mouse.  
B. The cat ate the mouse.  
C. The cat hid the mouse.

Page 100

Name \_\_\_\_\_

**PP1**

catch

green

spend

boil

trick

spoon

cord

foot

bunch

cloud

space

broil

lime

fern

slope

thorn

cute

yard

Directions: Have students read each word and circle the letter or letters for the vowel sound in the word.

finish

shortcut

after

shampoo

basement

downtown

footprint

priceless

wishbone

morning

bedtime

hillside

pavement

napping

sleeping

mushroom

discount

number

Name \_\_\_\_\_

**PP2**

Count the sounds in the word. Write the number of sounds in the box. Print the word on the line.

1. cloud 4

cloud

2. grapes 5

grapes

3. twitch 4

twitch

4. foil 3

foil

5. crow 3

crow

6. short 3 short

7. teeth 3 teeth

8. joke 3 joke

9. parking 5 parking

10. choice 3 choice

11. winter 5 winter

Name \_\_\_\_\_ **PP3**

Which word matches the picture? Write it on the line.

grapes gate coin corn



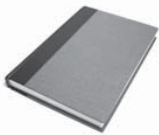
grapes coin

sleep slope slide dive



sleep slide

book cook drive dive



book drive


short shark home hill





shark home


Name \_\_\_\_\_ **PP4**


Spell the word. Then print it on the line.






 ar t i k t  
r d c s f artist

 h a k  
d a p harp

 p u x  
b a k park

 qu oo n  
k ee m queen

 b oo t  
d ou k book

	s c	p k	u oo	d n	_____
	kn k	e i	v f	i e	_____
	t f	ar or	d m	r er	_____
	p g	l w	o d	t b	_____
	g c	ar r	m d	e o	_____

Name \_\_\_\_\_ **PP5**

Print the words on the lines where they fit the best. Use each word in a sentence.

1. fork  

\_\_\_\_\_

The fork is sharp.

2. slide  

\_\_\_\_\_

Answer will vary.

3. coin  

\_\_\_\_\_

Answer will vary.

4. igloo  

\_\_\_\_\_

Answer will vary.

5. pancakes  

\_\_\_\_\_

Answer will vary.

6. rooster  

\_\_\_\_\_

Answer will vary.

Name \_\_\_\_\_ **PP6**

Print the words in the box on the lines where they fit the best.

mule	cake	spoon
kite	house	tree



\_\_\_\_\_



\_\_\_\_\_



coin	rope	hook
cloud	fern	vase



cloud



vase



rope



hook



fern



coin

Name \_\_\_\_\_ **PP8**

m a d → m a d e

f a d → f a d e

c a p → c a p e

d i m → d i m e

h o p → h o p e

t a p → t a p e

Directions: Have students write each word sound by sound as you pronounce each word.

Name \_\_\_\_\_ **PP9**

1. fad fade fate fade

2. slope slop sop slope

3. cap cope cape cape

4. joke jock jot joke

5. dime dim dine dine

6. cane can corn can

Directions: Have students circle each word that the teacher says and write it on the line.

7. fake fad fade fad

8. late lad lake late

9. mode made mad made

10. mute moot mate mute

11. bit bite bike bike

12. hop hope hoop hop

Name \_\_\_\_\_

**PP10**



dim  
dine  
dime



kit  
kite  
kiss



fin  
find  
fine



rate  
rake  
rat



cute  
cap  
cut



pin  
pint  
pine

Directions: Have students circle the word that matches the picture.

Unit 2 115

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rod  
rode  
red



cap  
cane  
cape



mate  
mat  
male

**10**

ten  
teen  
tent



can  
cane  
cape



pale  
pane  
pan

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Name \_\_\_\_\_

**PP11**

Print the words in the box on the lines where they fit best.

lines	bike	gate
kite	<del>nine</del>	plate



nine



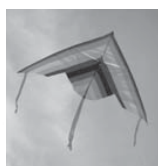
plate



gate



bike



kite



lines

Directions: Ask students to highlight/circle the separated digraphs in each word.

Unit 2 117

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dime	cube	grapes
globe	cone	cake



globe



cake



dime



grapes



cube



cone

118 Unit 2

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Name \_\_\_\_\_

**PP13**

Print the words in the box on the lines where they fit best.

bee	beans	leaf
peanuts	teacup	seashell



seashell



bee



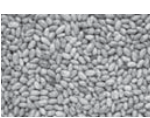
peanuts



teacup



leaf



beans

Unit 2 121

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wheat	chimpanzee	eel
athlete	cheese	geese



cheese



athlete



chimpanzee



eel



geese



wheat

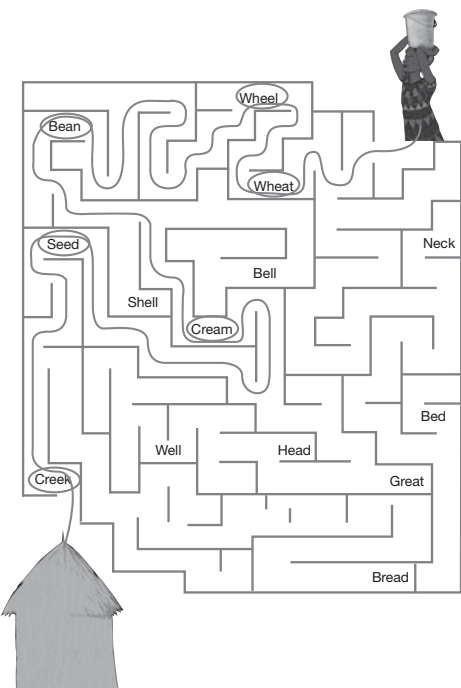
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Name \_\_\_\_\_

**PP14**

Directions: Ask students to read each word and circle only the words that have the *tee* sound so June can follow the path to go back home.

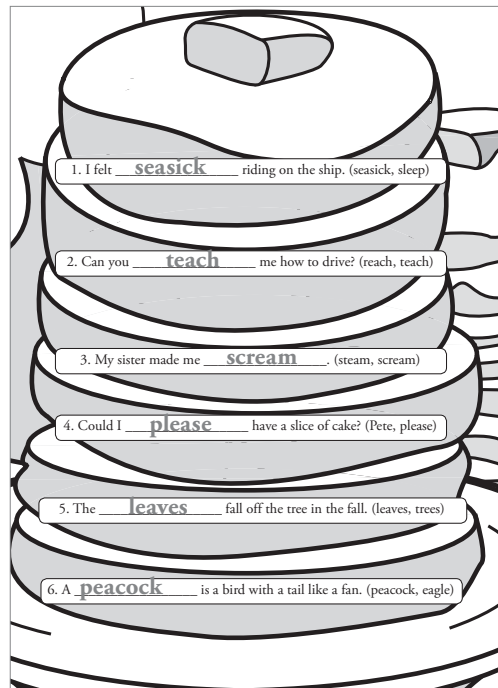


Unit 2 123

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Name \_\_\_\_\_

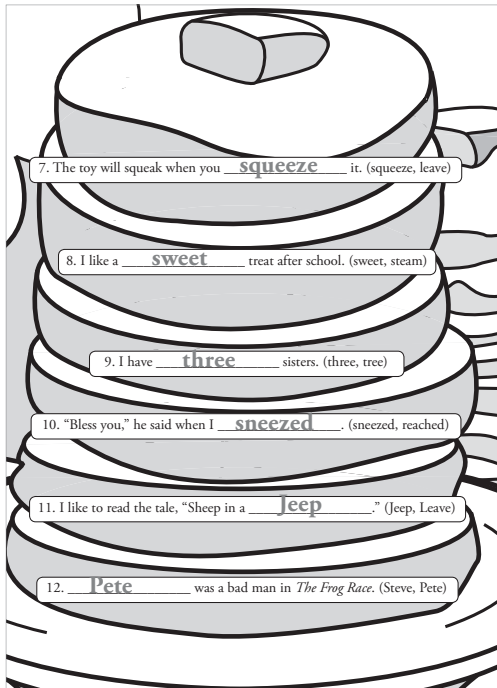
**PP15**



Directions: Circle the word that best completes each sentence.

Unit 2 125

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Name \_\_\_\_\_

**PP17**

owl	now	out	shout	cow
mouse	howl	brown	frown	trout

**Across**

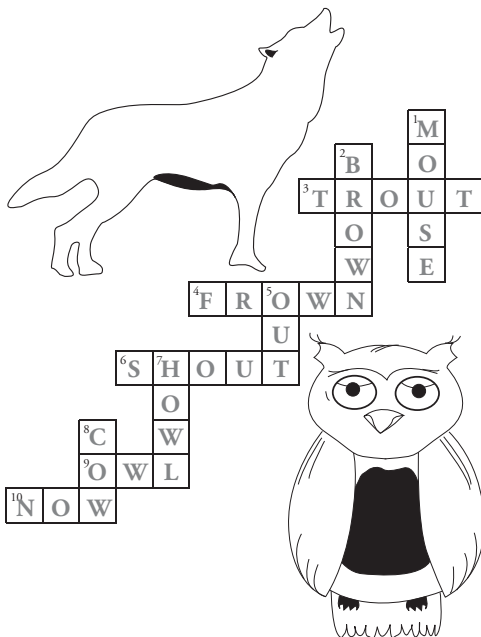
- A fish
- not a smile
- a loud voice
- a bird
- "Go to bed \_\_\_\_\_," said Mom.

**Down**

- One \_\_\_\_\_, two mice
- How now, \_\_\_\_\_ cow
- not inside but \_\_\_\_\_ side
- A dog will \_\_\_\_\_ at the moon.
- "Moo," said the \_\_\_\_\_.

Directions: Read the clues to the students and guide the completion of the crossword puzzle.

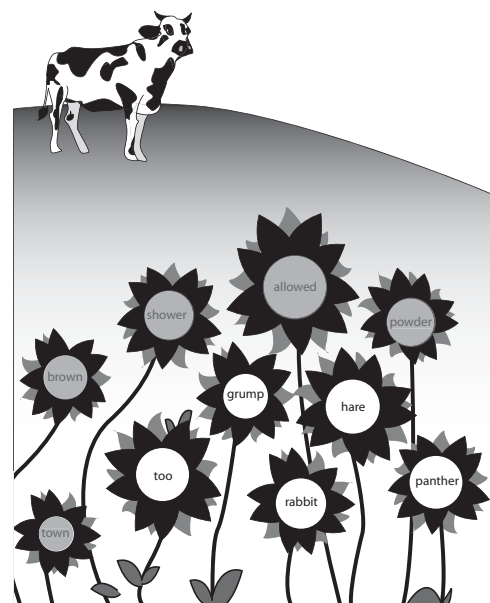
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Unit 2 133  
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Name \_\_\_\_\_

**PP18**



Directions: Help the cow find the best flowers to eat. Color only the flowers with the loud sound.

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Name \_\_\_\_\_

PP19

batboy	toybox	toys	coiled
soil	boiling	coins	

1. The sun is boiling hot outside.
2. Did you see the snake all coiled up?
3. The batboy will keep the baseball bats neat.
4. We will plant the seeds in the soil.
5. Pick up the toys and place them in the toybox.
6. Could you help me count my coins?
7. Are the stuffed toys on the bed?

*Directions: Students should read the sentences and fill in the blank with the best word.*

Unit 2 137

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Name \_\_\_\_\_

PP21

'er'

after	sister	marker	chapter
herd	fern	perch	number

1. Ten is the number I like best.
2. The herd of cows are grass.
3. Do you have the red marker?
4. The green fern needs water and sun.
5. My big sister, Jan, is tall.
6. The bird is sleeping on its perch.
7. After class, I like to take a nap.
8. That chapter of the book was long.

*Directions: Have students choose the correct word that fits best in the blank. After writing the word in the blank, have him or her circle the 'er' spelling.*

Unit 2 141

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Name \_\_\_\_\_

PP22

### 'or' and 'ar'

arm	shark	farmer	car	torn
corn	yarn	cart	thorn	

1. The red car went down the street fast.
2. Mark has a cut on his arm.
3. Do you like to eat corn in the summer?
4. The farmer had pigs and cows on his land.
5. Did he place the food in his shopping cart?
6. The thorn on the rose was sharp.
7. My mom uses yarn when she knits.
8. That is a big shark in the sea!
9. His shirt was ripped and torn.

*Directions: Have students choose the best word to complete the sentence. After writing the word in the blank, have him or her circle either the 'or' or 'ar' spelling.*

Unit 2 143

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Name \_\_\_\_\_

PP23

### 'or', 'er', and 'ar'

north	letter	garlic	morning	better
car	porch	cartoon	ladder	swimmer
short	far	river	form	garden

[illegible]

*Directions: Have students read each word aloud, write the word under the correct header, and circle the /or/, /er/, or /ar/.*

Unit 2 145

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Name \_\_\_\_\_

**PP24**

Print the words in the box on the lines where they fit best.

artist	barefoot	tadpole
<del>duckling</del>	comics	checkers



duckling



comics



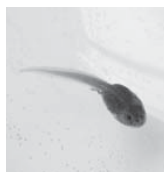
checkers



barefoot



artist



tadpole

Unit 2 147

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bookcase

broomstick

dentist

fireplace

handshake

iceberg



broomstick



handshake



iceberg



fireplace



dentist



bookcase

148 Unit 2

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Name \_\_\_\_\_

**PP25**

Directions: Read these words with your students. Ask them to "hobble" the pattern at the top of the column.

a_e	i_e
cupcake	sunshine
pancake	reptile
mistake	sunrise
fateful	timeline
bracelet	inside
cascade	pastime
snakeskin	combine
inflate	subscribe
translate	hostile

Unit 2 149

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Name \_\_\_\_\_

**PP26**

Print the words on the lines where they fit the best.

1. winter



winter

2. river



river

3. forest



forest

Unit 2 151

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4. farmer



farmer

5. ladder



ladder

6. collar



collar

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Name \_\_\_\_\_

PP27

Print the words in the box on the lines where they fit the best.

children	<del>number</del>	winter
kitchen	garden	fingers

38



number

garden

fingers



kitchen

children

winter

Unit 2 153

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writing

coffee

pocket

fireplace

fifteen

soccer

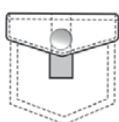
15



fifteen

writing

fireplace



soccer

pocket

coffee

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Name \_\_\_\_\_

PP29

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

1. Can a mule cook dinner? no

2. Can you wave your hand? yes

3. Are your feet green? no

4. Can you swim in a pool? yes

5. Is a dime less than a nickel? no

6. Is a river wet? yes

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7. Is it dark at noon? no
8. Is a cake sweet? yes
9. Are there cats on the moon? no
10. Can a rock swim? no
11. Is a boiling pot hot? yes
12. Is butter red? no

Name \_\_\_\_\_ **PP30**







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

1. Can a pepper be green? yes
2. Do pigs moo? no
3. Is ice hot? no
4. Can you use a pen to write? yes
5. Do words have letters? yes
6. Can a fish oink? no







7. Is nineteen a number? yes
8. Is it hot at the South Pole? no
9. Do fish have feet? no
10. Is shouting loud? yes
11. Is a panther a fish? no
12. Do raccoons have fins? no

Name \_\_\_\_\_ **PP31**

Check the sentence that is the best fit.

1.  ☒ Roses have thorns.  
☐ Roses have horns.
2.  ☒ My house has a yard.  
☐ My cloud has a yard.
3.  ☒ I can knit mittens.  
☐ I can knit kittens.
4.  ☒ Dentists fix teeth.  
☐ Dentists fix sheep.
5.  ☐ This pup is cute.  
☒ This duck is cute.
6.  ☒ I swim in the pool.  
☐ I run on the moon.



7.  ☒ Trees are green.  
☐ Bees are green.
8.  ☒ He rides a bike.  
☐ He rides a horse.
9.  ☒ I have a dime.  
☐ I have a lime.
10.  ☒ The band is loud.  
☐ The fan is loud.
11.  ☒ This is a good book.  
☐ He is a good cook.
12.  ☒ The artist can paint.  
☐ The artist can faint.

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Name \_\_\_\_\_

**PP32**

drop	ask	shrug	slump	limp
yank	plop	like	pat	yell

Directions: Ask students to use one word from the box in each sentence. He or she will need to add -ed to each word.

- “Zip! Zing!” he yelled. “Take that, T. Rex!”
- He yanked back the drapes.
- “Ug!” Mike said. He slumped and dropped his chin on his chest.
- “What if I tell you a bedtime tale?” he asked.
- Mike did not think it would help much. He shrugged.
- “When I was a kid, your gramp would tell me bedtime tales. I liked them.”
- Mike’s dad sat down on the bed and patted Mike on the back of the neck.
- Mike limped to his bed and plopped down on it.

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Name \_\_\_\_\_

**PP33**

dent	melt	jot	rub	beg
jog	hop	hope	tape	tap

Directions: Choose the correct word for each sentence and add -ed to the word. Then write the correct word to fill in the blank.

- Someone tapped me on the head.
- The dog begged for a treat.
- I rubbed my hands together.
- The side of the truck was dented in the wreck.
- My candy melted when I left it in the sun.
- Mom jotted down a list for shopping.
- He hopped like a rabbit.
- Dad jogged down the street.
- We hoped to get a gift from Gramps.
- She taped the poster to the wall.

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Name \_\_\_\_\_

**PP34**

Directions: Ask students to add -ing to each word. Then write the correct word in the blank for the sentence on the next page.

- smile smiling
- race racing
- bake baking
- invite inviting
- confuse confusing
- taste tasting
- compete competing
- like hopping

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1. Can we make the racing car go faster?
2. Are you inviting all of us to your picnic?
3. Dad is baking cake for my snack.
4. I like tasting the frosting for the cake.
5. We were glad and smiling when we left the park.
6. It was confusing to see the twins.
7. The boys were competing in the race.
8. The frog was liking to the pond.

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## 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.



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# Unit 2

## Teacher Guide

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