



Unit 3

Teacher Guide

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



Core Knowledge®

GRADE 2



Unit 3

Teacher Guide

Skills Strand
GRADE 2

Core Knowledge Language Arts®
New York Edition



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Alignment Chart for Unit 3

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

| | | Lesson | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| Alignment Chart for Unit 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading Standards for Informational Text: Grade 2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key Ideas and Details | | | | | | | | | | | | | | | | | | | | | | | | | | |
| STD RI.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 nonfiction/informational text read independently | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Craft and Structure | | | | | | | | | | | | | | | | | | | | | | | | | | |
| STD RI.2.5 | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. | | | | | | | | | | | | | | | | | | | | | | | | | |
| CKLA Goal(s) | Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a nonfiction/informational text | | ✓ | | | | | | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | | | | | | | | | |
| STD RI.2.6 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | | | | | | | | | | | | | | | | | | | | | | | | | |
| CKLA Goal(s) | Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Alignment Chart for Unit 3

Lesson

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Integration of Knowledge and Ideas | | | | | | | | | | | | | | | | | | | | | | | | | |
| STD RI.2.7 | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | | | | | | | | | | | | | | | | | | | | | | | | |
| CKLA Goal(s) | | ✓ | | | | | | ✓ | | | | | | | | | | | ✓ | | ✓ | | ✓ | | |
| STD RI.2.8 | Describe how reasons support specific points the author makes in a text. | | | | | | | | | | | | | | | | | | | | | | | | |
| CKLA Goal(s) | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | ✓ | | ✓ | ✓ | | | | | | |
| STD RI.2.9 | Compare and contrast the most important points presented by two texts on the same topic. | | | | | | | | | | | | | | | | | | | | | | | | |
| CKLA Goal(s) | | | | | | | | | | | | | | | | | | | ✓ | | | | | | |
| Range of Reading and Level of Text Complexity | | | | | | | | | | | | | | | | | | | | | | | | | |
| STD RI.2.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently. | | | | | | | | | | | | | | | | | | | | | | | | |
| CKLA Goal(s) | | | | | | | | | | | | | | | | | | | | | | | | | |



Alignment Chart for Unit 3

Lesson

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|--|--|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Reading Standards for Foundational Skills: Grade 2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Phonics and Word Recognition | | | | | | | | | | | | | | | | | | | | | | | | | |
| STD RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | | | | | | | | | | | | | | | | | | | | | | | | |
| STD RF.2.3a | Distinguish long and short vowels when reading regularly spelled one-syllable words. | | | | | | | | | | | | | | | | | | | | | | | | |
| CKLA Goal(s) | <p>Use knowledge of the letter sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words</p> <p>Unit 1: 'a' > /a/; 'e' > /e/; 'i' > /i/; 'o' > /o/; 'u' > /u/</p> <p>Unit 2: 'a_e' > /ae/; 'ee' > /ee/; 'i_e' > /ie/; 'o_e' > /oe/; 'u_e' > /ue/</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| STD RF.2.3b | Know spelling-sound correspondences for additional common vowel teams. | | | | | | | | | | | | | | | | | | | | | | | | |
| CKLA Goal(s) | <p>Read and write words spelled with the following vowel teams: long vowel sounds: 'ai', 'ay' > /ae/; 'ea', 'ey' > /ee/; 'oa', 'oe', 'ow' > /oe/; 'ie', 'igh' > /ie/; short vowel sounds: 'ou', 'o_e' > /u/; 'ea' > /e/; other vowel sounds: 'oi', 'oy' > /oi/; 'aw', 'au', 'augh', 'al' > /aw/; 'ow' > /ou/; r-controlled vowel sounds: 'er' > /er/; 'or' > /or/; 'ar' > /ar/</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| STD RF.2.3c | Decode regularly spelled two-syllable words with long vowels. | | | | | | | | | | | | | | | | | | | | | | | | |
| CKLA Goal(s) | <p>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</p> | | | | | | | | | | | | | | | | | | | | | | | | |

Alignment Chart for Unit 3

Lesson

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|--------------|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| STD RF.2.3d | Decode words with common prefixes and suffixes. | | | | | | | | | | | | | | | | | | | | | | | | | |
| CKLA Goal(s) | Read and write words with the following inflectional endings and suffixes: | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Unit 1: -ing, -ed Unit 2: -ed, -ing Unit 3: -ed, -ing, -s, -es Unit 5: -tion | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | ✓ | | | | ✓ | | ✓ | | | | | | | | |
| STD RF.2.3e | Identify words with inconsistent but common spelling-sound correspondences. | | | | | | | | | | | | | | | | | | | | | | | | | |
| CKLA Goal(s) | Read and write words with the following letter-sound correspondences: | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ‘a’ as /a/ (hat), /æ/ (paper), /ə/ (about), or /aw/ (wall); ‘i’ as /i/ (hit), /ie/ (item), or /ee/ (sk); ‘o’ as /o/ (hop), /oe/ (open), or /u/ (son); ‘e’ as /e/ (pet), /ee/ (me), or /ə/ (debate); ‘u’ as /ue/ (unit) or /u/ (but); ‘y’ as /y/ (yes), /ie/ (try), /i/ (myth), or /ee/ (funny); ‘ir’ (bird), ‘ur’ (hurt), or ‘er’ as /er/ (her); ‘ar’ > /ar/ (car) or /or/ (war); ‘ai’ > /ə/ + /l/ (animal); ‘ii’ > /ə/ + /l/ (pencil); ‘ul’ > /ə/ + /l/ (awful); ‘el’ > /ə/ + /l/ (travel), ‘le’ > /ə/ + /l/ (apple); ‘tion’ > /sh/ + /ə/ + /n/; ‘ph’ > /f/ (phone); ‘ch’ > /k/ (school); ‘a’ > /o/ (water) | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fluency | | | | | | | | | | | | | | | | | | | | | | | | | | |
| STD RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. | | | | | | | | | | | | | | | | | | | | | | | | | |
| CKLA Goal(s) | Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |



Alignment Chart for Unit 3

Lesson

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|--|--|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| STD RF.2.4a | Read grade-level text with purpose and understanding. | | | | | | | | | | | | | | | | | | | | | | | | |
| CKLA Goal(s) | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | | | | | |
| Writing Standards: Grade 2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Text Types and Purposes | | | | | | | | | | | | | | | | | | | | | | | | | |
| STD W.2.3 | 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. | | | | | | | | | | | | | | | | | | | | | | | | |
| CKLA Goal(s) | | | | | | | | | | | | | | | | | | | | ✓ | ✓ | ✓ | | | ✓ |
| Production and Distribution of Writing | | | | | | | | | | | | | | | | | | | | | | | | | |
| STD W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | | | | | | | | | | | | | | | | | | | | | | | | |
| CKLA Goal(s) | | | | | | | | | | | | | | | | | | | | | | | | ✓ | |
| Speaking and Listening Standards: Grade 2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Presentation of Knowledge and Ideas | | | | | | | | | | | | | | | | | | | | | | | | | |
| STD SL.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language) | | | | | | | | | | | | | | | | | | | | | | | | |
| CKLA Goal(s) | | | | | | | | | | | | | | | | | | | | | | | | | ✓ |

Alignment Chart for Unit 3

Lesson

| Alignment Chart for Unit 3 | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------|---|---|---|---|---|---|---|---|----|----|----|----|--------------|----|----|----|----|----|----|----|----|----|----|----|--|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | |
| Language Standards: Grade 2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Conventions of Standard English | | | | | | | | | | | | | | | | | | | | | | | | | |
| STD L.2.2 | Demonstrate command of the conventions of Standard English capitalization, pronunciations, and spelling when writing. | | | | | | | | | | | | | | | | | | | | | | | | |
| STD L.2.2a | Capitalize holidays, product names, and geographic names. | | | | | | | | | | | | | | | | | | | | | | | | |
| CKLA Goal(s) | | | | | | | | | | | ✓ | | | | | | | | | | | | | | |
| Vocabulary Acquisition and Use | | | | | | | | | | | | | | | | | | | | | | | | | |
| STD L.2.2e | Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | | | | | | | | | | | | | | | | | | | | | | | | |
| CKLA Goal(s) | Consult the Individual Code Chart | | | | | | | | | | | | <div>✓</div> | | | | | | | | | | | | |
| STD L.2.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies. | | | | | | | | | | | | | | | | | | | | | | | | |
| STD L.2.4a | Use sentence-level context as a clue to the meaning of a word or phrase. | | | | | | | | | | | | | | | | | | | | | | | | |
| CKLA Goal(s) | | | | ✓ | | | | ✓ | | | ✓ | | | | | | ✓ | | ✓ | | | | | | |



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

Introduction to Unit 3

This unit is devoted to introducing spelling alternatives for vowel sounds. Vowel sounds and their spellings are the most challenging part of the English writing system. There are only two vowel sounds that are almost always spelled one way. One is /a/, which is almost always spelled 'a' as in *at*. The other is /ar/, which is almost always spelled 'ar' as in *car*. The other sixteen vowel sounds have at least one significant spelling alternative. Several of them have many spelling alternatives.

| 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 (5 min.) | One-Syllable Words (5 min.) | Today's Focus Spelling (15 min.) | Code Flip Book Review (5 min.) | Student Spelling Assessment (15 min.) |
| Board Sort (10 min.) | Today's Focus Spelling (20 min.) | Chaining (10 min.) | Review of the /ae/ Sound and Spellings (15 min.) | Spelling Chart (25 min.) |
| Spelling Trees (20 min.) | Word Sort (15 min.) | Word Sort (15 min.) | Tricky Spelling 'a' (20 min.) | Team Spelling Bee (20 min.) |
| Baseball Game (10 min.) | Partner Reading: "The Spelling Bee" (20 min.) | Partner Reading: "And Then There Were Two" (20 min.) | Whole Group Close Reading: "Born to Spell?" (20 min.) | |
| Whole Group: "A Letter from the Publisher" (15 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 (5 min.) | Today's Focus Spelling (20 min.) | One-Syllable Words (5 min.) | Code Flip Book Review (5 min.) | Student Spelling Assessment (15 min.) |
| Board Sort (10 min.) | Chaining (5 min.) | Today's Focus Spelling (20 min.) | Review of the /oe/ Sound and Spellings (10 min.) | Spelling Chart (25 min.) |
| Spelling Trees (15 min.) | Word Sort (15 min.) | Word Sort (15 min.) | Tricky Spelling 'o' (25 min.) | Small Group: "Kim's Training" (20 min.) |
| Whole Group: "Miss Baker" (15 min.) | Nouns (20 min.) | Whole Group Close Reading: "The Swimming Sisters" (20 min.) | Small Group: "Val's Training" (20 min.) | |
| Small Group: Remediation and Practice (15 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 (5 min.) | One-Syllable Words (10 min.) | Review of One-Syllable Words (5 min.) | Scrambled Sentences (10 min.) | Student Spelling Assessment (15 min.) |
| Board Sort (10 min.) | Today's Focus Spelling (25 min.) | Tricky Spelling 'i' (15 min.) | Capitalization of I; Common and Proper Nouns (25 min.) | Plural Nouns (25 min.) |
| Spelling Trees (15 min.) | Common and Proper Nouns (25 min.) | Spelling Chart /ie/ (15 min.) | Partner Reading: "The Soccer Twins, Part I" (25 min.) | Dictation Decoding (20 min.) |
| Fill in the Blank (10 min.) | | Small Group: "The Big Race" (25 min.) | | |
| Whole Group Close Reading: "The Big Race" (20 min.) | | | | |
| 60 min. | 60 min. | 60 min. | 60 min. | 60 min. |

| Week Four | | | | |
|--|--|---|--|--|
| Day 16 (Lesson 16) | Day 17 (Lesson 17) | Day 18 (Lesson 18) | Day 19 (Lesson 19) | Day 20 (Lesson 20) |
| Introduce Spelling Words (15 min.) | Oral Review of Antonyms and Synonyms (10 min.) | Spelling Chart (20 min.) | Oral Discrimination (5 min.) | Student Spelling Assessment (15 min.) |
| Board Sort; Spelling Trees (20 min.) | Board Work (20 min.) | Practice (20 min.) | Introduction of Spellings for /aw/ (15 min.) | Introduction of the 'augh' Spelling (10 min.) |
| Practice /ue/ Spelled as 'u_e' (10 min.) | Practice of /ue/ (10 min.) | Whole Group Close Reading: "Jump" (20 min.) | Spellings of /aw/ (15 min.) | Spelling Tree (10 min.) |
| Partner Reading: "The Soccer Twins, Part II" (15 min.) | Plural Nouns Adding -s and -es (20 min.) | | Partner Reading: "Jump!" (25 min.) | Whole Group Close Reading: "The Dispute" (25 min.) |
| 60 min. | 60 min. | 60 min. | 60 min. | 60 min. |

| Week Five | | | | |
|---|--|---|---|--|
| Day 21 (Lesson 21) | Day 22 (Lesson 22) | Day 23 (Lesson 23) | Day 24 (Lesson 24) | Day 25 (Lesson 25) |
| Practice Reading /aw/ Sound (15 min.) | Action Verbs (20 min.) | Action Verbs (20 min.) | Edit and Rewrite a Personal Narrative (60 min.) | Dictation Identification (10 min.) |
| Plan a Class Personal Narrative (45 min.) | Plan and Draft a Personal Narrative as a Class (40 min.) | Plan and Draft a Personal Narrative (40 min.) | | Comprehension: "The Splash Artist" (25 min.) |
| | | | | Wiggle Cards (5 min.) |
| | | | | Grammar (20 min.) |
| 60 min. | 60 min. | 60 min. | 60 min. | 60 min. |

Unit Overview

Vowel Spellings and Sounds

The sounds and spellings taught in this unit are:

- /ae/ spelled 'a_e' (*cake*), 'a' (*paper*), 'ai' (*wait*), 'ay' (*day*)
- /oe/ spelled 'o_e' (*home*), 'o' (*open*), 'oa' (*boat*), 'oe' (*toe*)
- /ie/ spelled 'i_e' (*bite*), 'i' (*biting*), 'ie' (*tie*)
- /ue/ spelled 'ue' (*cue*), 'u_e' (*cute*), 'u' (*unit*)
- /aw/ spelled 'aw' (*paw*), 'au' (*Paul*), 'augh' (*caught*)

Each sound is given a multi-day treatment. On the first day you will do a board sort to preview the spellings for the sound. You will also set up a “Spelling Tree”—a graphic organizer that allows you to sort words by spelling—adding new words over a period of several lessons. You will update this Spelling Tree as students are formally introduced to the spelling alternatives for the sound and perform a series of word sorts.

Tricky Spellings

Some of the spellings introduced in this unit are “shared” between two sounds. For example, the spelling ‘o’ is introduced as a spelling alternative for the /oe/ sound, as in *open*. However, students should already know that ‘o’ is the basic code spelling for the /o/ sound as in *hot*. We can say this spelling is shared between /o/ and /oe/. Or, we can say it is ambiguous because it can stand for either /o/ or /oe/. Because this spelling can stand for more than one sound, it is called a *tricky spelling*. Tricky spellings pose a problem for the reader. When a reader comes across an unfamiliar word containing the ‘o’ spelling, he or she may need to try pronouncing the tricky spelling in different ways to determine the actual pronunciation of the word.

The following tricky spellings are treated in this unit:

- ‘o’ can be pronounced /o/ (*hop*) or /oe/ (*open*)
- ‘a’ can be pronounced /a/ (*hat*) or /ae/ (*paper*)
- ‘i’ can be pronounced /i/ (*it*) or /ie/ (*biting*)
- ‘u’ can be pronounced /u/ (*but*) or /ue/ (*unit*)

Tricky Words

A set of Tricky Words is reviewed in Lesson 1. From this point on, Tricky Words are introduced on an as-needed basis.

The following Tricky Word is introduced in the Reader and should be pre-taught before the story is assigned:

- Pausing Point: “The Math Contest”: *minute*

- When introducing this word, be sure to draw attention to the parts read (and spelled) just as students would expect based on what they have learned so far. Also, identify the tricky parts of the word.

As you introduce new spelling patterns, you will notice some words previously introduced as Tricky Words include the newly taught spelling patterns and no longer need to be classified as Tricky Words. For example, once you have taught ‘o’ as a spelling alternative for /oe/, the words *no* and *so* no longer need to be treated as Tricky Words. They can be described as members of a larger spelling pattern including words like *go* and *most*. As spelling patterns are introduced, the corresponding words should be removed from the Tricky Word wall.

Reader: *Kids Excel*

The Reader for this unit is *Kids Excel*. This fictional Reader consists of profiles of kids who excel at various activities—spelling, swimming, playing soccer, jumping rope, splashing, math, rock skipping. Each profile progresses across several selections.

Close Reading

With the adoption of the CCSS, 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. Once again in 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>.

Additionally, you will note wherever these lessons occur (Lessons 4, 8, 11, 18 and 20 of this unit), our commitment to placement of decodable text in the Reader and Workbook does not waiver. Close Reading lessons will intensify as the units progress. You will find the Close Reading lessons occurring about once a week. Please note, for some weeks where writing or assessment are the focus, there may not be sufficient time available to conduct a Close Reading lesson.

Grammar

The Grammar thread for Unit 3 has students continuing to focus on capitalization, quotation marks, and ending punctuation. In addition, Unit 3 focuses on common and proper nouns, antonyms and synonyms, and verbs.

Writing

In Unit 3, students will practice writing their own personal narrative. Mr. Mowse makes another appearance in this unit to help students practice editing.

At this point, students have learned one way to write every sound in English except for the very rare /zh/ as in *treasure*. (They should also know a number of spelling alternatives for consonant sounds.) They should therefore be able to write a plausible, if not dictionary-correct, spelling for any word in their oral vocabulary. As the year goes on they will learn more and more of the spelling alternatives they will need to achieve dictionary-correct spelling. However, it will take some time for most students to begin to spell with a high level of accuracy, particularly when it comes to spelling vowel sounds.

Spelling achievement will generally trail reading achievement. Students must first be introduced to the spelling alternatives and learn to decode them while reading. Then, after a certain amount of exposure to the spellings in written words, students will begin to select the correct spelling in their own writing. Some students move fairly rapidly from seeing spelling alternatives in print and completing word sorts to using the correct spellings in their writing. Others take much longer to master conventional spelling. It is not unusual for this to take several years and it is not surprising given the complicated nature of the sound-spelling correspondence system of the English language. Nevertheless, the orderly, systematic way in which the spelling code is taught in this program should lead to noticeable improvements in spelling ability.

Remember to collect student writing for their portfolios. Most students enjoy looking back at their writing from time to time throughout the year to see how much they have grown as writers.

Assessment Opportunities

Weekly spelling assessments are included in Unit 3. Each assessment is accompanied by a spelling analysis sheet. Use of this assessment and careful thought about students' errors will give you insight into planning remediation of both decoding and encoding skills.

In addition, we recommend you continue using the Anecdotal Reading Record found in the Teacher Resources section at the end of this Teacher Guide. You should circulate and listen to students read, making notes as you listen. You should hear every student read aloud at least once or twice a week.

A midpoint decoding assessment occurs in Lesson 15, and the end of the unit Student Performance Task Assessment occurs in Lesson 25. If students struggle on this assessment, you may need to spend a few days reviewing before moving on and/or you may need to conduct remedial work with specific students.

Pausing Point Pages

As in previous units, Unit 3 includes a Pausing Point. Although these activities can be used at the end of Unit 3, you do not have to wait until you have completed the unit to use this section. These pages provide practice and remediation ideas that can be used throughout the unit, not just at the end. However, you do need to be careful not to use workbook pages containing spellings not yet introduced in the unit.

Fluency Packet

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.

Although not marked in the Alignment Chart at the beginning of the Teacher Guide, 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-U3>. 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.

Lesson 1

Spelling Alternatives

✓ Objectives

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

- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ 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 nonfiction/informational text read independently (RI.2.1)
- ✓ Read and understand decodable text that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction/informational text read independently (RI.2.8)
- ✓ Read and write words with the inflectional endings and suffixes: *-ed, -ing, -s, -es* (RF.2.3d)

| At a Glance | Exercise | Materials | Minutes |
|---|--|---|---------|
| Warm-Up | Introduce Spelling Words | Worksheet 1.1 | 5 |
| The /ae/ Sound and Its Spellings | Board Sort | board | 10 |
| | Spelling Trees | Spelling Tree templates; brown, green, and yellow paper; scissors; marker; tape | 20 |
| Tricky and High-Frequency Words | Baseball Game | board; index cards | 10 |
| Reading Time | Whole Group: “A Letter from the Publisher” | <i>Kids Excel</i> | 15 |
| Take-Home Material | Spelling Letter; Story; Comprehension Worksheet | Worksheets 1.1, 1.2, 1.3 | * |

Advance Preparation

In this lesson you will be asked to create two Spelling Tree wall displays: one for the short vowel /a/ sound and its spelling 'a' and one for the long vowel /ae/ sound and its four spellings ('a_e', 'a', 'ai', and 'ay') introduced in this unit. Examples to assist you in making the Spelling Tree are provided for you on the next pages. You should have the tree assembled and ready to be displayed before you begin the exercise. For best results, try to make the tree at least 24" x 18", preferably a good deal larger.

Make the trunk of the Spelling Trees out of brown construction paper or draw the trunk on white chart paper. Each tree for this lesson should have five branches forking off from the central trunk. The branches vary in length and correlate with the power bar on the Spelling Cards. For example, the 'a' spelling is the most common spelling for the long vowel /ae/ sound, so its branch is the longest on the /ae/ Tree. The shortest branch on the tree is on the top for odd ducks see explanation below.

For the /ae/ Tree, use four branches for the more common spellings ('a_e', 'a', 'ai', and 'ay'), and one branch at the top for odd ducks. Odds ducks are words having the /ae/ sound spelled in a way not explicitly taught in this unit. The /a/ tree should have five branches of the same length, all for words with /a/.

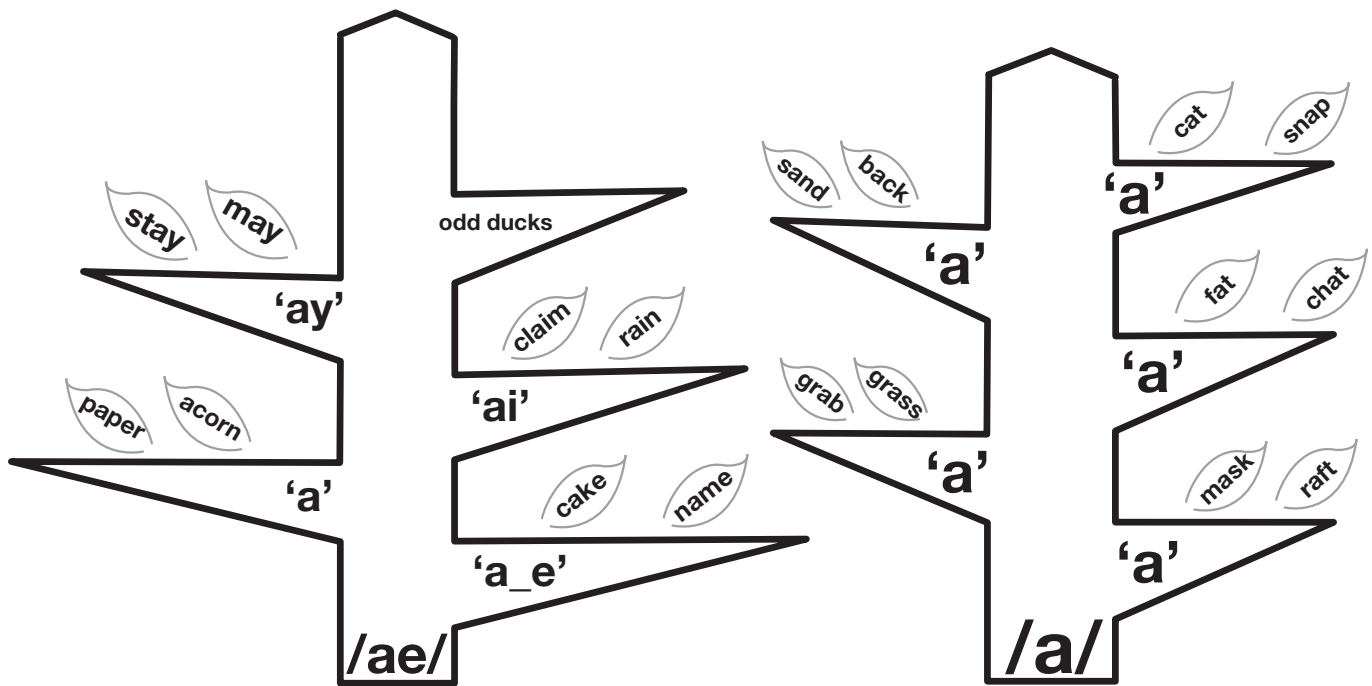
Make multiple copies of the leaf template. The leaves should be big enough to write words on, small enough so you can fit at least 25 to 30 words on the Spelling Tree, but not so small that the words are unreadable when mounted on the wall. The leaves are for words that contain one of the spelling patterns. Write these /ae/ words on the leaves: **same**, **lake**, **baking**, **paper**, **rain**, **wait**, **day**, **say**. Also write these /a/ words on other leaves: **back**, **sand**, **grass**, **grab**, **snap**, **chat**, **raft**, **mask**.

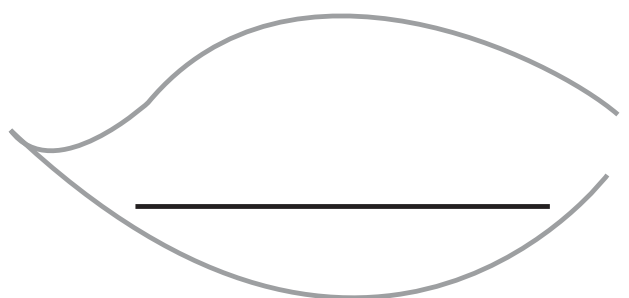
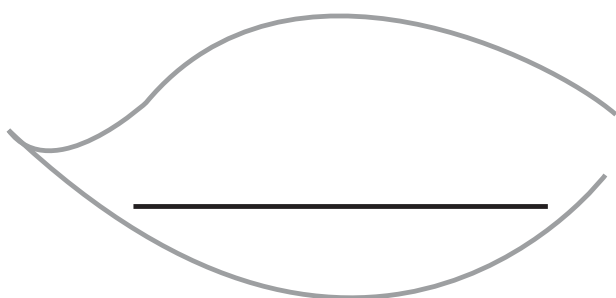
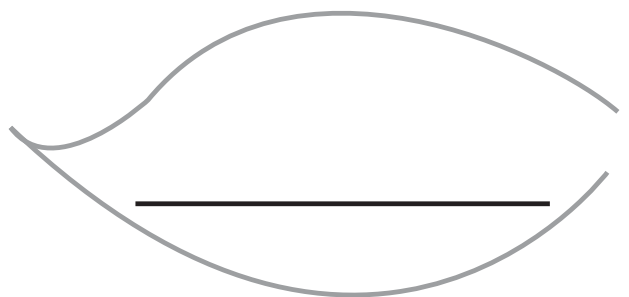
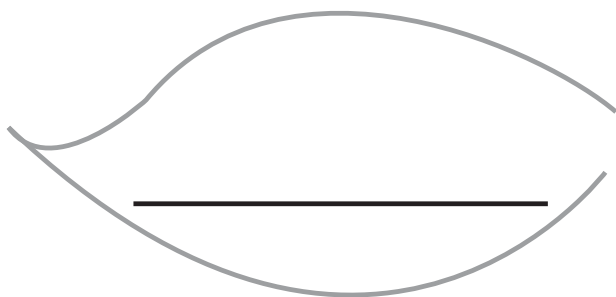
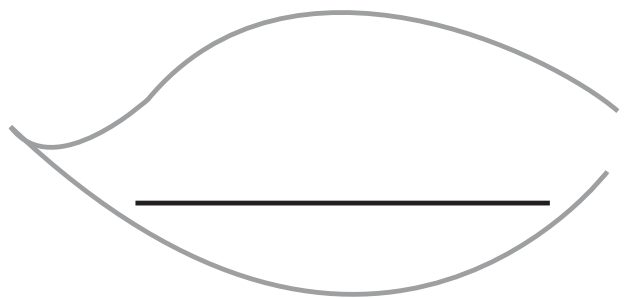
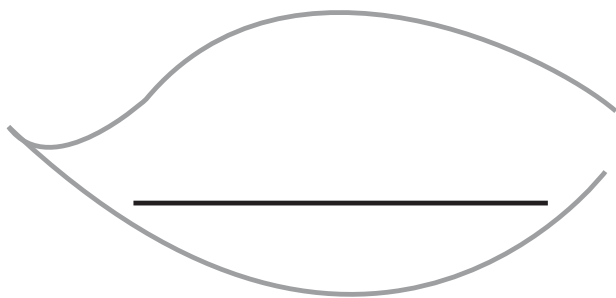
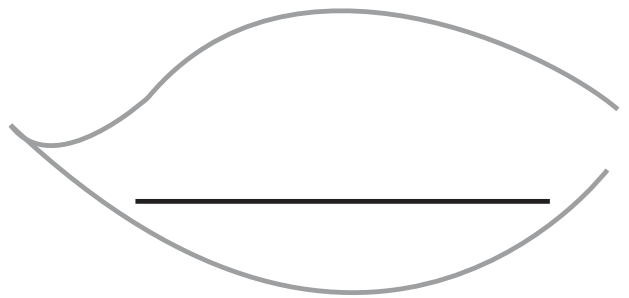
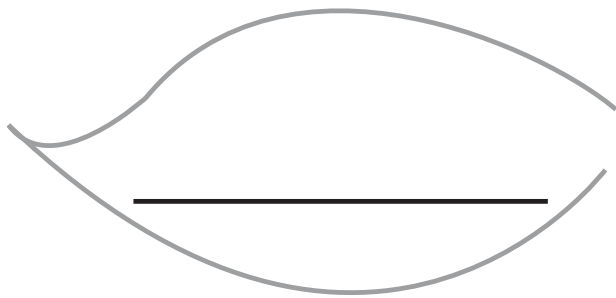
Make multiple copies of the odd duck template on yellow paper. These duck-shaped cards are for odd ducks, i.e., words having the /ae/ sound but not falling into any of the spelling patterns the students are learning in Unit 3. For /ae/, the odd ducks include 'eigh' as in **eight**, 'ey' as in **hey**, 'ea' as in **great**, 'ei' as in **vein**, 'e' as in **José**, 'ae' as in **sundae**, and 'et' as in **ballet**. You do not need to write any words in advance on the odd duck templates; just have these available during the lesson should students offer any odd duck spellings for the long vowel /ae/ sound.

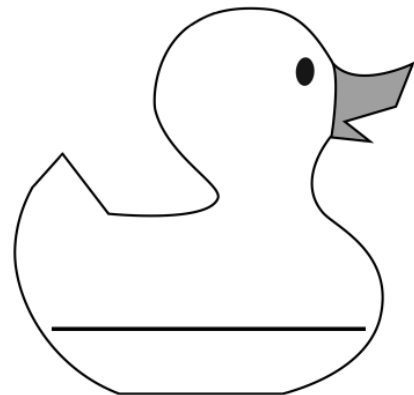
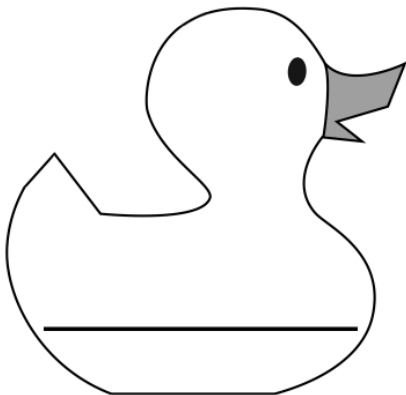
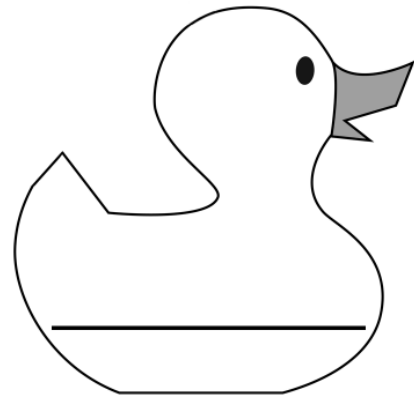
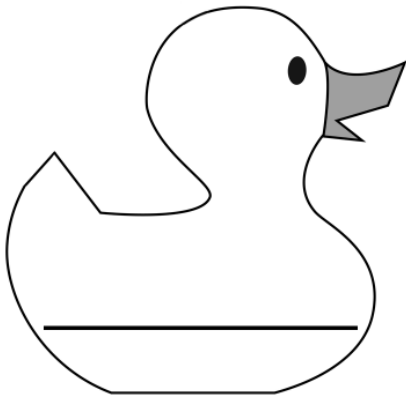
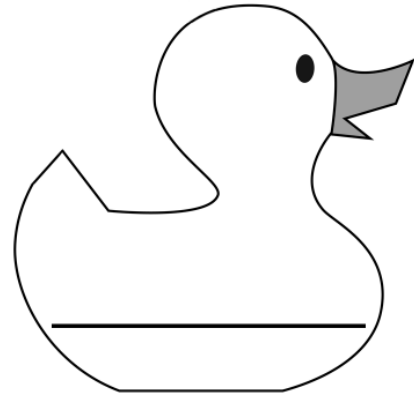
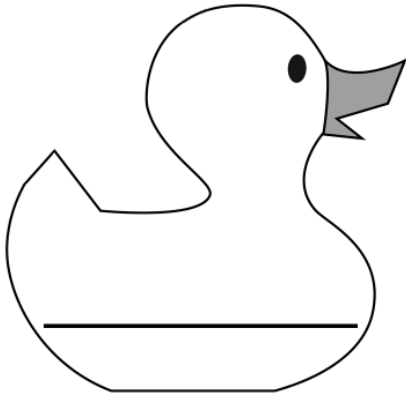
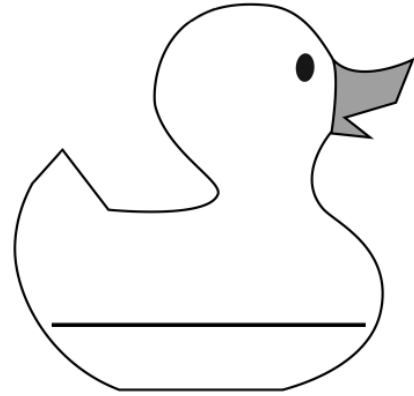
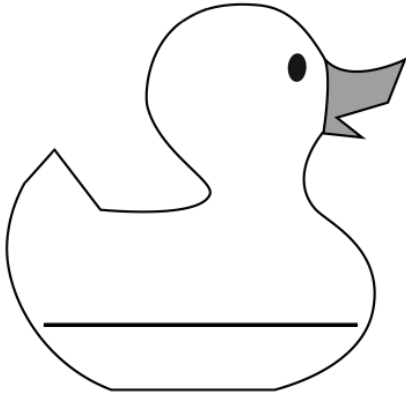
Over the course of this unit, you will be asked to make and display nine Spelling Trees. If wall space for display is limited, you may decide instead to use a chart tablet to create all of your Spelling Trees during the year. We suggest you dedicate the chart pad to Spelling Trees only so you and students may use the pad as a quick reference. Draw only one tree per page.

To prepare for the Baseball Game activity, choose 20 or more words from the box below and write them on index cards.

- | | |
|----------|-----------|
| 1. and | 28. one |
| 2. a | 29. once |
| 3. are | 30. off |
| 4. am | 31. pull |
| 5. all | 32. said |
| 6. at | 33. see |
| 7. an | 34. so |
| 8. by | 35. tell |
| 9. but | 36. to |
| 10. best | 37. there |
| 11. can | 38. the |
| 12. do | 39. us |
| 13. from | 40. was |
| 14. have | 41. word |
| 15. here | 42. what |
| 16. is | 43. why |
| 17. it | 44. were |
| 18. if | 45. when |
| 19. I | 46. which |
| 20. in | 47. went |
| 21. keep | 48. where |
| 22. let | 49. who |
| 23. look | 50. yes |
| 24. my | 51. you |
| 25. must | 52. your |
| 26. no | 53. says |
| 27. not | |



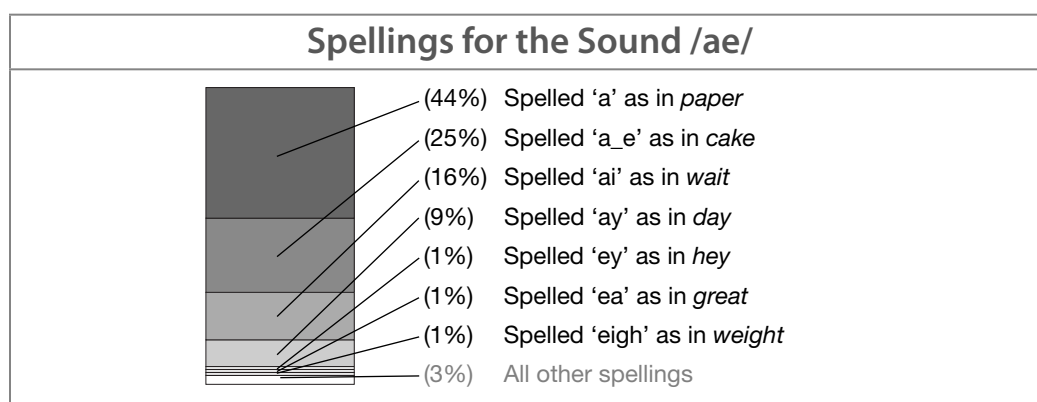




Note to Teacher

Over the next several lessons, you will teach spelling alternatives for the /ae/ sound. The spellings include the basic code spelling 'a_e' as in *cake* and the spelling alternatives 'a' as in *paper*, 'ai' as in *wait*, and 'ay' as in *day*. The chart shows you which of these spellings are most common for this sound.

Students should already know the basic code spelling 'a_e' as in *cake*. Some of them may also be familiar with the spellings 'ay', 'ai', and 'a'.



Here are some patterns for your information:

- The 'a_e' separated digraph spelling is never used for the final sound in a word or syllable; there is always a consonant sound that follows /ae/, and the spelling for that consonant sound is inserted between the 'a' and the 'e' (*ape*, *rate*, *make*).
- Many 'a_e' words change to words spelled with only 'a' when a suffix is added, e.g., *name* > *naming* and *bake* > *baking*. The 'e' is dropped when a suffix beginning with a vowel sound is added.
- The 'a' spelling is actually more common than the basic code spelling 'a_e'. However, it was not chosen as the basic code spelling for two reasons: 1. 'a' is the basic code spelling for /a/ as in *cat*, and 2. 'a' > /ae/ is rare in one-syllable words of the sort used in beginning reading materials (*strange*, *waste*); it is primarily found in multi-syllable words (*naming*, *paper*, *April*).
- 'ai' is generally used in the initial position of a syllable (*aim*, *aid*) or the medial position of a syllable (*pail*, *paint*) and is almost always followed by a consonant spelling. It is rarely used in the final position of a syllable.
- 'ay' is generally used in the final position of a syllable (*say*, *pay*); it is rarely found in the initial position or the medial position of a syllable.
- The spellings 'ey', 'ea', and 'eigh' are included in the Spellings for the Sound /ae/ graph, but they are not taught in Unit 3.



Worksheet 1.1

Introduce Spelling Words

- Tell students the spelling words this week have r-controlled vowels. Remind students they practiced r-controlled vowels in Unit 2.
- Ask students if they remember the three vowels sometimes controlled by 'r' ('a', 'e', and 'o').
- Write three columns on the board with the headings 'er', 'or', and 'ar'. Write the spelling words under the appropriate columns.
- The spelling words for this week are:

1. **'er'**: sis | ter, let | ter, ex | pert
2. **'or'**: born, sports, short
3. **'ar'**: mark, start | ed, back | yard

Tricky Word: some

- Read each of the words aloud with students, focusing on the r-controlled sounds. Tell students the Tricky Word for the week is *some*.
- Remind students to practice their words at home each night with a family member.

The /ae/ Sound and Its Spellings

30 minutes

Board Sort

10 minutes

- As in Unit 2, Unit 3 focuses on vowel sounds. Students will learn many new vowel sounds and spellings, but today they will first review the basic code for the short vowel sound /a/. Write 'a' on the board and ask students what sound they would make if they saw this spelling (/a/ as in *cat*).
- Ask students to share at least six to eight words containing the short vowel /a/ sound. Write the words on the board and circle the 'a' in each word, reminding students the spelling 'a' represents the short vowel /a/ sound.
- Tell students today they will focus on the long vowel sound /ae/, as in *bake*. Have students say the sound /ae/.
- Remind students they have already learned one spelling for this sound, the separated digraph 'a_e'. Write 'a_e' on the board and ask students what sound they would make if they saw this spelling (/ae/ as in *cake*).
- Ask students to provide two to three words that have the 'a_e' spelling. Record these words on the board under the column 'a_e'; use two-finger pointing, as you did in Unit 2, to highlight the spelling and also circle it with a horseshoe loop.

Students may occasionally supply a word that contains an /ae/ spelling that will not be taught in this unit. For example, a student may provide the word *eight* or *weigh*. Record words with spellings that will not be taught in Unit 3 under a column labeled “odd ducks” to acknowledge the student correctly provided a word with the /ae/ sound, but with a particular spelling not taught in this unit.

- Tell students there are other ways to write the /ae/ sound and over the next few days, they are going to learn several additional spellings for the sound.
- Ask students to share any words containing the /ae/ sound (not the letter ‘a’ but the sound /ae/).
- Sort the /ae/ words students provide according to spellings. Write the spelling and circle the letters that stand for the /ae/ sound in each word. For example, if a student says *plane*, list the word under the heading ‘a_e’ and circle the ‘a’ and ‘e’. If a student says *play*, list the word under the heading ‘ay’ and circle the ‘ay’. If a student says *playdate*, list the word twice, once under the heading for ‘ay’, with the ‘ay’ circled, and once under the heading for the ‘a_e’, with ‘a’ and ‘e’ circled.
- Call students’ attention to the four spelling patterns for the long vowel sound, /ae/.
- Below are examples of words students may provide. Each column represents the major spellings of the long vowel sound /ae/. To acknowledge students correctly provided a word with the /ae/ sound, but with a particular spelling not taught in this unit, list words under “odd ducks.” **Do not list words in the odd ducks column unless students happen to suggest these words.**

| ‘a_e’ | ‘a’ | ‘ai’ | ‘ay’ | odd ducks |
|-------|-----------|------|------|-----------|
| same | ba king | rain | day | great |
| lake | pa per | wait | say | hey |
| | | | | weigh |

- Students will probably come up with examples of most of the major spelling patterns, but you should introduce any spellings listed above, other than the odd ducks, that are not offered spontaneously by students. You can do this by writing one of the sample words on the board, reading the word to students, and then asking them, “Which letters stand for the /ae/ sound in this word?”
- Leave the words from the board sort on the board as you will add some of them to the Spelling Tree wall display.

Spelling Trees

20 minutes

- Show students the Spelling Trees you have assembled and explain you are going to use one tree to help them keep track of the spellings for the long vowel /ae/ sound and the other to keep track of spellings for the short vowel /a/ sound.
- Label the trunk of one tree /a/ and the other /ae/.
- Label five of the branches on the /a/ Tree ‘a’. The branches should be the same length.
- Label the /ae/ branches as shown in the illustration in the Spelling Trees section at the beginning of this lesson. Explain to students the branches are like the power bar because they show how common a spelling is for a sound; longer branches represent more common spellings and shorter branches represents less common spellings.

- Point out that the odd ducks branch is the shortest. Explain that words with unusual spellings are called *odd ducks*. Odd ducks are Tricky Words, and like Tricky Words, odd ducks are on yellow paper (whereas words that can be sounded out are on green paper).
- Show students the leaves with words containing short vowel /a/ spellings you prepared in advance. Ask students to read one word at a time. Then ask a student to tell you which tree this leaf/word belongs to and tape it to the tree. Continue until all of the /a/ leaves have been read and displayed on the tree. Call students' attention to the fact that the short vowel /a/ sound is spelled only one way: **every word with the /a/ sound is spelled with 'a' and all of the branches of the /a/ Tree represent the exact same spelling.**
- Show students the leaves you prepared with the long vowel /ae/ sound. First show and read words with the 'a_e' spelling, emphasizing this is the long vowel /ae/ sound. Again ask students to tell you where the leaves/words belong and tape them to the correct branch of the tree.
- Continue by showing students the other leaves with long vowel /ae/ sounds and different spellings. You should read the words aloud to students, because these spellings have not been taught, emphasizing the long vowel /ae/ sound.
- Ask a student to tell you where each leaf/word belongs and tape it to the correct branch of the /ae/ Spelling Tree. After all words have been read and taped to the tree, point out that unlike the short vowel /a/ sound, the long vowel /ae/ sound can be spelled in several different ways. Point out each branch on the /ae/ Tree and its specific spelling.
- Choose one to two words from the board sort containing each spelling to write on a leaf. Copy the word, read it aloud, and have a student attach it to the correct branch. If students came up with any odd ducks during the board sort, they can be copied onto the yellow duck-shaped cards.
- Tell students you will be using the Spelling Tree as an organizer for the next several days of work on the sound /ae/ and its spellings. Students will have chances to add more words to the tree.

Tricky and High-Frequency Words

10 minutes

Baseball Game

- Today you will review Tricky Words with a baseball game. Remind students being able to quickly decode words can help them become fluent readers.
- Choose 20 or more words from the box and write them on index cards.
- Draw a baseball diamond on the board.
- Divide the class into two teams, having one team at a time line up in front of the board. (You may choose to have students stay seated and divide the class into teams by the manner in which they are seated.) Each team takes a "turn at bat" as follows:

- Choose a card from the pile and ask the first person on the team to read it aloud. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player then goes to the back of his team’s line, while the next player comes forward to read the next card. If she reads the word correctly, draw a line from first to second base. Play continues in this manner. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for the team. Play continues for this team so long as no words are misread; when one word is misread, the next team takes its turn at bat.
- Set a timer for 10 minutes and tell students whichever team has the most runs when the timer rings is the winning team. Point out that accuracy is important, but so is speed when reading words quickly. The more players on their team who have a turn to read words, the more likely their team is to score runs.

| | | |
|----------|----------|-----------|
| 1. and | 19. I | 37. there |
| 2. a | 20. in | 38. the |
| 3. are | 21. keep | 39. us |
| 4. am | 22. let | 40. was |
| 5. all | 23. look | 41. word |
| 6. at | 24. my | 42. what |
| 7. an | 25. must | 43. why |
| 8. by | 26. no | 44. were |
| 9. but | 27. not | 45. when |
| 10. best | 28. one | 46. which |
| 11. can | 29. once | 47. went |
| 12. do | 30. off | 48. where |
| 13. from | 31. pull | 49. who |
| 14. have | 32. said | 50. yes |
| 15. here | 33. see | 51. you |
| 16. is | 34. so | 52. your |
| 17. it | 35. tell | 53. says |
| 18. if | 36. to | |

Whole Group: “A Letter from the Publisher”

Introducing the Reader



“A Letter from the Publisher”

- Distribute the Reader *Kids Excel*. Discuss with students what it means to excel (*excel* means to work hard to do something very well).
- Explain the title of the Reader, *Kids Excel*, is supposed to be the name of a magazine. Each story in the Reader is written as if it were an article in the magazine.
- Discuss that many magazines are composed of nonfiction, or informational, articles, meaning the stories report real life occurrences. The characters in *Kids Excel* are fictional (made up), but the stories are realistic. This means the genre for *Kids Excel* is realistic fiction. You may show students examples of magazines you have from your school and/or home.

Note: You may want to spend time discussing realistic versus unrealistic events. You can use stories from *Bedtime Tales* to demonstrate unrealistic events, such as a running/talking pancake, talking animals, and animals setting up house together.

Introducing the Story

- Tell students the first story is titled “A Letter from the Publisher.” Ask them if they know what publishers do. (They are the people in charge of printing magazines and books).
- Ask students to look at the Table of Contents and tell you the page on which “A Letter from the Publisher” begins. (**page 2**)
- Have students turn to the page. Point out this is set up like a letter, so there is a beginning greeting (salutation), the body of letter (the main points), and the signature (written name) line.

Previewing Spellings

- Before reading the story, write the following words on the board. Read the words aloud as a class.
- If necessary, remind students how to chunk the word to read it syllable by syllable and then blend to read the entire word. Refer to the article “Using Chunking to Decode Multi-syllable Words” in the Appendix of this unit for additional information.

| ‘a’ | –ing | Other multi-syllable words |
|------|-------------|----------------------------|
| math | runn ing | diff er ent |
| chat | jump ing | in spire |
| ask | skipp ing | e ffect |
| dads | stand ing | |

Challenging Vocabulary

- Preview the following vocabulary with students before reading the story:

1. **jot**—to write something down quickly
2. **inspire**—to produce a positive feeling and/or to set an example
3. **effect**—the result of something

Purpose for Reading

- Tell students this first story, “A Letter from the Publisher,” will give them a better idea of what the Reader, *Kids Excel*, will be about. Tell them to read carefully to find out the name of the publisher and learn what he does.

Wrap-Up

- Begin with a *Question? Pair Share*: this is the same activity students have done in CKLA Listening & Learning. The *Question? Pair Share* encourages students to generate their own questions and predictions about stories.
- *Question? Pair Share*: Have students turn to their partners and ask them a question that involves a *what* question about something in the letter they just read. They should each ask a *what* question, as well as answer their partner’s *what* question. Allow pairs to share their questions and answers with the class.
- Discuss the following questions as a class. (Skip over any question raised in the *Question? Pair Share* questions).

Discussion Questions on “A Letter from the Publisher”

1. *Inferential* What is *Kids Excel*? (*Kids Excel* is a magazine about kids who are good at things.)
2. *Literal* Who is the publisher? (The publisher is Mark Deeds.)
3. *Inferential* What does it mean to publish something? (To publish something means to print a story.)
4. *Literal* Mr. Deeds visits with kids who excel at things. What are some of the activities at which the kids excel? (The kids excel at skipping rocks, math, and sports like swimming or jumping rope.)

Take-Home Material

Spelling Words; Story; Comprehension Worksheet

- Have students take Worksheets 1.1, 1.2, and 1.3 home to share and complete with a family member.

Lesson 2

Spelling Alternatives

✓ Objectives

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

- ✓ Read 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 the letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ 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 nonfiction/informational text read independently (RI.2.1)
- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)
- ✓ Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational text read independently and explain how these graphics clarify the meaning of the text (RI.2.7)
- ✓ Read and write words with the inflectional endings and suffixes: *-ed, -ing, -s, -es* (RF.2.3d)

| At a Glance | Exercise | Materials | Minutes |
|---|--|---|---------|
| Warm-Up | One-Syllable Words | Spelling Trees | 5 |
| The /ae/ Sound and Its Spellings | Today's Focus Spelling | Vowel Code Flip Book; Spelling Cards for 'ai' > /ae/ (<i>wait</i>), 'ay' > /ae/ (<i>day</i>); tape; Individual Code Chart; green fine-tip markers | 20 |
| | Word Sort | Worksheet 2.1; projection system | 15 |
| Reading Time | Partner Reading: "The Spelling Bee" | <i>Kids Excel</i> ; Worksheet 2.2 | 20 |
| Take-Home Material | Are the Sounds the Same? | Worksheet 2.3 | * |

Advance Preparation

Write the following words on leaves to add to the Spelling Tree for this lesson:
pain, train, mail, snail, may, ray, stay, pray, play, mer | maid, rain | storm, pain | ter, day | time, hay | ride, pay | ment, yes | ter | day, sub | way.

Note to Teacher

Please note the multi-syllable words for the Spelling Tree should be written on the leaves without the syllable division provided here. Syllable division is provided for your information as you assist students who are experiencing difficulty.

Warm-Up

5 minutes

One-Syllable Words

- The point of this Warm-Up is to provide practice hearing the difference between the /a/ and /ae/ sounds.
- Remind students the focus of this unit is on vowel sounds and their spellings.
- Show students the Spelling Trees created in the last lesson. Point to a few of the leaves from the /a/ Tree and read the words, reminding students that this tree has words with the short vowel /a/ sound. Do the same for the /ae/ Tree.
- Read the following list of one-syllable words to students. After saying the word aloud, instruct students to first repeat the word, then the vowel sound heard in the word, and then point to the tree for the sound: *bat, same, lake, pad, bad, dad, wait, day, say, rain, cab.*

The /ae/ Sound and Its Spellings

35 minutes

Today's Focus Spellings

20 minutes

- Display the Vowel Code Flip Book; also have the Spelling Cards listed in the At a Glance chart readily available.
- Today's letter-sound correspondences can be found on the following page of the Vowel Code Flip Book.

Vowel Code Flip Book

1. 'ai' > /ae/ (*wait*) Vowel Code Flip Book on page 7
2. 'ay' > /ae/ (*day*) Vowel Code Flip Book on page 7

- Point to the /ae/ Spelling Tree. Tell students today they will focus on two spellings for the /ae/ sound.
- Explain the first spelling is 'ai' as in *wait*.

- Read the 'ai' words aloud from the Spelling Tree.
- Turn to **Vowel Code Flip Book page 7** and put the Spelling Card on the appropriate space. Discuss the power bar.
- Today's letter-sound correspondences can be found on the following page of the Individual Code Chart.

Individual Code Chart

1. 'ai' > /ae/ (*wait*) Individual Code Chart on page 8
2. 'ay' > /ae/ (*day*) Individual Code Chart on page 8

- Distribute the green markers. Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate card on the chart as well as the spelling.
- Write the following words on the board one at a time, underlining the spellings. Read each word aloud as a class.

'ai'

- | | |
|---------|---------|
| 1. aim | 4. sail |
| 2. pain | 5. mail |
| 3. aid | 6. paid |

- Explain the second spelling is 'ay' as in *day*.
- Read the 'ay' words from the previous lesson located on the Spelling Tree.
- Turn to **Vowel Code Flip Book page 7** and put the Spelling Card on the appropriate space. Discuss the power bar.
- Write the following words on the board one at a time, underlining the spellings. Read each word aloud as a class.

'ay'

- | | |
|--------|---------|
| 1. may | 4. play |
| 2. pay | 5. way |
| 3. say | 6. tray |

- Shuffle the leaves you have prepared with the 'ai' and 'ay' spellings.
- Hold up one of the leaves you prepared and ask students to read the word. Then select a student to tape the leaf to the appropriate branch.

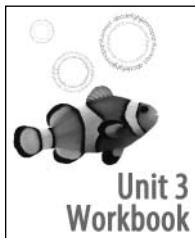
- Ask students to look at the Individual Code Chart. Ask students which of the three spellings they have learned for /ae/ has the longest power bar. Explain that 'a_e' is used as a spelling for /ae/ in more words than 'ai', and 'ai' in more words than 'ay'.

Word Sort

15 minutes

- Display Worksheet 2.1 using your preferred method.
- Ask students to turn to Worksheet 2.1.
- Explain all the words in the box contain the sound /ae/; the words either have the spellings 'ai', 'ay', or 'a_e'.
- Point out the three columns below the word box. Tell students each column stands for one of the /ae/ spellings: 'ai', 'ay', and 'a_e'.
- Tell students you want them to help you sort the words according to spellings and write them in the proper columns.
- Point out the first word, *stain*, has already been sorted.
- Ask a student to read the second word in the box, *paid*, and ask the other students which letters spell the /ae/ sound, telling them to circle this spelling. Then ask where you should write the word.
- Add the word to the correct column. Have the class do the same on their worksheets. Then use the word in an oral sentence to illustrate its meaning.
- Repeat this process until all of the words have been sorted.
- Ask students if the spelling 'ai' is used at the end of any words. (no) Tell them this spelling tends to be followed by a consonant spelling.
- Ask students if 'ay' is used at the end of any words in the sort. (yes) Tell them this spelling (unlike 'ai') tends to be at the end of the word (or syllable, as in *playing*). It does not tend to be at the beginning of the word or in the middle. It is most commonly a word-ender.

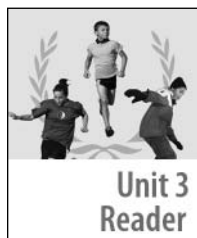
See the Pausing Point for students needing additional help with the /ae/ sound and its spellings.



Worksheet 2.1

Partner Reading: “The Spelling Bee”

Introducing the Story



“The Spelling Bee”



Worksheet 2.2

- Remind students the new Reader is about kids who excel at different things. Ask students what it means to excel. (It means to work hard and do something very well.)
- Tell students to open to the Table of Contents and find the story that comes after “A Letter from the Publisher.” Ask students for the title. (“The Spelling Bee”)
- Create a **K-W-L** chart about spelling bees on chart paper. There will be three columns: the **K** is for what students already **know**, the **W** is for what students wonder, or **want** to know, and the **L** is for what they **learn**.
- Ask students what they know about spelling bees and record their answers in the **K** column. Then ask students what they would like to learn about spelling bees and record responses in the **W** column. You will fill out the **L** column after students read “Miss Baker.”
- If students provide incorrect information for the **K** column, you can still record their answers. When you fill out the **L** column of the chart, you can edit incorrect information at that time.

Previewing Spellings

- Before reading the story, write the following words on the board having ‘ai’, ‘ay’, and ‘a_e’ spellings. Read the words aloud as a class.

| ‘ay’ | ‘ai’ | ‘a_e’ | Multi-syllable words |
|-----------|-------------|-------------|----------------------|
| days | Gail | state | ex pert |
| say | chair | stage | ex pect |
| Sun day | Craig | mis take | hun dred |
| stay | wait ed | air plane | Sun day |
| | air plane | Nate | wait ed |
| | | | air plane |
| | | | mis take |

Challenging Vocabulary

- Preview the following vocabulary with students.

- ding**—an onomatopoeia for a ringing bell; remind students they read onomatopoeia words in the *The Cat Bandit*. (If you have a bell, you can demonstrate how the word *ding* sounds like a bell ringing.)
- dark horse**—an idiom to describe a little known competitor who surprises others by emerging at the top.
- runner-up**—a competitor who comes in second place in a competition

Purpose for Reading

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 students reading in pairs.

- Ask students to read to discover answers to the **W** questions in the **K-W-L** chart. Have students read with a partner. Remind students to use their Individual Code Charts to help sound out words. Students should also look to the Spelling Trees for additional help.
- Instruct students to complete Worksheet 2.2 when they finish reading the story. Encourage students to look back in the story for the answers.

Wrap-Up

- Ask students if they learned anything new that can be recorded in the **L** column of the **K-W-L** chart.
- Review Worksheet 2.2 as a class.

Take-Home Material

Are the Sounds the Same?

- Have students place Worksheet 2.3 in their notebooks to go home.

Supplemental Materials

- Decodable words:

- | | | | |
|---------|--------------|------------|----------------|
| 1. maid | 7. way | 13. rain | 19. clay |
| 2. day | 8. yesterday | 14. wait | 20. holiday |
| 3. may | 9. main | 15. paid | 21. raisins |
| 4. pane | 10. pain | 16. train | 22. playground |
| 5. play | 11. stay | 17. Sunday | |
| 6. say | 12. pay | 18. crayon | |

Homophones are words that sound the same but are spelled differently and have different meanings. English has many homophones because there are many spelling alternatives for sounds. If each sound were spelled only one way, there would be no homophones. You can use homophones as a fun way to build vocabulary and help students remember the spelling alternatives.

- Decodable homophones:

- | | |
|----------------|---------------|
| 1. made/maid | 6. hare/hair |
| 2. plane/plain | 7. mane/main |
| 3. sale/sail | 8. pane/pain |
| 4. tale/tail | 9. pale/pail |
| 5. fare/fair | 10. vane/vain |

- Phrases and sentences:

- | | |
|-----------------------|------------------------------|
| 1. dog days of summer | 6. no pain, no gain |
| 2. day in and day out | 7. two can play at that game |
| 3. make my day | 8. bait and switch |
| 4. hit the hay | 9. take a rain check |
| 5. no way | 10. at a snail's pace |

- Wiggle Cards:

- | | |
|-----------------------------|--------------------------|
| 1. say your name | 3. act like it's raining |
| 2. act like you are in pain | 4. shake your brain |

Code Knowledge

- Before today's lesson: if students read 1,000 words in a trade book, on average 644–801 of those words would be completely decodable.
- After today's lesson: if students read 1,000 words in a trade book, on average 657–816 of those words would be completely decodable.
- 'ai' and 'ay' are both generally pronounced /ae/.

Lesson 3

Spelling Alternatives Tricky Spelling

✓ 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)
- ✓ Know and use various text features such as captions to locate key facts of information in a text efficiently (RI.2.5)
- ✓ Read and understand decodable text that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ 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 nonfiction/informational text read independently (RI.2.1)
- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)
- ✓ Identify and use text features such as captions to locate key facts of information in a nonfiction/informational text (RI.2.5)
- ✓ Read and write words with the inflectional endings and suffixes: *-ed, -ing, -s, -es* (RF.2.3d)

| At a Glance | Exercise | Materials | Minutes |
|---|---|--|---------|
| The /ae/ Sound and Its Spellings | Today's Focus Spelling | Vowel Code Flip Book; Spelling Card for 'a' > /ae/ (<i>paper</i>); tape; Individual Code Chart; green fine-tip markers | 15 |
| | Chaining | board | 10 |
| | Word Sort | Worksheet 3.1; projection system | 15 |
| Reading Time | Partner Reading: "And Then There Were Two" | <i>Kids Excel</i> ; Worksheet 3.2 | 20 |
| Take-Home Material | "The Spelling Bee" | Worksheet 3.3 | * |

Advance Preparation

Write the following words on leaves to add to the Spelling Tree for this lesson:
pa | *per*, *ca* | *per*, *ba* | *sic*, *ra* | *dar*, *ra* | *ven*, *wa* | *ger*, *Da* | *vid*, *la* | *ser*,
a | *corn*, *a* | *gent*.

You should bold or underline the /ae/ spellings for the sound on the leaves.

Note to Teacher

Today you will begin teaching students how to decode two syllable words with open syllables. 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.

You may wish to refer to the Appendix: “Using Chunking to Decode Multi-syllable Words” for additional information about these types of syllables.

The /ae/ Sound and Its Spellings

40 minutes

Today's Focus Spelling

15 minutes

- Remind students they recently learned two new spellings for the /ae/ sound: ‘ai’ and ‘ay’. Point to the ‘ai’ and ‘ay’ branches and have students read some of the words aloud. Also review ‘a_e’. Tell students they now know three spellings for the long vowel sound /ae/.
- Today students will focus on another spelling for the /ae/ sound, the spelling ‘a’. Point out the ‘a’ branch on the /ae/ Spelling Tree, noting the length of the branch. Tell students the letter ‘a’ can sometimes be used to represent the long vowel /ae/ sound and sometimes the short vowel /a/ sound. So the ‘a’ can be a tricky spelling.
- Display the Vowel Code Flip Book; also have the Spelling Card listed in the At a Glance chart 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. ‘a’ > /ae/ (*paper*) Vowel Code Flip Book on page 7

- Turn to **Vowel Code Flip Book page 7** and show students the ‘a’ Spelling Card for /ae/, as well as the target word *paper* on the card. Write *paper* on the board and point to the ‘a’. Explain that when the letter ‘a’ comes at the end of a syllable, it represents the /ae/ sound. Sound out the word with students using the /ae/ sound. Put the Spelling Card on the appropriate space. Discuss the power bar.
- Today’s letter-sound correspondence can be found on the following page of the Individual Code Chart.

Individual Code Chart

1. ‘a’ > /ae/ (*paper*) Individual Code Chart on page 8

- Distribute the green markers. Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate card and spelling on the chart.
- Show students the leaves with the 'a' spelling for /ae/ one by one. Ask students to read the word aloud. Use the words in an oral sentence. Ask a student to tape the leaf to the Spelling Tree.
- Call attention to the location of the 'a' in these words in which the 'a' represents the /ae/ sound. Point out the patterns: the words are two-syllable words and the 'a' is at the end of the syllable (or stands alone in the syllable).
- Compare and contrast words where 'a' represents the /a/ sound with words where 'a' represents the /ae/ sound. Write the words in the box below on the board to demonstrate the spelling pattern.
 - Point out 'a' represents the /a/ sound when a consonant follows the 'a'.

Note: Sometimes a consonant also comes before the 'a'.

- Point out 'a' represents the /ae/ sound in many two-syllable words when the 'a' comes at the end of a syllable.
- Explain this is why it is helpful to see a two-syllable word written with a space between the syllables. When students see two-syllable words written in parts where the 'a' comes at the end of a syllable, they will know the 'a' represents the /ae/ sound.

- | | |
|-----------------------|----------------------|
| 1. cap vs. ca per | 3. wag vs. wa ger |
| 2. tack vs. ta king | 4. back vs. ba ker |

- Tell students they now know four spellings for the /ae/ sound: 'ai', 'ay', 'a', and 'a_e'.

Chaining

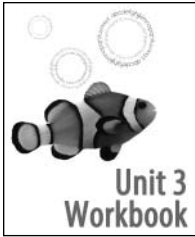
10 minutes

- Write *rain* on the board.
- Ask students to read the word, first in a segmented fashion and then blended.
- Add 'b' to create *brain*. As you make this change, say to students, "If that is *rain*, what is this?"
- Continue this process with the remaining words.

- | |
|---|
| 1. rain > brain > grain > gain > main > pain > paint > saint > taint |
| 2. hay > may > way > bay > lay > clay > slay > stay > sway > say |
| 3. aid > paid > pain > rain > drain > train > rain > ran > rain > ray > say |
| 4. aid > paid > pad > paid > pay > say > pay > pray > play > plane > plain |

Word Sort

15 minutes



Worksheet 3.1

- Display the front of Worksheet 3.1.
- Ask students to turn to Worksheet 3.1.
- Explain that the words in the box all have the letter 'a' as part of their spelling. There are words with both the long vowel /ae/ and the short vowel /a/.
- Point out the columns below the word box. Tell students these columns represent /a/ and /ae/ spellings. Read the spellings aloud.
- Tell students you want them to sort the words by spelling and write them in the proper columns.
- The first five words have already been sorted. Read the words aloud.
- Ask a student to read the next word in the box: *shame*. Ask students to first circle the /ae/ spelling and then tell you where you should write *shame*.
- Add the word to the proper column. Have the class do the same on their worksheets.
- Repeat this process for the remaining words. Be sure to have students first read the words aloud, circle the /ae/ spelling, and then sort according to the spelling. Point out the spellings and patterns while sorting the words. For example, the words with the long /ae/ sound spelled as 'a' are two-syllable words with the 'a' spelling at the end of the first syllable.

Reading Time

20 minutes

Partner Reading: "And Then There Were Two"

Introducing the Story



"And Then There Were Two"

- Tell students today's story is a continuation from "The Spelling Bee." Ask students how "The Spelling Bee" ended. (Gail and Nathan were the last two contestants in the spelling bee.)
- Ask students to look at the Table of Contents, find the starting page number for "And Then There Were Two," and turn to the story.
- Below the pictures are *captions*, words and/or phrases which explain what is going on in the photo. Tell students captions will aid in their understanding of a story or text.
- Ask a student to read the caption under the first picture in the story, "*Nate Griffin spelling in the air.*" Ask students how the caption relates to the photo.
- Encourage students to look at photos and captions when reading.



Worksheet 3.2

Previewing Spellings

- Before reading the story, write the following words on the board with ‘ai’, ‘ay’, ‘a_e’, and ‘a’ spellings for the sound /ae/. Read the words aloud as a class.

| ‘ay’ | ‘ai’ | ‘a_e’ | Multi-syllable words |
|------|--------|-------|----------------------|
| way | air | face | mis ter |
| | aim | gave | fing er |
| | nailed | | fif teen |
| | | | up set |
| | | | pen i cill in |

Challenging Vocabulary

- Preview phrases and words from today’s story.

- in fine form**—to perform well
- slip up**—a mistake
- nailed it**—performed perfectly
- runner-up**—the person or team who places second in a competition
- take aim**—get ready to do something
- take a shot**—try to do something
- a good sport**—to have good manners in a competition

Purpose for Reading

- Remind students they should read to discover the answers to the questions they created for the **K-W-L** chart.

Reading Supports

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 students reading in pairs.

- Have students read with a partner. Remind students to use the Individual Code Chart to help sound out words. Students may also look to the Spelling Trees for additional help. Circulate around the room to hear students read, taking notes on their progress.
- Instruct students to complete Worksheet 3.2 when they finish reading the story. Encourage students to look back in the story for the answers.

Wrap-Up

- *What? Pair Share:* Have students turn to their partner and create a *what* question about the story they just read.
- First discuss the questions below, encouraging students to answer in complete sentences. Then review Worksheet 3.2 as a class.

Discussion Questions on “And Then There Were Two”

1. *Literal* Who is the queen of the bee? (Gail Day is the queen of the bee.)
2. *Literal* Was Nate Griffin a good sport when he lost? (Yes, Nate Griffin was a good sport.)
3. *Evaluative* What are some ways of being a good sport? (Shaking hands and congratulating someone are some ways of being a good sport.)
4. *Literal* What did Gail Day win as a prize? (Gail Day won \$500 as a prize.)

Take-Home Material

“The Spelling Bee”

- Have students take home Worksheet 3.3 to read to a family member.

Supplemental Materials

- Decodable words:

- | | |
|------------|------------|
| 1. later | 9. Paris |
| 2. paper | 10. sacred |
| 3. making | 11. scarce |
| 4. taken | 12. laser |
| 5. parents | 13. acorn |
| 6. basic | 14. grader |
| 7. radar | 15. baker |
| 8. basis | |

- Phrases and sentences:

- | | |
|----------------------------------|-----------------------------|
| 1. paper bag | 9. Jess is saving her cash. |
| 2. Express your anger. | 10. The horses are racing. |
| 3. Dad has the Sunday paper. | 11. David tasted the cake. |
| 4. My parents are strict. | 12. place a wager |
| 5. April showers | 13. paperback book |
| 6. This book has a lot of pages. | 14. baking cupcakes |
| 7. Sam is making faces at me! | 15. a raven on a fence |
| 8. The acorn fell from the tree. | |

- Wiggle Cards:

- | | |
|-----------------------------------|-----------------------------|
| 1. act like you are baking a cake | 5. act like you are skating |
| 2. make a face | 6. start waving |
| 3. start shaking | 7. act like a parent |
| 4. start staring at me | |

Code Knowledge

- Before today's lesson: if students read 1,000 words in a trade book, on average 657–816 of those words would be completely decodable.
- After today's lesson: if students read 1,000 words in a trade book, on average 665–819 of those words would be completely decodable.
- 'a' is a tricky spelling; it can be pronounced /a/ as in *cat*, /ae/ as in *table*, /o/ as in *water*, and schwa as in *about*.

Lesson 4

Spelling Alternatives Review Tricky Spelling

✓ 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.

- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)
- ✓ 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 the letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use sentence-level context as a clue to the meaning of a word or phrase (L.2.4a)
- ✓ 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 nonfiction/informational text read independently (RI.2.1)
- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)

| At a Glance | Exercise | Materials | Minutes |
|---------------------------|---|--------------------------|---------|
| Warm-Up | Code Flip Book | Consonant Code Flip Book | 5 |
| Today's Spellings | Review of the /ae/ Sound and Spellings | board | 15 |
| | Tricky Spelling 'a' | Worksheet 4.1 | 20 |
| Reading Time | Whole Group Close Reading: "Born to Spell?" | <i>Kids Excel</i> | 20 |
| Take-Home Material | Reminder | * | * |

Advance Preparation

Write the following words on leaves: *mis* | *take*, *rai* | *sin*, *cas* | *cade* (write this on two leaves as it has both the short /a/ and long /ae/ sounds), *day* | *dream*, *cray* | *on*, *wait* | *ress*, *ba* | *con*, *drive* | *way*, *ba* | *sin*, *ma* | *ker*, *day* | *time*, *cra* | *ter*, *la* | *bel*, *wa* | *fer*.

Do not bold or underline the spellings on the leaves; students will complete this as part of the lesson.

Code Flip Book

- Review spellings 'c' and 'ce' as /s/; 'g' and 'ge' as /j/. Point to spellings on the Consonant Code Flip Book and ask students what sound they would say if they saw each spelling in a word. Ask students to tell you at least three words containing the spelling. Write the words provided by students on the board.
- Remind students these are tricky spellings; spellings that can stand for more than one sound.

Today's Spellings

35 minutes

Review of the /ae/ Sound and Spellings

15 minutes



Worksheet 4.1

- Review the spellings for /ae/: 'ai', 'ay', 'a_e', and 'a'. Point to the branches on the /ae/ Spelling Tree and read one word from each branch.
- Additionally, write the words you previously recorded on the leaves on the board.

1. 'a_e': mis | take, cas | cade
2. 'ai': rai | sin, wait | ress
3. 'ay': cray | on, day | dream, drive | way, day | time,
4. 'a': ba | con, ba | sin, ma | ker, cra | ter, la | bel, wa | fer

- Ask students to read each word on the board.
- After students read each word, summarize the information about the sound and spelling.
- Distribute the prepared leaves with the /ae/ sound to student pairs.
- Tell students to read the word together and circle the spelling.
- Ask each student pair to show the class their leaf, read the word aloud, and say which /ae/ and/or /a/ spelling the word contains. Students can then tape their leaf to the appropriate branch on the /ae/ Spelling Tree.

Tricky Spelling 'a'

20 minutes

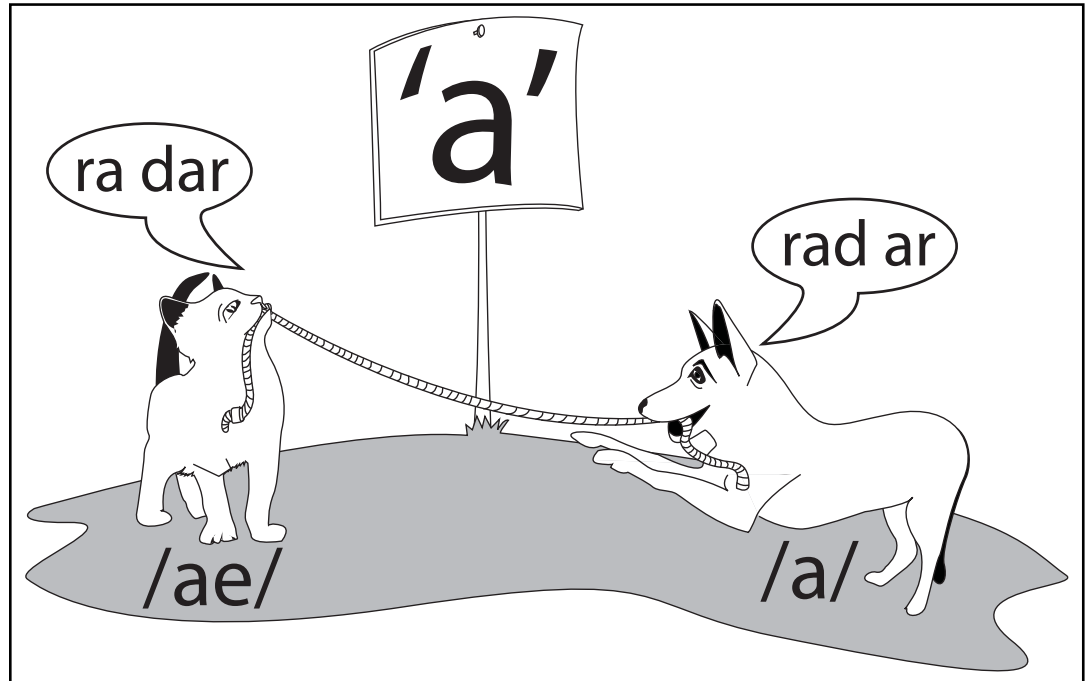
- Write *cabin* on the board, but do not read the word aloud or ask students to say the word at this time.
- Write *ca | bin* and *cab | in* underneath *cabin*. Explain that both of these are ways students might try chunking the letters into syllables.
- Tell students, "I am going to say a sentence using this word. I want you to listen carefully and then decide how to read and say this word."

- Say “My family and I are going camping in the woods this weekend and we are going to stay in a _____.”
- Point to the syllables of the first word and model how to sound out each syllable as it is divided. *Ca | bin* is pronounced /kae/ /bin/, with the (long vowel) /ae/ sound.
- Now point to the syllables in the second word *cab in* and model sounding out the word as it is divided /kab/ /in/ with the /a/ sound.
- Ask students which pronunciation makes sense. (*cab | in*) Circle *cab | in*.
- Review the spelling patterns of the long /ae/ versus the short /a/ sound, i.e., ‘a’ is pronounced /ae/ at the end of the syllable and /a/ if there are consonants on either side.
- Repeat this procedure with the remaining words and oral sentences: write the target word on the board and then write the two different ways it can be broken up into syllables; use the word in an oral sentence, alternately pointing to and saying the /ae/ and /a/ sound. Ask students which word makes sense and then circle the correct word.
- Remind students if the ‘a’ has a consonant on either side, it represents the /a/ sound; if it comes at the end of a syllable, it represents the /ae/ sound.
- Remember, do not write the sentences.

1. The box needs to have a **la | bel/lab | el** on it.
2. He was on a big **ca | mel/cam | el** in the desert.
3. I liked the **ma | gic/mag | ic** show.
4. She had a **sa | lad/sal | ad** for lunch.
5. The ship is on the **ra | dar/rad | ar** map.
6. I had a **ra | dish/rad | ish** in my salad.
7. She loves to eat pancakes and **ba | con/bac | on**.
8. The roses were so **fra | grant/frag | rant**.

- Explain that seeing the letter ‘a’ in a word creates a “tug-of-war,” with each of the /a/ and /ae/ sounds pulling on it. When reading, students need to practice breaking words into chunks, trying out each sound, and then choosing the sound that makes sense.

- You may want to display or copy and enlarge this image to show students so they understand the concept of a tug-of-war.
- Ask students to complete Worksheet 4.1 independently.



Reading Time

20 minutes

Whole Group Close Reading: "Born to Spell?"

Introducing the Story



"Born to Spell?"



Worksheet 4.2

- Tell students to open the Reader to the Table of Contents. Ask students what story comes after "And Then There Were Two." ("Born to Spell?") Ask students for the starting page number for "Born to Spell?"
- Explain that when we say someone was born to do something, like spelling, it means they were always naturally good at it.
- Point out the title of the story has a question mark. This means we are not sure whether or not Gail was born to spell, meaning we do not know if she has been a good speller all her life.

Previewing Spellings

- Write the following words on the board to preview the spellings for students. Read each word aloud.

| 'ay' | 'ai' | 'a_e' | 'a' | 'ar' |
|-------------|-----------------|-------------|----------|-------|
| drive way | train ing | Ba ker | Da vid | start |
| say | pair | mis takes | Da vis | part |
| clay | ex plain ed | | | |
| | paint | | | |

Challenging Vocabulary

- You may want to preview the following phrase before reading today's story.

1. **hot shot**—someone who is very skilled at doing something

Purpose for Reading

- Read the first two lines of the story. Ask students, “Who is telling this story?” (Mark Deeds). Explain that all of the stories in *Kids Excel* are written by the publisher, Mark Deeds. This means Mark is the *narrator*, the person who tells the story. We get to read about Gail and her family from the narrator's point of view.
- Ask students what type of punctuation marks are used to let the reader know who is speaking. (quotation marks) Remind students that when characters talk back and forth to one another, this is called *dialogue*.
- Tell students to read “Born to Spell?” closely to find out how Gail got started as a speller.

Close Reading

- Have students partner read “Born to Spell?”
- After students have finished reading “Born to Spell?” 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, completed independently, if possible.

Teacher Overview

Main Idea and Key Details: This story tells the reader the origin of Gail Day's spelling ability. Key details of the text include Gail's parents were not super spellers and they did not teach Gail to spell as part of her home life growing up. Gail's mother and Gail agree that Miss Baker, Gail's second Grade teacher, gave Gail her start as a spelling champ.

Synopsis: The story "Born to Spell?" provides the reader some background information on how Gail Day became a spelling champion.

Lesson

| Text from Student Reader | Vocabulary Instruction | Text-Dependent Questions | Responses |
|---|--|--|--|
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. | <ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based question. Begin with a "winnable" question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph. | <ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text. |
| <p>Page 14</p> <p>How did Gail Day get to be so good at spelling?</p> <p>Was she born to spell?</p> <p>Were her parents spelling champs? Did they start training Gail to spell when she was just a babe?</p> <p>Nope.</p> <p>I went to West Beach to meet Gail and her parents a week after the bee. Gail's parents met me in the driveway.</p> | <p>born to spell—implies someone has a natural ability to do something without any training or instruction in the skill</p> <p>champ—a shorter version of the word <i>champion</i>. A champ is someone who excels at a specific skill and has won first place in contests.</p> <p>driveway—a private road connecting a street to a home</p> | <p>What does Mark wonder about Gail Day before interviewing her family?</p> | <p>Mark wonders if Gail Day was born to spell.</p> |
| <p>Page 15</p> <p>Gail's mom, Karen Day, is an artist who paints and works with clay. Gail's dad, David Day, drives a truck. They are as nice a pair as you will ever meet. But they are not spelling champs.</p> <p>"Spelling was not my best subject," Karen explained as we sat in the living room of the house she and David rent on Davis Street in West Beach.</p> <p>"I was not bad at spelling," she added, "but I was not the best in my class."</p> <p>David Day broke into a big grin. "Let's just say I'm not a spelling champ like Gail! It seems like she never makes a mistake!"</p> | <p>clay—a special kind of mud that becomes hard when dried</p> <p>pair—Two of something. The homophone of <i>pair</i> is <i>pear</i>—a kind of sweet fruit which grows on trees. Another homophone for <i>pair</i> is <i>pare</i> which means to trim off the extra parts of something.</p> | <p>Reread paragraph one on page 15. Describe what Gail's parents are like.</p> | <p>Gail's mom, Karen Day, is an artist who paints and works with clay. Gail's dad, David Day, drives a truck. They are as nice a pair as you will ever meet. But they are not spelling champs.</p> |

| Lesson | | | |
|---|---|--|---|
| Text from Student Reader | Vocabulary Instruction | Text-Dependent Questions | Responses |
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. | <ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based question. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph. | <ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text. |
| <p>Page 16</p> <p>Karen and Gail smiled.</p> <p>Karen whispered to me, “When we were dating, David used to write me notes. They were so cute, but there were some spelling mistakes in them.”</p> | | How does Karen Day describe David’s notes? Look in the text and find two descriptions. | Karen Day says the notes were cute. The notes had some spelling mistakes in them. |
| <p>“When could you tell Gail was a hot shot at spelling?” I asked.</p> | hot shot —a person who is very successful at a certain task | Mark uses the words <i>hot shot</i> to describe Gail. What does <i>hot shot</i> mean? | Support students in using the other information to determine the words <i>hot shot</i> mean really good at something, in this case spelling. We can infer this because the text says, “Let’s just say I’m not a spelling champ like Gail!”; “I could tell she was good at this, but I did not see just how good she was for a long time.” |
| <p>“Well,” David said, “I could tell she was good at it, but I did not see just how good she was for a long time. Shucks, I am so proud of her!”</p> | shucks —an expression used by some to show embarrassment | | |
| <p>Page 17</p> <p>“When I look back on it,” Karen Day said, “it seems to me it all started in second grade, when Gail was in Miss Baker’s class.”</p> <p>Gail nodded and said, “It was Miss Baker who got me started. Miss Baker was the best!”</p> | | Who are the characters in the selection? | The characters in the story are Gail, her parents: David and Karen Day, and Mark Deeds. |
| | | What is the setting of the selection? | The selection is set at the home of Gail Day and her parents. |
| | | Turn and Tell: How do David Day’s notes compare to the book report from Mr. Mowse? | |

Wrap-Up

- Ask students to turn to Worksheet 4.2; have students match the phrases to the character listed in the Venn diagram comparing and contrasting Mr. Mowse's Book Report with David Day's notes.

Take-Home Material

Reminder

- Remind students of the spelling assessment tomorrow.

Supplemental Materials

- Decodable words:

- | | | |
|------------|---------------|-----------|
| 1. rain | 7. clay | 13. camel |
| 2. habit | 8. holiday | 14. basin |
| 3. salad | 9. playground | 15. magic |
| 4. radish | 10. agent | 16. label |
| 5. daytime | 11. basic | 17. bacon |
| 6. crayon | 12. stray | 18. raven |

- Decodable homophones:

- | | |
|--------------|--------------|
| 1. mane/main | 2. pane/pain |
|--------------|--------------|

- Phrases and sentences:

- | | |
|----------------------|---------------------|
| 1. bait and switch | 5. a bad habit |
| 2. take a rain check | 6. a bad hair day |
| 3. baking a cake | 7. praying for rain |
| 4. at a snail's pace | 8. eating a salad |

- Wiggle Cards:

- | |
|-----------------------------|
| 1. act like it's raining |
| 2. act like you are sailing |

Lesson 5

Spelling Assessment Spelling Review

✓ Objectives

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

- ✓ Read and write words with the inflectional endings and suffixes: *-ed, -ing, -s, -es* (RF.2.4)

| At a Glance | Exercise | Materials | Minutes |
|---|------------------------------------|--|---------|
| Spelling | Student Spelling Assessment | Worksheet 5.1 | 15 |
| The /ae/ Sound and Its Spellings | Spelling Chart | Worksheets 5.2, 5.3; projection system | 25 |
| Practice | Team Spelling Bee | * | 20 |

Spelling

15 minutes

10 Student Spelling Assessment



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 "My sister likes some horses." Slowly repeat this phrase twice.
- At the end, reread each spelling word once more.

- | | |
|-----------|------------------------------|
| 1. sister | 6. short |
| 2. letter | 7. mark |
| 3. expert | 8. started |
| 4. born | 9. backyard |
| 5. sports | 10. Tricky Word: some |

- 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, then copying and writing the correct spelling next to it.

- Continue through all the words and then move on to the sentence.

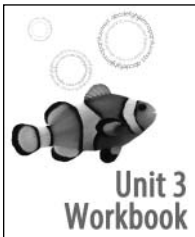
Note to Teacher

At a later time today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. You will find the spelling analysis sheet and directions at the end of this lesson. This will help you to understand any new or persistent patterns among individual students.

The /ae/ Sound and Its Spellings

25 minutes

Spelling Chart



Worksheets 5.2, 5.3

See the Pausing Point for students needing additional help with the /ae/ sound and its spellings.

Additional practice may be found in Unit 3 of the *Assessment and Remediation Guide*.

- Display Worksheets 5.2 and 5.3, either simultaneously or alternately, using your preferred projection system.
- Have the students tear out Worksheets 5.2 and 5.3.
- Explain the chart on Worksheet 5.2 showing a set of words with the /ae/ sound. The words have been sorted into columns according to the spelling used for /ae/.
- Worksheet 5.3 has a set of questions for students to answer using the chart on Worksheet 5.2.
- Ask students to first read aloud all of the words, column by column, on Worksheet 5.2. Students should be able to read the words quickly and fluently once they recognize the pattern.
- Ask a student to read the first question on Worksheet 5.3 and have students search for the answer on Worksheet 5.2.
- Once students have provided the correct answer, model writing the answer on your display copy of Worksheet 5.3. Have students do the same on their worksheets.
- Complete the remaining questions. You may either model the whole exercise or discontinue modeling when students are ready to work independently.
- Have students select a few words from the chart to add to the Spelling Tree.

Practice

20 minutes

Team Spelling Bee

- Tell students they are going to be in a spelling bee today, like Gail. Tell students you expect them to be good sports like Nate. (You may wish to review how good sports behave during competitions.)
- Let students know the spelling words will only use the spellings they have learned. They should think carefully about what they have learned so far when spelling out their words.

- Divide students into four groups. Have them sit together and take out a piece of paper. Tell students to pick out one student to be the recorder for the group.
- If Group 1 spells the word correctly, they earn a point for their team. If they miss the word, Group 2 will have a chance to spell the same word. If Group 2 spells the word Group 1 missed, they will earn 2 points. If Group 2 misses the word, Group 3 will have a chance to spell the word, also earning 2 points.
- You may wish to keep score on the board.
- Below are the words for the spelling bee.

- | | |
|-----------|-------------|
| 1. short | 17. verb |
| 2. that | 18. cook |
| 3. limp | 19. fern |
| 4. bump | 20. card |
| 5. spend | 21. upset |
| 6. vent | 22. catfish |
| 7. spin | 23. invent |
| 8. span | 24. sunset |
| 9. damp | 25. pay |
| 10. thorn | 26. pain |
| 11. chin | 27. cake |
| 12. chat | 28. paint |
| 13. foot | 29. nail |
| 14. park | 30. pray |
| 15. soon | 31. train |
| 16. cork | 32. lake |

Supplemental Materials

- Chains:

1. hit > hat > hay > nay > way > say > slay > stay > Stan > stain
2. grit > grin > grain > gain > pain > pan > pane > mane > sane

Spelling Analysis Directions

Unit 3 Lesson 5

- Write students' names in the column provided.
- Place an X in the column of any word students did not spell correctly.
- Students missing more than 1 for items 1–3 may need help with 'er'; students missing more than 1 for items 4–6 may need help with 'or'; students missing more than one for items 7–9 may need help with 'ar'. The Pausing Point from Unit 2 provides practice for r-controlled vowels.
- If students misspelled *sister* and *letter*, they may be having difficulty with medial vowel sounds. Unit 1, CVC Words section, of the *Assessment and Remediation Guide* provides lesson templates and examples which can be used for students needing help in this area.
- If students miss the *-ed* for *started*, they might be having difficulty with the *-ed* suffix. Unit 2 covered the *-ed* suffix, and additional work can be found in Unit 1, Past Tense Verbs with *-ed* section, of the *Assessment and Remediation Guide*.
- If students missed the Tricky Word, look back on previous spelling assessments and classroom work. Are Tricky Words consistently an area of weakness? If so, the Pausing Points in Units 1 and 2 and the Tricky Words section of Unit 1 in the *Assessment and Remediation Guide* provide resources.
- If students misspelled several of the two-syllable words (*sister*, *letter*, *expert*, *backyard*), they may benefit from targeted practice in which they first break multi-syllable words into chunks, drawing a line for each syllable, and then go back to spell the word syllable by syllable.

Lesson 6

Spelling Alternatives

✓ Objectives

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

- ✓ Ask and answer questions (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 nonfiction/informational text read independently (RI.2.1)
- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)
- ✓ 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 the letter-sound correspondences taught, with purpose and understanding (RF.2.4a)

| <i>At a Glance</i> | <i>Exercise</i> | <i>Materials</i> | <i>Minutes</i> |
|---|--|---|----------------|
| Warm-Up | Introduce Spelling Words | Worksheet 6.1 | 5 |
| The /oe/ Sound and Its Spellings | Board Sort | board | 10 |
| | Spelling Trees | Spelling Tree templates from Lesson 1; brown, green, and yellow paper; scissors; marker; tape | 15 |
| Reading Time | Whole Group: “Miss Baker” | <i>Kids Excel</i> | 15 |
| | Small Group: Remediation and Practice | Worksheets 6.4, 6.5 | 15 |
| Take-Home Material | Spelling Letter; Story; Comprehension Worksheet | Worksheets 6.1, 6.2, 6.3 | * |

Advance Preparation

You will need to create two more Spelling Trees, one for the /oe/ sound and its spellings and another for the /o/ sound and its spellings. Each tree should have five branches. Please follow the directions from Lesson 1 regarding assembly of your Spelling Tree. Have the materials needed to construct the Spelling Tree ready before you begin the exercise. If lack of wall space is a problem, display the Spelling Trees on a chart tablet.

For the /oe/ Spelling Tree, use four branches for the spellings ('o_e', 'o', 'oe', 'oa'); and one branch at the top for odd ducks. The second Spelling Tree should have five branches, all for words with short /o/. Odd ducks are words having the /oe/ sound spelled in a way not explicitly taught in this unit.

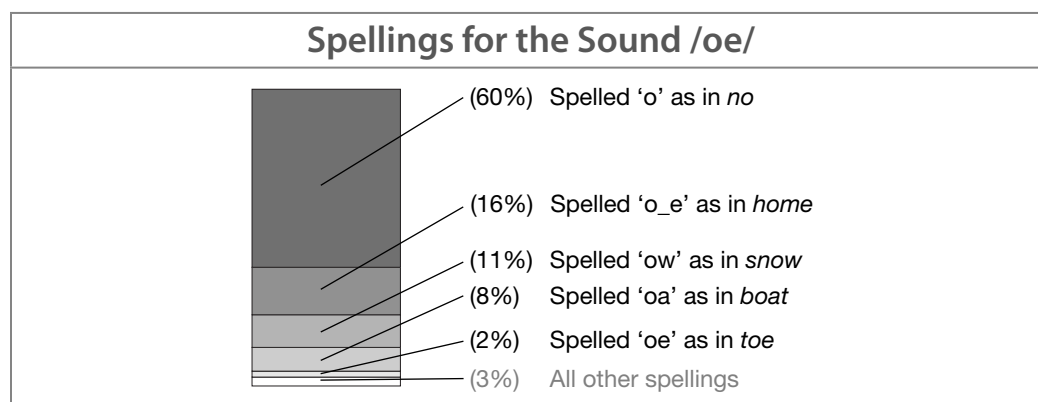
Write these /oe/ words on the leaves: *coat, goes, road, so, poke, hoe, o | pen, toe*. Also write these /o/ words on other leaves: *cot, rod, top, stop, chop, clock, rott | en*.

Note to Teacher

Over the next several lessons you will teach spelling alternatives for the /oe/ sound. The spellings to be treated include the basic code spelling 'o_e' as in *home* and the spelling alternatives 'o' as in *open*, 'oa' as in *boat*, and 'oe' as in *toe*. The chart below shows you which of these spellings are most common for this sound.

The spelling 'ow' for /oe/ will be taught later, as students learned in Unit 2 to link the spelling 'ow' with /ow/.

Students should already know the basic code spelling 'o_e' as in *home*. Some may be familiar with the spellings 'o', 'ow', 'oa', and 'oe' from Grade 1.



Here are some patterns for your information:

- The 'o' spelling is actually much more common than the basic code spelling 'o_e'. However, it was not chosen as the basic code spelling for two reasons: 1. 'o' is the basic code spelling for /o/ as in *hot*, and 2. 'o' > /oe/ is less common in one-syllable words used in beginning reading materials (*most, no, so, go*) than it is in multi-syllable words (*only, noble, solo, hoping*).
- Many 'o_e' words change to 'o' when a suffix is added, e.g., *hope > hoping* and *joke > joker*.
- At the beginning of a word, 'o' and 'oa' are the most likely spellings (*over, obey, oak, oat*); 'ow' is rarely used (*own, snow*).
- In the middle of a word, with consonant spellings on either side, 'o', 'oa', and 'o_e' are all used (*fold, groan, hope*); 'ow' is rare (*grown*); and 'oe' is rarely, if ever, used.

- At the end of a word, 'o', 'ow', and 'oe' are used (*hippo, snow, toe*); 'oa' is very rare (*cocoa*).
- The spellings 'ou' as in *shoulder* and 'ough' as in *though* are rare and are not taught in this program. Students can be introduced to these spellings as they happen to discover them, or they can learn words containing these spellings as Tricky Words.

Warm-Up

5 minutes



Worksheet 6.1

Introduce Spelling Words

- Tell students the spelling words this week have words with the tricky spellings 'c' and 'g'. Remind students that 'c' can sound like /k/ as in *cap* or /s/ as in *cent*; 'g' can sound like /g/ as in *get* or /j/ as in *gel*.
- Write four columns on the board with the titles 'c' as /k/, 'c' as /s/, 'g' as /g/, and 'g' as /j/.
- Read and write each spelling word under the appropriate column, one at a time, making sure to explain vocabulary as needed.

1. 'c' as /k/: carpet
2. 'c' as /s/: face, space, cell, center, chance
3. 'g' as /g/: gray
4. 'g' as /j/: page, digit, germ,

Tricky Word: are

- You may have students generate additional examples of these tricky spellings if time permits.
- Tell students the Tricky Word for the week is *are*.
- Remind students to practice their words each night with a family member.

The /oe/ Sound and Its Spellings

25 minutes

Board Sort

10 minutes

- Tell students Unit 2 and Unit 3 focus on vowel sounds. Today they will review the basic code for the /o/ sound. Write 'o' on the board and ask students what sound they would make if they saw this spelling (/o/ as in *hop*).
- Ask students to share six to eight words containing the /o/ sound. Write the words on the board and circle the 'o' in each word. Point out that in all of these words the /o/ sound is spelled as 'o'.
- Tell students the new vowel sound for today is the /oe/ sound, as in *open*. Have students say the sound /oe/.

Students may occasionally supply a word that contains an /oe/ spelling not taught in this unit, like *snow*. Record words with spellings not taught in Unit 3 under a column labeled “odd ducks.”

- Remind students they have already learned one spelling for this sound, ‘o_e’.
- Ask students to provide six to eight words with the ‘o_e’ spelling. Record these words on the board under the column ‘o_e’; use two-finger pointing as you did in Unit 2 to highlight the spelling and circle it with a horseshoe loop.
- Tell students there are other ways to write the /oe/ sound and, over the next few days, they are going to learn several additional spellings for the sound.
- Ask students to share any words containing the /oe/ sound (not the letter ‘o’; but the sound /oe/).
- Sort the /oe/ words students provide according to the spellings and circle the letters standing for the /oe/ sound in each word. For example, if a student says *boat*, list the word under the heading ‘oa’. If a student says *rowboat*, list the word twice, under ‘oa’ and odd ducks.
- Call students’ attention to the four spelling patterns for the /oe/ sound.
- Below are examples of words students may provide. Each column represents the major spellings of the long vowel sound /oe/ taught in this unit. The odd ducks column serves to acknowledge the student correctly provided a word with the /oe/ sound, but with a spelling not taught in Unit 3. Do not list words in the odd ducks column unless students happen to suggest these words.

| ‘o_e’ | ‘o’ | ‘oe’ | ‘oa’ | odd ducks |
|-------|----------|------|-------|-----------|
| tote | no | toe | goat | snow |
| stone | ho tel | doe | float | crow |

- Students will probably come up with examples of most of the major spelling patterns, but you should introduce any spellings listed above (other than the odd ducks) not spontaneously offered by students. You can do this by writing one of the sample words on the board, reading the word, and asking students, “Which letters stand for the /oe/ sound in this word?”
- Leave the words from the sort on the board, as you will add some of them to the Spelling Tree wall display in the next exercise.

Spelling Trees

15 minutes

We encourage you to keep the Spelling Tree for /ae/ on display or accessible for viewing even as you begin working on /oe/. The trees are useful resources for students to consult when spelling. If the tree is movable, you may wish to move it to a less central location.

- Show students the new Spelling Trees and explain you are going to use one tree to help them keep track of the spellings for the /oe/ sound and the other to keep track of spellings for the /o/ sound.
- Label the trunk of one Spelling Tree /o/ and the other /oe/.
- Label five of the branches on the /o/ Spelling Tree ‘o’. The branches should be the same length.
- Label the /oe/ Spelling Tree branches individually as ‘o_e’, ‘o’, ‘oe’, ‘oa’, and odd ducks. Explain to students the branches are like the power bar because they show how common a spelling is for a sound; longer branches represent more common spellings and shorter branches represent less common spellings.

- Point out that the odd ducks branch is the shortest. Words with unusual spellings are called *odd ducks*. Odd ducks are Tricky Words, and like Tricky Words, odd ducks are on yellow paper.
- Show students the /o/ leaves you prepared in advance. Ask students to read one word at a time. Then ask a student to tell you which Spelling Tree the leaf/word belongs to and tape it to the tree. Continue until all of the /o/ leaves have been read and displayed on the tree. Call students' attention to the fact that the /o/ sound is spelled only one way: every word with the /o/ sound is spelled with 'o' and all the branches of the /o/ Spelling Tree represent the exact same spelling.
- Show students the leaves you prepared with the /oe/ sound. First read the words with the 'o_e' spelling, emphasizing this is the /oe/ sound. Again, ask students to tell you where the leaves/words belong and tape them to the correct branches of the Spelling Tree.
- Continue by showing students the other leaves with the /oe/ sound and different spellings. You should read the words aloud to students since these spellings have not yet been taught, emphasizing the /oe/ sound. Ask a student to tell you where each leaf/word belongs and tape it to the correct branch of the /oe/ Spelling Tree.
- After all words have been read and taped to the tree, point out that, unlike the /o/ sound, the /oe/ sound can be spelled in several different ways. Point out each branch and its specific spellings.
- Choose one to two words of each spelling from the word sort to write on a leaf. Copy the word, read it aloud, and have a student attach it to the correct branch. If students came up with any odd ducks during the board sort, they can be copied onto the yellow duck-shaped cards.
- Ask a student to tell you on which branch the leaf belongs and tape it to the Spelling Tree.
- Explain that you will be using the Spelling Tree as an organizer for the next several days of work on the /oe/ sound and its spellings. Students will have chances to add more words to the tree.

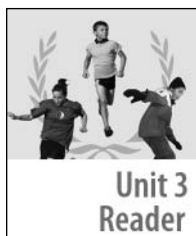
Reading Time

30 minutes

Whole Group: "Miss Baker"

15 minutes

Introducing the Story



"Miss Baker"

- Tell students this is the last story about the spelling bee. Ask students if they remember who helped Gail to become a good reader (her second grade teacher, Miss Baker).
- Students will read about Miss Baker helping Gail excel at spelling in today's story.

Previewing Spellings

- “Miss Baker” does not contain any of the new /oe/ spellings. It does have /ae/ spellings that you may preview.

| ‘ay’ | ‘ai’ | ‘a_e’ | ‘a’ | Multi-syllable words |
|------|------------------|-------|----------|----------------------|
| play | ex plain ing | flame | Ba ker | un der stand |
| stay | pain | make | | Eng lish |
| | train | | | Span ish |
| | | | | Lat in |
| | | | | my self |
| | | | | ex plain ing |
| | | | | Ba ker |

Challenging Vocabulary

- Preview the following vocabulary.

- champ**—short for *champion*

Purpose for Reading

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 students reading in pairs.

- Ask students to predict what they think Miss Baker did to help Gail become such a good speller. Tell them to read the story carefully to find out if their predictions are correct.
- Remind students to pay attention to photo captions throughout the story.

Wrap-Up

- Encourage students to answer the questions in complete sentences.

Discussion Questions on “Miss Baker”

- Literal* How did Miss Baker help Gail become a good speller? (Miss Baker made Spelling Trees.)
- Literal* How is a Spelling Tree organized? (A Spelling Tree is organized by sounds and spellings.)
- Literal* How did the Spelling Trees help the kids in Miss Baker’s class? (The Spelling Trees helped kids to see spelling patterns.)
- Literal* What did Gail do to become a better speller? (Gail read books about the English language.)
- Evaluative* Is there anything else we can add to the **L** column of our **K-W-L** chart? What questions remain unanswered? Was anything we listed in the **K** column incorrect? (Answers may vary.)



Worksheets 6.4, 6.5

Small Group: Remediation and Practice

15 minutes

While working with students in small groups, please remember to choose activities that fit students' needs at this time.

- ✦ **Small Group 1:** Students needing extra help with the /ae/ sound can complete Worksheet 6.4 and/or 6.5. You may also use the Spelling Trees to show students words with these spellings and practice reading words aloud.
- ✦ **Small Group 2:** Students can complete Worksheet 6.4 and/or 6.5. They may also reread stories from Readers or from appropriate trade books, if you prefer.

Take-Home Material

Spelling Letter; Story; Comprehension Worksheet

- Have students take Worksheets 6.1, 6.2, and 6.3 home to share and complete with a family member.

Lesson 7

Spelling Alternatives Grammar

✓ Objectives

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

- ✓ Ask and answer questions (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 nonfiction/informational text read independently (RI.2.1)
- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)

| At a Glance | Exercise | Materials | Minutes |
|---|-------------------------------|---|---------|
| The /oe/ Sound and Its Spellings | Today's Focus Spelling | Vowel Code Flip Book; Spelling Cards for 'oa' > /oe/ (<i>boat</i>), 'oe' > /oe/ (<i>toe</i>); tape; Individual Code Chart; green fine-tip markers | 20 |
| | Chaining | board | 5 |
| | Word Sort | Worksheet 7.1; projection system | 15 |
| Grammar | Nouns | Worksheet 7.2 | 20 |
| Take-Home Material | Practice with /oe/ | Worksheet 7.3 | * |

Advance Preparation

Write the following words on leaves to add to the Spelling Tree for this lesson: *coat, soap, toast, road, loaf, toe, Joe, foe, rain | coat, rail | road, cock | roach, sail | boat, tip | toe*.

You should bold or underline the spellings for the sound on the leaves as written above.

Note to Teacher

Please note the multi-syllable words for the Spelling Tree should be written on the leaves without the syllable division provided here. Syllable division is provided for your information as you assist students who are experiencing difficulty.

Today's Focus Spellings

20 minutes

- Display the Vowel Code Flip Book; also have the Spelling Cards listed in the At a Glance chart readily available.
- Today's letter-sound correspondences can be found on the following page of the Vowel Code Flip Book.

Vowel Code Flip Book

1. 'oa' > /oe/ (*boat*) Vowel Code Flip Book on page 10
2. 'oe' > /oe/ (*toe*) Vowel Code Flip Book on page 10

- Point to the /oe/ Spelling Tree. Tell students today they will focus on two spellings for the /oe/ sound.
- Explain the first spelling is 'oa' as in *boat*.
- Read the 'oa' words aloud from the Spelling Tree.
- Turn to **Vowel Code Flip Book page 10** and put the Spelling Card on the appropriate space. Discuss the power bar.
- Today's letter-sound correspondences can be found on the following page of the Individual Code Chart.

Individual Code Chart

1. 'oa' > /oe/ (*boat*) Individual Code Chart on page 8
2. 'oe' > /oe/ (*toe*) Individual Code Chart on page 8

- Distribute the green markers. Have students turn to **Individual Code Chart page 8**. Guide students as they outline the appropriate card and spelling on the chart.
- Write the following words on the board, one at a time, and read each one aloud as a class.

'oa'

- | | |
|----------|---------|
| 1. oak | 4. loaf |
| 2. float | 5. goal |
| 3. coal | 6. goat |

- Circle the 'oa' spelling and point out 'oa' is used to spell the /oe/ sound in these words.

- Explain the second spelling is 'oe' as in *toe*.
- Turn to **Vowel Code Flip Book page 10** and put the Spelling Card on the appropriate space. Discuss the power bar.
- Have students turn to **Individual Code Chart page 8**. Guide students as they outline the appropriate card and spelling on the chart.
- Write the following words on the board, one at a time, and read each one aloud as a class.

'oe'

- | | |
|---------|--------------------|
| 1. goes | 4. tor na does |
| 2. doe | 5. hoe |
| 3. foe | 6. Joe |

- Circle the 'oe' spelling and point out the 'oe' spelling usually comes at the end of the word.
- Shuffle the leaves you have prepared with the 'oa' and 'oe' spellings.
- Hold up one of the leaves and call on students to read the word. Then have a student tape the leaf to the appropriate branch of the Spelling Tree.
- Continue until all the words have been read and the leaves have been placed on the appropriate branches.

Chaining

5 minutes

- Write *oak* on the board.
- Read the word, first in a segmented fashion and then blended.
- Erase 'k' and replace it with 't' to create *oat*. As you make this change, say to students, "If that is *oak*, what is this?"
- Continue this process with the remaining words.

- | |
|--|
| 1. oak > oat > moat > boat > bat > bad > lad > load > road > toad |
| 2. hop > hope > mope > mop > lop > lope > slope > slip > slice > slick |

Word Sort

15 minutes

- Display Worksheet 7.1.
- Ask students to turn to Worksheet 7.1.
- Explain the words in the box all contain the sound /oe/; they either have the spelling 'oa', 'oe', or 'o_e'.
- Point out the three columns below the word box. Tell students each column is for one of the /oe/ spellings.



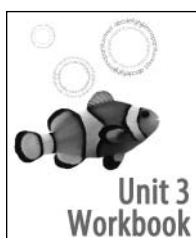
Worksheet 7.1

- Ask students to sort the words by spelling and writing them in the correct columns.
- Point out the first word, *toes*, has already been sorted.
- Have students read the second word in the box, *choke*. Ask students to circle the target spelling and read the word; then ask them where you should write the word.
- Add the word to the correct column and circle the /oe/ spelling. Have students do the same on their worksheets.
- Repeat this process until all of the words have been read and sorted.
- Have students select a few words from the worksheet to add to the Spelling Tree for /oe/.

Grammar

20 minutes

Nouns



Worksheet 7.2

- Write the following scrambled sentence on the board:
had ball park the playing Sam fun at
- Unscramble the sentence as a class. Remind students a sentence starts with a capital letter. (Sam had fun playing ball at the park.)
- Write another scrambled sentence on the board and unscramble it with students:
pink painted Jane the green vase and
(Jane painted the vase green and pink.
Jane painted the vase pink and green.)
- Remind students they learned about nouns last year. Remind students a noun is a word naming a person, place, or thing.
- Have students identify the nouns in the unscrambled sentences and circle them.
- Make a chart on the board with three columns labeled: person, place, and thing.

| Person | Place | Thing |
|--------|-------|-------|
| | | |
| | | |
| | | |

- Ask students to name the nouns and indicate the column under which they should be written.
- Write the words on the chart as students respond. Ask students to orally provide other examples of nouns for people, then nouns for places, and then nouns for things. (Proper nouns will be covered in a later lesson.)

| Person | Place | Thing |
|---------------------------------|---------------------------------|---------------------------------|
| Sam | park | ball |
| Jane | | vase |
| (Record student responses here) | (Record student responses here) | (Record student responses here) |

- Next write the following sentences on the board, including the numbers in parentheses:
 - Did the girl catch the ball at the game? (3)
 - The man ran fast to catch the dog. (2)
- Point out the number after the sentence and explain to students the number lets them know how many nouns are in each sentence.
- Have a student circle the nouns in each sentence. (*girl, ball, game, man, dog*)
- Have the student indicate whether each noun names a person, place, or thing.
- Have students take out Worksheet 7.2. Complete at least the first two items with students as guided practice.
- Circle the nouns in each sentence. After circling a noun, write the word in the correct column at the bottom of the page before going to the next noun. Note that the number of nouns in a sentence is written at the end of the sentence.

Take-Home Material

Practice with /oe/

- Have students complete Worksheet 7.3 at home.

Supplemental Materials

- Decodable words:

- | | |
|----------|-----------|
| 1. coat | 8. Joe |
| 2. goes | 9. boat |
| 3. road | 10. foe |
| 4. toes | 11. toast |
| 5. coast | 12. oats |
| 6. hoe | 13. coach |
| 7. coal | 14. moat |

- Decodable homophones:

1. lone/loan
2. rode/road

- Phrases and sentences:

- | | |
|-------------------------------|--------------------------------|
| 1. foaming at the mouth | 5. The horse is munching oats. |
| 2. rock the boat | 6. code load |
| 3. She has ten toes. | 7. roast beef |
| 4. The farmer is using a hoe. | 8. lump of coal |

- Wiggle Cards:

- | | |
|-------------------|--------------------|
| 1. moan and groan | 3. tap your throat |
| 2. get your coat | 4. sniff your toes |

- Chains:

1. foal > coal > coat > boat > beat > beet > bet > bent > tent > lent > let
2. hoe > toe > foe > fee > feed > fad > tad > toad > road > load > loan

Code Knowledge

- Before today's lesson: if students read 1,000 words in a trade book, on average 665–819 of those words would be completely decodable.
- After today's lesson: if students read 1,000 words in a trade book, on average 667–821 of those words would be completely decodable.
- 'oa' and 'oe' are both generally pronounced /oe/, though 'oa' can also be part of the 'oar' spelling for /or/.

Lesson 8

Spelling Alternatives Tricky Spelling

✓ 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.

- ✓ Explain how specific images (e.g., a Venn diagram) contribute to and clarify a text (RI.2.7)
- ✓ 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 nonfiction/informational text read independently (RI.2.1)
- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)
- ✓ 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 the letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use sentence-level context as a clue to the meaning of a word or phrase (L.2.4a)

| At a Glance | Exercise | Materials | Minutes |
|---|--|---|---------|
| Warm-Up | One-Syllable Words | Spelling Trees | 5 |
| The /oe/ Sound and Its Spellings | Today's Focus Spelling | Vowel Code Flip Book; Spelling Card for 'o' > /oe/ (<i>open</i>); tape; Individual Code Chart; green fine-tip markers | 20 |
| | Word Sort | Worksheet 8.1; projection system | 15 |
| Reading Time | Whole Group Close Reading: "The Swimming Sisters" | <i>Kids Excel</i> | 20 |
| Take-Home Material | "The Swimming Sisters"; Story Comprehension Worksheet | Worksheets 8.3, 8.4 | * |

Advance Preparation

Write the following words on leaves to add to the Spelling Tree for this lesson:
ho | tel, mo | ment, pro | gram, bo | nus, po | ster, po | et, po | lo, ha | lo, o | pen, o | mit, o | ver.

You should bold or underline the spellings for the sound on the leaves as written above.

Note to Teacher

Please note the multi-syllable words for the Spelling Tree should be written on the leaves without the syllable division provided here. Syllable division is provided for your information as you assist students who are experiencing difficulty.

Warm-Up

5 minutes

One-Syllable Words

- The point of this Warm-Up is to provide practice hearing the difference between the /o/ and /oe/ sounds.
- Remind students the focus of this unit is on vowel sounds and their spellings.
- Show students the /o/ and /oe/ Spelling Trees. Point to a few of the leaves from the /o/ Tree and read the words, reminding students this tree has words with the /o/ vowel sound. Do the same for the /oe/ Spelling Tree.
- Read the following list of one-syllable words to students: *hot, cot, road, clock, toast, got, boat, foam, stop, groan*. After saying the words aloud, instruct students to first repeat the word, then say the vowel sound heard in the word, and then point to the Spelling Tree representing the sound.

The /oe/ Sound and Its Spellings

35 minutes

Today's Focus Spelling

20 minutes

- Review the spellings for /oe/ by reading words from these branches: 'o_e', 'oa', 'oe'.
- Tell students today they will focus on another spelling for the /oe/ sound, the spelling 'o'. Point out the 'o' branch on the /oe/ Spelling Tree to students, noting the length of the branch. Let students know the letter 'o' can be used to represent the /oe/ sound and the /o/ sound. So the 'o' can be a tricky spelling.
- Display the Vowel Code Flip Book; also have the Spelling Card listed in the At a Glance chart readily available.
- Today's letter-sound correspondence can be found on the following page of the Vowel Code Flip Book.

The words *no* and *so*, taught earlier as Tricky Words, can now be seen as part of the 'o' > /oe/ spelling pattern. They should be removed from the Tricky Word wall and placed on the decodable word wall.

Vowel Code Flip Book

1. 'o' > /oe/ (open) Vowel Code Flip Book on page 10

- Turn to **Vowel Code Flip Book page 10** and show students the ‘o’ Spelling Card for /oe/, as well as the target word on the card. Write *open* on the board as o | pen. Point to the ‘o’ at the end of the syllable. Explain when the letter ‘o’ comes at the end of a syllable, it represents the /oe/ sound. Sound out the word with students using the /oe/ sound. Put the Spelling Card on the appropriate space. Discuss the power bar.
- Today’s letter-sound correspondence can be found on the following page of the Individual Code Chart.

Individual Code Chart

1. ‘o’ > /oe/ (*open*) Individual Code Chart on page 8

- Distribute the green markers. Have students turn to **Individual Code Chart page 8**. Guide students as they outline the appropriate card and spelling on the chart.
- Tell students they now know four spellings for the sound /oe/: ‘oe’, ‘o’, ‘oa’, and ‘o_e’.
- Write the following words on the board, one at a time, circling the /oe/ spellings. Read each word aloud as a class.

- | | |
|---------------|-------------|
| 1. ho tel | 7. po lo |
| 2. mo ment | 8. ha lo |
| 3. pro gram | 9. o pen |
| 4. bo nus | 10. o mit |
| 5. po ster | 11. o ver |
| 6. po et | |

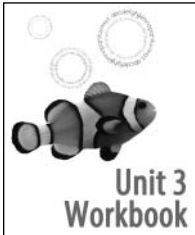
- Point out in each instance the letter ‘o’ represents the /oe/ sound because the ‘o’ comes at the end of a syllable.
- Hold up one of the leaves you prepared and ask students to read the word. Then have a student tape the leaf to the ‘o’ branch of the /oe/ Spelling Tree.
- Compare and contrast words where ‘o’ represents the /o/ sound with those where ‘o’ represents the /oe/ sound. Write the words in the following box on the board to demonstrate the spelling pattern.

- | | |
|----------------------|---------------------|
| 1. ho tel vs. hot | 4. to tem vs. tot |
| 2. mo ment vs. mom | 5. lo go vs. log |
| 3. ro bot vs. rob | |

- Point out the 'o' represents the /o/ sound when there are consonants on either side of the 'o'.
- Point out the 'o' represents the /oe/ sound in many two-syllable words when the 'o' comes at the end of a syllable.

Word Sort

15 minutes



Worksheet 8.1

- Display the front of Worksheet 8.1.
- Tell students to tear out Worksheet 8.1.
- Explain the words in the box are all one-syllable words containing the sound /oe/ spelled either 'oa', 'o', 'o_e', or 'oe'.
- Tell students you want them to sort the words by spelling and writing them in the correct columns.
- Point out the first four words are already sorted.
- Have students read the next word in the box, *rope*. Ask students to first circle the letters that spell the /oe/ sound, read the word, and then tell you where to write the word.
- Add the word to the correct column. Have the class do the same on their worksheets.
- Repeat this process until all of the words have been read and sorted. You can either complete the whole sort or discontinue the modeling when students understand the task. However, have students read any remaining words in the box as a class before working independently on the worksheet.
- Explain that 'o' is the most common spelling for /oe/, especially in words with two or three syllables.

Reading Time

20 minutes



"The Swimming Sisters"

Whole Group Close Reading: "The Swimming Sisters"

Introducing the Story

- Tell students the next series of stories is about two sisters, Kim and Val Castro, who swim. Explain a *series* means there is more than one of something. Ask students to look in the Table of Contents to determine how many stories make up the series about swimming (four).
- Explain to students there are different types of water sports. Some people practice fancy dives into the water, some teams dance in the water, and some play games like water polo. These stories are about sisters who race in the water, trying to swim the fastest. The races are different lengths.



Worksheet 8.2

Previewing Spellings

- Preview the following spellings with students before reading the story:

| 'ay' | 'ai' | 'o_e' | 'er' | Multi-syllable words |
|-----------|-------------|-------|-----------|----------------------|
| Sun day | train ing | notes | fast er | Cas tro |
| say | wait ed | wrote | | speed sters |
| | | | | Sun day |
| | | | | train ing |
| | | | | wait ed |
| | | | | fast er |

Challenging Vocabulary

Should students need a quick wiggle break, you can have them stand and imitate the front stroke, back stroke, breast stroke, doggy paddle, side stroke, jump in, and dive in.

- Preview the following vocabulary and concepts related to swimming for students.

1. **a meet**—an event where athletes come together to compete
2. **a sprint**—a race of a short length where athletes go (swim, run) as fast as possible
3. **a 50 (or any length) Free**—the swimmer is free to swim in any style for the race
4. **swim laps**—a lap is the length of the pool. Swimmers swim laps to prepare for races.

Close Reading

- Have students partner read “The Swimming Sisters.”
- After students have finished reading “The Swimming Sisters” 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 activity, preferably involving writing, that is completed independently.

Teacher Overview

Main Idea and Key Details: This selection is the first of four selections about two teenage sisters who are swimming champions. Key details of the text include descriptions of the different races both girls compete in as swimmers. The selection forecasts the swimming competition where the sisters will compete against each other.

Synopsis: The selection is the first of four selections. This first selection describes the different types of swimming races in which the sisters compete. Subsequent selections will describe the training each sister undergoes. The last selection describes the swimming competition in which the sisters compete against each other.

Lesson

| Text from Student Reader | Vocabulary Instruction | Text-Dependent Questions | Responses |
|--|---|--|--|
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. | <ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based question. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph. | <ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text. |
| <p>Page 22</p> <p>Kim and Val Castro are swimming sisters.</p> <p>Kim is sixteen. Val is fifteen. The sisters swim for the Red River Swim Program (RRSP). Both of them are fast. In fact, they are two of the fastest swimmers in the state.</p> | | Who are the swimming sisters? | The swimming sisters are Kim and Val Castro. |
| <p>I went to see the two sisters at the pool where they swim. They were training for a big meet.</p> <p>“So,” I said, “do I dare ask which of you is faster?”</p> | <p>(Point out the multiple meanings of “meet”)</p> <p>meet—to come together for the purpose of competing to win prizes in a certain sport</p> <p>meet—to come together face to face</p> | Where does Mark meet the Swimming Sisters? | Mark meets them at the pool. |
| <p>Page 23</p> <p>Kim smiled. “I am faster in the sprints,” she said. “But Val is faster in the long races.”</p> <p>“So what counts as a sprint in swimming?”</p> <p>“The 50 Free is a sprint,” said Kim.</p> <p>“50?” I said. “Is that 50 feet?”</p> <p>“No,” said Kim, “it’s 50 yards.”</p> <p>“Gosh!” I said. “50 yards? That’s a sprint? It sounds long to me! You see, I am not much of a swimmer.”</p> | <p>sprint—to move at top speed for a short distance</p> <p>50 Free—50 yards in a pool swimming in any style as fast as possible to win</p> | Reread page 23. Describe what Mark thinks of the 50 yards. | Mark thinks that is a long way. |

| Lesson | | | |
|--|---|--|--|
| Text from Student Reader | Vocabulary Instruction | Text-Dependent Questions | Responses |
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. | <ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based question. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph. | <ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text. |
| <p>“The 50 Free is an all-out sprint,” Kim said. “It’s like the hundred yard dash in track. It’s over in a flash. The 100 Free is a sprint, too.”</p> | <p>hundred yard dash—running as fast as possible for 100 yards</p> <p>track—a sport in which runners, jumpers, pole vaulters and discus throwers compete</p> | <p>How does Kim say the 50 Free is like track? Look in the text and find the example.</p> | <p>Kim says the 50 Free is like the hundred yard dash in track. It’s over in a flash.</p> |
| <p>Page 24</p> <p>“So what counts as a long race in swimming?”</p> <p>“The 500 Free is a long race,” Kim groaned. “It’s too long for me. I start to get tired after 150 yards or so. But not Val! The longer the race is, the better she is.”</p> <p>“The 500 Free is my best race!” said Val.</p> <p>“500 yards?” I said. “What’s that, a hundred laps?”</p> <p>“Um, no,” Val said. “In a 25-yard pool, it’s up and back ten times.”</p> <p>I jotted notes in my notebook.</p> | <p>500 Free—swimming as fast as possible for 500 meters in a pool</p> <p>lap—the length of a pool one way</p> <p>jotted—to write a quick note</p> | | |
| <p>Page 25</p> <p>“So let’s see,” I said. “100 yards counts as a short race. Kim is good at the short races. 500 yards is a long race. Val is good at the long races. Is there a race that is longer than 100 yards and shorter than 500?”</p> <p>“Yes, there is,” said Kim. “The 200 Free.”</p> <p>“So which of you speedsters wins that race?” I asked.</p> <p>Kim looked at Val. She had a smile on her face. It was a sister-to-sister smile, and there was something else in it. There was a sort of challenge in the look.</p> | <p>speedster—someone who is very fast</p> | <p>Mark uses the word <i>speedsters</i> to describe the sisters. What does the word <i>speedsters</i> mean? (Encourage students who don’t know to look at the words around it to make a guess.)</p> | <p>Support students in using the other information in this paragraph to determine the word <i>speedster</i> means fast.</p> |

| Lesson | | | |
|---|---|--|--|
| Text from Student Reader | Vocabulary Instruction | Text-Dependent Questions | Responses |
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. | <ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based question. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph. | <ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text. |
| <p>Page 26</p> <p>Val smiled back. She had the same look on her face.</p> <p>I waited.</p> <p>At last Kim spoke. “It’s hard to say who is faster in the 200 Free. Sometimes Val wins and sometimes I win.”</p> <p>“I see,” I said. “It sounds like the 200 Free is the race to see. When will that race take place?”</p> <p>“It will be on Sunday,” said Val, “the last day of the state meet.”</p> <p>I got out my pen and wrote: “Sunday the 25th. 200 Free. Castro versus Castro!”</p> | <p>race to see—the most exciting race to watch</p> <p>state meet—a competition where the best competitors from an entire state come together to race against each other</p> | <p>Why does Mark Deeds say the 200 Free is the “race to see”?</p> | <p>The text says sometimes Kim wins and sometimes Val wins. The text implies there is no way to know who will win this time.</p> |
| | | <p>Turn and Talk: Describe each sister and the race at which she excels.</p> | |

Wrap-Up

- Ask students to turn to Worksheet 8.2; fill in the Venn diagram showing the attributes of each sister.

Take-Home Material

“The Swimming Sisters”; Story Comprehension Worksheet

- Have students take home Worksheets 8.3 and 8.4 to read and complete at home.

Supplemental Materials

- Decodable words:

- | | | |
|----------|-----------|--------------|
| 1. focus | 5. over | 9. program |
| 2. go | 6. no | 10. broken |
| 3. going | 7. so | 11. romantic |
| 4. open | 8. moment | 12. hippo |

- Phrases and sentences:

- | | |
|---------------------------|-----------------|
| 1. hocus pocus | 3. mumbo jumbo |
| 2. It takes two to tango. | 4. over the top |

- Wiggle Cards:

- | |
|------------------------------------|
| 1. go to the back of the classroom |
| 2. open your mouth |
| 3. act like a robot |

Code Knowledge

- Before today’s lesson: if students read 1,000 words in a trade book, on average 667–821 of those words would be completely decodable.
- After today’s lesson: if students read 1,000 words in a trade book, on average 681–832 of those words would be completely decodable.
- ‘o’ is a tricky spelling; it can be pronounced /o/ as in *hot*, /oe/ as in *noble*, and /u/ as in *month*.

Lesson 9

Spelling Alternatives Review Tricky Spelling

✓ Objectives

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

- ✓ Ask and answer questions (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 nonfiction/informational text read independently (RI.2.1)
- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)
- ✓ Know and use various text features such as captions to locate key facts of information in a text efficiently (RI.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 the letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)

| At a Glance | Exercise | Materials | Minutes |
|--------------------------|---|----------------------------------|---------|
| Warm-Up | Code Flip Book Review | Consonant Code Flip Book | 5 |
| Today's Spellings | Review of the /oe/ Sound and Spellings | * | 10 |
| | Tricky Spelling 'o' | Worksheet 9.1; projection system | 25 |
| Reading Time | Small Group: "Val's Training" | <i>Kids Excel</i> | 20 |

Advance Preparation

Write the following words on leaves: *tad | pole, en | close, oat | meal, o | pen, rain | coat, bo | nus, toe | nail, hip | po, fro | zen, ex | plode, fo | cus, steam | boat, lo | cate, con | do.*

Do not bold or underline the spellings on the leaves as students will complete this as part of the lesson.

Code Flip Book Review

- Review spellings 'kn' for /n/, 'wr' for /r/, and 'wh' for /w/. Point to spellings on the Consonant Code Flip Book and ask students what sound they would say if they saw each spelling in a word.
- Ask students to tell you four to five words for each spelling; write the words students provided on the board.
- Remind students these are spelling alternatives for the sounds /n/, /r/, and /w/.

Today's Spellings

35 minutes

Review of the /oe/ Sound and Spellings

10 minutes

- Review the spellings for /oe/: 'oa', 'oe', 'o_e', and 'o'. Point to the branches on the /oe/ Spelling Tree and read one word from each branch.
- Write the words you recorded on the leaves on the board:

1. 'oa': oat | meal, rain | coat, steam | boat
 2. 'oe': toe | nail
 3. 'o_e': tad | pole, en | close, ex | plode
 4. 'o': bo | nus, hip | po, fro | zen, fo | cus, lo | cate, con | do
- Read each word on the board together as a class.
- After reading each word, summarize the information about the sound and spelling.
- Distribute the prepared leaves to student pairs.
- Ask students to read the word together and circle the spelling.
- Ask each student pair to show the class their leaf, read the word aloud, and say which /oe/ and/or /o/ spelling the word contains. Students can then tape their leaf to the appropriate branch on the /oe/ and/or the /o/ Spelling Tree.

Tricky Spelling 'o'

25 minutes

- Write *ovals* on the board, but do not read the word aloud or ask students to say the word.
- Write *o | va/* and *ov | a/s* underneath *ovals*. Explain that both of these are ways students might try chunking the letters into syllables.
- Tell students, "I am going to say a sentence using this word. I want you to listen carefully and then decide how to say this word."
- Say, "There are many shapes: circles, squares, triangles, and _____."

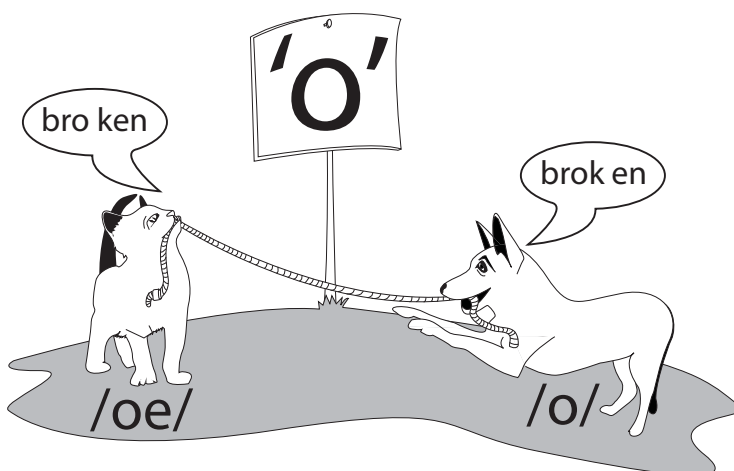


Worksheet 9.1

- Point to the syllables of the first word and model how to sound out each syllable as it is divided. *O | val/s* is pronounced /oe/ /vulz/ with the /oe/ sound.
- Now point to the syllables in the second word and model sounding out the word as it is divided in *ov | al/s*. It is pronounced /ov/ /ulz/ with the short vowel /o/ sound because the 'o' is followed by a consonant.
- Ask students which pronunciation makes sense (*o | val/s*). Circle *o | val/s*.
- Review the patterns of the long 'o' versus the short 'o' sound, i.e., 'o' is pronounced as /oe/ at the end of a syllable and as /o/ if it is followed by a consonant.
- Repeat this procedure: write the target word on the board and then write the two different ways it can be broken up into syllables. Then use the word in an oral sentence, alternately pointing and saying the /oe/ and /o/ sound. Ask students which word makes sense and then circle the correct word.
- Do not write the sentences you will say orally; just write the words.

1. The table is very dusty, so we need to **po | lish/pol | ish** it.
2. I love to learn about the planets and the **so | lar/sol | ar** system.
3. The drink was **fro | zen/froz | en** solid.
4. He talked slowly like a **ro | bot/rob | ot**.
5. The car had a large and brand new **mo | tor/mot | or**.
6. The computer was a newer **mo | del/mod | el**.

- Explain that seeing the letter 'o' in a word creates a tug-of-war, with each of the /o/ and /oe/ sounds pulling on it. When reading, students need to practice breaking words into chunks, trying out the two different sounds, and then choosing the sound that makes sense.



- Complete Worksheet 9.1 as a class.

Small Group: “Val’s Training”

Introducing the Story



“Val’s Training”

If some student pairs finish reading early, they may illustrate a phrase from the story. They can also reread stories from this and past Readers.

- Tell students they will read the second story in the series about the swimming sisters. Today they will read about how Val trains for her races. Ask students if Val is older or younger (younger) and what type of races she likes to swim (longer races).

Challenging Vocabulary

- Preview the following vocabulary.

1. **training**—to practice
2. **taper**—to gradually reduce the amount of training, usually before a competition
3. **lane**—the way a pool is divided lengthwise

Previewing Spellings

| ‘a_e’ | ‘ai’ | ‘ay’ | ‘oa’ |
|-------|--------------|------|--------|
| take | train ing | say | coach |
| lane | ex plained | | moaned |
| same | | | |

Purpose for Reading

- Tell students to read carefully to learn how Val trains for swimming.

Small Group Reading Time

Before dividing into groups, remind all students to pay close attention to the captions and use of quotations throughout the story. You will spend today and tomorrow listening to students read in small groups. Remember to use the Anecdotal Reading Record to record student’s reading progress.

- ✪ **Small Group 1:** Listen as students needing extra support read “Val’s Training” aloud.
- ✪ **Small Group 2:** Have more independent students read “Val’s Training” with partners.

Wrap-Up

- Discuss the questions below with students, encouraging them to answer in complete sentences.

Discussion Questions on “Val’s Training”

1. *Literal* Why don’t Kim and Val have the same training? (Val and Kim have different training because they swim different kinds of races.)
2. *Literal* How does Val train? Does she swim quick sprints or does she swim many yards? Why? (Val trains by swimming many yards. She swims long races.)
3. *Literal* What does it mean to taper off? (Taper off means to do less and less of something.)
4. *Literal* What does Val do when she is finished swimming? (When Val has finished swimming, she does bench presses, leg presses, sit-ups, and chin-ups.)
5. *Inferential* What does the phrase “there’s no gain without pain” mean? (The phrase means it can be difficult and challenging to get better at something.)

Supplemental Materials

- Decodable words:

- | | |
|----------|----------|
| 1. jumbo | 3. smoke |
| 2. oak | 4. lone |

- Phrases and sentences:

- | | |
|-----------------|------------------|
| 1. Get over it. | 3. go solo |
| 2. go for broke | 4. over the hill |

- Wiggle Cards:

- | |
|-----------------------|
| 1. do the limbo dance |
|-----------------------|

Lesson 10

Spelling Assessment Spelling Review

✓ Objectives

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

- ✓ Ask and answer questions (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 nonfiction/informational text read independently (RI.2.1)
- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)
- ✓ Identify and use text features such as captions to locate key facts or information in a nonfiction/informational text (RI.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 the letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)
- ✓ Know and use various text features such as captions to locate key facts or information in a text efficiently (RI.2.5)

| At a Glance | Exercise | Materials | Minutes |
|---|--------------------------------------|--|---------|
| Spelling | Student Spelling Assessment | Worksheet 10.1 | 15 |
| The /oe/ Sound and Its Spellings | Spelling Chart | Worksheets 10.2, 10.3; projection system | 25 |
| Reading time | Small Group: “Kim’s Training” | <i>Kids Excel</i> | 20 |

Spelling

15 minutes

10 Student Spelling Assessment



Worksheet 10.1

- 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 “The carpets are gray.” Slowly repeat this sentence twice.

- At the end, reread each spelling word once more.

1. germ
2. page
3. gray
4. digit
5. carpet

6. face
7. cell
8. space
9. center

Tricky Word: are

- 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, then copying and writing the correct spelling next to it.
- Continue through all the words and 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' mistakes. You will find the spelling analysis sheet and directions at the end of this lesson. This will help you to understand any new or persistent patterns among individual students.

The /oe/ Sound and Its Spellings

25 minutes

Spelling Chart



Worksheets 10.2, 10.3

See the Pausing Point for students needing additional help with the /oe/ sound and its spellings.

Additional practice may be found in Unit 3 of the *Assessment and Remediation Guide*.

- Display Worksheets 10.2 and 10.3.
- Have students tear out Worksheets 10.2 and 10.3.
- Explain the chart on Worksheet 10.2 shows a set of words with the /oe/ sound. The words have been sorted into columns according to the spelling used for /oe/.
- Explain that Worksheet 10.3 has a set of questions for students to answer using the chart on Worksheet 10.2.
- Ask students to read aloud all of the words, column by column. Students should be able to read the words quickly and fluently once they recognize the pattern.
- Ask a student to read the first question on Worksheet 10.3 and have students search for the answer on Worksheet 10.2.
- Once students have provided you with the correct answer, model writing the answer on Worksheet 10.3. Have students do the same on their worksheets.
- Complete the remaining questions either as a class or as an independent activity.
- Have students select a few words from the chart to add to the Spelling Tree.

"Kim's Training"

Introducing the Story



"Kim's Training"

- Tell students yesterday they read about Val's training for swimming. Ask students if they remember what Val did for her training. (She swam and then worked out doing chin-ups, bench presses, and sit-ups.)
- Tell students today they will find out about Kim's training.

Previewing Spellings

Preview the following spellings before reading this story.

Note: Several of the words have the *-ed* suffix. When introducing these words, first write the root word and have students read it aloud, then add *-ed* or *-d* onto the end of the word and have them read it aloud.

| 'o_e' | 'o' | Multi-syllable words |
|-------------|---------------|----------------------|
| ex plode | o ver all | prac tic ing |
| hole | | whis per(ed) |
| note book | | un der line(d) |
| | | ex plo de(d) |
| | | note book |
| | | o ver all |

Challenging Vocabulary

- Preview the following words and phrases:

1. **start**—the beginning of a swim race; getting a fast start is an important skill to master
2. **starting blocks**—the place where swimmers stand and dive off at the beginning of a race
3. **take your marks**—to get into the starting position or place at the beginning of a race
4. **like a cat**—to move in a way resembling a cat
5. **stroke**—the specified method of moving arms and legs in water when swimming

Purpose for Reading

- Tell students to read carefully to learn how Kim trains and how it compares to what her sister Val does during practice.

Small Group Reading Time

If some student pairs finish reading early, they can reread stories from this and past Readers.

Before dividing the class into groups, remind students to pay attention to the captions and use of quotation marks throughout the story.

✪ **Small Group 1:** Have students read “Kim’s Training” with a partner. Remind students to use the Individual Code Chart and Spelling Trees to help them sound out words.

✪ **Small Group 2:** Listen to students read “Kim’s Training” with partners. Ask comprehension questions while students read the story. Remember to take notes about each student’s reading performance using the Anecdotal Reading Record.

Wrap-Up

- Discuss the following questions with students, reminding them to answer in complete sentences:

Discussion Questions on “Kim’s Training”

1. *Literal* Does Kim swim in the same lane as Val? (No, Kim does not swim in the same lane as Val.)
2. *Literal* What were Kim and the sprinters practicing? (Kim and the sprinters were practicing their starts.)
3. *Literal* Does Kim have a fast start? (Yes, Kim has a fast start.)
4. *Literal* How does Kim dive off of her starting block? (Kim dives off her starting block like a cat.)
5. *Literal* How did Kim kick her legs? (Kim kicks her legs like a fish.)
6. *Literal* Why did Kim stop swimming? (Kim stopped swimming because she needed to keep practicing her starts.)
7. *Literal* Why is it important for Kim to practice starts? (It is important for Kim to practice because starts are important in the 50 Free.)
8. *Evaluative* Why do you think Coach Pibwell smiled when Mark Deeds asked about the 200 Free? (Answers may vary.)

Supplemental Materials

- Chains:

1. soap > sap > say > pay > play > lay > lee > tee > toe > doe > do
2. quote > note > not > cot > coat > boat > beet > bee > be > me > meet > mat > may > say

Spelling Analysis Directions

Unit 3 Lesson 10

- Write students' names in the column provided.
- Place an X in the column of any word students did not spell correctly.
- Students missing more than 1 for items 1–4 may need help with 'g' as /j/ or /g/; students missing more than 1 for items 5–9 may need help with 'c' as /k/ or /s/. The Pausing Point from Unit 2 has practice for these spelling alternatives.
- If students missed the Tricky Word, look back on previous spelling assessments and classroom work. Are Tricky Words consistently an area of weakness? If so, Pausing Points in Units 1 and 2 and the Tricky Words section of Unit 1 in the *Assessment and Remediation Guide* provide extra work for this area.

Lesson 11

Spelling Alternatives

✓ Objectives

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

- ✓ Read and write words with the following inflectional endings and suffixes: Unit 3: *-ed*, *-ing*, *-s*, *-es* (RF.2.3d)
- ✓ 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 the letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ 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 nonfiction/informational text read independently (RI.2.1)
- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)
- ✓ Use sentence-level context as a clue to the meaning of a word or phrase (L.2.4a)

| At a Glance | Exercise | Materials | Minutes |
|---|--|---|---------|
| Warm-Up | Introduce Spelling Words | Worksheet 11.1 | 5 |
| The /ie/ Sound and Its Spellings | Board Sort | board | 10 |
| | Spelling Trees | Spelling Tree templates; brown, green, and yellow paper; scissors; marker; tape | 15 |
| Practice | Fill in the Blank | Worksheets 11.2, 11.3 | 10 |
| Reading Time | Whole Group Close Reading: "The Big Race" | <i>Kids Excel</i> | 20 |
| Take-Home Material | Spelling Letters | Worksheet 11.1 | * |

Advance Preparation

You will need to create two more Spelling Trees for the vowel sounds /ie/ and /i/ and their spellings. Each tree should have four branches. Please follow the directions from Lesson 1 regarding assembly of the Spelling Tree. Have the materials you will need to make the Spelling Tree before you begin the lesson. If lack of wall space is a problem, you may display the Spelling Trees on chart tablets.

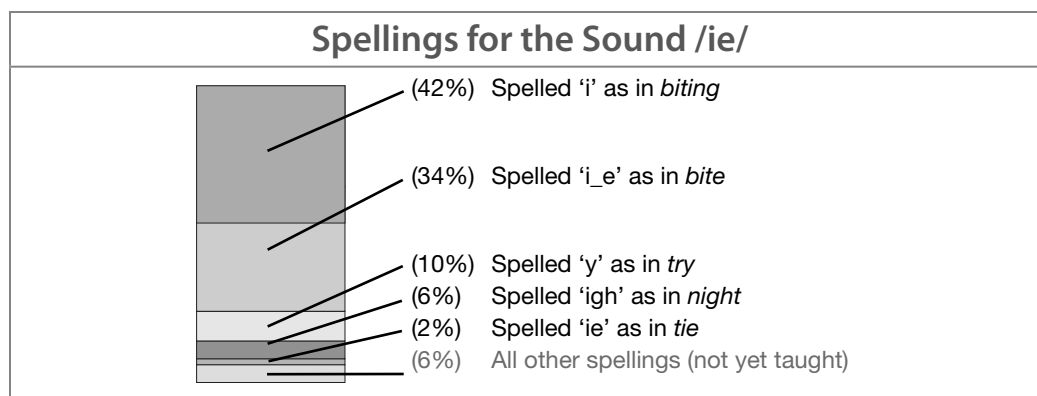
For the /ie/ Spelling Tree, label three branches with the following spellings, 'i_e', 'ie', 'i', and the fourth branch as odd ducks. Label all four of the branches of the /i/ Tree with 'i'. To know the relative length of the branches refer to the chart below. There you will see the 'i' branch should be the longest as 'i' is a spelling for /ie/ 42% of the time. 'i_e' should be the next longest branch as this is a spelling for /ie/ 34% of the time. 'ie' should be the shortest branch as it occurs in only 2% of words with the sound /ie/.

Note to Teacher

Over the next several lessons you will teach spelling alternatives for the /ie/ sound. The spellings include the basic code spelling 'i_e' as in *bite* and the spelling alternatives 'i' as in *biting* and 'ie' as in *tie*. The chart shows you which of these spellings are most common for this sound.

The spellings 'y' and 'igh' for /ie/ will be taught later in the program.

Students should already know the basic code spelling 'i_e' as in *bite*. Some may also be familiar with the spellings 'i' and 'ie'. (These spellings are taught in Grade 1 of CKLA.)



Here are some patterns for your information:

- The 'i_e' separated digraph spelling is never used for the final sound in a word or syllable; there is always a consonant sound that follows /ie/, and the spelling for that consonant sound is inserted between the 'i' and the 'e' (*bite*, *tide*, *like*).
- Many 'i_e' words change to 'i' words when a suffix is added, e.g., *time* > *timing* and *bike* > *biking*. The 'e' is dropped when a suffix beginning with a vowel sound is added.

- The ‘i’ spelling is actually more common than the basic code spelling ‘i_e’. However, it was not chosen as the basic code spelling for two reasons: 1. ‘i’ is the basic code spelling for /i/ as in *hit*, and 2. ‘i’ > /ie/ (*find, mind*) is much less common than ‘i_e’ > /ie/ (*fine, mine, dine*) in one-syllable words used in beginning reading materials; ‘i’ > /ie/ is primarily found in multi-syllable words.
- The ‘i’ spelling is rare in one-syllable words; when it is used in one-syllable words, it is often found in front of final consonant clusters (*mind, find, mild, ninth*).
- ‘i’ (*item, ivory*) and ‘i_e’ (*ice, idea*) are the only spellings regularly used at the beginning of a word or syllable.
- ‘ie’ can be seen as a variant of the basic code spelling ‘i_e’ in which the same letters are written side by side.
- ‘ie’ is generally used at the end of a word or syllable (*pie*); it is rare in the initial or medial positions, though ‘ie’ can be followed by grammatical suffixes (*ties, tied, fries, fried*).
- Some rare spellings for /ie/ not taught here include ‘ei’ as in *Einstein*, ‘ai’ as in *Thailand*, ‘ye’ as in *bye*, and ‘y_e’ as in *type*. Students can be introduced to these spellings as they happen to encounter them in reading materials or when they need them for writing.

Warm-Up

5 minutes

Introduce Spelling Words



Worksheet 11.1

- Tell students the spelling words this week have words with the spellings ‘kn’ for /n/, ‘wr’ for /r/, ‘wh’ for /w/, ‘qu’ for /qu/, and some have the suffixes *-ing* or *-ed*.
- Write the spellings ‘kn’, ‘wr’, ‘wh’, and ‘qu’ on the board.
- Read and write each spelling word, one at a time, under the appropriate spelling on the board, making sure to explain the meanings for words students may not know. The spelling words for this week are:

1. ‘**kn**’: knotted, knitting, knocked
2. ‘**wr**’: wringing, wronged
3. ‘**wh**’: whipped, whined
4. ‘**qu**’: quitting, quacked
5. **Tricky Word**: all

- Remind students to practice their words at home each night with a family member.

Board Sort

10 minutes

Students may occasionally supply a word that contains an /ie/ spelling not taught in this unit, like *night*. Record words with spellings that will not be taught in Unit 3 under a column labeled “odd ducks.”

- Tell students as in Unit 2, Unit 3 focuses on vowel sounds. They will learn many new vowel sounds and spellings, but first they will review the basic code spelling for the /i/ sound, ‘i’. Write ‘i’ on the board and ask students what sound they would say if they saw this spelling (/i/ as in *hit*).
- Ask students to provide six to eight words containing the /i/ sound. Write the words on the board and circle the ‘i’ in each word.
- Tell students the new vowel sound for today is the /ie/ sound, as in *tie*. Have students say the sound /ie/.
- Remind students they have already learned one spelling for this sound, ‘i_e’. Tell them over the next few days, they are going to learn several additional spellings for the sound.
- Ask students to provide words that contain the /ie/ sound (not the letter ‘i’, but the sound /ie/).
- Sort the /ie/ words students provide according to their spellings and circle the letters that stand for the /ie/ sound in each word. For example, if a student says *fire*, list the word under the heading ‘i_e’ and horseshoe loop the separated digraph ‘i_e’ as you did in Unit 2. If a student says *firefly*, record the word both under ‘i_e’, for the spelling in *fire*, and odd ducks for the spelling ‘y’ for the /ie/ sound as in *fly*. Some students may recall having learned that ‘y’ can represent the /ie/ spelling in CKLA in Grade 1, but we will include it here as an odd duck.
- You should introduce any spellings listed below that do not end up on the chart spontaneously. You can do this by writing one of the sample words on the board, reading the word to students and then asking them, “Which letters stand for the /ie/ sound in this word?”
- Do not introduce spellings for odd ducks unless they are suggested by students.
- Leave the words from the board sort on display, as you will add some of them to the Spelling Tree in the next exercise.
- Below are examples of words students may provide. Each column represents the major spellings of the long vowel sound /ie/ that will be taught later in Unit 3; the other spellings for /ie/ are included just as examples under the odd ducks column; do not write words in the odd ducks column unless students provide words with these spellings.

| ‘i_e | ‘i’ | ‘ie’ | odd ducks |
|------|--------|------|-----------|
| site | Friday | tie | right |
| fine | ideal | lie | dry |

Spelling Trees

15 minutes

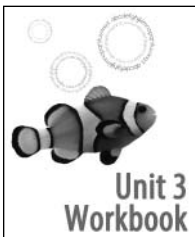
We encourage you to keep the Spelling Trees for /ae/ and /oe/ up on the wall or accessible for viewing even as you begin working on /ie/. The trees are useful resources for students to consult when spelling.

- Show students the Spelling Trees and explain you are going to use one tree to help them keep track of the spellings for the /ie/ sound and the other to keep track of spellings for the /i/ sound.
- Label the trunk of one Spelling Tree /i/ and the other /ie/.
- Label four of the branches on the /i/ Spelling Tree 'i'. The branches should be the same length.
- Label the /ie/ branches as 'i_e', 'ie', 'i', and "odd ducks." Explain to students the branches are like the power bar because they show how common a spelling is for a sound; shorter branches represent less common sounds and longer branches represent more common sounds.
- Point out the odd ducks branch is the shortest. Explain that words with unusual spellings are called *odd ducks*. Odd ducks are Tricky Words, and like Tricky Words, odd ducks are on yellow paper.
- Choose one to two words for each spelling from the board sort to write on a leaf. Copy the word, read it aloud, and have a student attach it to the correct branch. If students came up with any odd ducks during the board sort, they can be copied onto the yellow duck-shaped cards.
- Ask students to tell you which branch the leaf belongs to and tape it to the tree.
- Explain that you will be using the Spelling Tree as an organizer for the next several days of work on the sound /ie/ and its spellings. Students will have chances to add more words to the tree.

Practice

10 minutes

Fill in the Blank



Worksheets 11.2, 11.3

- First read the words in the box as a class, writing the words syllable by syllable on the board, if necessary.
- Then ask a student to read each sentence aloud as all students select and write the correct word in the blank.
- Send Worksheets 11.2 and 11.3 home as homework if they are not finished in class.

Whole Group Close Reading: “The Big Race”

Introducing the Story



- Tell students this is the last story in the series about the swimming sisters. Today they will get to read about the big race. Ask students to recall the race in which the Castro sisters will be competing against each other.

Previewing Spellings

- Preview the following spellings for students:

| 'ai' | 'a_e' | 'a' | 'oa' | 'o_e' |
|-------------|-------|-----------|-------------|-----------|
| train ing | wave | Cas tro | Joan | Gro ver |
| wait | race | | coast ing | close |

Challenging Vocabulary

- Preview these phrases and words with students before reading the story.

- shot off**—to take off quickly
- stands**—where people sit to watch competitions (possibly covered)
- deck**—an uncovered area right next to the pool where people stand
- trailing**—when one person is behind another person in a competition
- sloshing**—to splash a liquid back and forth (a person who is in pool water can slosh around)
- bad case of the nerves**—to be anxious
- closing in**—to shorten a distance
- coasting**—to appear to move effortlessly

Close Reading

- Have students partner read “The Big Race.”
- After students have finished reading “The Big Race” 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 an activity completed independently, if possible.

Teacher Overview

Main Idea and Key Details: This is the culminating selection in a series of four selections about two sisters who are swimming competitors. Key details of the text include the exciting back-and-forth narrative or action as first one sister leads and then the other in the final race of the meet.

Synopsis: This is the final selection in a series of four. This selection describes the race between two sisters, one of whom (Kim) excels at sprints and the other of whom (Val) excels at long races.

Lesson

| Text from Student Reader | Vocabulary Instruction | Text-Dependent Questions | Responses |
|--|---|--|--|
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. | <ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based question. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph. | <ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text. |
| <p>Page 38</p> <p>I got to the pool in time for the 200 Free. I sat in the stands with Grover and Joan Castro, Kim and Val’s parents.</p> | <p>200 Free—A race in which swimmers race using any style of swimming for 200 yards.</p> | | |
| <p>“I am so proud of Kim and Val,” said Grover Castro. “But I have a bad case of nerves. I hate it when the two of them swim in the same race. They have both been training so hard. They would both like to win this race. But they can’t both win. I don’t like to think that one of them may be upset.”</p> <p>A man’s booming voice filled the air. “It’s time for the last race of the meet!” the man said.</p> | <p>bad case of nerves—upset about something</p> | <p>Why does Grover Castro have a bad case of nerves?</p> | <p>He is upset because both of his daughters have been training hard and they both can’t win. He is concerned one of them may be upset.</p> |
| <p>Page 39</p> <p>“Let’s meet our swimmers!” The man started listing the swimmers in the race.</p> | | | |
| <p>“In Lane 2,” he said, “from Red River Swim Program, we have the winner of the 500 Free, Val Castro.”</p> | | <p>Who won the 500 Free?</p> | <p>Val Castro</p> |
| <p>Cheers rose up from the RRSP swimmers on the deck and from fans in the stands.</p> | <p>stands—(multiple-meaning word) the seating area of the pool. It also means to be upright as opposed to sitting.</p> | <p>RRSP is an abbreviation. What does RRSP mean?</p> | <p>RRSP means Red River Swim Program.</p> |

| Lesson | | | |
|--|---|--|--|
| Text from Student Reader | Vocabulary Instruction | Text-Dependent Questions | Responses |
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. | <ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based question. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph. | <ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text. |
| <p>“In Lane 3,” the man said, “from Red River Swim Program, the winner of the 50 and 100 Free, Kim Castro.” There were shouts and cheers for Kim, as well.</p> | | Who won the 50 and 100 Free? | Kim Castro. |
| | | Who will be racing? | The swimming sisters, Kim and Val, will be racing. |
| <p>Page 40</p> <p>The swimmers got up on the starting blocks.</p> <p>A man in a white coat said, “Swimmers, take your marks.”</p> <p>The swimmers bent down and grabbed the starting blocks.</p> | <p>starting blocks—a raised platform mounted at the end of a pool from which swimmers begin a race—it looks a little bit like a very short diving board</p> | | |
| <p>Then there was a beep. The swimmers shot off. Kim’s start was perfect. She did her kick. Then she popped up and started swimming. Her arms went so fast. She seemed to be coasting.</p> <p>Kim was the fastest swimmer for a hundred yards.</p> | <p>coasting—to appear to move effortlessly</p> | Describe Kim’s start. | Kim’s start was perfect. She did her kick. Then she popped up and started swimming. Her arms went so fast. She seemed to be coasting. |
| <p>Page 41</p> <p>She made a big wave. The rest of the swimmers were trailing her. They seemed to be bouncing and sloshing in Kim’s waves.</p> | <p>sloshing—to move with a splashing motion in water</p> | Describe the other swimmers in the pool. | The rest of the swimmers were trailing Kim. The rest of the swimmers seemed to be bouncing and sloshing in Kim’s waves. |
| <p>I was starting to think it would not be such a close race after all. But just as I was thinking this, Grover Castro said, “Wait for it!”</p> <p>“Wait for what?” I said.</p> <p>“You’ll see!” said Grover.</p> | | Why does Grover Castro say, “Wait for it!” | Grover Castro says that because Mark thinks the race will not be close and Grover suspects the race will get closer. |
| <p>Page 42</p> <p>I looked back at the pool. Kim was still winning. But Val was closing in on her. The gap was five feet. Then it was three.</p> | <p>closing in—to shorten the distance between two objects</p> <p>gap—a space between two objects</p> | What happens right after Grover Castro says, “Wait for it!”? | When Mark looks back at the pool, Kim is slowing down and Val is catching up. |

| Lesson | | | |
|---|---|--|--|
| Text from Student Reader | Vocabulary Instruction | Text-Dependent Questions | Responses |
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. | <ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based question. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph. | <ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text. |
| The swimmers flipped one last time. Kim was starting to look a bit tired. The gap was down to two feet. Then it was one foot. Then the two sisters were swimming side by side. As they came to the finish line it was too close to pick a winner. | flipped —to cause to turn over | What does the sentence, “As they came to the finish line it was too close to pick a winner,” mean? | It means the sisters were so close to each other as they raced that no one could tell who was in first place. |
| Kim and Val smacked the side of the pool at what looked to be the same moment. | smacked —a sharp slap with a hand | | |
| A hundred parents in the stands looked up at the clock. A hundred swimmers on the deck looked up as well. This is what the clock said: Val Castro Lane 2 1:45 Kim Castro Lane 3 1:46 Val was the winner! | | Why did all the parents and the swimmers look up at the clock? | The race was so close, no one could tell by looking who had won the race. Only by looking at the race clock could they tell the winner. |
| | | Turn and Tell: In order, list the events which take place in this story. | |

Wrap-Up

- Ask students to turn to Worksheet 11.4; list the events of the story in order, referring to the Reader as necessary.

Take-Home Material

Spelling Letter

- Ask students to take home Worksheet 11.1 to a family member so that they can practice their spelling words at home. Also have students take home Worksheets 11.2 and 11.3 if they did not complete them in class.

Lesson 12

Spelling Alternatives 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.

- ✓ Capitalize holidays, product names, and geographic names (L.2.2a)

| At a Glance | Exercise | Materials | Minutes |
|---|--------------------------------|--|---------|
| Warm-Up | One-Syllable Words | Spelling Trees | 10 |
| The /ie/ Sound and Its Spellings | Today's Focus Spelling | Vowel Code Flip Book; Spelling Cards for 'i' > /ie/ (<i>biting</i>) and 'ie' > /ie/ (<i>tie</i>); tape; Individual Code Chart; green fine-tip markers; board | 25 |
| Grammar | Common and Proper Nouns | board; Worksheet 12.1 | 25 |

Advance Preparation

Write the following words on leaves to add to the Spelling Tree when directed in this lesson: **die**, **lie**, **tie**, **pie**, **cried**, **spied**, **spi** | **der**, **ti** | **ger**, **mi** | **nus**, **si** | **lent**, **Fri** | **day**, **hi** | **jack**, **i** | **ris**, **i** | **tem**, **i** | **deal**, **i** | **dol**.

You should bold or underline the spellings for the sounds on the leaves as written above.

One-Syllable Words

- Direct students' attention to the Spelling Trees for the /i/ and /ie/ sounds.
- Point to a few of the leaves from the /i/ Tree and read the words aloud. Remind students this tree has words with the /i/ sound. Follow this same procedure for the /ie/ Tree, reminding them this tree represents the /ie/ sound.
- Read the following list of one-syllable words to students. After hearing the word, instruct students to first repeat the word, then say the vowel sound heard in the word, and finally point to the tree representing the sound.

- | | |
|----------|----------|
| 1. hit | 6. flies |
| 2. bit | 7. flit |
| 3. bite | 8. lit |
| 4. sit | 9. kit |
| 5. tines | 10. kite |

The /ie/ Sound and Its Spellings

25 minutes

Today's Focus Spellings

- Display the Vowel Code Flip Book; also have the Spelling Cards listed in the At a Glance chart readily available.
- Today's letter-sound correspondences can be found on the following page of the Vowel Code Flip Book.

Vowel Code Flip Book

1. 'ie' > /ie/ (*tie*) Vowel Code Flip Book on page 9
2. 'i' > /ie/ (*biting*) Vowel Code Flip Book on page 9

- Point to the /ie/ Spelling Tree. Tell students today they will focus on two spellings for the /ie/ sound.
- Explain the first spelling is 'ie' as in *tie*.
- Read the 'ie' words aloud from the Spelling Tree.
- Turn to **Vowel Code Flip Book page 9** and put the Spelling Card on the appropriate space. Discuss the power bar.

- Today's letter-sound correspondences can be found on the following page of the Individual Code Chart.

Individual Code Chart

1. 'ie' > /ie/ (*tie*) Individual Code Chart on page 8
2. 'i' > /ie/ (*biting*) Individual Code Chart on page 8

- Distribute the green markers. Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate card and spelling on the chart.
- Write the following words on the board one at a time, circling the spelling. Read each word aloud as a class.

'ie'

- | | |
|----------|----------|
| 1. die | 4. flies |
| 2. tries | 5. lies |
| 3. ties | 6. pie |

- Ask students where in the word the 'ie' spelling can be found. (the end of words)
- Explain the second spelling is 'i' as in *biting*.
- Read the 'i' words in the previous lesson from the Spelling Tree.
- Turn to **Vowel Code Flip Book page 9** and put the Spelling Card on the appropriate space. Discuss the power bar.
- Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate card on the chart as well as the spelling.
- Write the following words on the board one at a time, circling the spelling. Read each word aloud as a class.

'i'

- | | |
|---------------|--------------|
| 1. li lac | 4. si lent |
| 2. sli ding | 5. i tem |
| 3. spi der | |

- Ask students where the 'i' spelling in these two-syllable words can be found. (at the end of a first and open syllable)

- Compare and contrast words where ‘i’ represents the /i/ sound and where it represents the /ie/ sound. Write the following words on the board to demonstrate the spelling pattern.

1. sin vs. si | nus 2. trip vs. tri | pod 3. sill vs. si | lent

- Remind students when the ‘i’ is followed by a consonant on either side within a syllable it will be read with the /i/ sound; when the ‘i’ comes at the end of a syllable, it will be read with the /ie/ sound.
- Shuffle the leaves you have prepared with the ‘i’ and ‘ie’ spellings.
- Hold up one of the leaves and call on students to read the word. Then have a student come up front to tape the leaf to the appropriate branch. Continue with the remaining words.

Grammar

25 minutes

Common and Proper Nouns



Worksheet 12.1

- Write the following scrambled sentence on the board:
notebook Kate did get red a
- Unscramble the sentence and write it in the correct order. (The sentence can be rewritten as a statement or a question.) Remind students to pay attention to capitalization and punctuation. (Kate did get a red notebook. or Did Kate get a red notebook?)
- Leave this sentence on the board.
- Review with students: a noun is a word that names a person, place, or thing. Then have students identify the nouns in the sentence.
- Say to students, “Let’s talk more about nouns.”
- Write the word *boy* on the board. Say, “If I say, ‘The boy in our class is sitting nicely in his chair,’ which word is the noun that names a person?” (*boy*)
- Ask students, “Do we know which boy I am talking about? (no) If I say ‘(insert child’s name in your room) is sitting nicely in his chair,’ do we know which boy I am talking about?” (yes)
- Make two columns on the board labeled “common” and “proper” (as below). A common noun is a **general** person, place, or thing. A proper noun tells us the name of a **specific** person, place, or thing. Tell students proper nouns always begin with a capital letter because they are a specific name of a person, place, or thing.

- Write *Bill* on the board beside *boy*.

| Common | Proper |
|--------|--------|
| boy | Bill |

- Explain that *Bill* is a specific noun because it tells exactly which boy we are talking about. *Bill* is a proper noun and must begin with a capital letter, but *boy* is a common noun so it begins with a lowercase letter.
- Repeat with the following word pairs, emphasizing which one is a specific or proper noun because it names a specific person, place, or thing.
 - town—your town
 - school—your school
 - store—name of store in your town
 - game—specific game
 - day—today’s day
 - month—today’s month
- Now go back to the original scrambled sentence and point out the common and proper nouns. (*Kate* is a proper noun; *notebook* is a common noun.)
- Write the following sentences on the board. Have students locate and draw a box around the nouns. Have them change the first letter in any proper noun to a capital letter and circle the proper noun. Remind students to look for any other words that should begin with a capital letter (first word in the sentence) and place the correct punctuation mark at the end of the sentence.

1. it was fun at the park with my pal sam (3) (*park, pal, Sam*)
2. the park is on main street (2) (*park, Main Street*)
3. bob took his dog, fred, to get a bone (4) (*Bob, dog, Fred, bone*)

- Have students take out Worksheet 12.1. Complete the first item with students as guided practice. Have a student read the sentence as you write it on the board. Have students identify the common nouns and proper nouns. After students have drawn a box or circle around the nouns, direct them to rewrite the sentence with the correct capitalization and punctuation. As students write on their worksheet, copy the sentence on the board with the correct capitalization and punctuation.

Supplemental Materials

- Decodable words:

- | | | |
|------------|--------------|-----------|
| 1. ideal | 7. item | 13. tied |
| 2. I | 8. rising | 14. flies |
| 3. minor | 9. diner | 15. tried |
| 4. tripod | 10. lies | 16. ties |
| 5. writing | 11. lied | 17. tries |
| 6. trial | 12. supplies | 18. pies |

- Phrases and sentences:

- | | |
|-----------------------------------|----------------------------------|
| 1. dropping like flies | 5. We are having pumpkin pie. |
| 2. Let sleeping dogs lie. | 6. There is a spider in my boot! |
| 3. tie the knot | 7. finer things in life |
| 4. His necktie was red and green. | 8. strong but silent |

- Wiggle Cards:

- | | |
|----------------|---------------------|
| 1. act excited | 3. flex your biceps |
| 2. be quiet | 4. untie your laces |

- Chain:

1. pie > pies > dies > dries > tries > ties > tie > lie > lies > flies

Code Knowledge

- Before today's lesson: if students read 1,000 words in a trade book, on average 681–832 of those words would be completely decodable.
- After today's lesson: if students read 1,000 words in a trade book, on average 687–838 of those words would be completely decodable.
- 'i' is a tricky spelling; it can be pronounced /i/ as in *hit*, /ie/ as in *mind*, and /ee/ as in *radio*.
- 'ie' is a tricky spelling; it can be pronounced /ie/ as in *tie* or /ee/ as in *cookie*.

Lesson 13

Spelling Alternatives Tricky Spelling

✓ 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)
- ✓ 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 nonfiction/informational text read independently (RI.2.1)
- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)

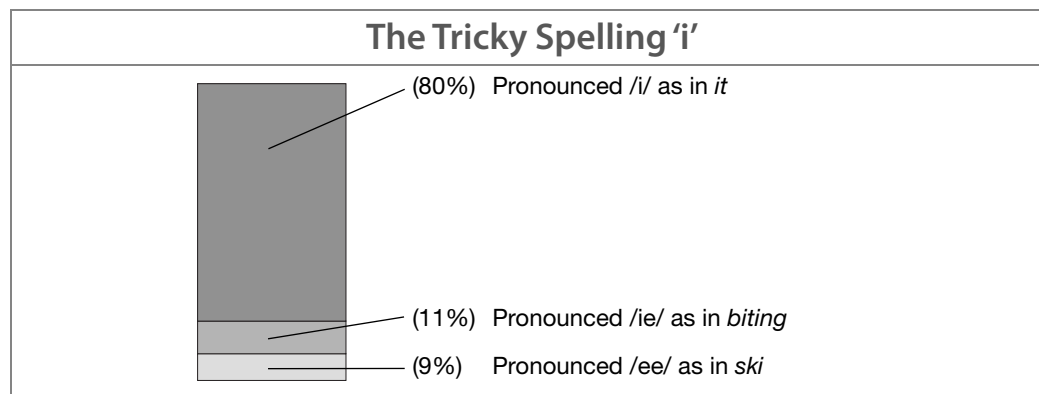
| At a Glance | Exercise | Materials | Minutes |
|---|--|--|---------|
| Warm-Up | Review of One-Syllable Words | Spelling Trees | 5 |
| Today's Spelling | Tricky Spelling 'i' | board | 15 |
| The /ie/ Sound and Its Spellings | Spelling Chart /ie/ | Worksheets 13.1, 13.2; projection system | 15 |
| Reading Time | Small Group: "The Big Race" | <i>Kids Excel</i> ; teacher's choice of Worksheets 13.3-13.6 | 25 |
| Take-Home Material | "The Big Race"; Story Comprehension Worksheet | Worksheets 13.7, 13.8 | * |

Note to Teacher

You will need to have the following six Spelling Trees displayed within view of students: /a/, /ae/, /o/, /oe/, /i/, and /ie/. If your Spelling Trees are displayed on a single chart pad, you can modify the directions as indicated on the next page.

Today students will work on decoding the tricky spelling 'i'. This spelling poses a challenge for readers because it can be pronounced /i/ as in *it*, or /ie/ as in *biting*. It may also be pronounced /ee/ as in *ski*. We will not teach the /ee/ spelling in this unit. The chart shows /i/ is the most common pronunciation. If students come across an unfamiliar printed word containing the letter 'i', they

should try pronouncing the ‘i’ as /i/. If it does not sound like a word, or if the resulting word does not make sense in context, the students should try /ie/.



Here are some patterns for your information:

- ‘i’ is almost always pronounced /i/ when it is followed by a double-letter spelling for a consonant sound (*itty, bidding, dinner, dimmer*). The double-letter spelling is a marker for the “short” pronunciation of the preceding vowel spelling.
- ‘i’ is usually pronounced /i/ in CVC words and syllables, where the ‘i’ is surrounded on either side by consonant spellings (*hit, did, finish*).
- At the end of a syllable, ‘i’ is likely to be pronounced /ie/ (*Vi | king, bi | ting, i | con, i | tem*). Unfortunately, without syllable dividers it can be hard to tell if the syllable is open or closed.

Warm-Up

5 minutes

Review of One-Syllable Words

- Tell students you will say a word and will, first, ask someone to repeat the word, then, the vowel sound heard in the word, and finally, point to the appropriate Spelling Tree representing the different ways to spell the sound. (If your Spelling Trees are displayed on a chart pad, tell students you will flip through each Spelling Tree page and they should say “stop” when you turn to the correct tree. Alternatively, you could ask a student to come turn the chart pages to display the correct tree.)
- Tell students the words you say will have both short and long vowel sounds. Say the following words.

- | | | |
|----------|----------|----------|
| 1. cap | 6. quill | 11. trip |
| 2. coat | 7. pie | 12. oats |
| 3. tin | 8. cape | 13. toad |
| 4. train | 9. cot | 14. jay |
| 5. quite | 10. tine | |

Tricky Spelling 'i'

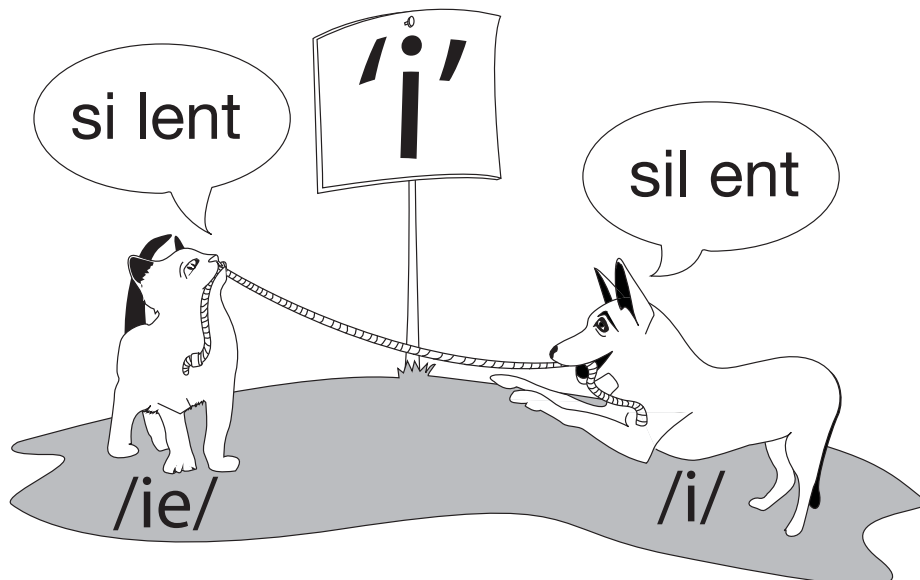
See the Pausing Point for students needing additional help with tricky spelling 'i'.

Additional practice may be found in Unit 3 of the *Assessment and Remediation Guide*.

- First review the /i/ sound by saying (or singing) the sound /i/ and ask a student to point to the Spelling Tree showing the spelling for this sound. The student should be able to summarize what the class has learned about the sound while pointing to the spellings: "We have learned that the short vowel sound /i/ can be spelled 'i'."
- Tell students that today they will learn about the tricky spelling 'i'.
- Say (or sing) the sound /ie/ and ask a student to point to the spellings the class has learned for this sound. The student should be able to summarize what the class has learned about each sound while pointing to the spellings: "Yesterday we learned that the long vowel sound /ie/ can be spelled 'i_e' or 'ie' or 'i'."
- Tell students today they will practice using the spellings that we learned yesterday in some two-syllable words.
- Write the following words on the board and guide students in telling you the letters to circle that spell the /ie/ or /i/ sounds. Ask students which letters you should circle, circle the letters, and read each word. Then proceed with the next word.

in | vite, i | tem, din | ner, dried, si | lent, i | dol, si | nus, ton | sil, I | rene.

- Draw attention to the fact that sometimes a spelling is "shared" by two sounds. Point out 'i' can be a spelling for /i/ or /ie/.
- Explain when a spelling can be pronounced more than one way, we call it a tricky spelling.

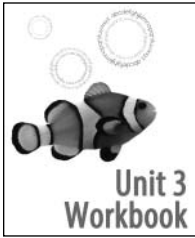


- Point out in *Kids Excel*, and in other books they will read, multi-syllable words are not written with spaces. This means students will need to look at the word by themselves and determine how to break the word into syllables and sound it out in chunks.
- Write *pilot* on the board, but do not read the word aloud or ask students to say the word at this time.
- Tell students, “I am going to say a sentence using this word. I want you to listen carefully and then decide how to say this word.”
- Write *pi | lot* and *pil | ot* underneath *pilot*. Explain that both of these are ways students might try chunking the letters into syllables.
- Say, “The person who flies a plane is called a _____.”
- Point to the syllables of the first word and model how to sound out each syllable as it is divided. *Pi | lot* is pronounced as /pie/ /lit/, with the /ie/ sound.
- Now point to the syllables in the second word and model sounding out the word as it is divided; *pil | ot* is pronounced with the /i/ sound, /pil/ /it/.
- Ask students which pronunciation makes sense (*pi | lot*). Circle *pi | lot*.
- Review the patterns of the long /ie/ versus the short /i/ sound.
- Repeat this procedure with the following words and oral sentences: write the target word on the board and then write the two different ways it can be divided into syllables. Use the word in an oral sentence, pointing to and saying the /ie/ and /i/ sounds. Ask students which word makes sense and then circle the correct word.

1. People who do bad things must go to **pri | son/pris | on**.
2. My grandmother from Virginia came to **vi | sit/vis | it**.
3. Who crossed the **fi | nish/fin | ish** line first?
4. The Mississippi **ri | ver/riv | er** flows north and south.
5. A cold is caused by a **vi | rus/vir | us**.
6. My parents said I could have a **li | mit/lim | it** of two cookies a day.

- Remind students if the ‘i’ is surrounded by consonants, it represents the /i/ sound; if it comes at the end of a syllable, it represents the /ie/ sound.
- Tell students when they see an unfamiliar word with the ‘i’ spelling, they should try pronouncing the ‘i’ as /i/ because /i/ is the most frequent pronunciation of ‘i’; if it does not sound right, or does not make sense in context, they should try /ie/.

Spelling Chart /ie/



Worksheets 13.1, 13.2

- Display Worksheets 13.1 and 13.2.
- Have students turn to Worksheets 13.1 and 13.2.
- Explain the chart on Worksheet 13.1 shows a set of words with the /ie/ sound. The words have been sorted into columns according to the spelling used for /ie/. Have students quickly read the words aloud by columns.
- Explain that Worksheet 13.2 has a set of questions for students to answer using the chart on Worksheet 13.1.
- Read the first question on Worksheet 13.2 and have students search for the answer on Worksheet 13.1.
- Once students have provided the correct answer, model writing the answer on Worksheet 13.2. Have students do the same on their worksheets.
- Complete the remaining questions. You may either model the whole exercise or discontinue modeling when you feel students are ready to work independently.
- Have students select a few words from the chart to add to the Spelling Tree.

Reading Time

25 minutes

Small Group: “The Big Race”



“The Big Race”

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

✪ **Small Group 1:** You may wish to have this group reread “The Big Race” with you. After completing the reread, work with them as a group on Worksheets 13.3–13.6. Alternately, you can look in the *Pausing Point* or *Assessment and Remediation Guide* for other activities suited for students.

✪ **Small Group 2:** You will need to choose one or a combination of the two options listed below:

- Worksheets 13.3–13.6 could be used as a game between partners or in groups of 3 or 4 students independently.
- Alternately, you may have some other area of interest for students to explore.



Worksheets 13.3–13.6

Take-Home Material

"The Big Race"; Story Comprehension Worksheet

- Ask students to take home Worksheet 13.7 to read with a family member and complete Worksheet 13.8.

Supplemental Materials

- Decodable words:

- | | | |
|------------|-------------|------------|
| 1. ideal | 8. item | 15. invite |
| 2. I | 9. rising | 16. diet |
| 3. Friday | 10. driving | 17. tiger |
| 4. siren | 11. riding | 18. spider |
| 5. virus | 12. prices | 19. Viking |
| 6. writing | 13. silent | |
| 7. quiet | 14. excited | |

- Phrases and sentences:

- | | |
|----------------------------------|-------------------------------|
| 1. icing on the cake | 7. dinner in a diner |
| 2. The tigers are sleeping. | 8. a Viking raid |
| 3. There is a spider in my boot! | 9. bad timing |
| 4. He is sliding down the slide. | 10. on a diet |
| 5. That rat is gigantic! | 11. Stan is biting his nails. |
| 6. luck of the Irish | |

- Wiggle Cards:

- | | |
|------------------------------------|---------------------|
| 1. be quiet | 4. choose a partner |
| 2. act like you are driving a car | 5. start smiling |
| 3. act like you are riding a horse | |

Lesson 14

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.

- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)
- ✓ 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 the letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ 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 nonfiction/informational text read independently (RI.2.1)
- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)
- ✓ Capitalize holidays, product names, and geographic names (L.2.2a)
- ✓ Identify and use text features such as captions to locate key facts of information in a nonfiction/informational text (RI.2.5)

| At a Glance | Exercise | Materials | Minutes |
|----------------------------|--|--------------------------------------|---------|
| Warm-Up | Scrambled Sentences | board | 10 |
| Grammar and Writing | Capitalization of <i>I</i>; Common and Proper Nouns | projection system; Worksheet 14.1 | 25 |
| Reading Time | Partner Reading: “The Soccer Twins, Part I” | <i>Kids Excel</i> | 25 |
| Take-Home Material | Grammar | Worksheet 14.2 | * |

Advance Preparation

Write the following sentences on individual cards. Write one word and punctuation mark per card. Tape them in a random fashion to the board.

- Pam would like to be on a swimming team.
- Bill plays tricks on his sister.

Scrambled Sentences

- After unscrambling sentences using the prepared cards, ask students to identify common and proper nouns.

Grammar and Writing

Capitalization of I

- Write the following sentence on the board:
 - Pat and i had fun on the airplane.
- Ask students if anything looks wrong about the sentence. (The word *I* is not capitalized.) Explain to students anywhere the word *I* appears, it should be capitalized. Correct the sentence.

Common and Proper Nouns

- Orally review common and proper nouns using the list below. Say aloud the common noun and have students give you a proper noun. Remind students if they were writing these words, the proper nouns would begin with capital letters.



Worksheet 14.1

Common

- boy
- principal
- school
- street
- day
- month

Proper

See the Pausing Point for students needing additional help with common and proper nouns.

- Write the following sentences on the board and have a student tell you how to correct the capitalization and punctuation. Remind students to capitalize any proper nouns and place the correct punctuation in the sentence. The second sentence will require students to place quotation marks in the right place. Also, have students tell you which common nouns to box and which proper nouns to circle.
 - david and i did a fine job on the painting
 - did jim hand out snacks, asked jane
- Turn to Worksheet 14.1. Use the first sentence as guided practice. Write the sentence on the board. Have a student tell you how to correct it. Students should rewrite the remaining sentences correctly on their worksheets, box the common nouns, and circle proper nouns.

- On the back of Worksheet 14.1: review the examples and complete the first two with students as guided practice.

Reading Time

25 minutes

Partner Reading: “The Soccer Twins, Part I”

Introducing the Story



“The Soccer Twins, Part I”

- This story is about two girls who are on a soccer team. Begin a class **K-W-L** chart for this two-part story. Ask students what they **Know** about soccer. Record some comments on the chart. Next ask students what they **Wonder** or think they **Want** to learn from this story. Tell students as they read both parts of the story they will fill in some information on the chart.

Previewing Spellings

- Direct students’ attention to the board. Words that should be previewed prior to the story are:

| ‘ai’ | ‘er’ | Multi-syllable words |
|------------|-----------|----------------------|
| ex plain | socc er | Prin cess |
| | | ex plain |
| | | socc er |

Challenging Vocabulary

- Preview the following vocabulary.

1. **mitt**—a glove used to protect the hands of soccer goalies
2. **goalkeeper**—the player who guards the soccer goal; also called the keeper or the goalie

Purpose for Reading

- Students should read to learn something they can contribute to the **K-W-L** chart. Partners may wish to jot ideas down on a piece of paper as they read.
- Remind students to read the captions in the story.

Partner Reading

- Today students will be reading as partners. This is a good time for you to circulate and make anecdotal notes.

Wrap-Up

- When the class has finished reading the story, use the Discussion Questions to promote a discussion of the story. Remind students to answer questions in complete sentences.

If some pairs finish early during small group time, they may 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 Soccer Twins, Part I”

1. *Literal* What is the setting of this story? (The setting of the story is a soccer field.)
2. *Literal* Who are the characters? (The characters are Pat, Les, Dad, and the narrator.)
3. *Literal* Who is the narrator of the story? (The narrator is the publisher of *Kids Excel*, Mark Deeds.)
4. *Inferential* What is the plot of the story? (Pat and Les are playing a soccer match and trying to win.)

Take-Home Material

Grammar

- Ask students to take home Worksheet 14.2. Please remind students about tomorrow’s spelling test.

Supplemental Materials

- Decodable words:

- | | | |
|-----------|--------|-----------|
| 1. idol | 5. pie | 9. invite |
| 2. sinus | 6. tie | 10. died |
| 3. invent | 7. die | 11. tied |
| 4. icing | 8. lie | |

- Phrases and sentences:

1. I would like a slice of pie.
2. Can I lick the icing pan?
3. Did you invite the class to your house?
4. My pet fish died.

- Wiggle Cards:

1. lie down
2. tie your laces

Lesson 15

Assessment and 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, –s, –es (RF.2.3d)

| At a Glance | Exercise | Materials | Minutes |
|----------------------------|------------------------------------|----------------|---------|
| Spelling | Student Spelling Assessment | Worksheet 15.1 | 15 |
| Grammar and Writing | Plural Nouns | Worksheet 15.2 | 25 |
| Midpoint Assessment | Dictation Decoding | Worksheet 15.3 | 20 |

Spelling

15 minutes

10 Student Spelling Assessment



Worksheet 15.1

- Have students tear out Worksheet 15.1.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write 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 this sentence on the lines: "All whales swim in the sea." Slowly repeat this sentence twice.
- At the end, go back through the list and read each spelling word one more time.

- | | |
|-------------|-----------------------------|
| 1. knotted | 6. whipped |
| 2. knitting | 7. whined |
| 3. knocked | 8. quitting |
| 4. wringing | 9. quacked |
| 5. wronged | 10. Tricky Word: all |

- After all 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, 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 own work and learning from mistakes.

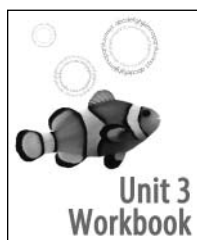
Note to Teacher

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

Grammar

25 minutes

Plural Nouns



Worksheet 15.2

- Hold up a pen and write the word *pen* on the board. Ask students how many objects you are holding up. (one) Tell students this is called a **singular noun**, meaning it is one of something. Hold up two pens and ask students how many you are holding up now. (two) Ask students how they would say the word to mean “more than one pen”. (*pens*) Ask students how they would spell the word to mean “more than one pen”. (add an ‘s’) Explain to students when a noun names more than one thing it is called a **plural noun**. Plural means there are two or more of something. Point out the ‘s’ in plural nouns is not always pronounced /s/. Point out *pens* has the buzzy sound /z/.
- Repeat with other nouns writing both the singular and plural forms: *girl*, *finger*, *pencil*, *marker*, *tablet*. Point out the addition of an ‘s’ to each singular noun to make a plural noun meaning more than one.
- Write the word *dish* on the board. Ask students if this is a singular noun that names one or a plural noun that names more than one. (singular noun)
- Tell students you want to make this word plural (more than one). Add ‘s’ to the word. Have students try to say the word in its plural form to mean more than one dish if the word had an ‘s’ at the end. Ask if they would say “*dishs*” /d/ /i/ /sh/ /s/? (no.) Have them listen very carefully as you say the word correctly. Determine if students can decide how it would be spelled. (*dishes*)
- Explain that sometimes it is necessary to add ‘es’ to the end of a word to make it plural. Make columns with the headings ‘sh’, ‘ch’, ‘s’, ‘x’. Tell students if a word ends in the sound/spelling represented by these letters they must add ‘es’ to the end of the word. Have them say each of those sound spellings to hear the sounds they make.
- Say the word *wish* and ask students under which column this word should be written. (‘sh’) Have students provide the correct spelling for making *wish* a plural noun. Repeat with the following words: *dress*, *box*, *church*, *ditch*, *fox*.

- Repeat with the word *game*. When students realize the word does not end in any of the four spellings in the columns, ask them how to spell the plural form to mean more than one game (add 's' only). Ask students why the word only needed an 's' added (because it does not end in 'sh', 'ch', 's', or 'x').

| 'sh' | 'ch' | 's' | 'x' |
|--------|----------|----------|-------|
| dishes | churches | dressess | boxes |
| wishes | ditches | | foxes |

- Ask students to turn to Worksheet 15.2. Complete the first row as guided practice.

Midpoint Assessment

20 minutes

Dictation Decoding



Worksheet 15.3

- Ask students to turn to Worksheet 15.3.
- Tell students to circle the word you say in each row.
- Say the word.
- Ask students to circle the word.
- Repeat the word one more time. The word should be said a total of three times. Do not linger, proceed at a fairly brisk pace. Do not go back at the end and repeat words. One of the objectives is to assess automaticity.
- Sample script for you:
 - “Touch the number 1. The word is *playtime*. Circle the word *playtime*, *playtime*.”

- | | |
|--------------|--------------|
| 1. playtime | 11. mayday |
| 2. translate | 12. remote |
| 3. maintain | 13. silent |
| 4. late | 14. razor |
| 5. plain | 15. roach |
| 6. tiptoe | 16. doe |
| 7. joking | 17. quoted |
| 8. diner | 18. tied |
| 9. smiling | 19. gripping |
| 10. slime | 20. Friday |

Note to Teacher

At a later time today, you will want to use the chart on the last page of this lesson to analyze student errors.

Supplemental Materials

- Decodable words:

- | | | |
|-----------|------------|------------|
| 1. invite | 6. tonsil | 11. pilot |
| 2. item | 7. idol | 12. lilac |
| 3. dinner | 8. sinus | 13. virus |
| 4. dried | 9. Irene | 14. prison |
| 5. silent | 10. Friday | 15. limit |

- Phrases and sentences:

1. What's for dinner?
2. Thank goodness it's Friday!
3. The sun dried my wet sneakers.

- Wiggle Cards:

1. pretend to eat dinner
2. stay still and silent
3. swim in the river

Directions for Spelling Analysis for Lesson 15

- Write students' names in the column provided.
- Place an X in the column of any word students did not spell correctly. If students misspelled a vowel sound, you might also want to note the incorrectly spelled vowel.
- If students misspelled the beginning sounds of any words in items 1–3, provide practice reading and spelling 'kn' as /n/; items 4–5, 'wr' as /r/; items 6–7, 'wh' as /w/; items 8–9, 'qu' as /kw/.
- Also examine misspellings for patterns related to the addition of suffixes.
- There is a Spelling Follow-Up section in the Pausing Point providing practice for students. You may wish to target certain items or have students complete the whole sheet with your guidance.

| Spelling Word | Possible Error |
|----------------------|-----------------------|
| knotted | notd |
| knitting | nitng |
| knocked | noked |
| wringing | renging |
| wronged | rawngd |
| whipped | whipt |
| whined | wined |
| quitting | kwiting |
| quacked | kwakd |
| all | awl |

Midpoint Assessment Analysis

| If students made errors on the following items: | Then they may need extra work on these features: |
|---|--|
| 1 and 11 | 'ay' > /æ/ |
| 2 | 'a_e' > /æ/ |
| 3 and 5 | 'ai' > /æ/ |
| 4 and 14 | 'a' > /æ/ |
| 6 and 16 | 'oe' > /oe/ |
| 7, 12, and 17 | 'o_e' > /oe/ |
| 18 | 'ie' > /ie/ |
| 9 and 10 | 'i_e' > /ie/ |
| 8, 13, and 20 | 'i' > /ie/ |
| 15 | 'oa' > /oe/ |

| | | | | | | | | | | | | | | | | | | | | |
|--------------|-----------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Student name | | | | | | | | | | | | | | | | | | | | |
| | playtime | | | | | | | | | | | | | | | | | | | |
| | translate | | | | | | | | | | | | | | | | | | | |
| | maintain | | | | | | | | | | | | | | | | | | | |
| | late | | | | | | | | | | | | | | | | | | | |
| | plain | | | | | | | | | | | | | | | | | | | |
| | tip toe | | | | | | | | | | | | | | | | | | | |
| | joking | | | | | | | | | | | | | | | | | | | |
| | diner | | | | | | | | | | | | | | | | | | | |
| | smiling | | | | | | | | | | | | | | | | | | | |
| | slime | | | | | | | | | | | | | | | | | | | |
| | mayday | | | | | | | | | | | | | | | | | | | |
| | remote | | | | | | | | | | | | | | | | | | | |
| | silent | | | | | | | | | | | | | | | | | | | |
| | razor | | | | | | | | | | | | | | | | | | | |
| | roach | | | | | | | | | | | | | | | | | | | |
| | doe | | | | | | | | | | | | | | | | | | | |
| | quoted | | | | | | | | | | | | | | | | | | | |
| | tied | | | | | | | | | | | | | | | | | | | |
| | gripping | | | | | | | | | | | | | | | | | | | |
| | Friday | | | | | | | | | | | | | | | | | | | |

Lesson 16

Spelling Alternatives

✓ Objectives

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

- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)
- ✓ 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 the letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ 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 nonfiction/informational text read independently (RI.2.1)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)
- ✓ Know and use various text features such as captions to locate key facts of information in a nonfiction/informational text (RI.2.5)

| At a Glance | Exercise | Materials | Minutes |
|---------------------------|--|-----------------------|---------|
| Warm-Up | Introduce Spelling Words | Worksheet 16.1 | 15 |
| Today's Spellings | Board Sort; Spelling Trees | board; Spelling Trees | 20 |
| Practice | Practice /ue/ Spelled as 'u_e' | Worksheet 16.2 | 10 |
| Reading Time | Partner Reading: "The Soccer Twins, Part II" | <i>Kids Excel</i> | 15 |
| Take-Home Material | Spelling Letter; Antonym and Synonym Practice | Worksheets 16.1, 16.3 | * |

Advance Preparation

In this lesson you will be asked to create two Spelling Tree wall displays: one for the /u/ sound and one for the /ue/ sound and its spellings. Have the individual components you will need to assemble the Spelling Tree ready before you begin the exercise.

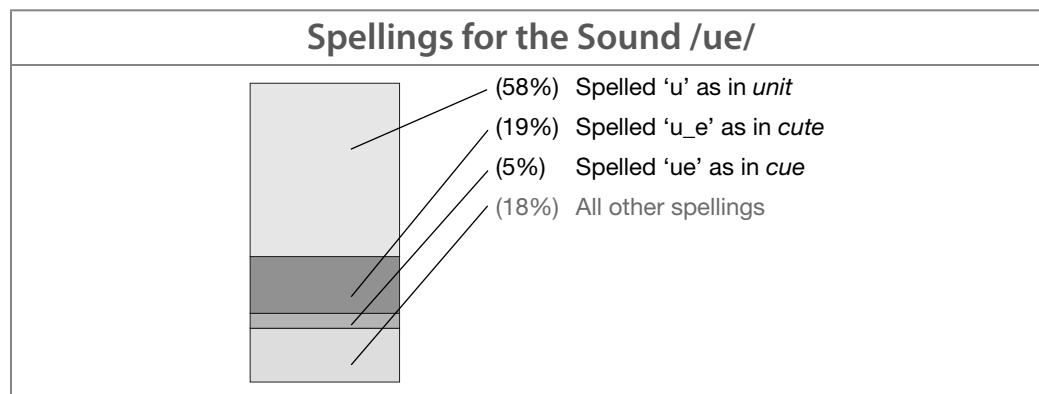
Make the Spelling Trees as you have done in previous lessons. Each tree should have four branches. If wall space is an issue, you may display the Spelling Trees in a chart tablet, with a single tree on each page.

Make multiple copies of the odd duck template on yellow paper. These duck-shaped cards are for odd ducks, i.e., words that have the /ue/ sound but do not fall into any of the spelling patterns students are learning. For /ue/, the odd ducks include 'ew' as in *few*.

Note to Teacher

Over the next several lessons, you will teach spelling alternatives for the /ue/ sound. The spellings include the basic code spelling 'u_e' as in *cute* and the spelling alternatives 'u' as in *unit* and 'ue' as in *cue*. The chart below shows you which of these spellings are most common for this sound.

Students should already know the basic code spelling 'u_e' as in *cute*. The spellings 'u' and 'ue' are likely to be unfamiliar to many students, although some may have learned to decode these spellings during independent reading.



Here are some patterns for your information:

- /ue/ is really a sound combination (/y/ + /oo/) rather than a single phoneme.
- The spelling alternative 'u' is actually more common than the basic code spelling 'u_e'. However, 'u_e' was chosen as the basic code spelling because 'u' is rarely found in one-syllable words. In addition, 'u_e' is analogous to the other separated digraph spellings taught as basic code spellings ('a_e', 'o_e', and 'i_e'). Finally, 'u' is the basic code spelling for /u/.
- The spelling 'u' is not found in one-syllable words, but it is common in two- and three-syllable words (*future*, *union*, *Cuba*, *utility*).
- In the initial position, /ue/ is likely to be spelled 'u' (*unit*, *united*, *universe*), but there are also other possibilities (*use*, *Eugene*, *Yugoslavia*).
- At the end of a word, /ue/ is likely to be spelled 'ue' (*value*, *tissue*).
- The spelling 'ue' is mainly used at the end of words and syllables (*argue*, *continue*); it is rarely followed by a consonant spelling, except when the consonant spelling is a grammatical ending (*continued*, *argues*).
- The spelling 'u_e' always wraps around a consonant spelling, and the 'e' is often the last letter in the word or root (*cute*, *dispute*, *confuse*).

Note: There is a minor spelling for the /ue/ sound that is not being taught here: 'ew' as in *nephew*. The students have learned *few*—another word with this spelling—as a Tricky Word.

Introduce Spelling Words



Worksheet 16.1

The words this week are antonyms and synonyms. Review the concept of antonyms—words that are opposites like *hot* and *cold*. Then introduce the concept of synonyms. Synonyms are words that are almost the same in meaning. An easy way for students to remember synonyms is that the word *synonyms* starts with the same letter as *same*, ‘s’. When you give the spelling assessment, you will say the provided antonym/synonym and the student will be expected to first think of the corresponding spelling word. Students will not only need to know how to spell their words this week, but also know their antonyms and synonyms.

| Spelling Word | Antonym | Spelling Word | Synonym |
|---------------|---------|---------------|----------|
| under | over | minus | subtract |
| noise | silence | last | final |
| open | close | foe | rival |
| brave | scared | robber | bandit |
| cute | ugly | road | street |

Today's Spellings

20 minutes

Board Sort

- As in Unit 2, Unit 3 focuses on vowel sounds. Students will learn many new vowel sounds and spellings, but first they will review the basic code for /u/. Write ‘u’ on the board and ask students what sound they would say if they saw this spelling. (/u/ as in *but*)
- Ask students to provide words that contain the /u/ sound. Write the words on the board and circle the ‘u’ in each word.
- Tell students the new vowel sound for today is the /ue/ sound, as in *music*. Have students say the sound /ue/.
- Remind students they have already learned one spelling for this sound, ‘u_e’. Tell them that over the next few days they are going to learn several additional spellings for the sound.
- Ask students to provide words with the /ue/ sound (not the letter ‘u’ but the sound /ue/).

Students may occasionally supply a word that contains a /ue/ spelling that will not be taught in this unit. For example, students may provide the word *nephew* or *few*. Record words with spellings that will not be taught in Unit 3 under a column labeled “odd ducks.”

- Sort the /ue/ words students provide by spelling and circling the letters for the /ue/ sound in each word. For example, if a student says *cute*, list the word under the heading ‘u_e’ and horseshoe loop the separated digraph ‘u_e’. If a student says *cue*, list the word under the heading ‘ue’ and circle the ‘ue’.
- Call students’ attention to the three spelling patterns for the long vowel /ue/ sound.
- Below are examples of words students may provide. Each column represents the major spellings of the long vowel sound /ue/ taught in Unit 3; the other spellings for /ue/ are included under the odd ducks column.

| ‘u_e’ | ‘ue’ | ‘u’ | odd ducks |
|---------|----------|-------|-----------|
| cute | cue | music | nephew |
| cube | value | human | few |
| refuse | rescue | humid | |
| confuse | continue | humor | |
| compute | | unit | |

- Students should come up with examples of most of the major spelling patterns, but you may wish to introduce any spellings listed above (other than the odd ducks) that do not occur spontaneously. You can do this by writing one of the sample words on the board, reading the word to students, and asking them, “Which letters stand for the /ue/ sound in this word?”
- Leave the words from the board sort on the board as you will add them to the Spelling Tree wall display.

Spelling Trees

- Show students the Spelling Trees and explain you are going to use them to help them keep track of the spellings for the /u/ and /ue/ sound.
- Label the trunk of one Spelling Tree /u/ and the other /ue/.
- Label four branches on the /ue/ Spelling Tree ‘u_e’, ‘u’, ‘ue’, and odd ducks. The ‘u’ branch should be the longest and on the bottom, the ‘u_e’ branch is the second longest, and the ‘ue’ is the last. The odd ducks branch is the shortest branch on the tree. The branches are like the power bar and they show how common a spelling is for the sound.
- Label all branches on the /u/ Spelling Tree as ‘u’. The branches should be the same length.
- Label the smallest branch on the /ue/ Spelling Tree “odd ducks.”
- Write words from the board sort on leaves to add to the Spelling Trees.
- Try to add at least one word for each spelling pattern students saw during the board sort.
- Explain that you will be using the Spelling Tree as an organizer for the next several days of work on the sound /ue/ and its spellings.

Practice /ue/ Spelled as 'u_e'



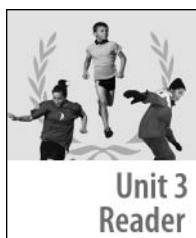
Worksheet 16.2

- Ask students to turn to Worksheet 16.2. Read the words in the box as a class and discuss the meaning of any unfamiliar words. Complete the first one or two sentences with students. Have students complete the rest of the sentences independently if it seems appropriate. If not, complete the sheet as a class.

Reading Time

Partner Reading: "The Soccer Twins, Part II"

Introducing the Story



"The Soccer Twins", Part II

- Take a moment to introduce the Tricky Word *England*. England is the name of a country. Names of countries are always proper nouns and begin with capital letters. *England* is pronounced just the way it looks except for the initial 'E'. In this word the initial 'E' is pronounced /ee/.
- Take a few moments to review "The Soccer Twins, Part I" with students. Direct their attention to the class **K-W-L** chart. Review comments from Part I and tell students you will be completing the chart today.
- This is the second part of the story about Pat, Les, and their soccer game. Remind students a narrator is telling this story. Also remind them the pictures may have captions under them. Captions are important and should not be ignored.

Previewing Spellings

- Point out the spellings of the following words:

| -ed suffix | Multi-syllable words |
|------------|----------------------|
| tugged | goal keep er |
| looked | |
| played | |

Purpose for Reading

- Students will read today to add to the class **K-W-L** chart. Tell students they may jot down thoughts on paper to add to any part of the chart. Remind students comments previously made on the chart can be changed if new knowledge is acquired.

Partner Reading

- Students will partner read today. Take a moment to remind students of good partner reading manners, if needed.

Wrap-Up

- Bring all pairs back together. Use the Discussion Questions on “The Soccer Twins, Part II” to promote a discussion and to assist in completing the class **K-W-L** chart.

Discussion Questions on “The Soccer Twins, Part II”

1. *Literal* Which team won the soccer match? (Les’ and Pat’s team won the soccer match.)
2. *Evaluative* What did you learn that we can add to our chart while reading this story? (Answers may vary.)
3. *Evaluative* Are there any questions about soccer or the story that weren’t answered when we finished reading? (Answers may vary.)

Take-Home Material

Spelling Letter; Antonym and Synonym Practice

- Ask students to take home Worksheets 16.1 and 16.3.

Lesson 17

Spelling Alternatives 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 inflectional endings and suffixes: *-ed, -ing, -s, -es***
(RF.2.3d)

| At a Glance | Exercise | Materials | Minutes |
|-------------------------|---|---|---------|
| Warm-Up | Oral Review of Antonyms and Synonyms | * | 10 |
| Today's Spelling | Board Work | board; Vowel Code Flip Book; Spelling Cards for 'u' > /ue/ (<i>unit</i>), 'ue' > /ue/ (<i>cue</i>), and 'u_e' > /ue/ (<i>cute</i>); Individual Code Chart; green fine-tip markers | 20 |
| | Practice of /ue/ | Worksheet 17.1 | 10 |
| Grammar | Plural Nouns Adding <i>-s</i> and <i>-es</i> | Worksheets 17.2, 17.3 | 20 |

Warm-Up

10 minutes

Oral Review of Antonyms and Synonyms

- Orally review antonyms and synonyms. The chart is provided for your use only; all of the work should be done orally.
- Call out the word and ask students for both an antonym and a synonym for the word. Here are two options for review:
 - As a class, review all antonyms and then review all synonyms.
 - Make it a game by dividing the class into teams. Say a word for each team and ask them to provide a synonym or antonym. If the team provides an acceptable answer, they will earn a point for their team.

| Words to call out | Possible antonyms | Possible synonyms |
|-------------------|-------------------|--------------------------|
| bent | straight | crooked |
| bouncing | still, quiet | jumping |
| great | bad, awful | super |
| hard | soft, easy | stiff, difficult |
| lose | win | get beaten |
| booming | whispering, soft | shouting, loud |
| nervous | calm | jittery, excited, scared |
| whispered | shouted | said softly |
| slow | fast, speedy | crawling, long |

Today's Spelling

30 minutes

Board Work

20 minutes

- Turn to the following page in the Vowel Code Flip Book before you begin.

Vowel Code Flip Book

1. 'u_e' > /ue/ (*cute*) Vowel Code Flip Book on page 11
2. 'u' > /ue/ (*unit*) Vowel Code Flip Book on page 11
3. 'ue' > /ue/ (*cue*) Vowel Code Flip Book on page 11

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

- | | |
|--------------|---------------|
| 1. re fuse | 3. ac cuse |
| 2. im mune | 4. com pute |

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

- | | |
|-------------------|--------------------|
| 1. u nite | 4. cal cu late |
| 2. u niform | 5. hu man |
| 3. cu cum ber | 6. men u |

- Explain ‘u’ is another way to spell the /ue/ sound. Point to the Spelling Card on **Vowel Code Flip Book page 11**. Make sure to emphasize this power bar is the longest. Remind students this is the most likely spelling for /ue/. Have students outline the ‘u’ card and spelling on the **Individual Code Chart page 8**.
- Repeat the steps for the spelling ‘ue’ > /ue/, writing the following words on the board.

- | | |
|--------------|-------------|
| 1. val ue | 3. ar gue |
| 2. res cue | 4. fuel |

- Explain ‘ue’ is another way to spell the /ue/ sound. Point to the Spelling Card on **Vowel Code Flip Book page 11**. Review the power bar and have students outline the ‘ue’ card and spelling on **Individual Code Chart page 8**.
- Students will need to look at the word by themselves and try to figure out how to break the word into syllables and sound it out in chunks.
- Write *pupil* on the board, but do not read the word aloud or ask students to say the word at this time.
- Tell students, “I am going to say a sentence using this word. I want you to listen carefully and then decide how to say this word.”
- Write *pu | pil* and *pup | il* underneath *pupil*. Explain both of these are ways students might try chunking the letters into syllables.
- Say, “Another word for *student* is *pupil*.”
- Point to the syllables of the first word and model how to sound out each syllable as it is divided. *Pu | pil* is pronounced with /pue/ /pil/, the /ue/ sound.
- Now point to the syllables in the second word and model sounding out the word as it is divided. *Pup | il* is pronounced with the /u/ sound, /pup/ /il/.
- Ask students which pronunciation makes sense (*pu | pil*). Circle *pu | pil*.
- Review the patterns of the /ue/ sound versus the /u/ sound.
- Repeat this procedure with the remaining words and oral sentences: write the target word on the board and then write the two different ways it can be broken up into syllables. Use the word in an oral sentence, pointing to and saying the /ue/ and /u/ sounds. Ask students which word makes sense and then circle the correct word.

- Remind students if the 'u' is followed by a consonant, it represents the /u/ sound; if it comes at the end of a syllable, it represents the /ue/ sound.

1. Another word for a student is **pu** | **pil/pup** | **il**.
2. We will begin a new **u** | **nit/un** | **it** in Science.
3. If I break the vase, my mom will **pu** | **nish/pun** | **ish** me.
4. Do you want to wait **u** | **ntil/un** | **til** tomorrow?
5. I like to listen to **mu** | **sic/mus** | **ic**.
6. Elmo from Sesame Street is a **pu** | **ppet/pupp** | **et**.

- Tell students when they see an unfamiliar word with the 'u' spelling, they should try pronouncing the 'u' as /u/ because /u/ is the most frequent pronunciation of 'u'; if that does not sound right, or does not make sense in context, they should try /ue/.

Practice of /ue/

10 minutes



Worksheet 17.1

- Ask students to turn to Worksheet 17.1.
- Work with students to complete one or two sentences. If ready, have them complete the page independently. Otherwise, continue as a class to complete the work.
- If students do not complete Worksheet 17.1 in class, you might consider sending it home as homework.

Grammar

20 minutes

Plural Nouns Adding -s and -es



Worksheets 17.2, 17.3

- Begin by asking students what a singular noun is (names one thing) and ask for examples of singular nouns. Ask students to tell you what a plural noun means (names more than one thing) and ask for examples of plural nouns.
- Use the following chart to call out singular nouns and ask students to tell you the plural noun. When -es is added to a word, ask students what ending letters signal the addition of -es.

| Singular | Plural |
|----------|---------|
| chip | chips |
| wish | wishes |
| game | games |
| box | boxes |
| bench | benches |
| quiz | quizzes |
| bike | bikes |
| dress | dresses |
| dish | dishes |

- Write the following sentences on the board. Have students tell you which nouns are singular and which are plural. Write “S” (for singular) or “P” (for plural) above the two nouns in the sentence.

- The ^(P)kids played with the ^(S)game. (2)
- The ^(S)dog has many ^(P)toes. (2)

- Ask students to turn to Worksheets 17.2 and 17.3. Complete the first few as guided practice.

Supplemental Materials

- Decodable words:

- | | |
|-----------|------------|
| 1. pupil | 8. public |
| 2. punish | 9. unicorn |
| 3. unit | 10. mule |
| 4. until | 11. refuse |
| 5. music | 12. cube |
| 6. musket | 13. huge |
| 7. puppet | 14. rescue |

- Phrases and sentences:

1. I refuse to go to bed!
2. Unicorns are made up.
3. That is a huge mistake.
4. Have you ever seen a Rubix Cube?
5. Let's go to see the puppet play.
6. Did Dad punish you for breaking the glass?
7. The rescue squad came to my home.
8. I will continue writing my letter today.

- Wiggle Cards:

1. ride a mule
2. melt like an ice cube
3. pretend to fire a musket

Code Knowledge

- Before today's lesson: if students read 1,000 words in a trade book, on average 687–838 of those words would be completely decodable.
- 'u' is a tricky spelling; it can be pronounced /u/ as in *hut*, /ue/ as in *united*, and /oo/ as in *flu*.
- 'ue' is a tricky spelling; it can be pronounced /ue/ as in *cue* and /oo/ as in *clue*.

Lesson 18

Spelling Alternatives Review

✓ Objectives

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

- ✓ 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 the letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ 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 nonfiction/informational text read independently (RI.2.1)
- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)
- ✓ Use sentence-level context as a clue to the meaning of a word or phrase (L.2.4a)

| At a Glance | Exercise | Materials | Minutes |
|--------------------------------|---|--|---------|
| Today's Spelling Review | Spelling Chart | Worksheets 18.1, 18.2; projection system | 20 |
| | Practice | Worksheets 18.3–18.5 | 20 |
| Reading Time | Whole Group Close Reading: "Jump!" | <i>Kids Excel</i> ; Worksheet 18.6 | 20 |
| Take-Home Material | Antonym and Synonym Review | Worksheet 18.7 | * |

Today's Spelling Review

40 minutes

Spelling Chart

20 minutes



Worksheets 18.1, 18.2

- Display Worksheets 18.1 and 18.2.
- Have students turn to Worksheets 18.1 and 18.2.
- Explain the chart on Worksheet 18.1 shows a set of words with the /ue/ sound. The words have been sorted into columns according to the spelling used for /ue/. Have students quickly read the words aloud in each column.

- Explain Worksheet 18.2 has a set of questions for students to answer using the chart on Worksheet 18.1.
- Read the first question on Worksheet 18.2 and have students search for the answer on Worksheet 18.1.
- Once students have provided the correct answer, model writing the answer on Worksheet 18.2. Have students do the same on their worksheets.
- Complete the remaining questions. You can either model the whole exercise or discontinue the modeling when students understand the task.
- Have students select a few words from the chart to add to the Spelling Tree.

Practice

20 minutes



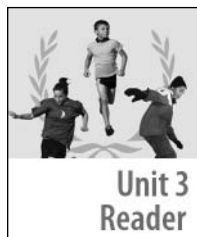
Worksheets 18.3–18.5

- Have students turn to Worksheets 18.3–18.5. Divide students into partners or small groups.
- Assist students as they follow the directions to play the game. You may want to consider sending this home for students to play with their families.

Reading Time

20 minutes

Whole Group Close Reading: “Jump!”



“Jump!”



Worksheet 18.6

- Have students partner read “Jump!”
- After students have finished reading “Jump!” 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 completed independently, if possible.

Teacher Overview

Main Idea and Key Details: The main idea of the story is telling the reader about the special kind of athletes who enter jumping competitions. Key details of the text include a team of 4 teenagers who jump together in these competitions.

Synopsis: The story “Jump!” is about a team of teenage girls from New York City who enter jumping competitions and work together to win first place in the competition.

Lesson

| Text from Student Reader | Vocabulary Instruction | Text-Dependent Questions | Responses |
|---|---|--|--|
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. | <ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based question. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph. | <ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text. |
| <p>Page 52</p> <p>Drive down Tenth Street in the summer and you will see them—the jumpers. You will see kids jumping rope on playgrounds and street corners. Jumping rope is something lots of kids like to do. But most kids are not as good at it as the Jumping Stars.</p> | | Who are the Jumping Stars? | The Jumping Stars are some kids who are very good at jumping rope. |
| <p>The last time I met with the Jumping Stars was in August. They were jumping at the playground where they hang out. Two of them were spinning the rope. Two of them were jumping over the rope as it spun past. The rope was spinning so fast it was hard to see it. The jumpers’ feet went <i>pit-pat-pit-pat-pit-pat</i> on the blacktop.</p> | | What season of year does Mark meet the Jumping Stars? | Mark meets them in the summer. |
| <p>This sport is named jumping rope. But that makes it sound much less cool than it is. The kids don’t just jump. They dance. They twist and spin. They hop and skip. They flip. They land on their hands and then pop back up on their feet. They do all of this while jumping over a rope at top speed. It is an art form, like dancing.</p> | | Reread paragraph three. Describe how it looks to Mark when the Jumping Stars jump rope. | Two kids spin the rope and two kids jump. The rope spins very fast. Mark can hear the sound of their jumps on the blacktop. |

| Lesson | | | |
|---|---|--|--|
| Text from Student Reader | Vocabulary Instruction | Text-Dependent Questions | Responses |
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. | <ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based question. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph. | <ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text. |
| <p>Page 54</p> <p>There are four jumpers on the Jumping Stars, Kit Winter, Jo Palmer, Kate Agee, and Jaylin Smith. Kit and Jo are the top jumpers.</p> <p>Kit is sixteen. She is an awesome jumper. She has been jumping rope since she was five. She is also one of the most cheerful kids I know. Kit has a great smile. She is always quiet. She always keeps her cool. I have never seen her get mad.</p> | <p>keeps her cool—stays calm in situations when others may become upset</p> | <p>Mark uses the word <i>cheerful</i> to describe Kit. What does the word <i>cheerful</i> mean? If you don't know, look at the words around it to see if you can make a guess.</p> | <p>Support students in using the other information in this paragraph to figure out that the word <i>cheerful</i> means happy. We can infer this because the text says, “Kit has a great smile.” Mark has “...never seen her get mad” (54).</p> |
| <p>Jo is something else. She jumps like a goddess, and sometimes she acts like one, too. She plans the tricks they do. She says who goes where. She is the boss.</p> | <p>goddess—a god that is a woman.</p> | <p>In what ways does Jo act like a goddess? Use your finger to point to one example in the text. Share your example with a partner. Then listen to their example.</p> | <p>Have students follow along in the text while you reread the last paragraph on page 54. They will use their finger to point to one example in the text when they hear it aloud. Then they will share their examples with their partners.</p> |
| <p>Page 55</p> <p>The day I visited, the Jumping Stars were practicing a trick Jo had made up for herself and Kit. It was called the flip. When the Stars do the flip, Jo starts out jumping next to Kit. Then she draws near to Kit. Then she flips over Kit's back and lands on the far side. Both of them keep jumping all the while. It's a cool trick.</p> | <p>trick—an artful or creative way of performing; a move or stunt</p> | <p>Describe what the flip looks like.</p> | <p>When the girls do the flip, they start next to each other jumping rope. Then Jo flips over Kit's back and lands on the other side. But they also keep jumping rope!</p> |

| Lesson | | | |
|---|---|--|---|
| Text from Student Reader | Vocabulary Instruction | Text-Dependent Questions | Responses |
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. | <ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based question. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph. | <ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text. |
| <p>I looked on as the kids did the flip six times. Three times they nailed it. Three times they missed it.</p> <p>You could see Jo was upset when she and Kit muffed the trick. Jo would moan and groan. She would cross her arms and sulk. Jo would set her hands on her hips like a mom who is mad at her kids. But Jo was mad at herself, so she went and sat on the lawn.</p> | <p>nailed—to perform something correctly</p> <p>muffed—to fail at performing something correctly or to perform clumsily</p> <p>moan—a long low sound of pain</p> <p>groan—a deep moan of pain</p> | <p>The last paragraph on page 55 gives us lots of examples of how Jo is upset by the flip: “Jo would moan and groan. She would cross her arms and sulk. Jo would set her hands on her hips like a mom who is mad at her kids.” Based on what we know about how Jo feels, what do you think the word <i>sulk</i> means? Why does the flip upset Jo so much?</p> | <p>Guide students to use the other words in the text to determine that sulking is to act angry about something but not talk about it. Note: If students are struggling with the meaning of this word, you may have them act out this section of the text. This will help them understand Jo’s overall reaction. You can then point out that if Jo is moaning and groaning and crossing her arms, sulking must be something similar. Then, prompt them to use other words to describe sulking.</p> <p>The flip makes Jo mad because the girls can’t do it every time they try it. Sometimes, they mess it up.</p> |
| <p>Page 56</p> <p>After a bit, the Jumping Stars paused for a rest. That gave me a chance to chat with them.</p> <p>“There’s a big jumping contest next week,” Kit explained.</p> <p>“Think you can win it?” I asked.</p> <p>“I hope so,” said Kit. “Last time we were seventh.”</p> <p>“Nice job!” I said.</p> <p>“Seventh is not good!” Jo said. Kit and the rest of the Jumping Stars nodded. But they did not seem to feel the pain of seventh place quite as much as Jo.</p> | <p>pain—physical hurt</p> <p>contest—competition to win</p> | <p>Kit tells Mark that the Jumping Stars got 7th place at the last jumping competition. How does Jo feel about this? How do you know?</p> | <p>Jo is mad about this. We know this because she says it stinks and speaks in a loud voice.</p> |

| Lesson | | | |
|---|---|--|--|
| Text from Student Reader | Vocabulary Instruction | Text-Dependent Questions | Responses |
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. | <ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based question. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph. | <ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text. |
| <p>Page 57</p> <p>“That flip you were practicing—will you be doing that one in the meet?”</p> <p>“I hope so,” said Jo. “We need to get good at it. We need to get to the point where we nail it nine times out of ten.”</p> <p>Then Jo said to her teammates, “Let’s do it! We are going to keep practicing from dawn until dusk, until we can do the flip in our sleep!”</p> | <p>nail it—get it right</p> <p>dawn—when the sun comes up in the morning</p> <p>dusk—right after the sun has set in the evening</p> | <p>When will Jo be happy with the flip? What does she want the team to do to make this happen?</p> | <p>Jo will be happy when they can do it perfectly nine times out of ten. She wants them to practice for a long time, until they can do it in their sleep.</p> |
| | | <p>Turn and Tell: Remember an adjective is a describing word. List 5 adjectives describing the jumper of your choice</p> | |

Wrap-Up

- Ask students to turn to Worksheet 18.6; Write 5 adjectives describing the jumper of your choice. Remind students that adjectives are describing words.

Take-Home Material

Antonym and Synonym Review

- Ask students to take home Worksheet 18.7.

Supplemental Materials

- Decodable words:

- | | |
|---------------|--------------|
| 1. united | 11. universe |
| 2. human | 12. humid |
| 3. using | 13. argument |
| 4. population | 14. continue |
| 5. music | 15. value |
| 6. menu | 16. fuel |
| 7. Cupid | 17. argue |
| 8. unicorn | 18. rescue |
| 9. uniform | 19. cue |
| 10. cubic | 20. hue |

- Phrases and sentences:

1. Hugo and Jeff are having an argument.
2. United States
3. United we stand, divided we fall.
4. only human
5. To err is human.
6. on the menu
7. hot and humid
8. The waitress is wearing a uniform.
9. The car needs fuel.
10. music to my ears
11. adding fuel to the fire
12. face the music

- Wiggle Cards:

1. dance to the music
2. act like you find me amusing

Lesson 19

Basic Code Spelling Alternatives

✓ Objectives

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

- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational text read independently or between two or more nonfiction/informational texts read independently (RI.2.9)
- ✓ Read and understand decodable text that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ 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 nonfiction/informational text read independently (RI.2.1)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)
- ✓ Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational text read independently and explain how these graphics clarify the meaning of the text (RI.2.7)

| At a Glance | Exercise | Materials | Minutes |
|--------------------------|---|--|---------|
| Warm-Up | Oral Discrimination | board | 5 |
| Today's Spellings | Introduction of Spellings for /aw/ | board; Vowel Code Flip Book; Spelling Cards for 'aw' > /aw/ (<i>paw</i>), 'au' > /aw/ (<i>Paul</i>); Individual Code Chart; green fine-tip markers | 15 |
| Practice | Spellings of /aw/ | Worksheets 19.1, 19.2 | 15 |
| Reading Time | Partner Reading: "Jump!" | <i>Kids Excel</i> ; Worksheet 19.3 | 25 |

Oral Discrimination

- Write the following three headers on the board: /æ/, /a/, and ?. Put the number 1 under the /æ/, the number 2 under /a/, and the number 3 under ?.

| /æ/ | /a/ | ? |
|-----|-----|---|
| 1 | 2 | 3 |

- Tell students you are going to say a list of words. They are to repeat the word after you. As students listen and repeat the word, they should listen specifically for the three different sounds: /æ/ as in *plate*, /a/ as in *pat*, and any other vowel sound that is neither /a/ nor /æ/. When you give the signal, they should raise either one, two, or three fingers to indicate whether the word has an /æ/ sound, /a/ sound, or another vowel sound.
- For example, if you say *plate*, students should raise one finger.
- You should reinforce students' selection of a category for each word by acknowledging the word includes the /a/ sound or the /æ/ sound or neither /a/ nor /æ/, but something else.

- | | |
|----------|-----------|
| 1. sauce | 6. cake |
| 2. pay | 7. can |
| 3. cat | 8. pause |
| 4. day | 9. stake |
| 5. apple | 10. haunt |

Today's Spellings

15 minutes

Introduction of Spellings for /aw/

- Turn to the following page in your Vowel Code Flip Book before you begin.

Vowel Code Flip Book

- 'aw' > /aw/ (*paw*) Vowel Code Flip Book on page 16
- 'au' > /aw/ (*Paul*) Vowel Code Flip Book on page 16

- Write the spelling 'aw' on the board and ask students, "If you saw this spelling in a word, what sound would you say?" (The students should respond with /aw/ as this sound spelling was taught in CKLA Grade 1.)
- Summarize the information: "When we see the letters 'aw', we recognize these letters are working together as a digraph, or letter team, and we say the sound /aw/."

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

- | | |
|----------|--------------|
| 1. jaw | 6. dawn |
| 2. paw | 7. lawn |
| 3. saw | 8. crawl |
| 4. claw | 9. shawl |
| 5. straw | 10. aw ful |

- Show students the Spelling Card for 'aw' > /aw/ (*paw*). 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. 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 **Vowel Code Flip Book page 16**.
- Ask students to turn to **Individual Code Chart page 9**. Have them outline the card and spelling in green.

Individual Code Chart

1. 'aw' > /aw/ (*paw*) Individual Code Chart on page 9
2. 'au' > /aw/ (*Paul*) Individual Code Chart on page 9

- Repeat the steps for the new spelling 'au' > /aw/ (*Paul*), writing the following words on the board.

- | | |
|-----------|---------------|
| 1. haul | 6. gauze |
| 2. Paul | 7. cause |
| 3. fault | 8. be cause |
| 4. haunt | 9. Au gust |
| 5. launch | |

- Explain 'au' is another way to spell the /aw/ sound. Add the Spelling Card to **Vowel Code Flip Book page 16** and outline the card and spelling in green on **Individual Code Chart page 9**

Spellings of /aw/



Worksheets 19.1, 19.2

See the Pausing Point for students needing additional help with /aw/.

Additional practice may be found in Unit 3 of the *Assessment and Remediation Guide*.

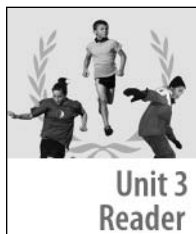
- Ask students to turn to Worksheets 19.1 and 19.2 and have them read the words in the box on Worksheet 19.1.
- Complete the first one or two clues as a class. If students are ready, they may complete the crossword puzzle independently. If not, complete it as a class activity.

Reading Time

25 minutes

Partner Reading: "Jump!"

Introducing the Story



"Jump!"

- In this two-part story, students will learn about a team of girls who are members of a competitive jump rope team. Begin a Venn diagram to compare Parts I and II of "The Soccer Twins" with "Jump!" Tell students as they reread "Jump!", they should think back to the two-part story "The Soccer Twins" to recall details to determine how it is alike and how it is different from the new story. Read the discussion questions to students so they may be thinking of them as they read.

Previewing Spellings

- Write the following words on the board.

| 'au' | 'aw' | Multi-syllable words |
|-----------|------------|----------------------|
| paused | dawn | godd ess |
| Au gust | awe some | con test |
| | lawn | prac tic ing |
| | draw | Au gust |
| | | awe some |



Worksheet 19.3

Challenging Vocabulary

- In this story, students will encounter some words used in a different context.

1. **nail**—to get something exactly right. “We need to get to the point where we nail it nine times out of ten.”
2. **dusk**—usually the time right after the sun goes down as night is beginning to fall (a synonym for twilight). “We are going to keep practicing from dawn until **dusk**, until we can do the flip in our sleep.”
3. **draws**—to get closer to someone. “Then she **draws** near to Kit.”
4. **muffed**—to have made a mistake. “I muffed the word *dawn* on my spelling test.”

Purpose for Reading

If some pairs finish early during partner time, they may 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.

- Today students will read as partners. Remind them as they read, they will want to think about what in this story is alike and what is different from “The Soccer Twins.”
- Ask students to complete Worksheet 19.3 with their partner after they finish reading.

Wrap-Up

- Bring students back together and use the discussion questions to promote a conversation among students. Remind students to answer in complete sentences. You may wish to record some of the answers on the class Venn Diagram.

Discussion Questions on “Jump!”

1. *Literal* What is the setting of this story? (The story is set at Tenth Street.)
2. *Literal* What is the setting of “The Soccer Twins”? (“The Soccer Twins” is set on a soccer field.)
3. *Literal* How old are the characters in this story? (The characters are teenagers.)
4. *Evaluative* What is alike about both stories? (In both stories, the girls are athletes and practice hard to excel at something they enjoy.)

Supplemental Materials

- Decodable words:

- | | |
|-------------|---------------|
| 1. causes | 10. vault |
| 2. August | 11. sauce |
| 3. fault | 12. faucet |
| 4. auto | 13. gaunt |
| 5. launched | 14. taut |
| 6. haunted | 15. authentic |
| 7. haul | 16. hawk |
| 8. saucer | 17. yawn |
| 9. fraud | 18. paw |

- Decodable homophones:

1. paws—pause

- Phrases and sentences:

1. It's a long haul.
2. haunted house
3. Blake is making hot sauce.
4. The rocket was launched into space.
5. Get water from the faucet.
6. Let's haul the trash to the dumpster.
7. It's not my fault.
8. pole vault
9. We will swim in the lake in August.

- Wiggle Cards:

- | | |
|---------------------------------|-------------------------------|
| 1. yawn | 4. crawl on the floor |
| 2. flap your arms like a hawk | 5. squawk like a chicken |
| 3. pretend to draw on your hand | 6. make your hands into claws |

Lesson 20

Spelling Assessment Spelling Alternatives

✓ Objectives

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

- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational text read independently or between two or more nonfiction/informational texts read independently (RI.2.9)
- ✓ Read and understand decodable text that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ 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 nonfiction/informational text read independently (RI.2.1)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)
- ✓ Use sentence-level context as a clue to the meaning of a word or phrase (L.2.4a)
- ✓ Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational text read independently and explain how these graphics clarify the meaning of the text (RI.2.7)

| At a Glance | Exercise | Materials | Minutes |
|---|---|--|---------|
| Spelling | Student Spelling Assessment | Worksheet 20.1 | 15 |
| The /aw/ Sound and Its Spellings | Introduction of the 'augh' Spelling | Vowel Code Flip Book; Spelling Card for 'augh' > /aw/ (<i>caught</i>); Individual Code Chart; green fine-tip markers | 10 |
| | Spelling Tree | Spelling Tree | 10 |
| Reading Time | Whole Group Close Reading: "The Dispute" | <i>Kids Excel</i> ; Worksheet 20.2 | 25 |

Advance Preparation

In this lesson you will be asked to create a Spelling Tree display for the /aw/ sound and its spellings. Have the individual components you will need to assemble the Spelling Tree during class ready before you begin the lesson.

The tree should have four branches that fork off from the central trunk. For the /aw/ Tree, the 'au' branch should be the longest, followed by the 'aw' branch only a small bit shorter, 'augh' is much shorter, and one small branch at the top for odd ducks. Remember these branches should reflect the power bars on the Spelling Cards.

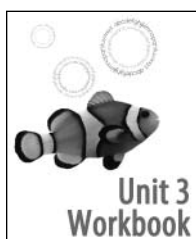
Write the following words in advance on the leaves: *yawn, hawk, crawl, aw | ful, awe | some, be | cause, launch, taught, caught, Au | gust, daugh | ter.*

Make multiple copies of the leaf template and the odd duck template. For /aw/, the odd ducks include 'ough' as in *bought*.

Spelling

15 minutes

10 Student Spelling Assessment



Worksheet 20.1

- This week, students are writing synonyms and antonyms. Use the following chart to call the words. For this week, it might be too confusing for students to go back and repeat the words at the end of the assessment. You will need to be the judge of whether or not to repeat the prompts.

| You say: | They write: |
|---|-------------|
| Write the antonym for over . | under |
| Write the antonym for silence . | noise |
| Write the antonym for close . | open |
| Write the antonym for scared . | brave |
| Write the antonym for ugly . | cute |
| Write the synonym for subtract . | minus |
| Write the synonym for final . | last |
| Write the synonym for rival . | foe |
| Write the synonym for bandit . | robber |
| Write the synonym for street . | road |

- Direct students' attention to the lines on the bottom of the worksheet. Tell students to write the sentence "The cat bandit is brave." Slowly repeat this sentence twice.
- After all the words have been called out, tell students you will now show them the correct spelling for each word so that they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then onto the sentence.

Note to Teacher

At a time later today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. You will find the spelling analysis sheet and directions at the end of this lesson. This will help you understand any patterns beginning to develop or persist among individual students.

The /aw/ Sound and Its Spellings

20 minutes

Introduction of the 'augh' Spelling

10 minutes

- Turn to the following page in the Vowel Code Flip Book before you begin.

Vowel Code Flip Book

1. 'augh' > /aw/ (*caught*) Vowel Code Flip Book on page 16

- Remind students they have already learned two spellings for the /aw/ sound, 'aw' and 'au'. Tell them today they are going to learn one more spelling for the sound.
- Write the spelling 'augh' on the board and ask students, "If you saw this spelling in a word, what sound do you think you would say?" (Students may be able to deduce they should say /aw/. If not, point to the 'a' and 'u' and tell students this spelling, 'au', is also pronounced /aw/.)
- Summarize the information: "When we see the letters 'augh', we recognize these letters are working together as a digraph, or letter team, and we say the sound /aw/."
- Write the following 'augh' words on the board and have students read them.

1. taught
2. caught
3. daugh | ter
4. dis | traught

- Show students the Spelling Card for 'augh' > /aw/ (*caught*). 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. 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 **Vowel Code Flip Book page 16**.

- Ask students to turn to **Individual Code Chart page 9**. Have them outline the card and spelling in green.

Individual Code Chart

1. 'augh' > /aw/ (*caught*) Individual Code Chart on page 9

Spelling Tree

10 minutes

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

Reading Time

25 minutes

Whole Group Close Reading: "The Dispute"



"The Dispute"

- Have students partner read "The Dispute."
- After students have finished reading "The Dispute" 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 completed independently, if possible.

Teacher Overview

Main Idea and Key Details: This story describes the outcome of the jumping competition. Key details of the text include how the team failed to win first place and how Jo feels about the team's performance.

Synopsis: The story "The Dispute" describes the performance of the Jumping Stars in a jumping competition.

Lesson

| Text from Student Reader | Vocabulary Instruction | Text-Dependent Questions | Responses |
|--|---|--|--|
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. | <ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based question. Begin with a "winnable" question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph. | <ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text. |
| <p>Page 58</p> <p>I could not make it to the jump rope contest. I had to go to a wedding. But I told Jo and Kit I would speak to them after it was over to see how the Jumping Stars did.</p> <p>But that is not what happened. They rang me.</p> <p>"Mark?" Kit said. "Hey, it's Kit Winter."</p> <p>"Hey, Kit! How did it go?"</p> <p>"Well, not quite as well as we had hoped," said Kit. "We made it to the last round, but when we did the flip, we sort of muffed it when my foot got caught in the rope."</p> | <p>muffed—to fail at performing something correctly or to perform clumsily</p> <p>rang—to call on the telephone</p> | <p>Why didn't Mark make it to the jump rope contest?</p> | <p>He had to go to a wedding.</p> |
| <p>Page 59</p> <p>"Aw," I said, "that's too bad. What place did you get?"</p> <p>"Fifth."</p> <p>"Fifth? Fifth is good, Kit! That's two spots better than last time!"</p> <p>"Well," Kit said, "don't tell Jo that fifth place is cool. She's here, and she wants to tell you something."</p> <p>Jo got on the line.</p> <p>"Fifth is no good!" she said.</p> <p>"We need to keep practicing. We need to do better tricks. I need to land the flip!"</p> | | <p>What place did the team get?</p> | <p>The team got 5th place.</p> |

| Lesson | | | |
|--|--|--|--|
| Text from Student Reader | Vocabulary Instruction | Text-Dependent Questions | Responses |
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. | <ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based question. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph. | <ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text. |
| <p>Page 60</p> <p>This is classic Jo. She is intense and hard on herself. She always wants to be better.</p> <p>Jo went on. “It’s a bummer. But I felt like we had to tell you that we can’t be in <i>Kids Excel</i> after all.”</p> <p>“Why not?”</p> <p>“Fifth place is not bad—but not bad is not the same as excelling,” said Jo.</p> <p>“I think fifth place is good. I think you told me there were a hundred jumping squads in the contest.”</p> | <p>classic—typical behavior of a person</p> <p>bummer—an unpleasant experience</p> <p>excelling—to be the best at something</p> <p>squad—another word for team</p> | <p>Why did Jo feel like she and the Jumping Stars could not be in <i>Kids Excel</i>?</p> | <p>Jo thought the team would need to place better than fifth to be in <i>Kids Excel</i>.</p> |
| <p>Page 61</p> <p>“One hundred and ten,” said Jo. “But still, fifth stinks. We can do better! And when we do, then you can run something on us in <i>Kids Excel</i>. But not until then.”</p> <p>I had to smile.</p> <p>“Hey, Jo,” I said, “you are not the boss of me! <i>Kids Excel</i> is my mag. I get to say who gets to be in it. I happen to think that you and Kit and the rest of the Jumping Stars <i>do excel</i>.”</p> <p>“Please don’t run a profile of us yet!” Jo said. “<i>Wait until we excel!</i>”</p> | <p>profile—a short article in a magazine telling about a subject</p> | <p>Cite at least two examples from the text that illustrate how Jo wants to continue to get better and better at jumping rope.</p> | <ol style="list-style-type: none"> Jo says the team needs to keep practicing. (p.50) Jo says the team needs to do better tricks. (p.59) Jo says the team can do better and she wants Mark to wait until they improve before writing his profile of the team. (p.61) |

| Lesson | | | |
|--|---|--|--|
| Text from Student Reader | Vocabulary Instruction | Text-Dependent Questions | Responses |
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. | <ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based question. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph. | <ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text. |
| <p>Page 62</p> <p>“I’ll think it over,” I said.</p> <p>Jo hung up.</p> <p>I did think things over. I think that Jo and Kit and the Jumping Stars are cool. I don’t care that they came in fifth place. Jo is awesome, and they all train so hard, that I bet they will not be in fifth place the next time they enter a contest.</p> <p>So here they are—the Jumping Stars!</p> <p>(Jo Palmer, if you are looking at this, don’t be upset at me. I can tell when kids excel. It’s my job!)</p> | | <p>Why did Mark put their profile in the magazine despite Jo’s protests?</p> | <p>Mark thought the team was great and he is the boss of the magazine.</p> |
| | | <p>Turn and Tell: Choose one of the jumpers from the story “The Jumping Stars”, and think of five sentences you would write as a profile for the magazine <i>Kids Excel</i>.</p> | |

Wrap-Up

- Ask students to turn to Worksheet 20.2; write a five-sentence profile of any of the team members of the Jumping Stars for the *Kids Excel* magazine.

Supplemental Materials

- Decodable words:

- | | | |
|------------|---------------|----------------|
| 1. caught | 4. daughter | 7. vault |
| 2. taught | 5. distraught | 8. faucet |
| 3. fraught | 6. applause | 9. Santa Claus |

- Phrases and sentences:

1. Turn off the faucet while you brush your teeth.
2. Santa Claus is coming to see me.
3. Can a boy be a daughter?
4. The truck will haul the bricks to the masons.

- Wiggle Cards:

- | | |
|------------------|-----------------------|
| 1. caught a fish | 3. eating sausage |
| 2. taught music | 4. cook in a saucepan |

Spelling Analysis Directions

These words present a particular challenge for analysis due to the twofold nature of the assessment. When analyzing students' results this time, you need to look at two things:

First, did the student write the correct word for the concept (antonym or synonym)?

Second, did the student spell the word correctly?

If students made mistakes on the concept of synonyms or antonyms, there is ample practice provided in the Pausing Point pages to assist you in planning lessons.

If students misspelled the words, closely examine the types of errors that they made in order to plan instruction. For this type of remediation, Unit 3 of the *Assessment and Remediation Guide* has lessons for the spellings presented so far in the program.

Lesson 21

Review
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.

- ✓ Plan, draft, and edit a personal narrative with a title, recounting a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure (W.2.3)
- ✓ Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational text read independently and explain how these graphics clarify the meaning of the text (RI.2.7)

| At a Glance | Exercise | Materials | Minutes |
|---|--|-----------------------|---------|
| The /aw/ Sound and Its Spellings | Practice Reading /aw/ Sound | Worksheet 21.1 | 15 |
| Writing | Plan a Class Personal Narrative | Worksheets 21.2–21.4 | 45 |
| Take-Home Material | Family Letter; Review of /ae/ and /oe/ | Worksheets 21.5, 21.6 | * |

Note to Teacher

There are no spelling words for this week as it is an assessment week to conclude Unit 3.

Advance Preparation

Please arrange to display Worksheet 21.4 for the writing lesson today.

The /aw/ Sound and Its Spellings

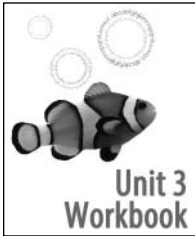
15 minutes

Practice Reading /aw/ Sound



Worksheet 21.1

- Review the three spellings of /aw/ by having students read the words on the Spelling Tree as you point to them.
- Ask students to turn to Worksheet 21.1.
- Complete the first one or two sentences together. Based on student performance, you may have them complete the worksheet independently or as a class.



Worksheets 21.2–21.4

Plan a Class Personal Narrative

- Direct students' attention to the writing process poster you have in the room. Remind them of previous writing experiences from Unit 2. Tell them you will begin another series of writing lessons today.
- Today students will begin familiarizing themselves with another genre of writing—the personal narrative.
- Remind students they have written a fable and a book report; both pieces of writing were fiction.
- Quickly review with students what it means for a story to be fiction.
- Remind students the opposite of fiction is nonfiction. Ask students how nonfiction is different from fiction. (Nonfiction tells about something that really happened. It is not a made-up or imaginary story.)
- Tell students in the next few lessons they will learn to write a personal narrative.
- Explain a narrative is a story and *personal* means the story is about something that happened to you, personally.
- Explain a personal narrative is a kind of nonfiction writing. A personal narrative describes something that really happened to the author.
- Have students turn to Worksheet 21.2.
- Have students look at the personal narrative, “The Big Storm.” Explain this is a personal narrative written by a child not much older than they.
- Read the narrative aloud while students follow along.
- The purpose of reading “The Big Storm” (and then using it with the planning worksheet) is to provide students with an example of a personal narrative.
- Explain a personal narrative is different from a fictional story in that it is not a made-up story, but it contains many of the same elements as a fictional story. It has a title; it has a setting—the event described took place in a particular place and at a certain time; it has characters who do things (one of whom is the author, or narrator, who is sharing the experience); and it has a plot, with a beginning, middle, and end.
- Display a copy of the 5 “W” chart (on the next page) and ask students to turn to the last page of their Workbook. Explain that good stories answer these 5 “W” questions: Who? What? When? Where? Why?
- Take a few moments to explain what each of the 5 “W” questions ask.
 - **Who?** This question asks about the characters in the story.
 - **What?** This question asks about the plot of the story: the beginning, middle, and end.

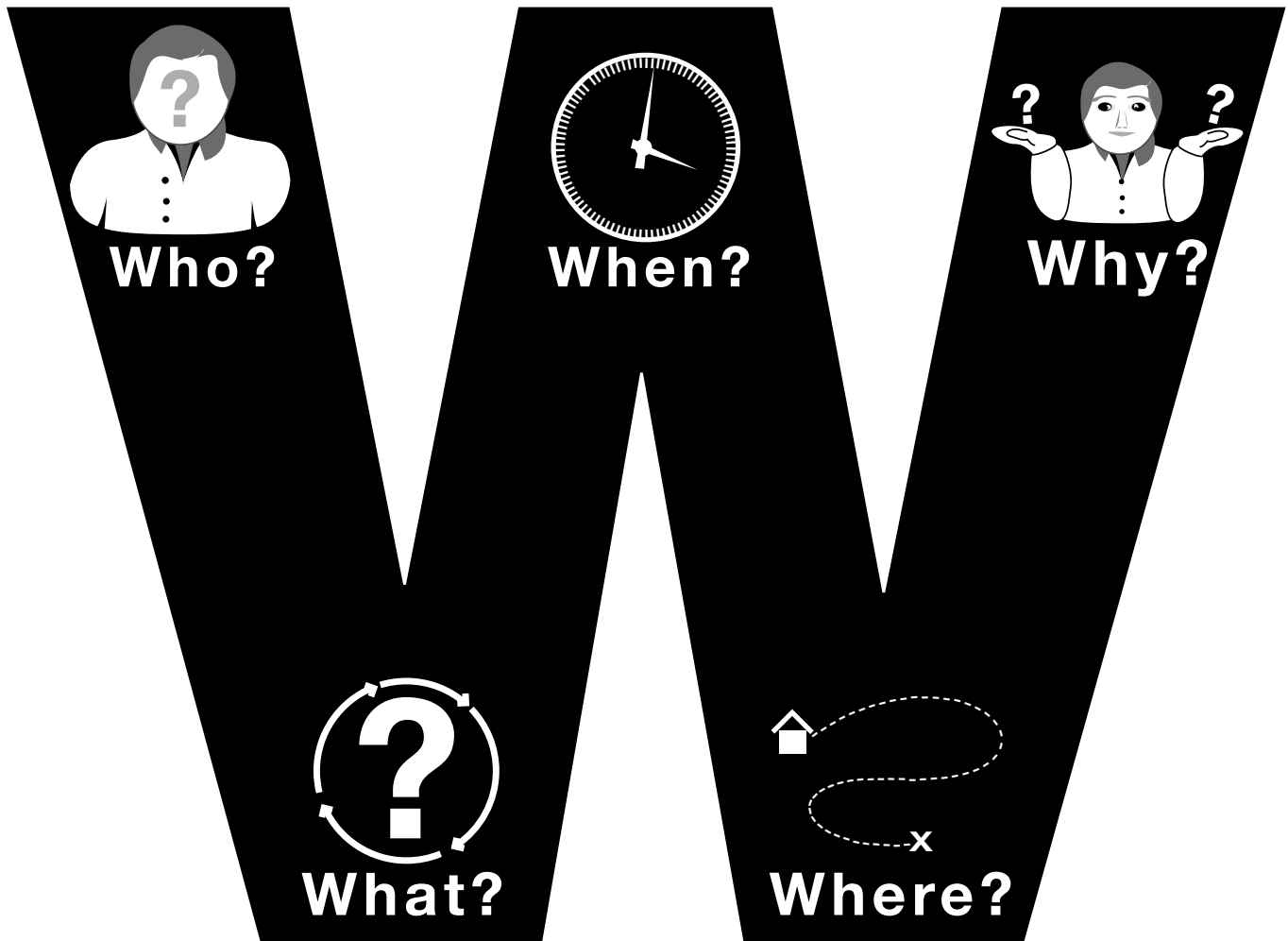
- **When?** This question further refines the setting by asking about the time of the story, e.g., early morning, winter, last year, etc.
- **Where?** This question asks about the setting of the story.
- **Why?** This question refines the plot of the story: Why did the main character do whatever it was that he/she did?
- Tell students these are good questions to ask themselves as they are thinking about writing either a personal narrative or other story.
- Display Worksheet 21.4. Remind students this is the same worksheet they used when discussing fiction and planning fictional stories. Explain they are going to use it to learn about the elements of a personal narrative by using this template to analyze the personal narrative, “The Big Storm.”
- Work with students to fill in the blanks on Worksheet 21.4 so they have a summary of “The Big Storm.”
- When discussing characters, be sure to point out one of the main characters in a personal narrative is always the narrator. Explain the narrator is the person who tells the story. The narrator is the “I” character in the personal narrative.

Note: In this narrative, we do not know the narrator’s name, or even whether the narrator is a boy or a girl.
- When you have completed the planning, go back with students to see if you have elements that answer the 5 “W” questions: Who? What? When? Where? Why?
- If you have time, read, or have students read, the second personal narrative on Worksheet 21.3, “Cupcakes with Mom” and use a projection system to summarize the elements of “Cupcakes with Mom.”

Take-Home Material

Family Letter; Review of /ae/ and /oe/

- Ask students to take home Worksheets 21.5 and 21.6.



Lesson 22

Grammar
Writing: Planning, 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.

- ✓ Plan, draft, and edit a personal narrative with a title, recounting a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure (W.2.3)
- ✓ Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational text read independently and explain how these graphics clarify the meaning of the text (RI.2.7)

| At a Glance | Exercise | Materials | Minutes |
|---------------------------|--|----------------|---------|
| Grammar | Action Verbs | Worksheet 22.1 | 20 |
| Writing | Plan and Draft a Personal Narrative as a Class | Worksheet 22.2 | 40 |
| Take-Home Material | Planning Letter | Worksheet 22.3 | * |

Advance Preparation

For this lesson, you will need to display Worksheet 22.2. You will also need to choose an event all or most students participated in recently, e.g., a field trip, a classroom visit, a celebration, a performance, etc. You will help students plan a narrative describing the event. Alternately, if you do not have a shared class experience, use the materials provided at the end of Lesson 22. Finally, make sure the writing process chart is on display.

Grammar

20 minutes

Action Verbs



Worksheet 22.1

- Say the following: “Clap your hands.” Have students clap their hands.
- Ask, “What is the noun in that sentence?” (*hands*)
- “What did your hands do?” (*clap*)
- Tell students that *clap* is an action word and ask students what this type of action word is called, i.e., what part of speech? (*verb*) Take a moment to clarify the meaning of the word *action*, if necessary.
- Repeat with the following oral sentences. Have students act out each sentence and then identify the noun and the *action* verb.

- Stomp your feet.
- Shake your head.
- Blink your eyes.
- Wiggle your fingers.
- Say the following two words and write them on the board:
 - Boys run.
- Ask the following questions:
 - Who is the sentence about? (boys)
 - What part of speech is that? (noun)
 - Circle the word *boys*.
 - Is the word *boys* singular or plural? (plural—more than one boy)
 - What do the boys do? (run)
- Draw a wavy line to show action under the word *run*.
- Ask students what this word is called—a word that shows action? (verb)
- Write the sentences below on the board. Have a student come to the board and circle the proper noun and draw a wavy line under the action verb.
 - James runs away. (noun: *James*; action verb: *runs*)
 - Jake rides his bike. (noun: *Jake*; action verb: *rides*)
 - David jumps on the mat. (noun: *David*; action verb: *jumps*)
- Have students turn to Worksheet 22.1. Do at least half as guided practice. If the word is a noun, have students tell you if it is a singular or plural noun.

Writing

40 minutes

Plan a Personal Narrative as a Class



Worksheet 22.2

- Remind students they have been learning about the elements of a personal narrative and they recently looked at one or two personal narratives written by students.
- Ask students how a personal narrative is like a fictional story. (Both have the same elements: title, setting, characters, plot.)
- Ask students how a personal narrative differs from a fictional story. (The personal narrative describes something that really happened, and the author or narrator is one of the characters.)
- Tell students you would like them to work together with you to plan a personal narrative.
- Point to your writing process chart. Remind students the first step in the writing process is planning.

- Point to the display copy of Worksheet 22.2 and explain students will use this worksheet—familiar to them from their work on fictional stories—to plan their personal narrative.
- Select an event all students in the class participated in recently, e.g., a field trip, a classroom visit, a celebration, a performance, etc.
- If the class does not have any shared experiences, please turn to the end of this lesson for a piece of writing from Mr. Mowse and guidance for its use.
- Remind students of the shared event and review what happened during the event, asking students to talk about significant details they remember.
- Explain the class experienced this event as a group, so it would be possible to write about it as a group, saying what *we* did and how it made *us* feel. However, this is not the way a personal narrative is usually written.
- Explain a personal narrative is usually written with an “I” character as the narrator, with the narrator describing what he or she did.
- Explain you would like the class to write a personal narrative about something they all experienced but using the voice of one member of the class.
- Choose a student volunteer to be the “I” character, or narrator. Explain that you will be asking this person to share his or her experience, while asking the other members of the class to add details and expand on the narrator’s recollections. The end result will be a narrative of the event as experienced by this student, but with contributions from other members of the class, who were also there.
- Ask the narrator if he or she can think of a good title for the personal narrative the class will be planning. Explain the title should give the reader a sense of what the main event was. (If the narrator has trouble thinking of a title, ask the class. If students have trouble thinking of a title at this point, you can return to this section of the worksheet later, after planning the other parts of the narrative.)
- Ask the narrator and other students about the characters involved in the narrative. Remind students that characters answer the “Who?” question on the 5 “W” chart. One of them should be the student chosen to be the “I” character or narrator.
- Ask the narrator and/or the other students about the setting. Remind students to ask the following “W” questions: Where did the event take place? When did it take place?
- Ask the narrator to answer the “W” question: What happened? Work with the class to add details and divide the events into a beginning, middle, and end. You can write complete sentences or just notes.
- Be sure to consult frequently with the student chosen to be the “I” character. Since it is a personal narrative, the notes you jot down on the planning sheet should reflect his or her experience of the event. Remind students to ask “Why?” from the 5 “W” chart to refine the character’s experience.

- When you are finished, direct students' attention to the 5 "W" chart. Did the class answer all of the questions as they planned the writing? Who? What? When? Where? Why?
- Tell students they have completed the planning stage. The class will now move to the next stage. In the drafting stage, the class will write a draft of the personal narrative using the planning outline they just made.

Draft a Personal Narrative as a Class

- Point to the writing process chart and remind students of the three steps in the writing process: *plan*, *draft*, *edit*.
- Tell students they have planned the personal narrative, the next step is to write a draft of it. They will do this as a class, with the narrator offering initial suggestions for sentences, the class helping to elaborate on the sentences and add details, and you serving as scribe.
- Tell students the first thing they need to write on the draft is the title. Point to the title on the planning worksheet and write the same title at the top of a blank piece of chart paper.
- Tell students the first sentence of the personal narrative should introduce the narrator and other important characters and also identify the setting (specifying where and when the event took place).
- Work with the narrator and other students to come up with a good introduction sentence for the personal narrative. Encourage the narrator to develop an initial sentence. If he or she needs help, let the other members of the class make suggestions. Before transcribing the sentence, encourage students to expand and elaborate on the initial sentence by asking probing questions to elicit more details and descriptive words.
- Write the sentence below the title on the chart paper, using every other line. (This leaves you space to add words or sentences later.) Make sure to indent the sentence.
- Point out the sentence starts with a capital letter and ends with a punctuation mark.
- Work with the narrator and the other students to write first the beginning, then the middle, and finally the end of the personal narrative, asking students—and especially the "I" character—to help you transform the notes on the planning sheet into complete sentences.
- Encourage students to orally state their ideas in complete sentences. Prior to any transcription, help students expand and elaborate their oral sentences by asking probing questions to elicit more details and descriptive words. Encourage them to think in terms of each of the five senses, e.g., *What did the place we visited look like? What did it smell like? What sounds did we hear?* etc. As you work, you may use some words containing spellings students have not been taught. There is no need to explain every unfamiliar spelling. However, you may wish to draw attention to a few of them, especially if they are in words likely to occur several times in the narrative.

- Remind students when writing more than a few sentences to divide the writing into sections called paragraphs. Remind them that each paragraph is indented. Discuss how the sentences they are writing might be divided into paragraphs. (One obvious method would be to have a “beginning” paragraph, a “middle” paragraph, and an “end” paragraph to match the three sections on the planner.)
- Tell students the last sentence of the narrative should bring the writing to a conclusion and let the reader know the narrative is finished.
- Work with the narrator and other students to come up with a good concluding sentence for the narrative. You may also wish to have them end with the words, “The End.” Write the concluding sentence on the chart paper.
- Read the draft to the class or have students read it out loud.
- Now go back to the 5 “W” chart. Are all of the questions answered in the story?
- Tell students they have just finished the second step in the writing process—they wrote a draft of a personal narrative as a group.
- Tell students in the next lesson they will write a personal narrative of their own. In order for them to be able to do so, they will need to think of a topic—something they have done or something that has happened to them.

Using the Mr. Mowse Writing

- If you do not have a shared experience to write about you may use the story at the end of this lesson to introduce the writing from Mr. Mowse:

“Our class friend, Mr. Mowse, left us a piece of writing about an adventure he had. He also left us his drafting template so we can see how he planned his writing. Let’s go over his template first and then I will show you his writing.”

Take-Home Material

Planning Letter

- Ask students to take home Worksheet 22.3 to share with a family member.

Name Mr. Mowse

Title: Gud fud at Karols

Characters

Me

Setting

Karols howse

Beginning

Keds red Keds Xcel

Middle

Went Karols howse

8 kakes

End

tum tum herts

Plot

I hav been lisning to the clas reading kids xcel. I wish thay wud let me read that book. If I were going to rite a tale abut wut I xcel at – I wud rite about how I xcel at chewing holes n things. Jus last evening I went to Karols howz and had a gud time. She has the best food of aneone who has ever lived in that howz. I like her dawg. Her dawg is too scared to git me. But her dog barks when it hears me chueing. I like to chomp on the corn chips. While Karol was at wurk todae I ate all uv her Kakes. My tummy hert after that but I hope she will make more Kakes soon. I think I will nvite my buds to live at Karols howz. Her howz is nice and warm when it is cool outside.

Lesson 23

Grammar
Writing: Planning, Drafting

✓ Objectives

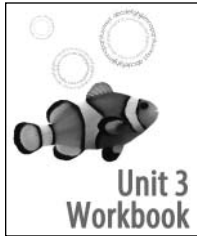
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Plan, draft, and edit a personal narrative with a title, recounting a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure (W.2.3)
- ✓ Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational text read independently and explain how these graphics clarify the meaning of the text (RI.2.7)

| <i>At a Glance</i> | <i>Exercise</i> | <i>Materials</i> | <i>Minutes</i> |
|---------------------------|--|------------------|----------------|
| Grammar | Action Verbs | Worksheet 23.1 | 20 |
| Writing | Plan and Draft a Personal Narrative | Worksheet 23.2 | 40 |
| Take-Home Material | Practice /ie/ and /ue/ | Worksheet 23.3 | * |

Advance Preparation

Make sure students have the notes on topics they compiled as part of their homework (Worksheet 22.3). Make sure the writing process chart and the 5 “W” chart are visible.



Worksheet 23.1

Action Verbs

- Say the following: “Shake your hands.” Have students shake their hands.
- Ask, “What is the noun in the sentence?” (*hands*). “What did your hands do?” (shake)
- Ask, “What is an action word called?” (verb)
- Repeat with the following phrases, having students identify the noun and the action verb.
 - Wave your hands.
 - Nod your head.
 - Cats meow.
 - Children race.
- Write the following words in a column on the board:
 - *sun, kicks, milk*
- Have a student come to the board and draw a wavy line under the action verb. (*kicks*)
- Call attention to the nouns in the list. Let students identify if they are singular or plural.
- Repeat with the following set of words:
 - *slope, arms, runs* (action verb), *morning*
- Repeat with the following set of words:
 - *feet, mixes* (action verb), *Sunday, Mister*
- Ask students to turn to Worksheet 23.1. Complete the first item as guided practice.

Writing

40 minutes



Worksheet 23.2

Plan and Draft a Personal Narrative

- Remind students they recently planned and drafted a personal narrative together as a class.
- Tell students now you would like each of them to begin working on a personal narrative of their own, similar to the one completed as a class.
- Point to the writing process chart. Remind students the first step in the writing process is to make a plan.
- Explain the first thing students need to do is pick an event that actually happened to them they would like to describe in their personal narrative.

- Remind students their homework was to brainstorm ideas for a personal narrative.
- Ask if any students have come up with an experience they would like to write about.
- Jot ideas on the board, as one student's idea may help another student develop his or her own ideas.
- When a student has an interesting idea, engage him or her orally about the parts of the narrative: What was the setting? When did it happen? Where did it happen? Who were the characters? What was the plot? What happened in the beginning? What happened in the middle? What happened at the end?
- Have students turn to Worksheet 23.2. This is their planning worksheet.
- Ask students to complete the planning worksheet on their own. Circulate throughout the room as students are working.
- As students begin to complete the planning sheet, remind them to look at the 5 "W" chart to make sure they have answered all of the questions in their planning.
- Direct them to move to the drafting step. Remind them once again, this is not the final step; it is more important to get ideas down on paper than to be concerned about spelling or sentence order.
- When students finish, collect the work so it can be saved for tomorrow.

Take-Home Material

Practice /ie/ and /ue/

- Ask students to take home Worksheet 23.3 to practice /ie/ and /ue/ spellings.

Lesson 24

Writing: Editing

✓ Objectives

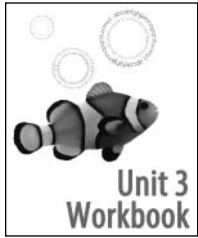
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Plan, draft, and edit a personal narrative with a title, recounting a well-elaborated event or short sequence of events, 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)

| At a Glance | Exercise | Materials | Minutes |
|---------------------------|--|-----------------------|---------|
| Writing | Edit and Rewrite a Personal Narrative | Worksheets 23.2, 24.1 | 60 |
| Take-Home Material | Practice /aw/ | Worksheet 24.2 | * |

Advance Preparation

Make sure students have the drafts (Worksheet 23.2 and draft) they created yesterday. Think about partners who can work together to edit each other's work.



Worksheets 23.2, 24.1

Edit and Rewrite a Personal Narrative

- Tell students today they will edit their drafts with partners. Depending on how you have set up partners, you might want to talk about working as a partner in this writing assignment. It is not the same as being a partner when reading aloud. Remind students of good partner manners when editing, e.g., make suggestions not demands, be careful not to hurt the other person's feelings, and so on.
- Before sending students to work as partners, take a few minutes to review the editing checklist (Worksheet 24.1) as a class.
- Tell students each partner will have a turn to edit their work and a turn to be the editor.
- Ask students to go to their partners. Once students are settled, ask them to decide which person will be the editor first and who will read first.
- Tell students to read through their work sentence by sentence and then consult with their editor on each sentence. The editor will use the editing checklist to help the reading partner.
- Tell students when one partner is completely finished, they should switch roles for the other partner's work.
- Circulate throughout the room assisting where necessary. Some student pairs may get to the rewriting today. Others may continue to do rewrites throughout the next few days of assessment and during the Pausing Point.

Take-Home Material

Practice /aw/

- Students should take home Worksheet 24.2. Remind students they will not have a spelling assessment tomorrow.

Lesson 25

Student Performance Task Assessment

| At a Glance | Exercise | Materials | Minutes |
|--|--|------------------------------------|---------|
| Student Performance Task Assessment | Dictation Identification Assessment | Worksheet 25.1 | 10 |
| | Comprehension Assessment: "The Splash Artist" | <i>Kids Excel</i> ; Worksheet 25.2 | 25 |
| Transition | Wiggle Cards | Wiggle Cards of your choice | 5 |
| Student Performance Task Assessment | Grammar Assessment | Worksheet 25.3 | 20 |

Note to Teacher

Today you will administer the Unit 3 Student Performance Task Assessment. The first part of the assessment is a dictation identification exercise targeting the letter-sound correspondences taught in Unit 3. The second part assesses students' ability to read a story independently and answer comprehension questions. The final part of the assessment targets the grammar lessons taught in Unit 3.

Student Performance Task Assessment

10 minutes

10 Dictation Identification Assessment



Worksheet 25.1

- Have students turn to Worksheet 25.1.
- Tell students for each row, you will say one word. Ask students to circle the word they hear you say.
- Read each word provided in the box, calling out each number to indicate the row students should point to and look at as you read the word.

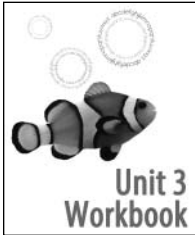
- | | |
|-----------|-----------|
| 1. goes | 8. fraud |
| 2. beach | 9. fail |
| 3. shawl | 10. hay |
| 4. cue | 11. thaw |
| 5. caught | 12. pilot |
| 6. wait | 13. music |
| 7. boast | 14. pupil |

10 Comprehension Assessment: “The Splash Artist”

25 minutes



“The Splash Artist”



Worksheet 25.2

- Ask students to turn to Worksheet 25.2 and open *Kids Excel* to “The Splash Artist” on page 64.
- Students should read the story completely and then answer the comprehension questions on Worksheet 25.2.
- Encourage students who finish quickly to check over their papers. When they are finished checking their papers, they may reread stories from *Kids Excel*.

Transition

5 minutes

Wiggle Cards

- Choose some Wiggle Cards from your supply.
- Have students stand and act out the Wiggle Cards to give them a small break before they continue the assessment.

Student Performance Task Assessment

20 minutes

10 Grammar Assessment



Worksheet 25.3

- Ask students to turn to Worksheet 25.3.
- Direct students to read through the assessment carefully and complete each question.
- Encourage students to review their work before turning it in.

Unit 3 Pausing Point

Pausing Point Overview

Spelling Alternatives

Page 173

Vowel Code Flip Book Review

Teacher Chaining

Teacher Chaining with Two-Syllable Words

Chaining Dictation

Dictation with Words

Targeted Dictation

Show and Tell

Cut and Paste Word Sort

Spelling Alternatives Board Game

Worksheets

Spelling

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Follow-Up Practice

Grammar

Page 183

Circle the Nouns

Change Common Nouns to Proper Nouns

Find and Fix

Sort the Nouns

Identify Common and Proper Nouns

Make the Plurals

Synonyms and Antonyms

Action Verbs

Nouns and Verbs

Adding *-ed* and *-ing*

Writing

Page 185

Interview

Free Writing

Reading Tricky Words

Page 185

Colored Flash Cards

Tricky Word Concentration

Tricky Word Beanbag Toss

Tricky Word Clues

Wiggle Cards

Reading Time

Story Questions

Optional Diagnostic Assessments

This is the end of Unit 3. If it appears students are having difficulty with the material from Unit 3, you may wish to pause here and spend additional days reviewing content. Additionally, you may make arrangements to work with identified struggling students individually or in small groups in order to address specific problems.

You might pause if several students are having trouble reading words containing the spelling alternatives taught; however, there is no need to pause if they do not reliably use the correct spelling alternative when writing. Writing correct spelling alternatives will come gradually, with time and lots of exposure to printed materials.

Spelling Alternatives

Vowel Code Flip Book Review

- Point to single-letter spellings for vowel sounds and ask students to say the sounds. Then point to digraph spellings for vowel sounds, then separated digraph spellings for vowel sounds, then spellings consisting of more than two letters for vowel sounds ('augh').
- You may wish to review consonant spellings as well.

Teacher Chaining

- Write *pain* on the board.
- Ask a student to read the word, first in a segmented fashion, and then as blended word.
- Add 't' to create *paint*.
- As you make this change, say to students, "If that is *pain*, what is this?"
- Continue this process with the remaining words.

/ae/

1. pain > pane > wane > wait > waist > waste
2. day > jay > may > pay > play > clay > slay > lay
3. pay > day > way > lay > play > slay > stay
4. aim > aid > raid > paid > pain > paint > pains

/oe/

1. boat > coat > goat > coat > coast > toast
2. road > toad > load > loaf > oaf > oak > soak
3. toe > Joe > foe > doe > does > goes

/ie/

1. lie > pie > tie > die
2. pipe > pile > pine > dine > dime > chime > time > tide > side
3. biking > Viking > hiking > hiding > riding

/ue/

1. cube > cute > mute > mule > mules

/aw/

1. saw > paw > law > raw > draw > crawl > claw
2. caught > taught > naught > haught > fault > vault
3. cat > cot > caught > taught > tot > top

Words Used Frequently in the Readers for Units 1 and 2

1. not > got > get > set > sat > that > cat > can > man > ran > an > and
2. big > bit > it > if > in > on > off
3. had > dad > did > kid > kids

CVC Words

1. hot > pot > tot > top > tap > tad > had > hat > ham > hem
2. pep > pet > met > mat > mad > map > mop > hop > pop

Words with Consonant Clusters

1. pin > spin > span > spam > swam > swim
2. lip > limp > lamp > lump > jump > bump > rump > ramp > damp > dump
3. wet > went > vent > sent > send > spend > spent

Words with Separated Digraphs

1. tone > bone > lone > line > lime > time > tame > fame > fume > fuse
2. cub > cube > cute > mute > mate > made > mode > rode > ride > side

Words Written with Basic-Code Spellings

1. perk > park > pork > port > pout > shout > sheet > feet > feel > foil > fool > cool
2. part > dart > dark > park > pork > fork > fort > feet > feed > need > seed
3. sort > fort > foot > feet > feel > foil > foul > fool > food > mood
4. too > tooth > tool > toil > boil > foil > fool > food > feed > feet > foot
5. look > book > hook > hood > had > hand > hound > sound > sand
6. thin > thorn > torn > teen > seen > sun > soon > spoon

Teacher Chaining with Two-Syllable Words

- Write the word *onto* on the board.
- Ask students to read the word.
- Once students have read the word correctly, tell them you are going to change **one syllable** to make a new word.
- Remove *on* and add *in* to make *into*.
- As you make this change, say to students, “If that is *onto*, what is this?”
- Continue this process with the remaining words.

1. on | to > in | to > in | side > out | side > up | side > up | set
2. foot | print > foot | note > foot | ball > base | ball > ball | game > ball | park > park | ing
3. sub | way > air | way > air | line > air | port > air | plane > air | craft > crafts | men > fire | men
4. load | ing > load | ed > un | load > up | load > down | load

Chaining Dictation

- Have students take out a pencil and a piece of paper.
- Tell students you are going to say a number of words.
- Explain each new word will be very similar to the previous word, but one sound will be different (for example, *boy* might be changed to *coy*).
- Ask students to write each word.
- As you move from one word to the next, use the chaining phrase, e.g., “If that is *not*, show me *got*.”
- Use the chains listed under Teacher Chaining.

Dictation with Words

- Choose 10 of the words listed in the following box.
- Tell students to take out a pencil and a piece of paper.
- Explain you are going to say 10 words students have seen many times in their Readers.
- Ask students to write each word you say.

Words that Occur at Least 15 Times in the Readers for Units 1 and 2

a, and, are, as, asked, back, bandit, bedtime, big, but, can, cat, dad, did, down, frog, get, got, had, hare, he, him, his, house, I, if, in, it, jam, just, kids, left, like, man, me, mom, mouse, munch, not, of, off, on, one, pancake, panther, ran, said, sat, set, she, so, tale, that, the, them, think, this, time, to, too, up, was, went, what, when, will, with, you, would

Mixed /ae/ Words

baker, brave, came, cave, day, explain, gave, hare, late, later, made, make, may, name, pancake, paper, pay, place, play, race, same, say, state, subway, take, tale, train, wait, way

Mixed /ie/ Words

driver, five, I, inside, like, nice, replied, side, smile, tiger, time, tired, while, wife

Mixed /oe/ Words

- | | |
|---------|-------------|
| 1. poke | 6. soap |
| 2. toad | 7. omit |
| 3. vote | 8. omitting |
| 4. toes | 9. open |
| 5. hope | 10. jumbo |

Mixed /ue/ Words

- | | |
|------------|------------|
| 1. unite | 6. tuning |
| 2. uniting | 7. tube |
| 3. use | 8. tubing |
| 4. using | 9. fume |
| 5. tune | 10. fuming |

Targeted Dictation

- You may wish to do this exercise cooperatively, offering feedback as you complete the items, rather than presenting it in test-like format where no feedback is given until you return the students' written work.
- Choose one of the following sets of words.
- Ask students to take out a pencil and a piece of paper.
- Explain you are going to say 10 words and all words will follow a pattern.
- Ask students to provide the pattern for the words you have chosen.
- Tell students to write each word you say.
- Explain you are going to say 10 words, all will have the /ae/ sound spelled 'ai' or 'ay'. Tell students, for this exercise, they should use the 'ay' spelling if the /ae/ sound is at the end of the word and the 'ai' spelling in all other cases.

/ae/ Spelled 'ai' or 'ay'

- | | |
|----------|----------|
| 1. stay | 6. pay |
| 2. grain | 7. rain |
| 3. paid | 8. hail |
| 4. tray | 9. lay |
| 5. day | 10. fail |

- You will be giving students pairs of words containing the target sound spelled one of two ways. The first word in each pair will be a root word with the target spelling. The second word in each pair will be a word derived from the first word by dropping the 'e' and adding the suffix *-ing* or *-ed*.

/ae/ Spelled 'a_e' and 'a'

- | | |
|-----------|------------|
| 1. name | 6. making |
| 2. naming | 7. trade |
| 3. bake | 8. trading |
| 4. baking | 9. race |
| 5. make | 10. racing |

/ie/ Spelled 'i_e' and 'i'

- | | |
|-----------|------------|
| 1. bike | 6. mining |
| 2. biking | 7. glide |
| 3. dive | 8. gliding |
| 4. diving | 9. hike |
| 5. mine | 10. hiking |

/ie/ Spelled 'ie' and 'i'

- | | |
|---------|----------|
| 1. lie | 5. die |
| 2. lied | 6. died |
| 3. tie | 7. rival |
| 4. tied | 8. rived |

- Tell students you will say 10 words with /oe/ spelled 'oa'.

/oe/ Spelled 'oa'

- | | |
|-------------|-------------|
| 1. boat | 6. floating |
| 2. boating | 7. coast |
| 3. toast | 8. coasting |
| 4. toasting | 9. load |
| 5. float | 10. loading |

- Tell students you will say 15 words with /ue/ spelled 'ue'.

/ue/ Spelled 'ue'

- | | | | |
|-----------|-------------|--------------|------------|
| 1. due | 5. cue | 9. value | 13. argue |
| 2. blue | 6. sue | 10. barbecue | 14. rescue |
| 3. hue | 7. continue | 11. fuel | 15. clues |
| 4. avenue | 8. glue | 12. Tuesday | |

- Tell students you will say some words with /ue/ spelled 'u_e'. Calling all words may be too much for some students. Select a few from the list.

/ue/ Spelled 'u_e'

- | | | | |
|------------|----------------|------------|--------------|
| 1. include | 6. amuse | 11. June | 16. attitude |
| 2. excuse | 7. tube | 12. reduce | 17. refuse |
| 3. dispute | 8. confuse | 13. use | 18. absolute |
| 4. immune | 9. introduce | 14. assume | 19. volume |
| 5. rule | 10. contribute | 15. huge | 20. crude |

- Tell students you are going to say 10 words with the /aw/ sound spelled 'aw' or 'au'.

/aw/ Spelled 'aw' or 'au'

- | | |
|----------|-----------|
| 1. paw | 6. clause |
| 2. claw | 7. August |
| 3. draw | 8. haul |
| 4. jaw | 9. Autumn |
| 5. pause | 10. straw |

Show and Tell

Advance Preparation

The day before teaching this exercise, ask students to bring in objects or pictures of objects with names containing the selected sound.

- Ask each student to show and name his or her object.
- Write the name of the object on the board.
- Ask students which letters stand for the selected sound in the word.

- Make a heading for a column of words containing this spelling for the selected sound.
- Invite each student to write the word for his or her object under the appropriate heading.
- Continue collecting words, writing them on the board and sorting them by spelling. All untaught spellings should be listed under an odd ducks heading.
- This activity can be done for any sound.

Cut and Paste Word Sort

- Select a target spelling to review.
- Print 20 decodable words on slips of paper.
- Cut the slips apart and put them into several boxes or cups.
- Give students sheets of blank paper and ask them to make headings for each spelling.
- Ask students to select a single word from one of the cups and paste it into a column according to which spelling is used.
- Have students copy each word next to (or below) the pasted word.
- Have students pick more words and add them to the sorting space.
- If students need additional help, you could underline the target spelling in each word.
- Alternately, have students use highlighters to mark the letters for the sound in each word on their sorting space.

Spelling Alternatives Board Game

- Create a game board using any of the templates provided at the end of the Pausing Point.
- Write a decodable /ae/ word on each square, making sure to include several examples of each of the spelling patterns taught.
- Give each student a scorecard listing the spellings for /ae/ they have learned with spaces to collect a word exemplifying each spelling.
- Teach students to play the game by rolling a die (or spinning a spinner) and moving their game piece the correct number of spaces.
- When students land on a space, they should read the word and copy it onto their spelling scorecard according to the spelling used for the /ae/ sound. For example, the word *cake* would be copied into the space for 'a_e' words.
- The first student to get one example of each spelling pattern wins.
- This game could be played with any number of sounds learned.
- Alternately, sounds could be combined on the boards as well.

Note: For all of the following worksheets, students should first read aloud all words.

Mark the Vowel Spelling /a/, /ae/

- Ask students to turn to Worksheet PP1.
- Ask students to read each word.
- Tell students if a square has a word with the sound /a/, they should make it red, and if a square has a word with the /ae/ sound, they should make it green.

Sound Quest /a/, /ae/

- Ask students turn to Worksheet PP2.
- Tell students to read the sentences aloud and listen for the /ae/ sound.
- Students should circle all of the spellings of /ae/.
- Ask students to turn to the back of the sheet, add labels for /ae/ spellings, and sort the words according to the spellings of the /ae/ sound.

Scrambled Sentence Match /a/, /ae/

- Ask students turn to Worksheet PP3.
- For each picture, have students unscramble the sentence and write it on the line below the picture.

Illustrate the Words /a/, /ae/

- Ask students turn to Worksheet PP4.
- Students may choose any /ae/ words from the Spelling Tree to illustrate. They must label the picture.
- Ask students to create a sentence that explains their picture.

Mark the Vowel Spellings /o/, /oe/

- Ask students to turn to Worksheet PP5.
- Ask students to read each word.
- Tell students if a square has a word with the sound /o/, they should make it red, and if a square has a word with the /oe/ sound, they should make it green.

Sound Quest /oe/

- Ask students turn to Worksheet PP6.
- Tell students to quietly read the story aloud and listen for the /oe/ sound.
- Students should circle all of the spellings for /oe/.
- Ask students to sort and write the words on the chart according to the spellings of the /oe/ sound.

Crossword Puzzle /oe/

- Ask students to turn to Worksheets PP7 and PP8.
- Students should choose one word from the word box to complete each clue.

Yes or No? /ie/

- Ask students to turn to Worksheet PP9.
- Students should read each question and write *yes* or *no* to each.

Sound Quest /ie/

- Ask students to turn to Worksheet PP10.
- Tell students to quietly read the story aloud and listen for the /ie/ sound.
- Students should circle all of the spellings of /ie/.
- Ask students to sort and write the words on the chart according to the spellings of the /ie/ sound.

Sound Quest /ue/

- Ask students turn to Worksheet PP11.
- Tell students to quietly read the story aloud and listen for the /ue/ sound.
- Students should circle all of the spellings of /ue/.
- Ask students to sort and write the words on the chart according to the spellings of the /ue/ sound.

Fill in the Blank /au/

- Ask students to turn to Worksheet PP12
- Students should read each sentence and write a word from the word box to complete the sentence.

Crossword Puzzle /aw/

- Ask students turn to Worksheets PP13 and PP14.
- Students should choose one word from the word box to complete each clue.

Fill in the Blank /aw/

- Ask students to turn to Worksheet PP15.
- Students should read each sentence and write a word from the word box to complete the sentence.

Yes or No? Mixed Practice

- Have students to turn to Worksheet PP16.
- Students should read each question and write *yes* or *no* to each.

Match the Picture, Mixed Practice

- Ask students to turn to Worksheet PP17.
- Students should write the correct word under each picture.

Circle the Spellings, Mixed Practice

- Ask students to turn to Worksheet PP18.
- Students should circle the spelling of a word matching the picture.

Match the Words

- Ask students to turn to Worksheet PP19.
- Students should write the correct word under each picture.

Spelling

Follow-Up Practice

- Worksheets PP20–PP23 provide practice targeted to the specific words for each week.

Grammar

Circle the Nouns

- Ask students to turn to Worksheet PP24.
- Students should read the sentences and circle the nouns.

Change Common Nouns to Proper Nouns

- Ask students to turn to Worksheets PP25 and PP26.
- Students should read the sentences and change the underlined nouns to proper nouns. Remind students that all proper nouns begin with a capital letter.

Find and Fix

- Ask students to turn to Worksheet PP27.
- Students should read the story and find the proper nouns that need capital letters, and write the correction above the proper noun.
- Remind students that all proper nouns begin with a capital letter.

Sort the Nouns

- Ask students to turn to Worksheet PP28.
- Students should read the story on PP27 to find both the proper and common nouns and record them on Worksheet PP28.

Identify Common and Proper Nouns

- Ask students to turn to Worksheet PP29.
- Students should read the sentences. Students should then circle the common nouns and draw a box around the proper nouns in each sentence.

Make the Plurals

- Ask students to turn to Worksheet PP30.
- Students should read the words and then create plurals for each word.

Make the Plurals

- Ask students to turn to Worksheets PP31 and/or PP32.
- Students should read the sentences and/or words. Students should then rewrite the sentence and make the underlined nouns and/or words into plurals.

Synonyms and Antonyms

- Have students turn to or tear out any combination or single Worksheets PP33–PP36.
- Ask students to select a word from the word box to write on the line beside the numbered word.

Action Verbs

- Remind students that a verb is a doing word, a word that describes something somebody is doing, did, or will do.
- Have students turn to Worksheet PP37.
- Ask students to draw a wavy line under the action verb in each sentence.

Mixed Review

- Have students turn to Worksheets PP38 and PP39.
- Ask students to follow the directions on the worksheets.
- Students should circle the nouns and underline the verbs.

Adding *-ed* and *-ing*

- Have students turn to Worksheet PP40.
- Ask students to read the sentences.
- Students should add *-ed* or *-ing* to the word under the blank and write it in the sentence.

Writing

Interview

- Have the students tear out Worksheet PP41.
- Students should pretend they are the writer of a magazine similar to *Kids Excel*.
- Students should write facts about a person they would like to interview.
- Alternately, students could interview a real person.

Free Writing

- Students could do any/all of the following, depending on interest or need:
 - Write on a topic or respond to a prompt provided by you.
 - Write a letter to or a story about Mr. Mowse.
 - Using Worksheet PP42, write a story containing any of the following /ue/ words (*music, continue, argue, confused, used, argument*).
 - Using Worksheet PP43, write a story containing any of the following /oe/ words (*robot, goat, cockroach, nose*, or any other words with the /oe/ sound).
 - Using Worksheet PP44, write a story containing any of the following /ae/ words (*pay, playground, paper, airplane*).
- We encourage you to accept phonemically plausible spelling in drafts.

Reading Tricky Words

Colored Flash Cards

- Print 100% decodable words on green cardstock and Tricky Words on yellow cardstock.
- Cut out the words to create flash cards.
- Explain to students the words printed on green paper are regular and can be read via blending. Green means go!
- Explain to students the words printed on yellow paper are tricky. Yellow means proceed with caution!

- Shuffle the cards and show them to students one at a time.

Green Cards

- | | | |
|-----------|-----------|---------------|
| 1. also | 9. goes | 17. pair |
| 2. always | 10. going | 18. play |
| 3. both | 11. hold | 19. say |
| 4. coat | 12. know | 20. so |
| 5. cold | 13. may | 21. thank |
| 6. day | 14. no | 22. want |
| 7. don't | 15. open | 23. way |
| 8. go | 16. over | 24. yesterday |

Yellow Cards

- | | | |
|----------|------------|-------------|
| 1. the | 16. where | 31. by |
| 2. a | 17. why | 32. have |
| 3. he | 18. once | 33. here |
| 4. she | 19. one | 34. who |
| 5. we | 20. two | 35. are |
| 6. be | 21. could | 36. were |
| 7. me | 22. would | 37. they |
| 8. was | 23. should | 38. their |
| 9. of | 24. there | 39. word |
| 10. from | 25. said | 40. some |
| 11. to | 26. says | 41. English |
| 12. do | 27. I | 42. been |
| 13. down | 28. you | 43. minute |
| 14. how | 29. your | 44. work |
| 15. what | 30. my | |

Tricky Word Concentration

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

- Write 6–12 Tricky Words on small cards, one word per card, two cards for each word.
- Shuffle the cards and lay them face down on the table.
- Have students turn over two cards at a time, attempting to find matching cards.
- If a student finds a match, he or she keeps the cards until the game ends.
- Let the game continue until all matches have been found.
- Use any of the Tricky Words listed under Colored Flash Cards.

Tricky Word Beanbag Toss

Note: This game is best played in small groups or work stations.

- Write some Tricky Words on large cards. Place the cards face up on the floor.
- Hand a beanbag to a student and explain that he or she should toss the beanbag toward the cards.
- Have the student read the Tricky Word card that the beanbag hits or lands closest to.
- Continue until all students have had their turn.

Tricky Word Clues

- On the board, write 3–6 Tricky Words that have been previously introduced.
- 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, synonyms or antonyms, and what part of the word is tricky.
- Once students have found the right word, ask them to use it in a sentence.

Additional Reading Practice

Wiggle Cards

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

- Use any of the Wiggle Card phrases listed in the lessons for Units 1–3.

Reading Time

- Many students should also be ready to read trade books.

Story Questions

- There are comprehension question sheets (PP45–PP50) for each of the remaining *Kids Excel* stories. You may choose any combination or all of the stories for students to read and answer the questions.

Optional Diagnostic Assessment

- Following this page is a Words Correct Per Minute assessment.
- This assessment is for your use as a progress monitoring tool for struggling students. It is intended for limited use at your discretion.

The Slug Trainer

Sunday I went to a slug race.

7

My pal was Paul Gumfish. Paul is ten. He keeps slugs as pets. 26
He has sixteen slugs. Paul is a slug trainer. He has been training 33
slugs since he was nine. In August one of his slugs took the top 47
prize in a slug race. 52

“Paul,” I said.

55

“Call me Coach,” Paul said.

60

“Okay, Coach. Which slug is the fastest?”

67

Paul pointed to his prize-winning slug.

74

“His name is King David,” Paul said.

81

“Why is he so fast?” I asked.

88

Paul said, “He just is. Want to hold him?”

97

“No thanks,” I said.

101

Next Paul took out a race track. It was a box with two plastic 115
pipes sticking out of it. Paul said that the box is like a slug hotel. 130
It’s a place for the slugs to hang out until it is time to race. When 146
the gates of the box are opened, the slugs make their way down 159
the pipes. They race side by side until they get to the finish line. 173

Paul set two slugs in the box. He sprayed water on them to keep them moist. Then he set some slug food at the end of the pipes.

Paul opened the gates and shouted, “Go, slugs, go!”

Then we watched and waited. After five minutes the two slugs had made their way out of the box and into the pipes.

“Is that King David?” I asked.

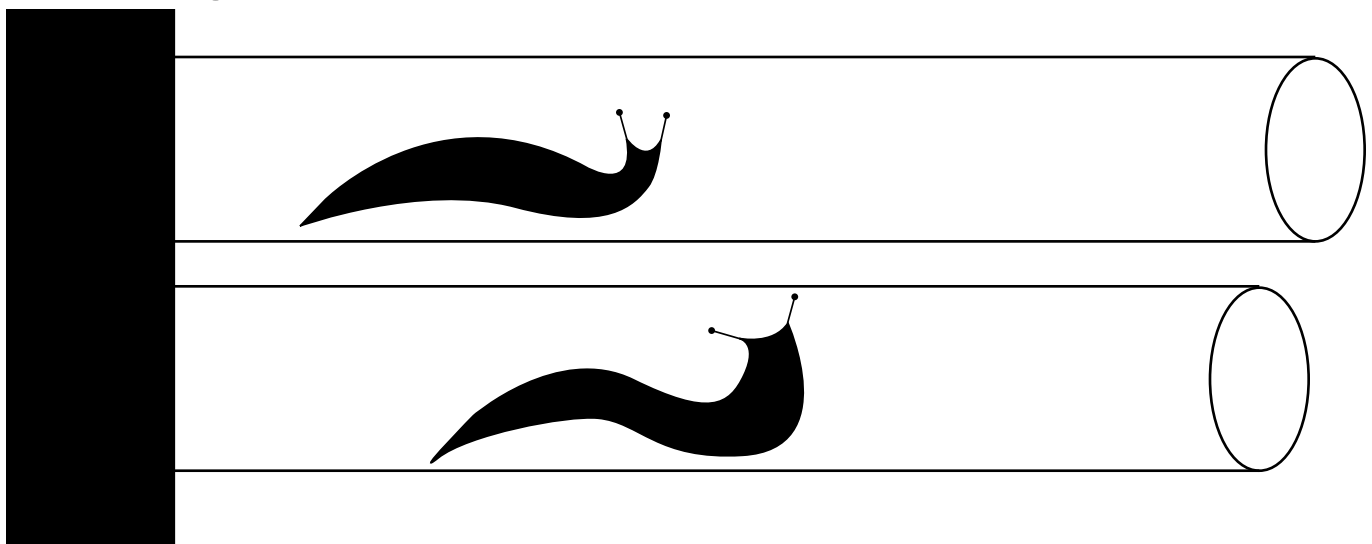
Paul nodded.

“He’s the fast one?” I asked.

“He starts by just creeping along but finishes fast,” Paul said.

The slugs inched their way down the track. They were just creeping along! I sat with Paul for fifteen minutes. At last King David made it to the end of the pipe.

“King David is the winner!” said Paul.



W.C.P.M. Calculation Worksheet

Student: _____

Date: _____

Story: *The Slug Trainer*

Total words in story (including title): 297

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Words</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>Time</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: 10%;"></td> <td style="width: 40%;"></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></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: center;"><div style="border: 1px solid black; width: 50px; height: 30px;"></div></td> <td style="text-align: right;">Start Time</td> </tr> <tr> <td colspan="3" style="text-align: center;"><hr style="border: 1px solid black;"/></td> <td colspan="3"></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></td> <td style="text-align: right;">Elapsed Time</td> </tr> <tr> <td colspan="6" style="text-align: center; padding-top: 20px;"> <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center; margin-right: 10px;"> <div style="border: 1px solid black; width: 40px; height: 30px;"></div> <div style="font-size: 20px;">↓</div> </div> <div style="margin-right: 10px;">(× 60)</div> <div style="margin-right: 10px;">+ </div> <div style="margin-right: 10px;">= </div> <div style="border: 1px solid black; width: 50px; height: 30px;"></div> <div style="margin-left: 10px;">Time in Seconds</div> </div> </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> | - | <div style="border: 1px solid black; width: 50px; height: 30px;"></div> | Start Time | <hr style="border: 1px solid black;"/> | | | | | | <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; align-items: center; justify-content: center;"> <div style="text-align: center; margin-right: 10px;"> <div style="border: 1px solid black; width: 40px; height: 30px;"></div> <div style="font-size: 20px;">↓</div> </div> <div style="margin-right: 10px;">(× 60)</div> <div style="margin-right: 10px;">+ </div> <div style="margin-right: 10px;">= </div> <div style="border: 1px solid black; width: 50px; height: 30px;"></div> <div style="margin-left: 10px;">Time in Seconds</div> </div> | | | | | |
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W.C.P.M.

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× 60 =

Words Correct
Time in Seconds
W.C.P.M.

Compare the student's W.C.P.M. score to national norms for Winter of Grade 2 (Hasbrouck and Tindal, 2006):

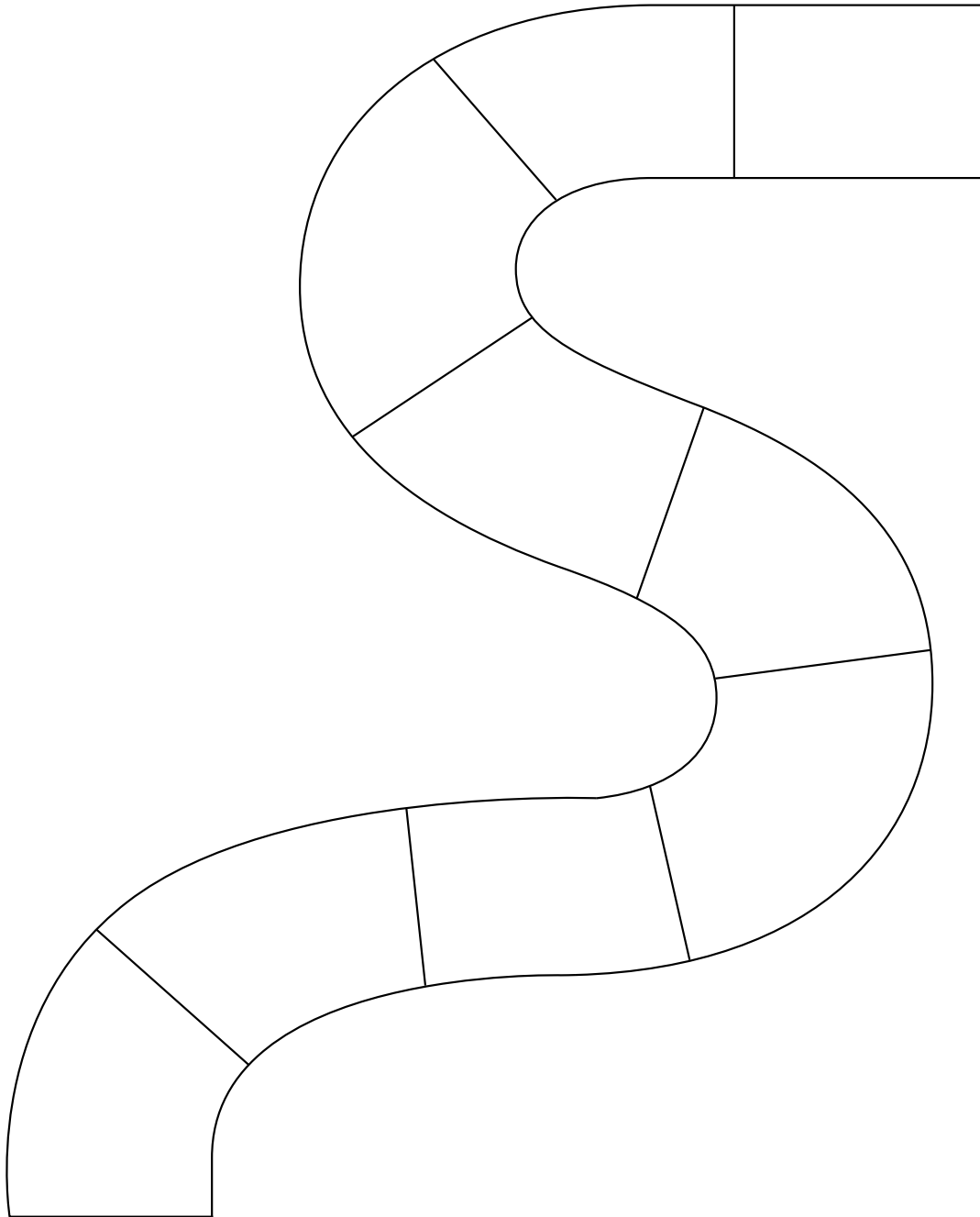
90th percentile: 125 W.C.P.M.

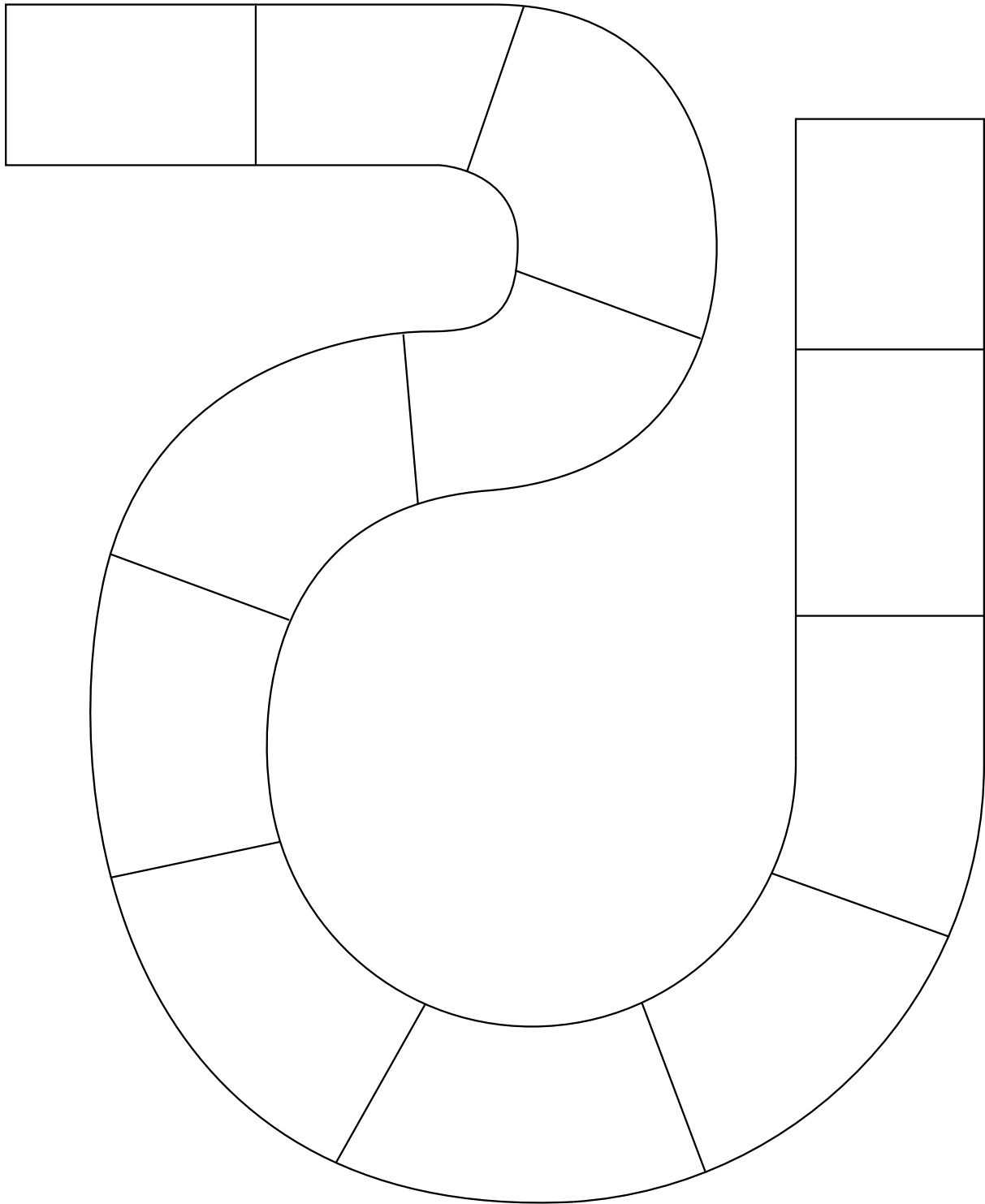
75th percentile: 100 W.C.P.M.

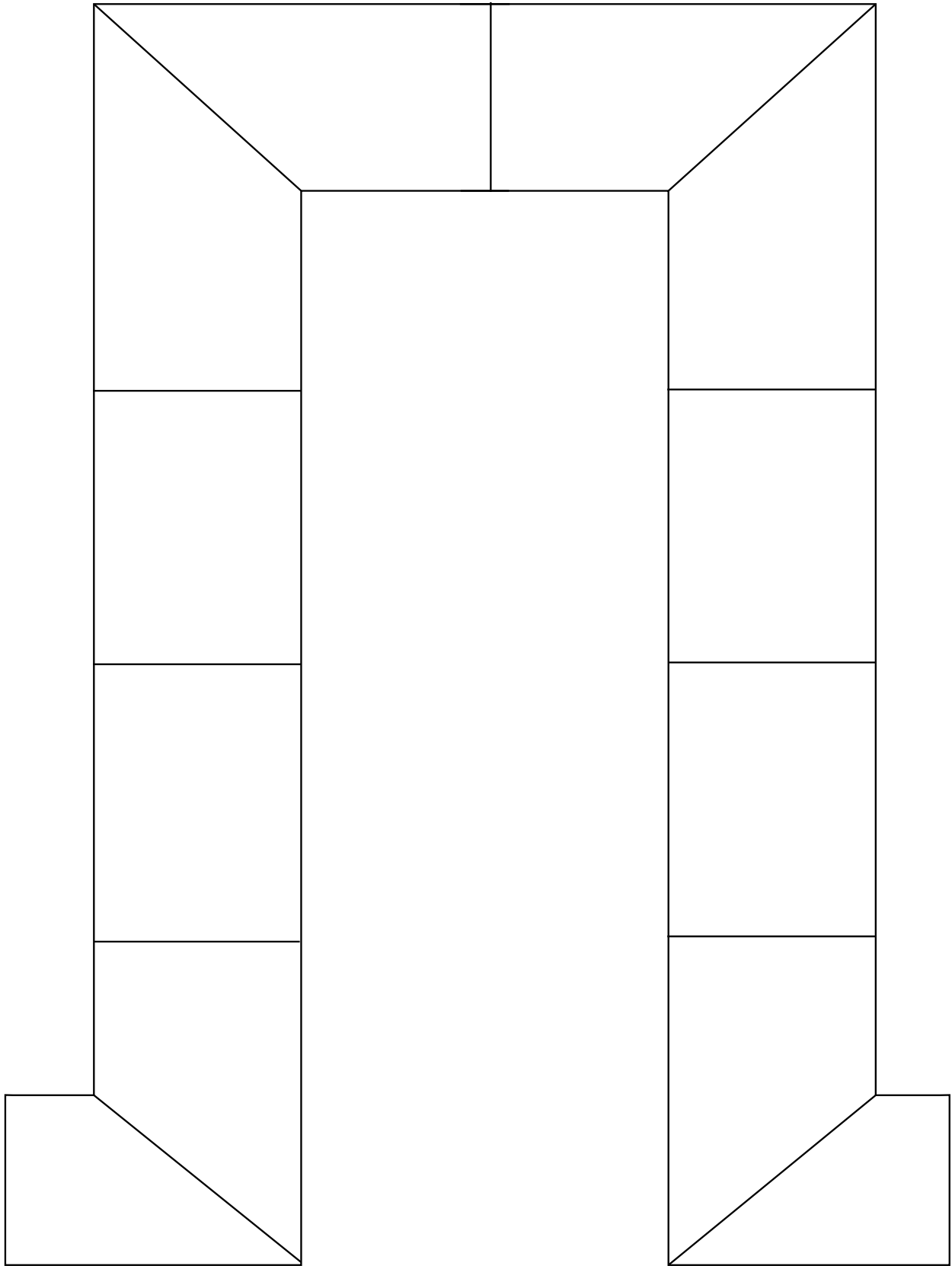
50th percentile: 72 W.C.P.M.

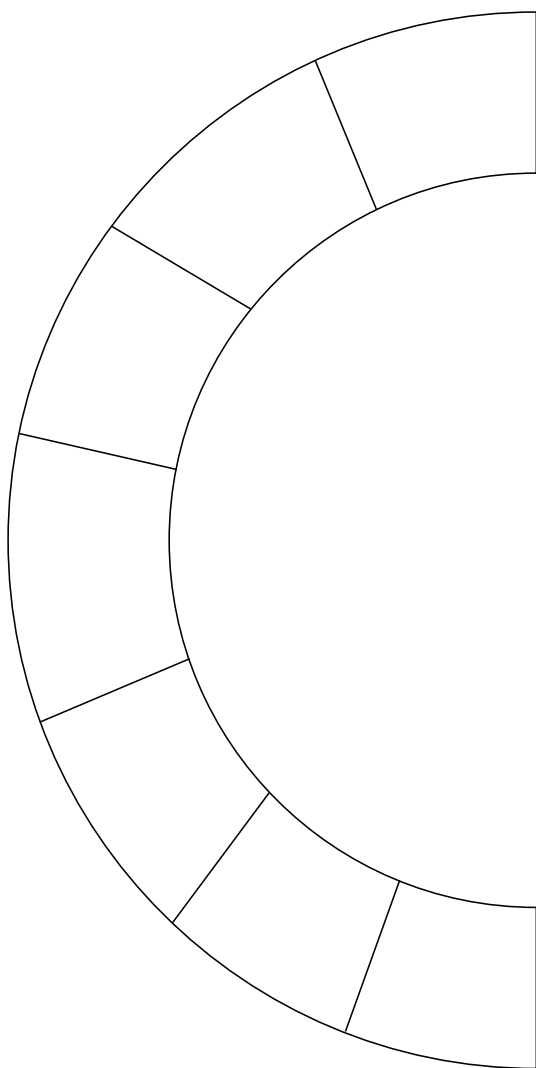
25th percentile: 42 W.C.P.M.

10th percentile: 18 W.C.P.M.









Appendix

Using Chunking to Decode Multi-Syllable Words

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, punt·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 Tens Recording Chart on the next page to provide an at-a-glance overview of student performance.

Tens Recording Chart

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

[illegible]

Anecdotal Reading Record

Week of: _____

This template is for recording anecdotal notes about students’ reading performance. You may wish to record things such as: (1) repeated trouble with specific sound-spelling correspondences; (2) difficulty with certain digraphs/letter teams; (3) inability to segment isolated words; and (4) progress with specific skills.

| | | | |
|-------|-------|-------|-------|
| Name: | Name: | Name: | Name: |
| | | | |
| Name: | Name: | Name: | Name: |
| | | | |
| Name: | Name: | Name: | Name: |
| | | | |
| Name: | Name: | Name: | Name: |
| | | | |
| Name: | Name: | Name: | Name: |
| | | | |
| Name: | Name: | Name: | Name: |
| | | | |

Name _____

1.3**A Letter from the Publisher**

Directions: Have your child answer the questions. On the back, have them draw a picture doing something at which they excel and write a sentence about it.

- If you *excel* at something, you are _____.
☐ A. good at it
☐ B. bad at it
☐ C. sick of it
- Mark Deeds _____.
☐ A. hates his job
☒ B. has the best job
☐ C. is sick of his job
- Mark Deeds _____.
☐ A. is a teacher
☐ B. is an artist
☒ C. is a publisher
- Who writes the words that are printed in *Kids Excel*?
☐ A. Kids write the words.
☐ B. Mark Deeds hires men to write the words.
☒ C. Mark Deeds writes the words.

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- Use the box to draw yourself excelling at something.

Answers may vary.

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Name _____

2.1**Spelling Sort**

Directions: Sort the words by their spellings. Write the words with the /ae/ sound spelled 'ai' under *rain*, the words with the /ae/ sound spelled 'ay' under *day*, and the words with the /ae/ sound spelled 'a_e' under *cake*. Then circle the /ae/ spellings in each word.

| | | | | | |
|-------|---------|---------|---------|-------|---------|
| stain | paid | playing | raining | plate | hay |
| train | strayed | brains | say | rake | daytime |
| clay | bait | tray | make | pain | mistake |

/ae/ spelled 'ai'
as in *rain*

stain

train

paid

bait

brains

raining

pain

/ae/ spelled 'ay'
as in *day*

clay

strayed

playing

tray

say

hay

daytime

/ae/ spelled 'a_e'
as in *cake*

make

plate

rake

mistake

Unit 3 7

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Name _____

2.2**The Spelling Bee**

- What do kids do in a spelling bee?
At the spelling bee, kids take a written test and some get up on stage and spell words out loud.
- What sound do kids hear when they spell a word wrong?
☐ A. They hear the sound *boom*.
☐ B. They hear the sound *buzz*.
☒ C. They hear the sound *ding*.
- How old are the spellers in the bee?
The spellers in the bee are 11 and 12.

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4. Who was the runner-up in the bee the year before?

Nate Griffin was the runner-up in the bee the year before.

Page 6

5. Who do you think will be the winner of the spelling bee?

Answers may vary.

Page _____

6. Write 5 words with the /ae/ sound and 5 words with the /a/ sound that could be used in a spelling bee.

/ae/

/a/

Answers may vary.

Answers may vary.

Name _____

2.3

Are the Sounds the Same?



| Word 1 | Word 2 | Are the sounds the same? Yes or No |
|--------|---------|---------------------------------------|
| rake | rain | Yes |
| main | wayside | Yes |
| wrist | wet | No |
| say | said | No |
| knock | not | Yes |
| brake | stain | Yes |
| tail | tale | Yes |
| clay | clam | No |
| sailor | tray | Yes |
| bean | bend | No |

Family Member Directions: Have your child read the pair of words. He or she should write yes if the underlined letters stand for the same sound, and no if they do not.

Name _____

3.1

Spelling Sort

Sort the words by spelling. Write the words with the /a/ sound spelled 'a' under *cat*, the words with the /ae/ sound spelled 'a_e' under *paper*, the words with the /ae/ sound spelled 'a_e' under *cake*, the words with the /ae/ sound spelled 'ai' under *paid*, and the words with the /ae/ sound spelled 'ay' under *tray*. Then circle the /ae/ or /a/ spelling in each word.

| | | | | |
|--------|-------|--------|--------|-------|
| cat | paper | cake | paid | tray |
| shame | agent | race | acorn | cap |
| day | play | strain | radar | late |
| crane | faint | pain | snake | pray |
| napkin | basic | frame | tablet | David |

| 'a' | 'a' | 'a_e' | 'ai' | 'ay' |
|--------|-------|-------|--------|------|
| cat | paper | cake | paid | tray |
| napkin | agent | shame | faint | day |
| tablet | basic | crane | strain | play |
| cap | acorn | race | pain | pray |
| | radar | frame | | |
| | David | snake | | |
| | | late | | |

Name _____

3.2

And Then There Were Two

1. Which kid misspelled the word *penicillin*?

Nate Griffin misspelled penicillin.

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2. Which kid spelled the word *penicillin* without making a mistake?

Gail Day spelled penicillin without making a mistake.

Page 11

3. What did Gail Day win?

Gail Day won a check for five hundred bucks and a prize.

4. What place was Gail Day in the spelling bee? What place was Nate Griffin?

Gail Day came in first place, and Nate Griffin was the runner-up in second place.

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Directions: Have students answer the questions in complete sentences.

Name _____

4.1

Fill in the Blanks

| | | | | |
|--------|-------|--------|-------|-------|
| salad | habit | acorns | April | bacon |
| radish | baker | camel | later | label |

1. There were many acorns on the ground next to the tree.
2. I will do that job at a later time.
3. I asked the waitress to put a radish in my salad for lunch.
4. Did you ever ride a camel?
5. April showers bring May flowers.
6. Biting your nails is a bad habit.
7. The baker made a cake for us.
8. I like to eat bacon and eggs in the morning.
9. Please write your name in the space on the label.

Directions: Have students choose the best word to complete the sentence.

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Name _____

4.2

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

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To: Karen not-so-good spelling The Milk

To: Class



Both



To: Class
The Milk

not-so-
good
spelling

To: Karen

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Name _____

5.3

Sound Spellings

1. Which word on the chart is one of the days of the week?
Sunday
2. Which word on the chart names something you write on?
paper
3. Which two words on the chart are foods?
Possible choices: bacon, date, cake, raisins
4. Can you track down three words that have the suffix *-ing*?
Possible choices: gazing, hating, making, taking, waking, ratings
5. Can you track down two words that sound the same but are not spelled the same way and have a different meaning?
Possible choices: made/maid; plane/plain
6. Which word is the name of a nut that falls from a tree?
acorn
7. Which word on the chart is the thing you step on to stop a car?
brake

Directions: Have students use the chart from Worksheet 5.2 to answer the questions.

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8. Can you track down two words that are names?
Possible choices: James, Gail, May
9. Which word on the chart is something that you can ride in going down the railroad tracks?
train
10. Where is the 'ay' spelling used in words? end
11. Is the 'ai' spelling used at the end of words? no, themiddle
12. Write a sentence using a word from the chart.
Answers may vary.

13. Write a sentence using at least two words from the chart.

Answers may vary.

Answers may vary.

Name _____

6.3

Miss Baker

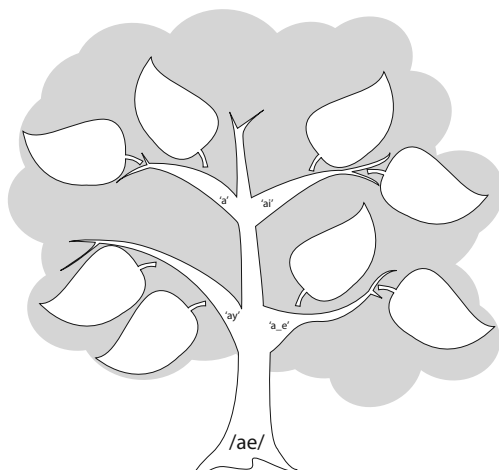


1. What did the kids in Miss Baker's class make?
- A. They made spelling bees.
 - ☒ B. They made spelling trees.
 - C. They made spelling lists.
2. What does the trunk of a spelling tree stand for?
- A. The trunk stands for a word.
 - B. The trunk stands for a spelling.
 - ☒ C. The trunk stands for a sound.
3. Leaves with words of the same spelling go on the same ____.
- A. trunk
 - ☒ B. branch
 - C. list

Directions: Have your child answer the questions, looking back to the story if necessary. Then have your child complete the Spelling Tree on the back of this worksheet.

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4. Add words to the leaves on the different branches of the Spelling Tree.
- Answers may vary.**



Directions: Have your child complete the Spelling Tree.

Name _____

6.4

Yes or No

- | | |
|------------------------------|--------------------------|
| 1. Can a dog shake its tail? | <u>Yes</u> |
| 2. Can a raisin sing? | <u>No</u> |
| 3. Do airplanes eat hay? | <u>No</u> |
| 4. Can you braid your hair? | <u>Answers may vary.</u> |
| 5. Does three make a pair? | <u>No</u> |
| 6. Are acorns from trees? | <u>Yes</u> |
| 7. Do cakes sleep in parks? | <u>No</u> |
| 8. Can you race a horse? | <u>Yes</u> |
| 9. Do you have fingernails? | <u>Answers may vary.</u> |

Directions: Have students answer yes or no to the questions. On the last two lines, have students create their own questions.

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10. Can you make a sad face? Yes
11. Can a rake shake a leg? No
12. Do books have pages? Yes
13. Can a crayon smile? No
14. Is Sunday a day in the weekend? Yes
15. Can you read a tale? Yes
16. Can you use a rake to sweep leaves into a pile? Yes
17. Answers may vary.
18. Answers may vary.

Name _____ **6.5**

Same or Different

| Word 1 | Word 2 | Are the sounds the same? |
|----------|--------|--------------------------|
| train | track | No |
| 1. cap | cape | No |
| 2. wag | wade | No |
| 3. fate | rain | Yes |
| 4. stake | wait | Yes |
| 5. sand | sad | Yes |
| 6. hate | hat | No |
| 7. paid | paper | Yes |
| 8. faint | play | Yes |
| 9. rat | ray | No |

Directions: Have students first circle the spelling for the vowel sound and then read each word. They should write yes if the words have the same vowel sound, and no if they do not.

| Word 1 | Word 2 | Are the sounds the same? |
|-----------|--------|--------------------------|
| 10. shave | faint | Yes |
| 11. pain | pan | No |
| 12. chain | chat | No |
| 13. stay | stain | Yes |
| 14. hay | hat | No |
| 15. plate | pain | Yes |
| 16. flag | flat | Yes |
| 17. fat | fate | No |
| 18. aim | am | No |

Name _____ **7.1**

Spelling Sort

Sort the words by their spellings. Write the words with the /oe/ sound spelled 'oa' under *load*, the words with the /oe/ sound spelled 'oe' under *doe*, and the words with the /oe/ sound spelled 'o_e' under *home*.

| | | | | |
|--------|-------|---------|-------|---------|
| toes | choke | boat | goes | coat |
| hoe | tote | coast | foe | toenail |
| tiptoe | Joe | road | vote | coach |
| poke | doze | loading | float | hope |

/oe/ spelled 'oa'
as in *load*

boat
coast
road
loading
float
coat
coach

/oe/ spelled 'oe'
as in *doe*

toes
hoe
tiptoe
Joe
goes
foe
toenail

/oe/ spelled 'o_e'
as in *home*

poke
choke
tote
doze
vote
hope

Directions: Have students sort the words by sounds and write three sentences using words from the box. After students write each word, they will circle the /oe/ spelling in each word.

1. Answers may vary.
2. Answers may vary.
3. Answers may vary.

Name _____

7.2

1. The baker made a cake at his shop. (3)
2. The boy had a big book. (2)
3. The man was waxing the car at home. (3)
4. Kids ride bikes to the park. (3)
5. The storm made the tree shake. (2)

| person | place | thing |
|--------------|-------------|--------------|
| <u>baker</u> | <u>shop</u> | <u>cake</u> |
| <u>boy</u> | <u>park</u> | <u>book</u> |
| <u>man</u> | <u>home</u> | <u>car</u> |
| <u>Kids</u> | | <u>bikes</u> |
| | | <u>storm</u> |
| | | <u>tree</u> |

* Note: *home, shop, park* could also be "things"

Directions: Have students circle the nouns in each sentence. After circling each noun, have students write the word on the lines below before going to the next noun. Note: the number of nouns in each sentence is written at the end of the sentence.

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Name _____

7.3

Dear Family Member,

The words shown below contain the /oe/ sound (*road, toes, stroke*) and the /o/ sound (*hot, top, etc.*). Have your child read the words and tally how many times the spelling occurs in the boxes below. If you have time, also ask your child to use each word in a complete sentence.



| | | | | |
|-------|--------|---------|-------|-------|
| toast | stroke | shopper | goes | coat |
| road | robber | loan | stone | home |
| foal | soap | toes | toad | oats |
| boat | shot | cot | coal | chomp |
| Rome | Joe | foe | goal | pose |

| | |
|--------------|--|
| 'o_e' (hope) | |
| 'oe' (hoe) | |
| 'oa' (boat) | |
| 'o' (hop) | |

Unit 3 43

Name _____

8.1

Spelling Sort

Sort the words by spelling. Write the words with the /oe/ sound spelled 'o' under *go*, the words with the /oe/ sound spelled 'oa' under *foal*, the words with the /oe/ sound spelled 'oe' under *toe*, and the words with the /oe/ sound spelled 'o_e' under *bone*.

| | | | |
|---------|--------|----------|------|
| bone | go | foal | toe |
| rope | soap | doe | note |
| home | hole | choke | Joe |
| over | focus | donate | coat |
| coal | opened | moment | load |
| provide | robot | floating | mole |

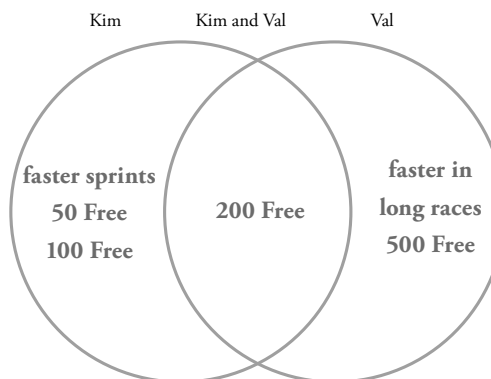
| 'o' | 'oa' | 'oe' | 'o_e' |
|----------------|-----------------|------------|--------------|
| <u>go</u> | <u>foal</u> | <u>toe</u> | <u>bone</u> |
| <u>over</u> | <u>soap</u> | <u>doe</u> | <u>rope</u> |
| <u>focus</u> | <u>coat</u> | <u>Joe</u> | <u>note</u> |
| <u>donate</u> | <u>coal</u> | | <u>home</u> |
| <u>opened</u> | <u>load</u> | | <u>hole</u> |
| <u>moment</u> | <u>floating</u> | | <u>choke</u> |
| <u>provide</u> | | | <u>mole</u> |
| <u>robot</u> | | | |

Unit 3 45

Name _____

8.2

| | | |
|----------------|----------------------|----------|
| 50 Free | 500 Free | 200 Free |
| faster sprints | faster in long races | 100 Free |



Directions: Use the words in the box to fill in the chart.

Unit 3 47

Name _____

8.4

The Swimming Sisters



Directions: Have your child answer the questions after reading the story. Remind him/her to look back at the story to find the answers, and write in complete sentences.

- In what sport do Kim and Val Castro excel?
 - They excel at spelling.
 - They excel at swimming.
 - They excel at running.
- Which sister is faster in sprint races, Kim or Val?
 - Kim is faster than Val.
 - Val is faster than Kim.
- How old is Kim? Kim is sixteen years old.
- How old is Val? Val is fifteen years old.

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- Which sister do you think will win the 200 Free in the big meet? Why?

Answers may vary.

- List six nouns used in "The Swimming Sisters."

Answers may vary.

Unit 3

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Name _____

9.1

Making Words

Directions: Have students combine two of the three syllables to create a word that completes the sentence and write the word on the line provided.

- king po smo
 - One thing that is bad for your lungs is smoking.
 - Beth was reading until Sam started poking her.
- ver o kay
 - The airplane zoomed over our house.
 - I was sick yesterday, but this morning I feel okay.
- ro dents bot
 - The robot made beeping noises.
 - Rats, mice, and voles are all rodents.
- tect gram pro
 - The TV program begins at six o'clock.
 - The firemen will protect us from the fire.
- sol id rap
 - The ice was frozen solid.
 - A plane is faster and more rapid than a bike.

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- My teacher is Po lish.
Pol ish.
- My mom asked me to po lish the desk.
pol ish
- Dan likes to collect mo del cars.
mod el
- Mr. Chang is the gro cer at the corner store.
groc er
- The chairs were made of so lid oak wood.
sol id

Directions: Have students circle the word in each sentence that shows the correct pronunciation according to the manner in which it is divided in syllables.

Unit 3

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Name _____

10.3

Use the chart on Worksheet 10.2 to fill in the blanks.

- Which word means the same thing as a "deer?" doe
- Which word on the chart is stuff you use to get clean when you take a shower? soap
- Write three foods listed on the chart.
oatmeal toast mangoes
- Which words sound the same, but are not spelled the same?
rode road
- Which word means extra large? jumbo
- Which word on the chart names things that are on your feet?
toes
- Which word on the chart names something that is a lot like a frog? toad
- Which word on the chart is a man's name? Joe
- Which word on the chart names a tool farmers use to dig up the ground? hoe

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BONUS:

- Count the words on the chart having the sound /oe/ spelled 'o_e' and write the number here. 12
- Count the words on the chart having the sound /oe/ spelled 'o' and write the number here. 13
- Count the words on the chart having the sound /oe/ spelled 'oa' and write the number here. 12
- Count the words on the chart having the sound /oe/ spelled 'oe' and write the number here. 6

Unit 3 60

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Name _____

11.2

Fill in the Blank

| | | | | | |
|-----------|---------|---------|-----------|--------|-------|
| angel | explain | solar | cockroach | entire | panel |
| yesterday | halo | explode | invite | umpire | |

- The umpire said the batter was out!
- I asked the teacher to explain the math problem.
- If today is Sunday, what day was it yesterday?
- Let's invite Ted and Carl to dinner.
- A cockroach is an insect.
- Mister Smith drank so much cola, he said he felt as if he would explode.
- The solar panel on the roof heats the house.
- There is a halo over the head of the angel.
- Sam ate the entire cake.

Directions: Have students complete the sentence with one of the words from the box.

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Name _____

11.3

Fill in the Blank

| | | | | | |
|-------|----------|----------|-----|-------|--------|
| fried | reptiles | umpire | lie | siren | tie |
| cried | spider | exercise | pie | pilot | decide |

- The airplane pilot said we were going to take off.
- At the game, the umpire said the player was out.
- Please tie a strong knot in the string on the kite.
- A spider has 8 legs and can weave a web.
- I like to eat pie after dinner.
- My Grandpa is scared of reptiles like snakes.
- I cannot tell a lie!
- He fell and cried.
- Did you decide what to wear today?
- We had fried chicken for dinner.
- My dad likes to jog in the morning for exercise.
- A fire truck has a loud siren.

Directions: Have students complete the sentence with one of the words from the box.

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Name _____

11.4

Number the events in the order in which they happened.

4 The swimmers shot off.

6 Val was the winner!

2 A man's booming voice filled the air.

1 Mark got to the pool in time for the 200 Free.

5 Kim was starting to look tired.

3 The man started listing the swimmers.

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Name _____

12.1

Grammar

Directions: Have students rewrite the sentences correctly. Students should draw a box around all common nouns and circle the proper nouns. They should also add the correct punctuation at the end of each sentence, and capitalize the appropriate words.

1. the man has a shop on pike street (4)

The man has a shop on Pike Street.

2. will jan help mom make cupcakes sunday (4)

Will Jan help Mom make cupcakes Sunday?

3. kim will be nine in may (2)

Kim will be nine in May.

4. gail got the mail on fern street (4)

Gail got the mail on Fern Street.

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5. josh took bait on his fishing trip

to drake lake (5)

Josh took bait on his fishing trip to

Drake Lake.

6. did trish let her pal ride on her bike (3)

Did Trish let her pal ride on her bike?

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Name _____

13.2

Sound Spellings

1. Which word on the chart is something you do when you are glad? smile

2. Which two words on the chart means there is no sound? silent quiet

3. Which word on the chart is something that you place in a drink to make it cooler? ice

4. Which word on the chart has two wheels? bike

5. Which word on the chart is a plant that has grapes? vine

6. Which word on the chart is an animal that growls? tiger

7. Which word on the chart is the name of a place you could go to eat lunch or dinner? diner

8. Can you track down three words that end with /ie/? die lie pie and/or tie

Directions: Have students use the chart on Worksheet 13.1 to answer the questions.

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9. Count the words on the chart having the sound /ie/ spelled 'i_e' and write the number here.

17

10. Count the words on the chart having the sound /ie/ spelled 'ie' and write the number here.

4

11. Count the words on the chart having the sound /ie/ spelled 'i' and write the number here.

15

Name _____

13.8

The Big Race



Directions: Have your child answer the questions after reading the story. Remind them to look back at the story to find the answers, and to write in complete sentences.

- Who are Grover and Joan Castro?
 - Grover and Joan Castro are fast swimmers.
 - Grover and Joan Castro are pals of Mark Deeds.
 - Grover and Joan Castro are Kim and Val's parents.
- What makes Grover Castro have a bad case of nerves?
 - He doesn't like to go to swim meets.
 - He ate something that made him sick.
 - He doesn't like it when Kim and Val are in the same race.
- Which swimmer was in Lane 3?
 - Kim was in Lane 3.
 - Val was in Lane 3.
- Which swimmer had a perfect start?
 - Kim had a perfect start.
 - Val had a perfect start.
- Which sister was the fastest swimmer for a hundred yards?
 - Kim was the fastest swimmer for a hundred yards.
 - Val was the fastest swimmer for a hundred yards.

6. Which sister was the winner at the end of the race?

- Kim was the winner.
- Val was the winner.

7. Who did you think would win the race? Why?

Answers may vary.

Name _____

14.1

Grammar

Directions: Have students rewrite the sentences with correct punctuation and capitalization. They should box the common nouns and circle the proper nouns.

- beth and i had to switch places for the game.
Beth and I had to switch places for the game.
- i am making a paper plane, said david
"I am making a paper plane," said David.
- jean said, i hope i am not late for snacks
Jean said, "I hope I am not late for snacks."
- today is monday august 22, 2010
Today is Monday August 22, 2012.
- would you like to go to jones park
Would you like to go to Jones Park?


Directions: Have students label the word as a common or proper noun. If the noun is proper, write the noun on the line using the correct capitalization.

- | | |
|----------------|-------------------------|
| boy | <u>common noun</u> |
| beth | <u>Beth</u> |
| 1. jane | <u>Jane</u> |
| 2. shop | <u>common noun</u> |
| 3. main street | <u>Main Street</u> |
| 4. game | <u>common noun</u> |
| 5. sam | <u>Sam</u> |
| 6. desk | <u>common noun</u> |
| 7. day | <u>common noun</u> |
| 8. mike | <u>Mike</u> |
| 9. coach | <u>common or proper</u> |
| 10. sunday | <u>Sunday</u> |
| 11. october | <u>October</u> |
| 12. park | <u>common noun</u> |

Name _____

14.2

Part I

- | | | |
|------------|--------------------------|---|
| 1. man | <u>Dan</u> |  |
| 2. street | <u>Answers may vary.</u> | |
| 3. teacher | <u>Answers may vary.</u> | |
| 4. town | <u>Answers may vary.</u> | |
| 5. state | <u>Answers may vary.</u> | |
| 6. day | <u>Answers may vary.</u> | |
| 7. boy | <u>Answers may vary.</u> | |
| 8. shop | <u>Answers may vary.</u> | |

Part II

- | | | |
|--------------------------|--------------------------|--------------------------|
| common noun (thing) | common noun (place) | common noun (person) |
| <u>fork</u> | <u>kitchen</u> | <u>man</u> |
| <u>Answers may vary.</u> | <u>Answers may vary.</u> | <u>Answers may vary.</u> |

Directions: Part I: Ask your child to write one proper noun for each common noun. Part II: Ask your child to look around at home and find one for each of the three categories. Part III: Tell your child to look around at home and find a total of five objects or people that are proper nouns.

Part III

Example: Tyler













- Answers may vary.
- Answers may vary.
- Answers may vary.
- Answers may vary.
- Answers may vary.

Name _____

15.2

Plurals

Look at each picture. Write the name of each picture correctly on the line.

- | | | |
|--|---|---|
|  |  |  |
| <u>dishes</u> | <u>pig</u> | <u>benches</u> |
|  |  |  |
| <u>fish</u> | <u>ducks</u> | <u>brushes</u> |
|  |  |  |
| <u>desk</u> | <u>foxes</u> | <u>glasses</u> |
|  |  |  |
| <u>couches or sofas</u> | <u>swing</u> | <u>boxes</u> |

Directions: Have students look at each picture and write the word correctly on the line.

Name _____

15.3

1. playground playtime plaything placemat
2. translate transfer lake later
3. magic matter magnet maintain
4. lard late lap lapping
5. plan pain painter plain
6. tiptoe toenail tipping tipped
7. joshing jeering joking jerking
8. diner dined dimmer dinner
9. swimming smelling smiling smiled
10. slim slimmer slime lime

Directions: Ask students to circle the word pronounced by the teacher.

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11. mayday mayhem maybe may
12. remit remote remain remake
13. silver sail slime silent
14. raise raisin rays razor
15. roach reach wrote road
16. doe do dine dope
17. quilt quoted quill quiet
18. team tired tied timed
19. gripping griped grip gripe
20. Friday fine finish farmer

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Name _____

16.2

Fill In The Blank

Fill in the blank with a word from the box.

| | | | |
|-------|---------|----------|---------|
| cute | huge | confused | refused |
| fumes | compute | accused | mute |

1. There is too much noise. Please put the TV on mute.
2. If there is a gas leak, you will smell fumes.
3. In math class, we learn how to compute.
4. The power went off in the huge storm.
5. I asked to stay up later, but my mom refused and said it was time for bed.
6. I still felt confused even after the teacher explained how to do the worksheet.
7. Pam said my dress was cute.
8. The robber was accused of stealing cash from the bank.

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Name _____

16.3

Write an antonym on the line.

Answers may vary.

1. open close
2. add subtract
3. up down
4. sad happy, glad
5. sour sweet



Write a synonym on the line.

1. enjoy like
2. large big, huge
3. lawn yard
4. quick fast
5. moist wet, damp

Unit 3 101

Name _____

17.1**Fill in the Blank**

Fill in the blank with a word from the box.

| | | | | |
|-----------|---------|-------|----------|-------|
| barbecued | unicorn | argue | argument | using |
| fuel | menu | unit | United | |

1. A unicorn has a horn between its ears.
2. We will be using pens today.
3. Our unit in math is on adding two numbers.
4. I had an argument with my mom about what I would wear today.
5. I don't like to argue with my mom.
6. What is on the menu for lunch today?
7. We are in the United States of America.
8. Dad stopped to get fuel for the car.
9. I like to eat barbecued chicken.

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Name _____

17.2

Directions: For numbers 1-4, have students circle the noun in each sentence. Above each noun, write an "S" if the noun is singular or write a "P" if the noun is plural. For numbers 5-9, write the plural form for each word. Remind students to be sure to look at the ending of the word carefully.

1. That man drives those cars fast. (2 nouns)
2. The boats race at the lake. (2 nouns)
3. My pal got two cute dresses. (2 nouns)
4. Did Beth write the notes? (2 nouns)
5. wish _____ wishes
6. boat _____ boats
7. box _____ boxes
8. sandwich _____ sandwiches
9. boss _____ bosses

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Name _____

17.3**Plurals**

| | | | | | | |
|---------|-------|------|------|-----|------|------|
| -glass- | patch | trip | rash | box | sock | mess |
|---------|-------|------|------|-----|------|------|

| Add -s | Add -es |
|--------|---------|
| trips | glasses |
| socks | patches |
| | rashes |
| | boxes |
| | messes |
| | |
| | |

Directions: Have students read each word in the box. Write the word in its plural form under the correct column.

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Name _____

18.2**Sound Spellings**

Use the chart on Worksheet 18.1 to fill in the blanks.

1. Which spelling for /ue/ is the least common?
'ue'
2. Where does the spelling 'ue' tend to be found in a word?
ending
3. Which word in the chart is the name of a flower?
tulip
4. What word in the chart is a shape that looks like a box or square?
cube
5. What word in the chart is the name of something you would use at a diner to order lunch?
menu

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6. What word on the chart means to cook on a grill outside?
barbecue
7. Pick a word from the chart that can be used as a verb.
Write a sentence that uses that verb.
Answers may vary.
8. Pick a word from the chart that can be used as a noun.
Write a sentence using that noun.
Answers may vary.

Name _____

18.7

Antonyms

Answers may vary.

1. up down
2. over under
3. inside outside
4. open close
5. ask answer
6. whisper shout
7. start stop
8. yes no
9. on off
10. bad good



Directions: Have your child write an antonym beside each word.

Synonyms

Answers may vary.

1. finish complete
2. child kid
3. hope wish
4. jump bounce
5. shout yell
6. moist wet
7. silent quiet
8. toad frog
9. sweet sugary
10. up high

Directions: Have your child write a synonym beside each word.

Name _____

19.1

Use the words for the crossword puzzle.

| | | | | |
|----------|-------|--------|--------|--------|
| paw | claw | August | author | faucet |
| saucepan | Claus | pause | lawn | Autumn |

Side-to-side

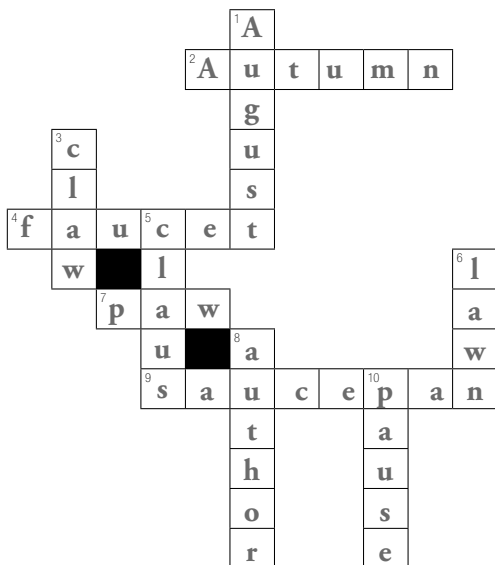
2. Summer, _____, Winter, Spring
4. This is at the sink.
7. The cat's _____ is cut.
9. You cook in this.

Down

1. _____, September, October
3. The tiger's _____ is sharp.
5. Santa _____
6. You cut the grass on the _____.
8. An _____ writes a book.
10. This is a short break.

Name _____

19.2



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Name _____

19.3

Jump!

- What is the setting of "Jump!"?
 - The setting is on a lawn.
 - ☒ The setting is on a playground.
 - The setting is in a graveyard.
 Page 52
- What is the name of the jump rope team?
 - The name of the team is the Jumping Beans.
 - The name of the team is the Joking Stars.
 - ☒ The name of the team is the Jumping Stars.
 Page 52
- What makes jumping rope a sport?
 - The team performs jokes.
 - The team performs plays.
 - ☒ The team performs tricks.
 Page 52
- How fast is the jump rope spinning?
 - The rope does not spin too fast so the team can do tricks.
 - ☒ The rope spins so fast you can hardly see it.
 - The rope spins as fast as a tree falling.
 Page 52

Directions: Have students answer the questions.

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- What is the name of the new trick that Jo made up?
 - ☒ The trick is named the flip.
 - The trick is named the jump.
 - The trick is named the hop.
 Page 55
- How did the team finish last time?

Last time the team finished in seventh place.

 Page 56
- What does the word *nail* mean in this sentence, "We need to get to the point where we *nail* it nine times out of ten."
 - ☒ In this sentence, nail means to get it perfect.
 - In this sentence, nail means to hammer it.
 - In this sentence, nail means to hit it hard.
 Page 57

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Name _____

21.1

Yes or No?

- Can you applaud after a play? yes
- Does an author draw the different parts of a book? yes/no
- Can a dump truck haul rocks? yes
- Could a fisherman tell a tale about a fish he caught? yes
- Could you help a dog with a thorn in his paw? yes
- Has your teacher taught you how to write? yes
- Does the exhaust from a bus smell like peaches? no
- Can you launch a pumpkin? yes

Directions: Have students write yes or no to answer each question.

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9. Do ice cubes make drinks cool? yes
10. Could there be a tiger on your lawn? no
11. Can a faucet drip? yes
12. Could you pause to look at the sunset? yes
13. Is it good to get in an argument with your sister? no
14. Would a mule drink from a straw? no
15. Could a shark bite with the teeth in his jaws? yes

Name _____

21.6



Fill in the Blank

Write a word from the box in the sentence.

| | | | | |
|-------|-------|------|-------|------|
| globe | coach | goal | chose | cone |
| grade | train | name | may | mail |

1. My sister's name is Jane.
2. We have a globe in our classroom.
3. I am in first grade.
4. Mom's shaved ice cone has melted.
5. I chose the dress I wanted to wear today before going to bed.
6. May I have a snack?
7. Place the letter in the mail box.
8. Our team needs a coach.
9. The soccer player made a goal.
10. What time will the train get here?

Name _____

22.1

Grammar

Directions: Have students draw a circle around all of the nouns and draw a squiggly line under the verb in each sentence. The number in parentheses indicates the number of nouns in each sentence.

1. The cars will crash. (1)
2. The desk broke. (1)
3. The firemen wear coats like raincoats. (3)
4. Dad drives us to the playground. (2)
5. Five foxes ran by the road. (2)
6. James shouts for help. (2)
7. Kim skipped down the hill. (2)
8. The class played soccer. (2)
9. The boys drank cola. (2)
10. Sam ate mangoes. (2)
11. The kids jumped rope. (2)

Name _____

23.1

Verbs

Directions: Have students read the words in each row. Draw a squiggly line under the word in each row that is an action verb.

- | | | | |
|-----------------|-------------|----------------|---------|
| 1. street | foxes | <u>pinches</u> | lake |
| 2. blanket | <u>runs</u> | swimmer | road |
| 3. leaf | whale | <u>cleans</u> | number |
| 4. Spain | picnic | <u>digs</u> | unicorn |
| 5. <u>raced</u> | house | artist | bathtub |

Write a sentence using a noun and verb from the list.

1. Answers may vary.
2. Answers may vary.
3. Answers may vary.
4. Answers may vary.
5. Answers may vary.

Name _____

25.1

1. goes gaze go Gus
2. bake brook beach beat
3. sell sauce shawl saw
4. caught cup cue cute
5. taught coat caught daughter
6. wait white wade way
7. best boast boat bones
8. fraud freed fray frame
9. fail fray frail fame
10. hail hill hay heat
11. thaw than teach taught
12. pale pile pilot pills
13. music muse mute mud
14. place pup puppet pupil

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Name _____

25.2**The Splash Artist**

1. Why is Jethro Otter called *The Splash Artist*?
 - A. He can make a big splash.
 - B. He can paint splashes.
 - C. He can target his splashes.
2. Who named Jethro *The Splash Artist*?
 - A. Jethro's mom named him *The Splash Artist*.
 - B. Jethro's sisters named him *The Splash Artist*.
 - C. Jethro's dad named him *The Splash Artist*.
3. What did Jethro's dad do while Jethro was getting on his swim trunks?
 - A. Dad pointed out the pool to Mark Deeds.
 - B. Dad pointed out the house to Mark Deeds.
 - C. Dad pointed out the garden and yard to Mark Deeds.
4. Why were the green peppers wilted?
 - A. The green peppers were wilted because it had been hot.
 - B. The green peppers were wilted because it had been cool.
 - C. The green peppers were wilted because it was winter.

Directions: Read the story and answer the questions.

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5. What advice did Jethro's dad give Mark Deeds?
 - A. "We had better jump in the pool."
 - B. "We had better go to the garden."
 - C. "We had better step back a bit."
6. Who else was in the pool?
 - A. Jethro's mom was in the pool.
 - B. Jethro's dad was in the pool.
 - C. Jethro's sisters were in the pool.
7. What were Jethro's sisters doing?
 - A. Jethro's sisters were sunbathing.
 - B. Jethro's sisters were floating on pool rafts.
 - C. Jethro's sisters were weeding the garden.
8. Which garden bed did Jethro hit?
 - A. Jethro hit the bed with the corn.
 - B. Jethro hit the bed with the green peppers.
 - C. Jethro hit the bed with the lettuce.
9. What is the setting of "The Splash Artist"?
 - A. The setting is Jethro's backyard.
 - B. The setting is the inside of Jethro's house.
 - C. The setting is Jethro's bedroom.

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Name _____

25.3**Grammar**

| | | | |
|---------|-------------------|-----------|-------------------|
| cat | Answers may vary. | boy | Answers may vary. |
| teacher | Answers may vary. | street | Answers may vary. |
| state | Answers may vary. | classmate | Answers may vary. |

Write "noun" or "verb" on the blank:

| | | | |
|---------|------|---------|------|
| desks | noun | eats | verb |
| hotel | noun | chair | noun |
| pinches | verb | knocked | verb |

1. gift caught coat park
2. branch street runs Jane
3. smelled kids wrist road
4. goat south lifted beach
5. sailboat coat folded lamps

Directions: Have students write a proper noun for each common noun. Remind students that proper nouns begin with a capital letter. Then have students read the words in each row and label as a noun or verb. Finally, have students draw a squiggly line under the word that is an action verb.

Unit 3 165

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Directions: Have students circle the correct plural noun for each sentence. Have students write "S" for singular beside each noun that tells about one person, place or thing and write "P" for plural beside each noun that tells about more than one person, place, or thing.

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- Beth cleaned three _____ at the park.
benchez benches benches
 - Mom said, "Did you like the two red _____ I got?"
dress dress dresses
 - We packed our games in lots of _____.
box boxes boxs
 - "Did you clean all the _____ after eating?" asked Tim.
dishes dishes dish
 - We had lots of _____ at home.
giftes gift gifts
- boxes P day S
bench S cows P
raincoat S cats P

Name _____

PP1

Mark the Vowel Spelling

If a square has a word with the letter 'a' sounded /a/, make it red. If a square has a word with the letter 'a' sounded /ae/, make it green.

| | | | | |
|----------------|----------------|--------------|---------------|---------------|
| hayride G | after R | happen R | cape G | mermaid G |
| yesterday G | later G | stamp R | basic G | subway G |
| payment G | acorn G | parents R | major G | fragment R |
| places G | pad R | snail G | mattress R | math R |
| caper G | rainstorm G | packing R | making G | painted G |

Unit 3 167

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Name _____

PP2

Sound Quest

- Last May my dad took me on a trip to Spain.
- We went on a big airplane.
- We rode on trains.
- We saw a jail with chains nailed on the sides.
- We saw lots of paintings and stained glass.
- We saw the home of a saint.
- We went on a hike and got caught in the rain.
- The cupcakes that we had for a snack were awesome!

Directions: Have students circle all of the spelling for the loud sound.

Unit 3 169

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Name _____

PP3

Scramble Sentence Match



- her getting painted. Kay is face

Kay is getting her face painted.



- danger! in mouse grave The is

The mouse is in grave danger!



- playing train. his with is James

James is playing with his train.

Directions: Have students unscramble the words to make a sentence matching the picture.

Unit 3 171

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Name _____

PP5**Mark the Vowel Spellings**

If a square has a word with letter 'o' sounded /o/, make it red. If a square has a word with the letter 'o' sounded /oe/, make it green.

| | | | | |
|------------|--------------|--------------|------------|--------------|
| hotel G | pole G | open G | shop R | soak G |
| oboe G | comment R | moment G | drop R | omit G |
| bonus G | poster G | problem R | lot R | program G |
| opal G | chop R | hippo G | socks R | polo G |
| block R | clock R | oak G | halo G | oath G |

Unit 3 175

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Name _____

PP6**Sound Quest /oe/**

Jo the Inuit, has a home not so far from the North Pole. While her dad hunts, her home is an igloo. It is made from solid ice blocks. You may not think it, but her home is snug inside. Jo's dad keeps a fire going inside the ice home. There is a hole in the roof to let the smoke from the fire escape.

It is freezing at the North Pole. There are lots of frozen slabs of ice. The wind tosses things around as it swoops down from the Pole. If you go to visit Jo, take lots of thick clothing. Take an overcoat and a scarf. Take boots, too. If you don't, you could end up with frozen toes.

| 'o_e' | 'o' | 'oa' | 'oe' |
|--------|----------|----------|------|
| home | Jo | overcoat | toes |
| Pole | so | | |
| hole | going | | |
| smoke | clothing | | |
| frozen | overcoat | | |
| | don't | | |
| | go | | |
| | | | |
| | | | |

Directions: Have students read the story and circle all the spellings for /oe/. Then have them sort the circled words in the chart at the bottom of the page.

Unit 3 177

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Name _____

PP7**Crossword Puzzle**

Use the clues to fill in the crossword.

| | | | | |
|-------|-------|--------|-------|------|
| coat | broke | home | over | open |
| coach | hole | moaned | smoke | soap |

Side-to-side

- When winter is _____, it is spring.
- There is _____ from the fire.
- I need some _____ to clean my hands.
- Is the gate _____?
- There is a _____ in my pocket.

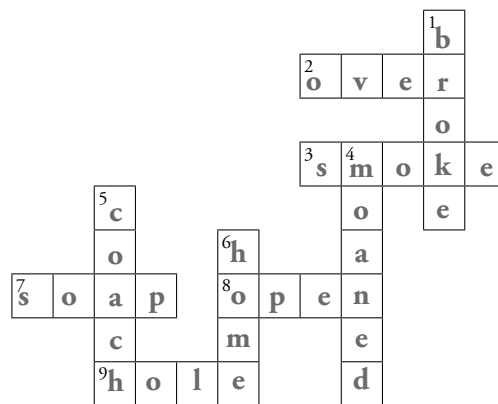
Down

- I _____ mom's vase when I dropped it.
- I _____ because my leg hurt.
- The soccer _____ is Mr. Dave.
- I would like to go _____ after class.

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Name _____

PP8

Unit 3 181

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Name _____

PP9**Yes or No?**

Write "yes" or "no."

1. Can a pig ride a bike? no
2. Do fish stay in a beehive? no
3. Is green slime good on a sandwich? no
4. Can you hit a tent stake into the soil? yes
5. Will a pine tree have pine cones? yes
6. Do you like to win a prize when you play a game?
yes
7. Can a snake smile? no
8. Can a dog tell time? no
9. Would a tiger tie a string to a kite? no
10. Can you read a book inside your classroom?
yes

Unit 3 183

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Name _____

PP10**Sound Quest /ie/**

Directions: Have students read the story and circle all the spellings for /ie/. Then have them sort the circled words on the chart at the bottom of the page.

Last Friday, Mike and his dad visited the zoo in Ohio. Mike was excited at the idea of seeing the tigers, but as soon as he saw them, he became scared. (Mike is only five.) His dad tried to tell Mike that it would be fine, but Mike started weeping. He was scared of the tigers! At last, Mike's dad asked Mike if he'd like to see the hippos instead. Mike nodded and his sobs went away. He was quiet as he and his dad tried to find the hippos. Once they found them, Mike started smiling and chatting with his dad.

| 'i_e' | 'i' | 'ie' |
|---------|---------|-------|
| Mike | Friday | tried |
| excited | Ohio | |
| five | idea | |
| fine | tigers | |
| like | quiet | |
| | smiling | |
| | | |
| | | |
| | | |

Unit 3 185

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Name _____

PP11**Sound Quest /ue/**

Directions: Have students read the story and circle all the spellings for /ue/. Then have them sort the circled words on the chart at the bottom of the page.

Last week, my sister and I argued about whether or not unicorns exist. I tried to tell my sister that unicorns are not real, but she did not listen to me. She said that they are just as real as humans. She said that she's seen one. If you ask me, I think she has confused a horse or a mule with a unicorn. We continued our dispute, but then I realized that arguing with her is useless. I will never be able to get her to understand that unicorns don't exist. Besides, it's sort of cute that she thinks unicorns are real.

| 'u_e' | 'u' | 'ue' |
|----------|---------|-----------|
| confused | unicorn | argued |
| mule | humans | continued |
| dispute | arguing | |
| useless | | |
| cute | | |
| | | |
| | | |
| | | |

Unit 3 187

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Name _____

PP12**Fill in the Blank**

| | | | | |
|----------|--------|--------|------|--------|
| paw | taught | awful | lawn | caught |
| daughter | hawk | faucet | saw | yawn |

1. Miss Smith taught us to add and subtract numbers.
2. I baited the hook, cast the rod, and caught a fish.
3. Karen is her parents' daughter.
4. That was an awful storm.
5. Can you cut the grass on the lawn?
6. The sink faucet in the kitchen is dripping.
7. I saw you yawn, and then I yawned, too.
8. Did you see the hawk chase the mouse?
9. The dog cut his paw.
10. Dad used a saw to cut the wood.

Directions: Have students complete the sentence with one of the words from the box.

Unit 3 189

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Name _____

PP13**Crossword Puzzle**

| | | |
|------|--------|------|
| paw | taught | dawn |
| lawn | caught | yawn |

Side-to-side

- Grass
- She _____ me to ride a bike.
- You do this with your mouth when you are tired.

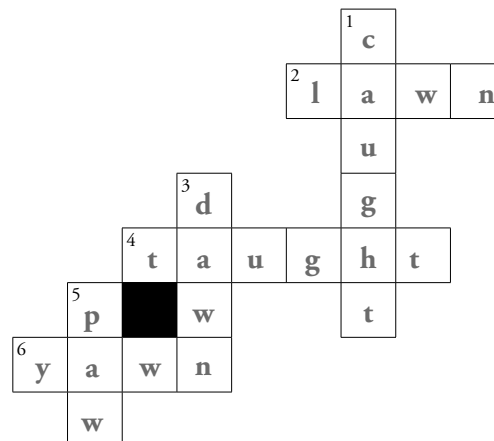
Down

- I _____ a fish.
- This is when the sun rises.
- An animal's foot

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Name _____

PP14

Unit 3 193

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Name _____

PP15**Fill in the Blank**

| | | | |
|--------|----------|----------|---------|
| taught | caught | daughter | applaud |
| sauce | argument | auto | bacon |

- My sister and my mom had an argument over her messed-up room.
- My sister is my mom's daughter.
- I like to eat bacon and eggs.
- We picked tomatoes and made sauce.
- My dad taught me how to tie my laces.
- We will applaud when the singers finish.
- I got caught taking cake from the cake plate.
- Another word for a car is an auto.

Directions: Have students select the best word from the box to complete each sentence.

Unit 3 195

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Name _____

PP16**Yes or No?**

Write "yes" or "no."

- Can a fire make ice cubes? no
- Can rain spill from the clouds? yes
- Is a coat for your legs? no
- Is a lamp a parent? no
- Is red a number? no
- Is ten less than five? no
- Can a stump think? no
- Do boats float? yes
- Do cats have six paws? no
- Can a fish sing? no
- Are boys green? no
- Can a mouse add and subtract? no
- Can an airplane go fast? yes
- Are you in fifth grade? no

Unit 3 197

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Name _____

PP17

Match the Picture

| | | |
|---------|------------|----------|
| owl | railroad | clothing |
| volcano | playground | daughter |



daughter clothing owl



playground railroad volcano

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| | | |
|----------|----------|---------|
| toad | tornado | hoe |
| airplane | bathrobe | mailman |



airplane hoe tornado



toad mailman bathrobe

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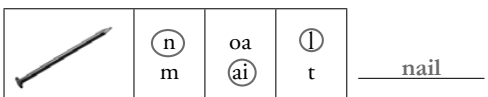
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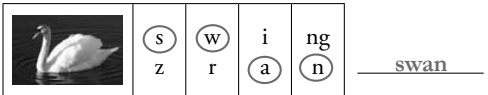
PP18

Circle the Spellings

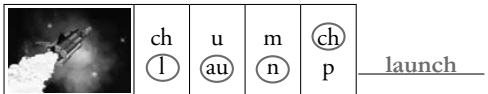
Mark the spellings that make up the names of the things that you see. Write the names on the lines.



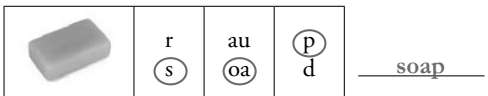
nail



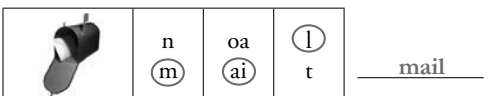
swan



launch



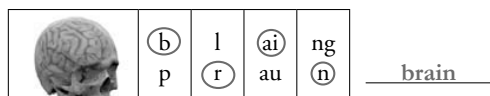
soap



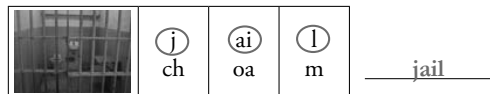
mail

Unit 3 201

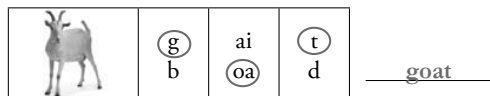
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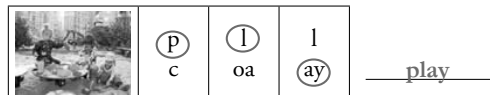
brain



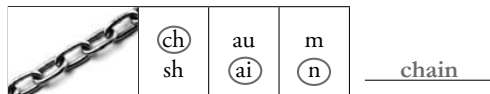
jail



goat



play



chain

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Name _____

PP19

Match the Words

saucer



saucer

hoe



hoe

brain



brain

goat



goat

Unit 3 203

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Name _____

PP20

Spelling Follow-Up Lessons 1–5

Write a word from the box on the line in the sentence.

| | | | | |
|--------|--------|---------|----------|--------|
| sister | letter | expert | born | sports |
| short | mark | started | backyard | |

- I like to play in my backyard.
- My sister, Sue, is in fifth grade.
- Do you like to look at sports on TV?
- I got a letter in the mail!
- I can't wait to get started on my book.
- Are you an expert on cars?
- On your mark; get set; go!
- I was born on August 3.
- He is too short to reach the book on the top shelf.

Unit 3 205

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Name _____

PP21

Spelling Follow-Up Lessons 6–10

Write a word from the box on the line in the sentence.

| | | | | |
|--------|--------|--------|------|-------|
| page | germs | digits | gray | space |
| chance | center | carpet | | |

- What page in the book is the start of "The Spelling Bee"?
- My cat is gray and white.
- We spilled grape drink on the white carpet.
- Use soap to kill germs.
- Miss Smith will teach us to add with two digits.
- The sun is in outer space.
- Is there a chance that you could help me?
- The center of the ham is not cooked.

Unit 3 207

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Name _____

PP22

Spelling Follow-Up Lessons 11–15

Write a word from the box on the line in each sentence.

| | | | |
|---------|----------|---------|----------|
| knotted | knitting | knocked | whipped |
| whined | quitting | quacked | wringing |

- The duck quacked as he went to the lake.
- My sneaker laces are so knotted that even Mom can't fix them!
- He knocked on the closed gate.
- Mom used the mixer as she whipped the icing for the cake.
- My mom is knitting a scarf for me.
- I am not quitting the team just because I made a mistake.
- My sister whined all the way home because she did not get a toy.
- We are wringing out the wet clothes.

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Name _____

PP23

Spelling Follow-Up Lessons 16–20

Write a word from the box on the line in each sentence.

| | | | |
|-------|------|------|--------|
| under | road | open | brave |
| minus | last | toe | robber |

- Three minus one is two.
- The road was closed due to the wreck.
- The stream runs under the bridge.
- The robber took all of the cash.
- At last, we can start.
- I have a brave dog named Princess.
- Is the shop open yet?
- I bumped my foot and stubbed my toe.

Unit 3 211

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Name _____

PP24

Circle the Nouns

- The waiter set down the plates.
- The coat is draped over the chair.
- The cat is sitting in the road.
- A letter is in the mailbox.
- The cup is on the saucer.
- The team ran three miles.
- Eggs and milk can be used to make pancakes.
- The acorn fell from the tree and hit the car.

Directions: Have students circle the nouns in the sentences.

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Unit 3 213

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Name _____

PP27

Find And Fix

David Moe Red Oak Park Sunday
david and mœ are going to red oak park on sunday

Buster Jones Street
with their dog, buster. The park is on jones street. At the

Mister Sparks
park, they will have a picnic with mister sparks. They will

have hot dogs and root beer. After that, the kids will toss a

Buster David Moe
stick for buster to fetch. Then david and mœ will hop on

Raven Street
their bikes and ride back to their home on raven street.

Directions: Have students correct the capitalization errors.

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Name _____

PP28

Sort the Nouns

| Common Noun | Proper Noun |
|-------------|---------------|
| dog | David |
| park | Moe |
| picnic | Red Oak Park |
| hot dogs | Sunday |
| root beer | Buster |
| kids | Jones Street |
| stick | Mister Sparks |
| bikes | Raven Street |
| home | |

Directions: Have students write the common and proper nouns from the previous page on this chart.

Unit 3 221

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Name _____

PP29**Identify Common and Proper Nouns**

1. Jeff is reading a book.
2. I want to get a book named Where the Red Fern Grows.
3. Alex likes that cartoon.
4. The class is going to see Batman.
5. Kate is having dinner at a diner.
6. The men are having subs at Stan's Snack Shop.
7. My best bud is June Lee.
8. Mom can Max and Bob visit the Bronx Zoo with us?
9. Dad slipped and fell on his knees.
10. Fern made a robot in the basement.

Directions: Have students circle the common nouns and draw a box around the proper nouns in each sentence.

Unit 3 223

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Name _____

PP30**Make the Plurals**

1. road roads
2. braid braids
3. folder folders
4. couch couches
5. dish dishes
6. six sixes
7. cake cakes
8. hawk hawks
9. magnet magnets
10. soap soaps

Directions: Have students write the plural form of each word.

Unit 3 225

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Name _____

PP31**Make the Plurals**

1. The fox sat on the ground.
The foxes sat on the ground.
2. Their boss went to the store.
Their bosses went to the store.
3. When did they get the dress?
When did they get the dresses?
4. The men are in the trench.
The men are in the trenches.
5. We broke the dish.
We broke the dishes.
6. Mop up your mess.
Mop up your messes.

Directions: Have students rewrite each sentence to make the underlined word plural.

Unit 3 227

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Name _____

PP32**Make the Plurals**

1. lake lakes
2. tray trays
3. bus buses
4. torch torches
5. dish dishes
6. box boxes
7. match matches
8. plate plates
9. teapot teapots
10. wish wishes

Directions: Have students write the plural form of each word.

Unit 3 229

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Name _____

PP33**Synonyms**

| | | | | |
|-------|---------|--------|---------|-------|
| chant | awesome | flames | costume | fresh |
| like | dirt | leap | street | nut |

1. grand awesome
2. outfit costume
3. enjoy like
4. sing chant
5. acorn nut
6. a fire flames
7. jump leap
8. road street
9. clean fresh
10. soil dirt

Directions: Have students write the synonym from the box on the line beside the word.

Unit 3 231

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Name _____

PP34**Synonyms**

| | | | | |
|------|--------|--------|---------|--------|
| auto | carpet | huge | stretch | bandit |
| torn | blend | silent | hero | minus |

1. car auto
2. subtract minus
3. big huge
4. reach stretch
5. rug carpet
6. outlaw bandit
7. ripped torn
8. mix blend
9. a brave man hero
10. quiet silent

Directions: Have students write the synonym from the box on the line beside the word.

Unit 3 233

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Name _____

PP35**Antonyms**

| | | | | |
|------|--------|-------|-------|-------|
| cool | broken | over | stop | close |
| near | shrink | short | white | glad |

1. under over
2. far near
3. sad glad
4. tall short
5. fixed broken
6. stretch shrink
7. black white
8. go stop
9. open close
10. hot cool

Directions: Have students write the antonym from the box on the line beside the correct word.

Unit 3 235

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Name _____

PP36**Antonyms**

| | | | |
|-------|-------|------|-------|
| attic | under | thin | start |
| add | after | her | moon |

1. before after
2. basement attic
3. subtract add
4. end start
5. his her
6. thick thin
7. over under
8. sun moon

Directions: Have students write the antonym from the box on the line beside the correct word.

Unit 3 237

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Name _____

PP37**Action Verbs**

1. I run to the playground.
2. Rabbits hop in their pens.
3. Frogs croak at dark.
4. The sun shines all day.
5. Snakes slither over rocks.
6. The wind sweeps over the plains.
7. I ate cake.
8. Trees bend under the ice.
9. We sing in the morning.
10. Farmer Jim milks the cows.

Directions: Have students draw a wavy line under the action verb in each sentence.

Unit 3 239

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Name _____

PP38**Nouns and Verbs**

Circle the nouns. Underline the verbs.

| | | |
|----------|----------|---------|
| sister | begged | hay |
| sees | pitching | mom |
| smelled | dog | eat |
| skipping | house | running |
| mouse | shiver | groan |
| taught | teacher | zipper |
| zipping | shining | sneaker |
| geese | boy | chimp |
| tasted | dad | bed |

Unit 3 241

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Name _____

PP39**Grammar**

| | | | |
|-------|----------------|-------|----------------|
| cat | <u>cats</u> | bench | <u>benches</u> |
| fox | <u>foxes</u> | chain | <u>chains</u> |
| class | <u>classes</u> | hand | <u>hands</u> |
| dish | <u>dishes</u> | boat | <u>boats</u> |

1. which park will you visit on sunday
Which park will you visit on Sunday?
2. i like camping in the tent at lake lee, said tim
"I like camping in the tent at Lake Lee," said Tim.
3. can sam and i go with her to see miss harper? asked jack
"Can Sam and I go with her to see Miss Harper?" asked Jack.
4. the trip to the farm was awesome for the class
The trip to the farm was awesome for the class.

Directions: Have students make plural nouns out of the singular nouns. Write the sentences correctly using correct capitalization, end marks, and quotation marks, if needed.

Unit 3 243

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Name _____

PP40**Adding -ed and -ing**

Add -ed or -ing to each word and write it in the blank.

1. Spiders are good at catching (catch) insects in their webs.
2. Insects stick to a spider's web. But when the spider is spinning (spin) the web, it does not stick to it.
3. Spiders use their spinnerets when spinning (spin) a new web.
4. When the insects escaped, they destroyed (destroy) the web.
5. The spider missed (miss) a meal because the insects got away.
6. The spider didn't wait and will have the web fixed (fix) in no time.
7. As soon as the web is fixed (fix), the spider waits to catch more bugs.
8. Spiders are good helpers for gardeners. They spend their days catching (catch) pests.

Unit 3 245

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Name _____

PP45

Letting the Ducks Out

- What do they call rock skipping in the United Kingdom?
In the United Kingdom they call rock skipping "stone skiffing."
- What do they call it in Spain?
In Spain they call rock skipping "making white caps."
- What is the biggest number of skips ever seen?
The biggest number of skips ever seen is 51.
- How did Moe do when he skipped rocks in the United Kingdom?
Moe finished in fifth place in the United Kingdom.
- What is Moe's goal for the next trip?
Moe's goal for the next trip is to be in the top three.
- Do you have goals? What are they?
Answers may vary.

Directions: Have students answer the questions using complete sentences.

Unit 3 255

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Name _____

PP46

How to Skip a Rock

- Moe Keller excels at _____.
A. spelling
☒ B. skipping rocks
C. swimming
- What is a good skipping rock?
A. A good skipping rock is jagged.
B. A good skipping rock is huge and sharp.
☒ C. A good skipping rock is smooth and flat.
- If you want to skip a rock, why do you have to snap your wrist when you let the rock go?
☒ A. You have to snap your wrist to get the rock to spin.
B. You have to snap your wrist to make the rock hot.
C. You have to snap your wrist to get the rock to stop spinning.
- What is a plonk?
A. A plonk is a rock that skips ten times.
☒ B. A plonk is a rock that sinks without skipping.
C. A plonk is a kid who skips rocks.

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

Unit 3 257

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- Have you ever skipped a rock? Are you good at it? Write a story using the "W" questions.

Who? Answers may vary.

What? Answers may vary.

When? Answers may vary.

Where? Answers may vary.

Why? Answers may vary.

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Name _____

PP47

The Math Contest

- Did Mark Deeds solve Problem 1?
Yes, Marks Deeds solved Problem 1.
- How long did it take him?
It took him ten minutes to solve the problem.
- What happened when Mark Deeds looked at Problem 2?
Mark got mixed up and wrote so much his pencil broke.

Directions: Have students read the story and answer the questions using complete sentences.

Unit 3 259

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4. Who is Dr. Chang?

Dr. Chang is the teacher helping to give the state math test.

5. What did Dr. Chang do to make Mark Deeds feel better?

Dr. Chang patted Mark on the back and told him to be proud of himself. She said the test was hard.

6. Do you like math? Why or why not?

Answers may vary.

Name _____

PP48

The Winner

1. Who ended up winning the math contest?

Hans Brucker won the math contest.

2. Where is Hans from?

Hans is from the Netherlands.

3. How well did Hans do on the math test?

Hans aced the test. He only missed six problems out of one hundred.

Directions: Have students read the story and answer the questions using complete sentences.

4. How did Hans excel at math?

Math was Hans's favorite subject. He would check out books and do math problems for fun.

5. Can you explain why Hans likes math so much?

Answers may vary.

Name _____

PP49

Too Much Mail

1. Why was Hans in the paper?

Hans was in the paper because he won the state math contest.

2. Who is sending Hans mail?

Colleges are sending Hans lots of mail.

3. Why are they sending Hans mail?

Colleges are sending Hans mail asking him to take math classes with them.

Directions: Have students read the story and answer the questions using complete sentences.

4. List some colleges that sent Hans mail.

Yale

Penn Stae

Wisconsin

Cornell

5. Why is getting too much mail a good problem to have?

Answers may vary.

6. Do you want to go to college one day? Why or why not?

Answers may vary.

Name _____

PP50

The Art of the Splash

- How long did it take Jethro to get good at splashing?
 - It took him five jumps.
 - It took him five weeks.
 - ☒ It took him five summers.
- Which contest did Jethro win?
 - He won a spelling bee.
 - He won a math contest.
 - ☒ He won a splash contest.
- What was his prize?
 - ☒ His prize was one hundred bucks.
 - His prize was ten bucks.
 - His prize was five hundred bucks.

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

4. Match the kids with the skill at which they excel. (Feel free to look back at the book if you need to.)

| | |
|--------------|----------------|
| Hans Brucker | swimming |
| Jethro Otter | math |
| Kim Castro | splashing |
| Kit Winter | jumping rope |
| Moe Keller | spelling |
| Gail Day | skipping rocks |

5. What is a skill at which you excel?

Answers may vary.

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Unit 3

Teacher Guide

Skills Strand
GRADE 2