

Unit 4

Teacher Guide

Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

GRADE 2



Unit 4

Teacher Guide

Skills Strand
GRADE 2

Core Knowledge Language Arts®



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Table of Contents

Unit 4

Teacher Guide

Alignment Chart for Unit 4	v
Introduction	1
Lesson 1: Spelling Alternatives for /er/: ‘er’, ‘ur’, ‘ir’	8
Lesson 2: Spelling Alternatives for /er/: ‘er’, ‘ur’, ‘ir’	14
Lesson 3: Spelling Alternative for /i/: ‘y’	22
Lesson 4: Tricky Spelling ‘i’; Spelling Alternatives for /ie/: ‘i’ in One-Syllable Words	29
Lesson 5: Spelling Alternative for /ie/: ‘igh’	38
Lesson 6: Spelling Alternative for /ie/: ‘y’; Changing ‘y’ to ‘i’ and Adding –es	47
Lesson 7: Regular and Irregular Plural Nouns	56
Lesson 8: Tricky Spelling ‘o’; Spelling Alternative for /oe/: ‘o’ in One-Syllable Words	61
Lesson 9: Spelling Alternative for /oe/: ‘ow’; Tricky Spelling ‘ow’	70
Lesson 10: Regular and Irregular Singular and Plural Nouns	77
Lesson 11: Tricky Spelling ‘e’; Spelling Alternative for /ee/: ‘e’	83
Lesson 12: Proper Nouns; Introduction to a Persuasive Letter	92
Lesson 13: Proper Nouns; Planning a Persuasive Letter	98
Lesson 14: Introduction of <i>to be</i> as a Verb; Drafting a Persuasive Letter	102
Lesson 15: Drafting a Persuasive Letter	106
Lesson 16: Editing a Persuasive Letter	115
Lesson 17: Tricky Spelling ‘y’; Spelling Alternatives for /ee/: ‘y’, ‘ey’	119
Lesson 18: Changing ‘y’ to ‘i’ and Adding –es	130
Lesson 19: Review of <i>to be</i> Verbs	136
Lesson 20: Grammar Review	141
Lesson 21: Spelling Alternative for /aw/: ‘a’ + ‘l’	145
Lesson 22: Assessment	150
Lessons 23–25: Assessment and Small Group Activities	155
Pausing Point	163
Appendix: Using Chunking To Decode Multi-Syllable Words	177
Teacher Resources	183
Workbook Answer Key	188

Alignment Chart for Unit 4



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 4																											
Reading Standards for Literature: Grade 2																											
Key Ideas and Details																											
STD RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.																										
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.																										
CKLA Goal(s)	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud				✓					✓																	
Integration of Knowledge and Ideas																											
STD RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.																										
CKLA Goal(s)	Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment Chart for Unit 4




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
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Range of Reading and Level of Text Complexity	
STD RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CKLA Goal(s)	Read and understand decodable text of appropriate complexity for Grades 2–3 that incorporates the specific code knowledge taught 
Reading Standards for Informational Text: Grade 2	
Key Ideas and Details	
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)	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 

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/; ‘e_e’, ‘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>	

Lesson

Alignment Chart for Unit 4

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
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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/ (<i>hat</i>), /ae/ (<i>paper</i>), /ə/ (<i>about</i>), or /o/ (<i>water</i>); ‘i’ as /i/ (<i>hit</i>), /ie/ (<i>item</i>), or /ee/ (<i>skit</i>); ‘o’ as /o/ (<i>hop</i>), /oe/ (<i>open</i>), or /u/ (<i>son</i>); ‘e’ as /e/ (<i>pet</i>), /ee/ (<i>me</i>), or /ə/ (<i>debate</i>); ‘u’ as /ue/ (<i>unit</i>) or /u/ (<i>but</i>); ‘y’ as /y/ (<i>yes</i>), /ie/ (<i>try</i>), /i/ (<i>myth</i>), or /ee/ (<i>funny</i>); ‘ir’ (<i>bird</i>), ‘ur’ (<i>hurt</i>), or ‘er’ as /er/ (<i>her</i>); ‘ar’ > /ar/ (<i>car</i>) or /or/ (<i>war</i>); ‘al’ > /ə/ + /l/ (<i>animal</i>) or /aw/ (<i>wall</i>); ‘il’ > /ə/ + /l/ (<i>pencil</i>); ‘ul’ > /ə/ + /l/ (<i>lawful</i>); ‘el’ > /ə/ + /l/ (<i>travel</i>); ‘le’ > /ə/ + /l/ (<i>apple</i>); ‘tion’ > /sh/ + /ə/ + /n/; ‘ph’ > /f/ (<i>phone</i>); ‘ch’ > /k/ (<i>school</i>); ‘al’ > /aw/ (<i>wall</i>)																									
STD RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.																									
CKLA Goal(s)	Read the following tricky words: Unit 4: <i>people, walk, grownup, building, statue</i>																									
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 4

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.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.																										
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)																✓											

Alignment Chart for Unit 4

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
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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)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification																								

Language Standards: Grade 2

Conventions of Standard English

STD L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																								
STD L.2.1a	Use collective nouns (e.g., <i>group</i>).																								
CKLA Goal(s)	Use collective nouns (e.g., <i>group</i>)																								
STD L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).																								
CKLA Goal(s)	Form and use irregular plural nouns orally and in own writing																								
STD L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).																								
CKLA Goal(s)	Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing																								
STD L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.																								
CKLA Goal(s)	Use adjectives appropriately orally and in own writing																								
STD L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																								
STD L.2.2a	Capitalize holidays, product names, and geographic names.																								
CKLA Goal(s)	Capitalize holidays, product names, and geographic names																								

Alignment Chart for Unit 4

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 L.2.2b	Use commas in greetings and closings of letters.																										
CKLA Goal(s)												✓	✓	✓	✓	✓											
STD L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.																										
CKLA Goal(s)	✓		✓		✓											✓											
Knowledge of Language																											
STD L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.																										
STD L.2.3a	Compare formal and informal uses of English.																										
CKLA Goal(s)					✓																						
Vocabulary Acquisition and Use																											
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.

Unit 4 Introduction

Unit 4 is devoted to introducing more spelling alternatives for vowel sounds and three tricky spellings. Remember vowel sounds and their spellings are the most challenging part of the English writing system. Only two vowel sounds are almost always spelled just one way (/a/ and /ar/). The other 16 vowel sounds have at least one significant spelling alternative. Several of them have many spelling alternatives.

Many opportunities are provided in this unit for review of the spelling alternatives. The specific sounds and spellings introduced for the first time in this unit are:

- /er/ spelled ‘er’ (*her*), ‘ur’ (*hurt*), ‘ir’ (*bird*)
- /i/ spelled ‘y’ (*myth*)
- /ie/ spelled ‘y’ (*try*), ‘igh’ (*night*)
- /oe/ spelled ‘ow’ (*snow*)
- /ee/ spelled ‘e’ (*me*), ‘y’ (*funny*), ‘ey’ (*key*)
- /aw/ spelled ‘al’ (*wall*)

Unit Overview

Week One				
Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Introduce Spelling Words (10 min.)	Common and Proper Nouns (5 min.)	Singular and Plural Nouns (10 min.)	Action Verbs (5 min.)	Student Spelling Assessment (15 min.)
Board Sort (10 min.)	Today’s Focus Spellings (20 min.)	Board Sort (20 min.)	Today’s Focus Spellings (20 min.)	Today’s Focus Spellings (10 min.)
Spelling Tree (10 min.)	R-Controlled Vowels: Yes (Same) or No (Different)? (10 min.)	Practice: Yes (Same) or No (Different)? (15 min.)	Practice (10 min.)	Practice: Synonyms and Antonyms (15 min.)
/er/ Review: Yes or No? (20 min.)	Whole Group: “Morning” (25 min.)	Partner Reading: “Brooklyn” (15 min.)	Close Reading: “Drummer’s Grove” (25 min.)	Partner Reading: “Dwight’s Lights” (20 min.)
Tricky Word Game (10 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 (10 min.)	Singular and Plural Nouns (20 min.)	Action Verbs (5 min.)	Nouns and Action Verbs (10 min.)	Student Spelling Assessment (15 min.)
Spelling Tree (15 min.)	Whole Group: “The Corner Market” (20 min.)	Today’s Focus Spellings (25 min.)	Today’s Focus Spellings (15 min.)	Regular and Irregular Singular and Plural Nouns (25 min.)
Wiggle Break (5 min.)	Remediation and Enrichment (20 min.)	Fill in the Blank (10 min.)	The ‘ow’ Spelling for /oe/ (15 min.)	Partner Reading: “The Subway” (20 min.)
Fill in the Blank (15 min.)		Close Reading: “The Diner” (20 min.)	Whole Group: “The Subway” (20 min.)	
Partner Reading: “The Gym” (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 (10 min.)	More Proper Nouns (20 min.)	More Proper Nouns (20 min.)	Recognize <i>To Be</i> as a Verb (20 min.)	Student Spelling Assessment (15 min.)
Review of the /ee/ sound and Its Spellings (15 min.)	Introduction to Persuasive Writing (40 min.)	Plan and Draft a Persuasive Letter (40 min.)	Planning and Drafting (40 min.)	Planning and Drafting (25 min.)
Tricky Spelling ‘e’ (20 min.)				Close Reading: “The Daydream” (20 min.)
Whole Group: “Wall Street” (15 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 (10 min.)	Oral Discrimination (10 min.)	Word Sort (10 min.)	Review Action Verbs (10 min.)	Student Spelling Assessment (15 min.)
Partner Reading: “The Florist” (25 min.)	Tricky Spelling ‘y’ (15 min.)	Board Work (15 min.)	Present and Past Tense of <i>To Be</i> (30 min.)	Review and Practice (25 min.)
Editing a Persuasive Letter and/or Small Group Review (25 min.)	Practice: Fill in the Blank (15 min.)	Wiggle Cards (5 min.)	Small Group and Partner Reading: “The Grocery” (20 min.)	Small Group: Remediation and Enrichment (20 min.)
	Close Reading: “The Bakery” (20 min.)	Changing ‘y’ to ‘i’ and Adding –es (15 min.)		
		Small Group and Partner Reading: “Keeping It Up” (15 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)
Flip Book Review (10 min.)	Reading Comprehension (30 min.)	Oral Reading Fluency (5 minutes per student)	Oral Reading Fluency (5 minutes per student)	Oral Reading Fluency (5 minutes per student)
Spellings for /aw/ (20 min.)	Wiggle Cards (5 min.)	Whole Group: Word Identification and Decoding (15 min.)	Activities per Teacher Choice (45 min.)	Activities per Teacher Choice (45 min.)
Spellings for /aw/: Fill in the Blank (10 min.)	Grammar Assessment: "Which is Right?" (25 min.)	Teacher Choice Activities (45 min.)		
Whole Group: "Inventory" (20 min.)				
60 min.	60 min.	60 min.	60 min.	60 min.

Tricky Spellings

Some of the spellings introduced in this unit represent multiple sounds. For example, the spelling 'y' is introduced as a spelling alternative for the /i/ sound. Also, 'y' is a spelling alternative for the /ie/ sound, and a spelling alternative for the /ee/ sound. In addition, students already know 'y' is the basic code spelling for the /y/ sound. We can say this spelling is shared between /i/, /ie/, /ee/, and /y/. Or we can say it is ambiguous because it can stand for either /i/, /ie/, /ee/, or /y/. Because this spelling can stand for more than one sound, it is called a tricky spelling. Tricky spellings often pose a problem for the reader. When a reader comes across an unfamiliar word containing the 'y' spelling, he or she may need to try pronouncing the tricky spelling different ways to determine the actual pronunciation of the word.

The following tricky spellings are taught in this unit:

- 'e' can be pronounced /e/ (*pet*) or /ee/ (*me*)
- 'i' can be pronounced /i/ (*it*) or /ie/ (*biting*)
- 'y' can be pronounced /ee/ (*funny*), /i/ (*myth*), /ie/ (*try*), or /y/ (*yes*)

Tricky Words

Tricky Words are introduced in this unit on an as-needed basis.

The following Tricky Words are introduced in stories in the Reader. They should be pre-taught during the lessons before the stories are read.

- Lesson 3: *people, walk, grownup*
- Lesson 16: *building*
- Pausing Point: *statue*

Note: In the Reader, the story "Battery Park" is designated as a supplemental story for use during the Pausing Point. If you use this story, you should pre-teach the word *statue* as a Tricky Word.

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

As you introduce new spelling patterns, you will notice some words previously introduced as Tricky Words can be seen as part of spelling patterns. For example, once you have taught ‘e’ as a spelling alternative for /ee/, the words *he*, *she*, *we*, *be*, and *me* no longer need to be treated as Tricky Words. They can be described as members of a larger spelling pattern that includes words like *prefix* and *repeat*. At this point these words should be removed from the Tricky Word wall, if you have one. You may wish to place a green border around the yellow word cards and move the card to the decodable word wall. Alternately, you may wish to rewrite the word onto a green card and place it on the decodable word wall. This is an excellent opportunity to demonstrate, visually, to students their growing knowledge of sound spellings.

Multi-Syllable Words and Chunking

Once again we have included the Appendix: Using Chunking to Decode Multi-Syllable Words at the end of this Teacher Guide. We have provided the syllable division in this Teacher Guide when appropriate. Please feel free to use this as a resource when working with students who have not mastered the ability to chunk words into syllables for decoding.

Reader

The Reader for this unit is *The Job Hunt*. This fictional Reader describes a 19-year-old girl’s search for a job in New York City with the help of her younger brother. The Introduction contains information about New York City, including a map.

Grammar

The grammar strand for Unit 4 reviews singular and regular plural nouns, as well as common and proper nouns. In addition, the formation of irregular plurals is introduced, as is the use of titles, such as *Mr.*, *Mrs.*, *Ms.*, and *Miss*, as a part of proper nouns. Students will continue their work with verbs, reviewing action verbs, learning about *to be* verbs, and working with verb tenses. Synonyms, antonyms, contractions, and quotations are also reviewed.

Writing

The writing strand continues with students learning about persuasive communication, specifically how to incorporate persuasive writing as part of a friendly letter.

Spelling

At this point, students have learned one way to write every sound in English except for the very rare /zh/ as in *treasure*. They also know a number of spelling alternatives for both vowel and consonant sounds. They should 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. First, students need to be introduced to the spelling alternatives and learn to decode them while reading. Then, after many exposures to the spellings in written words, students will begin to write the correct spelling independently. 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 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.

While spelling mastery is developing, you should continue to accept plausible spelling in drafts, though you can also encourage correct spelling in revisions, particularly when the word is made up of spellings students have been taught.

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 website: <http://www.achievethecore.org>.

Additionally, you will note wherever these lessons occur, (Lessons 4, 8, 15, and 17 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 in this unit, the rigor has increased. The Close Reading Lessons occur 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.

Assessment Opportunities

Weekly spelling assessments continue in Unit 4. 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 strive to hear every student read aloud at least once or twice a week.

A Student Performance Task Assessment occurs in Lessons 23–25. The assessment components are the Oral Reading Fluency Assessment, and Word Identification and Decoding Skills Assessment. The Oral Reading Fluency Assessment is administered one-on-one with students while the Word Identification and Decoding Skills Assessment component is administered to the entire class at once. 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 4 includes a Pausing Point. Although these activities can be used at the end of Unit 4, you do not have to wait until you have completed the unit to use this section. These 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 this 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)

Records

Included for the first time in Unit 4 is a reading log for your students. It can be found in the Teacher Resources section of this Teacher Guide. At this point, we highly recommended students read independently at home for 20 minutes each night. You may choose to have students keep a log of what they read at home, and/or of what they read independently in class.

In addition, another Anecdotal Reading Record is provided. Please remember it is important to hear each student read at least twice a week, and this record is helpful in tracking students’ progress. Finally, you may have students keep samples of their writing, particularly from Lessons 12–16 of this unit, in their writing portfolios. The writing portfolios are not only a helpful way of organizing work, but also a nice way to capture students’ growth throughout the year.

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-U4>. 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.

- ✓ Consult the Individual Code Chart to check spelling (L.2.2e)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Warm-Up	Introduce Spelling Words	Worksheet 1.1	10
Today's Spelling	Board Sort	Individual Code Chart; Vowel Code Flip Book; Spelling Cards for 'ur' > /er/ (<i>hurt</i>), 'ir' > /er/ (<i>bird</i>); blue markers; tape	10
	Spelling Tree	Spelling Tree templates; brown, green, and yellow paper; scissors; marker; tape	10
Practice	/er/ Review: Yes or No?	Worksheet 1.2	20
Review	Tricky Word Game	prepared index cards	10
Take-Home Material	Family Letter and Spelling Words	Worksheet 1.1	*

Advance Preparation

Today you will review the 'er' spelling for the /er/ sound, as well as introduce the 'ur' and 'ir' spellings for the /er/ sound. You will need to prepare a Spelling Tree for /er/. The tree should have four branches labeled 'er', 'ir', 'ur', and odd ducks. Write the following words on leaves for the Spelling Tree: *clerk, fern, verb, first, shirt, birth, bird, girl, fur, hurt, church*.

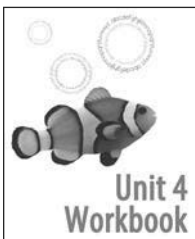
Additionally, you will need to prepare the word cards listed in the following box for the Tricky Word baseball game. You may already have these words written on cards or you may wish to remove them from your Tricky Word wall for this game.

1. and	15. from	29. no	43. to
2. a	16. have	30. not	44. us
3. are	17. here	31. one	45. was
4. am	18. is	32. once	46. we
5. all	19. it	33. off	47. word
6. at	20. if	34. pull	48. what
7. an	21. I	35. said	49. why
8. ball	22. in	36. says	50. were
9. by	23. keep	37. see	51. when
10. but	24. let	38. so	52. which
11. best	25. look	39. tall	53. who
12. call	26. mall	40. tell	54. yes
13. can	27. my	41. the	55. you
14. do	28. must	42. there	56. your

Warm-Up

10 minutes

Introduce Spelling Words



Worksheet 1.1

- Tell students the spelling words for the week are spelling alternative words. A spelling alternative is when a sound can be spelled more than one way.
- Say the sound /aw/ as in *paw*. Ask students if they can think of two ways to spell the sound /aw/. If students are unable to remember the spellings for /aw/, have them use the Individual Code Chart to find the answer.
- Write 'aw' and 'au' on the board.
- Underneath 'aw', write the spelling words with this spelling, one word at a time, saying the word aloud. Do the same for the words with the 'au' spelling.
- Say the sound /oi/ as in *oil*. Ask students if they can think of two ways to spell the sound /oi/. If students need help with the spellings for /oi/, remind them to use the Individual Code Chart to find the answer.
- Write 'oi' and 'oy' on the board.
- Underneath 'oi', write the spelling words with this spelling, one word at a time, saying the word aloud. Do the same for the words with the 'oy' spelling.
- Repeat this procedure for the last three words containing the /oo/ sound as in *soon*.
- Point out to students they have 15 words this week and no Tricky Word.
- The spelling words for this week are as follows.

1. **'aw' as /aw/:** hawk, yawn, crawl
2. **'au' as /aw/:** vault, haunted, causes
3. **'oi' as /oi/:** oil, spoiled, coin
4. **'oy' as /oi/:** cowboy, enjoy, destroy
5. **/oo/:** moon, spool, cartoon

- Have students take home Worksheet 1.1 to share with a family member.

Today's Spelling

20 minutes

Board Sort

10 minutes

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

Vowel Code Flip Book

1. 'ur' > /er/ (*hurt*) Vowel Code Flip Book page 18
2. 'ir' > /er/ (*bird*) Vowel Code Flip Book page 18

- Tell students as in Unit 3, Unit 4 focuses on vowel sounds. They will learn many new vowel sounds and spellings.
- Tell students they will first begin by reviewing the spelling 'er' for /er/. Remind students, the letter 'r' is a spelling for a consonant sound, but the sound /r/ can mingle with certain vowel sounds, creating unique vowel sounds like /er/. We know /er/ is a vowel sound because adding it to the end of a word adds a syllable: *steep* > *steeper*.
- Write the following words on the board and ask students to read them: *fern*, *wes* | *tern*, *per* | *fect*, *in* | *ter* | *rupt*.
- Tell students today they will focus on two other spellings for the /er/ sound: 'ir' and 'ur'.
- Write the following columns on the board: 'er', 'ur', and 'ir', and explain the /er/ sound can be spelled by any of these letter combinations. Ask students to share at least eight to ten words containing the /er/ sound. Write the words on the board in the appropriate column and circle the letter combination used to spell /er/ in each word.

Note: The Syllable divisions provided here are for your quick reference if students experience difficulty in decoding the syllables. We have included the Appendix *Using Chunking to Decode Multi-syllable Words* once again in this Teacher Guide.

- Below are some examples of words students may provide. Each column represents the major spellings taught in Unit 4. To acknowledge students who correctly provide a word with the /er/ sound, but with a particular spelling not being taught, create a column for odd ducks and list words there. Do not create and list words in the odd ducks column unless students happen to suggest these words.

/er/			
‘er’	‘ur’	‘ir’	odd ducks
sis ter	fur	bird	doll ar
num ber	hurt	stir	sail or
nerve	turn	birth	
	curve	thirst	
	burn	shirt	

- Turn to **Vowel Code Flip Book page 18** and put the Spelling Card(s) ‘ir’ and ‘ur’ on the appropriate space(s). Discuss the power bar for each of the spellings for the /er/ sound.
- Today’s letter-sound correspondences can be found on the following page of the Individual Code Chart.

Individual Code Chart

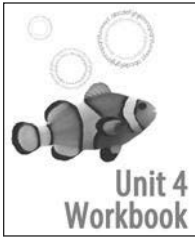
1. ‘ur’ > /er/ (*hurt*) Individual Code Chart page 10
2. ‘ir’ > /er/ (*bird*) Individual Code Chart page 10

- Distribute the blue markers. Have students turn to **Individual Code Chart page 10**. Guide students in outlining the appropriate cards on the chart, as well as the spellings.

Spelling Tree

10 minutes

- Shuffle the leaves you have prepared in advance with the /er/ sound.
- Hold up one of the leaves and ask students to read the word aloud. Ask a student to identify the branch where the leaf should be placed, and ask the student to tape the leaf to the appropriate branch.
- Tell students to look at the Individual Code Chart. Ask students which of the three spellings, ‘er’, ‘ir’, or ‘ur’, has the longest power bar (‘er’). Explain that ‘er’ is used as a spelling for /er/ in more words than ‘ur’ and ‘ir’.

/er/ Review: Yes or No?

Worksheet 1.2

- Ask students to turn to Worksheet 1.2 in their Workbooks.
- Complete this worksheet together as a class.

Tricky Word Game

- Today you will review the Tricky Word *all*. Write the word *all* on the board and read the word.
- Do a simple chain with students.

1. all > call > fall > ball > tall > wall > mall > small > stall

- Today you will review high-frequency and Tricky Words with a baseball game. Remind students being able to quickly decode words can help them become fluent readers.
- Use the cards you prepared in advance for this activity.
- Draw a baseball diamond on the board.
- Divide the class into two teams. You may consider having one team at a time come to the front of the room and line up in front of the board. Alternately, 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 stack 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 the word is read correctly, draw a line from first to second base. Play continues this way. 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 a 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. The more turns players have to read words, the more likely their team is to score runs.

1. and	15. from	29. no	43. to
2. a	16. have	30. not	44. us
3. are	17. here	31. one	45. was
4. am	18. is	32. once	46. we
5. all	19. it	33. off	47. word
6. at	20. if	34. pull	48. what
7. an	21. I	35. said	49. why
8. ball	22. in	36. says	50. were
9. by	23. keep	37. see	51. when
10. but	24. let	38. so	52. which
11. best	25. look	39. tall	53. who
12. call	26. mall	40. tell	54. yes
13. can	27. my	41. the	55. you
14. do	28. must	42. there	56. your

Take-Home Material

Family Letter and Spelling Words

- Remind students to take home Worksheet 1.1 and to practice their spelling words each night for five to 10 minutes.

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average 693–841 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 700–847 of those words would be completely decodable.
- Letters 'ir' often stand for /er/; however, they can also stand for other sounds and combinations, including /ie/ + /r/ (*hiring*), /i/ + /r/ (*spirit*), and /ae/ + /r/ (*fair*).
- The letters 'ur' often stand for /er/; however, they can also stand for other sounds and combinations, including /y/ + /er/ (*curious*), /ue/ + /r/ (*uranium*), and /or/ (*four*).
- Students who can decode 'ir' and 'ur' will probably also be able to decode the rare spellings 'irr' (*squirrel*) and 'urr' (*hurry*); those spellings are not explicitly taught in this program.

Lesson 2

✓ 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)
- ✓ 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 fiction text read independently (RL.2.1)
- ✓ Use information gained from the illustrations and words in “Morning” to demonstrate understanding of its characters, setting, or plot (RL.2.7)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Common and Proper Nouns		5
The /er/ Sound and Its Spellings	Today’s Focus Spellings	previously prepared Spelling Tree leaves; Spelling Trees for /er/, /ae/, /a/, /ie/, /i/, /ue/, /u/, /oe/, /ee/, /e/, /aw/, /ow/	20
Practice	R-Controlled Vowels: Yes (Same) or No (Different)?	Worksheet 2.1	10
Reading Time	Whole Group: “Morning”	<i>The Job Hunt</i>	25
Take-Home Material	Mixed Review R-Controlled Vowels	Worksheet 2.2	*

Advance Preparation

You will need to prepare the following leaves for placement on many different Spelling Trees during this lesson:

- | | |
|---------------------------------------|---|
| 1. burnt | 9. surr ound (2 leaves) |
| 2. firm | 10. ham bur ger (3 leaves) |
| 3. bunch | 11. ten der loin (3 leaves) |
| 4. flirt | 12. thir teen (2 leaves) |
| 5. tu lip (2 leaves) | 13. as pir in (3 leaves) |
| 6. hi ber nate (3 leaves) | 14. en ter tain (3 leaves) |
| 7. un der shirt (3 leaves) | Bonus: ther mom et er (4 leaves) |
| 8. au to (2 leaves) | |

Please note the syllable divisions are for your use only. Please do not write the words on the leaf divided into syllables. As in previous units, you may wish to refer to the Appendix for additional information about dividing the words into syllables and chunking the syllables to blend and read words. (Appendix: Using Chunking to Decode Multi-syllable Words)

Words written on more than one leaf will be placed on multiple Spelling Tree branches.

Also make sure all Spelling Trees for the following sounds are visible or accessible for this lesson: /er/, /ae/, /a/, /ie/, /i/, /ue/, /u/, /oe/, /ee/, /e/, /aw/, /ow/.

To save time, you may also want to write the list of /er/ words on the board prior to the lesson. Create three columns, 'er', 'ur', and 'ir', and write the following words on the board:

'er'	'ur'	'ir'
clerk	hurt	bird
verb	fur	fir
fern	curb	first
ser vant	sun burn	stirr up
patt ern	mur der	black bird
mod ern	dis turb	squirr el
in ter est	surr en der	

Again, the syllable divisions in the table above are for your quick reference only.

Common and Proper Nouns

- Remind students that a noun names a person, place, or thing. A proper noun names a specific or particular person, place, or thing and is written with a capital letter. A common noun does not name a specific person, place, or thing and is not written with a capital letter.
- Tell students you are going to play a game. You will call out a word, and if it is a common noun they will raise one finger; if it is a proper noun, they will raise two fingers. Call out the following words.

- | | |
|----------------------------|--------------------------------------|
| 1. man (common) | 7. Yellowstone Park (proper) |
| 2. kid (common) | 8. Lakeside Shopping Center (proper) |
| 3. state (common) | 9. New York (proper) |
| 4. Yankee Stadium (proper) | 10. Ken Davidson (proper) |
| 5. park (common) | |
| 6. mall (common) | |

- If there is time, have a student give you an example of a common noun and another student give an example of a proper noun. For example, a student might say *town*. Then call on another student who will give an example of a town, such as *Charlottesville*.

The /er/ Sound and Its Spellings

Today's Focus Spellings

- Review the different spellings of /er/ taught in a previous lesson.
- Working column by column, point to a word from the words you wrote on the board ahead of time, circle the r-controlled spelling, and ask students to read the word. Continue until all words have been read aloud.

'er'	'ur'	'ir'
clerk	hurt	bird
verb	fur	fir
fern	curb	first
ser vant	sun burn	stirr rup
patt ern	mur der	black bird
mod ern	dis turb	squirr el
in ter est	surr en der	

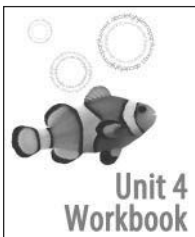
- Tell students you are going to practice more words with r-controlled vowels, but this time they will be intermingled with many other spellings learned earlier this year.

- Shuffle the leaves you have prepared with the mixed spellings. Show one leaf at a time and guide the class as a whole in decoding and reading each word, syllable by syllable if it is a multi-syllable word.
- Make sure all Spelling Trees are visible. Distribute the leaves to individuals, pairs, or trios, depending on the number of leaves there are per word. Tell students if a word has only one syllable, only one student will have a leaf for the word; if a word has two syllables, a pair of students will have leaves with the same word; if a word has three syllables, a trio of students will have leaves with the same word.
- For one-syllable words, ask individual students to circle the letters representing the vowel spelling in their word, identify the correct Spelling Tree, and then tape their leaf to the correct branch.
- For two- and three-syllable words, ask students to work with others who have the same word. Each student should circle the letters that spell a vowel sound in a single syllable, working on a different syllable than others with the same word. When they finish, they should each take their leaves to the appropriate Spelling Trees and tape them to the correct branches.

Practice

10 minutes

R-Controlled Vowels: Yes (Same) or No (Different)?



Worksheet 2.1

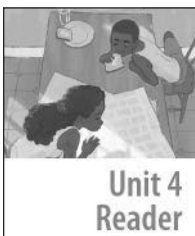
- Have students turn to Worksheet 2.1. Complete the first several items as a class, asking students to read the word pairs aloud and decide whether the medial vowel sounds in each word of the pair are the same or different. Remind students to focus on vowel sounds, not spellings.
- If most students appear to understand the content, have students complete the remainder of the worksheet independently. If not, continue to provide guided practice.

Reading Time

25 minutes

Whole Group: "Morning"

Introducing the Reader



"Morning"

- Distribute the Reader *The Job Hunt*. Tell students to look at the front cover illustration. Ask them what they think the girl is looking at on the table (a newspaper). Ask students to turn to a partner and share their thoughts about what the girl is reading in the newspaper and what this Reader will be about. Ask a few students to share their predictions.
- Tell students this Reader is about a girl named Kim who is trying to find a summer job. The picture on the front of the Reader shows Kim reading ads in the Job Openings section of the newspaper. The Job Openings section is where businesses advertise jobs for which they need to hire employees.

- Tell students Kim lives in Brooklyn, a borough or specific part, of New York City. As students read the stories in this Reader, they will follow Kim’s adventures as she travels all over New York City hunting for a summer job, accompanied by her younger brother, Kurt.
- Direct students to the page after the Table of Contents of the Reader. Point out that this is an actual map of the subway routes in New York City. Show students the compass rose, point out the lines showing the subway routes. Explain to students subways, or rapid transit systems, as public transportation are typically found in large cities. Trains usually run underground in tunnels, although sometimes the trains run above ground on elevated platforms. Discuss why subway trains might be a more rapid form of transportation in large cities than cars or buses (too many cars and buses, traffic jams, etc.).
- Also point out and name the different boroughs of New York City. Explain each borough is a neighborhood or specific part of New York City. There are five boroughs in New York City: Manhattan, Brooklyn, Queens, the Bronx, and Staten Island.
- Ask students if they remember other CKLA Readers and/or stories where they have learned about other brothers and sisters. (Mike and Ann in *Bedtime Tales*; Val and Kim in *Kids Excel*; Les and Pat Pinker in *Kids Excel*; Jethro and his two sisters in *Kids Excel*)

Introducing the Story

- Ask students to turn to the Table of Contents and tell you the title of the first story. (“Morning”) Point out a few of the other titles, such as “The Corner Market” and “The Diner.” Discuss this question with students: “This Reader is about Kim hunting for a job, what hints or clues do the titles provide about each story?” (Kim will go to the corner market, the diner, and other businesses to look for jobs.)

Previewing the Spellings

- Preview the following spellings before reading today’s story.

‘er’	‘ir’	‘ur’	Other multi-syllable words
Gun ter	shirt	Kurt	coll ege
butt er	first	burst	nine teen
summ er			o pen ing
pa per			ex plained
sis ter			sub way

Previewing the Vocabulary

- Preview the following vocabulary before reading the story.

1. **college**—a school of higher learning people may attend after finishing high school
2. **wail**—to cry out
3. **slacks**—a pair of long pants
4. **fare card**—a card used to pay for riding public transportation, such as a subway or a bus
5. **cash**—money

- In addition, you should pre-teach the abbreviation *Mrs.* Write *Mrs.* on the board and explain the word is a title used before a married woman’s last name. For example, with the name *Mrs. Gunter*, *Gunter* is the woman’s last name. Students will be studying these types of titles in more depth in grammar lessons later in the unit.

Purpose for Reading

- Tell students to read the story to find out why Kim wants to get a summer job.

Reading Supports

- Tell students that unlike the stories in *Kids Excel* in which there was a specific narrator, Mark Deeds, who told each story, the stories in *The Job Hunt* do not have an identified narrator. Also point out there are no captions to the illustrations in this story.
- When a speaker is not directly noted after quotation marks (such as on **page 4**), ask students to identify the speaker.
- Kurt imagines how much fun it would be to ride bikes with Kim. This is shown in the illustration on **page 7**. (Tell students the picture is what Kurt is imagining, not what is actually taking place.)
- On **page 12**, explain to students that “keep your chin up” means to not become discouraged.
- On **page 13**, point out the illustration with the long hallway and three doors which provides a clue as to the type of building in which Kim and Kurt live. Ask students to identify whether Kim and Kurt live in a house or an apartment building and explain why. Ask students to provide a caption for the picture. (possible answers should involve Kim and Kurt heading off for the job hunt)

Wrap-Up

- Use the following questions to guide your discussion about the story “Morning.” Remember to encourage students to answer in complete sentences, and refer back to the story if they cannot recall the answer.

Discussion Questions on “Morning”

1. *Literal* Who is older, Kim or Kurt? (Kim is older.) How do you know? (Kim is nineteen and Kurt is seven.) Where has Kim been before summer time? (Kim has been attending college.)
2. *Literal* Why does Kim want to get a summer job? (She wants to earn money to save plus buy things she needs, like clothing and a bike.)
3. *Literal* When Kurt says he wants to get a job, too, what does Mrs. Gunter tell him that his job is? (Kurt’s job is to do what Kim says and be good.)
4. *Literal* What advice does Mrs. Gunter give Kim about hunting for a job? (Mrs. Gunter tells Kim to keep her chin up, use good manners, smile, and show people how smart she is.)
5. *Evaluative* What words would you use to describe Kurt? (Possible answers include that he is *seven, excited, curious.*)
6. *Evaluative* What words would you use to describe Kim? (Possible answers include that she is *nineteen, smart, and responsible.*)

Take-Home Material

Mixed Review R-Controlled Vowels

- Ask students to take Worksheet 2.2 to complete for homework.

Supplemental Materials

- Decodable words:

- | | | |
|-----------|------------|------------|
| 1. hurt | 8. further | 15. stir |
| 2. first | 9. burn | 16. birth |
| 3. girl | 10. fur | 17. circus |
| 4. third | 11. curve | 18. shirt |
| 5. turn | 12. nurse | 19. skirt |
| 6. return | 13. bird | 20. dirt |
| 7. church | 14. sir | 21. purse |

- Phrases and sentences:

1. Kat is purchasing a scarf.
2. The nurse was wearing a yellow shirt and a green skirt.
3. burst into tears
4. There are thirteen stars on the birthday cake.
5. birthday presents
6. kill two birds with one stone
7. first come, first served
8. third time is the charm
9. turn over a new leaf
10. One good turn deserves another.
11. The first step is the hardest.

- Wiggle Cards:

1. turn around
2. point at a girl
3. return to your seat
4. act surprised
5. twirl around

Lesson 3

✓ 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)
- ✓ Consult the Individual Code Chart to check spelling (L.2.2e)
- ✓ Read the following Tricky Words: *people, walk, grownup* (RF.2.3f)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Use information gained from the illustrations and words in “Brooklyn” to demonstrate understanding of its characters, setting, or plot (RL.2.7)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Singular and Plural Nouns		10
The /i/ Sound and Its Spellings	Board Sort	Vowel Code Flip Book; Spelling Card for ‘y’ > /i/ (<i>myth</i>); Individual Code Chart; green fine-tip markers; /i/ Spelling Tree; spelling leaves	20
	Practice: Yes (Same) or No (Different)?	Worksheet 3.1	15
Reading Time	Partner Reading: “Brooklyn”	<i>The Job Hunt</i>	15
Take-Home Material	“Brooklyn”; Story Comprehension	Worksheets 3.2, 3.3	*

Advance Preparation

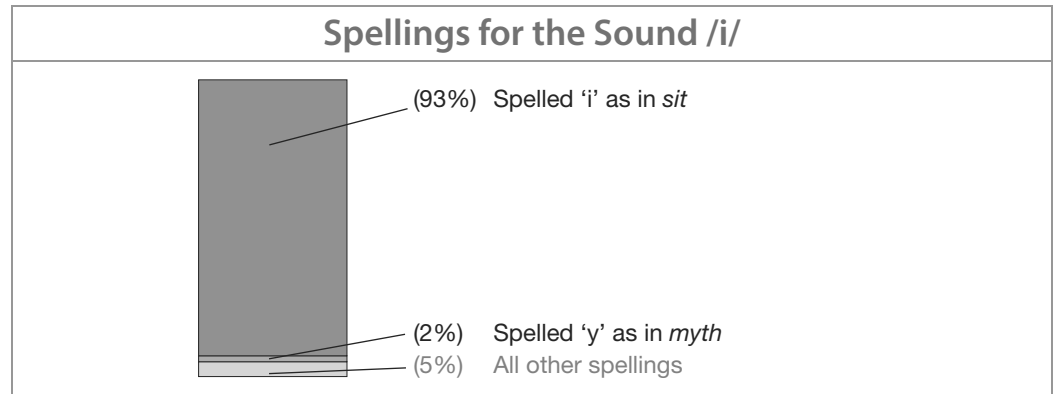
Add a new branch to the /i/ Spelling Tree you created in Unit 3; label this branch ‘y’. Also write the following words on leaves to add to the /i/ Spelling Tree for this lesson: *myth, gym, lynx, Lynn, hymn, Syd*.

Note to Teacher

Today you will quickly review the basic code spelling of ‘y’ as /y/ and will then introduce the letter ‘y’ as an alternative spelling for /i/. The following chart shows ‘i’ is the spelling used most of the time for the /i/ sound. However, there are more than 200 words in which /i/ is spelled with ‘y’, so it is important for students to learn this spelling alternative.

Spellings for the Sound /i/

- Here are some patterns for your information.



- The sound /i/ does not occur at the end of words. It is always followed by a consonant sound.
- The 'i' spelling is used at the beginning of a word (*inch, interesting*) and in the middle of a word (*swim, dish*).
- At the beginning of a word, /i/ is almost always spelled with an 'i' (*if, ignore, in*).
- The 'y' spelling is used in the middle of a word (*gym, system*).
- Many words having the 'y' spelling came into English from Greek (*gym, myth, physics, synonym, Olympics*).

Warm-Up

10 minutes

Singular and Plural Nouns

- Tell students today you will review singular and plural nouns. Write the following words on the board, but do not write the words in parentheses.

- | | |
|--------------------|---------------------|
| 1. match (matches) | 6. tree (trees) |
| 2. girl (girls) | 7. box (boxes) |
| 3. boy (boys) | 8. pencil (pencils) |
| 4. fox (foxes) | 9. paper (papers) |
| 5. dish (dishes) | 10. book (books) |

- Point to the first word, hold up one finger, and say “One *match*, but two...” and pause for students to say *matches*. Ask students how to change the singular form of the noun *match* to its plural form, making the changes on the board as directed by students. Continue with the remaining words in the list.

Board Sort

20 minutes

- Prior to the lesson, turn to the following page of the Vowel Code Flip Book.

Vowel Code Flip Book

1. 'y' > /i/ (*myth*) Vowel Code Flip Book page 2

- Write the letter 'y' on the board and ask students to produce the sound they have learned for this letter (/y/). Remind students in Kindergarten they learned the letter 'y' makes the consonant sound /y/.
- Write the following words with the 'y' spelling on the board and ask students to read them with you.

- | | |
|---------|--------------------|
| 1. yes | 4. yum |
| 2. yell | 5. yelp |
| 3. yarn | 6. yes ter day |

- Ask students if they notice any pattern as to the placement of the letter 'y' in these words. (It is the first letter.) Point out when the letter 'y' occurs at the beginning of a word or syllable, it represents the /y/ sound.
- Tell students today they are going to learn a new sound associated with the letter 'y'. When the letter 'y' occurs in the middle of a word, it often represents the vowel sound /i/, not the consonant sound /y/.
- Have students say the sound /i/.
- Remind students they have already learned one spelling for /i/ as 'i'.
- Ask students if they can think of any words containing the /i/ sound.
- As students offer words, write the words on the board, sorting the words into columns according to the spelling used for /i/ and circling the letter for the /i/ sound in each word.
- For example, if a student says *trick*, list the word under the heading 'i' and circle the 'i'. If a student says *gym*, list the word under the heading 'y' and circle the 'y'.
- Students may come up with examples of both of the spelling patterns listed, but if the spelling 'y' as /i/ does not end up on the chart spontaneously, introduce it. You can do this by writing one of the sample words on the board, helping students to read the word, and then asking them, "Which letter stands for the /i/ sound in this word?"

- Write the remaining 'y' > /i/ words from the following box on the board. Guide students in reading them one at a time. Be sure to point out when the 'y' represents the /i/ sound, the letter occurs in the middle of a word or syllable.

1. **i:** fish, child | ren, with, thin, did
2. **y:** myth, gym, sys | tem, cym | bal

- Show students the Spelling Card for 'y' > /i/ (*myth*). Have students read the sample word. Discuss the power bar.
- Add the Spelling Card to the **Vowel Code Flip Book page 2**.

Individual Code Chart

1. 'y' > /i/ (*myth*); Individual Code Chart page 7

- Distribute the green markers. Have students turn to **Individual Code Chart page 7**. 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 'y' as /i/ spellings. Read each word aloud as a class.

1. syn | o | nym
2. ant | o | nym
3. ox | yg | en
4. sym | bol

See the Pausing Point for additional instructional resources for the /i/ sound and its spellings.

- Tell students to look at the Individual Code Chart. Ask students which of the two spellings they have learned for /i/ has the longest power bar. Explain that the spelling 'i' is used for /i/ in more words than the spelling 'y'.
- Hold up the leaves you have prepared and call on a student to read each word. Then have that student tape the word to the appropriate branch of the /i/ Spelling Tree.

Practice: Yes (Same) or No (Different)?

15 minutes

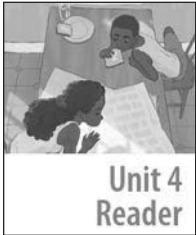
- Ask students to turn to Worksheet 3.1. Complete both sides as a teacher-guided activity.
- In Part I, have students first circle the letter 'y' in each word pair, read each word in the pair aloud, and then decide whether the sound of the letter 'y' is the same in each word.
- In Part II, have students circle the letter(s) representing the vowel sound in each word, read each word in the pair aloud, and then decide whether the vowel sounds in each word are the same.
- On the back, have students first read aloud all the words in the box and then choose one word from the box to complete each sentence.



Worksheet 3.1

Partner Reading: "Brooklyn"

Introducing the Story



"Brooklyn"

- Remind students Kim is home from college and is anxious to look for a summer job. Tell them today Kurt will go with Kim as she starts off on her search for a job.
- Ask students to turn to the Table of Contents, find the story "Brooklyn," and then turn to the page where it begins.
- Show students the map of the New York City Boroughs on the page after the Table of Contents of the Reader. Remind them Kim and Kurt live in a part of New York City called Brooklyn.

Reviewing the Spellings

- Review the following spellings with students before beginning the story:

'y' > /i/ (<i>myth</i>)
Brook lyn
Lynn
Sher yl
gym

Previewing the Tricky Words

- Before assigning the story, pre-teach the following Tricky Words: *people*, *walk*, and *grownup*.
 - Students might think *people* would be pronounced /p/ /e/ /o/ /p/ /l/ /e/, but in fact it is pronounced /p/ /ee/ /p/ /u/ /l/.
 - Students might think *walk* would be pronounced /w/ /a/ /l/ /k/, but in fact it is pronounced /w/ /o/ /k/.
 - Students might think *grownup* would be pronounced /gr/ /ow/ /n/ /u/ /p/, but in fact it is pronounced /gr/ /oe/ /n/ /u/ /p/.

Reviewing the Vocabulary

- Review the following vocabulary with students before beginning the story.

part-time job—a job that is worked less than 40 hours a week

Purpose for Reading

- Tell students to read carefully to find out whether Kim succeeds in finding a job today and, if not, what makes her change her plans.

Wrap-Up

- Use the discussion questions to help guide a discussion of the story.

Discussion Questions on “Brooklyn”

1. *Literal* Where is Brooklyn? (Brooklyn is in New York City.)
2. *Literal* What are some things Kurt sees as they walk by Prospect Park? (Kurt sees people playing frisbee, bike riders, soccer players, runners, and a man playing fetch with a dog.)
3. *Literal* Who are Lynn and Sheryl and where are they going? (Lynn and Sheryl are two friends. They are going to Drummer’s Grove.)
4. *Literal* Does Kim agree to go to Drummer’s Grove? Why or why not? (Yes; she wanted Kurt to have fun.)
5. *Inferential* What do you think Kim, Kurt, Lynn and Sheryl will see in Drummer’s Grove? (They will see drummers.)

Take-Home Material

“Brooklyn”; Story Comprehension

- Have students take home Worksheets 3.2 and 3.3 to to read and complete with a family member.

Supplemental Materials

- Decodable words:

- | | |
|-------------|--------------|
| 1. system | 5. synthetic |
| 2. cylinder | 6. Olympics |
| 3. gym | 7. Lynn |
| 4. myth | 8. symbol |

- Decodable homophones:

- | | |
|------------|------------------|
| 1. Jim—gym | 2. symbol—cymbal |
|------------|------------------|

- Phrases and sentences:

- | | |
|-------------------------------|------------------------------|
| 1. Lynn runs laps at the gym. | 3. Is that a myth or a fact? |
| 2. Carl swam in the Olympics. | 4. A can is a cylinder. |

- Wiggle Cards:

- | | |
|--------------------------|----------------------------|
| 1. point at a cylinder | 3. say an antonym for fast |
| 2. say a synonym for mad | 4. do gymnastics |

- Chain:

- | |
|---|
| 1. math > myth > moth > mod > rod > read > lead |
|---|

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average 700–847 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 702–847 of those words would be completely decodable.
- 'y' is a tricky spelling; it can stand for /ee/ (*funny*), /ie/ (*try*), /i/ (*myth*), or /y/ (*yes*).

Lesson 4

✓ Objectives

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

- ✓ Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing (L.2.1d)
- ✓ 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)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ 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	Action Verbs	Wiggle Cards	5
The /ie/ Sound and Its Spellings	Today's Focus Spellings	the /ie/ Spelling Tree; new spelling leaves; tape	20
The Tricky Spelling 'i'	Practice	Worksheet 4.1	10
Reading Time	Close Reading: "Drummer's Grove"	<i>The Job Hunt</i> ; Worksheet 4.2	25
Take-Home Material	Reminder		*

Advance Preparation

Write the following words on leaves for the Spelling Tree: *bind, blind, find, grind, hind, kind, mind, rind, wind, mild, wild, and child*.

Action Verbs

- Select eight Wiggle Cards that include action verbs calling for specific movements from your Wiggle Card files. Listed below are examples of Wiggle Cards appropriate for this activity:
 - shake your brain
 - make a face
 - tap your throat
 - sniff your toes
 - open your mouth
 - flex your biceps
 - untie your shoes
 - swim in the river
- Display cards one at a time and ask students to read each card.
- Then ask one student to isolate and identify the specific action verb on each card.
- Ask students to perform the action described. Repeat for the remaining cards.

The /ie/ Sound and Its Spellings**20 minutes****Today's Focus Spellings**

See the Pausing Point for additional instructional resources for the /ie/ sound and its spellings.

- Tell students you will start today's lesson by reviewing the spellings they have already learned for the /ie/ sound. Direct students' attention to the Spelling Tree for /ie/.
- Remind students of the three different ways to spell the /ie/ sound.
- To review, point to the 'i_e' branch and ask students to read three words with the 'i_e' spelling. Next, point to the 'ie' branch and ask students to read three words with the 'ie' spelling. Finally, point to the 'i' branch and ask students to read three words with the 'i' spelling.
- Be sure to remind students that in multi-syllable words, the letter 'i' is pronounced as /ie/ when it comes at the end of a syllable. Write the following words on the board, pointing to the 'i' at the end of the first syllable and reading each word to reinforce this concept.

1. spi | der

2. ti | ger

3. si | lent

- Remind students the multi-syllable words in their books are not divided into syllables, so when they are not sure where or how to divide a multi-syllable word with ‘i’ into syllables, they should try pronouncing the ‘i’ as either /ie/, as in the open syllable words listed previously, or /i/, as in the following words.
- Write the following words on the board, pointing to each syllable in which the ‘i’ is followed by a consonant, reading each word to reinforce this concept.

1. pris | on 2. fin | ish 3. lim | it

- Refer back to the ‘i’ branch of the /ie/ Spelling Tree and ask students whether the leaves presently attached to the branch are one-syllable or multi-syllable words. Most of the time when ‘i’ is used as a spelling for /ie/, it is used in multi-syllable words. However, there are a few one-syllable words with the /ie/ sound spelled with the letter /i/.
- Write the word *mild* on the board. Point out the letter ‘i’ is followed by a consonant. Tell students they might reason this word should be sounded out as /m/ /i/ /l/ /d/ because the word *milk* is sounded as /m/ i/ /l/ k/ and the word *mill* is sounded as /m/ /i/ /l/.
- Explain, however, in several words ending with the spelling ‘ild’ the ‘i’ is read as /ie/. Point to the word *mild* and guide students in sounding it out as /m/ /ie/ /l/ /d/. Write the following words under *mild* and guide students in reading each of these words.

1. mild 2. wild 3. child

- Circle ‘ild’ as you read each word, pointing out the pattern.
- Explain there is another group of one-syllable words in which the letter ‘i’ also represents the /ie/ sound. Write the following words on the board and guide students in sounding out each word with the /ie/ sound.

1. find 5. rind
2. kind 6. wind
3. mind 7. blind
4. bind 8. grind

- Circle ‘ind’ as you read each word, pointing out the pattern.

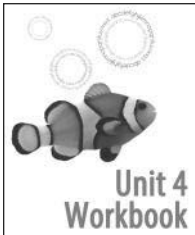
Note: You may also want to point out that *wind* can be sounded out as /w/ /ie/ /n/ /d/, as in, “Please wind up the hose so we don’t trip over it,” or as /w/ i/ /n/ d/, as in, “The wind is really blowing hard today.” Tell students this is one of those words where you just have to try both sounds and see which pronunciation and word makes sense for the context in which it is used.

- Shuffle the leaves in which one-syllable words have an /ie/ sound spelled with 'i'. Have students read each word one at time. Then ask a student to use the word orally in a sentence and then tape it on the correct branch of the /ie/ Spelling Tree.

The Tricky Spelling 'i'

10 minutes

Practice



Worksheet 4.1

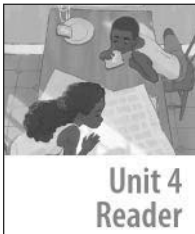
- Ask students to tear out Worksheet 4.1. Complete the worksheet with students as teacher-supported practice, having students first read all of the words in the box.

Reading Time

25 minutes

Close Reading: "Drummer's Grove"

Introducing the Story



"Drummer's Grove"

- Remind students Kim is hunting for a job and her brother Kurt is going along with her as she searches.
- Show students the map of New York City on the page after the Table of Contents and point out the borough of Brooklyn. Remind students this is where Kim and Kurt are, and in the last story they read, Kim and Kurt had just run into Kim's friends Lynn and Sheryl at Prospect Park. Ask students if they remember where Lynn and Sheryl had invited Kim and Kurt to go. (Drummer's Grove)
- Ask students to turn to the Table of Contents, then find and turn to the page on which "Drummer's Grove" begins.

Introducing the Spellings

- Before reading the story write the following spellings on the board.

'y' as /i/	'i' as /ie/
sys tem	kind
Lynn	mind
	find
	wild

Previewing the Vocabulary

- Before reading today’s story, preview the following vocabulary.

1. **drummer**—a person who plays a drum
2. **steel drum**—large drum that makes a tinny sound as it is struck
3. **bongo drums**—little drums held between the knees and struck with the hands

Close Reading

- Have students partner read “Drummer’s Grove.”
- After students have finished reading “Drummer’s Grove” 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.
- There are many ways for students to respond to the questions you present and you may want to change the way in which you ask for students’ responses in each lesson or even during the lesson to improve student engagement. Here are some suggestions:
 - Have students work as partners. Following each question, direct students to consult with their partner about the correct response, before one student then raises his/her hand to respond.
 - Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response, before one student then raises his/her hand to respond.
 - Following a question, ask all students to provide a written response, before asking an individual student to respond orally.

Teacher Overview

Main Idea and Key Details: The main idea of “Drummer’s Grove” is Kim and Kurt are distracted from the job hunt once again. Key details of the text include: Kim and Kurt are waylaid when friends ask them to join the festivities in Drummer’s Grove. Kurt likes the drummers best of all. Kurt asks to try drumming. Kurt tries drumming and discovers it is not as easy as it looks. Kim and Kurt decide to return to the pursuit of a job for Kim.

Synopsis: Kim and Kurt join friends in observing and joining the activities in Drummer’s Grove instead of continuing the search for a job for Kim.

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 questions. 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>Brooklyn was home to all kinds of sounds. Kim and Kurt were used to lots of them. There were the sounds of traffic. Cars and trucks and buses went zipping by all the time, honking their horns and playing loud music on their sound systems. There were also the sounds of voices—people shouting and chatting and singing. There were dogs barking and even the sounds of tools that people used as part of their jobs—like a jackhammer digging a hole in the street. This day, Kim and Kurt were soaking up the sounds in Drummer’s Grove with Kim’s pals, Lynn and Sheryl.</p>	<p>sound systems—amplifiers that project music or voices</p> <p>chatting—talking in an informal manner</p> <p>jackhammer—a tool driven by air that breaks up stone or concrete</p>	<p>Reread paragraph one on page 22. List the different sounds Kim and Kurt are hearing.</p> <p>You may consider having students make some of the various sounds Kim and Kurt were used to hearing in Brooklyn.</p>	<p>There were many different sounds: sounds of traffic, honking horns, cars playing loud music, sounds of peoples’ voices, dogs barking, and tool sounds</p>
<p>Drummer’s Grove is a place in Prospect Park where people gather to play drums. Some of them play steel drums. Some play bongo drums. Some of them hit the drums with sticks. Some of them slap the drums with their bare hands.</p>	<p>bongo drums—a pair of small connected drums played by the hands</p> <p>steel drums—A drum made out of the bottom of an oil barrel</p>	<p>What is Drummer’s Grove?</p>	<p>Drummer’s Grove is a place in Prospect Park where people gather to play the drums.</p>

Lesson

<p>Text From Student Reader</p> <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. 	<p>Vocabulary Instruction</p> <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. 	<p>Text-Dependent Questions</p> <ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. 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. 	<p>Responses</p> <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 24</p> <p>Kurt liked the sounds in Drummer’s Grove. He jumped up and down and did a dance. Kim, Lynn, and Sheryl all smiled. “Is drumming a job?” Kurt asked Kim.</p> <p>“It is for some people,” Kim said. “But here I think they drum just for fun.”</p> <p>“I can see why,” Kurt said. “It looks like a lot of fun!”</p> <p>“Would you like to take a shot at it?” Lynn asked.</p>		<p>Lynn asks Kurt if he would “like to take a shot” at playing the drum. What does <i>like to take a shot</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 determine the phrase <i>like to take a shot</i> means take a turn. We can infer this because the text says, “Kurt asked, Would you mind if I took a turn to play?”</p>
<p>“Do you think they would let me play?” asked Kurt.</p> <p>“You won’t know unless you ask,” said Kim. “All they can say is no.”</p> <p>Kurt jumped at the chance. He went up to a drummer, pointed at his drum and said, “Would you mind if I took a turn to play?”</p> <p>The drummer was kind and let Kurt have a chance.</p>		<p>What does it mean when it says “jumped at the chance”?</p> <p>Have students act out the phrase (Kurt) <i>jumped at the chance</i>.</p>	<p>Support students in determining the meaning of the phrase <i>jumped at the chance</i> means Kurt wasted no time in approaching the drummer and asking for a turn.</p>
<p>Kurt pounded on the drum and tapped his foot like he was going wild! He did his best to keep up with the rest of the drummers. He liked drumming. He got the hang of it fast. But soon he felt pain in his hands from pounding so much.</p>		<p>Was drumming as much fun as Kurt thought it would be?</p> <p>What are some of the action verbs associated with drum play in “Drummer’s Grove”?</p> <p>Name an action verb and act it out.</p>	<p>It was fun but his hands start to hurt from pounding the drum so hard.</p> <p>Some of the action verbs are: <i>play; hit; slap; drum; pound; and tap</i>.</p>
<p>Page 26</p> <p>“Thanks,” Kurt told the man as he gave him back the drum, “but you had better take the drum back. It’s hard on my hands.”</p> <p>“If you do it a lot, your hands will get used to it,” the drummer told him.</p>		<p>What did the drummer tell Kurt about his hands?</p>	<p>The drummer told Kurt that if you drum a lot your hands get used to it.</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 questions. 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>Kurt went back to where Kim, Lynn, and Sheryl were standing. “You are a good drummer,” Lynn told him.</p> <p>“Tell Kim to get you a drum as a gift after she gets a job!” said Sheryl.</p>		<p>What did Sheryl tell Kurt that Kim should get for him?</p>	<p>Sheryl told Kurt that Kim should get him a drum as a gift when Kim gets a job.</p>
<p>“If we don’t get going soon, I’ll never find a job!” said Kim. “Let’s go, Kurt.”</p> <p>“Good luck with your job hunt,” Lynn said.</p> <p>“See you later!” Kim said. She waved to Lynn and Sheryl. Kurt waved to the drummers.</p>		<p>Why didn’t Kim and Kurt just stay at the Drummer’s Grove the rest of the day so Kurt could start getting his hands used to the drums?</p>	<p>Kim said they needed to keep looking for a job for Kim.</p>
		<p>Turn and Tell: Why is “Drummer’s Grove” a good title for this story?</p>	

Note to Teacher

Please be aware you may not have enough time to complete the worksheet during this lesson. However, we have included it for those teachers who do have time or who may wish to use it at a later time during the unit.

Wrap-up

- If time permits, ask students to turn to Worksheet 4.2 to write five sentences telling why “Drummer’s Grove” is a good title for this story.



Worksheet 4.2

Take-Home Material

Reminder

- Remind students to study for the Spelling Assessment in Lesson 5.

Supplemental Materials

- Decodable words:

- | | | |
|------------|-------------|-------------|
| 1. find | 8. quiet | 15. excited |
| 2. I | 9. item | 16. blind |
| 3. kind | 10. rising | 17. Friday |
| 4. mind | 11. driving | 18. diet |
| 5. child | 12. riding | 19. tiger |
| 6. writing | 13. prices | 20. spider |
| 7. wild | 14. silent | 21. Viking |

- Phrases and sentences:

- | | |
|----------------------------------|-------------------------------|
| 1. find your way | 11. bad timing |
| 2. icing on the cake | 12. on a diet |
| 3. wild child | 13. finer things in life |
| 4. The tigers are sleeping. | 14. Be kind. |
| 5. There is a spider in my boot. | 15. meek and mild |
| 6. He is sliding down the slide. | 16. blind as a bat |
| 7. That rat is gigantic! | 17. mind over matter |
| 8. luck of the Irish | 18. strong but silent |
| 9. dinner in a diner | 19. Mind your manners. |
| 10. a Viking raid | 20. Stan is biting his nails. |

- Wiggle Cards:

- | | |
|-----------------------------------|------------------------------------|
| 1. be quiet | 3. act like you are riding a horse |
| 2. act like you are driving a car | 4. find a partner |

- Chain:

- | |
|--|
| 1. kind > find > mind > mild > child > wild > wind > hind > bind > blind |
|--|

Lesson 5

Assessment
Spelling Alternative

✓ 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)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Compare formal and informal uses of English (L.2.3a)
- ✓ Consult the Individual Code Chart to check spelling (L.2.2e)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Acknowledge differences in the points of view of characters, including by reading Dwight’s dialogue with expression, in “Dwight’s Lights” (RL.2.6)

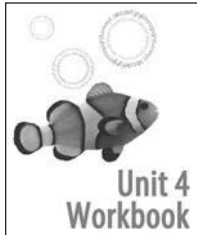
At a Glance	Exercise	Materials	Minutes
Spelling	Student Spelling Assessment	Worksheet 5.1	15
The /ie/ Sound and Its Spellings	Today’s Focus Spellings	Vowel Code Flip Book; Spelling Card for ‘igh’ > /ie/ (<i>night</i>); Individual Code Chart; green markers; /ie/ Spelling Tree; previously prepared and new spelling leaves	10
	Practice: Synonyms and Antonyms	Worksheet 5.2	15
Reading Time	Partner Reading: “Dwight’s Lights”	<i>The Job Hunt</i> ; Worksheet 5.3	20

Advance Preparation

Prior to this lesson, remove three or four leaves from each branch of the /ie/ Spelling Tree. For words spelled with ‘i’, be sure to remove both one-syllable and multi-syllable words. You will use these leaves for review today and will reattach them during the lesson.

Add a new branch to the Spelling Tree, labeling it ‘igh’, and write the following words on leaves to add to the tree during the lesson: **light, bright, high, night, fight, fright, and sight.**

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.

1. moon	6. oil	11. enjoy
2. yawn	7. destroy	12. vault
3. spoiled	8. crawl	13. cowboy
4. hawk	9. cartoon	14. coin
5. spool	10. causes	15. haunted

- Direct students’ attention to the lines on the bottom of the worksheet.
- Tell students to write the sentence “My sister enjoys horses.” Slowly repeat this sentence twice.
- At the end, read each spelling word one more time.
- After all the words have been read one last time, 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 go on to 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 to understand any patterns beginning to develop or persisting among individual students.

The /ie/ Sound and Its Spellings

Today’s Focus Spellings

See the Pausing Point for additional instructional resources for the /ie/ sound and its spellings.

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

Vowel Code Flip Book

1. ‘igh’ > /ie/ (*night*) Vowel Code Flip Book page 9

- Point to the /ie/ Spelling Tree and ask students to say the sound the different spellings on the various branches of this tree represent. (/ie/) Then point to each branch, noting the specific spelling and reading sample words on each branch: 'i_e', 'ie', and 'i'. Read two sample words for 'i': one that is a multi-syllable word in which the letter 'i' occurs at the end of a syllable and one that is a one-syllable word ending in either 'ild' or 'ind'.
- Shuffle the leaves you removed prior to the lesson. Display one leaf at a time and ask the class to read the word aloud. Call on a student to tell you where the leaf should be placed and then ask that student to tape the leaf to the correct branch.
- Tell students today they will learn another new spelling for the /ie/ sound.
- Point to the new 'igh' branch you have added to the tree and tell students the letters 'igh' may also be used to represent the /ie/ sound in words.
- Hold up one of the leaves and point out the 'igh' spelling for the /ie/ sound. Call on a student to read the word. Then have the student tape the leaf to the appropriate branch of the tree.
- Continue until all the words have been read and the leaves have been placed on the appropriate branch.
- Show students the Spelling Card for 'igh' > /ie/ (*night*). Have students read the sample word. Discuss the power bar.
- Turn to **Vowel Code Flip Book page 9** and put the Spelling Card on the appropriate space.
- Ask students which of the five spellings they have learned for /ie/ has the longest power bar. Explain that 'i' is used as a spelling for /ie/ in more words than 'i_e', which is used as a spelling for /ie/ in more words than 'igh', which is used as a spelling for /ie/ in more words than 'ie'.

Note: Students may notice and comment there is still one additional spelling for /ie/ on the Vowel Code Flip Book page that has not yet been taught, /ie/ spelled as 'y'; this spelling will be taught in the next lesson.

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

Individual Code Chart

1. 'igh' > /ie/ (*night*) Individual Code Chart on page 8

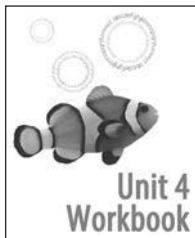
- Distribute the green markers. Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate card on the chart as well as the spelling.
- Write the following words on the board, one at a time, and read each one aloud as a class.

- | | |
|----------|----------|
| 1. high | 4. might |
| 2. sigh | 5. night |
| 3. light | 6. right |

- Circle the ‘igh’ spelling and note ‘igh’ is used to spell the long vowel /ie/ sound in these words. This spelling is sometimes used when the /ie/ sound occurs at the end of a word, but is more often used when the /ie/ sound occurs in the middle of a word.

Practice: Synonyms and Antonyms

15 minutes



Worksheet 5.2

- Have students tear out Worksheet 5.2.
- Guide the class in reading the ‘igh’ > /ie/ words in the box aloud.
- Remind students of the meaning of the words *synonym* and *antonym* and review the completed first sentence as an example. Explain that each word in the box will complete one of the sentences on the worksheet.
- Complete one or two additional examples and then have students finish the remainder of the worksheet independently. Make sure students know there are additional items on the back of the worksheet.
- If time permits, have students select a few words from the worksheet to add to the Spelling Tree for /ie/.

Reading Time

20 minutes

Partner Reading: “Dwight’s Lights”

Introducing the Story



“Dwight’s Lights”

- Remind students they have been reading stories about Kurt and Kim, as Kim hunts for a job. So far, Kim has not really started her search for a job because she and Kurt stopped to listen to the drummers in Drummer’s Grove, a special place in Prospect Park, which is located in Brooklyn, New York.
- Tell students today they will read a story called “Dwight’s Lights” in which Kim starts her job search in earnest. Ask students to find the story listed in the Table of Contents and turn to the correct page in the Reader. Ask students if they have any predictions about where Kim’s job hunt will lead them today.
- Write an exclamation point on the board and ask students what this type of punctuation tells the reader to do. (read with excitement) Tell students they will see exclamation points throughout “Dwight’s Lights.” Also, let them know there is a paragraph written in bold. Like the exclamation point, bold lettering tells the reader the words are to be emphasized. Challenge students to read with expression, especially when they read sentences with exclamation points and bold letters.

Previewing the Spellings

- You may wish to preview the following spellings with students before reading today's story.

/ie/			
'igh'	'i_e'	'ie'	'i'
Dwight	smile	necktie	quiet
lights	price		
bright	twice		
sight	likes		
right			

Previewing the Vocabulary

- Preview the following vocabulary and/or phrases before reading today's story.

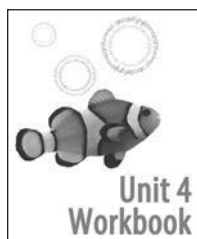
- har har har**—a laughing sound
- dorm room**—a room in a dormitory, where college students live
- “...the man's face fell...”**—to quickly go from smiling to not smiling
- shift**—to change direction or tone; Dwight goes from a loud to a quiet voice
- “...the job opening was filled...”**—someone was already hired for the job

Purpose for Reading

- Ask students to predict whether Kim will get a job at Dwight's Lights. Tell them to read the story to find out if their predictions are correct.
- Tell partners to take turns reading. When they finish, tell them to work together to complete Worksheet 5.3.

Wrap-Up

- Ask students if their predictions for the story were correct.
- Use the discussion questions to guide your conversation about “Dwight's Lights.” If time permits, review the answers to Worksheet 5.3.



Worksheet 5.3

Discussion Questions on “Dwight’s Lights”

1. *Literal* What sort of place is Dwight’s Lights? (Dwight’s Lights is a store that sells lights and lamps.)
2. *Inferential* Why do you think Dwight has all of the lights in his store turned on? (Answers may vary but should include reference to the fact that it is a lighting store and should have lights on display.)
3. *Evaluative* Describe Dwight’s personality. (Possible answers include energetic, pushy, outgoing, enthusiastic, loud.)
4. *Inferential* What does it mean to say Dwight’s face fell? (He stopped smiling because he realized Kim and Kurt were not going to buy anything.)
5. *Literal* Did Kim get the job? Why or why not? (No; the job was filled.)

Supplemental Materials

- Decodable words:

- | | | |
|----------|----------------|---------------|
| 1. high | 6. bright | 11. tight |
| 2. light | 7. fight | 12. lightning |
| 3. might | 8. sight | 13. sigh |
| 4. night | 9. flight | 14. slight |
| 5. right | 10. frightened | 15. highway |

- Decodable homophones:

- | | | |
|---------------|----------------|--------------------|
| 1. might—mite | 2. right—write | 3. sight—site—cite |
|---------------|----------------|--------------------|

- Phrases and sentences:

- | | |
|-----------------------------|--|
| 1. high on the hog | 7. That light is too bright! |
| 2. Look on the bright side. | 8. Lightning struck the tree. |
| 3. tight-fisted | 9. The cat and dog are fighting. |
| 4. light bulb moment | 10. Clay had a nightmare. |
| 5. light on his feet | 11. fighting words |
| 6. my way or the highway | 12. It scared the daylights out of me! |

- Wiggle Cards:

1. grab your right foot
2. lie down
3. jump high
4. go night night
5. hold up your right hand

- Chain:

high > sigh > sight > light > night > fight > might > tight > right > bright

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average 702–847 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 706–852 of those words would be completely decodable.
- 'igh' is generally pronounced /ie/.

Spelling Analysis Directions

Unit 4 Lesson 5

- Write students' names in the column provided.
- Place an X in the column of any word students did not spell correctly.
 - If students misspelled numbers 2, 4, and/or 8, then you may wish to review 'aw' as /aw/.
 - If students misspelled numbers 10, 12, and/or 15, then you may wish to review 'au' as /aw/.
 - If students misspelled numbers 3, 6, and/or 14, then you may wish to review 'oi' as /oi/.
 - If students misspelled numbers 7, 11, and/or 13, then you may wish to review 'oy' as /oi/.
 - If students misspelled numbers 1, 5, and/or 9, then you may wish to review the sounds and spellings of /oo/.

Lesson 6

Tricky Spelling
Spelling Alternative

✓ 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)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Consult the Individual Code Chart to check spelling (L.2.2e)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)

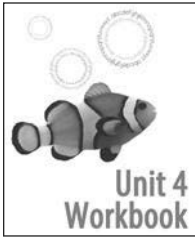
At a Glance	Exercise	Materials	Minutes
Warm-Up	Introduce Spelling Words	Worksheet 6.1	10
The /ie/ Sound and Its Spellings	Spelling Tree	Consonant Code Flip Book; Vowel Code Flip Book; Spelling Card for 'y' > /ie/ (<i>try</i>); Individual Code Chart; green markers; tape; Spelling Tree /ie/ and new spelling leaves	15
	Wiggle Break	Wiggle Cards	5
Changing 'y' to 'i' and Adding -es	Fill in the Blank	Worksheet 6.2; projection system	15
Reading Time	Partner Reading: "The Gym"	<i>The Job Hunt</i>	15
Take-Home Material	Spelling Letter	Worksheet 6.1	*

Advance Preparation

Prior to the lesson, add another branch to the /ie/ Spelling Tree, labeling it 'y' and prepare the following leaves for the Spelling Tree /ie/: *my, by, why, shy, fly, dry* | *er, near* | *by, butt* | *er* | *fly, supp* | *ly*.

Write three columns on the board with the headings: /ar/, /or/, and /er/. Under the /er/ heading create the following subheadings: 'er', 'ur', and 'ir'. Write the spelling words under the appropriate columns. (You may wish to refer to Worksheet 6.1 for a sample template for this chart.)

Introduce Spelling Words



Worksheet 6.1

- Tell students the spelling words for this week have r-controlled vowels. Remind students they practiced r-controlled vowels in Unit 3, as well as at the beginning of this unit.
- Tell students the five vowels sometimes controlled by 'r' are: 'a', 'e', 'i', 'o', and 'u'.
- The spelling words for this week are:

- | | |
|-------------------------------|--|
| 1. 'ar' as /ar/: car, bar | 4. 'ir' as /er/: stir, shirt, girl, bird |
| 2. 'or' as /or/: store, chore | 5. 'ur' as /er/: fur, hurt, turn, purse |
| 3. 'er' as /er/: nerve, serve | Tricky Word: all |

- Referring to the chart you prepared in advance, read the spelling words aloud as a class.
- Tell students they will take home Worksheet 6.1 to share with a family member.

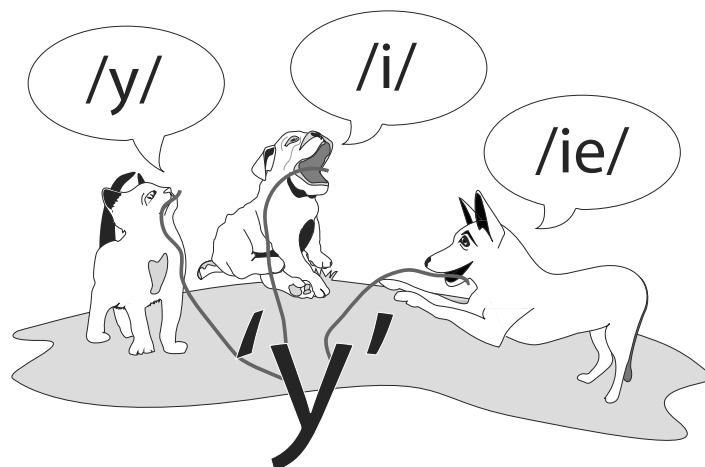
The /ie/ Sound and Its Spellings

20 minutes

Spelling Tree

15 minutes

- Tell students the letter 'y' is really tricky. They have already learned two sounds the letter 'y' can represent: the consonant sound /y/ and the vowel sound /i/.
- Today they will learn another new sound the letter 'y' can also represent.
- The tug of war for 'y' as a tricky spelling is now a three-way tug of war.
- Explain the new sound the spelling 'y' can represent is /ie/ as in *try*.



- Prior to the lesson, turn to **Vowel Code Flip Book page 9** and have readily available the Spelling Card listed in the At a Glance.

Vowel Code Flip Book

1. 'y' > /ie/ (try) Vowel Code Flip Book page 9

- To begin the lesson, however, display the Consonant Code Flip Book and the Vowel Code Flip Book side by side, if possible, and open to the following pages.

1. Vowel Code Flip Book page 2
2. Consonant Code Flip Book page 22

- Point to the Consonant Code Flip Book and remind students they have already learned 'y' is a consonant sound. Ask students to read the word on the Spelling Card. (yes)
- Then ask students to read the following words as you write them on the board.

- | | |
|-----------|---------|
| 1. yard | 4. yell |
| 2. yarn | 5. yes |
| 3. yellow | 6. yelp |

- Then point to the Vowel Code Flip Book and remind students they have learned 'y' can make the /i/ sound. Ask students to read the word on the Spelling Card. (myth)
- Have students read the following words as you write them on the board.

- | | | |
|---------|--------|-----------------|
| 1. myth | 2. gym | 3. ox y gen |
|---------|--------|-----------------|

See the Pausing Point for additional instructional resources for the /ie/ sound and its spellings.

- Show students the Spelling Card for 'y' > /ie/ (try). Have students read the sample word. Discuss the power bar. Add the Spelling Card to the **Vowel Code Flip Book page 2**.
- Distribute the green markers. Have students turn to the **Individual Code Chart page 8**. Guide students in outlining the appropriate card and spelling on the chart.

- Ask students to look at the Individual Code Chart as you quickly review the other spellings for /ie/. Next, ask students which of the four spellings for /ie/ has the longest power bar. Write the various spellings of /ie/ on the board in order of frequency and tell students they have now learned all of the different ways in which /ie/ may be spelled. Note ‘y’ is used to represent the /ie/ sound typically when that sound occurs at the end of a word.

1. ‘i’	biting	4. ‘ie’	tie
2. ‘i_e’	bite	5. ‘igh’	night
3. ‘y’	try		

- Write the following words on the board one at a time and ask students to read each one.

1. dry	3. fly	5. shy
2. by	4. my	6. cry

- Shuffle the spelling leaves you prepared.
- Hold up one of the leaves you prepared and call on a student to read the word. Then have the student tape the leaf to the appropriate branch. Continue through the stack of leaves in this manner.

Note: The words *my*, *by*, and *why*, previously taught as Tricky Words, can now be seen as decodable words in which the /ie/ sound is spelled as ‘y’. These words can be moved from the Tricky Word wall to the decodable word wall. (You may wish to draw a green border around the card before placing it on the decodable word wall. Alternately, you may wish to rewrite the word on a green card as the class observes you.)

- Review the tricky spellings and tug of war between sounds for the letter ‘y’. Write the following words in the table on the board one at a time, circling the spelling and sorting each word. (Please note the syllable divisions are for your use only if students need assistance.) Read each word aloud as a class.

/y/	/i/	/ie/
yes	myth	spy
yard	gym	sky
yell		sat is fy
		mag nif y
		re ply

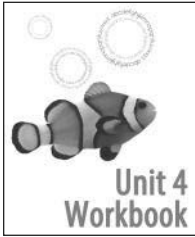
Wiggle Break

5 minutes

- Select 10 Wiggle Cards. Have students read and then act out the phrases on the cards to give them a small break.

Fill in the Blank

Note to Teacher



Worksheet 6.2

The letter 'y' is changed to 'i' before adding -es only in words where 'y' is preceded by a consonant; as in *spy* to *spies*. When 'y' is preceded by a vowel, it does not change; as in *play* to *plays*.

- Tell students you are still going to work with words ending in the letter 'y' and represent the /ie/ sound, but you are going to change the topic a bit by talking about singular and plural nouns. Remind students they already have learned two ways to change a singular noun to a plural noun to indicate it means more than one.
- Write the following nouns on the board and ask students to tell you how to make them plural. Write the plural form next to the singular noun, making whatever spelling changes students direct you to make.

Singular	Plural
cat	cats
fox	foxes
girl	girls
box	boxes
patch	patches
dish	dishes
church	churches

- Now write the singular nouns from the following box that end in the letter 'y' on the board and show students how to change these singular nouns to plural nouns by changing the 'y' to 'i' and then adding -es.
- Think aloud through the process as you write the words. You may wish to say something like:
 - "To make singular nouns ending in the letter 'y' plural, you have to follow a special spelling rule. To change the singular noun, *one firefly*, to a plural noun, *two fireflies*, you need to change the 'y' to 'i'. After you do that, you can add the ending -es."
- Think aloud through the process as you write plural forms for the remaining nouns that end with the letter 'y'.

Singular	Plural
firefly	fireflies
butterfly	butterflies
spy	spies

- Ask students to read the word pairs aloud with you.

- Point out to students that although you changed the ending of the word, by changing the ‘y’ to ‘i’, the new spelling ‘ie’ still stands for the sound /ie/.
- Display Worksheet 6.2 and ask students to turn to Worksheet 6.2.
- Guide students first through Part I, helping them make all the singular nouns plural by following the new spelling rule.
- In Part II, explain some words ending in ‘y’ are verbs. We sometimes use these verbs in sentences in a way that the /s/ sound needs to be added at the end of the verb. Explain that the same spelling rule demonstrated earlier with nouns ending in ‘y’ also applies when adding the /s/ sound or letter ‘s’ to verbs ending in y: change the ‘y’ to ‘i’ and add –es.
- Ask students to read each verb in Part II and point out all the words ending in ‘y’.
- Point to the first verb, *cry*, and say this is how we spell the word *cry* as it is used in the sentence, “Mary fell down and started to **cry**.”
- Now say a new sentence using the verb *cry* and ask students to write that form of the verb *cry* on their worksheet: “The baby **cries** when she is hungry.” Make sure students change the ‘y’ to ‘i’ before adding –es.
- Guide students in reading and changing each remaining verb by using the following sentences as oral examples.

The addition of –s to a verb in a sentence occurs in order to ensure subject-verb agreement. It is not necessary for second graders to know the name of this concept at this time. The focus in this lesson is on making sure students understand the spelling rule about the need to change ‘y’ to ‘i’ and then add –es, whenever the /s/ sound or letter ‘s’ is added to a word ending in ‘y.’

cry—cries

1. Mary fell down and started to **cry**.
2. The baby **cries** when she is hungry.

fly—flies

1. The bluebird will **fly** away.
2. A bluebird **flies** through the air.

dry—dries

1. Can you **dry** the dishes?
2. The towel **dries** as it hangs on the rack.

try—tries

1. I will **try** hard to get a good grade on my test.
2. She **tries** her best.

multiply—multiplies

1. I know how to **multiply** 6 times 6.
2. To get the correct answer to the math problem, the teacher **multiplies** 4 times 5.

- Point out, once again, that although you changed ‘y’ to ‘i’, the new spelling ‘ie’ still stands for the sound /ie/.

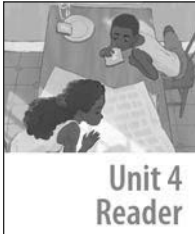
- Students should complete the back of the worksheet independently as practice.

Reading Time

15 minutes

Partner Reading: "The Gym"

Introducing the Story



"The Gym"

- Tell students today's story is called "The Gym." Ask students to look at the Table of Contents to see on which page the story begins.
- Ask students if they know what a gym is. Discuss with students what people do at a gym.

Previewing the Spellings

- You may wish to preview the following spellings with students before reading today's story.

Note to Teacher

The pronunciation of *staring* is a challenge. Students may want to pronounce 'ar' as /ar/ as in *starring*. To correctly pronounce *staring* students must remember the root word was **stare**.

/ae/	/ie/			/i/	/er/		Other multi-syllable words
'a_e'	'igh'	'i'	'y'	'y'	'er'	'ur'	
stare	Dwight	find	try	gym	ex er cise	curls	mo ment
star ing	lights	tri ceps	near by				coun ter
	might	bi ceps					streng then
	right	ti ming					Al bert o

Previewing the Vocabulary

- Preview the vocabulary before reading the story. After introducing the vocabulary, you may ask students to use the word in a sentence to demonstrate understanding of the new vocabulary.

1. **odd**—strange or unusual
2. **strengthen**—to make strong
3. **man of steel**—a man who is very strong and has hard muscles
4. **bad timing**—to arrive after a desired action has happened (Kim arrives a little too late to be hired for a job at the gym.)
5. **curls**—a way of lifting weights for exercise

Purpose for Reading

- Ask students to read the story to find out what types of things people do at a gym and whether Kim gets a job.

Reading Supports

- Encourage student partners to read with expression throughout the story.

Wrap-Up

- Use the discussion questions to guide your conversation.

Discussion Questions on “The Gym”

1. *Literal* What are some things people do at gyms? (Some things people do at gyms include exercise, run, lift weights, and do arm curls.)
2. *Inferential* Why is there a snack bar at the gym? (There is a snack bar at the gym because people might be thirsty or hungry and want a snack and something cold to drink after they work out.)
3. *Literal* What does Tom let Kurt do? (Tom lets Kurt try arm curls and lifting weights.)
4. *Literal* Does Kim get a job at the gym? Why or why not? (No, Kim does not get a job. Beth and Tom do not need any more help right now.)
5. *Literal* How does Tom help Kim? (He tells her to go see Alberto at the corner market because he may have a job opening.)

Take-Home Material

Spelling Letter

- Students should take home Worksheet 6.1 to share with a family member.

Supplemental Materials

- Decodable words:

- | | | |
|-----------|--------------|-----------|
| 1. by | 7. dry | 13. tied |
| 2. fly | 8. fry | 14. flies |
| 3. my | 9. sky | 15. tries |
| 4. myself | 10. lie | 16. ties |
| 5. try | 11. lies | 17. pie |
| 6. why | 12. supplies | 18. tried |

- Phrases and sentences:

- | | |
|--|-------------------------------------|
| 1. dry run | 12. french fries |
| 2. saved by the bell | 13. time flies |
| 3. Let sleeping dogs lie. | 14. me, myself, and I |
| 4. tie the knot | 15. Why ask why? |
| 5. His necktie is red and green. | 16. fit to be tied |
| 6. There are clouds in the sky. | 17. spy versus spy |
| 7. We are having pumpkin pie. | 18. nice try |
| 8. Do not swat those flies! | 19. don't be shy |
| 9. A yellow butterfly is on the porch. | 20. It's a tie. |
| 10. The dishes are drying in the sink. | 21. coat and tie |
| 11. I cannot tell a lie. | 22. You can't win if you don't try. |
| | 23. pie in the sky |

- Wiggle Cards:

- | | |
|---------------------|----------------------------|
| 1. untie your laces | 4. multiply this: 2 x 2 |
| 2. tie your laces | 5. act like you are crying |
| 3. try to fly | 6. act shy |

- Chains:

- | |
|--|
| 1. pie > pies > dies > dries > tries > ties > tie > lie > lies > flies |
| 2. try > dry > cry > pry > fry > fly > ply > sly > sky > spy |

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average 706–852 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 707–855 of those words would be completely decodable.
- 'y' is a tricky spelling; it can stand for /ee/ (*funny*), /ie/ (*try*), /i/ (*myth*), or /y/ (*yes*).

Lesson 7

✓ 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.

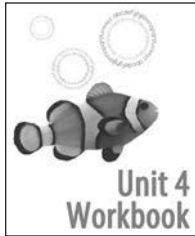
- ✓ Form and use irregular plural nouns orally and in own writing (L.2.1b)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Interpret information from diagrams, charts, time lines, graphs, or organizer associated with a nonfiction/informational text read independently and explain how these graphics clarify the meaning of the text (RI.2.7)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Use collective nouns (e.g., group) (L.2.1a)
- ✓ Use adjectives appropriately orally and in own writing (L.2.1e)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Grammar	Singular and Plural Nouns	Worksheet 7.1	20
Reading Time	Whole Group: “The Corner Market”	<i>The Job Hunt</i>	20
Small Group	Remediation and Enrichment	Worksheets 7.2, 7.3	20

Advance Preparation

Write the two sentences that follow on the board (do not include the answers in parentheses).

1. The girls (P) can jump rope (S) fast.
2. The man (S) is painting the trucks (P) red.



Worksheet 7.1

Singular and Plural Nouns

- Tell students today you will review making singular and plural nouns. Remind students a singular noun stands for only one of something, whereas a plural noun stands for more than one.
- Working on one sentence at a time, ask a student to come to the board and circle any nouns in the sentence and also indicate whether the noun(s) are singular or plural by writing “S” (singular) or “P” (plural) above the word. Repeat with the second sentence.
- Draw students’ attention to the words on the board. Have a student read a word aloud, state if the noun is singular or plural, and then use the word in an oral sentence. Continue until all words have been read.
- Summarize by pointing out the different ways plural nouns can be created: some are formed by simply adding the ending –s, others by adding –es (nouns ending in ‘s’, ‘x’, ‘z’, ‘sh’, ‘ch’) and still others by changing ‘y’ to ‘i’ and then adding –es.

- | | |
|--------------|-----------------|
| 1. butterfly | 6. dresses |
| 2. squirrels | 7. prizes |
| 3. gym | 8. church |
| 4. morning | 9. arches |
| 5. hole | 10. butterflies |

- Tell students some singular nouns are exceptions to the general rule about adding the ending –s to create the plural form. Write the word *child* on the board. Ask a student to read the word and make up an oral sentence using the word *child*. Write his/her sentence on the board, underlining the word *child*. Ask students whether the underlined noun *child* means “one” or “more than one” child. (one child)
- Choose another student, hold up two fingers and say, “Make up a new sentence about two...” Pause and point to the underlined word *child*. If the student hesitates in providing a sentence, ask whether one would say two *childs*. Guide the student in recognizing that the plural form of *child* is not *childs*, but *children*.
- Write *children* beside *child* and explain that it is the plural of *child*—or more than one child. Tell students sometimes, it is not possible to create the plural form by simply adding –s, –es, or –ies to words. Sometimes the entire word and its spelling change in the plural form.

- Tell students they will be learning several of these irregular plural words today; explain they must try to remember these plural forms. Repeat the above procedure with the following words.

- | | |
|----------------|------------------|
| 1. man (men) | 3. goose (geese) |
| 2. foot (feet) | 4. mouse (mice) |

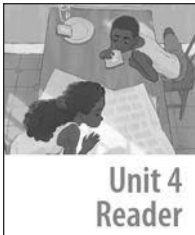
- Complete Worksheet 7.1 as a class.

Reading Time

20 minutes

Whole Group: "The Corner Market"

Introducing the Story



"The Corner Market"

- Tell students to look at the Table of Contents and find the page number on which "The Corner Market" begins. Ask students to turn to the page.
- Ask students to look at the picture of Kurt entering the store behind his sister. Ask them to provide adjectives (describing words) to predict how Kurt feels. (Students may say Kurt feels tired or discouraged.) Ask them to tell you what a good caption might be for this picture.
- Say the sentence, "A winner never quits, and a quitter never wins." Tell students this is what Kim says to Kurt before entering the market. Discuss the meaning of this sentence. Ask students if Kim is feeling the same way as Kurt (no).
- Tell students to look again at the picture on page 43. Read the words on the window aloud on the window to students: *Mercato Italiano*. Tell students that *mercato* and *Italiano* are Italian words, but they sound very similar to the English words they stand for: *market* and *Italian*. Say *market*, *mercato* and then *Italian*, *Italiano* slowly so students can hear the similar pronunciations. Ask students if they have any idea what kinds of things might be sold in an Italian market.

Previewing the Spellings

- You may wish to preview the following spellings before reading today's story.

/er/	/ar/	Other multi-syllable words
drumm ers	mar ket	sugg est ed
clerk	park	ti ming
winn er		tir ing
quitt er		some one
cor ner		
Al bert o		
summ er		
coun ter		
re turn		

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s story.

1. **accent**—the way a person might pronounce the sounds of a language slightly differently because he or she may have learned that language as a second language instead of learning it from birth from members of his or her family
2. **shrug**—to raise one’s shoulders (as if you don’t know or are asking a question)
3. **snatch**—to quickly grab something
4. **gelato**—an Italian version of ice cream; this is an Italian word pronounced /jel/ /ot/ /o/.

Purpose for Reading

- Ask students to predict whether Kim will get a job at the corner market. Ask students to read the story carefully to find out whether their predictions are correct.

Reading Supports

- As students read the story, ask them at various times who the speaker is.
- When Alberto tells Kim “it is bad timing,” ask students if they have heard this phrase before. Students should remember Beth used this same phrase when Kim applied for a job at the gym.

Wrap-Up

- Ask students if their predictions were correct.
- Use the discussion questions to guide your conversation about “The Corner Market.”

Discussion Questions on “The Corner Market”

1. *Literal* Where does Kurt want to go at the beginning of the story? (Kurt wants to go back to the park to see the drummers.)
2. *Inferential* What things might be sold at a market? (Answers may vary.)
3. *Literal* What does Alberto look like? (Alberto is a nice looking man with gray hair and glasses.)
4. *Inferential* Why might Alberto speak with an accent? What clues do you have from the story? (English might be a second language for Alberto. His name, Alberto, is an Italian name, the name of the market is written in Italian on the market window so perhaps Alberto speaks Italian as his native, first language.)
5. *Literal* Did Kim get a job at the corner market? (No, Kim did not get a job at the market.) Why did Kim give Alberto a card with her name and number? (Kim gave Alberto her card so he can call her if a job opens up at a later time.)
6. *Literal* What snack does Kim buy for Kurt? (Kim bought Kurt some lime gelato.)

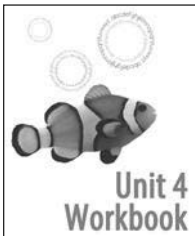
Small Group

20 minutes

Remediation and Enrichment

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

- ✪ **Small Group 1:** Students needing to review ‘y’ as /ie/ can complete Worksheet 7.2. In addition, students can reread stories from the Reader to practice fluency and expression.
- ✪ **Small Group 2:** Students who would benefit from enrichment may complete Worksheet 7.3. If they finish early, they may select five to ten words from the /er/ Spelling Tree and use them to write a story. They may illustrate their story when finished writing. In addition, students may reread stories from the Readers and/or from appropriate trade books.



Worksheets 7.2, 7.3

Lesson 8

✓ Objectives

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

- ✓ Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing (L.2.1d)
- ✓ 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)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ 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 fiction text read independently (RL.2.1)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Action Verbs	Wiggle Cards	5
The /oe/ Sound and Its Spellings	Today's Focus Spellings	the /oe/ Spelling Tree; new spelling leaves; tape	25
Practice	Fill in the Blank	Worksheet 8.1	10
Reading Time	Close Reading: "The Diner"	<i>The Job Hunt</i> ; Worksheet 8.2	20
Take-Home Material	"The Gym"; Comprehension Questions	Worksheets 8.3, 8.4	*

Advance Preparation

Write the following words on leaves for the /oe/ Spelling Tree: *old, told, bold, colt, roll, stroll, most, post*.

Action Verbs

- Select eight Wiggle Cards from your Wiggle Card files. Include action verbs calling for specific movements. The following cards are suggestions:
 - dance to the music
 - crawl on the floor
 - squawk like a chicken
 - flap your arms like a hawk
 - eat sausage
 - catch a fish
 - get your coat
 - moan and groan
- Display cards one at a time and ask students to read each card.
- Ask one student to isolate and identify the specific action verb on each card.
- Ask students to perform the action described. Repeat for the remaining cards.

The /oe/ Sound and Its Spellings**25 minutes****Today's Focus Spellings**

- Tell students you will start today's lesson by reviewing the spellings they have already learned for the /oe/ sound. Direct students' attention to the Spelling Tree for /oe/.
- Remind students they have learned three different ways to spell the /oe/ sound.
- To review, point to the 'o_e' branch and ask students to read three words with the 'o_e' spelling. Next, point to the 'oe' branch and ask students to read three words with the 'oe' spelling. Finally, point to the 'o' branch and ask students to read three words with the 'o' spelling.
- Be sure to remind students that in multi-syllable words, the letter 'o' is pronounced as /oe/ when it comes at the end of a syllable. Write the following words on the board, pointing to the 'o' at the end of the first syllable and reading each word to reinforce this concept.

1. so | lar 2. o | pen 3. o | ver 4. o | val

- Remind students the multi-syllable words in their books are not divided into syllables, so when students are not sure where or how to divide a multi-syllable word with 'o' into syllables, they should try pronouncing the 'o' as either /oe/, as in the open syllable words previously listed, or /o/, as in the following words.

- Write the following words on the board, pointing to each syllable in which the 'o' is followed by a consonant, reading each word with the /o/ sound to reinforce this concept.

1. com | ic

2. mod | el

3. rott | en

- Refer back to the 'o' branch of the /oe/ Spelling Tree and ask students whether the leaves presently attached to the branch are one-syllable or multi-syllable words. Explain that most of the time when 'o' is used as a spelling for /oe/, it is used in multi-syllable words. However, there are a few one-syllable words with the /oe/ sound spelled with the letter 'o'.
- Write the word *cold* on the board. Point to the letter 'o' and note it is followed by a consonant. Tell students they may think this word should be sounded out as /k/ /o/ /l/ /d/ since the word *cod* is sounded as /k/ /o/ /d/.
- Explain that in words ending with the spelling 'old', the 'o' is read as /oe/ instead of /o/. Point to the word *cold* and guide students in sounding it out as /k/ /oe/ /l/ /d/. Write the following words under *cold* and guide students in reading each of these words.

1. cold

4. gold

7. sold

2. hold

5. bold

8. old

3. fold

6. mold

- Underline 'old' as you read each word, pointing out the pattern.
- Explain there are other groups of one-syllable words in which the letter 'o' also represents the /oe/ sound. Write the following words on the board and guide students in sounding out each word with the /oe/ sound.

1. roll

4. colt

7. most

2. toll

5. bolt

8. post

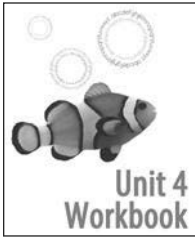
3. stroll

6. jolt

9. host

- Underline the word endings, 'oll', 'olt', and 'ost', as you read each word, pointing out the pattern.
- Shuffle the leaves in which one-syllable words have the /oe/ sound spelled with 'o'. Have students read each word one at a time. Next, ask a student to use the word orally in a sentence and then tape it on the correct branch of the /oe/ Spelling Tree.

Fill in the Blank



Worksheet 8.1

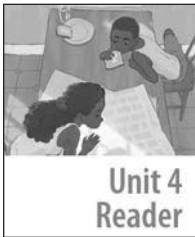
- Ask students to tear out Worksheet 8.1. Complete the worksheet with students as a whole group activity.

Reading Time

20 minutes

Close Reading: “The Diner”

Introducing the Story



“The Diner”

- Ask students if they can name the different places Kim has visited so far to look for a summer job (Dwight’s Lights, the gym, and the corner market).
- Tell students today’s story is called “The Diner.” Ask students if they know what a diner is. Discuss with students what people do at a diner.
- Ask students to look at the Table of Contents to find the page number for the story.

Previewing the Spellings

- Preview the following spellings with students before reading today’s story.

/ie/		
‘igh’	‘i_e’	‘i’
high	quite	di ner
sight		
mid night		

Previewing the Vocabulary

- Preview the following vocabulary/phrases before reading today’s story.

1. **diner**—a restaurant usually open until late in the night; diners serve different types of food, including breakfast at all hours and American foods like hamburgers and hot dogs
2. **waitress**—a woman who works at a restaurant, taking food orders and bringing the food to customers. (A man who works at a restaurant is a waiter.)
3. **a.m.**—the abbreviation (*ante meridiem*) stands for times starting at midnight until 11:59 the next morning

Close Reading

- Have students partner read “The Diner.”
- After students have finished reading “The Diner” 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.
- There are many ways for students to respond to the questions you present and you may want to change the way in which you ask for students’ responses in each lesson or even during the lesson to improve student engagement. Here are some suggestions:
 - Have students work as partners. Following each question, direct students to consult with their partner about the correct response, before one student then raises his/her hand to respond.
 - Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response, before one student then raises his/her hand to respond.
 - Following a question, ask all students to provide a written response, before asking an individual student to respond orally.

Teacher Overview

Main Idea and Key Details: The main idea of “The Diner” is to explain the types of jobs available in a diner and the unique characteristics of a diner versus other restaurants. Key details of the text include Kim orders pancakes and explains to Kurt that diners have pancakes available for order all day long not just at breakfast time. Kim explains the kinds of jobs needed at a diner. Kim is offered a job as a dishwasher but as the job lasts late into the night, Kim turns it down.

Synopsis: The story “The Diner” tells about Kim and Kurt eating a meal in a diner. In the process of eating, Kim inquires about a job and Kurt learns about the jobs available in a diner as well as one unique aspect of a diner menu.

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 questions. 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 48</p> <p>The next place Kim went to look for a job was a diner.</p> <p>“I’ll just drop off my name and number and then we can go on to the next place,” she said.</p>		<p>Kim says, “I’ll just drop off my name and number.” What does she mean?</p>	<p>Kim means she will write down her name and telephone number and leave them at the diner for the boss to use to contact her.</p>
<p>“No, no,” said Kurt. “I don’t think you should do that.”</p> <p>“Why not?” said Kim.</p> <p>“You would not like to take a job in a diner without tasting the food to find out if it’s good.”</p> <p>“Hmmm. I think that you would like to test the food at the diner, Mister Gelato!”</p> <p>Kurt nodded.</p>	<p>diner—a restaurant usually open until late in the night; diners serve different types of food, including breakfast at all hours and American foods like hamburgers and hot dogs.</p>	<p>How can you use the text to infer the meaning of the word <i>diner</i>?</p>	<p>Kurt says, “You would not like to take a job in a diner without tasting the food.” So we can tell it is a place that serves food. Further down we see that Kim and Kurt go to sit at the counter. Only some kinds of restaurants would have a counter to serve food.</p>
<p>They went in. The place was packed. All the booths were taken. There were people sitting on most of the stools. A waitress passed by with a huge tray piled high with dishes. It was quite a sight.</p> <p>“There’s a spot at the counter over there,” said Kim. “Let’s grab it.”</p>		<p>What is the meaning of the phrase <i>the place was packed</i>?</p>	<p>It means there were lots of people everywhere inside the business. The text says, “All the booths were taken. There were people sitting on most of the stools. A waitress passed by with a huge tray piled high with dishes. It was quite a sight.”</p>

Lesson

<p>Text From Student Reader</p> <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. 	<p>Vocabulary Instruction</p> <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. 	<p>Text-Dependent Questions</p> <ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. 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. 	<p>Responses</p> <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 50</p> <p>Kurt and Kim waited. After five minutes a waitress came by. “Hi,” said Kim. “I would like to ask if you are hiring.”</p> <p>“And I would like to ask if the milkshakes here are good,” said Kurt.</p> <p>“You won’t find a better milkshake in all of Brooklyn,” said the waitress. “Would you like to try one?” Kurt nodded. He ordered a hot dog, fries, and a milkshake.</p> <p>“I’ll just have coffee and pancakes,” said Kim.</p> <p>“Okay,” said the waitress. “I’ll check with the boss to see if he’s hiring.”</p> <p>“Did you just order pancakes for lunch?” Kurt asked.</p> <p>Kim nodded.</p> <p>“That seems odd,” said Kurt.</p> <p>“No, it’s not,” said Kim. “You can get pancakes all day long in a diner.”</p> <p>“If you say so,” said Kurt.</p>	<p>waitress—a woman who works at a restaurant, taking food orders and bringing the food to customers. (A man who works at a restaurant is a waiter.)</p> <p>boss—a person who is in charge of running a business establishment</p>	<p>On page 50, we learn one more thing that makes a diner different from other restaurants. What is it?</p>	<p>At a diner you can get pancakes all day long, not just at breakfast time.</p>
<p>Page 52</p> <p>“So, what kinds of jobs do they have in a diner?” Kurt asked.</p> <p>“They have the waiters and waitresses. They take orders and bring food,” Kim explained.</p> <p>“There are people back in the kitchen, too. There is a cook and someone to clean the dishes.”</p> <p>The boss came over. “So, you would like a summer job?” he asked Kim.</p> <p>“Yes.”</p>		<p>There are different types of jobs in a diner. What jobs are described in this chapter?</p>	<p>Wait staff (including both waiters and waitresses)—they take orders and bring food Cooks who prepare the food Someone to clean the dishes</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 questions. 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>“Can you cook?” he asked. “I need a cook in the morning. And I need someone to clean dishes at night.”</p> <p>“I’m not going to lie,” Kim told the man. “I’m not the best cook. But I don’t mind cleaning dishes.”</p> <p>“Well, to clean dishes, you would stay until midnight or one a.m. sometimes.”</p> <p>“That’s late for me,” said Kim. “That might not be the best job for me. But thank you for your time.”</p> <p>“Thank you, too,” said the boss.</p>	<p>a.m.—the abbreviation (<i>ante meridiem</i>) stands for times starting at midnight until 11:59 the next morning</p>	<p>Kim was offered a job in the diner. Why didn’t she take it?</p>	<p>She would have to stay until midnight or one a.m. to clean the dishes and that was too late for her.</p>
		<p>Turn and Tell: Summarize what Kurt learned about diners in this story.</p>	

Note to Teacher

You may not have time to complete the worksheet. It is provided here and may be used during this lesson if time permits or used at a later time in the unit.

Wrap-Up

- Ask students to turn to Worksheet 8.2 and summarize what Kurt learned about diners.



Worksheet 8.2

Take-Home Material

“The Gym”; Comprehension Questions

- Ask students to take home Worksheets 8.3 and 8.4 to complete.

Supplemental Materials

- Decodable words:

- | | |
|----------|------------|
| 1. old | 11. jolt |
| 2. told | 12. bolt |
| 3. cold | 13. most |
| 4. hold | 14. post |
| 5. fold | 15. host |
| 6. gold | 16. roll |
| 7. bold | 17. toll |
| 8. sold | 18. stroll |
| 9. scold | 19. scroll |
| 10. colt | 20. troll |

- Phrases and sentences:

- | | |
|---------------------|--------------------------------------|
| 1. Hold the line! | 4. Who do you like the most? |
| 2. Hold the door! | 5. Pay the toll. |
| 3. How old are you? | 6. A lightning bolt struck the tree. |

- Wiggle Cards:

- | | |
|-------------------|--------------------------------|
| 1. take a stroll | 3. paw the air like a colt |
| 2. hold your nose | 4. fold your hands in your lap |

Lesson 9

✓ 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)
- ✓ 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)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Acknowledge differences in the points of view of characters, including by reading Kurt’s dialogue, with expression, in “The Subway” (RL.2.6)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Nouns and Action Verbs	Spelling Trees	10
The /oe/ Sound and Its Spellings	Today’s Focus Spellings	Vowel Code Flip Book; Spelling Card for ‘ow’ > /oe/ (<i>snow</i>); Individual Code Chart; green markers; /oe/ Spelling Tree; new spelling leaves; tape	15
Practice	The ‘ow’ Spelling for /oe/	Worksheet 9.1	15
Reading Time	Whole Group: “The Subway”	<i>The Job Hunt</i>	20
Take-Home Material	Reminder		

Advance Preparation

You will need to add an additional branch to the existing /oe/ Spelling Tree. Label this branch ‘ow’. In addition, you should prepare leaves with the following words: *slow, snow, grow, throw, glow, yell | ow, win | dow, el | bow, own | ers*.

Write the following sentences on the board for use in the Warm-Up.

1. She baked muffins for us.
2. The man ran to the gym.
3. He read that book at bedtime.
4. The dog jumped over the fence.
5. My teacher lives on a street near the school.

Warm-Up

10 minutes

Nouns and Action Verbs

- Remind students they have worked with nouns and verbs in previous lessons. Ask students to tell you what a noun is (a person, place, or thing) and to give examples of nouns.
- Ask students to tell you what a verb is (an action word telling something somebody is doing, did, or will do). Ask for examples of verbs.
- Refer to the previously prepared sentences on the board.

1. She baked muffins for us.
2. The man ran to the gym.
3. He read that book at bedtime.
4. The dog jumped over the fence.
5. My teacher lives on a street near the school.

- Guide students in reading each sentence aloud. Then ask students to name the action verb. Draw a wiggly line under the action verb.
- Have students identify the nouns in the sentence. Circle the nouns.
- Have students provide a proper noun to replace each common noun.

The /oe/ Sound and Its Spellings

15 minutes

Today's Focus Spellings

- Display the Vowel Code Flip Book; have the Spelling Card listed in the At a Glance readily available. Also have the Spelling Tree for /oe/ ready to be displayed.
- Ask a student to identify one spelling he/she has learned for the /oe/ sound. Once a student names a spelling, point to the matching branch on the /oe/ Spelling Tree. Read six to eight of the leaves for each branch aloud as a class. Follow these steps for all the /oe/ spellings learned.

- Tell students today they will learn a new spelling for the /oe/ sound: 'ow'.
- Direct students' attention to the Vowel Code Flip Book. Today's letter-sound correspondence can be found on the following page of the Vowel Code Flip Book.

Vowel Code Flip Book

1. 'ow' > /oe/ (*snow*) Vowel Code Flip Book page 10

- Turn to **Vowel Code Flip Book page 10** and show students the 'ow' Spelling Card for /oe/, as well as the target word *snow* on the card. 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. 'ow' > /oe/ (*snow*) Individual Code Chart page 8

- Distribute the green markers. Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate card and the spelling on the chart.
- Write the following one-syllable words with the 'ow' spelling on the board, one at a time, and call on students to read each one aloud.

- | | |
|--------|---------|
| 1. low | 4. show |
| 2. tow | 5. crow |
| 3. row | 6. blow |

- Ask students where the 'ow' spelling occurs in these words (at the end).
- Write the following two-syllable words with the 'ow' spelling on the board, one at a time, and call on students to read each one.

- | | |
|--------------|--------------|
| 1. be low | 3. fell ow |
| 2. bell ow | 4. pill ow |

- Again, point out the 'ow' pronounced as /oe/ occurs at the end of the word.

You may want to point out that *bow* may be pronounced as /b/ /ow/, as in, “The boy bowed to the queen,” or as /b/ /oe/, as in, “Tie a bow in your shoelace.”

- Ask students to recall any other sound ‘ow’ may represent (/ow/). Write the following words on the board one at a time, and call on students to read each one.

1. down
2. clown
3. howl
4. now
5. how
6. cow
7. bow

- Point out the spelling ‘ow’ can also stand for /ow/ in the middle of words, as well as at the end of some words. The spelling ‘ow’ is tricky, so when students see it in a word, they should remember there may be a tug of war between the different sounds. They may need to try both pronunciations and then decide which one makes the most sense in context.
- Now show each of the prepared leaves with the ‘ow’ spellings, one at a time, and read each word aloud as a class. Tape each word to the ‘ow’ branch on the /oe/ Spelling Tree.

Practice

15 minutes

The ‘ow’ Spelling for /oe/

- Have students tear out Worksheet 9.1. Complete the front as guided practice with the class. If students are ready, have them complete the back independently.



Worksheet 9.1

Reading Time

20 minutes

Whole Group: “The Subway”

Introducing the Story

- Ask students to tell you the places where Kim has already looked for a job. (a gym, a corner market, Dwight’s Lights, and a diner)
- Tell students today’s story does not involve Kim applying for a job, but instead it is about her subway ride from Brooklyn to Manhattan. Explain to students that Brooklyn and Manhattan are boroughs (a neighborhood consisting of a county, cities, villages, and towns) in New York City. To get to Manhattan from Brooklyn, Kim and Kurt will take a subway to go under a river.



“The Subway”

Lesson 2 of the Teacher Guide contains information about the manner in which New York City is divided into boroughs, as well as information about the subway system. You may wish to review this information before reading “The Subway.”

- Ask students if they have ever ridden on a subway before. Refer to Lesson 2 to build background knowledge, if necessary, on the subway system.

Previewing the Spellings

- You may wish to preview the following spellings before reading today’s story.

‘ea’	‘ai’	‘ay’	‘er’	Other multi-syllable words
meal	train	sub way	riv er	fin ished
breath ing	wait ed	day	un der	wait ress
seats	air	swayed	clo ser	Man hatt an
hear			bett er	plat form
East				in side

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s story.

1. **to leave a tip**—to give money beyond what is required to pay for a meal to a waitress for their service
2. **Times Square**—a busy area of Manhattan consisting of shops and theaters
3. **East River**—a river running through New York City
4. **platform**—a raised area where patrons wait for the subway or train

Purpose for Reading

- Ask students to think about the modes of transportation they use to get to different places: a car, a bus, an airplane, a bike, etc. Tell students when they read “The Subway,” they should think of the ways the subway is similar to or different from the modes of transportation they have used before.

Reading Supports

- When Kurt says “Manhattan?” with a loud sigh, ask students to demonstrate what a loud sigh sounds and looks like. Encourage students to reread “Manhattan?” with expression.
- When Kim explains that *sub-* means *under*, tell students you are thinking of another word that starts with *sub-* something that goes underneath the surface of water. Ask students if they can guess what you are thinking of (a submarine: *marine* refers to the ocean and a *submarine* is a vessel that can travel far down into the depths of the sea).

Wrap-Up

- Use the following questions to discuss “The Subway.” Encourage students to answer in complete sentences.

Discussion Questions on “The Subway”

1. *Literal* Why does Kim want to go to Manhattan? (Kim goes to Manhattan because she is not having any luck finding a job in Brooklyn.)
2. *Literal* Describe the inside of the subway train. (Inside a subway, there are seats as well as straps for people to hold onto; there are windows to look outside.)
3. *Literal* What sounds does the subway make? (The subway makes squeaking and creaking sounds.)
4. *Literal* Why was Kurt having difficulty breathing? (Kurt was having difficulty breathing because the subway was crowded.)
5. *Literal* Did Kurt and Kim end up getting seats? (Yes, Kurt and Kim got seats after people got off at Wall Street.)

Take-Home Material

Reminder

- Remind students to study for the Spelling Assessment in Lesson 10.

Supplemental Materials

- Decodable words:

- | | |
|-----------|-------------|
| 1. grow | 7. low |
| 2. know | 8. snow |
| 3. own | 9. elbow |
| 4. show | 10. slow |
| 5. yellow | 11. rainbow |
| 6. window | 12. bellow |

- Decodable homophones:

- | | |
|--------------------|--------------|
| 1. no—know | 4. so—sow |
| 2. toe—tow | 5. rose—rows |
| 3. rode—road—rowed | 6. row—roe |

- Wiggle Cards:

1. show me your hands
2. show me your elbows
3. follow me
4. act like you are growing
5. look out the window
6. row your boat

- Chain:

1. foal > coal > coat > boat > bat > bet > beet > bee > bow > row > grow > throw > crow

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average 707–855 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 713–862 of those words would be completely decodable.
- 'ow' is a tricky spelling; it can stand for /ou/ (*cow*) or /oe/ (*snow*).

Lesson 10

✓ 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.

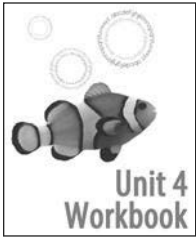
- ✓ Form and use irregular plural nouns orally and in own writing (L.2.1b)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing (L.2.1d)
- ✓ Use collective nouns (e.g., *group*) (L.2.1a)

At a Glance	Exercise	Materials	Minutes
Spelling	Student Spelling Assessment	Worksheet 10.1	15
Grammar	Regular and Irregular Singular and Plural Nouns	Worksheets 10.2, 10.3	25
Reading Time	Partner Reading: "The Subway"	<i>The Job Hunt</i> ; Worksheet 10.4	20

Advance Preparation

Write the following word pairs on the board:

1. one clerk—two clerks (rule 1: add the suffix *-s*)
2. one branch—two branches (rule 2: add the suffix *-es* to words ending in 'ch', 'sh', 'ss', 'x', 'z')
3. one fly—two flies (rule 3: change 'y' to 'i' and add *-es*)

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 words.
- Repeat this procedure with each of the remaining words.
- The spelling words for this week are as follows.

- | | |
|----------|-----------|
| 1. stir | 9. turn |
| 2. fur | 10. bar |
| 3. nerve | 11. girl |
| 4. car | 12. chore |
| 5. bird | 13. purse |
| 6. store | 14. hurt |
| 7. shirt | |
| 8. serve | |

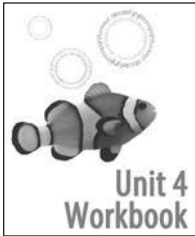
Tricky Word: all

- Direct students' attention to the lines on the bottom of the worksheet. Tell students to write the sentence, "All the girls had purses." Slowly repeat this sentence twice.
- At the end, read each spelling word once more.
- After all the words have been called out, tell students you will 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 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 to understand any patterns beginning to develop or persisting among individual students.

Regular and Irregular Singular and Plural Nouns



Worksheets 10.2, 10.3

- Remind students they have been practicing how to change nouns from singular to plural form. Refer to the following word pairs on the board.

1. one clerk—two clerks (rule 1: add the suffix –s)
2. one branch—two branches (rule 2: add the suffix –es to words ending in ‘ch’, ‘sh’, ‘ss’, ‘x’, ‘z’)
3. one fly—two flies (rule 3: change ‘y’ to ‘i’ and add –es)

- Tell students each pair shows the singular and plural form of a particular noun. Ask a student to read the first pair and then state the rule for how this singular noun was transformed to a plural noun. After the rule for each pair is stated, ask other students to provide several examples of other nouns in which the plural is created in the same way.
- Point out all of the plural formations above are considered “regular” because they follow one of the three plural formation rules. Remind students they have already learned how to write and spell several irregular plural nouns.
- Ask students to turn to Worksheet 10.2:
- Ask students to read the singular nouns, one at a time, and then say and write the plural form of the same noun on their worksheets. After all students have had time to try writing the plural noun independently, write the correct plural form on the board so students can check their work. Prompt students to correct any spelling errors they may have made. Provide time for students to write two sentences using these words.
- Tell students they will learn several additional irregular plural formations today. Write the word *shelf* on the board. Ask a student to read the word and make up an oral sentence using the word *shelf*. Write the sentence on the board circling the word *shelf*. Ask students whether the circled noun *shelf* refers to “one shelf” or “more than one shelf” (one shelf).
- Choose another student, hold up two fingers and say, “Make up a new sentence about two...” pause and point to the circled word *shelf*. If the student hesitates in providing a sentence, ask whether when talking about two of this item, one would say two *shelFs*? Guide the student in recognizing the plural form of *shelf* is not *shelFs*, but *shelves*.
- Write the word *shelf* on the board again and explain that in order to create the plural of a noun that ends in the letter ‘f’, we change the ‘f’ to ‘v’ and then add ‘es’. Erase the letter ‘f’ and then write ‘ves’ with a different color chalk or marker. Sound out the word with the students.

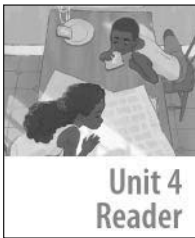
You may want to point out to students that the /l/ sound is not pronounced in the words *half*—*halves* and *calf*—*calves* even though they include the letter 'l'.

- Repeat the previous procedure with the word *wife*. Explain that many times when a word ends in 'f' or 'fe', it is necessary to change the 'f' or 'fe' to 'v' or 've', then add the -s or -es suffix. Repeat with the word *hoof* (*hooves*), *elf* (*elves*), *half* (*halves*), and *calf* (*calves*). Remember to have students create oral sentences using the plural forms of the nouns.
- Tell students to turn to Worksheet 10.3. Guide students in completing several examples from each part of the worksheet and then allow them to complete the remaining items independently. Be sure students complete both the front and back of this worksheet.

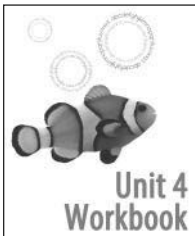
Reading Time

20 minutes

Partner Reading: "The Subway"



"The Subway"



Worksheet 10.4

- Tell students today they will reread the story "The Subway" with partners. Remind students rereading stories is an important way to become more fluent readers.
- If necessary, review with students how to be a good partner for reading (taking turns, helping each other sound out words, etc.). Encourage students to use the Individual Code Chart if they need help sounding out words.
- When students finish rereading the story, they may work together to complete Worksheet 10.4. Be sure students complete both the front and back of the worksheet.

Spelling Analysis Directions

Unit 4 Lesson 10

- Write students' names in the column provided.
- Place an X in the column of any word students did not spell correctly.
 - If students misspelled numbers 1, 5, 7, and/or 11, then you may wish to review 'ir' as /er/.
 - If students misspelled numbers 2, 9, 13, and/or 14, then you may wish to review 'ur' as /er/.
 - If students misspelled numbers 3 and/or 8, then you may wish to review 'er' as /er/.
 - If students misspelled numbers 6 and/or 12, then you may wish to review 'or' as /or/.
 - If students misspelled numbers 4 and/or 10, then you may wish to review 'ar' as /ar/.

Lesson 11

✓ 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)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Use collective nouns (e.g., *group*) (L.2.1a)
- ✓ Capitalize holidays, product names, and geographic names (L.2.2a)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Introduce Spelling Words	Worksheet 11.1	10
The /ee/ Sound and Its Spellings	Review of the /ee/ Sound and Its Spellings	new Spelling Tree for /ee/; previously prepared leaves	15
	Tricky Spelling 'e'	new Spelling Tree for /ee/; previously prepared leaves and blank leaves; Vowel Code Flip Book; Individual Code Chart; Spelling Card for 'e' > /ee/ (<i>me</i>); tape; green markers	20
Reading Time	Whole Group: "Wall Street"	<i>The Job Hunt</i>	15
Take-Home Material	Spelling Letter Words and Practice of /ee/ Spellings	Worksheets 11.1, 11.2	*

Advance Preparation

You will need to prepare a new Spelling Tree for the /ee/ sound. Label the trunk of the tree /ee/ and then add eight branches, with the longest branch on the bottom labeled as 'y'; the following branches should go in this order, from longest to shortest: 'e', 'ee', 'ea', 'ie', 'ey', 'e_e', followed by odd ducks.

In addition, you will need to write the following words on leaves for the Spelling Tree.

feet, week | end, yan | kees, three, day | dream, see | saw, Chi | nese,
su | preme, teach | er, dear, beach, heap | ing, steam, least, ath | lete,
read | er, steal, cen | tip | ede

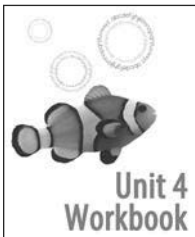
Do not underline or bold the spellings on these leaves as students will do that as part of today's exercise. Remember the syllable divisions are provided for your quick reference, if needed, to assist students with chunking. Please do not indicate syllable division on the leaves.

Note: In this lesson, you will review the spellings for /ee/ students learned in Unit 2 ('ee', 'ea', and e_e) as well as introduce the new spelling 'e' for /ee/ when it occurs at the end of a word or an open syllable in a multi-syllable word. The remaining spellings for /ee/: 'y', 'ey', and 'ie' will be taught later in this unit.

Warm-Up

10 minutes

Introduce Spelling Words



Worksheet 11.1

- Write 'ow' on the board and remind students they learned the 'ow' spelling could represent the /oe/ sound, especially when this sound occurs at the end of words. Also remind them the spelling 'ow' is tricky, so it can also represent the /ow/ sound, usually in the middle or at the end of words. Tell students the spelling words this week include words in which the 'ow' spelling represents either the /oe/ sound or the /ow/ sound.
- Have students take out the Individual Code Chart. Ask them to turn to the page that has the /oe/ sound with the 'ow' spelling. Ask a student to tell you the example word for the 'ow' spelling for /oe/. Ask students to orally provide three other examples of words with the 'ow' spelling for /oe/. Repeat these steps for the 'ow' spelling for /ow/.
- Write two columns on the board with the headings: 'ow' as /oe/ and 'ow' as /ow/. Write the spelling words in the appropriate columns.
- The spelling words for this week are as follows.

1. **'ow' as /oe/:** be | low, yell | ow, el | bow, rain | bow, snow, sorr | ow, arr | ow
2. **'ow' as /ow/:** plow, flow | ers, growl | ing, pow | der, show | er, me | ow, chow

Tricky Word: your

- Read each of the words aloud with students, focusing on the specific spellings in each word. Tell students the Tricky Word for this week is *your*.
- Tell students they will take home Worksheet 11.1 to share with a family member.
- Remind students to practice their spelling words at home each night.

The /ee/ Sound and Its Spellings

35 minutes

Review of the /ee/ Sound and Its Spellings

15 minutes

- Show students the /ee/ Spelling Tree you have created. Point to the trunk and say the /ee/ sound aloud.
- Point out there are many branches on this tree representing many different ways in which the sound /ee/ can be spelled. Tell students they have already learned three of the spellings on the tree: 'ee', 'ea', and 'e_e' in Unit 2 and they will learn the remaining spellings for /ee/ in this unit.
- Tell students you will review the spellings they already know for /ee/. Point to the branches with the spellings 'ee', 'ea', and 'e_e' one at a time. For each spelling, write an example word on the board (*beet*, *meat*, and *Pete*) guiding students in reading each word.
- Distribute the prepared leaves to student pairs and/or individual students.
- Tell students to find and circle the /ee/ spelling in their word and then read the word together.
- Ask each student pair to show the class their leaf, read the word aloud, use it in an oral sentence, and say which of the /ee/ spellings the word contains. Have students tape their leaf to the appropriate branch on the Spelling Tree.

Tricky Spelling 'e'

20 minutes

- Tell students today they will learn the letter 'e' can sometimes be used to represent the long vowel /ee/ sound. However, remind them they already know another sound the letter 'e' can represent.
- Write the following words on the board beneath the heading 'e'.

- | | |
|---------|---------------|
| 1. hen | 4. bed room |
| 2. red | 5. happ en |
| 3. stem | |

- Ask students to read these words, pointing out that in these words, the 'e' represents the short vowel /e/ sound they already know. Point out words or syllables in which the 'e' stands for /e/, the 'e' is followed by a consonant.

Note: Do not erase these words. You will refer to them again.

Tell students the letter ‘e’ is a tricky spelling because it can represent more than one sound. They already know it can stand for /e/. Today they will learn words in which ‘e’ can stand for the /ee/ sound.

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

Vowel Code Flip Book

1. ‘e’ > /ee/ (*me*) Vowel Code Flip Book page 8

- Turn to **Vowel Code Flip Book page 8** and show students the ‘e’ Spelling Card for /ee/, as well as the target word *me* on the card. Tape the Spelling Card to the appropriate space.
- Today’s letter-sound correspondence can be found on this page of the Individual Code Chart.

Individual Code Chart

1. ‘e’ > /ee/ (*me*) Individual Code Chart page 8

- Distribute the green markers. Have students turn to **Individual Code Chart page 8** and outline the ‘e’ card and spelling.
- Write the following words on the board, point to and circle the ‘e’ at the end of each word, and ask students to read these words.

1. me
2. be
3. he
4. she

- Explain that when the letter ‘e’ comes at the end of a word or syllable, it represents the /ee/ sound.

Note: The words listed previously were Tricky Words in Kindergarten and Grade 1. They are now decodable words.

- Now write the following multi-syllable words on the board; circle and point to the ‘e’ at the end of the syllable.

1. be | low
2. be | fore
3. e | ven
4. re | peat

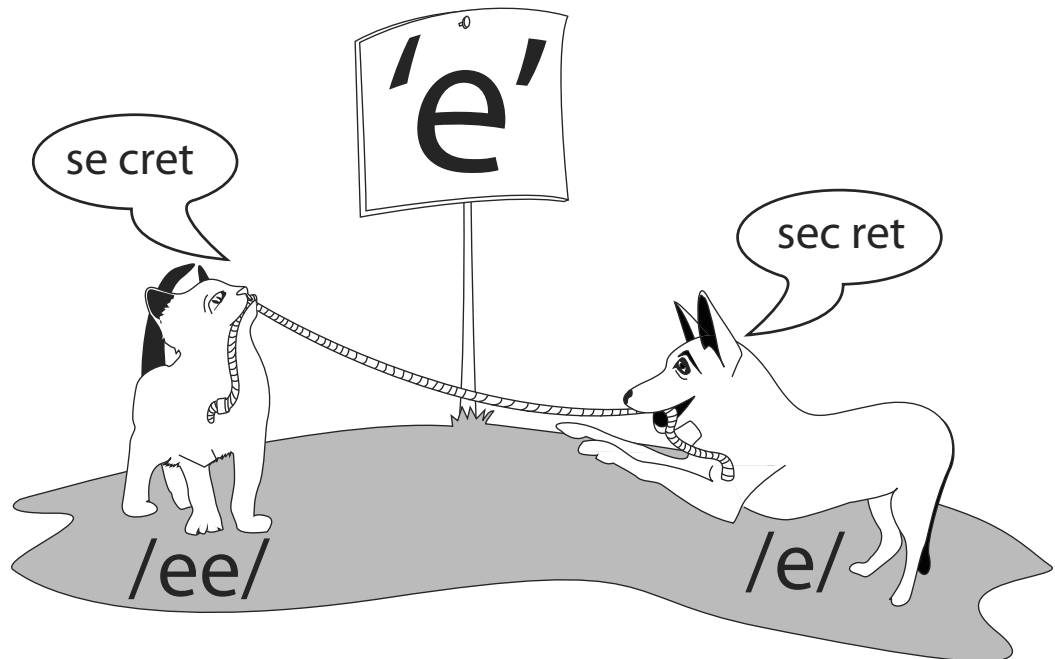
- Restate when the letter ‘e’ comes at the end of a word or syllable, it represents the /ee/ sound.
- Remind students ‘e’ is a tricky spelling. Quickly point to and read the list of words you wrote on the board earlier in which the ‘e’ is followed by a consonant and represents the /e/ sound.
- Tell students to try breaking the word into syllables on their own, perhaps trying both pronunciations to see what makes sense.
- Write *lemon* 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 read and say this word.”
- Write *le | mon* and *lem | on* underneath *lemon*. Explain both of these are ways they might try chunking the letters in this word into syllables.
- Say, “To make lemonade, you must squeeze a _____.”
- Point to the syllables in the first word and model how to sound out the word as it is divided. *Le | mon* is pronounced /lee/ /mon/, with the long vowel /ee/ sound.
- Now point to the second word *lem | on* and model sounding out the word as it is divided: it is pronounced /lem/ /on/ with the short vowel /e/ sound because the ‘e’ is followed by a consonant.
- Ask students which pronunciation makes sense and is a word they recognize. (*lem | on*). Circle *lem | on* and repeat the oral sentence, “To make lemonade, you must squeeze a *lemon*.”
- Review the spelling patterns for the long /e/ versus the short /e/ sound, i.e., ‘e’ is pronounced /ee/ at the end of a syllable or word, but is pronounced /e/ when it is followed by a consonant within the syllable.
- Repeat this procedure with the remaining words and oral sentences: write the target word on the board and then write two different ways it can be broken into syllables. Use the word in an oral sentence, alternately pointing to and saying the /ee/ and /e/ sound. Ask students which word makes sense and then circle the correct word.
- Remind students if the ‘e’ is followed by a consonant within the syllable, it represents the /e/ sound; if it comes at the end of a syllable, it represents the /ee/ sound.

Note: Do not write the sentences. You will read them aloud. Only write the bolded words.

See the Pausing Point for additional resources for the tricky spelling ‘e’.

1. I won't tell anyone. I am good at keeping a **se** | **cret/sec** | **ret**.
2. There are 60 **sec** | **onds/se** | **conds** in a minute.
3. The floor was at an **e** | **ven/ev** | **en** level.
4. Have you **e** | **ver/ev** | **er** seen a double rainbow before?
5. You need to put quarters in the parking **me** | **ter/met** | **er**.
6. The book had pictures of ghosts and **de** | **mons/dem** | **ons**.
7. She is **se** | **ven/sev** | **en** years old.

- Remind students the letter 'e' is a tricky spelling, which means it can represent more than one sound. The letter 'e' as a tricky spelling creates a "tug of war" between the /ee/ and /e/ sounds. When reading, students need to practice breaking words into chunks, trying out the two different sounds, and then choosing the sound and pronunciation that makes sense.



- Ask students to look at the words on the board and tell you in which words the letter 'e' represents the /ee/ sound (*secret*, *even*, *meter*, *demons*). Hand out a blank spelling leaf to each student who correctly identifies a word in which the 'e' stands for /ee/. Ask them to write the word on a leaf and then tape it to the correct branch on the /ee/ Spelling Tree.

Whole Group: “Wall Street”

Introducing the Story



“Wall Street”

- Remind students that in a previous lesson they read the story “The Subway” in *The Job Hunt Reader*. Kim and Kurt were taking the subway into Manhattan, another borough of New York City, so Kim could look for a job in Manhattan. At the end of the story, the subway had just stopped and many passengers got off the train at that stop. Ask students to recall the name of the subway stop. (Wall Street)
- Tell students the story they will read today is about an area of New York City in Manhattan called Wall Street and the people who work there. Explain that Wall Street is the name of the subway stop and the name of an actual street. It is also used to name or describe an entire area of Manhattan where there are many banks.

Previewing the Spellings

- You may wish to preview the following spellings before reading today’s story.

/ee/			/er/	/ie/	/oe/	Other multi-syllable words
‘e’	‘ee’	‘ea’	‘er’	‘y’	‘ow’	
se cret	street	deal	bank er	spy	borr ow	a gent
e ven	fees		whis pered		own	ex tra

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s story.

1. **look sharp**—to look dressed up and nice
2. **jab**—to punch
3. **loan**—something a person borrows, such as money, for a certain amount of time; which they will give back

Purpose for Reading

- Ask students to read to learn more about banks and bankers on Wall Street and some of the things they do.

Reading Supports

- Ask students to provide a good caption for the picture of Kurt imagining what it might be like to open a store.
- If necessary, model for students the proper intonation for asking questions. Encourage students to read with expression.

Wrap-Up

- Use the discussion questions to guide your conversation about “Wall Street.”

Discussion Questions on “Wall Street”

1. *Literal* Describe the man who gets on the train at the Wall Street stop. (The man is dressed in a black jacket, white shirt, and red tie.)
2. *Inferential* Why do you think Kurt thinks the man might be a spy or secret agent? (He looks sharp and is very nicely dressed; maybe this is how spies look in movies and TV shows Kurt has seen.)
3. *Literal* What does Kim think the Wall Street man’s job might be? (Kim thinks the man may be a banker.)
4. *Literal* What do banks do with people’s cash? (They keep people’s cash safe until they need it and use their extra cash to make loans to people who want to borrow money.)
5. *Literal* Why does Kim think she would not be able to get a summer job at a bank? (You need to have finished two to three years of college to work at a bank and she has only finished one.)

Take-Home Material

Spelling Letter Words and Practice of /ee/ Spellings

- Ask students to take home Worksheets 11.1 and 11.2.

Supplemental Materials

Be, he, me, she, and we were Tricky Words. Now they can be seen as part of a spelling pattern.

- Decodable homophones:

- | | |
|-----------|-----------|
| 1. be—bee | 2. we—wee |
|-----------|-----------|

- Phrases and sentences:

- | | |
|------------------------------------|--|
| 1. between a rock and a hard place | 6. 100 meter dash |
| 2. behind her back | 7. neon lights |
| 3. behind the times | 8. relay race |
| 4. odd or even | 9. running a fever |
| 5. rob Peter to pay Paul | 10. The campsite is beyond the hill. |
| | 11. Jennie is telling Steven a secret. |

- Wiggle Cards:

1. point at a female 2. relax

- Chain:

1. he > she > me > we > be > bee > beet > beat > bean > mean

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average 713–862 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 734–866 of those words would be completely decodable.
- 'e' is a tricky spelling; it can stand for /e/ (*pet*) or /ee/ (*reflex*), or schwa (*telephone*).

Lesson 12

✓ 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 holiday, product names, and geographic names (L.2.2a)
- ✓ Use commas in greetings and closings of letters (L.2.2b)
- ✓ Plan, draft, and edit a persuasive letter in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section (W.2.1)
- ✓ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L.2.2)
- ✓ Use collective nouns (e.g., *group*) (L.2.1a)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Grammar	More Proper Nouns	Worksheet 12.1	20
Writing	Introduction to Persuasive Writing	Worksheets 12.2, 12.4	40
Take-Home Material	"The Subway" and Sound Review Worksheet	Worksheets 12.5, 12.6	*

Advance Preparation

If possible, bring in a box of brand-name children's cereal and a generic or store brand of cereal for comparing and contrasting. Alternatively, you could use commercials for various children's products available on the Internet.

Prepare a copy of Worksheets 12.2 and 12.3 to display during the lesson.

Write the following headings on the board for the Grammar portion of this lesson.

Common Nouns			Proper Nouns		
People	Places	Things	People	Places	Things

For the grammar exercise, you may want to write the sentences in the following boxes on the board or chart paper in advance of the lesson to save time.

rob and beth invited me to celebrate their birthday on june 23, 2013
the bash will take place on tuesday at pike park on main street in the town
of tomkins some children I know from the town of barton will be there, too

- | | |
|--------------|---------------|
| 1. Mr. Parks | 3. Miss Burks |
| 2. Mrs. Ward | 4. Ms. Rand |

- did mr lane chop the wood into logs for the fireplace yesterday
- mrs jefferson placed three pies on the shelves in the kitchen for miss
craff on sunday

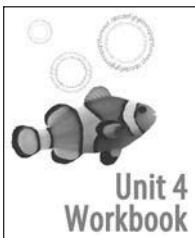
Note to Teacher

We are exposed to many forms of persuasive communication on a daily basis. Such communication may be nonverbal, oral or written, formal or informal. Persuasive communication occurs whenever an individual attempts to convince others to take a certain action, such as purchasing a certain product or adopting a certain belief. Advertisements and commercials are good examples of persuasive communication, but persuasive communication can take more subtle forms and may be a part of letters, booklets, newspaper articles, essays, and so on. In this lesson and those following, students will learn about persuasive writing by writing a persuasive letter.

Grammar

20 minutes

More Proper Nouns



Worksheet 12.1

- Tell students today they will review proper and common nouns as well as learn some additional kinds of proper nouns. Remind them that common nouns identify general people, places, or things, and are always written starting with a lowercase letter, whereas proper nouns identify specific people, places, or things, and are always written starting with an uppercase letter.
- Draw students' attention to the headings you placed on the board.

Common Nouns			Proper Nouns		
People	Places	Things	People	Places	Things

- Ask students to provide multiple examples under each heading. Prompt students to offer the names of specific streets, cities, and states, as well as days of the week and months of the year if they do not do so spontaneously.
- Draw students' attention to the sentences you placed on the board earlier.

rob and beth invited me to celebrate their birthday on june 23, 2013
 the bash will take place on tuesday at pike park on main street in the town
 of tomkins some children I know from the town of barton will be there, too

- Tell students there are many errors in these sentences: proper nouns that have not been capitalized and missing punctuation. Ask students to first read all of the sentences aloud. Then, starting with the beginning of the first sentence, have students proceed word by word to identify each noun, indicating whether it is a common or proper noun, whether it should be capitalized, and why. Complete each sentence, circling each noun and making capitalization and punctuation changes as students direct you to do so.
- Reread the sentences one more time, telling students to pay special attention as to whether the nouns are singular or plural. Ask them to identify the only noun in all of the sentences that is plural (*children*). If necessary, remind students the singular form of *children* is *child*; unlike many regular nouns, we do not add 's' to the end of *child* to create the plural form of this noun.
- Tell students they will now learn a new type of proper noun. Write your name on the board (e.g., Miss Jones, Mr. Parks, Ms. Rogers, Mrs. Sanders).
- Explain to students that many times we write names with a title in front of the person's last name as a sign of respect. Explain the title always begins with a capital letter.
- Draw students' attention to the names you placed on the board earlier.

1. Mr. Parks	3. Miss Burks
2. Mrs. Sadler	4. Ms. Rand

- Explain that *Mr.* is the title for a married or unmarried man and that *Ms.* is the title for a married or unmarried woman. Explain that we can also use *Mrs.* as a title for a married woman and *Miss* as a title for an unmarried woman. Point out that *Mr.*, *Mrs.*, and *Ms.* are all abbreviated (or shortened) forms of other words, so a period follows each title. *Miss* is a complete word and needs no period at the end.
- Draw students' attention to the sentences you placed on the board earlier.

1. did mr lane chop the wood into logs for the fireplace yesterday
2. mrs jefferson placed three pies on the shelves in the kitchen for miss craff on sunday

- Ask students to first read each sentence aloud. Then, starting with the beginning of the sentence, have students proceed word by word to identify each noun, indicating whether it is a common or proper noun, whether it should be capitalized or not, and why. Complete each sentence, circling each noun and making capitalization and punctuation changes as students direct you to do so.
- Next, ask students to indicate whether the nouns are singular or plural.
- Finally, ask students to identify the verb in each sentence so you can draw a wiggly line under it.

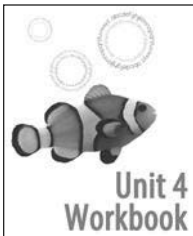
1. **Proper Noun:** Mr. Lane (S) **Common Nouns:** wood (S), logs (P), fireplace (S), yesterday (S) **Verb:** chop
2. **Proper Nouns:** Mrs. Jefferson (S), Miss Craff (S), Sunday (S) **Common Nouns:** pies (P), shelves (P), kitchen (S) **Verb:** placed

- Distribute Worksheet 12.1. Review the directions and complete the first few items in each section as teacher-guided practice. Be sure students complete both sides of the worksheet.

Writing

40 minutes

Introduction to Persuasive Writing



Worksheets
12.2–12.4

- Tell students today they will begin several lessons learning how to write a letter persuading someone to do something.
- Tell students when you try to persuade someone, you try to convince them to do something you want them to do. Use the cereal boxes and/or Internet commercials to talk about how the writer(s) of these materials use many different techniques to try to convince customers to buy something. Point out specific text, colors, and images designed to catch the eye so people will purchase the products.
- Remind students of the story, “Dwight’s Lights,” in which Dwight tries to persuade Kim and Kurt to purchase lights from his store. Ask students to turn to “Dwight’s Lights” in the Reader and identify several things Dwight says as he tries to persuade Kim and Kurt to buy something. Explain that Dwight tries to offer several reasons why Kim and Kurt should purchase a light from him.

If you or students prefer to choose a different topic as the subject of the persuasive letter to the principal, feel free to do so.

You may want to point out the parts of the word *reason* that are decodable (the first syllable *rea-*), and the parts that are tricky (the second syllable *-son*).

- Ask students to read and discuss several of Dwight’s statements aloud. These reasons should come up during the discussion:
 - Dwight claims to have every kind of light anyone would need.
 - Dwight claims to have the best price of anyone.
- Tell students they are going to practice writing letters to persuade someone to do something. Today students will pretend to ask the principal if the school cafeteria can serve french fries every day for lunch.
- Tell students to turn to Worksheet 12.2 to find the planning template for persuasive letter writing. Tell them they will use this template to organize their thoughts on the topic before they actually write the letter.
- Tell students each piece of persuasive writing should start with an opening sentence that states what it is that they want to happen, i.e., the goal or purpose of this persuasive writing. In this case, the purpose might be, “We would like french fries for lunch every day at school.” As you model writing the opening sentence on the display of Worksheet 12.2, have students copy the sentence on their worksheets.
- Tell students in order to persuade someone to do something, they will need to provide very convincing reasons why the other person should do what is asked or proposed. Explain that people often mention specific facts or opinions when they are providing reasons to persuade someone to do something.
- Explain that facts and opinions are not the same things:
 - Opinion—someone’s belief about something. For example, one person might think chocolate ice cream is the best flavor, whereas another person might think vanilla ice cream is the best.
 - Fact—a statement that can be checked or proven. For example, my house is one mile from the school.
- Point out to students that although persuasive writing is most powerful if the writer can provide facts as reasons why someone should do something, the reasons given in a persuasive piece are often opinions (as is the case in advertisements and commercials).
- Encourage students to suggest reasons they might use to persuade the principal they should have french fries every day. Here are a few ideas if they need prompting:
 - French fries taste good.
 - Everyone likes french fries.
 - French fries are easy to make.
- Model writing three reasons on the display worksheet as students write three reasons on their own worksheets.

- Tell students it is effective to end persuasive writing with a sentence that sums up and restates the purpose in a closing sentence. Model writing a closing sentence as students add the closing sentence on their worksheets.
- Now that students have their persuasive writing ideas organized on paper, tell them to turn to Worksheet 12.3 so the class can compose a friendly letter to the principal.

Note: Students who used CKLA materials in Grade 1 may already be familiar with a friendly letter and its components.

You may want to point out the Tricky Words on the letter template such as *school*, *principal*, and *sincerely*.

- Explain a friendly letter has very specific parts always placed on specific areas of the page. On the display copy, point out and complete the heading, greeting, and closing, using this specific terminology. (Do not complete the body of the letter.) Tell students to complete their own worksheet, following along as you fill out the template in front of the whole class. Use this opportunity to reinforce the capitalization of proper nouns in addresses, dates, and titles.
- After these parts of the letter are complete, tell students they are now ready to complete the main part of the letter called the body of the letter. Demonstrate how they will copy their persuasive writing from Worksheet 12.2, by writing the opening sentence from the display copy of Worksheet 12.2 on the display copy of the body of the letter. Tell students to finish the letter by copying the rest of their work from the persuasive writing template to the body of the letter.
- Then, direct students' attention to the closing provided, *Sincerely*. Tell students closings are a way to bring the letter to an end. *Sincerely*, is a fairly standard closing. You may also tell students the closing of a letter is dependent upon the person to whom the letter is addressed. A friendly letter to a friend or relative might close with *Love*, or *Very Truly Yours*.
- Last, direct students to sign their own names on the signature line of the template.
- If time permits, encourage any students who finish writing their letter to refer to Worksheet 12.4 to double check their work with the editing checklist.

You may want to point out the Tricky Words in the checklist, such as *heading*, *body*, and *signature*.

Take-Home Material

“The Subway” and Sound Review Worksheet

- Ask students to take home Worksheet 12.5 to read to a family member and Worksheet 12.6 to complete.

Lesson 13

✓ 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 holiday, product names, and geographic names (L.2.2a)
- ✓ Use commas in greetings and closings of letters (L.2.2b)
- ✓ Plan, draft, and edit a persuasive letter in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section (W.2.1)
- ✓ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L.2.2)

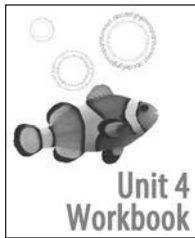
<i>At a Glance</i>	Exercise	Materials	Minutes
Grammar	More Proper Nouns	Worksheet 13.1	20
Persuasive Writing	Plan and Draft a Persuasive Letter	Worksheets 13.2–13.4	40
Take-Home Material	“Wall Street” and Story Comprehension	Worksheets 13.5, 13.6	*

Advance Preparation

Prepare Worksheets 13.2 and 13.3 for display.

Write the following sentences on the board.

1. mrs jones, jeff’s mom, drove him and some children from his class to the park on main street on friday
2. mr smith searched for foxes and wolves with three men last october



Worksheet 13.1

More Proper Nouns

- Quickly review common and proper nouns by asking students to verbally give two examples of common and proper nouns that are persons, two more examples of common and proper nouns that are places, and, finally, two examples of common and proper nouns that are things.
- Ask students which kind of nouns are written starting with a lowercase letter (common) and which start with an uppercase letter (proper).
- Remind students they also learned that titles, such as *Mr.*, *Ms.*, *Mrs.*, and *Miss* can be part of a proper noun.
- Draw students' attention to the sentences you placed on the board earlier.
- Read each sentence as a class, explaining these sentences include words that have not been capitalized or punctuated correctly. Starting at the beginning of each sentence, ask students to identify each word that should be capitalized and explain why.
- As students identify each proper noun, replace the lowercase letter with a capital letter. After capitalizing each title, ask students what punctuation mark needs to follow the abbreviated title (period) and add this as well.
- After students have correctly capitalized and punctuated each sentence, ask them to direct you in identifying common nouns (circle), proper nouns (box), and to also indicate whether each noun is singular (S) or plural (P). Then ask them to direct you in marking the verb with a wiggly line.

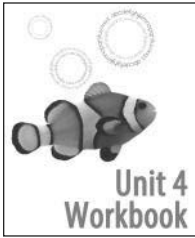
Sentence 1. **Common Nouns:** mom (S), children (P), class (S), park (S)
Proper Nouns: Mrs. Jones (S), Jeff's (S), Main Street (S), Friday (S)
Verb: drove

Note: Some students may mistakenly identify *Jeff's* as a plural noun because of the letter 's' at the end of his name. Make sure students understand the 's' shows possession, not more than one thing.

Sentence 2. **Common Nouns:** foxes (P), wolves (P), men (P)
Proper Nouns: Mr. Smith (S), October (S) **Verb:** searched

- Distribute Worksheet 13.1 and explain in Part I, students are to edit the sentences by adding capitalization and punctuation as needed. Students should cross out any lowercase letters that need to be capitalized and write the uppercase letter above the crossed-out letter. Complete Part I as guided practice with the class. Explain the remaining directions and allow students to complete the rest of the worksheet independently, if this is appropriate for the skill level of this class.

Plan and Draft a Persuasive Letter



Worksheets
13.2–13.4

- Review the concept of persuasive writing, reminding students when you write to persuade someone, you are trying to convince them to do or believe something. Ask students to give examples of persuasive writing. (advertisements, commercials, the friendly letter they wrote to the principal yesterday)
- Tell students today they will write a new persuasive letter as a class. Read the following prompts to students and allow them to choose which topic they would like to write about as a class; you may want to ask students to vote for their favorite topic.

- Possible persuasive letter writing topics:

Write a letter to the person or persons of your choice persuading them:

- a certain game is the best game for everyone to play at recess
- a class field trip to a certain place is best
- a certain name is the best name for the school mascot
- a certain kind of candy is the best
- a certain book is the best to read
- a certain movie is the best to go see
- a certain food is the best to eat for lunch or dinner
- a particular animal is the scariest at the zoo
- a certain song is the best song
- a particular knock, knock joke is the most hilarious joke

Of course, other ideas may be more appropriate for your class and if so, use those instead.

- Begin by verbally repeating whichever prompt the class has selected and ask the class to decide the specific item (game, trip, mascot, candy, book, etc.) as the subject of their persuasive letter; if multiple ideas are suggested, you may want to ask students to vote.
- Next, ask students to spend 30 seconds with their eyes closed and heads down, thinking about how they would go about convincing someone of the merits of the specific topic they have selected.
- When you say, “Heads up!” everyone should sit back up and you can begin calling on students to help you fill out the displayed Worksheet 13.2.
- Remind students this kind of writing is called persuasive writing and they are writing a persuasive friendly letter.
- Create an opening sentence stating the purpose of the letter, e.g., to have the teacher to take the whole class to the zoo.

- Help students think of three reasons why the action should take place.
- Assist students in developing a closing sentence recapping the request.
- Ask students to turn to Worksheet 13.3.
- Guide them through completing the worksheet as you work as a class, allowing them time to copy the information from your displayed sheet.
- If time permits, ask students to turn to Worksheet 13.4 and review the editing checklist as a class. While there may not be errors in the display letter you have written, urge students to double check their own work carefully using the checklist.
- Tell students in a future lesson, they will work on creating their own letter with a writing partner.

Take-Home Material

“Wall Street” and Story Comprehension

- Ask students to take home Worksheet 13.5 to read and Worksheet 13.6 to complete.

Lesson 14

✓ Objectives

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

- ✓ Use both regular and irregular present-tense verbs orally and in own writing (L.2.1d)
- ✓ Capitalize holiday, product names, and geographic names (L.2.2a)
- ✓ Use commas in greetings and closings of letters (L.2.2b)
- ✓ Plan, draft, and edit a persuasive letter in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section (W.2.1)
- ✓ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L.2.2)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Grammar	Recognize <i>To Be</i> as a Verb	Worksheet 14.1	20
Persuasive Writing	Planning and Drafting	Worksheets 14.2–14.4	40
Take-Home Material	Reminder		*

Advance Preparation

In this lesson, students will work in pairs to write persuasive letters on various topics.

Also prior to the lesson, write the following writing prompts on index cards or slips of paper, which will be distributed during the lesson. Feel free to add or substitute different prompts; you may also want to make multiple copies of some prompts, so several student pairs have the opportunity to write about the same topic.

Write a letter:

- to the President asking if he will come visit your class
- to your parents asking for ice cream as an afternoon snack every day
- to your parents asking to have a new pet
- to your parents asking for a later bedtime on the weekend
- to your parents asking to spend the night at your friend's house
- to your principal explaining why you and your partner should be "Principals for a Day"
- to your teacher asking for an extra recess later this week
- to your teacher asking for no homework for the rest of the year
- to your principal asking that you come to class only four days instead of five days a week for the rest of the year
- to a TV show producer asking that he make a TV show that you and your partner have created
- to an ice cream store asking that they serve a new kind of ice cream you and your partner have invented
- to the tooth fairy asking for more cash or a different surprise the next time one of your teeth falls out
- to a TV station manager asking for cartoons on TV all the time
- to a magic elf asking him to grant you a wish
- to an airline asking them to give you free tickets for a trip somewhere
- to your grandparents or a friend asking them to visit you
- to the mailman asking him to leave you surprise packages in the mail

Write the following sentences on the board to use in the Grammar portion of this lesson.

I run fast.	I play ball.	I sing a song.	I drink milk.
You run fast.	You play ball.	You sing a song.	You drink milk.
We run fast.	We play ball.	We sing a song.	We drink milk.
They run fast.	They play ball.	They sing a song.	They drink milk.
He runs fast.	He plays ball.	He sings a song.	He drinks milk.
She runs fast.	She plays ball.	She sings a song.	She drinks milk.

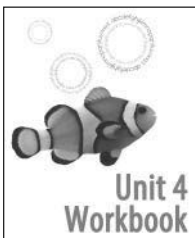
Now write these sentences on the board, also to use in the Grammar portion of this lesson.

I am glad.	I am sick.	I am in the gym.
You are glad.	You are sick.	You are in the gym.
We are glad.	We are sick.	We are in the gym.
They are glad.	They are sick.	They are in the gym.
He is glad.	He is sick.	He is in the gym.
She is glad.	She is sick.	She is in the gym.

Grammar

20 minutes

Recognize *To Be* as a Verb



Worksheet 14.1

Note: Before introducing *to be* as a verb, it will be helpful for students to have a very basic understanding of verb conjugation; it is not necessary, however, for students to know or use the term *conjugation*.

This lesson will introduce the concept of conjugation with a review of action verbs first. The second part of the lesson will introduce students to present tense forms of *to be* as a verb. The next grammar lesson will focus on the past tense.

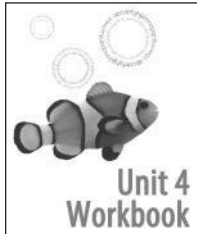
- Direct students' attention to the first chart you placed on the board.
- Ask students to read each group of sentences and identify the action verb in each sentence as you underline it with a wiggly line. Point out that the action verb in each group is the same, though it may change form slightly depending on who is performing the action in each sentence. For example, when we use the words *I*, *you*, *we*, or *they* with the action verb *run*, we say *I run*, *you run*, *we run*, or *they run*. But when we use the words *he* or *she* with *run*, we say *he runs* or *she runs*.
- Repeat the process with the remaining groups of sentences in the first chart.
- Explain that students are going to learn a new kind of verb that is not an action verb, but is still a verb. Write the following sentence on the board: *He is glad*.
- Explain to students the verb in this sentence is not an action word. The verb in this sentence is *is*. Draw a wiggly line under *is*. Ask students who the sentence is about, i.e., who is glad? (*he*) Explain that the verb *is* is about *he* but it does not show action like *runs* or *jumps*. It is one form of the special verb *to be*.
- Direct students' attention to the second chart you wrote on the board.
- Ask students to read the first group of sentences. Underline each form of the verb *to be* with a wiggly line and point out this is the verb in the sentence. Continue with the other groups of sentences, but now ask students to identify the verb in each sentence as you underline it with a wiggly line.

See the Pausing Point for additional resources for *to be* verbs.

- Distribute Worksheet 14.1 and complete the front with the whole class as guided practice. The back of the sheet may be used for guided practice or independent practice. If you choose independent practice, do at least the first one or two items with students.

Persuasive Writing

40 minutes



Worksheets 14.2–14.4

Planning and Drafting

- Tell students today they will plan and draft a persuasive letter.
- Group students as writing partners. Pass the box or basket of writing slips to each pair and have them draw one prompt without looking.
- Tell each pair to read a prompt together and then take several minutes to talk quietly about the topic. Circulate around the room to make sure all students understand what they are to write about.
- Ask students to turn to Worksheets 14.2 and 14.3. Suggest the pairs discuss possible opening sentences for their persuasive writing. Once they have agreed on a sentence, tell students to write the opening sentence on their own copy of Worksheet 14.2.
- Ask students to talk with their partner for several minutes to brainstorm three reasons that would support the topic of their persuasive writing. When they are ready, tell each student to write their three reasons on their respective worksheets.
- Guide students through creating their closing sentence. Remind writing partners the closing sentence should restate their request.
- When students have completed Worksheet 14.2, ask students to turn to Worksheet 14.3 and work with their partner to complete the provided letter template. Circulate throughout the room giving feedback and assistance as needed. You may especially need to provide assistance in completing the address and date.
- It is unlikely students will have time for editing today, but if they do, ask students to turn to Worksheet 14.4 to begin the editing process.

Take-Home Material

Reminder

- Remind students about the Spelling Assessment in Lesson 15.

Lesson 15

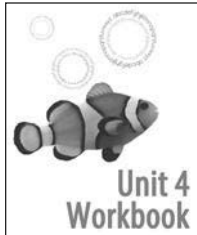
Assessment
Persuasive Writing

✓ Objectives

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

- ✓ Plan, draft, and edit a persuasive letter in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section (W.2.1)
- ✓ 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)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Capitalize holidays, product names, and geographic names (L.2.2a)
- ✓ Use commas in greetings and closings of letters (L.2.2b)
- ✓ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L.2.2)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Use sentence-level context as a clue to the meaning of a word or phrase (L.2.4a)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Student Spelling Assessment	Worksheet 15.1	15
Persuasive Writing	Planning and Drafting	Worksheets 14.2–14.4	25
Reading Time	Close Reading: “The Daydream”	<i>The Job Hunt</i>	20

10 Student Spelling Assessment

Worksheet 15.1

- 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.
- The spelling words for this week are as follows.

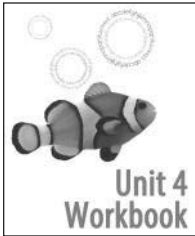
- | | |
|-------------|--------------------------|
| 1. meow | 9. elbow |
| 2. below | 10. shower |
| 3. growling | 11. sorrow |
| 4. yellow | 12. rainbow |
| 5. arrow | 13. flowers |
| 6. plow | 14. chow |
| 7. snow | Tricky Word: your |
| 8. powder | |

- Direct students' attention to the lines on the bottom of the worksheet.
- Tell students to write the sentence "Did your cat meow?" Slowly repeat this sentence twice.
- At the end, read each spelling word once more.
- 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 on to 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 to understand any patterns beginning to develop or persisting among individual students.

Planning and Drafting



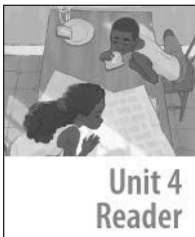
Worksheets 14.2–14.4

- Tell students they will continue to work on the persuasive letter they started with their partner during yesterday’s lesson. Ask students to return to Worksheets 14.2 and 14.3. Suggest they reread both worksheets first and then start writing wherever they left off the day before. Circulate throughout the room providing feedback and assistance as needed.
- Tell students to turn to Worksheet 14.4 when they are finished writing their letter and are ready to begin the editing process. Suggest partners read aloud each item on the editing checklist one at a time and then read the letter line by line to check for any errors.
- If time permits, allow students to read their letters aloud to the class.

Reading Time

Close Reading: “The Daydream”

Introducing the Story



“The Daydream”

- Ask students if they remember the setting of the last story, “Wall Street” (the subway). Tell students in today’s story, “The Daydream,” Kurt and Kim are still riding on the subway. Remind them that Kim and Kurt took the subway from Brooklyn to Manhattan because Kim was having difficulty finding a summer job in Brooklyn. She wanted to come to Manhattan to see if she would have better luck finding a job there.
- Direct students’ attention to the title “The Daydream” and ask if they know what it means to daydream. If students are able to respond correctly, ask them to give examples of things they like to daydream about. If students are unfamiliar with this word, provide an example of something you like to daydream about, explaining when people daydream they usually like to think about pleasurable, happy things they wish they could do or they wish would happen.

Previewing the Spellings

- You may wish to preview the following spellings before reading today’s story.

/ae/				/ee/	/ie/		
‘ai’	‘a’	‘a_e’	‘ay’	‘ea’	‘i_e’	‘y’	‘i’
train	pa per	base ball	day dream	day dream	smile	fly	ninth
				team	life		mind
					twice		wild

reviewing the Vocabulary

- Preview the following phrases before reading today's story.

1. **This is the life!**—expression to say it's a good way to be living
2. **the bee's knees**—an expression meaning something is really great
(Note to teacher: this expression originated in the 1920's as a slang expression used by the Flappers to mean *excellent*)

- Preview the following baseball terms in "The Daydream".

1. **play-by-play**—to say out loud what someone sees happening at that moment
2. **down by two runs**—a baseball team needs two more runs to even the score
3. **two out in the ninth inning**—two players have struck out (not moved around the bases) in the final inning of the game
4. **caller on my show**—someone who calls on the phone to talk to a sports announcer while his show is on radio or TV
5. **a strike**—when a baseball player does not hit the ball and cannot move forward on the bases
6. **They don't like the call.**—means the fans do not like the umpire's decision about the play.
7. **fly ball**—when a ball goes high into the air
8. **It's out of here!**—when the player hits the baseball so far it cannot be caught
9. **home run**—to hit a ball so far the player can run around all of the bases in one turn to score a run
10. **rounding the bases**—to run around the bases

Close Reading

- Have students partner read “The Daydream.”
- After students have finished reading “The Daydream” 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.
- There are many ways for students to respond to the questions you present and you may want to change the way in which you ask for students’ responses in each lesson or even during the lesson to improve student engagement. Here are some suggestions:
 - Have students work as partners. Following each question, direct students to consult with their partner about the correct response, before one student then raises his/her hand to respond.
 - Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response, before one student then raises his/her hand to respond.
 - Following a question, ask all students to provide a written response, before asking an individual student to respond orally.

Teacher Overview

Main Idea and Key Details: The main idea of the story is Kurt sees a poster as he rides along on the subway and it fuels his daydream about his future. Key details of the text include Kurt daydreams about being a successful baseball player and what the crowds and announcer will sound like.

Synopsis: The story “The Daydream” contains a play-by-play account of a baseball game that Kurt imagines himself playing.

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 questions. 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 64</p> <p>The subway train went on past Wall Street, going north. Kim looked at the Job Opening ads in the paper. Kurt looked up at the posters that were hanging on the walls of the train. One of them was a poster of two star baseball players. The players seemed to smile down at Kurt, as if to say, “This is the life, man!” Kurt stared at the poster and daydreamed.</p>		<p>What prompted Kurt to start to daydream?</p>	<p>He saw a poster of baseball players on the wall of the subway train.</p>
<p>He could hear a man speaking. The man was calling out the play-by-play for a baseball game. <i>“Two out in the ninth inning,” the man said. “The home team is down by two runs. So, Mark, it looks like it’s all up to Kurt Gunter at this point.”</i></p>	<p>play-by-play—to say out loud what someone sees happening at that moment</p> <p>two out in the ninth inning—two players have struck out (not moved around the bases) in the final inning of the game</p> <p>down by two runs—a baseball team needs two more runs to even the score</p>	<p>Why is the text on page 64 written in italics?</p>	<p>It is written in italics to show Kurt is daydreaming about what an announcer might say.</p>

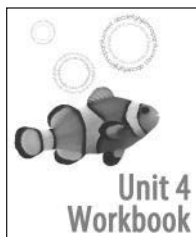
Lesson			
Text From Student Reader	Vocabulary Instruction	Text-Dependent Questions	Responses
<ul style="list-style-type: none"> The text of the Student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<ul style="list-style-type: 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 questions. 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 66</p> <p><i>“Well, James,” said a different voice, “Kurt Gunter has had such a good year. As you know, the former spaceship pilot and race car driver is leading the team in hits, home runs, and runs batted in.</i></p>		<p>What other jobs do you learn that Kurt supposedly has had in his daydream?</p>	<p>Kurt was a former race car driver and spaceship pilot.</p>
<p><i>He has hit the ball so well this year that most fans I’ve spoken with think he’s the bee’s knees! In fact, I had a caller on my show, Sports Yap, last week who told me he thinks Gunter should make twice what they pay him.” “So Gunter steps up to the plate. Here’s the pitch. It’s a strike. The fans are mad. They don’t like the call. They think it was a ball. But Gunter himself seems not to mind. He steps back into the box. Here’s the pitch. Gunter swings.” Smack! “Look out, Mark! He got a bit of that one! It’s a long fly ball to the left. It’s going, it’s going. It’s out of here! Kurt Gunter has hit a home run! Home run by Gunter! We win! We win!”</i></p>	<p>caller on my show—the announcer has a radio call-in show where people telephone him with comments or questions</p> <p>a strike—a baseball term meaning a player tried to hit a ball thrown to him/her and missed</p> <p>fly ball—a baseball term meaning the ball has been hit by the player and is going a long way</p> <p>it’s out of here!—A baseball term meaning the ball has been hit so hard that it will land where it can’t be caught</p> <p>home run—a baseball term referring to a player running all the way around the bases to score one point</p>	<p>The announcer says Kurt is “the bees knees.” (Note to teacher: this expression originated in the 1920’s as a slang expression used by the Flappers to mean excellent) Find evidence in the text that calling Kurt Gunter “the bee’s knees” is a compliment.</p>	<p>After describing how most fans he’s spoken with think Kurt is “the bee’s knees,” the announcer reveals one caller told him Kurt should make twice what they pay him. Later, the announcer describes how the fans are angry when they don’t like a strike call. These examples show how much Kurt’s fans like him, so we can infer that “the bee’s knees” is a compliment.</p>
<p><i>“James, I’m telling you, that’s why Kurt Gunter is a rich man!”</i></p>		<p>The announcer says that “Kurt is a rich man.” Why does he make that statement?</p>	<p>He says that because in his daydream Kurt hits a home run. Baseball players who hit a lot of home runs are paid a lot of money.</p>
<p><i>“Gunter is rounding the bases. He tips his hat to the fans. The fans are going wild! They are shouting, ‘Kurt! Kurt! Kurt!’”</i></p>	<p>rounding the bases—a player has left second base and is approaching third base on his way to home base</p>	<p>What does the announcer mean when he says “The fans are going wild.”?</p>	<p>He means the fans are very excited and happy.</p>
<p>Page 68</p> <p>Just then Kurt looked up. Kim was shaking him and saying, “Kurt, Kurt, Kurt! This is our stop!”</p>			
		<p>Turn and Tell: Describe the plot of this story to your partner.</p>	

Note to Teacher

As in previous lessons, you may or may not have time to have students complete the worksheet during this lesson. If time does not permit, you may use this worksheet at another time in the unit.

Wrap-up

- Ask students to turn to Worksheet 15.2 and write four or five sentences describing the plot of this story.



Worksheet 15.2

Spelling Analysis Directions

Unit 4 Lesson 15

- Write students' names in the column provided.
- Place an X in the column of any word students did not spell correctly.
- Words 1, 3, 6, 8, 10, 13, and 14 represent the 'ow' as /ou/.
- Words 2, 4, 5, 7, 9, 11, and 12 represent the 'ow' as /oe/.
- In the Pausing Point, you will find two worksheets, one for the /ou/ sound and another for the /oe/ sound to use for additional practice or instruction.

Lesson 16

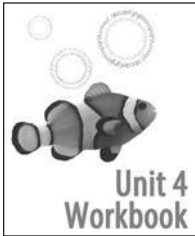
Persuasive Writing
(or Review)

✓ 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 letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Capitalize holidays, product names, and geographic names (L.2.2a)
- ✓ Use commas in greetings and closings of letters (L.2.2b)
- ✓ Plan, draft, and edit a persuasive letter in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section (W.2.1)
- ✓ With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (W.2.5)
- ✓ Consult the Individual Code Chart to check spelling (L.2.2e)
- ✓ Use adjectives appropriately orally and in own writing (L.2.1e)
- ✓ Ask and answer questions (e.g., *who*, *what*, *where*, *when*, *why*, *how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Introduce Spelling Words	Worksheet 16.1	10
Reading Time	Partner Reading: "The Florist"	<i>The Job Hunt</i>	25
Persuasive Writing and/or Small Group Review	Editing a Persuasive Letter and/or Small Group Review	Worksheets 14.2–14.4 and/or Worksheets 16.2–16.4	25
Take-Home Material	Spelling Letter and Mixed Practice: The Bunny Hop	Worksheets 16.1, 16.5–16.7	*



Worksheet 16.1

Introduce Spelling Words

- Write /ee/ on the board. Tell students the spelling words this week all have the /ee/ sound spelled in four ways: 'e_e', 'ee', 'ea', and 'e'.
- Make four columns on the board with the headings: 'e_e', 'ee', 'ea', and 'e'. Write the spelling words in the appropriate columns.
- The spelling words for this week are as follows.

1. 'e_e' as /ee/: eve, com | plete
2. 'ee' as /ee/: creek, week, meet | ing
3. 'e' as /ee/: she, we, fe | ver, ze | ro, pre | tend
4. 'ea' as /ee/: squeak, meal, wheat, seal

Tricky Word: peo | ple

- Read each of the words aloud with students, focusing on the specific spellings in each word. Tell students the Tricky Word for this week is *people*.
- Remind students to practice their spelling words at home each night with a family member. Have students take Worksheet 16.1 home.

Reading Time

25 minutes

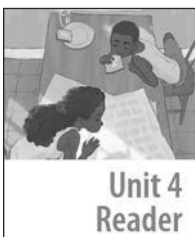
Partner Reading: "The Florist"

Introducing the Story

- Write the word *florist* (*flor* | *ist*) on the board and guide students in reading the word aloud. Ask students if they know what the word *florist* means. (a person who arranges flowers into pretty bouquets)
- Tell students the first place Kim will go to look for a job in Manhattan is a florist shop. Ask students what they think is sold at a florist shop.

Previewing the Spellings

- Teach the word *building* as a Tricky Word. The letters 'ui' are tricky and unexpected because they stand for the /i/ sound, but otherwise the rest of the word is sounded out as expected.
- Also review the Tricky Word *people*, which is a spelling word this week.



"The Florist"

- You may also wish to preview the following spellings before reading today's story.

/ie/	Multi-syllable words
sights	un der ground
sighed	hun dreds
right	sky scra pers
bright	Hes ter
tired	as ter
	lark spur

Previewing the Vocabulary

- Preview the following vocabulary before reading today's story.

- skyscraper**—a tall building
- thongs**—big groups of people
- ringing up people**—to total up a person's purchases at a cash register
- larkspur and aster**—types of flowers

Purpose for Reading

- Before students read the story with their partners, have them look at the illustration of Hester, Kim, and Kurt on page 73. Ask students to share their thoughts about what is happening in this picture. Ask them to predict what a good caption might be for the illustration. Tell students to read the story to find out if their predictions are correct.

Wrap-Up

- Use the discussion questions to guide your conversation about "The Florist."

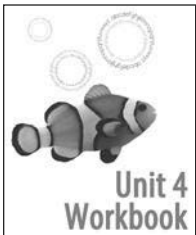
Discussion Questions on “The Florist”

1. *Literal* What is a florist? (A florist is a person who arranges flowers into bouquets to sell.)
2. *Literal* What did Hester want to hire someone to do? (Hester wanted to hire someone to ring up people and take their cash.)
3. *Literal* What three questions does Hester ask Kim? (1. Have you ever had a job ringing up people and taking their cash? 2. Have you ever had a job at a florist shop? 3. Is it your lifelong dream to have a job as a florist?)
4. *Literal* Why does Hester tell Kim that she said the wrong thing? (Kim said she is leaving at the end of the summer and Hester does not want to hire someone for a short time.)
5. *Inferential* What adjectives would you use to describe Hester? (Answers may vary but may include: *old, gray-haired, mean, cranky, etc.*)

Persuasive Writing and/or Small Group Review

25 minutes

Editing a Persuasive Letter and/or Small Group Review



Worksheets 14.2–14.4,
16.2–16.4

- If there are still students who have not completed the persuasive letter they started with their partner in Lesson 14, allow students sufficient time to finish writing and editing their letter.
- You may also choose to use this time for students to recopy their edited draft so their letters can be displayed. Alternately, students may use a word processing program to prepare their letters for display or publication.
- If you prefer, you may also use all or part of this time for small group work to address specific student needs. You may use Worksheet 16.2 for students needing additional decoding practice and Worksheets 16.3 and 16.4 for students who would benefit from enrichment. You may also choose other worksheets or activities from the Pausing Point.

Take-Home Material

Spelling Letter and Mixed Practice: The Bunny Hop

- Students should take home Worksheet 16.1 to practice the spelling words.
- Students should also take home Worksheets 16.5–16.7 to play the Bunny Hop Game.

Lesson 17

✓ 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)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Use adjectives appropriately, orally and in own writing (L.2.1e)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Oral Discrimination		10
The /ee/ Sound and Its Spellings	Tricky Spelling 'y'	/ee/ Spelling Tree; previously prepared spelling leaves; Vowel Code Flip Book; Individual Code Chart; Spelling Cards for 'y' > /ee/ (<i>funny</i>) and 'ey' > /ee/ (<i>key</i>); tape; green markers	15
	Practice: Fill in the Blank	Worksheet 17.1	15
Reading Time	Close Reading: "The Bakery"	<i>The Job Hunt</i> ; Worksheet 17.2	20
Take-Home Material	Practice with 'y' as /ee/	Worksheet 17.3	*

Advance Preparation

You will use the /ee/ Spelling Tree you created in Lesson 11. This tree should already have two branches labeled with the spelling 'y' and the spelling 'ey'. In addition, write the following words on leaves.

funn | **y**, happ | **y**, sunn | **y**, tumm | **y**, twen | **ty**, bod | **y**, cit | **y**, stor | **y**,
ba | **by**, ar | **my**, la | **dy**, ea | **sy**, an | **gry**, stud | **y**, **key**, kid | **ney**, chim | **ney**,
hock | **ey**, don | **key**

Oral Discrimination

- You will orally review three sets of vowel sounds with students. The purpose of this Warm-Up is to focus student attention on the difference between various vowel sounds. For each set, follow these steps:
 - Write the sounds and their corresponding numbers on the board.
 - Say the words provided, one at a time.
 - Have students repeat the word after you, say the vowel sound, and raise their fingers to represent the correct corresponding vowel sound. For example, if the short vowel /a/ sound was number one and you said the word *cat*, students would raise one finger to show they heard the short vowel /a/ sound.
- Tell students some of the words have more than one syllable. Tell them when there is more than one syllable and therefore more than one vowel sound you will let them know which syllable and vowel sound you want them to focus on: the first syllable and vowel sound or the last syllable and vowel sound.
- For the first set of words, write /ee/ = 1 and /e/ = 2 on the board. Point to and say each sound.
- Tell students they are to listen only for the long /ee/ or the short /e/ sounds. Say the following words to students one at a time while alternately pointing to /ee/ and /e/. Ask students to repeat the word, say the vowel sound, and then raise either one or two fingers. Remind students to raise one finger if they hear the long /ee/ sound and two fingers if they hear the short /e/ sound.
- Say the following words with the /ee/ and /e/ sound. You should tell students *lemon* and *before* are two-syllable words. They should listen to the first syllable and vowel sound. You may also pause after saying the first syllable to accentuate the syllable and the vowel sound.

- | | |
|--------------|---------------|
| 1. reach (1) | 4. lemon (2) |
| 2. tree (1) | 5. before (1) |
| 3. rest (2) | |

- Tell students for the next set of words, they are to listen for the following sounds: /oe/, /o/, and /ow/. Write /oe/ = 1, /o/ = 2, and /ow/ = 3 on the board. Say the following words to students one at a time while alternately pointing to /oe/, /o/, and /ow/. Ask students to repeat the word, say the vowel sound, and then raise one, two, or three fingers. Remind students to raise one finger if they hear the long /oe/ sound, two fingers if they hear the short /o/ sound, and three fingers if they hear the diphthong /ow/ sound.

- Say the following words with the /ow/, /oe/, and /o/ sounds. You should tell students *totem* and *shower* are two-syllable words. They should listen to the first syllable and vowel sound. You may also pause after saying the first syllable to accentuate the syllable.

- | | |
|--------------|---------------|
| 1. show (1) | 4. crow (1) |
| 2. crowd (3) | 5. totem (1) |
| 3. shop (2) | 6. shower (3) |

- Tell students for the last set of words, they are to listen for either the /ie/ sound or the /i/ sound. Write /ie/ = 1, /i/ = 2 on the board. Say the following words, one at a time, while alternately pointing to /ie/ and /i/. You should tell students *item* and *igloo* are two-syllable words. They should listen to the first syllable and vowel sound. You may also pause after saying the first syllable to accentuate the syllable.

- | | |
|--------------|--------------|
| 1. fight (1) | 4. cries (1) |
| 2. fit (2) | 5. item (1) |
| 3. fly (1) | 6. igloo (2) |

The /ee/ Sound and Its Spellings

30 minutes

Tricky Spelling 'y'

15 minutes

- Display the Vowel Code Flip Book; also have the Spelling Cards listed in the At a Glance readily available.
- Tell students today they are going to learn some additional sounds the letter 'y' can represent, but you will first review the three sounds they have already learned for the letter 'y': one is a consonant sound and two are vowel sounds.
- Ask students to refer to the Individual Code Chart. Tell students "When I say 'go,' I want you to quickly find a sound we have learned represented by the letter 'y'. Remember the sounds and spelling we have learned are already outlined by colored marker. It will be easiest if you look at the sample words on the cards of your charts to find words with the letter 'y'. Raise your hand when you have found a word with the spelling 'y' we have already learned. Ready, set, go!"
- Call on a student who has found a 'y' spelling. Ask the student to tell others on which page their spelling (and sound) is located, and have all students turn to that page in the Individual Code Chart. Ask the student to say the sound the letter 'y' stands for and read the sample word.
- Write the sound the student has identified on the board. Then write the three example words from the box below beside the sound.

- Repeat these steps for the other two 'y' spellings and sounds.

1. /y/: yell, yarn, yes
2. /i/: myth, symbol, system
3. /ie/: cry, shy, satisfy

- Tell students they will now learn a new sound for the letter 'y' spelling: /ee/.
- Tell students 'y' as a spelling for /ee/ often is found at the end of words, as in *funny*.
- Turn to **Vowel Code Flip Book page 8** 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.

See the Pausing Point for additional instructional resources for the tricky spelling 'y'.

Individual Code Chart

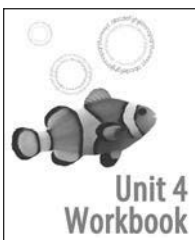
1. 'y' > /ee/ (*funny*) Individual Code Chart page 8
2. 'ey' > /ee/ (*key*) Individual Code Chart page 8

- Distribute the green markers. Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate card on the chart and spelling.
- Show students the prepared leaves with the 'y' spelling, one at a time, and read each one aloud as a class. Tape the leaves to the /ee/ Spelling Tree.
- Tell students there is another spelling for the /ee/ sound, 'ey' as in *key*.
- Turn to **Vowel Code Flip Book page 8** 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 and spelling.
- Show students the prepared leaves with the 'ey' spelling, one at a time, and read each one aloud as a class. Tape the leaves to the /ee/ Spelling Tree.

Practice: Fill in the Blank

15 minutes

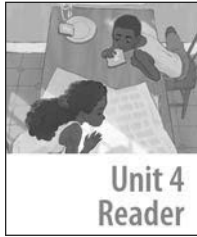
- Complete both sides of Worksheet 17.1 together as a class.



Worksheet 17.1

Close Reading: "The Bakery"

Introducing the Story



"The Bakery"

- Write the word *bake* on the board and ask students to tell you what this word means. (to cook food like muffins, pies, cakes, and bread in the oven) Add the letter 'r' to *bake* and ask students to read this new word and guess what it now means. (a person who bakes food) Add the letter 'y' to the word and ask students to read this new word and guess what this word means. (the store where bakers bake and sell their food)
- Tell students today's story takes place in a bakery. Ask students what types of jobs Kim might apply for at a bakery. (cashier, cleaner, baker, delivery girl)

Previewing the Spellings

- You may wish to preview the following spellings before reading today's story.

'y' as /ee/	'e' as /ee/	'igh' as /ie/
ba ker y	rec ip e	high
stick y	se cret	sights
fresh ly	may be	
hun gry		
tast y		
cran berr y		
per fect ly		
tumm y		

Previewing the Vocabulary

- Preview the following vocabulary before reading today's story.

1. **cranberry**—a small, red, and round fruit that tastes tart/sour
2. **recipe**—the ingredients and instructions used to make food

Close Reading

- Have students partner read “The Bakery.”
- After students have finished reading “The Bakery” 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.
- There are many ways for students to respond to the questions you present and you may want to change the way in which you ask for students’ response in each lesson or even during the lesson to improve student engagement. Here are some suggestions:
 - Have students work as partners. Following each question, direct students to consult with their partner about the correct response, before one student then raises his/her hand to respond.
 - Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response, before one student then raises his/her hand to respond.
 - Following a question, ask all students to provide a written response, before asking an individual student to respond orally.

Teacher Overview

Main Idea and Key Details: The main idea of the story is the continuing job hunt, this time, at a bakery. Key details of the text include Kim asking about positions and being given paperwork to fill out, and Kurt eating a muffin and deciding he wants to be a baker when he grows up.

Synopsis: The story “The Bakery” is about Kim asking at a bakery about possible job openings as her brother, Kurt, continues to look for food to eat.

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 questions. 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 76</p> <p>Kurt followed Kim as they made their way down the street, checking in all the shops. Then he saw something way up high. “Look at him!” Kurt said, pointing up at a store. There was a window cleaner high up on the side and he sat on a platform. The platform was hanging by long ropes.</p> <p>“He clearly has no fear of high places,” said Kim. “That is not the job for me.”</p> <p>“I think it would be fun,” said Kurt. “Think of all the stuff you could see from way up there!”</p> <p>“I would rather see the sights from inside the store,” Kim said. “Let’s keep going. It’s getting late.”</p>	<p>platform—a raised flat surface</p>	<p>Kim says on page 76 that she would rather see the sights from inside the store. Can you infer why she might say this?</p>	<p>The inference is Kim is afraid of heights.</p>
<p>Page 78</p> <p>Suddenly, Kurt smelled something that made his tummy thunder. The smell of freshly baked goods filled the air.</p>	<p>tummy thunder—the sounds one’s stomach makes when one is hungry</p>	<p>What makes Kurt have tummy thunder this time?</p>	<p>The smell of freshly baked goods.</p>

Lesson

<p>Text From Student Reader</p> <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. 	<p>Vocabulary Instruction</p> <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. 	<p>Text-Dependent Questions</p> <ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. 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. 	<p>Responses</p> <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>“We must go in there!” Kurt said.</p> <p>It was a bakery. The baked goods were displayed in a big glass case. There were cakes and cupcakes. There were rolls and muffins. There were sticky buns and other yummy treats. Kim asked if they had a job opening.</p> <p>“Maybe,” said the baker. “The boss is out. Fill out these forms. She will call you later if she has a job.”</p> <p>“This place is making me hungry,” Kurt said.</p> <p>“Here, you can have this muffin,” said the baker. “It’s a day old, but it’s perfectly fine. It’s a cranberry muffin.”</p>	<p>muffin—a type of dense sweet bread baked in a cupcake like shape</p> <p>day old—not freshly baked today</p> <p>cranberry—a small, tart berry that grows in bogs</p>	<p>Based on what you know about Kurt, do you think he urges Kim to go inside the bakery by saying, “We must go in there!” because he wants her to ask about a job opening or because he would like some baked goods?</p>	<p>Answers may vary.</p>
<p>Page 80</p> <p>Kurt bit into the muffin. “It’s so tasty!” he said. “It’s tart, but also sweet. What’s in it?”</p> <p>“All muffins start out with the same basic recipe,” the man said. “You need flour, eggs, cream, and butter. The tart taste is from the cranberry. That’s all I can tell you! The rest of the recipe is a secret.”</p> <p>“Why is it a secret?” Kurt asked.</p> <p>“If I told people how to make muffins like that one, then they would not need to come here to get one.”</p>	<p>tart—a flavor that is not sweet</p> <p>recipe—directions for making certain foods</p>	<p>Why are the baker’s recipes secret?</p>	<p>If the baker gave out the recipes then people could make them at home and would not need to come to the bakery to buy any of his products.</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 questions. 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>As they left the bakery, Kurt whispered to Kim, “If you get a job here, maybe they’ll teach you the secret recipe. Then we can open our own bakery.”</p> <p>“So you are going to be a baker now?” Kim said with a smile.</p> <p>“You are quite a dreamer, Kurt.”</p>		<p>What new job does Kurt dream of as they are leaving the store?</p>	<p>Kurt thinks he might want to be a baker.</p>
		<p>Turn and Tell: Kurt has eaten a lot of different foods since Kim started her job hunt. Can you name three?</p>	

Note To Teacher

As noted before, you may or may not have time to complete the worksheet during this lesson. If you do not have time, you may wish to use it at another time in the unit.

Wrap-up

- Ask students to turn to Worksheet 17.2 and work with a partner make a list of all the foods Kurt has eaten since the job hunt began. Remind students to use the Reader for reference.



Worksheet 17.2

Take-Home Material

Practice with ‘y’ as /ee/

- Students should take home Worksheet 17.3.

Supplemental Materials

- Decodable words:

- | | | |
|-----------|-------------|----------------|
| 1. carry | 10. really | 19. volleyball |
| 2. every | 11. angry | 20. key |
| 3. funny | 12. energy | 21. jersey |
| 4. happy | 13. library | 22. chimney |
| 5. only | 14. hurry | 23. alley |
| 6. very | 15. story | 24. donkey |
| 7. body | 16. study | 25. hockey |
| 8. twenty | 17. baby | 26. kidney |
| 9. city | 18. lady | 27. candy |

- Phrases and sentences:

- | | |
|-----------------------|-------------------------------------|
| 1. charley horse | 8. The donkey is eating the barley. |
| 2. smiley face | 9. I smell something fishy. |
| 3. up a blind alley | 10. Finding a penny is lucky. |
| 4. hills and valleys | 11. to make a long story short |
| 5. down in the valley | 12. We were reading in the library. |
| 6. kidney bean | 13. tasty treat |
| 7. alley cat | 14. hockey stick |

- Wiggle Cards:

- | | |
|-----------------------------------|--------------------------------------|
| 1. pretend to be a donkey | 6. act like a baby |
| 2. act like you're playing hockey | 7. make a silly face |
| 3. point at your kidneys | 8. point at something shiny |
| 4. dance slowly | 9. act like you are ninety years old |
| 5. quickly form a line | 10. act like you are in a hurry |

- Chain:

1. baggy > buggy > muggy > muddy > buddy > bunny > sunny > funny > fuzzy > fizzy > dizzy

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average 734–866 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 752–881 of those words would be completely decodable.
- 'y' is a tricky spelling; it can stand for /ee/ (*funny*), /ie/ (*try*), /i/ (*myth*), or /y/ (*yes*).
- 'ey' is a tricky spelling; it can stand for /ee/ (*key*) or /ae/ (*hey*).

Lesson 18

Changing 'y' to 'i'
and Adding -es

✓ 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.

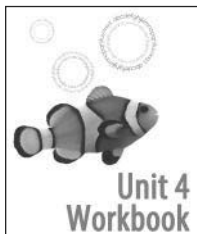
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)

At a Glance	Exercise	Materials	Minutes
Tricky Spelling 'y'	Word Sort	Worksheet 18.1	10
Changing 'y' to 'i' and Adding -es	Board Work		15
	Wiggle Break		5
Practice	Changing 'y' to 'i' and Adding -es	Worksheet 18.2	15
Reading Time	Small Group and Partner Reading: "Keeping It Up"	<i>The Job Hunt</i>	15
Take-Home Material	"The Daydream" and Story Comprehension Worksheet	Worksheets 18.3, 18.4	*

Tricky Spelling 'y'

10 minutes

Word Sort



Worksheet 18.1

- Tell students they will review the four sounds they have learned for the spelling 'y'. Ask students to refer to the Individual Code Chart and look for the sounds they have learned for the spelling 'y'. When they have found a sound for the spelling 'y', tell students to raise their hands. Call on a student and record the sound found as a header for a column on the board.
- Students should provide the following sounds for the spelling 'y': /y/, /ie/, /i/, /ee/.
- Tell students they will now practice working with these four sounds for the letter 'y'.

- Have students take out Worksheet 18.1. Ask students to first read aloud all of the words in the box. Complete the worksheet as a class.

Changing 'y' to 'i' and Adding -es

15 minutes

Board Work

- Tell students they have learned three ways to change a singular noun to a plural noun.
- Write *dog* on the board. Ask students how they would make *dog* plural (add -s). Write *dogs* beside *dog* and underline 's'.
- Write *box* on the board. Ask students how they would make *box* plural (add -es). Write *boxes* beside *box* and underline 'es'.
- Remind students of the recent rule they have learned about how to change singular nouns to plural nouns when the word ends in the letter 'y' and represents the /ie/ sound: To change the singular noun, *one dragonfly*, to a plural noun, *two dragonflies*, you need to change the 'y' to 'i'. Then add the ending -es.
- Write the word *play* on the board. Point out to students it ends in the letter 'y' but it has the letter 'a' in front of the 'y'.
- Tell students whenever 'y' is preceded by a vowel, they do not change anything at all but simply add -s.
- Write the following words on the board and ask students whether they need to change the 'y' or not to make the word plural.

- | | |
|--------|---------|
| 1. toy | 3. stay |
| 2. ray | 4. boy |

- Write the word *butterfly* on the board and ask students to read it. Say the sentence, "On Monday I saw one butterfly."
- Say the sentence, "On Tuesday I saw three butterflies." Point to the word *butterfly* on the board and tell students the spelling for *butterfly* has to change now that there is more than one.
- Carry out the following steps, saying them aloud so students can be reminded of the spelling rule for forming plural nouns ending in 'y' as /ie/: change the 'y' to 'i' and add -es. (Write the word *butterflies* next to *butterfly* and leave both words on the board.)
- Write the word *supply* on the board and ask students to read it. Say the sentence, "We have a small supply of food." Next, say the sentence, "They bought many different supplies at the store." Have students tell you the spelling rule for changing the singular noun *supply* to the plural noun *supplies*. (Write the word *supplies* next to *supply* and leave both words on the board.)

- Point to and read both word pairs on the board, explicitly pointing out the ‘y’ at the end of the word represents the /ie/ sound in the singular form of the noun, so the ‘ie’ in the plural form of the noun also represents the /ie/ sound.
- Write the following singular nouns on the board. Have students read each of the words, noting that in these words, the ‘y’ at the end of the word is pronounced /ee/.

Singular	Plural
story	stories
lady	ladies
fairy	fairies

- Tell students these singular nouns ending in ‘y’ follow the same spelling rule: change the ‘y’ to ‘i’ and add –es. Carry out the steps to change these nouns from singular to plural, saying the steps aloud. Be sure to write the plural form next to each singular noun.
- Point to and read both word pairs on the board, explicitly pointing out the ‘y’ at the end of these words represents the /ee/ sound in the singular form of the noun, so the ‘ie’ in the plural form of the noun now represents the /ee/ sound, i.e., the same original sound as the ‘y’. Students have previously learned to pronounce ‘ie’ as /ie/, so this means they must now treat ‘ie’ as a tricky spelling because it can sometimes stand for /ee/.
- Remind students some words ending in ‘y’ are verbs and we sometimes use these verbs in sentences in a way that requires the /s/ sound to be added at the end of the verb. Explain the same spelling rule demonstrated previously with nouns ending in ‘y’ also applies when adding the /s/ sound (or letter ‘s’) to verbs ending in ‘y’: change the ‘y’ to ‘i’ and add –es.
- Follow the same steps for the verbs *cry* and *dry*: write the word on the board, use it in an oral sentence, then use the word in another oral sentence in which the subject changes and therefore requires a change in the form of the verb. Ask students to tell you how to change the word following the spelling rule and write the new verb form next to the original.
 - For the word *cry*, use the following sentences: “I cry when I scrape my knee.” and “She always cries at sad movies.”
 - For the word *dry*, use the following sentences: “Did you dry the dishes?” and “He dries the dishes after they have been washed.”
- Point out again to students that when you change ‘y’ to ‘i’, the new spelling ‘ie’ stands for the sound /ie/, just as the ‘y’ at the end of these verbs originally did.
- Repeat these same steps for the verbs *carry* and *study* in which the ‘y’ represents the /ee/ sound: write the word on the board, use it in an oral sentence, then use the word in another oral sentence in which the subject changes and therefore requires a change in the form of the verb. Ask students to tell you how to change the word following the spelling rule and write the new verb form next to the original.

A reminder: The addition of ‘s’ to a verb in a sentence occurs in order to ensure subject-verb agreement. It is not necessary for second graders to know the name of this process at this time. The focus in this lesson is on making sure students understand the spelling rule about the need to change ‘y’ to ‘i’ and then add –es, whenever the /s/ sound or letter ‘s’ is added to a word ending in ‘y’.

- For the word *carry*, use the following sentences: “The women carry heavy loads on the top of their heads.” and “He carries his tools in a backpack.”
- For the word *study*, use the following sentences: “Did you study for your test?” and “He studies for his spelling tests every Thursday night.”
- Explicitly point out that in these words the ‘y’ at the end of the words represents the /ee/ sound, so when the spelling changes to ‘ie’, the ‘ie’ now represents the /ee/ sound, i.e., the same original sound as the ‘y’.

Wiggle Break

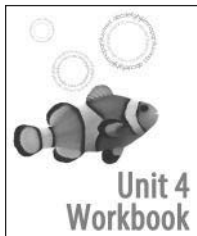
5 minutes

- Give students a short break by asking them to read and act out Wiggle Cards of your choice.

Practice

15 minutes

Changing ‘y’ to ‘i’ and Adding –es



Worksheet 18.2

- Complete Worksheet 18.2 as a class. Ask students to read each sentence and then read the word below the blank as it is presently written. For sentences 1–5 students should change the singular noun to a plural noun. For sentences 6–10, students should change the verb to the appropriate present–tense form. Ask students to reread each sentence after they have changed the ‘y’ to ‘i’ and added –es.

Reading Time

15 minutes

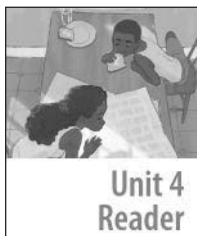
Small Group and Partner Reading: “Keeping It Up”

Introducing the Story

- Tell students the title of today’s story is “Keeping It Up.” Review the other places where Kim has tried to get a job. Discuss what the title might tell us about the story. (Kim keeps trying to find a job)

Previewing the Spellings

- You may wish to preview the following spellings before reading today’s story.



“Keeping It Up”

/ee/		/ie/		/oe/
‘y’	‘y’	‘i’	‘i_e’	‘o’
en er gy	ly ing	find	fine	au to
spi cy	try ing	kind	tired	go
ba by				so
can dy				
cav it y				
la dy—la dies				

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s story.

1. **auto shop**—a place where cars (automobiles) are fixed
2. **grease**—oily or fatty matter
3. **exclaimed**—to yell or call out with excitement
4. **gloomy**—to be sad

Purpose for Reading

- Ask students if they have ever personally had to try really hard to do or accomplish something. Ask how they felt when they conquered challenges or overcame difficulties. Tell them to read today’s story to see if Kim feels the same way when trying to accomplish something difficult.

Guided Reading Supports

- Today you will read with Group 1 while Group 2 reads with partners.
- Ask students throughout the story to identify the speaker.
- Encourage students to read with expression when there is a question mark or an exclamation point.

Wrap-Up

- Use the discussion questions to guide your conversation about “Keeping It Up.” Remember to encourage students to answer in complete sentences and to look back at the story if necessary.

Discussion Questions on “Keeping It Up”

1. *Literal* Where does Kurt think it would be fun to work? (Kurt thinks it would be fun to work in the auto shop.)
2. *Literal* What does Kim first buy Kurt as a snack? (Kim buys spicy peanuts for Kurt.)
3. *Literal* Where does Kim go to ask if there are job openings? (Kim goes to: music shop, clothing shop, bookstore, and baby clothing store.)
4. *Literal* What does Kim buy as a second snack? (Kim buys sweets.)
5. *Literal* How does Kim feel when she goes to buy candy? (Kim feels hot, tired, and discouraged.)
6. *Literal* What does Kurt say to cheer up Kim? (Kurt says, “A quitter never wins, and a winner never quits.”)

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

Take-Home Material

“The Daydream” and Story Comprehension Worksheet

- Students should take Worksheets 18.3 and 18.4 to complete at home.

Code Knowledge

- Before today’s lesson: If students read 1,000 words in a trade book, on average 752–881 of those words would be completely decodable.
- After today’s lesson: If students read 1,000 words in a trade book, on average 754–882 of those words would be completely decodable.
- ‘i’ is a tricky spelling; it can stand for /i/ (*hit*), /ie/ (*mind*), or /ee/ (*funniest*).

Lesson 19

✓ Objectives

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

- ✓ Use both regular and irregular past- and present-tense verbs, orally and in own writing (L.2.1d)
- ✓ 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)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Use adjectives appropriately, orally and in own writing (L.2.1e)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Warm-Up	Review Action Verbs	Wiggle Cards	10
Grammar	Present and Past Tense of <i>to be</i>	Worksheet 19.1	30
Reading Time	Small Group and Partner Reading: "The Grocery"	<i>The Job Hunt</i>	20
Take-Home Material	Reminder		

Advance Preparation

Select a number of Wiggle Cards containing action verbs to use in the first activity. The following cards are suggestions only:

- join hands
- oink like a pig
- jump for joy
- sit in a seat
- wave ten fingers
- march in place
- pucker your lips
- look up

Write the following on the board for use in the Grammar portion of this lesson:

am, are, or is

I	_____	(happy today.)
You	_____	(hungry right now.)
We	_____	
They	_____	
He	_____	
She	_____	

Write the following on the board for use in the Grammar portion of this lesson:

was or were

I	_____	(happy yesterday.)
You	_____	(hungry an hour ago.)
We	_____	
They	_____	
He	_____	
She	_____	

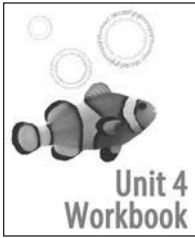
Warm-Up

10 minutes

Review Action Verbs

- Using the Wiggle Cards, review action verbs with students.
- Remind students an action verb is a word conveying or showing action or movement. Display a Wiggle Card to the entire class.
- Ask them to read the Wiggle Card.
- Call on a student to identify the action verb on the Wiggle Card.
- Ask all students to perform the action.

Present and Past Tense of *to be*



Worksheet 19.1

- Remind students that several days ago they learned a new verb that is not an action word, but is still a verb. This verb, *to be*, has several different forms that can be used in sentences, depending on how the sentence begins.
- Point to and read *am*, *are*, and *is*, reminding students these are forms of the verb *to be* they learned several days ago. Now point to each of the other words in rapid order, starting with *I*, telling students to say the word you are pointing to and “fill in the blank orally” with the proper form of *to be*, e.g., *I am*, *You are*, *We are*, etc.
- Tell students you would like them to do the same thing again, but this time, they should add the following phrase at the end of each verb: *happy today*. Point in rapid order, starting with *I am happy today.*, *You are happy today.*, etc.
- Tell students this time when you point, you want them to add the phrase, *hungry right now*, at the end. Ask them to pay careful attention because this time you will point to the words beginning the sentence in random order; start with *They (are hungry right now)* and continue in random order.
- Explain the words *am*, *are*, and *is* are all forms of the verb *to be* in what is called “the present tense.” These verbs tell something is happening in the present, which means it is happening now. Repeat *I am happy **today***. and *I am hungry **right now***.; with the emphasis on the bolded words to reinforce the idea the present tense is happening now.
- Tell students it is also possible to use the verb *to be* to describe things that have already happened in the past; this is called the past tense. Tell them today they will learn some forms of the verb *to be* in the past tense.
- Follow the same steps described, asking students to orally complete each sentence with the appropriate form of the past tense as you point to a word at the beginning. Emphasize these forms of the verb *to be* are in the past tense.
- Orally compare the present and past tenses of *to be* in the following sentences, asking students to first identify the verb and then say whether it is in the present or past tense.

I am happy right now.

I was happy at the park yesterday.

She was sad last Tuesday.

She is sad right now.

We are in the library reading books.

We were in the library yesterday reading books.

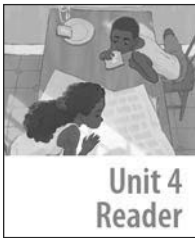
- Distribute Worksheet 19.1. Use Part I of the worksheet as guided practice with the whole group. The remainder of the worksheet may be either independent work or guided practice if students need the additional guidance. If you choose to assign the sheet as independent practice, review all directions with students.

Reading Time

20 minutes

Small Group and Partner Reading: “The Grocery”

Introducing the Story



“The Grocery”

- Tell students the title of today’s story is “The Grocery.” Ask them to look in the Table of Contents and tell you the page on which the story begins.
- Ask students to think about the story “The Florist” and name some describing words (adjectives) about Hester’s personality; record them on the board (*mean, cranky, rude*, etc.). Now ask students for antonyms of the words they provided for Hester and also write them on the board (*kind, nice, happy, polite*, etc.). Tell students the owner of the grocery store, Mr. Fremont, has a very different personality than Hester, so the antonyms they just provided will most likely describe Mr. Fremont.

Previewing the Spellings

- You may wish to preview the following spellings before reading today’s story.

/ee/		/oe/		Other multi-syllable words
‘y’	‘ee’	‘o’	‘ow’	
gro cer y*	sweep	post er	win dow	Mr. Fre mont
joll y		mo ment	own	reg is ter
in ven tor y		gro cer		de tails
yumm y				chil dren
sill y				
pre cise ly				
cheer full y				
quick ly				

***Note:** You may want to point out that the ‘c’ in *grocery* may represent either the /s/ or the /sh/ sound, allowing for regional pronunciations.

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s story.

1. **jolly**—happy
2. **cash register**—where purchases are totaled and money is taken/given back in change
3. **precisely**—exactly correct

Purpose for Reading

- Tell students to read today’s story to learn more about Mr. Fremont’s personality and whether Kim will get a job at the grocery store.

Reading Supports

- Today you will read with Group 2 while Group 1 reads with partners.
- Ask students throughout the story to identify the speaker.
- Encourage students to read with expression when there is a question mark or an exclamation point.

Wrap-Up

- Use the discussion questions to guide your conversation about “The Grocery.” Remember to encourage students to answer in complete sentences and to look back at the story if necessary.

Discussion Questions on “The Grocery”

1. *Inferential* What types of items are sold in a grocery store? (In a grocery store, these types of items are sold: food, items for the house, etc.)
2. *Literal* Who is Mr. Fremont? (Mr. Fremont is the owner of the grocery store.)
3. *Inferential* What words (adjectives) describe Mr. Fremont? (Answers may vary but should include: *large, jolly, kind.*)
4. *Inferential* How does Kim impress Mr. Fremont? (Kim impresses Mr. Fremont because she knows what it means to take inventory, she can clean, she’s good at math, and she is eager to learn.)

Take-Home Material

Reminder

- Remind students to study for the Spelling Assessment in Lesson 20.

Lesson 20

✓ 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.

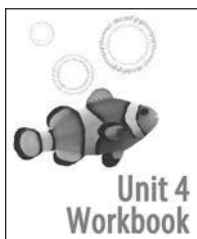
- ✓ Capitalize holidays, product names, and geographic names (L.2.2a)
- ✓ Edit a persuasive letter in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section (W.2.1)

At a Glance	Exercise	Materials	Minutes
Spelling	Student Spelling Assessment	Worksheet 20.1	15
Grammar	Review and Practice	Worksheet 20.2	25
Reading Time	Small Group: Remediation and Enrichment	Teacher's Choice; Worksheet 20.3	20

Spelling

15 minutes

10 Student Spelling Assessment



Worksheet 20.1

- 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.
- The spelling words for this week are as follows.

1. week
 2. she
 3. wheat
 4. we
 5. zero
 6. complete
 7. meal
 8. meeting
 9. squeak
 10. creek
 11. fever
 12. seal
 13. eve
 14. pretend
- Tricky Word:** people

- Direct students' attention to the lines on the bottom of the worksheet.
- Tell students to write the question, "Did the people have a meeting?" Slowly repeat this question twice.
- At the end, read each spelling word once more.
- 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 and the phrase on the board, instructing students to correct their work by crossing out any incorrect spelling, copying and writing the correct spelling next to it.

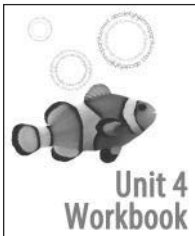
Note to Teacher

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. This will help you to understand any patterns beginning to develop or persisting among individual students.

Grammar

25 minutes

Review and Practice



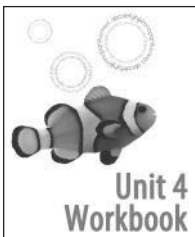
Worksheet 20.2

- Complete Worksheet 20.2 as a class to review all of the grammar skills taught in this unit.

Reading Time

20 minutes

Small Group: Remediation and Enrichment



Worksheet 20.3

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

- ✪ **Small Group 1:** Students needing extra help with any of the sound spelling correspondences in this unit should work with materials provided in the Pausing Point.
- ✪ **Small Group 2:** You may have an activity in mind for students. If you do not, a persuasive letter from our dear friend, Mr. Mowse, has been provided for students to edit (Worksheet 20.3).

Spelling Analysis Directions

Unit 4 Lesson 20

You will find additional practice for this lesson's spelling words in the Pausing Point. If the problem seems to warrant more help than is available in the Pausing Point, you may need to utilize materials and/or lessons from previous units to reteach the skills content.

- Students who miss numbers 6 and/or 13 may need additional help with 'e_e' for /ee/.
- Students who miss numbers 1, 8, and/or 10 may need additional help with 'ee' for /ee/.
- Students who miss numbers 2, 4, 5, 11, and/or 14 may need additional help with 'e' for /ee/.
- Students who miss numbers 3, 7, 9, and/or 12 may need help with 'ea' for /ee/.

Lesson 21

✓ 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)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Warm-Up	Code Flip Book Review	Vowel and Consonant Code Flip Books	10
Today's Spelling	Spellings for /aw/	Spelling Tree for /aw/; previously written spelling leaves; Vowel Code Flip Book; Spelling Card for 'al' > /aw/ (<i>wall</i>); Individual Code Chart; green markers; tape	20
Practice	Spellings for /aw/: Fill in the Blank	Worksheet 21.1	10
Reading Time	Whole Group: "Inventory"	<i>The Job Hunt</i>	20
Take-Home Material	Practice Reading 'y' as /ee/; Changing 'y' to 'i' and Adding -es	Worksheets 21.2, 21.3	*

Advance Preparation

In this lesson, you will need to add an additional branch labeled 'al' to the /aw/ Spelling Tree you created in Unit 3.

You will also need to write the following words on spelling leaves prior to the lesson: *hallway, wallpaper, install, salt, also, always, false, walnut, walrus, Walter, walk, talk*.

Code Flip Book Review

- Play a game of “I Spy” with the Code Flip Books.
- You might say something like this: “I spy a spelling for /ee/. Who can find a spelling for /ee/?”
- You could continue directing the game or let the student who correctly points to the spelling make the next “I Spy” statement.

Today's Spelling

20 minutes

Spellings for /aw/

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

Vowel Code Flip Book

1. ‘al’ > /aw/ (*wall*) Vowel Code Flip Book page 16

- Display the /aw/ Spelling Tree and remind students that in Unit 3, they learned several ways to spell the /aw/ sound. Ask students to refer to the various branches in order to identify the different spellings of /aw/ they have already learned: ‘aw’, ‘au’, and ‘augh’. Have students read several words from each branch as a quick review.
- Point to the new branch you have added to the tree and tell students today they will learn an additional spelling for /aw/ > ‘al’.
- Write the spelling ‘al’ on the board and ask students, “If you saw this spelling in a word, what sound would you say?”
- Summarize the information: “Good! When we see the letters ‘al’, we recognize these letters are working together as a digraph or letter team, and we say the sound /aw/.”
- Write the following ‘al’ words on the board and have students read them:

- | | |
|---------|---------------|
| 1. all | 5. talk |
| 2. ball | 6. al ways |
| 3. tall | 7. wal nut |
| 4. call | 8. in stall |

- Show students the Spelling Card for ‘al’ > /aw/ (*wall*). 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. 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 following card in green.

Individual Code Chart

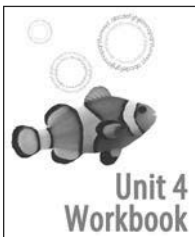
1. 'al' > /aw/ (*wall*) Individual Code Chart page 9

- Distribute the previously written leaves to student pairs or trios. Ask them to circle the letters for /aw/, read the word to the rest of the class, and then tape the leaf on the appropriate branch.

Practice

10 minutes

Spellings for /aw/: Fill in the Blank



Worksheet 21.1

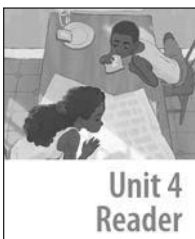
- Have students read the words in the box as a class and then complete the remainder of the worksheet independently.

Reading Time

20 minutes

Whole Group: "Inventory"

Introducing the Story



"Inventory"

- Tell students the title of today's story is "Inventory." Ask them to look in the Table of Contents and tell you the page on which the story begins.
- Ask students to summarize what happened in the previous story, "The Grocery." Tell students today they will find out what kind of test Mr. Fremont has in mind for Kim.

Previewing the Spellings

- You may wish to preview the following spellings before reading today's story.

'y' to 'i' and add -es	/ee/				/ie/	
	'ea'	'ee'	'ey'	'y'	'i'	'i_e'
cherr y/cherr ies	beans	green	kid ney	goll y	kinds	white
quan ti ty/ quan ti ties			smi ley	ea sy		quite
				quant it y		
				ea ger ly		
				care full y		

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s story.

1. **quantity**—a number representing how much there is of something, like cans
2. **hush!**—be quiet!
3. **yapping**—talking loudly and continuously

Purpose for Reading

- Tell students to read today’s story to learn what it means to take inventory.

Reading Supports

- Encourage students to read with expression.
- When Kurt draws a smiley face in the dust on page 96, ask students to describe how he is feeling. (bored)

Wrap-Up

- Use the discussion questions to guide your conversation about “Inventory.” Remember to encourage students to answer in complete sentences and to look back at the story if necessary.

Discussion Questions on “Inventory”

1. *Literal* What is Kim’s test? (Kim’s test was taking inventory.)
2. *Literal* What does it mean to take inventory? (Inventory means to count and record items.)
3. *Literal* What things does Kim count? (Kim counts cans of peas, beans, cherries, and jelly.)
4. *Literal* How does Kim feel about how Kurt behaves while she is trying to take inventory? Why? (Kim is frustrated because he interrupts her and she loses count.)
5. *Literal* How does Mr. Fremont know Kim’s inventory numbers are correct? (Mr. Fremont know Kim’s inventory numbers are correct because he counted the cans earlier.)

Take-Home Material

Practice Reading ‘y’ as /ee/; Changing ‘y’ to ‘i’ and Adding –es

- As students to take home Worksheets 21.2 and 21.3.

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average 754–882 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 760–888 of those words would be completely decodable.
- In many cases an 'a' before 'l' is pronounced /aw/ (or /o/) as in *hall* and *also*; but, there are many exceptions: *alien*, *Alex*, *along*, *coal*, *deal*, etc.

Lesson 22

Student Performance Task Assessment

At a Glance	Exercise	Materials	Minutes
Student Performance Task Assessment	Reading Comprehension Assessment	<i>The Job Hunt</i> ; Worksheet 22.1	30
Break	Wiggle Break	Wiggle Cards	5
Student Performance Task Assessment	Grammar Assessment: “Which is Right?”	Worksheet 22.2	25

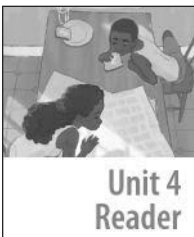
Note to Teacher

When you finish all the assessments in Lessons 22–25, we strongly recommend scheduling a time to meet as a grade level to globally examine student progress and consider any adjustments that may need to be made to groups across the grade level.

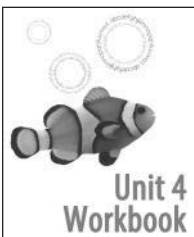
Student Performance Task Assessment

30 minutes

10 Reading Comprehension Assessment



“The Tally”



Worksheet 22.1

- Ask students to turn to Worksheet 22.1 and then turn the Workbook upside down on their desks.
- Tell students to turn to “The Tally” in *The Job Hunt*. Write the word *tally* on the board and guide students in reading the word correctly. Explain the word *tally* means to count or add things up. Tell students they will continue reading about Kim and her job hunt in this story. Ask students to recall where Kim was in the last story. (at the grocery store)
- Tell students they must first read this story. After reading the story, students should complete Worksheet 22.1.
- Students should look back in the story for answers to the comprehension questions. However, in the interest of time, they will not be required to note the page number of each answer.
- As students finish the assessment, it will be your decision as to whether to continue with the grammar assessment today or postpone it until tomorrow.

Reading Comprehension Assessment Analysis

- You will find recording sheets for the results of the assessment at the end of this lesson.

Assessment Raw Data

- On the first recording sheet titled “Assessment Raw Data,” you will record the results of the actual assessment.

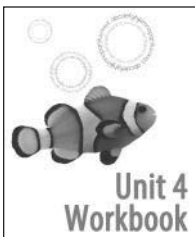
Comprehension Analysis

- Following directions on the second sheet, “Reading Comprehension Analysis,” you will sort students into groups for an activity in Lesson 23.
 - Students who are listed in columns A or C of the Reading Comprehension Analysis sheet should complete Pausing Point Worksheets PP43 and 45 during Lesson 23. This activity will help them to understand the answers to some questions are located in the text by having them underline the exact text.
 - Students who are listed in the Column B of the Reading Comprehension Analysis sheet will work on an activity in Pausing Point Worksheets PP44 and PP45. This activity will help them understand that there are logical answers to each question based on author information and their own thinking.
 - For students who are listed in the Column C, we strongly suggest you find time the next day to have these students work with you individually in a quiet area to retake the assessment. You may want to make a copy of “The Tally” from the Reader, so you can complete an anecdotal record, noting any reading errors, as students read the story aloud to you. Also, ask students to read the comprehension questions and explain why they selected the particular answers they chose. By reviewing errors made while reading aloud, in conjunction with students’ explanation of their answers to the comprehension questions, you should be able to get a more accurate idea of whether the difficulty a student is experiencing is the result of poor decoding skills or poor comprehension or perhaps a combination of both.
 - **In any event, students who performed poorly on this assessment are very likely at risk in terms of their reading mastery. Special attention should be paid to examining the performance of these students on the Oral Reading Fluency Assessment and the Word Identification and Decoding Skills Assessment that are to be administered during the next several lessons.**

Wiggle Break

- Use a group of 10 Wiggle Cards and give students a short break. You may wish to use the following or similar cards:
 - act like you are driving a car
 - act like you are riding a horse
 - find a partner
 - make a silly face
 - point at something shiny
 - act like you are ninety years old
 - pretend to be a donkey
 - act like you're playing hockey
 - point at your kidneys
 - dance slowly

Student Performance Task Assessment**25 minutes****10 Grammar Assessment: "Which is Right?"**



Worksheet 22.2

- If you determine students can successfully complete two assessments in one day, please administer the Grammar Assessment on Worksheet 22.2. Be sure to carefully review the directions for each part of the assessment. Students are asked to complete exercises very similar to those they have been practicing throughout the unit. You may also decide to give part of the Grammar Assessment today and part tomorrow.

Lessons 23–25

Assessment
Review
Pausing Point

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Student Performance Task Assessment 1 To be administered to individual students over the next three days	Oral Reading Fluency Assessment	Worksheets 23.1–23.3; <i>The Job Hunt</i>	5 per student
Student Performance Task Assessment 2 To be administered to the whole class on Day 2	Whole Group: Word Identification and Decoding Skills Assessment	Worksheet 23.4	15
Pausing Point Activities To be used over the next three days	Activities per Teacher Choice	worksheets and/or <i>The Job Hunt</i>	45

Meeting as a Grade Level

This point in the school year would be an excellent time to meet as a grade level and examine student progress. We strongly recommend you meet with your fellow grade level teachers to look globally at student progress and consider any adjustments that may need to be made to groups across the grade level.

Note to Teacher

For these next three days, lessons will include a combination of assessment and review activities. You should divide your class into thirds and administer Student Performance Task Assessment 1: Oral Reading Fluency Assessment on a one-to-one basis to approximately one-third of your students each day.

You will administer Student Performance Task Assessment 2: Word Identification and Decoding Skills Assessment to the entire class on Day 2.

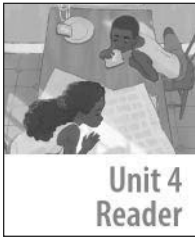
You will be selecting pages and activities from the Pausing Point for groups and/or individual students to complete on all three days. Further direction on determining specific Pausing Point worksheets is included at the end of this lesson.

The following lesson plan is one way you might organize and structure the assessments and Pausing Point activities during these lessons. For Days 1 and 3, you may use the template as written. For Day 2, first administer Student Performance Task Assessment 2: Word Identification and Decoding Skills Assessment first as a whole group activity.

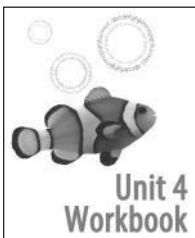
Time	Teacher Activity	Student Activity	Suggested Activity
:00–:05	Teacher assigns students to groups and/or individual work to be completed during the first 15-minute block of time.	At teacher signal, students go to small group or independent work area with assigned materials.	It would be best to assign students two worksheets to complete.
:05–:20	Teacher assesses students one at a time.	Students work independently or in small groups without interrupting teacher.	See above.
:20–:25	Teacher directs all students to read independently for next 15 minutes.	Students read independently either from <i>The Job Hunt</i> or teacher-selected materials.	Teacher should explicitly assign reading with a purpose. For example, “I want you to read the story, ‘Battery Park.’ When you have finished, write five sentences describing the events in the story.”
:25–:40	Teacher assesses students one at a time.	Students are reading and completing writing prompt.	See above.
:40–:45	Teacher assigns students to groups and/or individual work to be completed during the last 15-minute block of time.	At teacher signal, students go to small group or independent work area with assigned materials.	This could be a student choice activity. Students could finish the previous work assigned or could complete a choice activity such as pleasure reading or free writing.
:45–:60	Teacher assesses students one at a time.	Students work independently or in small groups without interrupting teacher.	See above.

Oral Reading Fluency Assessment

Note to Teacher



"The Job Hunt"

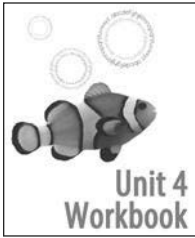


Worksheets 23.1–23.3

The reading selection reproduced on Worksheet 23.1 is an abridged version of the story "The Visit" included in the Reader.

- For this assessment, you will call students one at a time to a quiet area of the room and assess them individually using the Oral Reading Fluency Assessment provided for you.
- Ask each student to come to the table with their Workbook.
- Tear Worksheets 23.1–23.3 from the Student Workbook.
- Write the student's name at the top of each page.
- You will use Worksheet 23.2 to mark as a running record as you listen to the student read orally. Place Worksheet 23.1 in front of the student. Give the following directions:
 - "The title of this story is 'The Visit.' Have you ever gone to visit someone or someplace?"
 - Allow the student a few moments to respond to your prompt. Then tell the student, "Today you will read a story aloud to me about a visit that Kim and Kurt make to see their mom."
 - "In just a minute, I am going to ask you to read the story. I want you to think about the story as you read because I will ask you some questions when you finish reading."
 - "When I tell you to begin, I want you to read each word aloud. Do your very best reading. If you do not know a word, I will tell you the word."
 - "Do you have any questions?"
- Set your stopwatch. Ask the student to begin with the first word of the first paragraph. Be sure to mark any words the student misreads and/or that you provide on Worksheet 23.2.
- When the student completes the story, record the amount of time the student took to read the passage.
- Ask the student the questions on Worksheet 23.2. Students should have Worksheet 23.1 in front of them as you ask the questions and should be encouraged to look back in the story for the answers to the questions. Record the score at the bottom of Worksheet 23.2.
- Then mark the fluency rating scale on Worksheet 23.3 at this time as you may not recall after assessing multiple students. The student may return to his/her seat and you will move on to the next student. Do not take the time to do your calculations now. Complete calculations later today. It is more important to assess at least one-third of your students each day than to take valuable assessment time completing calculations.

Whole Group: Word Identification and Decoding Skills Assessment



Worksheet 23.4

- Ask students to turn to Worksheet 23.4.
- Tell students on the first side of the sheet you will read a word from each row and they should circle the word you read. Be sure to call out each row by number to orient students. Read the word only twice. Do not read the word more than twice as both accuracy and automaticity are being evaluated.
- The words for the front side of Worksheet 23.4 Assessment 2 are as follows.

- | | |
|----------|-----------|
| 1. fern | 6. night |
| 2. burn | 7. spy |
| 3. first | 8. snow |
| 4. myth | 9. even |
| 5. kind | 10. lucky |

- After completing the front side, ask students to turn the paper over.
- This time tell students you will ask them to circle a word with the same vowel sound as the word you say. Again, say the number of the row and the word only two times.

	You will say	Student will mark
11.	fern	clerk
12.	burn	burst
13.	first	thirst
14.	myth	gym
15.	kind	mind
16.	night	sight
17.	spy	sky
18.	snow	blow
19.	me	see
20.	bunny	funny

Pausing Point Activities

Activities per Teacher Choice

To select Pausing Point Activities for students to use independently on Day 1, see the Reading Comprehension Analysis Chart you completed in Lesson 22.

Use your judgment based on your observation of students' work throughout the unit, as well as the Word Identification and Decoding Skills Assessment Results Chart at the end of this lesson, to select additional Pausing Point Activities for students.

Next Steps

Oral Reading Fluency

- Students who answered 3 or more questions correct are reading with understanding.
- Students who receive a fluency rating of Mostly Fluent or Fluent on the Multi-Dimensional Fluency Scale are making good to excellent progress in terms of reading fluency.
- Students who receive a fluency rating of Improving may benefit from particular attention devoted to pre-teaching words that include tricky spellings and multi-syllable words prior to the independent reading of any new story. These students will also benefit from additional opportunities to reread stories multiple times.
- Students who receive a fluency rating of Labored are clearly struggling and are likely at risk in terms of their reading mastery. Their results on this assessment should be examined in conjunction with the Reading Comprehension Assessment and the Word Identification and Decoding Skills Assessment, with a view to providing intensive remediation.
- We have placed a copy of the Multi-Dimensional Fluency Scale here for your reference.

Descriptions			Circle One	
Phrasing	Prosody	Pace	Score	Comments
Mostly reads word-by-word	Many long pauses, rereads, and multiple attempts	Very slow and laborious	Labored	
Attempts to make text meaningful but still struggles with decoding words	Attempts phrases, may still have word-by-word reading for some of passage	Still hesitant and not fluid; very choppy	Improving	
May stumble occasionally over words	May read too fast and/or too slow without regard to textual signals	Generally appropriate expression and rate	Mostly Fluent	
Good expression and engagement with text	Observation of functional text signals and meaningful expression	Smooth, appropriate pace for the text	Fluent	

Word Identification and Decoding Skills

- Use the following guidelines to assist you in providing further study using the Pausing Point materials. Refer to the Assessment 2: Word Identification and Decoding Results Chart:
 - All students listed in columns 1, 2, 3, 11, 12, and 13 should complete Worksheets PP16–PP19 in the Pausing Point.
 - All students listed in columns 4 and 14 should complete Worksheets PP20–PP21 in the Pausing Point.
 - All students listed in columns 5, 9, 10, 15, 19, and 20 should complete Worksheets PP29–PP33 in the Pausing Point.
 - All students listed in columns 6, 7, 16, and 17 should complete Worksheets PP22–PP23 in the Pausing Point.
 - All students listed in columns 8 and 18 should complete Worksheet PP26 in the Pausing Point.

Meeting as a Grade Level

Once again, this point in the school year would be an excellent time to meet as a grade level and examine student progress. We strongly recommend you meet with your fellow grade-level teachers to look globally at student progress and consider any adjustments that may need to be made to groups across the grade level.

Unit 4 Pausing Point

Note to Teacher

This is the end of Unit 4. A lesson plan template has been provided for you in Lesson 23. We recommend you utilize this template for a minimum of three days as you finish assessing students using the Oral Reading Fluency Assessment, administered individually, and the Word Identification and Decoding Skills Assessment, administered as a group assessment.

We recommend you select specific Pausing Point activities for individuals and/or groups of students on the basis of their performance on the three assessments administered at the end of this unit, the Reading Comprehension Assessment, Oral Reading Fluency Assessment, and the Word Identification and Decoding Skills Assessment.

With the completion of Unit 4, it is critical to identify students who may be struggling and not making the progress expected. Providing more intensive remediation at the appropriate instructional time should be a serious consideration.

Skills Review

Page 164

Synonyms and Antonyms

Compound Words

Homophone Concentration Game /ie/ or /ee/

Grammar

Page 169

Circle the Nouns

Mixed Plural Nouns

Irregular Plural Nouns

Titles and Proper Nouns

More Titles, Proper Nouns, and Verbs

Verbs

Present Tense to be

Past Tense to be

Weekly Spelling Worksheets

Page 170

Sound Spelling Review

Page 170

'er', 'ir', 'ur' as /er/

/i/

/ie/

/oe/ and /ou/

/ee/ and Tricky 'e'

'y' as a Tricky Spelling

Mixed Practice

'y' to 'i' and Add -es

Spelling Alternatives Board Game

Dictation with Words

Additional Reading

Page 172

"The Visit" and/or "Battery Park"

Skills Review

Synonyms and Antonyms

- Have students tear out Worksheet PP1.
- On the front of the worksheet, tell students to write a synonym for each numbered word, selecting from the words in the box.
- On the back of the worksheet, tell students to write an antonym for each numbered word, selecting from the words in the box.

Compound Words

- Have students tear out Worksheet PP2.
- Explain to students they can create a compound word by adding a word from the box to the end of each numbered word. Tell students to write the entire compound word on the line.

Homophone Concentration Game /ie/ or /ee/

- Use the game cards provided for you on the next few pages.
- It would be best if you copy these pages on cardstock so you can use them many times.
- Cut out the words. Keep the sets separate by placing them in plastic closeable bags.
- Give a set of cards to a small group or a pair of students.
- Ask students to turn the cards upside down and shuffle.
- Have a student turn up two cards at a time to try to make a match. Students should read the cards aloud to determine if the cards match (meaning they sound the same). If there is a match, the student keeps the matching pair. If the cards do not match, the student turns the cards over and tries again.
- If you are present as students play the game, when students find a match, you might also ask them to use each word of the pair in an oral sentence.

/ie/ Homophones

sight

site

right

write

might

mite

high

hi

sighs

size

/ie/ and /ee/ Homophones

higher

hire

genes

jeans

sea

see

read

reed

hear

here

/ee/ Homophones

real

reel

meat

meet

piece

peace

weak

week

beat

beet

/ee/ Homophones

steel

steal

peek

peak

deer

dear

creek

creak

seem

seam

Circle the Nouns

- Worksheet PP3
- Use after Lesson 10.

Mixed Plural Nouns

- Worksheet PP4
- Use after Lesson 7.

Irregular Plural Nouns

- Worksheet PP5
- Use after Lesson 10.

Titles and Proper Nouns

- Worksheet PP6
- Use after Lesson 12.

More Titles, Proper Nouns, and Verbs

- Worksheet PP7
- Use after Lesson 13.

Verbs

- Worksheet PP8
- Use after Lesson 14.

Present Tense *to be*

- Worksheets PP9 and PP10
- Use after Lesson 14.

Past Tense *to be*

- Worksheet PP11
- Use after Lesson 19.

Weekly Spelling Worksheets

- Instruct students not to tear these worksheets from the Workbook.
 - Lessons 1–5 Worksheet PP12
 - Lessons 6–10 Worksheet PP13
 - Lessons 11–15 Worksheet PP14
 - Lessons 16–20 Worksheet PP15

Sound-Spelling Review

'er', 'ir', 'ur' as /er/

- A variety of review work has been provided for you on Worksheets PP16–19. Select the appropriate level to use as review with students.

/i/

- Worksheets PP20–PP21 have been provided for practice with /i/.

/ie/

- A variety of practice with /ie/ has been provided on Worksheets PP22 and PP23. Select the one that best fits students' needs.

/oe/ and /ou/

- Worksheets PP24–PP28 have been provided to offer a wide spectrum of practice. Please select the one that best fits students' assessed needs.

/ee/ and Tricky 'e'

- As there are many spellings for /ee/, multiple practice opportunities have been supplied on Worksheets PP29–PP33. Please select the worksheet that represents the spelling for which students need additional practice time.

'y' as a Tricky Spelling

- Worksheets PP34–PP36 include nearly every feature of 'y' as a tricky spelling that has been taught in this unit. Any student in your class would benefit from completing these sheets.

Mixed Practice

- Worksheets PP37 and PP38 provide practice in reading nearly all the spellings introduced in this unit.

'y' to 'i' and Add -es

- This skill is likely to be one that needs additional practice by students. Any of Worksheets PP39 and PP40 would probably be of benefit to most students in your class.

Spelling Alternatives Board Game

Note to Teacher

You will need to purchase a die and/or make game pieces to use this game.

At the end of this Pausing Point, a spelling alternatives board game called Frisky Beavers has been created for you. Behind it is the page that should be copied for each player. We recommend you copy the game on card stock rather than remove it from your book. We have also supplied a copy in the back of the Student Workbook.

- Have students tear out Worksheet PP47, which lists several spellings for /ee/ they have learned ('ee', 'ea', 'y', 'e_e', etc.) with spaces to collect a word with each spelling.
- Teach students to play the game by rolling a die 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 /ee/ sound. For example, the word *beach* would be copied into the space for 'ea' words.
- There are several ways a student could win; you will need to select one way:
 - The first student to get one example of each spelling pattern wins.
 - The first student to fill their card wins.
 - The first student to reach the "You Win!" space wins.

Dictation with Words

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

- Tell students to write each word that you say.

Words That Occur at Least 10 Times in the Readers for Units 1–3

a, after, and, are, as, asked, back, bandit, bedtime, bee, best, big, but, call, can, cat, coach, contest, dad, did, down, excel, fifth, for, free, frog, get, good, got, great, had, hard, hare, hedgehog, he, her, him, his, house, how, I, if, in, it, jam, jumping, just, kids, last, left, like, long, looted, make, man, math, me, meet, miss, mom, mouse, munch, next, not, number, of, off, on, one, out, pancake, panther, place, pool, problem, race, ran, rock, runner, said, same, sat, see, set, she, side, sister, so, spelling, start, swimmer, tale, test, that, the, them, think, this, time, to, too, up, was, water, went, what, when, will, with, you, would

Additional Reading

“The Visit” and/or “Battery Park”

- Have students read “The Visit” and/or “Battery Park.”
Note: Pre-teach the word *statue* as a Tricky Word prior to students reading “Battery Park.”
- Other activities that may be completed in conjunction with reading the stories:
 - Students may complete the story comprehension questions provided on Worksheets PP41–PP44.
 - Have students make lists of the /ie/ and/or /ee/ words in the stories. They may wish to add a few of the words they find to the Spelling Trees.
 - Have students make lists of verbs and/or noun + adjective phrases.

scream

dream

weed

Good Job! You
got a big tree
for the beavers.
Move ahead
one space.

sleep

eve

lucky

beet

puppy

wheat



Frisky Beavers

Oh no! The tree
fell on the den.
Wait 1 turn.

steep

compete

queen

seam

athlete

steamy

eat

glee

START

streak

hurry

tree

jelly

stream

Oops! You fell
in the pond. Dry
off and wait one
turn.

happy

deed

teeth

Pete

mean

beam

creek

silly

green

team

cheap

Frisky Beavers

/ee/

'e_e'	'ea'	'ee'	'y'

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, kick·ed). We typically place the dot immediately before the suffix. However, for words that contain double-letter spellings for consonants, in CKLA, we typically place the divider after the double-letter spelling rather than between the two consonants (e.g. batt·ed, bigg·er, bunn·y). Teachers familiar with other ways to chunk or divide syllables may initially find this odd. We do this, however, because the double-letter spellings have been taught as single spelling units in CKLA since Kindergarten (‘nn’ > /n/, ‘mm’ > /m/, ‘tt’ > /t/, etc.) and we wish to be consistent in representing these spellings in the way that

the students have been taught to process them, i.e., 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, artist, 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*

Later in 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
1	0	10																			
2	0	5	10																		
3	0	3	7	10																	
4	0	3	5	8	10																
5	0	2	4	6	8	10															
6	0	2	3	5	7	8	10														
7	0	1	3	4	6	7	9	10													
8	0	1	3	4	5	6	8	9	10												
9	0	1	2	3	4	6	7	8	9	10											
10	0	1	2	3	4	5	6	7	8	9	10										
11	0	1	2	3	4	5	5	6	7	8	9	10									
12	0	1	2	3	3	4	5	6	7	8	8	9	10								
13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers along the top of the chart and the total number of questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score. You may choose to use the following Tens Recording Chart to provide an at-a-glance overview of student performance.

Anecdotal Reading Record

Week of: _____

Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:

Reader's Log

Keep track of the stories you listen to or read. After you finish, review your list. Which story did you enjoy the most? Why is that story your favorite?

Story Title	Author	Type of Story	My Comments

My favorite story: _____

Reasons why I like this story best: _____

Name _____

1.2

Yes or No?

1. Can a dog chirp with joy? no
2. Can yogurt sing as you eat it? no
3. Can birds perch on a tree branch? yes
4. Do squirrels have gray fur? yes
5. Do you like to stir dirt into your milk? no
6. Would your mom be pleased if you burped out loud at dinner? no
7. Could a nurse place a thermometer in your mouth? yes
8. Can you draw a pattern on your paper? yes
9. Can a clown be part of a circus? yes
10. If you use sunblock, could you still get a sunburn? no/yes
11. Could your purse eat popcorn? no
12. Would a glass of sawdust take away your thirst? no

Directions: Have students read each question and then write yes or no in response.

Unit 4 3

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13. Can a waitress serve us lunch after she takes our order? yes
14. Is Thursday a day in the weekend? no
15. Could you surf in the desert? no
16. Can you cook hamburgers on a grill? yes
17. Can you make a cake in a whirlpool? no
18. Can a girl turn and turn to make her skirt twirl? yes
19. Can a girl with short hair have curls? yes
20. Can you jump feet first into a pool? yes
21. Can a curb be at the side of the road? yes

Unit 4

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Name _____

2.1

Yes (Same) or No (Different)?

1. third – thorn no
2. nurse – clerk yes
3. bird – burn yes
4. chirp – church yes
5. skirt – shirt yes
6. fur – far no
7. surf – sir yes
8. burst – barn no
9. prize – purse no
10. Carl – curl no
11. hurt – girl yes
12. skirt – dirt yes
13. verb – herd yes

Directions: Have students read each pair of words and decide if the vowel sounds are the same. Have students write yes if the sounds are the same or no if the sounds are different.

Unit 4 5

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14. Burt – Bert yes
15. perk – park no
16. fir – fur yes
17. curve – churn yes
18. fern – curb yes
19. stir – turn yes
20. thorn – bore yes

Unit 4

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Name _____

2.2



Mixed Review R-Controlled Vowels

Dear Family Member,

Ask your child to read each sentence and the two word choices. Your child should write the best choice for each sentence in the blank.

1. Kurt (Kurt Corn) and Kim are job hunting.
2. Jill would like to get three more skirts (skirts swirls).
3. A bird will chirp (curb chirp) to its mom for food.
4. Did you burn (burn burst) a log in the fireplace?
5. A nurse (purse nurse) can help you when you are hurt.
6. Did you see the boy as he surfed (surfed barked) the huge waves?
7. Beth asked her mom to help curl (churn curl) her hair.
8. Would you rather put on a red or a green shirt (shirt fork)?
9. Who was your teacher in first (tire first) grade?

Unit 4 7

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10. The squirrel (sunburn squirrel) dug holes next to the tree to hide acorns.
11. The shepherd (artist shepherd) is herding the sheep.
12. Did you forget (target forget) that today is my birthday?

8 Unit 4

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Name _____

3.1

Yes (Same) or No (Different)?

Part I: Does the letter 'y' have the same sound in each word pair?

1. yelp - myth no
2. gym - myth yes
3. Lynn - yarn no
4. yikes - lynx no
5. Syd - gym yes

Part II: Do these words have the same vowel sound?

1. join - gym no
2. miss - myth yes
3. gym - jam no
4. myth - math no
5. quill - lynx yes

Unit 4 9

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Directions: In Part I, have students circle the letter 'y' in each word. As a class, read the word pairs aloud, and decide if the sound 'y' is the same or different in each word pair. In Part II, first ask students to circle the vowel sound in each word. Then have students read the word pairs aloud. After reading each pair, ask students if the vowel sounds are the same or different.

Fill in the Blank

Write the best word from the box on the line to finish each sentence.

cymbals	synonyms	oxygen	gym
cylinder	myths	symbol	antonym

1. A can is cylinder shaped.
2. I exercise at the gym.
3. When the boy in the band clapped the cymbals together, they made a loud sound like a gong.
4. An antonym of the word "yes" is the word "no."
5. In math problems, a "+" is the symbol telling you to add the numbers.
6. "Smile" and "grin" have the same meaning and are synonyms.
7. The teacher read the class some Greek myths.
8. Humans breathe oxygen.

10 Unit 4

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Name _____

3.3

Brooklyn



- Where are Kim and Kurt?
Kim and Kurt are in _____.
 - Manhattan
 - Brooklyn
 - Bronx
 - Queens
- When Kim and Kurt get to Prospect Park, what does Kurt want to do?
Kurt wants to _____.
 - eat ice cream
 - go to the gym
 - look for a job
 - stop and play
- Why is Kurt sad?
Kurt is sad because _____.
 - Kim says he cannot get ice cream
 - Kim says Kurt must look for a job
 - Kim says that they cannot stop and play
 - Kim says Kurt must go home

Family Member Directions: Ask your child to reread the story and circle the answers to the questions.

Unit 4 13

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- Why is Kim looking for a part-time job?
Kim wants to have time to _____.
 - read books for college
 - play and do fun things with Kurt
 - sleep late each morning
 - exercise at the gym
- Where do Lynn and Sheryl invite Kim and Kurt to go?
They invite Kim and Kurt to go with them to _____.
 - the Bronx Zoo
 - Brooklyn
 - Queens
 - Drummer's Grove

Circle the name of the character who made the statement.

Sentence	Character
"I think that makes me part kid and part grownup."	Kurt Lynn <u>Kim</u> Sheryl
"You should get a job at the Bronx Zoo!"	<u>Kurt</u> Lynn Kim Sheryl
"Hi, big man! Would you like to come with us?"	Kurt <u>Lynn</u> Kim Sheryl

Unit 4

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Name _____

4.1

Fill in the Blank

kind	entire	finish	pilot	find
child	mind	surprise	grind	wild

- A cat is tame and can be a pet, but a tiger is wild.
- What kind of ice cream do you like the best?
- Lynn hid my notebook and now I cannot find it.
- The pilot landed the plane on time.
- A child cannot drive a car.
- The farmer will grind the wheat into flour.
- Don't tell Kim what I got for her birthday. I want to surprise her.
- The teacher said we had to finish the math problems before we could go outside.
- Do you mind if I sit next to you?
- Bill ate the entire pie and then felt sick!

Directions: Have students write the best word from the box to complete each sentence.

Unit 4 15

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Name _____

5.2

Synonyms and Antonyms

Write the best word from the box on the line to finish each sentence.

sigh	night	frighten	high
right	light	fight	

- A synonym of "scare" is "frighten."
A witch could frighten a child.
- An antonym of "day" is "night."
We sleep during the night.
- An antonym of "wrong" is "right."
Bill got all of his spelling words right on the test.
- An antonym of "dark" is "light."
Please turn on the light so I can read.
- A synonym of "argue" is "fight."
When my sister and I do not agree, we fight.
- A synonym for "puff" is "sigh."
Bart let out a sigh when his dad said to turn off the TV.
- A synonym for "tall" is "high."
I cannot reach the box because it is on a high shelf.

Unit 4 21

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Synonyms and Antonyms

Write the best word from the box on the line to finish each sentence.

highway	tight	flight
upright	bright	might

- A synonym for "may" is "**might**_____."
I **might**_____ not go to soccer today because I feel sick.
- An antonym of "dim" is "**bright**_____."
I needed sunglasses because it was so **bright**_____ outside.
- A synonym for a "plane trip" is "**flight**_____."
My **flight**_____ was late, so I did not get there on time.
- An antonym of "loose" is "**tight**_____."
My pants are too **tight**_____.
- A synonym of "road" is "**highway**_____."
We will take the **highway**_____ to drive to the store.
- A synonym of "standing" is "**upright**_____."
The chair on the deck tipped over during the storm, so I turned it back **upright**_____.

Name _____

5.3

Dwight's Lights

- What is printed on the poster in Dwight's Lights?
 - "Sale!" is printed on the poster.
 - "Open!" is printed on the poster.
 - "Dwight is hiring!" is printed on the poster.
 Page 28
- Why is Dwight's Lights so bright?
 - The shop has a lot of sun.
 - The shop has hundreds of lights and lamps, all of which are on.
 - The shop is on fire.
 Page 28
- Dwight is very loud with Kim and Kurt. Why?
 - Dwight would like to sell a light or lamp to Kim and Kurt.
 - Dwight is mad at Kim and Kurt.
 - There is a lot of noise in the shop.
 Page 30

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

- Why is it that Dwight's face falls when Kim says that she has no need for a light?
 - Dwight had hoped to make a sale and get some cash.
 - Dwight is feeling ill.
 - Dwight would like to spend some more time with Kim and Kurt.
 Page 32
- Do you think that you would like Dwight? Why or why not?

Answers may vary.

Name _____

6.2

Fill in the Blank

Part I

- one dragonfly, three dragonflies
- one butterfly, three butterflies
- one firefly, three fireflies
- one spy, three spies

Part II

- cry cries
- fly flies
- dry dries
- try tries
- multiply multiplies

Directions: Have students practice changing 'y' to 'i' and adding '-es' to each word. Refer to the Teacher Guide, Lesson 6 for detailed directions.

Part III

1. A **dragonfly** (dragonfly) is fast.
2. I caught a jar of **fireflies** (firefly).
3. There were lots of **butterflies** (butterfly) in the tree.
4. The dress **dries** (dry) as it hangs in the sun.
5. When I haven't had something to eat for a while, a hamburger **satisfies** (satisfy) my hunger.

Directions: Have students write the correct singular or plural word in each sentence.

Name _____

7.1

Part I:

1. The _____ plural of "man" went fishing at the lake.
A. mans
 B. men
C. mens
2. The _____ plural of "child" enjoyed playing checkers.
A. childs
 B. children
C. childrens
3. Bart went home to get some boots when it started to rain so his _____ plural of "foot" would stay dry.
A. foots
B. feets
 C. feet

Directions: Part I: Have students circle the letter of the best answer for each sentence.

4. The dentist cleaned my _____ plural of "tooth".
 A. teeth
B. teeths
C. toothes
5. I saw _____ plural of "goose" flying up in the sky.
A. gooses
B. geeses
 C. geese
6. The cat was chasing three _____ plural of "mouse".
A. mouses
 B. mice
C. mices

Part II:

man _____	S _____	children _____	P _____
teeth _____	P _____	fireflies _____	P _____
tooth _____	S _____	mice _____	P _____
geese _____	P _____	pencil _____	S _____
dishes _____	P _____	feet _____	P _____

Part II: Have students read the noun on each line. Write "S" if the noun is just one of something (singular). Write "P" if the noun is more than one (plural).

Name _____

7.2

Fill in the Blank

1. He **tries** (tribe tries) to bake a cake.
2. Can you tell if she **cries** (cries tribes) at sad tales?
3. The horse **shies** (shies shy) at the gate.
4. The **spies** (shies spies) are in jail for stealing secrets.
5. I like french **fries** (spies fries) with my burger.
6. Blue **skies** (flies skies) with white clouds means a nice day.
7. We must get **supplies** (fireflies supplies) for our camping trip.
8. The teacher **multiplies** (satisfies multiplies) large numbers with ease.
9. Just one hamburger **satisfies** (satisfies requires) my hunger.
10. You can see **fireflies** (butterflies fireflies) in the dark when they light up on a summer's night.

Directions: Have students write the correct word in each blank.

Name _____

7.3

**HELP
WANTED**

HELP WANTED:

Greeting Clerk

Need one person to help at local gym.
Must be able to work 9 to 5 each day.
Weekends off. Should be a good writer
and speller. Must be nice and cheerful.
Must like to work with people.

1. What and where is this job?
This job is for a greeting clerk at the gym.
2. How many people are needed for this job?
One person is needed for this job.
3. What time would you have to start this job each day?
You need to start this job at 9 o'clock every weekday.
4. Will you have to be at the job on Saturday?
You do not have to work on Saturday.

Directions: Have students read the advertisement and answer the questions in complete sentences.

Unit 4 33

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5. If you get this job, how should you act?
If you get this job, you should be nice and cheerful.
6. What skills do you need to get this job?
If you get this job, you need to be a good writer and speller, be nice and cheerful and like to work with people.
7. Why do you think a greeting clerk should be good at spelling and writing?
Answers may vary.
8. Do you think a greeting clerk needs to know how to use the gym equipment?
Answers may vary.
9. If you get this job, will you smile or frown? Why?
If you get this job, you will smile because the ad says you should be nice and cheerful.

34 Unit 4

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Name _____

8.1

Fill in the Blank

1. My sister is one year old today.
(told old)
2. A bolt of lightning hit the tree.
(toll bolt)
3. We had to pay a toll to drive on the highway.
(told toll)
4. Would you like a dinner roll with your meat?
(scroll roll)
5. Who has the most eggs in a basket?
(told most)
6. I have a stuffed up nose and a bad cold.
(cold gold)
7. Dad will scold us if we don't do our jobs.
(sold scold)
8. Can you help me hold the fence post while I fix it?
(sold hold)
9. Would you like to go for a stroll outside to get some exercise?
(colt stroll)
10. Will you help me fold the clean shirts?
(fold sold)

Directions: Have students write the correct word in each blank.

Unit 4 35

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Name _____

8.4

The Gym



1. What is a gym?
A gym is a place where people go to exercise and get in shape.
2. Why do people pay to join a gym?
People pay to join a gym so they can be members.
3. Who are Tom and Beth?
Tom and Beth are the owners of the gym.

Family Member Directions: Have your child read the questions in complete sentences.

Unit 4 41

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4. Why don't Tom and Beth hire Kim?

Tom and Beth don't hire Kim because they have already hired someone.

5. What advice does Tom give Kim?

Tom tells Kim to go see Alberto at the corner market.

6. What do you do to exercise?

Answers may vary.

7. Would you rather run outside or run inside a gym? Why?

Answers may vary.

Name _____

9.1

blow	fowl	owl	glow	row
show	howl	slow	prowl	snow
tow	crow	grow	frown	gown
clown	throw	growl	scowl	town

Directions: Have students read the words in the box aloud, circle the tricky spelling 'oi', and then sort the words into correct columns.

/oi/ like snow

/ow/ like now

blow	clown
show	fowl
tow	howl
throw	crown
slow	owl
grow	growl
glow	prowl
row	frown
snow	scowl
	gown
	town

Directions: Have students read all the words in the box aloud. Have students write the best word from the box to complete each sentence.

glow	snow	throw	gown	cloud
pound	sound	howl	town	crown

- We have a house in a small town.
- Did you hear the sound of the crickets?
- Can you throw a ball?
- Fireflies can glow in the dark at night.
- Did you hear the dog howl at the moon?
- Sometimes when it is cold, snow will fall and make the ground white.
- Is there a cloud in the sky?
- The queen has a crown.
- The clerk at the market sold me a pound of beans.
- I like my pink gown the most.

Name _____

10.2

Singular and Plural Nouns

Directions: Have students write the plural form of each noun on the corresponding line. Then have students make up two sentences using at least one of the plural nouns from the exercise in each sentence.

Singular Nouns (one)	Plural Nouns (more than one)
child	children
butterfly	butterflies
man	men
tooth	teeth
class	classes
foot	feet
woman	women
mouse	mice

- Answers may vary.
- Answers may vary.

Name _____

10.3

Singular and Plural Nouns

Part I

- wife wives
- loaf loaves
- elf elves
- hoof hooves
- shelf shelves
- half halves

Part II

- Answers may vary.

- Answers may vary.

Directions: In Part I, have students write the plural form for each word. In Part II, have students write two sentences using one of the nouns; use the singular form of the noun in one sentence and the plural form in the other sentence. Circle the noun selected in each sentence.

Unit 4 49

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calves	scarf	loaves	leaf
leaves	halves	hoof	elves

- When it is cold, Sheryl wears her red scarf wrapped around her neck.
- The leaves on the trees turn red and yellow in the fall.
- Mom cut the muffin into two halves so that Bart and Jill each could have a part to eat.
- Pam mixed flour, eggs, and milk to make three loaves.
- Elves help Santa each year.
- I slipped on a wet leaf on the steps outside.
- The calves are in the barn with the cows.
- The horse started to limp, so we looked and found a thorn in its hoof.

Directions: Have students use the words in the box to complete the sentences. Then have students circle all of the common nouns, draw a box around the proper nouns, and draw a wiggly line under each verb in the sentences.

50 Unit 4

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Name _____

10.4

The Subway

- Where do Kim and Kurt need to go on the subway?
Kim and Kurt need to go to Manhattan on the subway.
- Will Kim and Kurt get to see the East River? Why or why not?
Kim and Kurt will not see the East River because they will go under it while riding the subway.
- What is the meaning of the word "sub"?
"Sub" is a prefix meaning under.
- Why does Kurt want to get off the train?
Kurt wants to get off the train because he is so squashed he is having a hard time breathing.
- What happens at the Wall Street stop?
At the Wall Street stop, lots of people got off the train and Kurt and Kim were able to sit down.

Directions: Have students reread the story and answer the questions in complete sentences.

Unit 4 51

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- Have you ever taken a subway? If so, what was it like? If not, would you like to? Why or why not?
Answers may vary.

First, number the sentences in the proper order. Then rewrite the sentences in the right order.

- Kurt and Kim got seats on the train. 5
Kurt and Kim waited on the platform. 3
Kurt and Kim left the diner. 1
Kim grabbed a strap, and Kurt grabbed Kim's leg. 4
Kurt and Kim looked at the subway map. 2

- Kurt and Kim left the diner.
- Kurt and Kim looked at the subway map.
- Kurt and Kim waited on the platform.
- Kim grabbed a strap, and Kurt grabbed Kim's leg.
- Kurt and Kim got seats on the train.

52 Unit 4

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Name _____

11.2

Fill in the Blank



athlete	beach	zebra	expect	fever	replied
else	second	became	pretend	create	decide

1. He is a good athlete and plays football for a pro team.
2. Sometimes my sister likes to wear a crown and a long dress and pretend that she is a princess.
3. When I asked my mom if I could stay up until midnight, she firmly replied, "No way!"
4. A zebra looks like a horse with black and white stripes.
5. He became a third grader at the beginning of the year.
6. On a summer day, I like to spend the day at the beach, relaxing and swimming.
7. Mark has a fever and does not feel well.
8. Lynn came in first place in the race and Sheryl came in second.

Family Member Directions: Have your child first read all the words in the box, and then choose the best word from the box to complete each sentence.

Unit 4 55

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Fill in the Blank

athlete	beach	zebra	expect	fever	replied
else	second	became	pretend	create	decide

9. Kurt had a hard time trying to decide what kind of ice cream to order because he liked them all.
10. What time do you expect your aunt to get here?
11. The artist will create a new painting to be displayed in the art show.
12. I have looked everywhere for my lost purse and don't know where else to search.

56 Unit 4

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Name _____

12.1

More Proper Nouns

Part I:

mr halter Mr. Halter miss burks Miss Burks
 ms parker Ms. Parker mrs binns Mrs. Binns
 miss jacks Miss Jacks mr hunt Mr. Hunt
 mrs tripp Mrs. Tripp ms. sims Ms. Sims

Part II:

girl Answers may vary. street Answers may vary.
 teacher Answers may vary. state Answers may vary.
 day Answers may vary. boy Answers may vary.

Directions: Have students rewrite the names correctly in Part I. Then have students write a name for each common noun in Part II.

Unit 4 57

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Directions: Have students rewrite these sentences correctly. Then have students draw a circle around the common nouns, a box around the proper nouns, and a wiggly line under the verbs.

1. do you know if bill sold the old truck to mr tucker last sunday
Do you know if Bill sold the old truck to Mr. Tucker last Sunday?
2. mrs fine tripped on the curb thursday at miss smith's house
Mrs. Fine tripped on the curb Thursday at Miss Smith's house.

58 Unit 4

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Name _____

12.6

A Snow Day!



Family Member Directions: Have your child read each phrase and then circle the phrases you might see, hear, say, do, or feel on a cold, snowy day.

- A cold nose Bright lights glowing at night
- Snowflakes on a window Snowplows clearing the roads
- A rainbow A green fern
- A clown downstairs "Let's sit by the fire burning in a fireplace."
- A tow truck towing a car Boys surfing the waves
- Flying pink birds Gold coins
- Make a snowman A rabbit hiding
- Three blind mice A hurt tiger
- A butterfly Cold feet
- A zebra running down the road A winter jacket
- A frozen lake Clouds and snow
- Blowing snow A boy swimming

Unit 4 67

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Name _____

13.1

Part I:

- Miss Tucker took our class to the fair. The fair was on Saturday, May 2, 2013.
- Beth's dad, Mr. Bonner, went with us. The fair was on Main Street. We went to eat at Burger Barn after the fair. Mrs Harper made cupcakes for our lunch.

Part II:

- mr bob parker Mr. Bob Parker
- mrs jane jones Mrs. Jane Jones
- ms tammy binns Ms. Tammy Binns
- miss becky willis Ms. Becky Willis

Directions: Part I: Have students read and edit the sentences. Part II: Have students rewrite the names correctly.

Unit 4 69

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Part III:

- kurt plays goalie for his soccer team, the tigers, on fridays
Kurt plays goalie for his soccer team, the Tigers, on Fridays.
- in may jan runs track with her team, the roadrunners, which is coached by mrs turner
In May, Jan runs track with her team, the Roadrunners, which is coached by Mrs. Turner.
- fran played at bill's house on saturday morning
Fran played at Bill's house on Saturday morning.

Directions: Part III: Have students rewrite the sentences correctly. Draw a circle around the common nouns, a box around the proper nouns, and a wiggly line under the verb.

Unit 4 70

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Name _____

13.6



- How did the man who got on the train look?
 - The man looked like a mess.
 - The man looked sharp.
 - The man was singing.
- What is a bank?
 - A bank is a place where you get free food.
 - A bank is a place where you take your food to keep it safe.
 - A bank is a place where you take your cash to keep it safe.
- What is a loan?
 - A loan is cash that you have to pay back.
 - A loan is free cash that you don't have to pay back.
 - A loan is a free car that you get to pick out.
- What is one reason that you would need a loan?
 - You might need a loan because you have too much cash.
 - You might need a loan because you want to open your own shop.
 - You might need a loan because you want to sing a song.

Family Member Directions: Ask your child to mark the circle by the best answer to each question.

Unit 4 79

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5. Why can't Kim get a job at a bank?
- Kim doesn't want a job at a bank.
 - Kim doesn't have sharp clothes.
 - Kim hasn't completed two or three years of college.

Name _____

14.1

More Verbs

am is are

Part I:

1. I am you are he is.
2. she is we are they are.

Part II:

1. I am at home today.
2. They are mad.
3. He is a good athlete.
4. We are fast runners.
5. You are my best pal.
6. She is fun to play with.
7. You are a girl.
8. I am from the United States.

Directions: Part I: Have students fill in blanks with a form of the verb to be. (am, is, are) Part II: Have students read the sentence and draw a wiggly line under the verb to be in each sentence.

Part III:

am is are

1. She is a good runner.
2. They are members of my soccer team.
3. We are good readers.
4. I am the class helper today.
5. You are in the right line.
6. He is glad to be in our class.

Part IV:

1. am Answers may vary.
2. is Answers may vary.
3. are Answers may vary.

Directions: Part III: Have students complete the sentences by writing a form of the verb to be in the blank. Students may use words more than once. Part IV: Have students write three sentences using the form of the verb to be.

Name _____

16.2

Circle the spellings for each sound.

/ee/	/i/	/ie/
tre <u>at</u>	g <u>ym</u>	stri <u>pe</u>
<u>e</u> ven	h <u>un</u> t	w <u>ild</u>
P <u>e</u> te	am <u>e</u> th <u>ys</u> t	ri <u>gh</u> t
centi <u>pe</u> de	k <u>i</u> ssed	pi <u>e</u>
m <u>e</u> ter	Brookl <u>yn</u>	cri <u>y</u>
wh <u>e</u> at	m <u>y</u> th	f <u>un</u> d
com <u>pl</u> ete	b <u>itt</u> er	tr <u>y</u>
rep <u>e</u> at	s <u>ys</u> tem	sigh <u>n</u>
rel <u>a</u> x	sk <u>o</u> p	sh <u>in</u> e
ste <u>p</u>	h <u>oc</u> cup	ti <u>e</u>

Name _____

16.4

Use the chart on Worksheet 16.3 to fill in the blanks.

- Count the words on the chart that have the sound /ie/ spelled 'i_e' and write the number here. 17
- Count the words on the chart that have the sound /ie/ spelled 'i' and write the number here. 20
- Count the words on the chart that have the sound /ie/ spelled 'y' and write the number here. 10
- Count the words on the chart that have the sound /ie/ spelled 'ie' and write the number here. 4
- Count the words on the chart that have the sound /ie/ spelled 'igh' and write the number here. 6
- Which spelling for /ie/ has the most words? 'i'
- Where does the spelling 'igh' tend to be found in a word—at the beginning, in the center, or at the end? in the center or at the end

Unit 4 99

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- Where does the spelling 'y' as /ie/ tend to be found in a word—at the beginning, in the center, or at the end? end
- Which words on the chart are proper nouns? Ohio, Wyoming
- Which word on the chart is an antonym of low? high
- There are two bugs on the chart. What are they? spider, fly
- Which word on the chart names something that a lot of kids like to ride? bike
- Which word on the chart is a synonym of nice? kind
- Which word on the chart is a synonym of huge? gigantic
- There is one compound word on the chart. What is it? campfire
- Write a sentence that has some words from the chart. Use a lot of words from the chart if you can! Answers may vary.

100 Unit 4

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Name _____

17.1

Fill in the Blank

Write the best word from the box on the line to finish each sentence.

key	bunny	story	city	baby	shy
myth	chimney	yard	funny	study	donkey

- A donkey looks a lot like a horse.
- The grass in the back yard needs to be mowed.
- The baby was crying because he was hungry.
- Kurt asked his sister to read him a silly story.
- Do you have your house key so you can unlock the door?
- I saw a fluffy, white bunny burrow into its hole.
- There was smoke blowing from the chimney because we had a fire in the fireplace.
- The Greek myth we are reading is about gods and goddesses.

Directions: Have students read the words in the box aloud. Then have students read and follow directions.

Unit 4 107

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Fill in the Blank

Write the best word from the box on the line to finish each sentence.

key	bunny	story	city	baby	shy
myth	chimney	yard	funny	study	donkey

- What a funny joke!
- Don't forget to study your spelling words for the test on Friday!
- Jenny is shy with people that she does not know well.
- I do not like the noise of the traffic in the city.

108 Unit 4

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Name _____

17.3

nurse	easy	light	butterfly	twenty
squirrel	furry	really	angry	body



Family Member Directions: Have your child write the best word from the box to complete each sentence.

- I stayed outside all day and got a sunburn over my entire body.
- The nurse told me I had a fever.
- My sister is twenty years old.
- Math is an easy subject for me.
- The squirrel ate the corn from the feeder.
- I did not eat lunch, so I am really hungry!
- Can you turn on the light?
- A soft, furry bunny hopped past the lawn.
- My mom was angry when she saw the hole in my pants.
- The butterfly flitted from flower to flower.

Unit 4 111

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Name _____

18.1

yellow	tricky	butterfly	baby	gym	antonym
story	dry	study	supply	crazy	fairy

Directions: Have students write each word in the correct sound box.

<p>‘y’ > /y/ (yarn)</p> <p>yellow</p>	<p>‘y’ > /ie/ (my)</p> <p>butterfly dry supply</p>
<p>‘y’ > /i/ (myth)</p> <p>gym antonym</p>	<p>‘y’ > /ee/ (funny)</p> <p>tricky baby story study crazy fairy</p>

Unit 4 113

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Name _____

18.2

Plural Nouns

Directions: Have students read each sentence and then read the word below the blank as it is presently written. For sentences 1–5, students should change the singular noun to a plural noun. For sentences 6–10, students should change the verb to the appropriate present-tense form.

- Big cities have subway trains.
(city)
- We went to a lot of parties.
(party)
- There are six puppies!
(puppy)
- We picked a bucket of cherries.
(cherry)
- Cindy likes to hear stories about elves and fairies.
(story)
(fairy)

Verbs

- He studies for his test each night.
(study)
- The man hurries to his home.
(hurry)
- Jane buries her green peas in the gravy.
(bury)
- The squirrel carries nuts in his cheeks.
(carry)
- Mark marries Jane next week.
(marry)

Unit 4 115

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Name _____

18.4

The Daydream



Family Member Directions: Have your child read the story and answer the questions.

- What is on the poster that is hanging on the wall of the subway train?
 - Basketball players are on the poster.
 - Baseball players are on the poster.
 - Football players are on the poster.
- In Kurt's daydream, why is Kurt a rich man?
 - Kurt is a race car driver.
 - Kurt is a banker.
 - Kurt is a baseball player.
- In Kurt's daydream, who shouts, "Kurt! Kurt! Kurt!"?
 - Kurt's fans shout it.
 - Kim shouts it.
 - Kurt's mom shouts it.
- In real life, who shouts, "Kurt, Kurt, Kurt!"?
 - Kurt's fans shout it.
 - Kim shouts it.
 - Kurt's mom shouts it.

Unit 4 119

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Part IV:

1. Is Mrs Wiggins a teacher at western high?
2. A mouse ran past the door and startled Mr. Smith.
3. My birthday is on Monday, March 7th.
4. I am going to eat at the Burger King that is on Oak Street.
5. Can you help Miss Winters find the state of Maine on the map?

Part V:

am are is

1. He is very sleepy.
2. You are a really good pal.
3. I am not really hungry right now.
4. She is smart.

Part VI:

was were

1. We were at the park.
2. I was so mad yesterday!
3. They were satisfied with their gift.

Directions: Part IV: Have students correct the sentences. Part V: Have students fill in the blanks. Part VI: Have students fill in the blanks.

Name _____

20.3

The Mowse Hole
Your Classroom Wall
Mowse Land, U.S.A.
January 15, 2014

Dear Friends,
would you with you you skills
I wud like to ask u to let me sit wit u when u do your reading skills
lessons .

I lessons very I would like to
i think the lessons sound vere interesting i wud lik to learn how 2
better
write betr.

like to me about I would like to read of
I lik 2 write It helps mee think abut things. i wud lik 2 reed some uv
your story bookz. I like the story abut kim and kurt. Do u think I
could get
coud gif a job?

Please ask your teacher if I can come 2 your class I promise 2 b gud
and not 2 skare anee! ^{to} ^{to be good}

Sincerely,

Mr. Mowse

Directions: Have students edit the letter from Mr. Mowse as individuals, partners, small groups, or as an entire class.

Name _____

21.1

Fill in the Blank

salty caught dawn wallpaper
false always almanac walrus

1. The sun rises in the east at dawn.
2. My sister is always last to wake up at our house.
3. I went to the store with my mom to pick out wallpaper to decorate my bedroom walls.
4. The almanac says that the first snowfall this year will be in December.
5. The test will be a true or false test.
6. There was a sudden thunderstorm and we got caught in the rain.
7. I got very thirsty because the peanuts were salty.
8. A walrus has whiskers and long white tusks.

Directions: Have students read the words in the box aloud. Have students write the best word from the box to complete each sentence.

Name _____

21.2

Billy daddy cavity puppy dirty
daisy easy chilly jelly candy

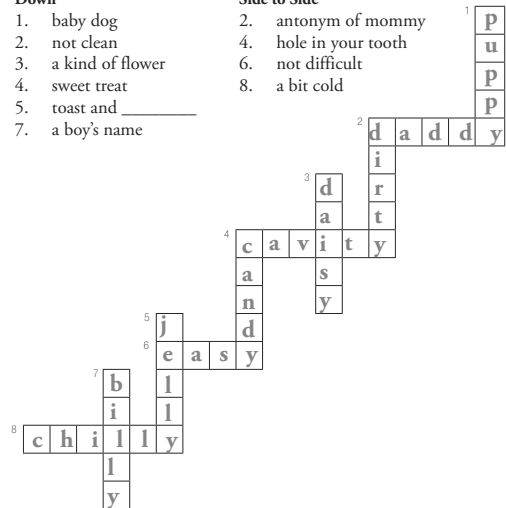


Down

1. baby dog
2. not clean
3. a kind of flower
4. sweet treat
5. toast and _____
7. a boy's name

Side to Side

2. antonym of mommy
4. hole in your tooth
6. not difficult
8. a bit cold



Directions: Use the clues to complete the crossword puzzle.

Name _____

21.3

Dear Family Member,

Please ask your child to read each sentence carefully. In some sentences the word below the blank will fit in the blank as it is. In other sentences, the word will need to be changed into its plural form.



1. I have three cavities (cavity).
2. Is the baby (baby) wet?
3. How many ponies (pony) does the farmer have?
4. Did you have a penny (penny)?
5. Is he in the army (army) or navy?
6. All of my buddies (buddy) will be at the party.
7. How many daisies (daisy) did you pick?
8. We all had fat tummies (tummy).
9. How many cherries (cherry) did you eat?
10. What is your hobby (hobby)?

Unit 4 133

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Name _____

22.1

The Tally

1. Who is Mr. Fremont?
 - A. Mr. Fremont is a clerk at the store.
 - B. Mr. Fremont is the store owner.
 - C. Mr. Fremont is a shopper in the store.
2. What did Mr. Fremont ask Kim to do?
 - A. He asked her to add up the cost of some food.
 - B. He asked her to use the front door.
 - C. He asked her to place items on the shelves.
3. Why did Mr. Fremont tell Kim not to use the cash register?
 - A. The cash register was broken.
 - B. He wanted to see if Kim could add up the cost herself.
 - C. He thinks Kim does not know how to use the cash register.
4. How did Kim complete the tally?
 - A. She used a calculator to enter the prices.
 - B. She checked the prices on the shelves.
 - C. She wrote the prices on paper and then added them.
5. How did Mr. Fremont show he was pleased with Kim?
 - A. He clapped his hands.
 - B. He told Kim that she could have a job at the store.
 - C. He told Kim to add the sales tax.

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

Unit 4 135

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6. Why did Mr. Fremont hand Kim twenty bucks?
 - A. He wanted her to place the twenty bucks in the cash register.
 - B. He wanted to pay her for taking inventory and doing the tally.
 - C. He wanted to help her pay for her subway ride.
7. How did Kim feel at the end of the story?
 - A. She was sad she did not get a job.
 - B. She was mad after doing the inventory.
 - C. She was excited because she found a job.
8. When did Mr. Fremont tell Kim she could start her job?
 - A. He told her she could start today.
 - B. He told her she could start next week.
 - C. He told her she could start next year.
9. If Kim showed up at her job at 9:00 on her first day, she would
 - A. be late.
 - B. be right on time.
 - C. be there at the wrong time.
10. Who did Kim call?
 - A. Kim called Kurt
 - B. Kim called Mr. Fremont.
 - C. Kim called her mom.

136 Unit 4

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Name _____

22.2

Which is Right?

Part I

- | | |
|--|--|
| 1. <input type="radio"/> Mr Tom White | 2. <input type="radio"/> Ms Pam Foster |
| <input checked="" type="radio"/> Mr. Tom White | <input type="radio"/> Ms. pam Foster |
| <input type="radio"/> Mr. tom White | <input checked="" type="radio"/> Ms. Pam Foster |
| 3. <input type="radio"/> Mrs Jan Hunter | 4. <input type="radio"/> Miss. Gail Smith |
| <input type="radio"/> Mrs jan hunter. | <input checked="" type="radio"/> Miss Gail Smith |
| <input checked="" type="radio"/> Mrs. Jan Hunter | <input type="radio"/> Miss Gail smith |

Part II

1. Grasshopper hop high off the ground. (2 nouns and 1 verb)
2. Sally was really happy last Friday. (2 nouns and 1 verb)
3. I am at home. (1 noun and 1 verb)

Part III

1. i hope we go to oak park on saturday
I hope we go to Oak Park on Saturday.
2. is mr jones invited to the party on march 1, 2011
Is Mr. Jones invited to the party on March 1, 2011?

Directions: Part I: Have students fill in the bubble next to the correct answer. Part II: Have students draw a circle around the common nouns, a box around the proper nouns, and a wiggly line under the verbs. Part III: Have students rewrite the sentence correctly.

Unit 4 137

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Part IV

shelf shelves child children
 dress dresses pen pens
 church churches wife wives
 elf elves box boxes
 mouse mice man men
 wish wishes foot feet

Part V

am are is

1. He is happy at the party today.
2. I am in second grade this year.
3. We are not going outside today.
4. They are having pie for a snack.
5. You are always on time.
6. She is in her room playing.

Part VI

was were

1. She was happy when she rode the bus yesterday.
2. We were all really tired last night.
3. They were thrilled to have a party last week.
4. I was glad my pal came over yesterday.
5. He was my partner in the game last Friday.
6. You were the last one to finish the race.

Directions: Part IV: Have students rewrite each word as a plural. Parts V and VI: Have students fill in the blank with the correct word.

Name _____

23.4

1. fern first find furl

2. burnt bend burn bunt

3. fist first find furl

4. mist math miss myth

5. find kite kin kind

6. neat nice night might

7. spit spy sky sight

8. sowing now snow sow

9. ever ease even easy

10. luck ducky lucky leaky

Directions: Have students circle the word called by the teacher.

11. clerk cent can't cart

12. born burst barn fun

13. thirst thin thick then

14. germ ginger gym gap

15. mend mid made mind

16. sight sitter singer sap

17. seal sky seek sail

18. blow yelling yells howl

19. bent met see mending

20. fume furl fern funny

Name _____

PP1

Synonyms

fix fib silent silly pony
 speak cry myth part shriek

1. funny silly

2. legend myth

3. quiet silent

4. lie fib

5. sob cry

6. piece part

7. horse pony

8. repair fix

9. scream shriek

10. talk speak

Directions: Have students use the words from the box to write a synonym on the line next to each word.

Antonyms

long	beginning	erase	soggy	quickly
quiet	kind	hard	smooth	dark

- easy hard
- slowly quickly
- ending beginning
- brief long
- mean kind
- light dark
- bumpy smooth
- loud quiet
- dry soggy
- write erase

Directions: Have students use the words from the box to write an antonym on the line next to each word.

150 Unit 4

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Name _____

PP2

Compound Words

body	fly	shirt	light	end
tie	print	mint	life	pool

- pepper mint
- under shirt
- finger print
- wild life
- neck tie
- butter fly
- flash light
- every body
- week end
- whirl pool

Directions: Have students add a word from the box to the end of each numbered word to create a compound word. Write the new compound word on the line.

Unit 4 151

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Name _____

PP3

Nouns

Wear your yellow skirt. (1)

- Kitties and puppies are cute. (2)
- The pie has blackberries and cherries. (3)
- The pond reflected the moonlight. (2)
- The athlete is holding a football. (2)
- These lyrics are really good! (1)
- The spy is hiding behind the trees. (2)
- Venus is a planet. (2)

Directions: Have students circle the nouns in the sentences. The number of nouns in a sentence is written at the end of the sentence.

Unit 4 153

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Name _____

PP4

Mixed Plural Nouns

cow	<u>cows</u>	chip	<u>chips</u>
girl	<u>girls</u>	foot	<u>feet</u>
tooth	<u>teeth</u>	wish	<u>wishes</u>
desk	<u>desks</u>	goose	<u>geese</u>
mouse	<u>mice</u>	child	<u>children</u>

Directions: Have students write the plural nouns for the words.

Unit 4 155

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Directions: Have students write whether the noun means "one" or "more than one" on the blank beside the word.

- mice more than one
- man one
- men more than one
- geese more than one
- teeth more than one
- children more than one
- foot one
- child one
- tooth one

156 Unit 4

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Name _____

PP5

Irregular Plural Nouns

wolf	leaves	loaf	loaves
elf	wolves	leaf	scarf
half	scarves	halves	elves

- Many leaves fell from the trees.
- Santa has many elves.
- I saw a bright red leaf from a tree on the ground.
- Mrs. Barton baked three loaves, one for each of my teachers.
- Mom has a new green scarf to wear.
- We cut the paper into two halves.
- Can you give me half of your muffin?
- There can be wolves in the woods.

Directions: Have students select the word from the box that best fits the sentence.

Unit 4 157

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wolf	leaves	loaf	loaves
elf	wolves	leaf	scarf
half	scarves	halves	elves

- There was only one loaf left on the store shelf.
- There is a big, bad wolf in the tale "The Three Little Pigs."
- There were nice scarves at the store.
- In the magic tale, an elf found gold at the end of the rainbow.

158 Unit 4

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Name _____

PP6

Titles and Proper Nouns

Part I:

- ms tyler Ms. Tyler
- miss smith Miss Smith
- mr winters Mr. Winters
- mrs landers Mrs. Landers

Part II:

- mom baked a cake for mr woods on saturday
Mom baked a cake for Mr. Woods on Saturday.
- can miss rogers help us with our meeting in september
Can Miss Rogers help us with our meeting in September?
- it is fun to go to burns park on main street each friday
It is fun to go to Burns Park on Main Street each Friday.

Directions: Part I: Have students write the titles correctly. Part II: Have students write the sentences correctly.

Unit 4 159

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4. mr parker will be our teacher this thursday at parks school
Mr. Parker will be our teacher this
Thursday at Parks School.
5. is mrs green's house on spring street or main street
Is Mrs. Green's house on Spring Street or
Main Street?

Name _____

PP7

More Titles, Proper Nouns, and Verbs

Part I:

- | | |
|--|---|
| 1. <input type="radio"/> ms gail butler | 2. <input type="radio"/> Mrs Jane ball |
| <input type="radio"/> Ms Gail Butler | <input type="radio"/> mrs. jane ball |
| <input checked="" type="radio"/> Ms. Gail Butler | <input checked="" type="radio"/> Mrs. Jane Ball |
| 3. <input type="radio"/> mr jeff tucker | 4. <input type="radio"/> miss beth parker |
| <input type="radio"/> Mr Jeff Tucker | <input type="radio"/> Miss. Beth Parker |
| <input checked="" type="radio"/> Mr. Jeff Tucker | <input checked="" type="radio"/> Miss Beth Parker |

Part II:

- The (leaves) fall from the (trees) in the (fall) (3 nouns and 1 verb)
- The (children) played outside all (day) (2 nouns and 1 verb)
- (Horses) eat (hay) and (oats) each (day) (4 nouns and 1 verb)
- The (man) ran after the (cart) (2 nouns and 1 verb)
- The (teacher) plays with the (children). (2 nouns and 1 verb)
- Write your own sentence using nouns and verbs:

Answers may vary.

Directions: Part I: Have students fill in the bubble next to the one written correctly. Part II: Circle the nouns and draw a wiggly line under the verb in each sentence.

Name _____

PP8

Verbs

Part I:

run runs

- I run
- You run
- He runs
- She runs
- It runs
- We run
- They run

Part II:

am is are

- I am
- You are
- He is

Directions: Part I: Have students fill in each blank with run or runs. Part II: Have students fill in each blank with am, is or are.

am is are

- She is
- It is
- We are
- They are

Part III:

- am Answers may vary.
- is Answers may vary.
- are Answers may vary.

Directions: Part III: Have students write three sentences using am, is, and are.

Name _____

PP11

Past Tense to be

Fill in each blank with *was* or *were*.

- I was
- You were
- She was
- We were
- They were
- It was
- He was

Unit 4 169

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Write two sentences using the word *was*.

- Answers may vary.

- _____

Write two sentences using the word *were*.

- Answers may vary.

- _____

170 Unit 4

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Name _____

PP12

Spelling Worksheets Lessons 1–5

hawk	yawn	crawl	vault	haunted	causes	oil
spoiled	coin	cowboy	enjoy	destroy	moon	cartoon
			spool			

Use the words in the word box to complete the puzzle.

Down

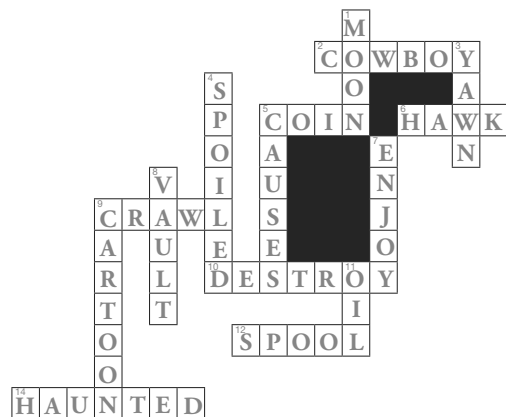
- The sun, the _____, and the stars are in the sky.
- You do this when you are sleepy.
- You might be this if you always get your way.
- What _____ a cold?
- I would _____ some ice cream.
- A word for jump
- A comic strip
- You fry food in this.

Side to Side

- He rides the plains with cows.
- A penny or a dime
- Large bird that eats chickens
- A baby will do this before walking.
- Do not _____ my vase.
- A _____ of kite string
- A house might be _____ if there are ghosts.

172 Unit 4

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Unit 4 173

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Name _____

PP13

Spelling Worksheets Lessons 6–10

Use the words in the word box to complete the puzzle.

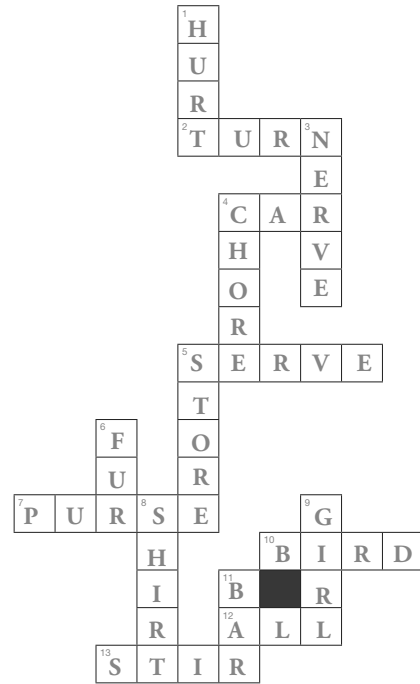
car	bar	store	chore	nerve	serve	stir
girl	bird	fur	hurt	turn	purse	all
		shirt				

Down

- I ____ my knee when I fell.
- Your mom might say you are getting on her last ____.
- A job you do at home
- You go here to get milk.
- My car is shedding her ____.
- I have a stain on my ____.
- Not a boy but a ____
- I added a ____ to the fence.

Side to Side

- Can you ____ on the light?
- You ride in this.
- A waiter will ____ you dinner.
- My mom has a big ____.
- A crow is one of these.
- Can ____ of us go with you?
- Please ____ the cake batter.



Name _____

PP14

Spelling Worksheets Lessons 11–15

Use the words in the word box to complete the puzzle.

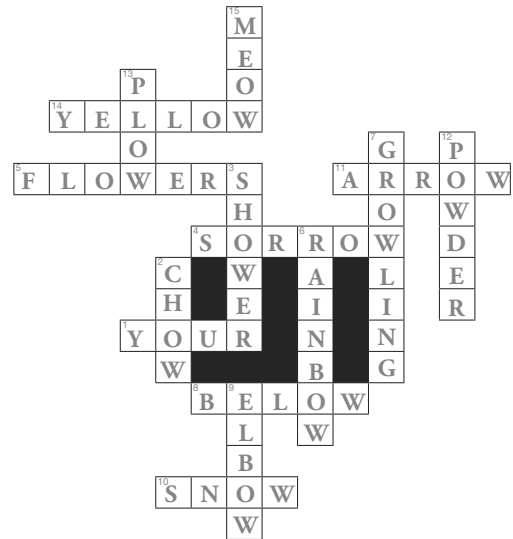
elbow	yellow	below	rainbow	snow	sorrow	arrow
plow	flowers	your	powder	shower	meow	chow
		growing				

Down

- to eat
- You might take this to get clean.
- many colors in an arch in the sky
- a sound a dog might make
- the bend of your arm
- You might put this on a baby.
- A farmer might do this to the soil.
- A cat makes this sound.

Side to Side

- This is ____ scarf.
- sadness
- plants that bloom
- not on top
- White flakes that fall from the sky in winter.
- bow and ____
- A buttercup flower is this color.



Name _____

PP15

Spelling Worksheets Lessons 16–20

Use the words in the word box to complete the puzzle.

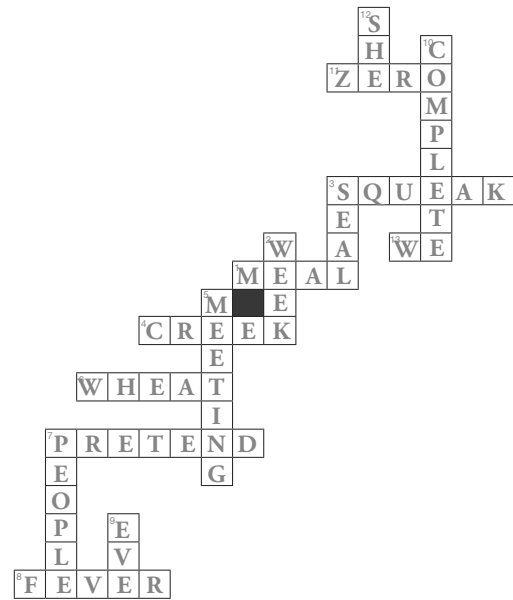
eve	creek	week	meeting	she	we	fever
zero	pretend	squeak	meal	wheat	seal	people
complete						

Down

- seven days long
- I saw a _____ swimming at the zoo.
- I will see you at the _____.
- There were lots of _____ in the crowd.
- the night before
- to finish
- He is not going, so _____ is not going.

Side to Side

- Dinner is a _____.
- A toy for dogs might make this sound.
- smaller than a river
- Flour is made from this grain.
- not real
- If you are sick, you may have a _____.
- a number less than 1
- _____ are happy!



Name _____

PP16

'er', 'ir', 'ur' as /er/

Choose the best word from the box to complete each sentence.

hurt	circus	skirts
burned	birthday	birds
surprise	Saturday	clerks
thirsty	dirty	

- I like pants better than skirts.
- Be careful near the edge! I don't want you to get hurt.
- Is the party on Friday or Saturday?
- In the nest sat three baby birds.
- Shirley saw clowns at the circus.
- Is the party a surprise?
- Abby got lots of gifts for her birthday.
- Can I have something to drink? I am so thirsty.
- My mom makes me shower when I am dirty.

'er', 'ir', 'ur' as /er/

Choose the best word from the box to fill in each sentence.

hurt	circus	skirts
burned	birthday	birds
surprise	Saturday	clerks
thirsty	dirty	

- The fire burned all night.
- The store clerks were very helpful.

Name _____

PP17

Fill in **yes** or **no** on each blank.

- Can a bird swim in a birdbath? **yes**
- Is today Thursday? **yes / no**
- Do fish have fur? **no**
- Can tigers run fast? **yes**
- Does a dime have corners? **no**
- Is a goose a bird? **yes**
- Does a nurse use a thermometer? **yes**
- Does a shepherd take care of squirrels? **no**
- Is Saturn a planet? **yes**
- Do you have to go to class on Saturday? **no**

Name _____

PP18

- The **bird** (bard bird) will make a nest in the spring.
- Her hair has lots of **curls** (church curls).
- My mom's **purse** (nurse purse) has lots of stuff in it.
- Can you ask that **girl** (grill girl) to skip rope with me?
- The **nurse** (purse nurse) gave me a shot in the arm.
- If you can ride the waves in the sea, then you can **surf** (sure surf).
- Last year I was in **first** (fist first) grade.
- I like the **swirl** (swirl sell) ice cream cones at the shop.
- To make butter, you have to **churn** (churn curl) cream.
- My **skirt** (skirt skit) is green and red for the holidays.
- Dad lets me **stir** (skirt stir) the pancake batter on Saturday mornings.
- The cat's **fur** (fur first) is so soft.

Directions: Have students write the best word to complete each sentence.

Name _____

PP19

Part I:

cl <u>u</u> ly	lev <u>e</u> r	th <u>i</u> rty
bak <u>e</u> r	mak <u>e</u> r	moth <u>e</u> r
hur <u>y</u>	hur <u>ch</u>	west <u>e</u> rn
tu <u>n</u> ing	th <u>i</u> sty	pers <u>o</u> n
cl <u>i</u> ty	int <u>e</u> rest	sunb <u>u</u> rn
hur <u>t</u>	squirt <u>e</u> l	hur <u>t</u>
cl <u>u</u> b	fast <u>e</u> r	ov <u>e</u> r

Part II:

circ <u>s</u>	serv <u>e</u>	wh in	whir <u>l</u>
turn <u>s</u>	pu rr	pu <u>r</u> rr	patte <u>r</u> n
fu <u>r</u>	bir d	bir <u>d</u>	ner <u>v</u> e
cur <u>b</u>	fu rther	fur <u>t</u> her	dir <u>t</u>
per <u>ch</u>	lev <u>e</u> r	fir <u>s</u> t	di sturb
surre <u>nd</u> er	st irrup	stirr <u>u</u> p	si <u>r</u>
bir <u>d</u>	per fect	per <u>f</u> ect	distu <u>r</u> b

Directions: Part I: Have students circle the spelling in each word that stands for the letter sound. Part II: Have students cross out the word in each row that DOES NOT contain the letter sound.

Name _____

PP20

Sound Sorting

k <u>i</u> ck	g <u>y</u> m	g <u>i</u> ft	h <u>i</u> ll	my <u>th</u>	l <u>i</u> p
sy <u>ll</u> able	mi <u>l</u> k	ant <u>o</u> nom <u>y</u>	syn <u>o</u> nom <u>y</u>	act <u>i</u> ng	di <u>d</u>

'i' like skin	'y' like system
kick _____	antonym _____
acting _____	gym _____
gift _____	myth _____
hill _____	syllable _____
did _____	synonym _____
lip _____	_____
milk _____	_____
_____	_____

Directions: Have students read the words in the box aloud. Then have students circle the letter for the letter sound in each word. Then write the words with the letter sound spelled 'i' under skin and the words with the letter sound spelled 'y' under system.

Name _____

PP21

Last Friday, Mike and his dad visited the wildlife park in Ohio. Mike was most excited to see the tigers, but as soon as he spied them, he became frightened. (Mike is just five.) His dad tried to quiet him, but Mike started crying and would not stop. He was terrified of the tigers! At last, Mike's dad asked Mike if he'd like to see the pythons. Mike nodded and his sobs subsided. He was quiet as he and his dad tried to find the pythons, but once they found them, Mike started smiling and chatting up a storm.

Directions: Have students circle all of the spellings for the /i/ sound.

Unit 4 191

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Name _____

PP22

Use the words from the word box to fill in the puzzle.

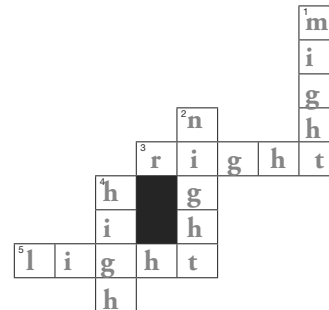
light	might	night	right	high
-------	-------	-------	-------	------

Down

- I _____ like an ice pop.
- We can see the stars at _____.
- Put the book on the _____ shelf.

Side to Side

- Turn _____ at the corner.
- Please turn on the _____.

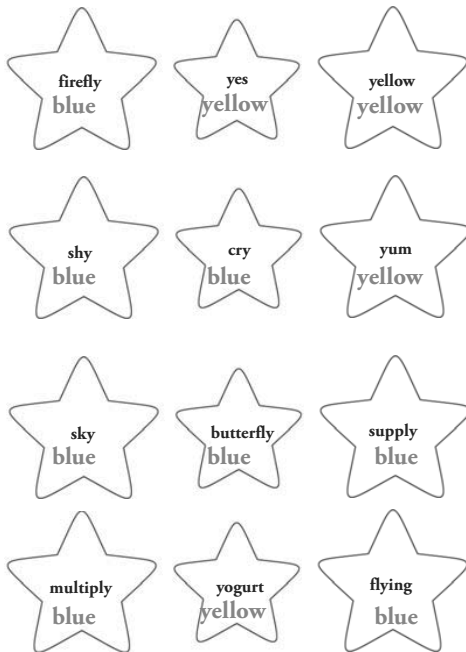


Unit 4 193

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Name _____

PP23



Directions: If the word on the star has the /ai/ sound, color it blue. If the word on the star has the /y/ sound, color it yellow.

Unit 4 195

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Name _____

PP24

Fill in the Blank

cold	yodel	scold	solo	cola
mold	hold	banjo	moment	open

- Will you open the door?
- A yodel is a kind of shout or call.
- Please wait one moment and then we will all go to the store.
- To sing by yourself means to sing a solo.
- Would you like a cola to drink?
- There was green mold on my sandwich, so I didn't eat it.
- Can you hold my mittens?
- My mom might scold me if I am not home on time.
- My sister can play the banjo.

Directions: Have students read the words in the box aloud. Have students write the best word from the box to complete each sentence.

Unit 4 197

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Name _____

PP28

If a square has a word with the spelling 'ow' sounded /oe/, make it yellow.
If a square has a word with the spelling 'ow' sounded /ou/, make it brown.

crown brown	now brown	know yellow	owl brown	own yellow
show yellow	grow yellow	power brown	follow yellow	below yellow
crowded brown	slowly yellow	window yellow	town brown	snow yellow
yellow yellow	drown brown	narrow yellow	flow yellow	brown brown
cow brown	throw yellow	flower brown	blow yellow	bowl yellow

Unit 4 205
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Name _____

PP29

If a square has a word with the spelling 'e' sounded /ee/, make it green.
If a square has a word with the spelling 'e' sounded /e/, make it yellow.

seven yellow	them yellow	then yellow	being green	western yellow
below green	get yellow	result green	went yellow	maybe green
because green	never yellow	decide green	men yellow	require green
best yellow	tell yellow	reply green	next yellow	seed green
end yellow	bellow yellow	zero green	better yellow	destroy green

Unit 4 207
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Name _____

PP30

Use the words from the word box to fill in the puzzle.

lady	baby	crazy	gravy	tasty
shaky	tummy	bunny	sunny	wavy

Down

- I get _____ when I am cold.
- My hair is curly and _____.
- I like _____ and rolls.
- _____ and the Tramp is the name of a film.
- It is a hot and _____ day.

Side to Side

- Ice cream is _____.
- Are you _____?
- A _____ can crawl.
- My _____ is filled with good food.

208 Unit 4
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Unit 4 209
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Name _____

PP31

Katie and Molly and their mom took a cab from their hotel to the beach. At the beach, all three smeared sunblock all over their skin. It was hot so they got in the sea for a bit. Then they looked for seashells. After that, Katie and Molly played volleyball with some teenagers. Katie made some really sweet plays. (She's quite the athlete.) In fact, a small group formed to look at her play. After the game, Katie and Molly and their mom started to feel like they could use some food. They left the beach to find something to eat. What a good day!

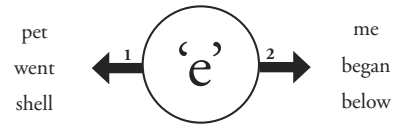
Directions: Have students circle all of the spellings for the /e/ sound.

Unit 4 211

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Name _____

PP32



Directions: Have students write the words with the tricky spelling 'e' sounded /e/ under pet, and the words with the tricky spelling 'e' sounded /ee/ under me.

	/e/ like pet	/ee/ like me
I find sweets hard to resist.		resist
Should we go east or west?		we
The horse jumped the fence.	fence	
I saw a cow at the rodeo.		rodeo
If you make a mistake, erase it.		erase
Who came in second place?	second	
Is it on the right or the left?	left	
Batman is my hero.		hero
I will write a report for homework.		report

Unit 4 213

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Name _____

PP33

Sound Sorting

fever	bench	behind
zebra	maybe	tense
eleven	went	seven

/e/ like pet	/ee/ like me
eleven	fever
bench	zebra
went	eleven
tense	maybe
seven	behind

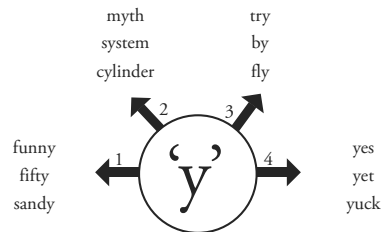
Directions: Have students write the words with the tricky spelling 'e' sounded /e/ under pet, and the words with the tricky spelling 'e' sounded /ee/ under me.

Unit 4 215

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Name _____

PP34



Directions: Have students write the words with the tricky spelling 'y' sounded /ee/ under funny, the words with the tricky spelling 'y' sounded /i/ under myth, the words with the tricky spelling 'y' sounded /ai/ under try, and the words with the tricky spelling 'y' sounded /y/ under yes.

	funny	myth	try	yes
The grass in our yard is green.				yard
We watched the Olympics on TV.		Olympics		
We are visiting Brooklyn this week.		Brooklyn		
Do not swat that fly!			fly	
I have not seen her in a year.				year
A baby cat is called a kitty.	kitty			
She is soft-spoken and shy.			shy	

Unit 4 217

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Name _____

PP35

Sound Sorting

empty	very	satisfy	system
yawn	energy	really	multiply
story	gym	study	yuck

funny	myth	try	yes
empty	gym	satisfy	yawn
story	system	multiply	yuck
very			
energy			
really			
study			

Directions: Have students write the words with the tricky spelling 'y' sounded /ee/ under funny, the words with the tricky spelling 'y' sounded /i/ under try, the words with the tricky spelling 'y' sounded /ie/ under yes, and the words with the tricky spelling 'y' sounded /y/ under yuck.

Unit 4 219

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Name _____

PP36

If a square has a word with the letter 'y' sounded /ee/, make it green. If a square has a word with the letter 'y' sounded /i/, make it yellow. If a square has a word with the letter 'y' sounded /ie/, make it red. If a square has a word with the letter 'y' sounded /y/, make it brown.

try red	system yellow	year brown	dry red	simply green
gym yellow	sky red	likely green	plenty green	funny green
yet brown	gingerly green	Brooklyn yellow	yes brown	supply red
flying red	beyond brown	myth yellow	easy yellow	copy green
happy green	daddy green	satisfy red	lynx green	yelled brown

Unit 4 221

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Name _____

PP37

Mixed Practice

Fill in the blank with *yes* or *no*

- Do ducks have feet? yes
- Is a synonym the same as an antonym? no
- Is a spider bigger than a tiger? no
- Are pies made with a cherry filling? yes
- Can a butterfly cry? no
- Do ponies frighten you? yes or no are both acceptable
- Is a centipede a person? no
- Are you ten years old? no
- Can flies speak? no
- Is a baby lighter than a house? yes
- Is surfing a sport? yes
- Is a pie the same as a cake? no

Unit 4 223

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- Can you drink cookies? no
- Can a key unlock a house? yes
- Do you play the horn? yes or no are acceptable
- Can a spider drive a car? no
- Can a pony fly? no
- Does a necktie go on your leg? no
- Is a hippo light? no
- Can a pig read a book? no

Name _____

PP38

Mixed Practice

Directions: Have students circle anything that has something to do or is associated with an animal.

- | | |
|----------------|--------------|
| toads croak | goats eat |
| gray seal | wren nest |
| ringing bell | birds fly |
| running donkey | tiger growls |
| groaning mule | coast waves |
| mound of dirt | beaver cheek |
| steam dryer | pig squeal |
| mean well | sleek cat |
| goat herd | black coal |
| tiger's den | bird nest |

Unit 4 225

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- | | |
|---------------|----------------|
| swell time | crawling snake |
| robe of gold | red fox |
| wet nose | slow goat |
| fur coat | fast horse |
| queen's crown | sheep bleating |
| dog chow | broken rope |
| raccoon mask | wise owl |
| lean steel | soccer coach |
| fell swoop | spelling bee |
| hen's pen | splash artist |
| flying dove | math whiz |

226 Unit 4

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Name _____

PP39

Tricky 'y'

Add 's' or 'es' to each of the following words. Be careful! Don't get tricked! Sometimes you need to change the 'y' to 'i' and sometimes you don't!

- play plays
- try tries
- tray trays
- fly flies
- pay pays
- hurry hurries
- joy joys
- study studies
- puppy puppies
- toy toys
- kitty kitties
- enjoy enjoys

Unit 4 227

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- story stories
- boy boys
- butterfly butterflies
- day days
- dragonfly dragonflies
- lady ladies

228 Unit 4

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Name _____

PP40

Add 's' or 'es' to each word. Don't fall down the steps by changing a 'y' to 'i' when you don't need to do so!

play	plays
puppy	puppies
toy	toys
pony	ponies
army	armies
city	cities
berry	berries

Use two of the words in a sentence.

1. Answers may vary.

Name _____

PP41

The Visit

1. What is Mrs. Gunter's job?
Mrs. Gunter was a math teacher.

2. Kim hails a cab. What is a synonym for cab?
A synonym for a cab is a taxi.

3. What does riding fast in the cab make Kurt think of?
Riding fast in the cab made Kurt think of riding in a race car.

4. What are some risks of driving too fast?
Answers may vary.

Directions: Have students read the story "The Visit" and answer the questions in complete sentences.

5. What do you think a paycheck is?
Answers may vary.

6. What are the Gunters going to do to celebrate Kim's getting a job?
The Gunters are going to have a picnic to celebrate Kim getting a job.

7. When Kim tells Mrs. Gunter that Kurt ate a lot, what does Mrs. Gunter say?
When Kim tells Mrs. Gunter that Kurt ate a lot, Mrs. Gunter says, "Well, he's a strong, growing child, and he was busy all day."

Name _____

PP42

Battery Park

1. Where are the Gunters picnicking?
The Gunters are picnicking in Battery Park.

2. What does Kurt think the Statue of Liberty is holding in her hand?
Kurt thinks the Statue of Liberty is holding an ice cream cone.

3. What is the Statue of Liberty really holding?
The Statue of Liberty is holding a torch.

Directions: Have students read the story and answer the questions in complete sentences.

4. Who gave the Statue of Liberty to the people of the United States?

The Statue of Liberty was given to the people of the United States by France.

5. What is the largest present you've ever gotten?

Answers may vary

6. What does liberty mean?

Liberty means being free to do what you wish, say what you wish and think what you wish.

Name _____

PP45

The Visit

- 1 Kim was happy that she had found herself a summer job.

"Let's go and visit Mom," she said. "She will be finished teaching by the time we get there."

- 2 Mrs. Gunter was a math teacher. She taught at a college in lower Manhattan.

Kim held up a hand to hail a cab.

- 3 A yellow cab screeched to a stop on the side of the street. Kurt and Kim hopped in. PP44 #1

"Where to?" asked the driver.

- 4 Kim told him the address.

The cab went shooting off. Wind came rushing in the windows as the cab sped past stores on both sides.

- Kim hung on tight. It was a crazy ride. The cab man was weaving in and out of traffic. Kurt thought they might crash. Part of him was frightened. But part of him found driving at that speed exciting. It was like riding in a race car. PP44 #2

"Do you have a license to drive?" Kurt called to the driver.

- 6 "Yes. All cab drivers must have a license," the driver said.

"And they teach you to drive like this?"

"No, no," said the driver. "It takes years and years of driving to become an expert like me!"

- PP44 #1 They made it safely. Kim paid the driver and gave him a tip. She and Kurt went in to see their mom.

- 7 Mrs. Gunter gave Kim a big hug. Kurt snuck in between them so he could be part of the hug, too. Then Kim told her mom how they had spent the day. PP44 #3

- 8 Kim listed the places they had visited. She explained what had happened with Tom and Beth, with Alberto at the Corner Market, with Dwight, the

- 9 Man of Light, with Hester the Florist, and, at last, with Mr. Fremont. She told her mom how she had used math to help her get the job at the grocery. PP44 #4

By the end of the story, Mrs. Gunter was beaming. "You see," she said. "I told you math would help you out one day. You thought I was crazy."

- 10 "You were right," said Kim. "Mr. Fremont was really impressed that I could add up the tally without the cash register and also add in the sales tax."

"Good for you!" said her mom. "I'm so proud of you!"

PP44 #5
"I never dreamed I would have a job in a grocery," added Kim, "but I think it's going to be a good job for me."

"It may not be the job of your dreams," said her mom. "But it's a job. The next job you get can be better. And the next one can be even better. If you study hard in college, you will have a chance to get the job of your dreams some day. Until then, just do a good job and save as much of your paycheck as you can."

"I will," said Kim.

"Let's do something fun!" said Kurt.

"I know!" said their mom. "Let's celebrate Kim's getting a job by getting some subs and snacks and going down to Battery Park for a picnic. Are you two hungry for dinner?"

"You bet!" said Kurt.

"This is crazy!" Kim said. "Mom, all day, Kurt ate and ate. Each time I got him a snack, I said, that's the end of that. But he was still hungry."

"Well, he's a strong, growing child," said Mrs. Gunter. "And he was busy all day."

"That's right!" said Kurt.

They went to a sub shop nearby. Mrs. Gunter ordered a sub for each of them, plus some snacks and drinks.

Then Mrs. Gunter hailed a cab. The three of them got in. The cab took them down the West Side Highway. It dropped them off in Battery Park, on the south end of Manhattan.

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Unit 4

Teacher Guide

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