

Unit 10

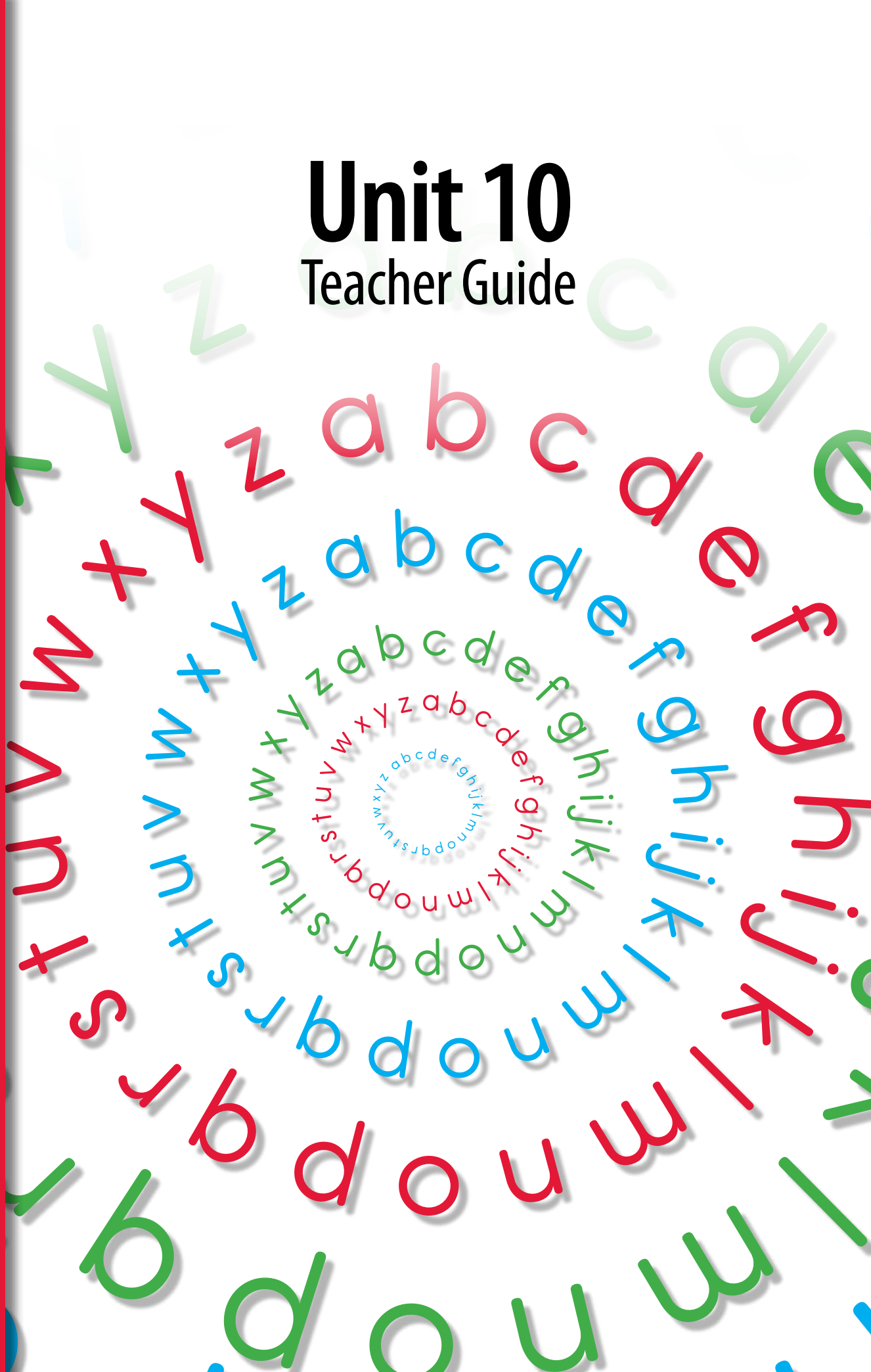
Teacher Guide

Core Knowledge Language Arts® • Skills Strand



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KINDERGARTEN





Unit 10

Teacher Guide

Skills Strand
KINDERGARTEN

Core Knowledge Language Arts®



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Table of Contents

Unit 10

Teacher Guide

Introduction to Unit 10.	1
Lesson 1: Sound /ee/ Spelled 'ee'	9
Lesson 2: Review	16
Lesson 3: Tricky Words: <i>he, she, and we.</i>	19
Lesson 4: Review	25
Lesson 5: Tricky Words: <i>be and me</i>	29
Lesson 6: Review	34
Lesson 7: Sound /ae/ Spelled 'a_e'	37
Lesson 8: Tricky Words: <i>they and their</i>	43
Lesson 9: Review	47
Lesson 10: Review	51
Lesson 11: Sound /ie/ Spelled 'i_e'	55
Lesson 12: Review	62
Lesson 13: Tricky Word: <i>my.</i>	65
Lesson 14: Review	71
Lesson 15: Tricky Word: <i>by</i>	74
Lesson 16: Review	80
Lesson 17: Sound /oe/ Spelled 'o_e'	84
Lesson 18: Review	91
Lesson 19: Review	94
Lesson 20: Review	99
Lesson 21: Reading	103
Lesson 22: Sound /ue/ Spelled 'u_e'	106
Lesson 23: Tricky Words: <i>you and your</i>	114
Lesson 24: Review	119
Lesson 25: Review	123
Lesson 26: Review and Assessment.	127

Lesson 27: Review and Assessment	134
Lesson 28: Review and Assessment	144
Lesson 29: Review and Assessment	154
Pausing Point	158
Teacher Resources	173
Workbook Answer Key	177


Alignment Chart for Unit 10

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	26	27	28	29	
Alignment Chart for Unit 10																															
Reading Standards for Literature: Kindergarten																															
Key Ideas and Details																															
STD RL.K.1	With prompting and support, ask and answer questions about key details in a text.																														
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who, what, where, when</i>) requiring literal recall and understanding of the details and/or facts of a fiction text	✓			✓			✓			✓			✓			✓			✓			✓			✓			✓		
STD RL.K.3	With prompting and support, identify characters, settings, and major events in a story.																														
CKLA Goal(s)	With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently	✓			✓			✓			✓			✓			✓			✓			✓			✓			✓		
Range of Reading and Level of Text Complexity																															
STD RL.K.10	Actively engage in group reading activities with purpose and understanding.																														
CKLA Goal(s)	Read aloud in a group, with a partner, or alone at least 15 minutes each day	✓			✓			✓			✓			✓			✓			✓			✓			✓			✓		

Lesson

Alignment Chart for Unit 10

		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	26	27	28	29
STD RF.K.3c	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).																													
CKLA Goal(s)	Read high-frequency words identified as Tricky Words: Unit 10: <i>he, she, we, be, me, they, their, my, by, you, your</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fluency																														
STD RF.K.4	Read emergent-reader texts with purpose and understanding.																													
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary																													
																														
Reading Standards for Foundational Skills: Kindergarten																														
Phonological Awareness																														
STD L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.																													
STD L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.																													
CKLA Goal(s)	Spell and write any CVC, CCVC, CVCC, or CCVCC word that uses the letter-sound correspondences taught in Kindergarten	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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

Introduction to Unit 10

In this unit you will introduce five additional vowel sounds and the most common spelling for each sound:

- /ee/ spelled 'ee' as in *tree*
- /ae/ spelled 'a_e' as in *plane*
- /ie/ spelled 'i_e' as in *limes*
- /oe/ spelled 'o_e' as in *cone*
- /ue/ spelled 'u_e' as in *cube*

You will also teach eleven additional Tricky Words, most of which contain one of the sounds taught in this unit. However, these words have the sound written with a different spelling.

Week One				
Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Segmenting and Sound/Spelling Review (10 min.)	Tricky Word Review and Sound/Spelling Review (10 min.)	Segmenting and Sound/Spelling Review (10 min.)	Tricky Word Review and Sound/Spelling Review (5 min.)	Segmenting and Sound/Spelling Review (10 min.)
Hearing Medial Sounds (5 min.)	Complete the Sentences (15 min.)	Pop-Out Chaining (20 min.)	Dictation with Words (20 min.)	Today's Tricky Words: <i>be, me</i> (10 min.)
Teacher Modeling (10 min.)	"Scott and Lee" (20 min.)	Today's Tricky Words: <i>he, she, we</i> (10 min.)	"Red Ants" (20 min.)	"The Bees" (20 min.)
Meet the Spelling Worksheet (15 min.)	Story Questions Worksheet: "Scott and Lee" (15 min.)	"Red Ants" (20 min.)	Story Questions Worksheet: "Red Ants" (15 min.)	Story Questions Worksheet: "The Bees" (20 min.)
"Scott and Lee" (20 min.)				
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 (Lesson 6)	Day 7 (Lesson 7)	Day 8 (Lesson 8)	Day 9 (Lesson 9)	Day 10 (Lesson 10)
Wiggle Cards (10 min.)	Tricky Word Review and Sound/Spelling Review (5 min.)	Pop-Out Chaining (15 min.)	Tricky Word Review and Sound/Spelling Review (10 min.)	Tricky Word Review and Sound/Spelling Review (10 min.)
Yes/No Questions (15 min.)	Hearing Medial Sounds (10 min.)	Today's Tricky Words: <i>they, their</i> (10 min.)	Word Sort (15 min.)	Dictation Identification (15 min.)
Tricky Word Practice (15 min.)	Teacher Modeling (10 min.)	"Cakes and Grapes" (20 min.)	"Fun in the Sand" (20 min.)	"Skates" (20 min.)
Small Group Work (20 min.)	Meet the Spelling Worksheet (15 min.)	Story Questions Worksheet: "Cake and Grapes" (15 min.)	Story Questions Worksheet: "Fun in the Sand" (15 min.)	Story Questions Worksheet: "Skates" (15 min.)
	"Cakes and Grapes" (20 min.)			
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three				
Day 11 (Lesson 11)	Day 12 (Lesson 12)	Day 13 (Lesson 13)	Day 14 (Lesson 14)	Day 15 (Lesson 15)
Segmenting and Sound/Spelling Review (5 min.)	Tricky Word Review and Sound/Spelling Review (10 min.)	Segmenting and Sound/Spelling Review (10 min.)	Tricky Word Review and Sound/Spelling Review (10 min.)	Tricky Word Review and Sound/Spelling Review (10 min.)
Tongue Twister (10 min.)	Complete the Sentences (15 min.)	Pop-Out Chaining (20 min.)	Word Sort (15 min.)	Today's Tricky Word: <i>by</i> (5 min.)
Teacher Modeling (10 min.)	"A Fine Hike" (20 min.)	Today's Tricky Word: <i>my</i> (5 min.)	"The Bike Ride" (20 min.)	Wiggle Cards (10 min.)
Meet the Spelling Worksheet (15 min.)	Story Questions Worksheet: "A Fine Hike" (15 min.)	"The Bike Ride" (25 min.)	Story Questions Worksheet: "The Bike Ride" (15 min.)	"The Plane Ride" (20 min.)
"A Fine Hike" (20 min.)				Story Questions Worksheet: "The Plane Ride" (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)
Segmenting and Sound/Spelling Review (10 min.)	Tricky Word Review and Sound/Spelling Review (5 min.)	Tricky Word Review and Sound/Spelling Review (10 min.)	Segmenting and Sound/Spelling Review (10 min.)	Tricky Word Review and Sound/Spelling Review (10 min.)
Yes/No Questions (15 min.)	Hearing Medial Sounds (10 min.)	Complete the Sentences (15 min.)	Complete the Sentence (15 min.)	Word Sort (15 min.)
Tricky Word Practice (15 min.)	Teacher Modeling (10 min.)	"The Gift" (20 min.)	"The Sled Ride" (20 min.)	Dictation Identification (15 min.)
Small Group Work (20 min.)	Meet the Spelling Worksheet (15 min.)	Story Questions Worksheet: "The Gift" (15 min.)	Story Questions Worksheet: "The Sled Ride" (15 min.)	"Scott's Snack Stand" (20 min.)
	"The Gift" (20 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)
Pop-Out Chaining (20 min.)	Segmenting and Sound/Spelling Review (5 min.)	Large Card Chaining (15 min.)	Tricky Word Review and Sound/Spelling Review (5 min.)	Segmenting and Sound/Spelling Review (10 min.)
"Scott's Snack Stand" (20 min.)	Hearing Medial Sounds (10 min.)	Today's Tricky Words: <i>you, your</i> (10 min.)	Large Card Chaining (20 min.)	Wiggle Cards (5 min.)
Story Questions Worksheet: "Scott's Snack Stand" (20 min.)	Teacher Modeling (10 min.)	"In the Pet Shop" (20 min.)	"Scott Bakes a Cake" (20 min.)	Yes/No Questions (15 min.)
	Meet the Spelling Worksheet (15 min.)	Story Questions Worksheet: "In the Pet Shop" (15 min.)	Story Questions Worksheet: "Scott Bakes a Cake" (15 min.)	Tricky Word Practice (15 min.)
	"In the Pet Shop" (20 min.)			
				Small Group Work (15 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Six			
Day 26 (Lesson 26)	Day 27 (Lesson 27)	Day 28 (Lesson 28)	Day 29 (Lesson 29)
Student Performance Task Assessment Word Reading (25 min.)	Segmenting and Sound/ Spelling Review (10 min.)	Student Performance Task Assessment Optional: Writing Lowercase Letters Uppercase Letter Names (15 min.)	Segmenting and Sound/ Spelling Review (5 min.)
“The Cave” (20 min.)	Student Performance Task Assessment	Guess My Word (10 min.)	Pop-Out Chaining (20 min.)
Story Questions Worksheet: “The Cave” (15 min.)	Sound Writing (15 min.)	Circle the Word (15 min.)	“Lunch Trades” (20 min.)
	“The Skiff Ride” (20 min.)	“Lunch Trades” (20 min.)	Story Questions Worksheet: “Lunch Trades” (15 min.)
	Story Questions Worksheet: “The Skiff Ride” (15 min.)	Individual Student Performance Task Assessment	Individual Student Performance Task Assessment
	Individual Student Performance Task Assessment		
60 min.	60 min.	60 min.	60 min.

Warm-Ups

The Warm-Up exercises for this unit are once again divided into two parts. In the first part, students will orally segment two-syllable words or they will review Tricky Words. In the second part, students will review letter-sound correspondences taught in previous lessons.

The oral segmenting exercises will help students develop several important skills. First, they will help students develop fluent segmenting ability, which is crucial for spelling. In addition, they will help increase students’ auditory attention span because longer words are included in this unit. Finally, they will allow students to continue the oral work with two-syllable words they began in Unit 9 and give them practice hearing two segments in two-syllable words. This oral practice with two-syllable words will set the stage for the introduction of written two-syllable words in Grade 1.

It is up to you to determine how much to emphasize syllables. However, it is not advisable at this stage of instruction to spend significant class time teaching about syllable types or syllable identification (syllabification). Please note syllable identification (or syllabification) is not an explicit objective for this unit. At this point, it is important to give students practice hearing syllables. It is not important, and probably not advisable, to attempt to introduce the complicated taxonomy of “syllable types.”

The finger exercises in the Warm-Up are designed to help students segment words into syllables. For the two-syllable words included in this unit, we recommend a particular pattern of finger tapping. Begin by tapping your

forefinger (or pointer finger) against your thumb as you say the first sound. As you say the other sounds in the first syllable, proceed to tap the thumb against the middle finger, the third finger, and the pinkie. For the first sound in the second syllable, return to the thumb-forefinger tap. This return to the forefinger represents and makes visible the start of the second syllable.

In each word to be segmented, we have marked the syllable breaks to help you know when to return to the forefinger. Breaking points are marked with a small divider between the syllables, e.g., *cup·cake*.

Syllable Divisions

You will notice the syllable divisions used in this program are not always the same as the divisions used in dictionaries. This is deliberate. There are some cases in which clear phonics instruction calls for a slightly different division than is typically found in dictionaries written for accomplished readers. The following bullets explain the placement of the syllable dividers in CKLA:

- For compound words, we place the divider between the two component words. Examples: *week·end*, *foot·ball*.
- For words ending with grammatical suffixes (e.g., *-ing*, *-est*, *-es*), we generally place the divider before the suffix. Examples: *cheap·est*, *box·es*, *runn·ing*.
- For words ending with word-formation suffixes (e.g., *-ness*, *-ish*, *-less*, *-en*), we generally place the divider before the suffix. Examples: *ill·ness*, *self·ish*, *care·less*, *wood·en*.
- For words that do not have an obvious grammatical or word-formation suffix, we attempt to divide the words according to the dictionary divisions and/or according to pronunciation. Examples: *blis·ter*, *lan·tern*, *pa·stry*, *rai·sins*.
- For words containing double-letter spellings for consonants, we place the divider after the double-letter spelling rather than in the middle. Most dictionaries would print *bat·ter*, *big·ger*, and *traf·fic*; we print *batt·er*, *bigg·er*, and *traff·ic*. We do this because the double-letter spellings have been taught as single spelling units in Core Knowledge Language Arts and we do not wish to separate units that students have been encouraged to view as whole entities.

“Long” Vowels and Separated Digraphs

The five vowel sounds taught in this unit have traditionally been called the “long” vowels.

The five sounds in this unit are also the only sounds in the language that are also letter names: /ae/ = ‘a’, /ee/ = ‘e’, /ie/ = ‘i’, /oe/ = ‘o’, /ue/ = ‘u’. Each sound can be spelled with the matching letter name, as in *range*, *Egypt*, *item*, *go*, and *union*. However, you will note these single-letter spellings are not taught as the basic code spellings for these sounds.

CKLA deliberately delays introducing the single-letter spellings ‘a’, ‘e’, ‘i’, ‘o’ and ‘u’ as spellings for the “long” vowel sounds until after students have had sufficient practice with the basic code spellings for “short” vowel sounds (e.g., ‘a’ pronounced /a/; ‘o’ pronounced /o/). Later in this program, students will learn these letters can stand for more than one sound; they can be pronounced “short” or “long.”

The ‘ee’ spelling for /ee/ is a vowel digraph analogous to the consonant digraphs the students have already learned, e.g., ‘ch’, ‘sh’, ‘ng’, etc. The spellings for the sounds /ae/, /ie/, /oe/, and /ue/ are also digraphs, but they are digraphs of a different sort. They are *separated digraphs*. The two letters work together to stand for a single sound, but the letters no longer sit next to each other. Instead, they are separated from each other by another spelling. This intervening spelling will always be a consonant spelling and it will usually be a single-letter spelling. For example, in words like *tame*, *tide*, *tone*, and *cute*, a single letter stands between the two letters of the vowel digraph. There are a few words in English where a consonant digraph stands between the two letters of a separated vowel digraph; *ache* is one example. CKLA does not introduce the latter type of separated digraph in Kindergarten.

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

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

Marking and Pointing Techniques

One of the goals of this unit is to help students learn to see and process separated digraphs as single spelling units. Here are a few ideas to facilitate learning.

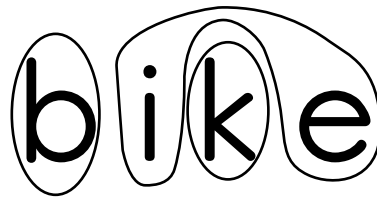
First of all, there are marking conventions pointing out the connection between the letters. In the Teacher Guide we use a caret placed below the letters to show the connection between the letters of a separated digraph:



Some teachers prefer to mark the connection with an arch over the top:



Students can be asked to circle the letters and letter teams that stand for individual sounds. They can make a horseshoe-like shape encompassing the 'i' and the 'e' in *bike*, like this:



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



The split-finger “V” point looks very much like the caret used in the Teacher Guide. This is one reason we prefer it.

Silent 'e' and Magic 'e'

In Core Knowledge Language Arts we refer to spellings like 'a_e' and 'i_e' as *separated digraphs*. You may also use the term *split digraph* if you prefer.

In years past you may have spoken of the 'e' in words like *name* or *note* as *silent 'e'*. Or you may have used the phrase *magic 'e'*. Of these two phrases, we very much prefer *magic 'e'*. There are a few issues in telling students some letters are silent. For one thing, if you think about it, *all letters are silent*. If they could speak, we would not have to read them and turn them back into sounds. Also the phrase "silent letter" may lead some students to believe that only some letters in a word matter as far as determining the pronunciation of the word while others have no purpose. In fact, the 'e' in *kite* is every bit as important in terms of determining pronunciation as the 'i'. Without the 'e', the word would be pronounced *kit*. All in all, *magic 'e'* seems to be a better way of capturing what the 'e' is doing in these spellings than *silent 'e'*. *We encourage you to avoid teaching the concept of silent 'e' in this unit and silent letters in general*. In most cases, it is more useful to think of all of the letters in a word as representing a sound, either singly or in tandem with other letters. For example, in the word *light*, it is more useful to think of 'igh' as standing for /ie/ than to think of 'i' as standing for /ie/ and 'gh' as being "silent."

Tricky Words

In this unit we introduce eleven more Tricky Words. All of these words are high-frequency words and cannot be pronounced accurately using blending and the letter-sound correspondences taught. Most of the words taught are exceptions to the general spelling patterns students are learning in this unit. For example, *he*, *she*, *we*, *be*, and *me* are all words having an /ee/ sound not spelled with the basic code spelling 'ee'. Likewise *my* and *by* are words with the /ie/ sound but not the 'i_e' spelling.

Every Tricky Word has at least one tricky part. However, few of these words are completely irregular. For most of them, there are some parts pronounced and written just as one would expect, but there are other parts that are tricky and need to be memorized. With each word, we encourage you to make an effort to show which parts are regular and can be blended and which parts are not regular and simply must be remembered. Once a Tricky Word has been introduced, it is included in the stories and in other materials with the tricky part underlined in gray.

Practicing Reading and Story Questions Worksheets

Students will continue their reading practice with *Scott*, the Reader for this unit. You should continue to observe student performance, making notes on the Anecdotal Reading Record found in the Teacher Resources section at the back of this Teacher Guide.

Students will also continue to complete story questions worksheets on the stories they have read. Some students may answer the questions using

single words or phrases. You should encourage them to answer in complete sentences. This will allow them to practice writing sentences, print capital letters, and use punctuation marks.

At this point in the sequence of instruction, the students have not yet learned spellings for all of the sounds in English. They know at least one way to write all of the consonant sounds except for the very rare /zh/ as in *treasure*, but they have very incomplete knowledge of the vowel sounds. During the course of this unit they will learn one way to write /ee/ (*street*), /ae/ (*bake*), /ie/ (*bike*), /oe/ (*home*), and /ue/ (*cute*), but they still will not have learned to write the vowel sounds /oo/ (*soon*), /oo/ (*look*), /ou/ (*shout*), /oi/ (*oil*), /aw/ (*paw*), /er/ (*her*), /ar/ (*car*), and /or/ (*for*). This means students may want to write words using sounds for which they have not yet learned a spelling. Please help students with any word they do not know how to spell. For example, if a student wants to use the word *book* in a response, please provide the correct spelling, perhaps pointing out that he has not yet learned the spelling ‘oo’ for the /oo/ sound.

When assessing student performance on these worksheets, we encourage you to accept all phonetically plausible spellings without correction. You should, for the time being, accept *funnee* for *funny*, *wate* for *wait*, *nite* for *night*, and *bote* for *boat*, and so on.

In addition to vocabulary, punctuation marks become increasingly important as part of the reading process. Periods, commas, question marks, and exclamation points have been identified and the learning process is ongoing. The apostrophe is used in this unit to denote ownership (e.g., possessive) and it is also used in contractions. At this point in Kindergarten, it is sufficient to identify the apostrophe used in a contraction in simple terms. Students need to be aware of the linguistic capability to shorten two words into one word using the apostrophe.

Teacher Resources

At the back of this Teacher Guide, you will find a section titled “Teacher Resources.” In this section, we have included assorted forms and charts that may be useful.

End-of-the-Year Student Performance Task Assessment

During the last few lessons of this unit, directions are provided for a year-end Student Performance Task Assessment. You should administer this assessment to all students. We have provided a class summary recording sheet for each assessment as well as an overview summary sheet for individual students’ results. This individual summary sheet provides data on the acquisition of skills so you may send this important information to the teacher working with the student for the upcoming school year.

Lesson 1

Basic Code

✓ 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.

- ✓ Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/ (RF.K.2d)
- ✓ Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make *cat* (RF.K.2d)
- ✓ Indicate whether a target phoneme is present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of *mat* and /g/ at the end of *bag* (RF.K.2d)
- ✓ Spell and write any CVC, CCVC, CVCC, or CCVCC word that uses the letter-sound correspondences taught in Kindergarten (L.K.2d)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Segmenting	Large Cards for 20 spellings taught so far	10
	Sound/Spelling Review		
Introducing the Sound	Hearing Medial Sounds		5
Introducing the Spelling	Teacher Modeling	board; Sound Poster 47 and Sound Card 47	10
	Meet the Spelling Worksheet	pencils; Worksheet 1.1; projection system	15
Small Group-Reading Time	"Scott and Lee"	Scott Reader; Worksheet 1.2 (optional)	20

Advance Preparation

Prior to the lesson, write the following on the board:

'ee' (/ee/)	
Green	Lee
keeps	feeds
three	sweet
sheep	

Warm-Up

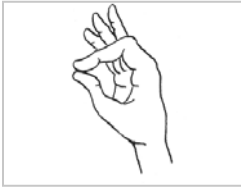
10 minutes

Segmenting

As stated in the introduction to Unit 10, you may decide how much to emphasize the segmenting of sounds into syllables. Do not spend significant class time on this topic. The goal of this Warm-Up is to increase students' attention span for sounds. Steady practice along with the physical representation of the sounds (finger taps) will, with time, familiarize students with the fact that words consist of syllables and those syllables can be segmented into individual sounds.

- When segmenting, we ask you to continue using the thumb-finger taps to represent sounds. However, there is a slight modification to this strategy. We would like you to draw attention to the fact that the words consist of two syllables by returning to the forefinger-thumb tap for the first sound in the second syllable instead of repeatedly tapping the thumb and pinkie together or returning to the forefinger on the fifth sound.
- Look at each word in the box on the next page and notice where they are marked with a syllable divider.
- Say the first word (*classroom*).
- Repeat the word, pausing slightly between the syllables.
- Say the first syllable in a segmented fashion, marking each sound with a thumb-finger tap, beginning with a thumb-forefinger tap (/k/ /l/ /a/ /s/). Say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/r/ /oo/ /m/).
- Say the blended word.
- Repeat and have students segment the sounds in the word while doing the thumb-finger taps.
- Continue this process with the remaining words.

You may discontinue the teacher demonstration for the words if students no longer need this support.



1.	class·room	(4+3)	/k/ /l/ /a/ /s/ · /r/ /oo/ /m/
2.	black·bird	(4+3)	/b/ /l/ /a/ /k/ · /b/ /er/ /d/
3.	drag·on	(4+2)	/d/ /r/ /a/ /g/ · /u/ /n/
4.	oat·meal	(2+3)	/oe/ /t/ · /m/ /ee/ /l/
5.	card·board	(3+3)	/k/ /ar/ /d/ · /b/ /or/ /d/
6.	paint·ing	(4+2)	/p/ /ae/ /n/ /t/ · /i/ /ng/
7.	pan·cake	(3+3)	/p/ /a/ /n/ · /k/ ae/ /k/
8.	back·pack	(3+3)	/b/ /a/ /k/ · /p/ /a/ /k/
9.	home·town	(3+3)	/h/ /oe/ /m/ · /t/ /ou/ /n/
10.	bea·vers	(2+3)	/b/ /ee/ · /v/ /er/ /z/

Sound/Spelling Review

- Gather the Large Cards for twenty spellings already taught. Choose cards students need to practice.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the card shows a letter team, have students name the letters as well.
- Repeat this process with the remaining cards.

Introducing the Sound

5 minutes

Hearing Medial Sounds

- Tell students today's sound is /ee/.
- Have students say the /ee/ sound several times, stretching it out.
- Ask students to repeat a number of words having the /ee/ sound at the beginning: *eat, each, ear, and easy*.
- Ask students to repeat a number of words having the /ee/ sound in the middle: *sheep, bead, dear, and meal*.
- Ask students if they can tell whether /ee/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth.)
- Tell students you are going to say a number of words. Some of the words will have /ee/ as the middle sound and some will not.
- Have students close their eyes and listen carefully.
- Tell students to raise their hands when they hear a word containing the /ee/ sound.

Please note students should raise their hands for any word with the /ee/ sound no matter how it is spelled.

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under "Recognize and Isolate the Sounds Taught in Unit 10."

- | | | | |
|---------|---------|---------|---------|
| 1. seed | 3. feet | 5. bed | 7. ship |
| 2. shop | 4. meat | 6. team | 8. seat |

Introducing the Spelling

25 minutes

Teacher Modeling

10 minutes



Start between the dotted and the bottom line.

1. line across
2. most of a circle to the left

Start between the dotted and the bottom line.

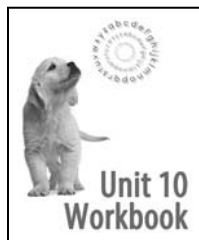
1. line across
2. most of a circle to the left

Remember to post the Sound Poster 47 for /ee/ and the Sound Card 47 for 'ee'.

- Tell students you are going to show them how to write the /ee/ sound.
- Write a large lowercase 'ee' on the board and describe what you are doing using the phrases on the left. Explain the two letters work together as a team to stand for the /ee/ sound. Model drawing the digraph several more times, using the phrases or counting off the strokes as you create the spelling.
- Tell students you are going to use your entire arm to write a very large spelling in the air. Model this with your back to students, encouraging them to copy the motions and repeat the phrases with you.
- Write 'f' and 'ff' on the board, and explain that 'f' and 'ff' are pronounced the same way.
- Explain that vowel spellings work differently.
- Write 'e' and 'ee' on the board.
- Point to the 'e' spelling and explain, when they see one 'e', they should say the /e/ sound as in *bed*.
- Point to the 'ee' spelling and explain, when they see the double-letter spelling 'ee', they should say the /ee/ sound as in *sheep*.
- Tell students whenever the spelling 'ee' appears on a worksheet or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them the two letters stand for a single sound.

Meet the Spelling Worksheet

15 minutes



Worksheet 1.1

- Distribute and display Worksheet 1.1. Tell students everyone will practice writing the /ee/ sound together.
- Work as a group, guiding students to complete each item in the rows of spellings as you model the handwriting process. Trace the gray dotted spellings first; then write the spellings, using just the black dots as starting points. Say the sound as you finish each spelling.
- Show students how to read the word *see*; have students trace and write the word using the black dots to start each letter. Repeat with the word *feet*.

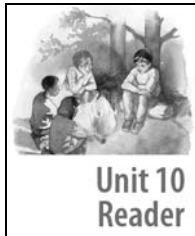
If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting.

- Turn to the back of the worksheet. Ask students to read each word, identify the matching picture, and then write the word on the corresponding line. Model each step so students can follow along.

Small Group-Reading Time

20 minutes

“Scott and Lee”



Introducing the Reader

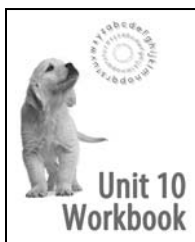
- Give each student a *Scott Reader*.
- Point out the title of the book, printed on the cover. Remind students a book’s title tells about the book. Ask students to read the title of the book. Explain the book is about a boy named Scott.
- Review the parts of the book (cover page, title page, back cover, page numbers) if necessary.

If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading.

Previewing the Spellings

- Before reading the story, refer to the following chart containing the Unit 10 spelling ‘ee’ on the board, underlining each instance of the spelling. Read the words aloud as a class.

‘ee’ (/ee/)	
Green	Lee
ke <u>ee</u> s	fee <u>ee</u> s
th <u>ee</u>	swe <u>ee</u> t
she <u>ee</u> p	



Challenging Vocabulary

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

1. **pen**—a small, fenced-in area for animals

Note: You may also want to point out that the word *pen* can have other meanings. Students may be more familiar with the word *pen* referring to a writing tool. In today’s story, which takes place on a farm, it has the meaning noted above.

- Review the use of the apostrophe as an indication of ownership (i.e., possessive).
- As in previous units, optional vocabulary worksheets are provided for use at your discretion.

Worksheet 1.2
(optional)

Purpose for Reading

- Tell students they will read a story about some animals owned by Scott’s family. Tell students to pay special attention to the story so that, at the end, they can tell you which is Scott’s pet.

Reading the Story

- Both this lesson and the following lesson have time designated to read “Scott and Lee” in small groups. We recommend you read with Group 1 students during this lesson (while Group 2 students partner read) and Group 2 students during the following lesson (while Group 1 students partner read). Be sure to record anecdotal notes regarding students’ reading progress.
- ✪ **Group 2 (Students able to work independently):** Have students take out their Readers, sit with their partners, and take turns reading “Scott and Lee” aloud. Students who finish early should reread stories from previous Readers or choose a sentence from this story to copy and illustrate. You may also wish to assign any of the optional vocabulary worksheets. Students should not read ahead.
- ✪ **Group 1 (Students who need support):** Have students follow along in their Readers as you use a *Scott* Reader to read aloud the story “Scott and Lee” without interruption. Read the story a second time, having students take turns reading sentences. Alternatively, you may use a different remediation exercise addressing the specific needs of these students.

Wrap-Up

- Discuss the following questions as a class.

Discussion Questions on “Scott and Lee”

1. *Literal* Which animal is Scott’s pet? (Scott’s pet is Lee the Sheep.)
2. *Literal* Who keeps a pig? (Scott’s dad keeps a pig.)
3. *Literal* What does Scott’s mom keep? (Scott’s mom keeps three hens.)
4. *Inferential* Describe Lee. (Accept reasonable answers based on the text and illustrations.)

Supplemental Resources

Words included on the Dolch word list or the Fry word list (two lists of sight words) are indicated with an asterisk.

- Newly decodable words:

- | | | | |
|-----------|----------|------------|------------|
| 1. free | 5. keep* | 9. sleep* | 13. tree* |
| 2. cheek | 6. feel | 10. three* | 14. street |
| 3. feet | 7. meet | 11. week | 15. seem* |
| 4. green* | 8. see* | 12. need | 16. queen |

- Chains:

1. weep > week > cheek > meek > meet > sheet > feet > beet > beef > reef
2. week > weed > need > seed > see > bee > tee > tree > three > free

- Phrases and Wiggle Cards:

- | | |
|-------------------|------------------------------------|
| 1. sleep in bed | 6. The bee stung the kid. |
| 2. red cheeks | 7. Can Ben brush his teeth? |
| 3. black sheep | 8. Sweep up this mess at once! |
| 4. van speeds up | 9. The green sheets are still wet. |
| 5. meet the class | 10. This cat feels so soft! |

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 491 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average 502 of those words would be completely decodable.
- Students have now been taught at least one way to write 31 of the 44 sounds in the English language.
- The sound /ee/ is the 12th most common sound in English.
- The sound /ee/ is found in approximately 23 percent of English words.
- The sound /ee/ is spelled 'ee' approximately 9 percent of the time.
- The spelling alternatives 'e' as in *me*, 'ea' as in *bead*, 'e_e' as in *eve*, 'ey' as in *key*, 'ie' as in *Annie*, 'i' as in *Maria*, 'y' as in *happy*, and 'ei' as in *receive* are taught in later grades.

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.

- ✓ Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/ (RF.K.2d)
- ✓ Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make *cat* (RF.K.2d)
- ✓ Read high-frequency words identified as Tricky Words (RF.K.3c)
- ✓ Spell and write any CVC, CCVC, CVCC, or CCVCC word that uses the letter-sound correspondences taught in Kindergarten (L.K.2d)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)
- ✓ With prompting and support, ask and answer questions (e.g., *who*, *what*, *where*, *when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, settings, things, events, actions, a scene, or facts, from a fiction text that has been read independently (RL.K.3)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Tricky Word Review	cards for Tricky Words taught so far	10
	Sound/Spelling Review	Large Cards for 'ee' and 19 other spellings	
Practice	Complete the Sentences	pencils; Worksheet 2.1; projection system	15
Small Group-Reading Time	"Scott and Lee"	Scott Reader	20
Reviewing the Story	Story Questions Worksheet: "Scott and Lee"	pencils; Worksheet 2.2; projection system	15

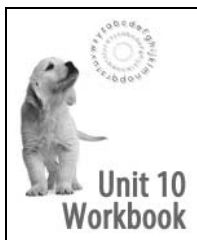
Tricky Word Review

If students need additional practice reading Tricky Words, you may select appropriate Pausing Point exercises from those addressing reading Tricky Words.

- Take out your set of Tricky Word cards.
- Hold up a card and have students read the word and use it in an oral sentence.
- Complete at least nineteen of the remaining cards in the same fashion.
- Save the cards for future use.

Sound/Spelling Review

- Gather the Large Cards for 'ee' and nineteen other spellings already taught. Choose cards students need to practice.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the card shows a letter team, have students name the letters as well.
- Repeat this process with the remaining cards.

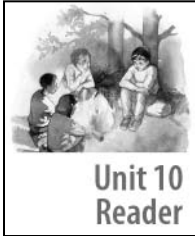
Practice**Complete the Sentences**

Worksheet 2.1

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting.

- Remind students they learned a new sound and spelling in the previous lesson.
- Ask students for the sound they learned in the previous lesson. Once the /ee/ sound has been identified, have the class repeat it.
- Have a student come to the board and write the spelling she learned for the /ee/ sound. Then have students write the spelling in the air using their pointer fingers.
- Distribute and display Worksheet 2.1.
- Explain to students that three words are printed at the top of the worksheet. Each of these words completes one of the sentences printed below.
- Ask students to read the first word.
- Complete the remaining two words in the same fashion.
- Demonstrate reading the first sentence three times: once with the word *feet*, once with the word *seems*, and once with the word *needs*.
- Ask students which word completes the sentence.
- Have students print the word *seems* on the line provided, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

“Scott and Lee”

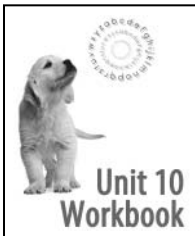


If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading.

- Assuming you read with Group 1 during the previous lesson, we recommend that today you read with Group 2 students while Group 1 students partner read. Be sure to record anecdotal notes regarding students' reading abilities.
- **Group 1:** Have students take out their Readers, sit with their partners, and take turns rereading “Scott and Lee.” Students who finish early should choose a sentence from this story to copy and illustrate. You may also wish to assign any of the optional vocabulary worksheets. Students should not read ahead.
- **Group 2:** Have students follow along in their Readers as you use a *Scott Reader* to read aloud the story, “Scott and Lee,” without interruption. Read the story a second time, having students read. Alternatively, you may use a different remediation exercise addressing the specific needs of these students.

Reviewing the Story

Story Questions Worksheet: “Scott and Lee”



Worksheet 2.2

- Distribute and display Worksheet 2.2.
- Ask students to read the first question.
- Ask students to identify the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Complete the second and third questions in the same fashion.
- Ask students to read the fourth question.
- Ask students to provide the answer to the fourth question.
- Have students write the following decodable answer on the line provided, following your example: Scott's pet is a sheep.
- Continue demonstrating (providing guided practice) until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.

Lesson 3

Tricky Word

✓ 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.

- ✓ Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/ (RF.K.2d)
- ✓ Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make *cat* (RF.K.2d)
- ✓ Begin to read and write one-syllable words containing a long vowel sound with the final *-e* spelling, e.g., *late*, *bite*, *note*, and *cute* (RF.K.3b)
- ✓ Read, spell, and write chains of one-syllable long vowel words with the final *-e* spelling, e.g., *nine* > *line* > *lime* > *time* > *tame* > *came* > *cape* > *tape* (RF.K.3b)
- ✓ Read high-frequency words identified as Tricky Words (RF.K.3c)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Segmenting		10
	Sound/Spelling Review	Large Cards for 'ee' and 19 other spellings	
Chaining	Pop-Out Chaining	Large Cards for 'm', 'n', 't', 'd', 'f', 's', 'p' (2), 'b', 'l', 'r', 'e', 'ee'	20
Introducing the Tricky Words	Today's Tricky Words: <i>he</i> , <i>she</i> , <i>we</i>	board	10
Small Group-Reading Time	"Red Ants"	Scott Reader	20
Take-Home Material	Label the Picture	Worksheet 3.1	*

Advance Preparation

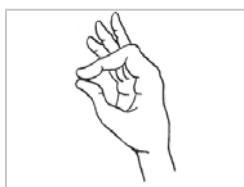
Prior to the lesson, write the following on the board:

'ee' (/ee/)	
Lee	sweet
sheep	feel
week	free
feet	weeds
sweep	

Warm-Up

10 minutes

Segmenting



- Follow the instructions in Lesson 1.

1. week·day (3+2) /w/ /ee/ /k/ · /d/ /æ/
2. back·yard (3+3) /b/ /a/ /k/ · /y/ /ar/ /d/
3. four·teen (2+3) /f/ /or/ · /t/ /ee/ /n/
4. land·fill (4+3) /l/ /a/ /n/ /d/ · /f/ /i/ /l/
5. mail·man (3+3) /m/ /ae/ /l/ · /m/ /a/ /n/
6. life·guard (3+3) /l/ /ie/ /f/ · /g/ /ar/ /d/
7. lip·stick (3+4) /l/ /i/ /p/ · /s/ /t/ /i/ /k/
8. green·house (4+3) /g/ /r/ /ee/ /n/ · /h/ /ou/ /s/

Sound/Spelling Review

- Gather the Large Cards for 'ee' and nineteen other spellings already taught. Choose cards students need to practice.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the card shows a letter team, have students name the letters as well.
- Repeat this process with the remaining cards.

Pop-Out Chaining

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under “Recognize and Isolate the Sounds Taught in Unit 10.”

- Remind students they recently learned the sound /ee/ as in *sheep*.
- Have students say the /ee/ sound several times.
- Ask students to repeat a number of words with the /ee/ sound: *queen, eel, read, week, eagle, leaf, seed*.
- Write the spelling ‘ee’ on the board, and have students write the spelling in the air using their pointer fingers.
- Distribute and review the following large cards: ‘m’, ‘n’, ‘t’, ‘d’, ‘f’, ‘s’, ‘p’ (2), ‘b’, ‘l’, ‘r’, ‘e’, and ‘ee’.
- Tell students if they are holding a card with a sound in *step*, they should go to the front of the room and stand in the order spelling *step*.
- Tell students you are a magician. When you say, “Alakazam!” the student with the ‘ee’ card is to replace the student with the ‘e’ card to change the word’s vowel sound and make a new word.
- Say “Alakazam!” and have the student with the ‘ee’ card replace the student with the ‘e’ card, changing *step* to *steep*.
- Have the class read the new word.
- Repeat this process with the remaining word pairs.

- | | |
|---------------|---------------|
| 1. step—steep | 6. bet—beet |
| 2. ten—teen | 7. bled—bleed |
| 3. met—meet | 8. bred—breed |
| 4. fed—feed | 9. sped—speed |
| 5. red—reed | 10. pep—peep |

Introducing the Tricky Words

Today’s Tricky Words: *he, she, we*

Tricky Word: *he*

Ask students to use the Tricky Words *he, she, and we* in oral sentences.

- Write the Tricky Word *he* on the board and ask students how they would pronounce it by blending. (They may say /h/ /e/.)
- Explain that we actually pronounce this word /h/ /ee/ as in, “He is nice.”
- Circle the letter ‘h’ and explain that it is pronounced just as one would expect, as /h/.

If students need additional practice reading Tricky Words, you may select appropriate Pausing Point exercises from those addressing reading Tricky Words.

- Underline the letter ‘e’ and explain it is the tricky part of the word. They would probably expect this letter to be pronounced /e/, but it is pronounced /ee/.
- Tell students when reading *he*, they have to remember to pronounce the letter ‘e’ as /ee/.
- Tell students when writing *he*, they have to remember to spell the /ee/ sound with the letter ‘e’.

Tricky Words: she and we

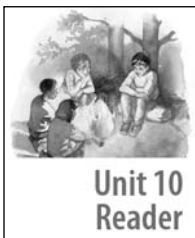
- Repeat this process with the words *she* and *we*. Like the word *he*, the words *she* and *we* are exceptions to the pattern students learned earlier when ‘e’ is sounded /e/. Point out that all of these words rhyme.

Small Group-Reading Time

20 minutes

“Red Ants”

Previewing the Spellings



- Before reading the story, refer to the following chart containing words with the Unit 10 spelling ‘ee’, underlining each instance of the spelling. Read the words aloud as a class.

‘ee’ (/ee/)	
<u>Lee</u>	swe <u>et</u>
she <u>ep</u>	fe <u>el</u>
w <u>ee</u> k	fr <u>ee</u>
f <u>ee</u> t	w <u>ee</u> ds
swe <u>ep</u>	

If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading.

Challenging Vocabulary

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

1. **sweet**—a kind and gentle disposition, temperament, mood
2. **sweep**—a long, continuous motion

Note: You may also want to point out that the word *sweet* can have other meanings. Students may be more familiar with the word *sweet* referring to a sugary flavor. In today’s story, which takes place on a farm, it has the meaning noted above.

Purpose for Reading

- Tell students they will read a story about red ants. Tell students to pay special attention to the story so they can tell you what happens with the red ants.

Reading the Story

- Both this lesson and the following lesson have time designated to read “Red Ants” in small groups. We recommend you read with Group 1 students during this lesson (while Group 2 students partner read) and Group 2 students during the following lesson (while Group 1 students partner read). Be sure to record anecdotal notes regarding students’ reading progress.
- ✪ **Group 2:** Have students take out their Readers, sit with their partners, and take turns reading “Red Ants.” Students who finish early should reread the story “Scott and Lee” or choose a sentence from the Reader to copy and illustrate. You may also wish to assign any of the optional vocabulary worksheets. Students should not read ahead.
- ✪ **Group 1:** Have students follow along in their Readers as you use a *Scott* Reader to read aloud the story, “Red Ants,” without interruption. Read the story a second time, having students read. If you have time, reread “Scott and Lee” in the same fashion. Alternatively, you may use a different remediation exercise addressing the specific needs of students.

Wrap-Up

- Discuss the following questions as a class.

Discussion Questions on “Red Ants”

1. *Literal* What do the red ants do? (The ants bite Lee.)
2. *Literal* Which parts of Lee’s body do the red ants bite? (The ants bite Lee on his legs and feet.)
3. *Evaluative* What are some possible reasons why the ants bit Lee? (Accept reasonable answers based on the text and illustrations.)
4. *Literal* How does Scott get the ants off of Lee? (Scott sweeps the ants off with his hand.)
5. *Literal* What does Scott suggest the ants eat instead of Lee? (Scott tells the ants to munch on plants and weeds.)
6. *Inferential* What time of year do you think it is? (Accept reasonable answers based on the text and illustrations.)

Take-Home Material

Label the Picture

- Have students give Worksheet 3.1 to a family member.

Code Knowledge

- Before today's lesson: If students attempted to read 1000 words in a trade book, on average 502 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1000 words in a trade book, on average 518 of those words would be completely decodable.
- *He* is the 13th most common word in English.
- *She* is the 34th most common word in English.
- *We* is the 41st most common word in English.

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.

- ✓ Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/ (RF.K.2d)
- ✓ Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make *cat* (RF.K.2d)
- ✓ Read high-frequency words identified as Tricky Words (RF.K.3c)
- ✓ Spell and write any CVC, CCVC, CVCC, or CCVCC word that uses the letter-sound correspondences taught in Kindergarten (L.K.2d)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)
- ✓ With prompting and support, ask and answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, settings, things, events, actions, a scene, or facts, from a fiction text that has been read independently (RL.K.3)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Tricky Word Review	cards for Tricky Words taught so far	5
	Sound/Spelling Review	Large Cards for 'ee' and 19 other spellings	
Dictation	Dictation with Words	pencils; paper	20
Small Group-Reading Time	"Red Ants"	Scott Reader	20
Reviewing the Story	Story Questions Worksheet: "Red Ants"	pencils; Worksheet 4.1; projection system	15

Tricky Word Review

If students need additional practice reading Tricky Words, you may select appropriate Pausing Point exercises from those addressing reading Tricky Words.

- Write the following Tricky Words on cards, one word per card: *he*, *she*, *we*. Add the cards to your set of Tricky Word cards.
- Hold up a card and have students read the word and use it in an oral sentence.
- Complete at least nineteen of the remaining cards (being sure to include the cards for the Unit 10 Tricky Words) in the same fashion.
- Save the cards for future use.

Sound/Spelling Review

- Gather the Large Cards for 'ee' and nineteen other spellings already taught. Choose cards students need to practice.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the card shows a letter team, have students name the letters as well.
- Repeat this process with the remaining cards.

Dictation**20 minutes****Dictation with Words**

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting.

- Ask students to take out a pencil and a piece of paper.
- Explain to students you are going to say a number of words for them to write. Some words will contain the /e/ sound spelled with the letter 'e' and some will contain the /ee/ sound spelled with the digraph 'ee'.
- Say the word *seed*. Then segment the word, raising one finger for each sound: /s/ (raise thumb) . . . /ee/ (raise pointer finger) . . . /d/ (raise middle finger).
- Ask students how many sounds are in the word *seed*.
- Draw three lines on the board—one for each sound in *seed*. Have students do the same on their paper.
- Ask students for the first sound in *seed*. Fill in the first line on the board with the letter 's'. Have students do the same on their paper.
- Repeat for the remaining two sounds and spellings in *seed*.
- Model reading the word as a strategy for double-checking its spelling.
- Demonstrate this process with at least one or two additional words before having students write the words independently.

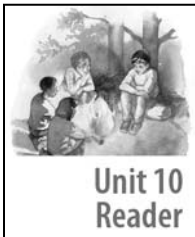
- Remind students to refer to the Sound Posters to remember how to write the spellings.

- | | |
|----------|-----------|
| 1. seed | 6. shelf |
| 2. shed | 7. queen |
| 3. feet | 8. meet |
| 4. then | 9. met |
| 5. cheek | 10. sheep |

Small Group-Reading Time

20 minutes

“Red Ants”



If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading.

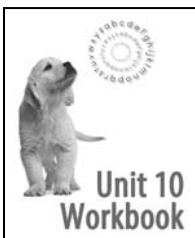
Assuming you read with Group 1 students during the previous lesson, we recommend today you read with Group 2 students while Group 1 students partner read. Be sure to record anecdotal notes regarding students’ reading progress.

- **Group 1:** Have students take out their Readers, sit with their partners, and take turns rereading “Red Ants.” Students who finish early should reread the story, “Scott and Lee,” or choose a sentence from the Reader to copy and illustrate. You may also wish to assign any of the optional vocabulary worksheets. Students should not read ahead.
- **Group 2:** Have students follow along in their Readers as you use a *Scott Reader* to read aloud the story “Red Ants” without interruption. Read the story a second time, having students read. If you have time, read “Scott and Lee” in the same fashion. Alternatively, you may use a different exercise addressing the specific needs of these students.

Reviewing the Story

15 minutes

Story Questions Worksheet: “Red Ants”



Worksheet 4.1

- Distribute and display Worksheet 4.1.
- Ask students to read the first question.
- Ask students to identify the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Complete the second and third questions in the same fashion.
- Ask students to read the fourth question.
- Ask students to provide the answer to the fourth question.

- Have students write the following decodable answer on the line provided, following your example: One thing the ant said was, “We feel bad.”
- Continue demonstrating (providing guided practice) until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.

Lesson 5

✓ 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.

- ✓ Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/ (RF.K.2d)
- ✓ Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make *cat* (RF.K.2d)
- ✓ Read high-frequency words identified as Tricky Words (RF.K.3c)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)
- ✓ With prompting and support, ask and answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, settings, things, events, actions, a scene, or facts, from a fiction text that has been read independently (RL.K.3)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm -Up	Segmenting	Large Cards for 'ee' and 19 other spellings	10
	Sound/Spelling Review		
Introducing the Tricky Words	Today's Tricky Words: <i>be, me</i>	board	10
Whole Group-Reading Time	"The Bees"	Scott Reader	20
Reviewing the Story	Story Questions Worksheet: "The Bees"	pencils; Worksheet 5.1; projection system	20
Take-Home Material	Take-Home Story: "Scott and Lee"	Worksheet 5.2	*

Advance Preparation

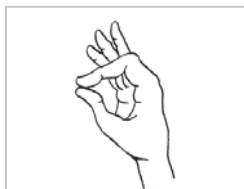
Prior to the lesson, write the following chart on the board.

'ee' (/ee/)	
Lee	feet
bees	sheep
cheek	sweet

Warm-Up

10 minutes

Segmenting



- Follow the instructions in Lesson 1.

1. an·swer (2+2) /a/ /n/ · /s/ /er/
2. car·pet (2+3) /k/ /ar/ · /p/ /e/ /t/
3. card·board (3+3) /k/ /ar/ /d/ · /b/ /or/ /d/
4. feel·ing (3+2) /f/ /ee/ /l/ · /i/ /ng/
5. build·ing (4+2) /b/ /i/ /l/ /d/ · /i/ /ng/
6. freez·er (4+1) /f/ /r/ /ee/ /z/ · /er/
7. bare·foot (3+3) /b/ /ae/ /r/ · /f/ /oo/ /t/
8. greet·ing (4+2) /g/ /r/ /ee/ /t/ · /i/ /ng/
9. child·ren (4+3) /ch/ /i/ /l/ /d/ · /r/ /e/ /n/
10. work·sheet (3+3) /w/ /er/ /k/ · /sh/ /ee/ /t/

Sound/Spelling Review

- Gather the Large Cards for 'ee' and nineteen other spellings taught. Choose cards students need to practice.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the card shows a letter team, have students name the letters as well.
- Repeat this process with the remaining cards.

Today's Tricky Words: *be, me*

Ask students to use the Tricky Words *be* and *me* in oral sentences.

- Tell students you are going to show them two more common words that are tricky in exactly the same way as the Tricky Words *he, she, and we*.

Tricky Word: *be*

If students need additional practice reading Tricky Words, you may select appropriate Pausing Point exercises from those addressing reading Tricky Words.

- Write the Tricky Word *be* on the board and ask students how they would pronounce it by blending. (They may say /b/ /e/.)
- Explain the word is pronounced /b/ /ee/ as in, "Be nice."
- Circle the letter 'b' and explain it is pronounced just as one would expect, as /b/.
- Underline the letter 'e' and explain it is the tricky part of the word. They would probably expect this letter to be pronounced /e/, but it is pronounced /ee/.
- Tell students when reading *be*, they have to remember to pronounce the letter 'e' as /ee/.
- Tell students when writing *be*, they have to remember to spell the /ee/ sound with the letter 'e'.

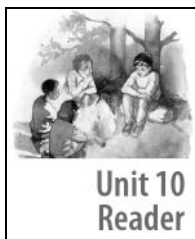
Tricky Word: *me*

- Repeat this process with the word *me*. Like the word *be*, the word *me* is an exception to the pattern students learned earlier when 'e' is sounded /e/.

Whole Group-Reading Time

"The Bees"

Previewing the Spellings



- Before reading the story, refer to the following chart containing the Unit 10 spelling 'ee' on the board, underlining each instance of the spelling. Read the words aloud as a class.

'ee' (/ee/)	
Lee	feet
bees	sheep
cheek	sweet

If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading.

Purpose for Reading

- Tell students they will read a story about bees. Ask students to pay special attention to the story so they can tell you what happens with the bees.

Reading the Story

- Read the story “The Bees,” having students read.
- If you finish early, read the stories “Red Ants” and “Scott and Lee” in the same fashion.

Wrap-Up

- Discuss the following questions as a class.

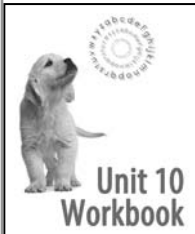
Discussion Questions on “The Bees”

1. *Literal* What do the bees do? (The bees sting Lee.)
2. *Literal* Where do the bees sting Lee? (The bees sting Lee on his cheek and feet.)
3. *Inferential* What do you think the phrase “buzz off” means? (Accept reasonable answers.)
4. *Literal* What other animals does Scott suggest that the bees sting? (Scott suggests the bees sting the pig, the hens, the cat, or the dog.)
5. *Evaluative* Is this story real? Could it really happen? How do you know? (Bees can sting, but bees cannot speak.)

Reviewing the Story

20 minutes

Story Questions Worksheet: “The Bees”



Worksheet 5.1

- Distribute and display Worksheet 5.1.
- Ask students to read the first question.
- Ask students to provide the answer to the first question.
- Have students write the following decodable answer on the line provided, following your example: Bees stung Lee on his cheek and feet.
- Continue demonstrating (providing guided practice) until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.

Take-Home Material

Take-Home Story: “Scott and Lee”

- Have students give Worksheet 5.2 to a family member.

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 518 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average 525 of those words would be completely decodable.
- *Be* is the 19th most common word in English.
- *Me* is the 125th most common word in English.

Lesson 6

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 aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Read high-frequency words identified as Tricky Words (RF.K.3c)

At a Glance	Exercise	Materials	Minutes
Practicing Reading	Wiggle Cards	cards for <i>pinch cheek, seem sad, stomp feet, be still, seem mad, grin at me, add three plus three, feel neck</i>	10
Practice	Yes/No Questions	pencils; Worksheet 6.1; projection system	15
Reviewing the Tricky Words	Tricky Word Practice	pencils; Worksheet 6.2	15
Differentiated Instruction	Small Group Work	pencils; Worksheet 6.3	20

Advance Preparation

Write the following phrases on cards, one phrase per card: *pinch cheek, seem sad, stomp feet, be still, seem mad, grin at me, add three plus three, feel neck*

Practicing Reading

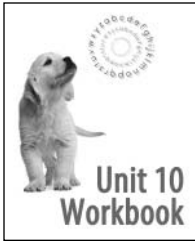
10 minutes

Wiggle Cards

If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading.

- Tell students you are going to show them some cards describing actions; you would like them to read each card and perform the action listed.
- Using the cards you prepared in advance, show students a card, have them read it, and let them perform the action.
- If you have time, repeat some or all of the cards.

Yes/No Questions

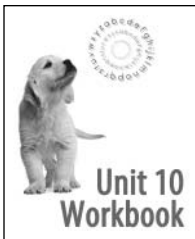


Worksheet 6.1

- Distribute and display Worksheet 6.1.
- Ask students to read the first question.
- Ask students if the answer to the question is yes or no.
- Have students write *no* on the line provided, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

Reviewing the Tricky Words

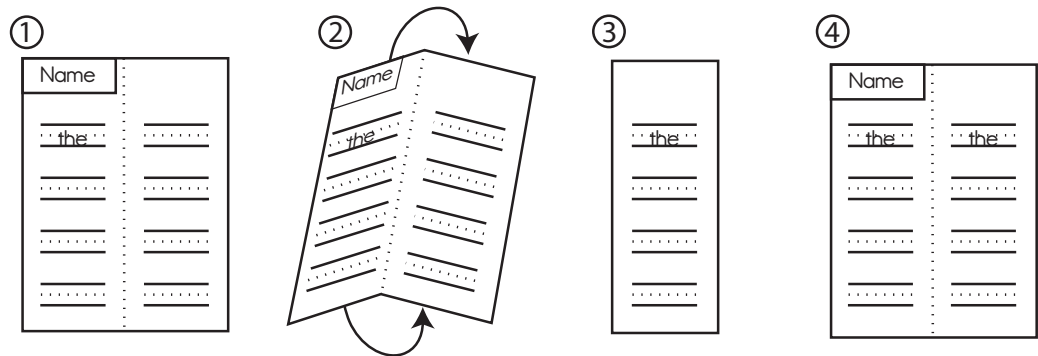
Tricky Word Practice



Worksheet 6.2

If students need additional practice reading Tricky Words, you may select appropriate Pausing Point exercises from those addressing reading Tricky Words.

- Distribute Worksheet 6.2.
- Tell students they will practice writing Tricky Words.
- Write *he* on the board and have students read it.
- Have students copy *he* onto the first handwriting guide on the worksheet (see Illustration 1). They should say the name of each letter as they copy the word.



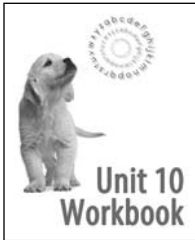
- Erase the word *he* from the board.
- Have students fold their worksheet along the dotted line and position it so the word they copied is facing the desk and the blank handwriting guides are facing up (see Illustration 2).
- Have students write *he* from memory on the top handwriting guide (see Illustration 3). They should say the name of each letter as they write the word.
- Ask students to unfold their worksheets and compare the word they just wrote with the word they copied earlier (see Illustration 4).
- Have students correct the word if they misspelled it.
- Repeat these steps with the remaining Tricky Words.

- | | |
|--------|----------|
| 1. he | 5. me |
| 2. she | 6. here |
| 3. we | 7. there |
| 4. be | |

Differentiated Instruction

20 minutes

Small Group Work



Worksheet 6.3

✪ Group 2

- Distribute Worksheet 6.3.
- Have students complete each sentence using the appropriate Tricky Word.
- Write the following decodable sentences on the board. If students finish early, have them read, copy, and illustrate some of the sentences.

- | | |
|----------------------------------|---------------------------------|
| 1. He has red socks on his feet. | 3. The grass is long and green. |
| 2. She sweeps the deck. | 4. The bed has black sheets. |

✪ Group 1

- Distribute Worksheet 6.3.
- Tell students three Tricky Words are printed at the top of the worksheet. Each of these Tricky Words completes one of the sentences printed below.
- Ask students to read the first Tricky Word.
- Complete the remaining two Tricky Words in the same fashion.
- Demonstrate reading the first sentence three times: once with the Tricky Word *me*, once with the Tricky Word *he*, and once with the Tricky Word *we*.
- Ask students which Tricky Word completes the sentence.
- Have students print the Tricky Word *he* on the line provided, following your example.
- Complete the remaining sentences in the same fashion.

Lesson 7

Basic Code

✓ 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.

- ✓ Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/ (RF.K.2d)
- ✓ Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make *cat* (RF.K.2d)
- ✓ Read high-frequency words identified as Tricky Words (RF.K.3c)
- ✓ Indicate whether a target phoneme is present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of *mat* and /g/ at the end of *bag* (RF.K.2d)
- ✓ Spell and write any CVC, CCVC, CVCC, or CCVCC word that uses the letter-sound correspondences taught in Kindergarten (L.K.2d)
- ✓ Begin to read and write one-syllable words containing a long vowel sound with the final *-e* spelling, e.g., *late*, *bite*, *note*, and *cute* (RF.K.3b)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Tricky Word Review	cards for Tricky Words taught so far	5
	Sound/Spelling Review	Large Cards for 'ee' and 19 other spellings	
Introducing the Sound	Hearing Medial Sounds		10
Introducing the Spelling	Teacher Modeling	board; optional different colored chalk; Sound Poster 48, Sound Card 48	10
	Meet the Spelling Worksheet	pencils; Worksheet 7.1; projection system	15
Small Group-Reading Time	"Cake and Grapes"	Scott Reader	20
Take-Home Material	Take-Home Story: "Red Ants"	Worksheet 7.2	*

Advance Preparation

Prior to the lesson, write the following chart on the board.

'a_e' (/ae/)	
cake	grapes
share	gave
Jade	ate

Warm-Up

5 minutes

Tricky Word Review

If students need additional practice reading Tricky Words, you may select appropriate Pausing Point exercises from those addressing reading Tricky Words.

- Write the following Tricky Words on large cards, one word per card: *be*, *me*. Add the cards to your set of Tricky Word cards.
- Hold up a card and have students read the word and use it in an oral sentence.
- Complete at least nineteen of the remaining cards (being sure to include the cards for the Unit 10 Tricky Words) in the same fashion.
- Save the cards for future use.

Sound/Spelling Review

- Gather the Large Cards for 'ee' and nineteen other spellings that have been taught. Choose cards students need to practice.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the card shows a letter team, have students name the letters as well.
- Repeat this process with the remaining cards.

Introducing the Sound

10 minutes

Hearing Medial Sounds

Please note students should raise their hands for any word with the /ae/ sound no matter how it is spelled.

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under "Recognize and Isolate the Sounds Taught in Unit 10."

- Tell students today's sound is /ae/.
- Have students say the /ae/ sound several times, stretching it out.
- Ask students to repeat a number of words having the /ae/ sound at the beginning: *ate*, *ache*, *ape*, *able*, and *age*.
- Ask students to repeat a number of words having the /ae/ sound in the middle: *cake*, *cave*, *made*, *nail*, and *lake*.
- Ask students if they can tell whether /ae/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth.)
- Tell students you are going to say a number of words. Some of the words will have /ae/ as the middle sound and some will not.
- Have students close their eyes and listen carefully.

- Tell students to raise their hands when they hear a word containing the /ae/ sound.

- | | | |
|---------|---------|-----------|
| 1. lake | 5. cake | 9. right |
| 2. tape | 6. bait | 10. chain |
| 3. song | 7. bet | 11. net |
| 4. chat | 8. game | 12. rake |

Introducing the Spelling

25 minutes

Teacher Modeling

10 minutes



Start between the dotted and the bottom line.

1. circle to the left
2. short line down (leave a space)

Start between the dotted and the bottom line.

1. line across
2. most of a circle to the left



Point at the 'g' from underneath with your pointer finger. Then move your pointing finger under the 'a' and, at the same time, move your middle finger so you have a 'v' with your pointer finger pointing at the 'a' and your middle finger pointing at the 'e'. For 'm,' return to single-finger pointing.

- Tell students you are going to show them how to write the /ae/ sound.
- Tell students this spelling is a little different from the spellings they have studied up until now.
- Draw a large lowercase 'a_e' on the board, being sure to indicate the space between the letters with a short line. (as shown) Explain both letters work together, as a team, to stand for the sound /ae/.
- Point out the space you left between the letter 'a' and the letter 'e'. Explain when you write an actual word, you will fill in the space between the 'a' and the 'e' with a letter for the sound that comes after the /ae/ sound.
- Add 'g' and 'm' to make *game*. (You may wish to use three different colors of chalk: the color that you used for the 'a_e' spelling, a second color for 'g', and a third color for 'm'.)
- Explain, at first, students might think this is /g/ /a/ /m/ /e/ (*gamm-eh*), but the letters 'a' and 'e' work together (as a letter team) to stand for one sound, the /ae/ sound, even though there is a letter between them. Thus, the word is *game*.
- Illustrate this relationship by drawing a V-shaped mark connecting the 'a' and the 'e'. (see illustration)
- Point out even though the word *game* contains four letters ('g', 'a', 'm', and 'e'), it is made up of only three sounds (/g/, /ae/, and /m/).
- Have students trace the word in the air with a pointed finger while saying the sounds.
- Write *grape* on the board. Explain this is another example of the 'a'-space-'e' spelling for the /ae/ sound.
- Draw a V-shaped mark under *grape* as you did with *game*.
- Tell students you would like them to help you spell another word with the 'a_e' spelling.
- Have students identify the first sound in *made*. Write an 'm' on the board.

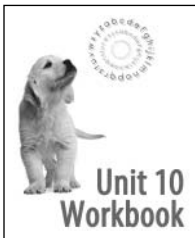
Remember to post Sound Poster 48 for /ae/ and Sound Card 48 for 'a_e'.

If students need additional practice recognizing the spellings taught in this unit, you may select appropriate Pausing Point exercises from those listed under "Recognize the Spellings Taught in Unit 10."

- Have students identify the second sound in *made*. Write an 'a' on the board next to the 'm'. Explain the letter 'a' is the first part of the spelling for /ae/. Tell students you will write the second part after you write the spelling for the sound that comes after the /ae/ sound.
- Have students identify the last sound in *made*. Write a 'd' on the board next to the 'a'. Explain if you left the word like this, it would be pronounced *mad*. To spell *made*, you need to finish writing the /ae/ sound.
- Ask students what letter must be written beside the 'd' in order to complete writing the /ae/ sound. Once the letter 'e' has been identified, write an 'e' on the board.
- Remind students 'a' and 'e' work together to stand for the /ae/ sound.
- Tell students whenever the spelling 'a_e' appears on a worksheet or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them the two letters stand for one sound.

Meet the Spelling Worksheet

15 minutes



Worksheet 7.1

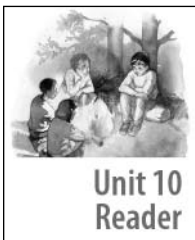
- Distribute and display Worksheet 7.1.
- Show students how to read the word *make*; then have students trace and write the word using the black dots to start each letter. Repeat with the word *same*.
- Turn to the back of the worksheet. Ask students to read each word, identify the matching picture, and write the word on the corresponding line. Model each step so students can follow along.
- If you wish, you may suggest students circle the separated digraph using a horseshoe shape, as described in the Introduction.

Small Group-Reading Time

20 minutes

"Cake and Grapes"

Previewing the Spellings



- Before reading the story, refer to the following previously prepared chart containing the Unit 10 spelling 'a_e' on the board, underlining each instance of the spelling. Read the words aloud as a class.

'a_e' (/ae/)	
ca <u>ke</u>	gr <u>ap</u> es
sh <u>ar</u> e	g <u>av</u> e
J <u>ad</u> e	<u>at</u> e

- Review the use of the apostrophe as an indication of ownership (i.e., possessive).

Purpose for Reading

- Tell students they will read a story about Scott and his friend Jade. Ask students to pay special attention to the story so they can tell you what Scott shares with Jade.

Reading the Story

- ✪ **Group 2:** Have students take out their Readers, sit with their partners, and take turns reading “Cake and Grapes.” Students who finish early should reread the stories “The Bees” and “Red Ants” or choose a sentence from the Reader to copy and illustrate. You may also wish to assign any of the optional vocabulary worksheets. Students should not read ahead.
- ✪ **Group 1:** Have students follow along in their Readers as one student at a time reads from the story, “Cake and Grapes.” Read the story a second time, having students take turns reading sentences. If you have time, read “The Bees” and “Red Ants” in the same fashion. Alternatively, you may use a different remediation exercise addressing the specific needs of students.

Wrap-Up

- Discuss the following questions as a class.

Discussion Questions on “Cake and Grapes”

1. *Literal* What does Scott share with Jade? (Scott shares cake with Jade.)
2. *Literal* What does Jade share with Scott? (Jade shares grapes with Scott.)
3. *Literal* How do you know Jade and Scott enjoyed their food? (Jade and Scott ate all of their food. Jade and Scott are smiling.)
4. *Inferential* Look at Jade’s and Scott’s clothes and shoes. What type of weather do you think they have? (Accept reasonable answers.)
5. *Evaluative* How are grapes and cake alike? How are they different? (Accept reasonable answers.)

Take-Home Material

Take-Home Story: “Red Ants”

- Have students give Worksheet 7.2 to a family member.

Supplemental Resources

- Newly decodable words:

1. cake	5. ate	9. bake	13. late
2. lake	6. name	10. wake	14. shape
3. make	7. came	11. take	15. wave
4. made	8. ape	12. gave	16. same

- Chains:

1. cave > cake > bake > lake > lane > late > mate > make > rake > rate
2. wade > fade > made > mane > man > mat > meet > meek > week > weep

- Phrases and Wiggle Cards:

- | | |
|-----------------|-----------------------------|
| 1. in the shade | 6. He came late. |
| 2. wake up | 7. The cakes are sweet. |
| 3. hot flame | 8. She ate the last one! |
| 4. make a mess | 9. Can she make me a snack? |
| 5. brave man | 10. Where is the big lake? |

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 525 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average 539 of those words would be completely decodable.
- Students have now been taught at least one way to write 32 of the 44 sounds in English.
- The sound /ae/ is the 25th most common sound in English.
- The sound /ae/ is found in approximately 12 percent of English words.
- The sound /ae/ is spelled 'a_e' approximately 25 percent of the time.
- The spelling alternatives 'a' as in *acre*, 'ai' as in *rain*, 'ay' as in *say*, 'ey' as in *hey*, 'ea' as in *great*, 'eigh' as in *eight*, and 'ei' as in *vein* are taught in later grades.

Lesson 8

Tricky Words

✓ Objectives

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

- ✓ **Begin to read and write one-syllable words containing a long vowel sound with the final –e spelling, e.g., *late, bite, note, and cute*** (RF.K.3b)
- ✓ **Read, spell, and write chains of one-syllable long vowel words with the final –e spelling, e.g., *nine > line > lime > time > tame > came > cape > tape*** (RF.K.3b)
- ✓ **Read high-frequency words identified as Tricky Words** (RF.K.3c)
- ✓ **Read aloud in a group, with a partner, or alone for at least 15 minutes each day** (RL.K.10)
- ✓ **Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding** (RF.K.4)
- ✓ **Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary** (RF.K.4)
- ✓ **With prompting and support, ask and answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a fiction text** (RL.K.1)
- ✓ **With prompting and support, use narrative language to describe characters, settings, things, events, actions, a scene, or facts, from a fiction text that has been read independently** (RL.K.3)

At a Glance	Exercise	Materials	Minutes
Chaining	Pop-Out Chaining	Large Cards for ‘m’, ‘n’, ‘t’, ‘d’, ‘c’, ‘f’, ‘s’, ‘p’, ‘l’, ‘r’, ‘a’, ‘e’	15
Introducing the Tricky Words	Today’s Tricky Words: <i>they, their</i>	board	10
Small Group-Reading Time	“Cake and Grapes”	Scott Reader	20
Reviewing the Story	Story Questions Worksheet: “Cake and Grapes”	pencils; Worksheet 8.1; projection system	15
Take-Home Material	Word Box	Worksheet 8.2	*

Pop-Out Chaining

- Remind students they learned a new sound and spelling in the previous lesson.
- Ask students to provide the sound they learned in the previous lesson. Once the /ae/ sound has been identified, have students repeat it.
- Have a student come to the board and write the spelling learned for the /ae/ sound. Have students write the spelling in the air using their pointer fingers.
- Distribute the following Large Cards, reviewing each card's sound: 'm', 'n', 't', 'd', 'c', 'f', 's', 'p', 'l', 'r', 'a', and 'e'.
- Tell the student with the 'e' card that he or she is holding the magic letter 'e'.
- Tell students if they are holding a card with a picture of a sound in *fat*, they should go to the front of the room and stand in the order spelling *fat*.
- Tell students you are a magician. When you say, "Alakazam!" the student with the 'e' card should add it to the end of *fat* to change the word's vowel sound and make a new word.
- Say "Alakazam!" and have the student with the 'e' card add it to the end of *fat*, changing *fat* to *fate*.
- Have students read the new word.
- Repeat this process with the remaining word pairs, giving several students a chance to present the magic 'e' card.

- | | |
|-------------|-----------------|
| 1. fat—fate | 6. at—ate |
| 2. tap—tape | 7. pan—pane |
| 3. cap—cape | 8. plan—plane |
| 4. mad—made | 9. scrap—scrape |
| 5. man—mane | 10. rat—rate |

Introducing the Tricky Words

Today's Tricky Words: *they, their*

Tricky Word: *they*

Ask students to use Tricky Words *they* and *their* in oral sentences.

- Write the Tricky Word *they* on the board and ask students how they would pronounce it by blending. (They may try to say /th/ /e/ /y/, which is hard to pronounce.)
- Explain the word is pronounced /th/ /ae/ as in, "They are nice."
- Circle the letter team 'th' and explain it is pronounced just as one would expect, as /th/.

If students need additional practice reading Tricky Words, you may select appropriate Pausing Point exercises from those addressing reading Tricky Words.

- Underline the letters ‘e’ and ‘y’ and explain these letters make up the tricky part of the word. Students would probably expect these letters to be pronounced separately as /e/ /y/, but these two letters work together to stand for the /ae/ sound.
- Tell students when reading *they*, they have to remember to pronounce the letters ‘e’ ‘y’ as /ae/.
- Tell students when writing *they*, they have to remember to spell the /ae/ sound with the letters ‘e’ ‘y’.

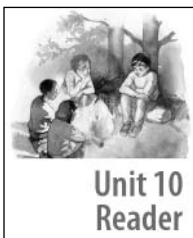
Tricky Word: their

- Write the Tricky Word *their* on the board and explain the word is pronounced /th/ /ae/ /r/ as in, “Birds build their nests in the spring.”
- Circle the letter team ‘th’ and explain it is pronounced just as one would expect, as /th/.
- Circle the letter ‘r’ and explain it is also pronounced just as one would expect, as /r/.
- Underline the letters ‘e’ and ‘i’ and explain these letters make up the tricky part of the word. Students would probably expect these letters to be pronounced separately as /e/ /i/, but these two letters work together to stand for the /ae/ sound.
- Tell students when reading *their*, they have to remember to pronounce the letters ‘e’ ‘i’ as /ae/.
- Tell students when writing *their*, they have to remember to spell the /ae/ sound with the letters ‘e’ ‘i’.

Small Group-Reading Time

20 minutes

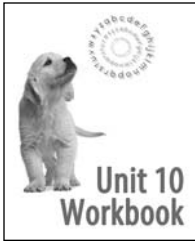
“Cake and Grapes”



- **Group 1:** Have students take out their Readers, sit with their partners, and take turns rereading “Cake and Grapes.” Students who finish early should reread the stories “The Bees” and “Red Ants.” They should not read ahead.
- **Group 2:** Have students follow along in their Readers as one student at a time reads “Cake and Grapes.” Read the story a second and third time, having students read. If you have time, read “The Bees” and “Red Ants” in the same fashion. Alternatively, you may use a different exercise addressing the specific needs of students.

If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading.

Story Questions Worksheet: "Cake and Grapes"



Worksheet 8.1

- Distribute and display Worksheet 8.1.
- Ask students to read the first question.
- Ask students to provide the answer to the first question.
- Have students write the following decodable answer on the line provided, following your example: Scott got grapes to share with Jade.
- Continue demonstrating until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.

Take-Home Material

Word Box

- Have students give Worksheet 8.2 to a family member.

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 539 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average 549 of those words would be completely decodable.
- *They* is the 17th most common word in English.
- *Their* is the 37th most common word in English.

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.

- ✓ Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/ (RF.K.2d)
- ✓ Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make *cat* (RF.K.2d)
- ✓ Read high-frequency words identified as Tricky Words (RF.K.3c)
- ✓ Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/ (RF.K.2d)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)
- ✓ With prompting and support, ask and answer questions (e.g., *who*, *what*, *where*, *when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, settings, things, events, actions, a scene, or facts, from a fiction text that has been read independently (RL.K.3)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Tricky Word Review	cards for Tricky Words taught so far	10
	Sound/Spelling Review	Large Cards for 'ee', 'a', 'e', and 16 other spellings	
Practice	Word Sort	pencils; Worksheet 9.1; projection system	15
Whole Group-Reading Time	"Fun in the Sand"	<i>Scott Reader</i>	20
Reviewing the Story	Story Questions Worksheet: "Fun in the Sand"	pencils; Worksheet 9.2; projection system	15
Take-Home Material	Take-Home Story: "The Bees"	Worksheet 9.5	*

Advance Preparation

Prior to this lesson, write the following on the board:

'a_e' (/ae/)	
Jade	make
Dave	wave
shape	save

Warm-Up

10 minutes

Tricky Word Review

If students need additional practice reading Tricky Words, you may select appropriate Pausing Point exercises from those addressing reading Tricky Words.

- Write the following Tricky Words on large cards, one word per card: *they*, *their*. Add the cards to your set of Tricky Word cards.
- Hold up a card and have students read the word and use it in an oral sentence.
- Complete at least nineteen of the remaining cards (being sure to include the cards for the Unit 10 Tricky Words) in the same fashion.
- Save the cards for future use.

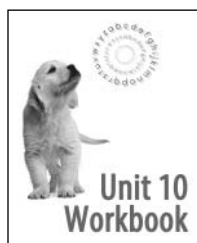
Sound/Spelling Review

- Gather the Large Cards for 'ee', 'a', 'e', and sixteen other spellings taught. Choose cards students need to practice.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the card shows a letter team, have students name the letters as well.
- Repeat this process with the remaining cards.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards.

Practice

15 minutes

Word Sort



Worksheet 9.1

- Remind students they recently learned the sound /ae/ as in *cake*.
- Have students say the /ae/ sound several times.
- Ask students to repeat a number of words having the /ae/ sound: *pain*, *say*, *ape*, *lace*, *shake*, *hay*, *ache*.
- Write the spelling 'a_e' on the board, and have students write the spelling in the air using their pointer fingers.
- Distribute and display Worksheet 9.1.

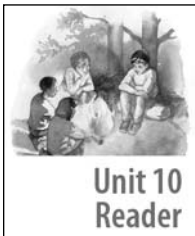
- Point out to students the two words below each picture.
- Read the two words below the first picture together as a class.
- Have students identify the word matching the picture.
- Ask students to circle the word in the box matching the picture.
- Continue demonstrating until students are ready to work independently.

Whole Group-Reading Time

20 minutes

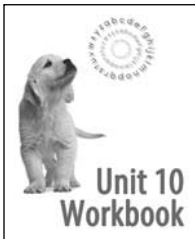
“Fun in the Sand”

Previewing the Spellings



- Before reading the story, refer to the following chart containing the Unit 10 spelling ‘a_e’ on the board, underlining each instance of the spelling. Read the words aloud as a class.

‘a_e’ (/ae/)	
J <u>a</u> d <u>e</u>	m <u>a</u> k <u>e</u>
D <u>a</u> v <u>e</u>	w <u>a</u> v <u>e</u>
sh <u>a</u> p <u>e</u>	s <u>a</u> v <u>e</u>



Challenging Vocabulary

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

1. **wave**—water that moves in an ocean or lake
2. **slump**—to sink or fall suddenly
3. **sag**—to sink, droop, or settle

Worksheets 9.3, 9.4
(optional)

Note: You may also wish to point out that the word *wave* has multiple meanings, such as to wave good-bye. In today’s story, which takes place at a beach, it has the meaning noted above.

- Review the use of the apostrophe for the contraction *can’t*.

Purpose for Reading

- Tell students they are going to read a story about Scott and his friends. Ask students to pay special attention to the story so they can tell you what Scott and his friends do to have fun.

Reading the Story

- Read the story “Fun in the Sand,” having students read.
- If you finish early, read the stories “Cake and Grapes” and “The Bees” in the same fashion.

Wrap-Up

- Discuss the following questions as a class.

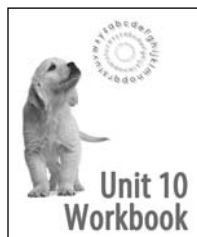
Discussion Questions on “Fun in the Sand”

1. *Inferential* Where are Scott, Jade, and Dave? (Scott, Jade, and Dave are at the beach.) (ocean, shore)
2. *Literal* What do the kids build out of sand? (Scott, Jade, and Dave build a sand man.)
3. *Literal* What happens to their sand man? (The waves hit the sand man.)
4. *Literal* How does the sand man look after it’s hit by the wave? (He slumps, sags, and drips.)
5. *Literal* How do the kids feel when the wave hits their sand man? (Accept reasonable answers.)
6. *Literal* How do the kids have fun? (They make a sand man and run and splash in the waves.)

Reviewing the Story

15 minutes

Story Questions Worksheet: “Fun in the Sand”



Worksheet 9.2

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting.

- Distribute and display Worksheet 9.2.
- Ask students to read the first question.
- Ask students to provide the answer to the first question.
- Have students write the following decodable answer on the line provided, following your example: The kids made a sand man with the sand.
- When you get to the second question, model shading the circle next to the correct answer.
- Continue demonstrating until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.

Take-Home Material

Take-Home Story: “The Bees”

- Have students give Worksheet 9.5 to a family member.

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.

- ✓ Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/ (RF.K.2d)
- ✓ Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make *cat* (RF.K.2d)
- ✓ Read high-frequency words identified as Tricky Words (RF.K.3c)
- ✓ Read and write any one-syllable short vowel CVC words, e.g., *sit, cat, wet, not, cup* (RF.K.3b)
- ✓ Begin to read and write one-syllable words containing a long vowel sound with the final *-e* spelling, e.g., *late, bite, note, and cute* (RF.K.3b)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)
- ✓ With prompting and support, ask and answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, settings, things, events, actions, a scene, or facts, from a fiction text that has been read independently (RL.K.3)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Tricky Word Review	cards for Tricky Words taught so far	10
	Sound/Spelling Review	Large Cards for 'ee', 'a', 'e', and 16 other spellings	
Dictation	Dictation Identification	pencils; Worksheet 10.1; projection system	15
Partner Reading-Reading Time	"Skates"	Scott Reader	20
Reviewing the Story	Story Questions Worksheet: "Skates"	pencils; Worksheet 10.2; projection system	15
Take-Home Material	Take-Home Story: "Cake and Grapes"	Worksheet 10.3	*

Advance Preparation

Prior to the lesson, write the following on the board:

'ee' (/ee/)	'a_e' (/ae/)
week	Jade
tree	skates
see	scared
	safe
	scrape
	snake

Warm-Up

10 minutes

Tricky Word Review

If students need additional practice reading Tricky Words, you may select appropriate Pausing Point exercises from those addressing reading Tricky Words.

- Hold up a card from your set of Tricky Word cards and have students read the word and use it in an oral sentence.
- Complete at least nineteen of the remaining cards (being sure to include the cards for the Unit 10 Tricky Words) in the same fashion.
- Save the cards for future use.

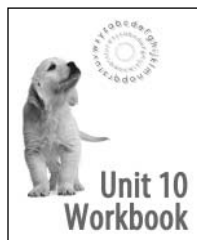
Sound/Spelling Review

- Gather the Large Cards for 'ee', 'a', 'e', and sixteen other spellings taught. Choose cards students need to practice.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the card shows a letter team, have students name the letters as well.
- Repeat this process with the remaining cards.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards.

Dictation

15 minutes

Dictation Identification



Worksheet 10.1

- Distribute and display Worksheet 10.1.
- Point to the first row of words, and tell students that you are going to say one of the two words.
- Say the word *cake*.
- Ask students which of the two words spell *cake*.
- Once students have answered correctly, have them circle *cake*, following your example.

- You may wish to have students circle the separated digraph ‘a_e’ using the horseshoe-like shape mentioned in the Introduction.
- Have students copy the word *cake* on the line.
- Continue naming the words below for students to circle.
- Have students copy the circled words on the lines.

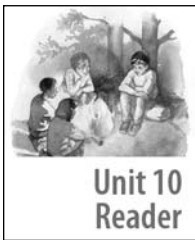
- | | | |
|----------|---------|-----------|
| 1. cake | 5. mane | 9. stale |
| 2. we | 6. lake | 10. he |
| 3. dot | 7. rate | 11. trade |
| 4. their | 8. be | 12. pale |

Partner Reading-Reading Time

20 minutes

“Skates”

Previewing the Spellings



- Before reading the story, refer to the following chart containing Unit 10 spellings on the board, underlining the spellings. Read the words aloud as a class.

<u>'ee'</u> (/ee/)	<u>'a_e'</u> (/ae/)
<u>week</u>	<u>Jade</u>
<u>tree</u>	<u>skates</u>
<u>see</u>	<u>scared</u>
	<u>safe</u>
	<u>scrape</u>
	<u>snake</u>

Purpose for Reading

- Tell students they are going to read a story about Scott and Jade. Ask students to pay special attention to the story so they can you whether Scott and Jade like to skate.

Reading the Story

- Ask students to sit with their partners and take turns reading “Skates.”
- Encourage students who finish early to reread the stories “Fun in the Sand” and “Cake and Grapes.” They should not read ahead.
- As students read, record anecdotal notes on their progress.

If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading.

Wrap-Up

- Discuss the following questions as a class.

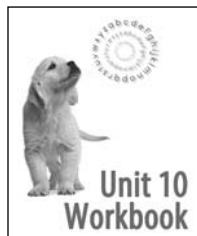
Discussion Questions on “Skates”

1. *Inferential* Who got skates first, Scott or Jade? (Jade got her skates first.)
2. *Literal* What does Scott worry about? (Scott worries about tripping, getting a scrape, hitting a tree, and seeing a snake.)
3. *Literal* How many times does Scott slip? (Scott slips once.)
4. *Inferential* Did Jade and Scott like to skate? (Yes. Scott liked to skate once he learned how.)
5. *Evaluative* In what ways was Jade helpful to Scott? (Accept reasonable answers based on the text and illustrations.)

Reviewing the Story

15 minutes

Story Questions Worksheet: “Skates”



Worksheet 10.2

- Distribute and display Worksheet 10.2.
- Ask students to read the first question.
- Ask students to provide the answer to the first question.
- Have students write the following decodable answer on the line provided, following your example: Jade got skates when she was six.
- Continue demonstrating until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.

Take-Home Material

Take-Home Story: “Cake and Grapes”

- Have students give Worksheet 10.3 to a family member.

Lesson 11

Basic Code

✓ 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.

- ✓ Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/ (RF.K.2d)
- ✓ Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make *cat* (RF.K.2d)
- ✓ Spell and write any CVC, CCVC, CVCC, or CCVCC word that uses the letter-sound correspondences taught in Kindergarten (L.K.2d)
- ✓ Begin to read and write one-syllable words containing a long vowel sound with the final *-e* spelling, e.g., *late*, *bite*, *note*, and *cute* (RF.K.3b)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Segmenting		5
	Sound/Spelling Review	Large Cards for 'ee', 'a', 'e', and 16 other spellings	
Introducing the Sound	Tongue Twister		10
Introducing the Spelling	Teacher Modeling	board; Sound Poster 49 and Sound Card 49; optional different colors of chalk	10
	Meet the Spelling Worksheet	pencils; Worksheet 11.1; projection system	15
Small Group-Reading Time	"A Fine Hike"	Scott Reader	20
Take-Home Material	Take-Home Story: "Fun in the Sand"	Worksheet 11.4	*

Advance Preparation

Prior to this lesson, write the following chart on the board.

'ee' (/ee/)	'a_e' (/ae/)	'i_e' (/ie/)
three	lake	hike
sleep	makes	Clive
		miles
		five
		fire
		nine
		tired
		smile

Warm-Up

5 minutes

Segmenting



The expectation is you will demonstrate the tapping and segmenting. You may discontinue the teacher demonstration when students no longer need this support.

- Follow the instructions in Lesson 1.

1. cup·cake (3+3) /k/ /u/ /p/ · /k/ /ae/ /k/
2. sea·gull (2+3) /s/ /ee/ · /g/ /u/ /l/
3. day·dream (2+4) /d/ /ae/ · /d/ /r/ /ee/ /m/
4. shoe·lace (2+3) /sh/ /oo/ · /l/ /ae/ /s/
5. grape·fruit (4+4) /g/ /r/ /ae/ /p/ · /f/ /r/ /oo/ /t/
6. nick·name (3+3) /n/ /i/ /k/ · /n/ /ae/ /m/
7. sun·burn (3+3) /s/ /u/ /n/ · /b/ /er/ /n/
8. home·work (3+3) /h/ /oe/ /m/ · /w/ /er/ /k/
9. phone·book (3+3) /f/ /oe/ /n/ · /b/ /oo/ /k/
10. wedd·ing (3+2) /w/ /e/ /d/ · /i/ /ng/

Sound/Spelling Review

- Gather the Large Cards for 'ee', 'a', 'e', and sixteen other spellings taught. Choose cards students need to practice the most.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the card shows a letter team, have students name the letters as well.
- Repeat this process with the remaining cards.

- Review the ‘a_e’ spelling by holding up the ‘a’ card with your right hand and the ‘e’ card with your left hand, leaving a space between the cards.

Introducing the Sound

10 minutes

Tongue Twister

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under “Recognize and Isolate the Sounds Taught in Unit 10.”

- Tell students the sound is /ie/.
- Have students say the /ie/ sound several times, stretching it out.
- Ask students to repeat a number of words having the /ie/ sound at the beginning: *item, idea, ivy, ice, island*.
- Ask students to repeat a number of words having the /ie/ sound in the middle: *hide, mine, light, fine, bite*.
- Ask students if they can tell whether /ie/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth.)
- Have students close their eyes and listen as you read the following tongue twister: *I’d like ninety-five slices of lime pie*.
- Read the tongue twister a second time, having students raise their hands whenever they hear the /ie/ sound.
- Break the tongue twister into segments and read it again, having students repeat each segment back to you: *I’d like* (pause) *ninety-five* (pause) *slices of* (pause) *lime pie*.

Introducing the Spelling

25 minutes

Teacher Modeling

10 minutes



Start on the dotted line.

1. short line down (lift)
2. dot (leave a space)

Start between the dotted and the bottom line.

1. line across
2. most of a circle to the left

- Tell students you are going to show them how to write the /ie/ sound.
- Tell students this spelling is similar to the spelling they learned for the /ae/ sound.
- Write a large lowercase ‘i_e’ on the board, being sure to indicate a space between the letters with a short line (as shown). Tell students both letters work together to stand for the sound /ie/.
- Point out the space you left between the letter ‘i’ and the letter ‘e’. Explain when you write an actual word, you will fill in the space between the ‘i’ and the ‘e’ with a letter for the sound that comes after the /ie/ sound.
- Add ‘t’ and ‘m’ to make *time*. (You may wish to use three different colors of chalk: the color that you used for the ‘i_e’ spelling, a second color for ‘t’, and a third color for ‘m’.)



Point at the 't' from underneath with your pointer finger. Then move your pointer finger under the 'i' and, at the same time, move your middle finger so you have a 'V' with your pointer finger pointing at the 'i' and your middle finger pointing at the 'e'. For 'm' return to single-finger pointing.

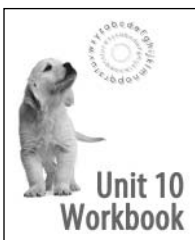
Remember to post Sound Poster 49 for /ie/ and Sound Card 49 for 'i_e'.

If students need additional practice recognizing the spellings taught in this unit, you may select appropriate Pausing Point exercises from those listed under "Recognize the Spellings Taught in Unit 10."

- Explain, at first, students might think this is /t/ /i/ /m/ /e/ (*timm-eh*), but the letters 'i' and 'e' work together (as a letter team) to stand for one sound, the /ie/ sound, even though there is a letter between them. Thus, the word is *time*.
- Illustrate this relationship by drawing a V-shaped mark connecting the 'i' and the 'e' (see illustration).
- Point out even though the word *time* contains four letters ('t', 'i', 'm', and 'e'), it is made up of only three sounds (/t/, /ie/, and /m/).
- Have students write the word in the air with a pointed finger while saying the sounds.
- Write *fine* on the board. Explain this is another example of the 'i'-space-'e' spelling for the /ie/ sound.
- Draw a V-shaped mark under *fine* as you did with *time*.
- Tell students you would like them to help you spell another word with the 'i_e' spelling.
- Have students identify the first sound in *bite*. Write a 'b' on the board.
- Have students identify the second sound in *bite*. Write an 'i' on the board next to the 'b'. Explain the letter 'i' is the first part of the spelling for /ie/. Tell students you will write the second part after you write the letter of the sound that comes after the /ie/ sound.
- Have students identify the last sound in *bite*. Write a 't' on the board next to the 'i'. Explain if you left the word like this, it would be pronounced *bit*. To spell *bite*, you need to finish the spelling for the /ie/ sound.
- Ask students what letter must be written beside the 't' in order to complete the /ie/ sound. Once the letter 'e' has been identified, write an 'e' on the board.
- Remind students 'i' and 'e' work together to stand for the /ie/ sound.
- Tell students whenever the spelling 'i_e' appears on a worksheet or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them the two letters stand for one sound.

Meet the Spelling Worksheet

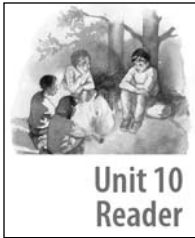
15 minutes



Worksheet 11.1

- Distribute and display Worksheet 11.1.
- Show students how to read the word *time*; then have students trace and write the word using the black dots to start each letter. Repeat with the word *shine*.
- Turn to the back of the worksheet. Ask students to read each word, identify the matching picture, and write the word on the corresponding line. Model each step so students can follow along.
- If you wish, you may suggest students circle the separated digraph using a horseshoe shape, as described in the Introduction.

“A Fine Hike”



If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading.

Previewing the Spellings

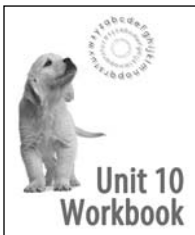
- Before reading the story, refer to the following chart containing Unit 10 spellings on the board, underlining the spellings. Read the words aloud as a class.

'ee' (/ee/)	'a_e' (/ae/)	'i_e' (/ie/)
thr <u>ee</u>	l <u>a</u> ke	h <u>i</u> ke
sl <u>ee</u> p	ma <u>ke</u> s	Cl <u>i</u> ve
		mi <u>le</u> s
		fi <u>ve</u>
		fi <u>r</u> e
		ni <u>n</u> e
		ti <u>r</u> ed
		smi <u>le</u>

Challenging Vocabulary

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

1. **hike**—a long walk
2. **mile**—a measurement of distance; 5,280 feet



Worksheets 11.2, 11.3 (optional)

- Review the use of the apostrophe as an indication of ownership (e.g. possessive).

Purpose for Reading

- Tell students they will read a story about a camping trip. Tell students to pay special attention to the story so they can tell you where Scott, Clive, and Clive’s dad set up their tent.

Reading the Story

- **Group 2:** Have students take out their Readers, sit with their partners, and take turns reading “A Fine Hike.” Students who finish early should reread the stories “Skates” and “Fun in the Sand.” You may also wish to assign any of the optional vocabulary worksheets. They should not read ahead.
- **Group 1:** Have students follow along in their Readers as one student at a time reads from “A Fine Hike.” Read the story a second time, having other students read. If you have time, read “Skates” and “Fun in the Sand” in the same fashion. Alternatively, you may use a different remediation exercise addressing the specific needs of students.

Wrap-Up

- Discuss the following questions as a class.

Discussion Questions on “A Fine Hike”

1. *Literal* Where do Scott, Clive, and Clive’s dad set up their tent? (They set up the tent at the top of the hill.)
2. *Literal* How many fish do Scott and Clive catch? (Scott and Clive catch five fish.)
3. *Inferential* How do you think Dad cooked the hot dogs? (Accept reasonable answers.)
4. *Inferential* What do Scott, Clive, and Clive’s dad do at nine? (Accept reasonable answers based on the text and illustrations.)
5. *Evaluative* Why do you think that Scott, Clive, and Clive’s dad were tired? (Accept reasonable answers.)

Take-Home Material

Take-Home Story: “Fun in the Sand”

- Have students give Worksheet 11.4 to a family member.

Supplemental Resources

- Newly decodable words:

- | | |
|----------|-----------|
| 1. time | 9. wide |
| 2. like | 10. drive |
| 3. life | 11. ride |
| 4. side | 12. nine |
| 5. fine | 13. smile |
| 6. quite | 14. rise |
| 7. five | 15. fire |
| 8. hide | 16. bike |

- Chains:

1. file > pile > pale > male > mile > mike > like > line > lane > pane
2. size > side > tide > tile > tale > take > lake > like > bike > hike

- Phrases and Wiggle Cards:

1. a long hike
2. nine plus five
3. ride the bike
4. such a long line
5. smile and wave
6. She drives fast.
7. What time is it?
8. Rise and shine!
9. Did Tom hide the gifts?
10. I can run five miles.

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 549 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average 566 of those words would be completely decodable.
- Students have now been taught at least one way to write 33 of the 44 sounds in English.
- The sound /ie/ is the 27th most common sound in English.
- The sound /ie/ is found in approximately 9 percent of English words.
- The sound /ie/ is spelled 'i_e' approximately 34 percent of the time.
- The spelling alternatives 'i' as in *behind*, 'igh' as in *sign*, 'ie' as in *pie*, 'y' as in *shy*, 'y_e' as in *style*, and 'ye' as in *bye* are taught in later grades.

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.

- ✓ Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/ (RF.K.2d)
- ✓ Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make *cat* (RF.K.2d)
- ✓ Read high-frequency words identified as Tricky Words (RF.K.3c)
- ✓ Spell and write any CVC, CCVC, CVCC, or CCVCC word that uses the letter-sound correspondences taught in Kindergarten (L.K.2d)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)
- ✓ With prompting and support, ask and answer questions (e.g., *who*, *what*, *where*, *when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, settings, things, events, actions, a scene, or facts, from a fiction text that has been read independently (RL.K.3)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Tricky Word Review	cards for Tricky Words taught so far	10
	Sound/Spelling Review	Large Cards for 'ee', 'a', 'i', 'e', and 14 other spellings	
Practice	Complete the Sentences	pencils; Worksheet 12.1; projection system	15
Small Group-Reading Time	"A Fine Hike"	Scott Reader	20
Reviewing the Story	Story Questions Worksheet: "A Fine Hike"	pencils; Worksheet 12.2; projection system	15

Tricky Word Review

If students need additional practice reading Tricky Words, you may select appropriate Pausing Point exercises from those addressing reading Tricky Words.

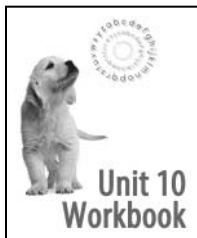
- Hold up a card from your set of Tricky Word cards and have students read the word and use it in an oral sentence.
- Complete at least nineteen of the remaining cards in the same fashion.
- Save the cards for future use.

Sound/Spelling Review

- Gather the Large Cards for 'ee', 'a', 'i', 'e', and fourteen other spellings already taught. Choose cards students need to practice.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the card shows a letter team, have students name the letters as well.
- Repeat this process with the remaining cards.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards. Do the same with the 'i' card and the 'e' card to review the 'i_e' spelling.

Practice

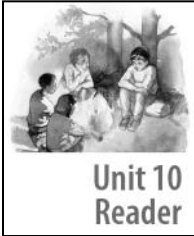
Complete the Sentences



Worksheet 12.1

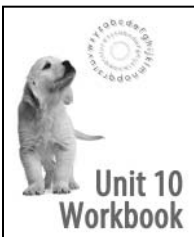
If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting.

- Remind students the class learned a new sound and a spelling in the previous lesson.
- Ask students to provide the sound they learned in the previous lesson. Once the /ie/ sound has been identified, have the class repeat it.
- Have a student come to the board and write the spelling for the /ie/ sound. Ask students to write the spelling in the air using their pointer fingers.
- Distribute and display Worksheet 12.1.
- Point out the three words printed at the top of the worksheet. Each of these words completes one of the sentences printed below.
- Ask students to read all three words.
- Demonstrate reading the first sentence three times: once with the word *bike*, once with the word *likes*, and once with the word *cake*.
- Ask students which word completes the sentence.
- Have students print the word *likes* on the line provided, following your example.
- Continue demonstrating until students are ready to work independently.

“A Fine Hike”

If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading.

- ✪ **Group 1:** Have students take out their Readers, sit with their partners, and take turns rereading “A Fine Hike.” Students who finish early should reread the stories “Skates” and “Fun in the Sand.” You may also wish to assign any of the optional vocabulary worksheets. Students should not read ahead.
- ✪ **Group 2:** Have students follow along in their Readers as one student at a time reads aloud from the story, “A Fine Hike.” Complete the story a second time, having students read. If you have time, read “Skates” and “Fun in the Sand” in the same fashion. Alternatively, you may use a different exercise addressing the specific needs of students.

Reviewing the Story**15 minutes****Story Questions Worksheet: “A Fine Hike”**

Worksheet 12.2

- Distribute and display Worksheet 12.2.
- Ask students to read the first question.
- Ask students to provide the answer to the first question.
- Have students write the following decodable answer on the line provided, following your example: The tent was at the top of a big hill.
- Ask students to read the second question.
- Ask students to identify the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Continue demonstrating until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.

Lesson 13

Tricky Word

✓ 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.

- ✓ Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/ (RF.K.2d)
- ✓ Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make *cat* (RF.K.2d)
- ✓ Begin to read and write one-syllable words containing a long vowel sound with the final *-e* spelling, e.g., *late*, *bite*, *note*, and *cute* (RF.K.3b)
- ✓ Read, spell, and write chains of one-syllable long vowel words with the final *-e* spelling, e.g., *nine* > *line* > *lime* > *time* > *tame* > *came* > *cape* > *tape* (RF.K.3b)
- ✓ Read high-frequency words identified as Tricky Words: *he*, *she*, *we*, *be*, *me*, *they*, *their*, *my*, *by*, *you*, *your* (RF.K.3c)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Segmenting		10
	Sound/Spelling Review	Large Cards for 'ee', 'a', 'i', 'e', and 14 other spellings	
Chaining	Pop-Out Chaining	Large Cards for 'm', 'n', 't', 'd', 'k', 's', 'p', 'c', 'b', 'l', 'r', 'w', 'i', 'a', 'e'	20
Introducing the Tricky Word	Today's Tricky Word: <i>my</i>	<i>board</i>	5
Small Group-Reading Time	"The Bike Ride"	Scott Reader	25
Take-Home Material	Label the Picture	Worksheet 13.2	*

Advance Preparation

Prior to this lesson, write the following chart on the board.

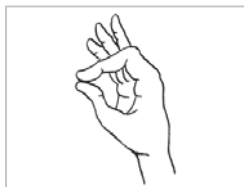
'a_e' (/ae/)	'i_e' (/ie/)
brave	likes
made	ride
	bike
	tire
	smile
	pride

Warm-Up

10 minutes

Segmenting

- Follow the instructions in Lesson 1.



- bath·room (3+3) /b/ /a/ /th/ · /r/ /oo/ /m/
- nine·teen (3+3) /n/ /ie/ /n/ · /t/ /ee/ /n/
- ant·hill (3+3) /a/ /n/ /t/ · /h/ /i/ /l/
- sun·shine (3+3) /s/ /u/ /n/ · /sh/ /ie/ /n/
- gold·fish (4+3) /g/ /oe/ /l/ /d/ · /f/ /i/ /sh/
- dark·ness (3+3) /d/ /ar/ /k/ · /n/ /e/ /s/
- moon·light (3+3) /m/ /oo/ /n/ · /l/ /ie/ /t/
- neigh·bors (2+3) /n/ /ae/ · /b/ /er/ /z/
- bed·time (3+3) /b/ /e/ /d/ · /t/ /ie/ /m/
- sea·shells (2+4) /s/ /ee/ · /sh/ /e/ /l/ /z/

Sound/Spelling Review

- Gather the Large Cards for 'ee', 'a', 'i', 'e', and fourteen other spellings that have been taught. Choose cards students need to practice.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the card shows a letter team, have students name the letters as well.
- Repeat this process with the remaining cards.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards. Do the same with the 'i' card and the 'e' card to review the 'i_e' spelling.

Pop-Out Chaining

- Remind students they recently learned the sound /ie/ as in *mine*.
- Have students say the /ie/ sound several times.
- Ask students to repeat a number of words having the /ie/ sound: *ice, pie, time, cry, sign, hi, I'm*.
- Write the spelling 'i_e' on the board, and have students write the spelling in the air using their pointer fingers.
- Distribute the following Large Cards to students, reviewing each card's sound: 'm', 'n', 't', 'd', 'k', 's', 'p', 'c', 'b', 'l', 'r', 'w', 'i', 'a', and 'e'.
- Tell the student with the 'e' card that he or she is holding the magic letter 'e'.
- Tell students if they are holding a card with a sound that is in *bit*, they should go to the front of the room and stand in the order that spells *bit*.
- Tell students you are a magician. When you say, "Alakazam!" the student with the 'e' card should add it to the end of *bit* to change the word's vowel sound and make a new word.
- Say "Alakazam!" and have the student with the 'e' card add it to the end of *bit*, changing *bit* to *bite*.
- Have the class read the new word.
- Repeat this process with the remaining word pairs, giving several students a chance to present the magic 'e' card.

- | | |
|---------------|---------------|
| 1. bit—bite | 6. man—mane |
| 2. kit—kite | 7. win—wine |
| 3. mad—made | 8. twin—twine |
| 4. slid—slide | 9. cap—cape |
| 5. rat—rate | 10. rip/ripe |

Today's Tricky Word: *my*

Tricky Word Review: *I*

Ask students to use the Tricky Words *I* and *my* in oral sentences.

- Write the Tricky Word *I* on the board and review what is tricky about it. (The word *I* is pronounced /ie/ rather than /i/. Also, it is always capitalized.)

Tricky Word: *my*

If students need additional practice reading Tricky Words, you may select appropriate Pausing Point exercises from those addressing reading Tricky Words.

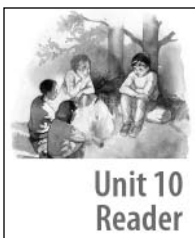
- Write the Tricky Word *my* on the board and ask students how they would pronounce it by blending. (They may try to say /m/ /y/, which is hard to pronounce.)
- Explain we actually pronounce this word /m/ /ie/ as in, “This is my purse.”
- Circle the letter ‘m’ and explain it is pronounced just as one would expect, as /m/.
- Underline the letter ‘y’ and explain it is the tricky part of the word. They would probably expect this letter to be pronounced /y/, but it is pronounced /ie/.
- Tell students when reading *my*, they have to remember to pronounce the letter ‘y’ as /ie/.
- Tell students when writing *my*, they have to remember to spell the /ie/ sound with the letter ‘y’.

Small Group-Reading Time

25 minutes

“The Bike Ride”

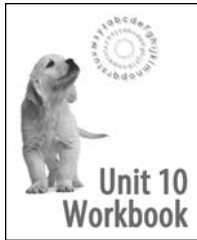
Previewing the Spellings



- Before reading the story, refer to the following chart containing Unit 10 spellings on the board, underlining the spellings. Read the words aloud as a class.

'a_e' (/ae/)	'i_e' (/ie/)
br <u>a</u> ve	li <u>ke</u> s
ma <u>d</u> e	ri <u>d</u> e
	bi <u>k</u> e
	ti <u>r</u> e
	smi <u>l</u> e
	pr <u>i</u> d

If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading.



Worksheet 13.1
(optional)

Challenging Vocabulary

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

1. **pride**—a feeling of self-worth

- Review the use of the apostrophe as an indication of ownership (e.g. possessive). Students will also encounter an apostrophe used for the contraction *let’s*.

Purpose for Reading

- Tell students they will read a story about Scott and his sister, Meg. Tell students to pay special attention to the story so they can tell you what Scott and Meg are doing in the story.

Reading the Story

- ✪ **Group 2:** Have students take out their Readers, sit with their partners, and take turns reading “The Bike Ride.” Students who finish early should reread the stories “A Fine Hike” and “Skates.” You may also wish to assign any of the optional vocabulary worksheets. Students should not read ahead.
- ✪ **Group 1:** Have students follow along in their Readers as student’s read one at a time from the story, “The Bike Ride.” Read the story a second time, having students read. If you have time, read “A Fine Hike” and “Skates” in the same fashion. Alternatively, you may use a different remediation exercise that addresses the specific needs of students.

Wrap-Up

- Discuss the following questions as a class.

Discussion Questions on “The Bike Ride”

1. *Literal* What are Scott and his sister Meg doing in the story? (Meg and Scott are on a bike ride.)
2. *Literal* What happens to Meg? (Meg fell off the bike.)
3. *Inferential* Do you think Meg was upset about her fall? Was she afraid to ride again? (No, she got back on her bike and said “Let’s ride.”)
4. *Evaluative* Scott told Meg she was brave. Why would that make her smile? (Accept reasonable answers.)

Take-Home Material

Label the Picture

- Have students give Worksheet 13.2 to a family member.

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 566 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average 568 of those words would be completely decodable.
- *My* is one of the 100 most common words in English.

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.

- ✓ Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/ (RF.K.2d)
- ✓ Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make *cat* (RF.K.2d)
- ✓ Read high-frequency words identified as Tricky Words: *he, she, we, be, me, they, their, my, by, you, your* (RF.K.3c)
- ✓ Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/ (RF.K.2d)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)
- ✓ With prompting and support, ask and answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, settings, things, events, actions, a scene, or facts, from a fiction text that has been read independently (RL.K.3)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Tricky Word Review	cards for Tricky Words taught so far	10
	Sound/Spelling Review	Large Cards for 'ee', 'a', 'i', 'e', and 14 other spellings	
Practice	Word Sort	pencils; Worksheet 14.1; projection system	15
Small Group-Reading Time	"The Bike Ride"	Scott Reader	20
Reviewing the Story	Story Questions Worksheet: "The Bike Ride"	pencils; Worksheet 14.2; projection system	15
Take-Home Material	Take-Home Story: "Skates"	Worksheet 14.3	*

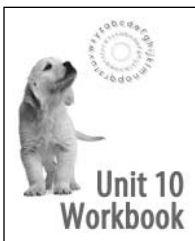
Tricky Word Review

If students need additional practice reading Tricky Words, you may select appropriate Pausing Point exercises from those addressing reading Tricky Words.

- Write the following Tricky Word on a large card: *my*. Add the card to your set of Tricky Word cards.
- Hold up a card and have students read the word and use it in an oral sentence.
- Complete at least nineteen of the remaining cards (being sure to include the cards for the Unit 10 Tricky Words) in the same fashion.
- Save the cards for future use.

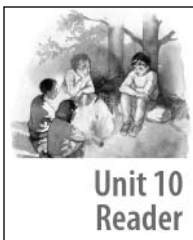
Sound/Spelling Review

- Gather the Large Cards for 'ee', 'a', 'i', 'e', and fourteen other spellings taught. Choose cards students need to practice.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the card shows a letter team, have students name the letters as well.
- Repeat this process with the remaining cards.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards. Do the same with the 'i' card and the 'e' card to review the 'i_e' spelling.

Practice**Word Sort**

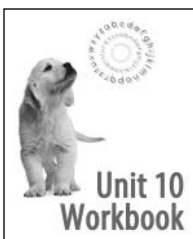
Worksheet 14.1

- Distribute and display Worksheet 14.1.
- Point out to students the two words below each picture.
- Read the two words below the first picture together as a class.
- Have students identify the word matching the picture.
- Ask students to circle the word in the box matching the picture.
- Identify and discuss images on the worksheet.
- Continue demonstrating until students are ready to work independently.

“The Bike Ride”

If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading.

- **Group 1:** Have students take out their Readers, sit with their partners, and take turns rereading “The Bike Ride.” Students who finish early should reread the stories “A Fine Hike” and “Skates.” You may also wish to assign any of the optional vocabulary worksheets. They should not read ahead.
- **Group 2:** Have students follow along in their Readers as one student at a time reads aloud from the story, “The Bike Ride.” Read the story a second time, having students take turns reading sentences. If you have time, read “A Fine Hike” and “Skates” in the same fashion. Alternatively, you may use a different exercise addressing the specific needs of students.

Reviewing the Story**15 minutes****Story Questions Worksheet: “The Bike Ride”**

Worksheet 14.2

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting.

- Distribute and display Worksheet 14.2.
- Ask students to read the first question.
- Ask students to identify the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Ask students to read the second question.
- Ask students to provide the answer to the second question.
- Have students write the following decodable answer on the line provided, following your example: Meg fell. Then Meg got back on the bike and said, “Let’s ride!”
- Continue demonstrating (providing guided practice) until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.

Take-Home Material**Take-Home Story: “Skates”**

- Have students give Worksheet 14.3 to a family member.

Lesson 15

Tricky Words

✓ Objectives

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

- ✓ Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/ (RF.K.2d)
- ✓ Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make *cat* (RF.K.2d)
- ✓ Read high-frequency words identified as Tricky Words: *he, she, we, be, me, they, their, my, by, you, your* (RF.K.3c)
- ✓ Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/ (RF.K.2d)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)
- ✓ With prompting and support, ask and answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, settings, things, events, actions, a scene, or facts, from a fiction text that has been read independently (RL.K.3)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Warm-Up	Tricky Word Review	cards for Tricky Words taught so far	10
	Sound/Spelling Review	Large Cards for 'ee', 'a', 'i', 'e', and 14 other spellings	
Introducing the Tricky Word	Today's Tricky Word: <i>by</i>	board	5
Practicing Reading	Wiggle Cards	Teacher-prepared cards for <i>act like a snake, add five plus one, act scared, smile at me, shake my hand, stand in a line, glare at me, act like a dog, stand by a pal, stare at me, act tired, wave at me</i>	10
Partner Reading-Reading Time	"The Plane Ride"	Scott Reader	20
Reviewing the Story	Story Questions Worksheet: "The Plane Ride"	pencils; Worksheet 15.1; projection system	15
Take-Home Material	Practice Pack	Worksheet 15.4	*

Advance Preparation

Prior to teaching this lesson, write the following on cards or sentence strips: *act like a snake, add five plus one, act scared, smile at me, shake my hand, stand in a line, glare at me, act like a dog, stand by a pal, stare at me, act tired, wave at me.*

Prior to this lesson, write the following chart on the board.

'ee' (/ee/)	'a_e' (/ae/)	'i_e' (/ie/)
speed	plane	like
see	takes	ride
seems	lake	smile
		time
		size

Warm-Up

10 minutes

Tricky Word Review

- Hold up a card from your set of Tricky Word cards and have students read the word and use it in an oral sentence.
- Complete at least nineteen of the remaining cards (being sure to include the cards for the Unit 10 Tricky Words) in the same fashion.
- Save the cards for future use.

Sound/Spelling Review

- Gather the Large Cards for ‘ee’, ‘a’, ‘i’, ‘e’, and fourteen other spellings already taught. Choose cards students need to practice the most.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the card shows a letter team, have students name the letters as well.
- Repeat this process with the remaining cards.
- Review the ‘a_e’ spelling by holding up the ‘a’ card with your right hand and the ‘e’ card with your left hand, leaving a space between the cards. Do the same with the ‘i’ card and the ‘e’ card to review the ‘i_e’ spelling.

Introducing the Tricky Word

5 minutes

Today’s Tricky Word: *by*

Tricky Word: *by*

Ask students to use the Tricky Word *by* in an oral sentence.

If students need additional practice writing Tricky Words, you may select appropriate Pausing Point exercises from those addressing writing Tricky Words.

- Write the Tricky Word *by* on the board and ask students how they would pronounce it by blending. (They may try to say /b/ /y/, which is hard to pronounce.)
- Tell students we actually pronounce this word /b/ /ie/ as in, “She is by the pool.”
- Circle the letter ‘b’ and explain it is pronounced just as one would expect, as /b/.
- Underline the letter ‘y’ and explain it is the tricky part of the word, just like in *my*. This is another example of /ie/ spelled ‘y’.
- Tell students when reading *by*, they have to remember to pronounce the letter ‘y’ as /ie/.
- Tell students when writing *by*, they have to remember to spell the /ie/ sound with the letter ‘y’.

Practicing Reading

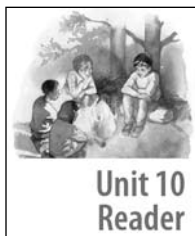
10 minutes

Wiggle Cards

- Use the cards prepared in advance.
- Tell students you are going to show them some cards describing actions; you would like them to read each card and perform the action listed.
- Show students a card, have them read it, and let them perform the action.
- If you have time, repeat some or all of the cards.

“The Plane Ride”

Previewing the Spellings



If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading.

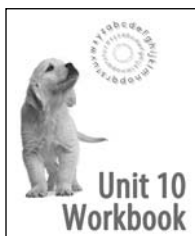
- Before reading the story, refer to the following chart containing Unit 10 spellings on the board, underlining the spellings. Read the words aloud as a class.

'ee' (/ee/)	'a_e' (/ae/)	'i_e' (/ie/)
spe <u>ee</u>	pl <u>a_e</u>	l <u>i_e</u>
s <u>ee</u>	t <u>a_k</u> es	r <u>i_d</u> e
s <u>ee</u> ms	l <u>a_k</u> e	sm <u>i_l</u> e
		t <u>i_m</u> e
		s <u>i_z</u> e

Challenging Vocabulary

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

1. **rent**—to pay to use something for a certain length of time
2. **strip**—a runway (i.e., paved area) used for driving a plane before and after flying



Worksheets 15.2, 15.3

Note: You may also wish to point out that the word *strip* has multiple meanings, such as a strip of paper. In today’s story, which is about an airplane, it has the meaning noted above.

- Review the use of the apostrophe as an indication of ownership (i.e., possessive). Students will also encounter an apostrophe used for the contractions *that’s*, *it’s*, and *what’s*.

Purpose for Reading

- Tell students they will read a story about a plane ride. Ask students to pay special attention to the story so they can tell you who rents a plane.

Reading the Story

- Ask students to sit with their partners and take turns reading “The Plane Ride.”
- Encourage students who finish early to reread the stories “The Bike Ride” and “A Fine Hike,” but discourage them from reading ahead. You may also wish to assign any of the optional vocabulary worksheets.
- As the class reads, record anecdotal notes on their reading progress.

Wrap-Up

- Discuss the following questions as a class.

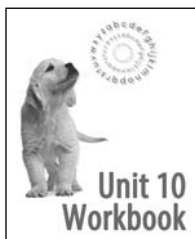
Discussion Questions on “The Plane Ride”

1. *Literal* Who rents a plane? (Scott’s dad rents a plane.)
2. *Literal* What do Meg and Scott see from the plane? (They see a lake and a truck.)
3. *Literal* What does Scott think Big Lake looks like? (He says the lake looks like a frog pond.)
4. *Inferential* Why does the lake seem so small? (Accept reasonable answers.)

Reviewing the Story

15 minutes

Story Questions Worksheet: “The Plane Ride”



Worksheet 15.1

If students need additional handwriting practice, you may select appropriate Pausing Point exercises addressing handwriting.

- Distribute and Display Worksheet 15.1.
- Ask students to read the first question.
- Ask students for the answer to the first question.
- Have students write the following decodable answer on the line provided, following your example: Scott and Meg rode in a plane.
- When you get to the third question, model shading the circle next to the correct answer.
- Continue demonstrating until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.

Take-Home Material

Practice Pack

- Have students give Worksheet 15.4 to a family member.

Code Knowledge

- Before today's lesson: If students attempted to read 1000 words in a trade book, on average 568 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1000 words in a trade book, on average 572 of those words would be completely decodable.
- *By* is the 30th most common word in English.

Lesson 16

Review

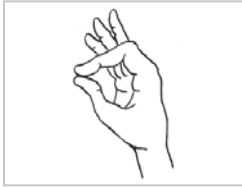
✓ Objectives

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.

- ✓ Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/ (RF.K.2d)
- ✓ Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make *cat* (RF.K.2d)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Read high-frequency words identified as Tricky Words: *he, she, we, be, me, they, their, my, by, you, your* (RF.K.3c)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Segmenting		10
	Sound/Spelling Review	Large Cards for 'ee', 'a', 'i', 'e', and 14 other spellings	
Practice	Yes/No Questions	pencils; Worksheet 16.1; projection system	15
Tricky Word Review	Tricky Word Practice	pencils; Worksheet 16.2	15
Differentiated Instruction	Small Group Work	pencils; Worksheet 16.3; projection system	20
Take-Home Material	Take-Home Story: "A Fine Hike"	Worksheet 16.4	*

Segmenting



- Follow the instructions in Lesson 1.

1. thirst-y (4+1) /th/ /er/ /s/ /t/ · /ee/
2. day-light (2+3) /d/ /ae/ · /l/ /ie/ /t/
3. spi-ders (3+3) /s/ /p/ /ie/ · /d/ /er/ /z/
4. sen-tence (3+4) /s/ /e/ /n/ · /t/ /e/ /n/ /s/
5. ti-gers (2+3) /t/ /ie/ · /g/ /er/ /z/
6. spot-light (4+3) /s/ /p/ /o/ /t/ · /l/ /ie/ /t/
7. week-end (3+3) /w/ /ee/ /k/ · /e/ /n/ /d/
8. wri-ters (2+3) /r/ /ie/ · /t/ /er/ /z/
9. tooth-pick (3+3) /t/ /oo/ /th/ · /p/ /i/ /k/
10. se-cret (2+4) /s/ /ee/ · /k/ /r/ /e/ /t/

Sound/Spelling Review

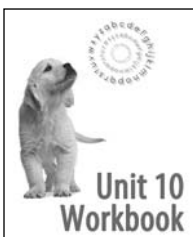
- Gather the Large Cards for 'ee', 'a', 'i', 'e', and fourteen other spellings already taught. Choose cards students need to practice.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the card shows a letter team, have students name the letters as well.
- Repeat this process with the remaining cards.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards. Do the same with the 'i' card and the 'e' card to review the 'i_e' spelling.

Practice

15 minutes

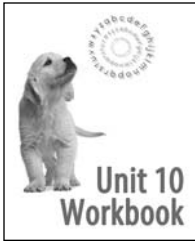
Yes/No Questions

- Distribute and display Worksheet 16.1.
- Ask students to read the first question.
- Ask students if the answer to the question is yes or no.
- Have students write *no* on the line provided, following your example.
- Continue demonstrating until students are ready to work independently.



Worksheet 16.1

Tricky Word Practice

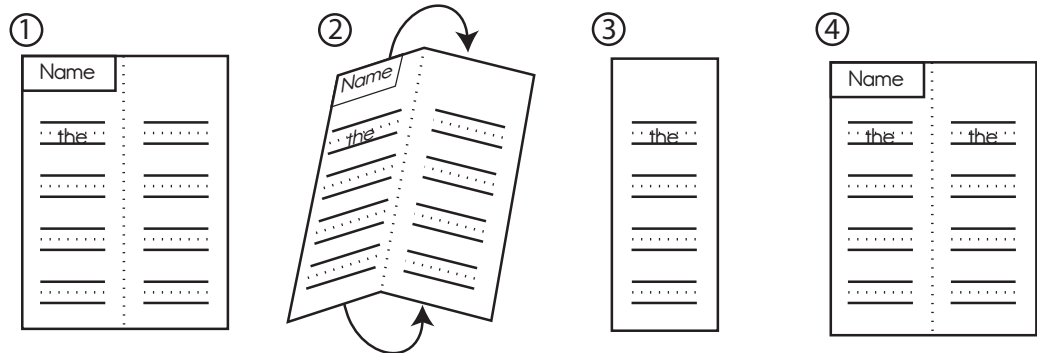


Worksheet 16.2

If students need additional practice reading Tricky Words, you may select appropriate Pausing Point exercises from those addressing reading Tricky Words.

If students need additional practice writing Tricky Words, you may select appropriate Pausing Point exercises from those addressing writing Tricky Words.

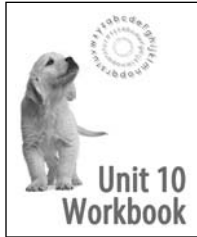
- Distribute Worksheet 16.2.
- Tell students they will practice writing Tricky Words.
- Write *they* on the board and have students read it.
- Have students copy *they* onto the first handwriting guide on the worksheet (see Illustration 1). They should say the name of each letter as they copy the word.



- Erase the word *they* from the board.
- Have students fold their worksheet along the dotted line and position it so the word they copied is facing the desk and the blank handwriting guides are facing up (see Illustration 2).
- Have students write *they* from memory on the top handwriting guide (see Illustration 3). They should say the name of each letter as they write the word.
- Tell students to unfold their worksheets and compare the word they just wrote with the word they copied earlier (see Illustration 4).
- Have students correct the word if needed.
- Repeat these steps with the remaining Tricky Words.

- | | |
|----------|-------|
| 1. they | 5. be |
| 2. their | 6. me |
| 3. my | 7. we |
| 4. by | |

Small Group Work



Worksheet 16.3

If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading.

Group 2

- Distribute Worksheet 16.3.
- Have students complete each sentence using the appropriate Tricky Word.
- Write the following decodable sentences on the board. If students finish early, have them read, copy, and illustrate one of the sentences.

- | | |
|---------------------------|------------------------|
| 1. The bee stung the man. | 3. He has three dimes. |
| 2. She came up the steps. | 4. Here are nine bugs. |

Group 1

- Distribute Worksheet 16.3.
- Explain to students three Tricky Words are printed at the top of the worksheet. Each of these Tricky Words completes one of the sentences printed below.
- Ask students to read the first Tricky Word.
- Complete the remaining two Tricky Words in the same fashion.
- Demonstrate reading the first sentence three times: once with the Tricky Word *they*, once with the Tricky Word *by*, and once with the Tricky Word *my*.
- Ask students which Tricky Word completes the sentence.
- Have students print the Tricky Word *my* on the line provided, following your example.
- Ask students to read the next sentence.
- Complete the page with the appropriate level of support.

Take-Home Material

Take-Home Story: "A Fine Hike"

- Have students give Worksheet 16.4 to a family member.

Lesson 17

Basic Code

✓ 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.

- ✓ Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/ (RF.K.2d)
- ✓ Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make *cat* (RF.K.2d)
- ✓ Read high-frequency words identified as Tricky Words: *he, she, we, be, me, they, their, my, by, you, your* (RF.K.3c)
- ✓ Indicate whether a target phoneme is present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of *mat* and /g/ at the end of *bag* (RF.K.2d)
- ✓ Spell and write any CVC, CCVC, CVCC, or CCVCC word that uses the letter-sound correspondences taught in Kindergarten (L.K.2d)
- ✓ Begin to read and write one-syllable words containing a long vowel sound with the final –e spelling, e.g., *late, bite, note, and cute* (RF.K.3b)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Tricky Word Review	cards for Tricky Words taught	5
	Sound/Spelling Review	Large Cards for ‘ee’, ‘a’, ‘i’, ‘e’, and 14 other spellings	
Introducing the Sound	Hearing Medial Sounds		10
Introducing the Spelling	Teacher Modeling	board; Sound Poster 50, Sound Card 50; 3 colors of chalk (optional)	10
	Meet the Spelling Worksheet	Worksheet 17.1; projection system	15
Small Group-Reading Time	“The Gift”	Scott Reader	20
Take-Home Material	Take-Home Story: “The Bike Ride”	Worksheet 17.3	*

Advance Preparation

Write the following Tricky Word on a large card: *by*. Add the card to your set of Tricky Word cards.

Write the following words containing Unit 10 spellings on the board.

'ee' (/ee/)	'a_e' (/ae/)	'i_e' (/ie/)	'o_e' (/oe/)
need	sale	size	Hope
green	made	likes	holes
	take		home

Warm-Up

5 minutes

Tricky Word Review

If students need additional practice reading Tricky Words, you may select appropriate Pausing Point exercises from those addressing reading Tricky Words.

- Hold up a Tricky Word card and have students read the word and use it in an oral sentence.
- Review at least nineteen of the remaining cards (being sure to include the cards for the Unit 10 Tricky Words).
- Save the cards for future use.

Sound/Spelling Review

- Gather the Large Cards for 'ee', 'a', 'i', 'e', and fourteen other spellings already taught. Choose cards students need to practice.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the card shows a letter team, have students name the letters as well.
- Repeat this process with the remaining cards.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards. Repeat with the 'i' card and the 'e' card to review the 'i_e' spelling.

Introducing the Sound

10 minutes

Hearing Medial Sounds

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under "Recognize and Isolate the Sounds Taught in Unit 10."

- Tell students today's sound is /oe/. This is the sound we make when we are surprised or when we have just remembered something: "Oh!"
- Have students say the /oe/ sound several times, stretching it out.
- Ask students to repeat a number of words having the /oe/ sound at the beginning: *open, oak, only, own, ocean*.

- Ask students to repeat a number of words having the /oe/ sound in the middle: *bone, road, boat, goat, tone*.
- Ask students if /oe/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth.)
- Tell students you are going to say a number of words. Some of the words will have /oe/ as the middle sound and some will not.
- Have students close their eyes and listen carefully.
- Tell students to raise their hands when they hear a word containing the /oe/ sound.

- | | | |
|---------|---------|-----------|
| 1. rose | 5. note | 9. foot |
| 2. take | 6. home | 10. phone |
| 3. soap | 7. lock | 11. block |
| 4. boot | 8. goat | 12. show |

Introducing the Spelling

25 minutes

Teacher Modeling

10 minutes

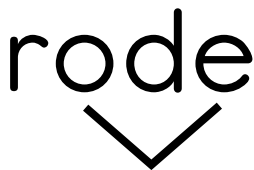


Start between the dotted and the bottom line.

1. circle to the left
(leave a space)

Start between the dotted and the bottom line.

1. line across
2. most of a circle to the left



- Tell students you are going to show them how to write the /oe/ sound.
- Tell students this spelling is similar to the spellings they learned for the /ae/ sound and the /ie/ sound.
- Write a large lowercase 'o_e' on the board, being sure to indicate the space between the letters with a short line (as shown). Tell students both letters work together to stand for the sound /oe/.
- Point out you left a space between the letter 'o' and the letter 'e'. Explain when you write an actual word, you will fill in the space between the 'o' and the 'e' with a letter for the sound that comes after the /oe/ sound.
- Add 'r' and 'd' to make *rode*. (You may wish to use three different colors of chalk: the color you used for the 'o_e' spelling, a second color for 'r', and a third color for 'd'.)
- Tell students they might think this is /r/ /o/ /d/ /e/ (*rodd-eh*), but the letters 'o' and 'e' work together (as a letter team) to stand for one sound, the /oe/ sound, even though there is a letter between them. Thus, the word is *rode*.
- Illustrate this relationship by drawing a V-shaped mark connecting the 'o' and the 'e'. (see illustration)

Using your right hand, point to the 'r' from underneath with your pointer finger. Then move your pointer finger under the 'o' and, at the same time, move your middle finger so you have a 'v' with your pointer finger pointing at the 'o' and your middle finger pointing at the 'e'. For 'd', return to single-finger pointing.

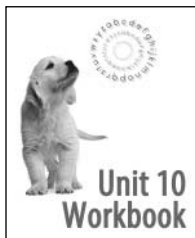
Remember to display Sound Poster 50 for /oe/ and Sound Card 50 for 'o_e'.

If students need additional practice recognizing the spellings taught in this unit, you may select appropriate Pausing Point exercises from those listed under "Recognize the Spellings Taught in Unit 10."

- Point out even though the word *rode* contains four letters ('r', 'o', 'd', and 'e'), it is made up of only three sounds (/r/, /oe/, and /d/).
- Have students write the word in the air with a pointed finger while saying the sounds.
- Write *note* on the board. This is another example of the 'o'-space-'e' spelling for the /oe/ sound.
- Draw a V-shaped mark under *note* as you did with *rode*.
- Tell students you would like them to help you spell another word with the 'o_e' spelling.
- Have students identify the first sound in *hope*. Write an 'h' on the board.
- Have students identify the second sound in *hope*. Write an 'o' on the board next to the 'h'. Explain the letter 'o' is the first part of the spelling for /oe/. Tell students you will write the second part after you write the letter for the sound coming after the /oe/ sound.
- Have students identify the last sound in *hope*. Write a 'p' on the board next to the 'o'. Explain if you left the word like this, it would be pronounced *hop*. To spell *hope*, you need to finish writing the /oe/ sound.
- Ask students what letter must be written beside the 'p' in order to complete writing the /oe/ sound. Once the letter 'e' has been identified, write an 'e' on the board.
- Remind students 'o' and 'e' work together to stand for the /oe/ sound.
- Tell students whenever the spelling 'o_e' appears on a worksheet or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them the two letters stand for one sound.

Meet the Spelling Worksheet

15 minutes

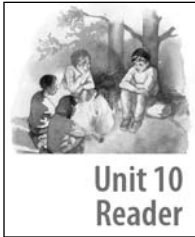


Worksheet 17.1

- Distribute and display Worksheet 17.1.
- Show students how to read the word *home*; then have students trace and write the word using the black dots to start each letter. Repeat with the word *stone*.
- Turn to the back of the worksheet. Ask students to read each word, identify the matching picture, and write the word on the corresponding line. Model each step so students can follow along.
- If you wish, you may suggest students circle the separated digraph using a horseshoe-like shape, as described in the Introduction.

“The Gift”

Challenging Vocabulary



If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading.

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

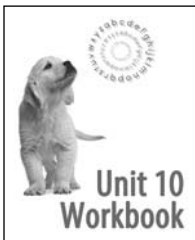
1. **cash**—money

- Review the use of the apostrophe as an indication of ownership (i.e., possessive). Students will also encounter an apostrophe used for the contractions *here’s* and *it’s*.

Purpose for Reading

- Tell students they will read a story about Scott and Meg’s mom, Liz, buying a gift. Ask students to pay special attention to the story so they can tell you what Liz buys for Meg.

Reading the Story



Worksheet 17.2 (optional)

✪ **Group 2:** Have students take out their Readers, sit with their partners, and take turns reading “The Gift.” Students who finish early should reread the stories “The Plane Ride” and “The Bike Ride.” They should not read ahead. You may wish to assign optional vocabulary worksheets.

✪ **Group 1:** Have students follow along in their Readers as one student at a time reads from the story “The Gift.” Read the story a second time, having students read aloud. If you have time, read “The Plane Ride” and “The Bike Ride.” Alternatively, a different remediation exercise addressing the specific needs of students may be used.

Wrap-Up

- Discuss the following questions as a class.

Discussion Questions on “The Gift”

1. *Literal* What does Liz buy for Meg? (Liz buys a new doll’s dress.)
2. *Literal* Where does she buy it? (She buys it at Hope’s Dress Shop.)
3. *Literal* What color is the dress? (The dress is green.)
4. *Evaluative* Hope says that the dress is on sale. What does that mean? (Accept reasonable answers.)

Take-Home Material

Take-Home Story: "The Bike Ride"

- Have students give Worksheet 17.3 to a family member.

Supplemental Resources

- Newly decodable words:

- | | |
|----------|-----------|
| 1. those | 9. note |
| 2. home | 10. hole |
| 3. close | 11. spoke |
| 4. stone | 12. smoke |
| 5. hope | 13. broke |
| 6. rose | 14. role |
| 7. bone | 15. rope |
| 8. nose | 16. rode |

- Chains:

- | |
|---|
| 1. those > nose > rose > rope > hope > home > dome > dime > time > tame |
| 2. stone > tone > bone > cone > code > rode > rose > nose > note > vote |

- Phrases and Wiggle Cards:

- | | |
|-----------------|------------------------------|
| 1. doze in bed | 6. The frog sits on a stone. |
| 2. a big hole | 7. Who spoke to them? |
| 3. tell a joke | 8. Run home! |
| 4. a red nose | 9. The dog likes his bone. |
| 5. smell a rose | 10. My bike broke last week. |

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 572 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average 577 of those words would be completely decodable.
- Students have now been taught at least one way to write 34 of the 44 sounds in English.
- The sound /oe/ is the 28th most common sound in English.
- The sound /oe/ is found in approximately 9 percent of English words.
- The sound /oe/ is spelled 'o_e' approximately 16 percent of the time.
- The spelling alternatives 'oe' as in *toe*, 'ow' as in *know*, 'oa' as in *oat*, 'o' as in *no*, 'ough' as in *dough*, and 'ou' as in *shoulder* are taught in later grades.

Lesson 18

✓ 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.

- ✓ Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/ (RF.K.2d)
- ✓ Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make *cat* (RF.K.2d)
- ✓ Read high-frequency words identified as Tricky Words: *he, she, we, be, me, they, their, my, by, you, your* (RF.K.3c)
- ✓ Spell and write any CVC, CCVC, CVCC, or CCVCC word that uses the letter-sound correspondences taught in Kindergarten (L.K.2d)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)
- ✓ With prompting and support, ask and answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, settings, things, events, actions, a scene, or facts from a fiction text that has been read independently (RL.K.3)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Tricky Word Review	cards for Tricky Words	10
	Sound/Spelling Review	Large Cards for 'ee', 'a', 'i', 'o', 'e', and 12 other spellings	
Practice	Complete the Sentences	Worksheet 18.1; projection system	15
Small Group-Reading Time	"The Gift"	Scott Reader	20
Reviewing the Story	Story Questions Worksheet: "The Gift"	Worksheet 18.2; projection system	15

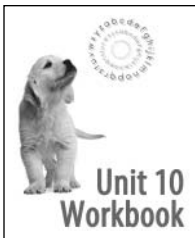
Tricky Word Review

If students need additional practice reading Tricky Words, you may select appropriate Pausing Point exercises from those addressing reading Tricky Words.

- Hold up a Tricky Word card and have students read the word and use it in an oral sentence.
- Continue reviewing at least nineteen of the remaining cards.
- Save the cards for future use.

Sound/Spelling Review

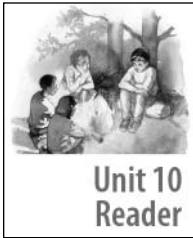
- Gather the Large Cards for 'ee', 'a', 'i', 'o', 'e', and twelve other spellings already taught. Choose cards students need to practice.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the card shows a letter team, have students name the letters as well.
- Repeat this process with the remaining cards.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards. Do the same with the 'i' card and the 'e' card to review the 'i_e' spelling and the 'o' card and the 'e' card to review the 'o_e' spelling.

Practice**Complete the Sentences**

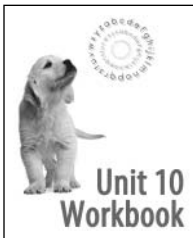
Worksheet 18.1

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting.

- Remind students they learned a new sound and a spelling for the sound in the previous lesson.
- Identify the /oe/ sound by referring to the Sound Poster.
- Write the spelling students learned for the /oe/ sound. Have students write the spelling in the air using their pointer fingers.
- Distribute and display Worksheet 18.1.
- Show students the three words printed at the top of the worksheet. Each of these words completes one of the sentences printed below.
- Ask students to read the first word.
- Read the remaining two words together.
- Demonstrate reading the first sentence three times: once with the word *hope*, once with the word *made*, and once with the word *time*.
- Ask students which word completes the sentence.
- Have students print the word *time* on the line provided, following your example.
- Continue demonstrating until students are ready to work independently.

“The Gift”

- **Group 1:** Have students take out their Readers, sit with their partners, and take turns rereading “The Gift.” Students who finish early should reread the stories “The Plane Ride” and “The Bike Ride.” They should not read ahead. You may also wish to assign any of the optional vocabulary worksheets.
- **Group 2:** Have students follow along in their Readers as one student at a time reads from “The Gift” without interruption. Read the story a second time, having other students read aloud. If you have time, read “The Plane Ride” and “The Bike Ride” aloud.

Reviewing the Story**Story Questions Worksheet: “The Gift”**

Worksheet 18.2

- Distribute and display Worksheet 18.2.
- Ask students to read the first question.
- Ask students to identify the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Ask students to read the second question.
- Ask students for the answer to the second question.
- Have students write the following decodable answer on the line provided, following your example: Liz got Meg a green dress for her doll.
- Continue demonstrating until students are ready to work independently.
- Once students have answered the questions, they may illustrate a part of the story in the box provided and write a caption on the line provided.

Lesson 19

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.

- ✓ Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/ (RF.K.2d)
- ✓ Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make *cat* (RF.K.2d)
- ✓ Spell and write any CVC, CCVC, CVCC, or CCVCC word that uses the letter-sound correspondences taught in Kindergarten (L.K.2d)
- ✓ Read high-frequency words identified as Tricky Words: *he, she, we, be, me, they, their, my, by, you, your* (RF.K.3c)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Segmenting	Large Cards for 'ee', 'a', 'i', 'o', 'e', and 12 other spellings	10
	Sound/Spelling Review		
Reviewing the Sound	Complete the Sentence	board	15
Partner Reading-Reading Time	"The Sled Ride"	Scott Reader	20
Reviewing the Story	Story Questions Worksheet: "The Sled Ride"	Worksheet 19.1; projection system	15
Take-Home Material	Take-Home Story: "The Plane Ride"	Worksheet 19.4	*

Advance Preparation

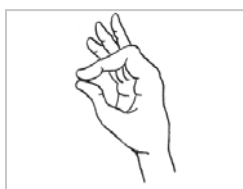
Write the following words containing Unit 10 spellings on the board.

'ee' (/ee/)	'a_e' (/ae/)	'i_e' (/ie/)	'o_e' (/oe/)
steer	Jade	drive	stone
feel	Dave	like	broke
			bones
			home
			froze
			nose

Warm-Up

10 minutes

Segmenting



- Follow the instructions in Lesson 1.

1. book·case (3+3) /b/ /oo/ /k/ · /k/ /ae/ /s/
2. yo·gurt (2+3) /y/ /oe/ · /g/ /er/ /t/
3. ba·bies (2+3) /b/ /ae/ · /b/ /ee/ /z/
4. work·place (3+4) /w/ /er/ /k/ · /p/ /l/ /ae/ /s/
5. earth·worm (2+3) /er/ /th/ · /w/ /er/ /m/
6. tur·keys (2+3) /t/ /er/ · /k/ /ee/ /z/
7. trea·sure (3+2) /t/ /r/ /e/ · /zh/ /er/
8. ma·king (2+3) /m/ /ae/ · /k/ /i/ /ng/
9. toas·ter (3+2) /t/ /oe/ /s/ · /t/ /er/
10. mis·take (3+3) /m/ /i/ /s/ · /t/ /ae/ /k/

Sound/Spelling Review

- Gather the Large Cards for 'ee', 'a', 'i', 'o', 'e', and twelve other spellings already taught. Choose cards students need to practice.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the card shows a letter team, have students name the letters as well.
- Repeat this process with the remaining cards.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards. Do the same with the 'i' card and the 'e' card to review the 'i_e' spelling and the 'o' card and the 'e' card to review the 'o_e' spelling.

Complete the Sentence

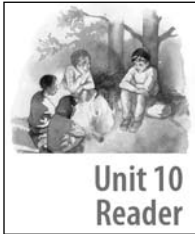
If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under "Recognize and Isolate the Sounds Taught in Unit 10."

- Remind students they recently learned the sound /oe/ as in *home*.
- Have students say the /oe/ sound several times.
- Ask students to repeat a number of words having the /oe/ sound: *phone, coat, show, grow, nose, wrote, bow*.
- Write the spelling 'o_e' on the board, and have students write the spelling in the air using their pointer fingers.
- Tell students you are going to say some incomplete sentences, each of which is missing its last word. This exercise is oral; do not display sentences and answer choices.
- Explain the missing words contain the /oe/ sound.
- Read the first sentence.
- If needed, you may give additional clues to students.
- Complete the remaining sentences.

1. Dogs like to chew on _____. (bones)
2. When I want to talk to my friends, I call them using my _____. (phone)
3. Another word for house is _____. (home)
4. When I wash dishes, I clean them with _____. (soap)
5. When it is chilly outside, I wear a _____. (coat)
6. I can smell things by sniffing them with my _____. (nose)
7. On each of my feet, I have five _____. (toes)
8. I like to eat my ice cream on a sugar _____. (cone)

“The Sled Ride”

Previewing the Spellings



If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading.

- Read the words on the previously prepared chart. Underline the spellings.

'ee' (/ee/)	'a_e' (/ae/)	'i_e' (/ie/)	'o_e' (/oe/)
ste <u>e</u> r	J <u>a</u> d <u>e</u>	dr <u>i</u> v <u>e</u>	st <u>o</u> n <u>e</u>
fe <u>e</u> l	D <u>a</u> v <u>e</u>	l <u>i</u> k <u>e</u>	br <u>o</u> k <u>e</u>
			bon <u>e</u> s
			h <u>o</u> m <u>e</u>
			fr <u>o</u> z <u>e</u>
			nos <u>e</u>

Challenging Vocabulary

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

1. **steer**—to control where something moves
2. **drag**—to pull along a surface

- Review the use of the apostrophe for the contractions *I’ll* and *there’s*.

Purpose for Reading

- Tell students they will read a story about a sled ride. Ask students to pay special attention to the story so they can tell you what happens to the sled.

Reading the Story

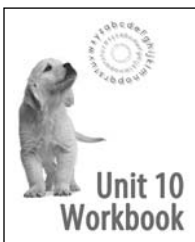
- Tell students to sit with their partners and take turns reading “The Sled Ride.”
- Encourage students who finish early to reread the stories “The Gift” and “The Plane Ride,” but discourage them from reading ahead. You may wish to assign optional vocabulary worksheets.
- Record anecdotal notes on student progress.

Wrap-Up

- Discuss the following questions as a class.

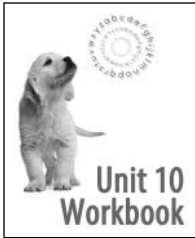
Discussion Questions on “The Sled Ride”

1. *Literal* Who gets on the sled? (Scott, Meg, Dave, and Jade got on the sled.)
2. *Literal* Describe what happens on the sled ride. (Accept reasonable answers.)
3. *Literal* How will Scott and Meg get Dave and Jade home? (Accept reasonable answers.)



Worksheets 19.2, 19.3 (optional)

Story Questions Worksheet: "The Sled Ride"



Worksheet 19.1

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting.

- Distribute and display Worksheet 19.1.
- Ask students to read the first question.
- Ask students for the answer to the first question.
- Have students write the following decodable answer on the line provided, following your example: Dave got on the sled last. He sat in the back.
- When you get to the third question, model shading the circle next to the correct answer.
- Continue demonstrating until students are ready to work independently.
- Once students have completed the questions, they may illustrate a part of the story in the box provided and write a caption on the line provided.

Take-Home Material

Take-Home Story: "The Plane Ride"

- Have students give Worksheet 19.4 to a family member.

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.

- ✓ Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/ (RF.K.2d)
- ✓ Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make *cat* (RF.K.2d)
- ✓ Read high-frequency words identified as Tricky Words: *he, she, we, be, me, they, their, my, by, you, your* (RF.K.3c)
- ✓ Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/ (RF.K.2d)
- ✓ Read and write any one-syllable short vowel CVC words, e.g., *sit, cat, wet, not, cup* (RF.K.3b)
- ✓ Begin to read and write one-syllable words containing a long vowel sound with the final *-e* spelling, e.g., *late, bite, note, and cute* (RF.K.3b)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Tricky Word Review	cards for Tricky Words taught so far	10
	Sound/Spelling Review	Large Cards for 'ee', 'a', 'i', 'o', 'e', and 12 other spellings	
Practice	Word Sort	Worksheet 20.1; projection system	15
Dictation	Dictation Identification	Worksheet 20.2; projection system	15
Small Group-Reading Time	"Scott's Snack Stand"	Scott Reader	20
Take-Home Material	Phrasemaker	Worksheet 20.4	*

Advance Preparation

Write the following words containing Unit 10 spellings on the board.

'ee' (/ee/)	'a_e' (/ae/)	'i_e' (/ie/)	'o_e' (/oe/)
week	make	bike	rode
three	came	wife	tote
	made	spice	home
		five	stove

Warm-Up

10 minutes

Tricky Word Review

If students need additional practice reading Tricky Words, you may select appropriate Pausing Point exercises from those addressing reading Tricky Words.

- Hold up a card from your set of Tricky Word cards and have students read the word and use it in an oral sentence.
- Review at least nineteen of the remaining cards in the same fashion.
- Save the cards for future use.

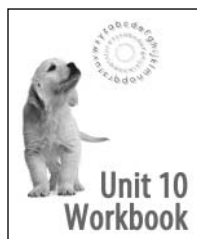
Sound/Spelling Review

- Gather the Large Cards for 'ee', 'a', 'i', 'o', 'e', and twelve other spellings already taught. Choose cards students need to practice.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the card shows a letter team, have students name the letters as well.
- Repeat this process with the remaining cards.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards. Do the same with the 'i' card and the 'e' card to review the 'i_e' spelling and the 'o' card and the 'e' card to review the 'o_e' spelling.

Practice

15 minutes

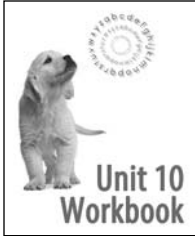
Word Sort



Worksheet 20.1

- Distribute and display Worksheet 20.1.
- Point out to students the two words below each picture.
- Read the two words below the first picture together as a class.
- Have students identify the word matching the picture.
- Ask students to circle the word in the box matching the picture.
- Describe and discuss images, as some may be unfamiliar.
- Continue demonstrating until students are ready to work independently.

Dictation Identification



Worksheet 20.2

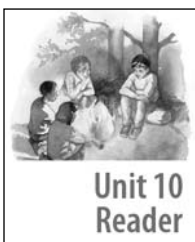
- Distribute and display Worksheet 20.2.
- Point to the first row of words, and tell students you are going to say one of the two words.
- Say the word *bike*.
- Ask students which of the two words spells *bike*.
- Once the class has answered correctly, have students circle *bike*, and write it on the line, following your example.
- Continue demonstrating until students are ready to work independently.
- Have students copy the circled words on the lines.

1. bike	5. hole	9. grove
2. cheek	6. beet	10. keep
3. note	7. dime	11. mile
4. fine	8. game	12. rate

Small Group-Reading Time

“Scott’s Snack Stand”

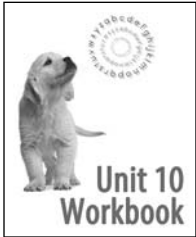
Previewing the Spellings



If the students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading.

- Using the chart you prepared in advance containing Unit 10 spellings, read the words aloud as a class. Then underline the spellings.

'ee' (/ee/)	'a_e' (/ae/)	'i_e' (/ie/)	'o_e' (/oe/)
w <u>ee</u> k	m <u>a</u> k <u>e</u>	b <u>i</u> k <u>e</u>	r <u>o</u> d <u>e</u>
th <u>ree</u>	c <u>a</u> m <u>e</u>	w <u>i</u> f <u>e</u>	t <u>o</u> t <u>e</u>
	m <u>a</u> d <u>e</u>	sp <u>i</u> c <u>e</u>	h <u>o</u> m <u>e</u>
		f <u>i</u> v <u>e</u>	st <u>o</u> v <u>e</u>



Worksheet 20.3 (optional)

Challenging Vocabulary

- Before reading today's story, preview the following vocabulary with students.

1. **tote bag**—a large bag that is open at the top

- Review the use of the apostrophe as an indication of ownership (i.e., possessive).

Purpose for Reading

- Tell students they will read a story about Scott selling something. Tell students to pay special attention to the story so at the end, they can tell you what Scott sells at his snack stand.

Reading the Story

- ✪ **Group 2:** Have students take out their Readers, sit with their partners, and take turns reading “Scott’s Snack Stand.” Students who finish early should reread the stories “The Sled Ride” and “The Gift.” They should not read ahead. You may also assign any of the optional vocabulary worksheets.
- ✪ **Group 1:** Have students follow along in their Readers as one student reads a paragraph at a time from “Scott’s Snack Stand,” without interruption. Read the story a second time, having other students read aloud. If you have time, read “The Sled Ride” and “The Gift” in the same fashion. Alternatively, you may complete a different remediation exercise addressing the specific needs of students.

Wrap-Up

- Discuss the following questions as a class.

Discussion Questions on “Scott’s Snack Stand”

1. *Literal* What does Scott sell at his snack stand? (Scott sells hot spice nuts.)
2. *Literal* What does Scott do to the nuts before he sells them? (Scott gets his mom to help him make hot spice nuts.)
3. *Literal* How much money does Scott make? (Scott makes \$10.)

Take-Home Material

Phrasemaker

- Have students give Worksheet 20.4 to a family member.

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.

- ✓ **Begin to read and write one-syllable words containing a long vowel sound with the final –e spelling, e.g., *late, bite, note, and cute*** (RF.K.3b)
- ✓ **Read, spell, and write chains of one-syllable long vowel words with the final –e spelling, e.g., *nine > line > lime > time > tame > came > cape > tape*** (RL.K.3b)
- ✓ **Read aloud in a group, with a partner, or alone for at least 15 minutes each day** (RL.K.10)
- ✓ **Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding** (RF.K.4)
- ✓ **Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary** (RF.K.4)
- ✓ **With prompting and support, ask and answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a fiction text** (RL.K.1)
- ✓ **With prompting and support, use narrative language to describe characters, settings, things, events, actions, a scene, or facts, from a fiction text that has been read independently** (RL.K.3)

At a Glance	Exercise	Materials	Minutes
Chaining	Pop-Out Chaining	Large Cards for ‘h’, ‘p’, ‘n’, ‘t’, ‘r’, ‘c’, ‘d’, ‘f’, ‘o’, ‘a’, ‘i’, ‘e’	20
Small Group-Reading Time	“Scott’s Snack Stand”	Scott Reader	20
Reviewing the Story	Story Questions Worksheet: “Scott’s Snack Stand”	Worksheet 21.1; projection system	20
Take-Home Material	Take-Home Story: “The Gift”	Worksheet 21.2	*

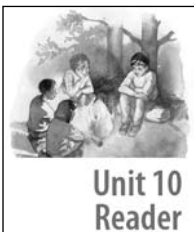
Pop-Out Chaining

- Distribute the following Large Cards, reviewing each card's sound as you do so: 'h', 'p', 'n', 't', 'r', 'c', 'd', 'f', 'o', 'a', 'i', and 'e'.
- Tell the student with the 'e' card he or she is holding the magic letter 'e'.
- Tell students if they are holding a card with a sound in *hop*, they should go to the front of the room and stand in the order spelling *hop*.
- Tell students you are a magician. When you say, "Alakazam!" the student with the 'e' card should add it to the end of *hop* to change the word's vowel sound and make a new word.
- Say "Alakazam!" and have the student with the 'e' card add it to the end of *hop*, changing *hop* to *hope*.
- Have the class read the new word.
- Repeat this process with the remaining word pairs.

- | | |
|-------------|--------------|
| 1. hop—hope | 6. rod—rode |
| 2. not—note | 7. fin—fine |
| 3. rip—ripe | 8. con—cone |
| 4. cod—code | 9. tap—tape |
| 5. tot—tote | 10. cop—cope |

Small Group-Reading Time

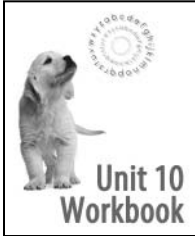
"Scott's Snack Stand"



If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading.

- ✪ **Group 1:** Have students take out their Readers, sit with their partners, and take turns rereading "Scott's Snack Stand." Students who finish early should reread the stories "The Sled Ride" and "The Gift." They should not read ahead. You may wish to assign optional vocabulary worksheets.
- ✪ **Group 2:** Have students follow along in their Readers as one student at a time reads aloud from the story, "Scott's Snack Stand." Read the story a second time, having students read aloud. If you have time, read "The Sled Ride" and "The Gift" in the same fashion. Alternatively, you may complete a different exercise addressing the specific needs of students.

Story Questions Worksheet: "Scott's Snack Stand"



Worksheet 21.1

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting.

- Distribute and display Worksheet 21.1.
- Ask students to read the first question.
- Ask students for the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Ask students to read the second question.
- Ask students for the answer to the second question.
- Have students write the following decodable answer on the line provided, following your example: The nuts cost Scott a lot of cash.
- Continue demonstrating until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.

Take-Home Material

Take-Home Story: "The Gift"

- Have students give Worksheet 21.2 to a family member.

Lesson 22

Basic Code

✓ 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.

- ✓ Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/ (RF.K.2d)
- ✓ Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make *cat* (RF.K.2d)
- ✓ Indicate whether a target phoneme is present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of *mat* and /g/ at the end of *bag* (RF.K.2d)
- ✓ Spell and write any CVC, CCVC, CVCC, or CCVCC word that uses the letter-sound correspondences taught in Kindergarten (L.K.2d)
- ✓ Begin to read and write one-syllable words containing a long vowel sound with the final *-e* spelling, e.g., *late*, *bite*, *note*, and *cute* (RF.K.3b)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Segmenting		5
	Sound/Spelling Review	Large Cards for ‘ee’, ‘a’, ‘i’, ‘o’, ‘e’, and 12 other spellings	
Introducing the Sound	Hearing Medial Sounds		10
Introducing the Spelling	Teacher Modeling	board; optional three colors of chalk; Sound Poster 51, Sound Card 51	10
	Meet the Spelling Worksheet	Worksheet 22.1; projection system	15
Small Group-Reading Time	“In the Pet Shop”	Scott Reader	20
Take-Home Material	Take-Home Story: “The Sled Ride”	Worksheet 22.4	*

Advance Preparation

Write the following words containing Unit 10 spellings on the board.

'ee' (/ee/)	'a_e' (/ae/)	'i_e' (/ie/)	'o_e' (/oe/)	'u_e' (/ue/)
seems	waved	likes	home	cube
free	take		hope	cute
see	stares		zone	tune

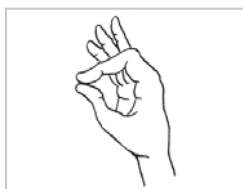
Note to Teacher

In this lesson, you will introduce the sound /ue/ as in *cute*. Note that /ue/ needs to be pronounced as /ue/, not /oo/: compare *feud* and *food*, *use* and *ooze*. Note also /ue/ is actually a sound combination consisting of two sounds, /y/ and /oo/. It is taught here as if it were one sound because it is often written using single-letter spellings like 'u' as in *user* and spelling units like 'u_e' as in *cube*. There is no need to explain this to the class, but if a student notices /ue/ consists of two sounds, you can confirm this.

Warm-Up

5 minutes

Segmenting



- Follow the instructions in Lesson 1.

- base·ment (3+4) /b/ /ae/ /s/ · /m/ /e/ /n/ /t/
- a·corns (1+4) /ae/ · /k/ /or/ /n/ /z/
- care·less (3+3) /k/ /ae/ /r/ · /l/ /e/ /s/
- bee·hive (2+3) /b/ /ee/ · /h/ /ie/ /v/
- day·time (2+3) /d/ /ae/ · /t/ /ie/ /m
- com·plain (3+4) /k/ /u/ /m/ · /p/ /l/ /ae/ /n/
- air·port (2+3) /ae/ /r/ · /p/ /or/ /t/
- drive·way (4+2) /d/ /r/ /ie/ /v/ · /w/ /ae/
- ba·kers (2+3) /b/ /ae/ · /k/ /er/ /z/
- pave·ment (3+4) /p/ /ae/ /v/ · /m/ /e/ /n/ /t/

Sound/Spelling Review

- Gather the Large Cards for 'ee', 'a', 'i', 'o', 'e', and twelve other spellings taught. Choose cards students need to practice.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the card shows a letter team, have students name the letters as well.
- Repeat this process with the remaining cards.

- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards. Do the same with the 'i' card and the 'e' card to review the 'i_e' spelling and the 'o' card and the 'e' card to review the 'o_e' spelling.

Introducing the Sound

10 minutes

Hearing Medial Sounds

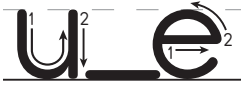
- Tell students today's sound is /ue/.
- Have students say the /ue/ sound several times, stretching it out.
- Ask students to repeat a number of words having the /ue/ sound at the beginning: *you, use, unit, Utah*.
- Ask students to repeat a number of words having the /ue/ sound in the middle: *cube, cute, fuse, fuel, huge, mule*.
- Ask students whether they can tell if /ue/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth.)
- Tell students you are going to say a number of words. Some of the words will have /ue/ as the middle sound and some will not.
- Have students close their eyes and listen carefully.
- Ask students to raise their hands when they hear a word containing the /ue/ sound.
- Students should raise their hands for any word with the /ue/ sound no matter how it is spelled.

If students need additional practice recognizing and isolating the sounds taught in this unit, you may complete any of the Pausing Point exercises listed under "Recognize and Isolate the Sounds Taught in Unit 10."

- | | |
|---------|----------|
| 1. tame | 6. cube |
| 2. cute | 7. room |
| 3. mule | 8. huge |
| 4. run | 9. cone |
| 5. feud | 10. soon |

Teacher Modeling

10 minutes

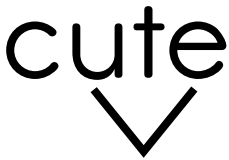


Start at the dotted line.

1. cup
2. short line down
(leave a space)

Start between the dotted and the bottom line.

1. line across
2. most of a circle to the left



Using your right hand, point at the 'c' from underneath with your pointer finger. Then move your pointer finger under the 'u' and, at the same time, move your middle finger so you have a 'V' with your pointer finger pointing at the 'u' and your middle finger pointing at the 'e'. For 't', return to single-finger pointing.

Remember to display Sound Poster 51 for /ue/ and Sound Card 51 for 'u_e'.

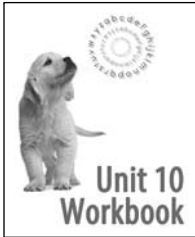
If students need additional practice recognizing the spellings taught in this unit, you may select any of the Pausing Point exercises listed under "Recognize the Spellings Taught in Unit 10."

- Tell students you are going to show them how to write the /ue/ sound.
- Explain this spelling is similar to the spellings they learned for the /ae/ sound, the /ie/ sound, and the /oe/ sound.
- Write a large lowercase 'u_e' on the board, being sure to leave a space between the letters. Explain both letters work together to stand for the sound /ue/.
- Point out you left a space between the letter 'u' and the letter 'e'. Tell students when you write an actual word, you will fill in the space between the 'u' and the 'e' with a letter for the sound that comes after the /ue/ sound.
- Add 'c' and 't' to make *cute*. (You may wish to use three different colors of chalk: the color that you used for the 'u_e' spelling, a second color for 'c', and a third color for 't'.)
- Tell students they might think this is /k/ /u/ /t/ /e/ (*cutt-eh*), but the letters 'u' and 'e' work together (as a letter team) to stand for one sound, the /ue/ sound, even though there is a letter between them. Thus, the word is *cute*.
- Illustrate this relationship by drawing a V-shaped mark connecting the 'u' and the 'e' (see illustration).
- Point out even though the word *cute* contains four letters ('c', 'u', 't', and 'e'), it is made up of only three sounds (/k/, /ue/, and /t/).
- Have students write the word in the air with a pointed finger while saying the sounds.
- Write *mule* on the board. Explain this is another example of the 'u'-space-'e' spelling for the /ue/ sound.
- Draw a V-shaped mark under *mule* as you did with *cute*.
- Tell students you would like them to help you spell another word with the 'u_e' spelling.
- Have students identify the first sound in *cube*. Write a 'c' on the board.
- Have students identify the second sound in *cube*. Write a 'u' on the board next to the 'c'. Explain the letter 'u' is the first part of the spelling for /ue/. Tell students you will write the second part after you write the sound that comes after the /ue/ sound.
- Have students identify the last sound in *cube*. Write a 'b' on the board next to the 'u'. Explain if you left the word like this, it would be pronounced *cub*. To spell *cube*, you need to finish writing the /ue/ sound.
- Ask students what letter must be written beside the 'b' in order to complete the /ue/ sound. Once the letter 'e' has been identified, write an 'e' on the board.
- Remind students 'u' and 'e' work together to stand for the /ue/ sound.

- Tell students whenever the spelling ‘u_e’ appears on a worksheet or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them the two letters stand for one sound.

Meet the Spelling Worksheet

15 minutes



Worksheet 22.1

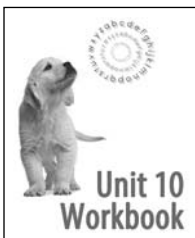
- Distribute and display Worksheet 22.1.
- Show students how to read the word *cute*; then have students trace and write the word using the black dots to start each letter. Repeat with the word *use*.
- Turn to the back of the worksheet. Ask students to read each word, identify the matching picture, and then write the word on the corresponding line. Model each step so students may follow along.
- If you wish, you may suggest students circle the separated digraph using a horseshoe-like shape, as described in the Introduction.

Small Group-Reading Time

20 minutes

“In the Pet Shop”

Previewing the Spellings



If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading.

- Using the chart you prepared in advance containing Unit 10 spellings, read the words aloud as a class. Then underline the spellings in the chart.

‘ee’ (/ee/)	‘a_e’ (/ae/)	‘i_e’ (/ie/)	‘o_e’ (/oe/)	‘u_e’ (/ue/)
se <u>ee</u> ms	w <u>ave</u> d	li <u>ke</u> s	h <u>ome</u>	cu <u>be</u>
fr <u>ee</u>	t <u>ake</u>		h <u>ope</u>	cu <u>te</u>
se <u>e</u>	st <u>are</u> s		z <u>one</u>	t <u>une</u>

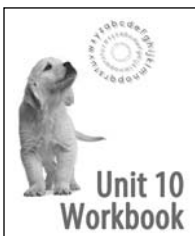
Challenging Vocabulary

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

1. **spots**—sees
2. **chimp**—a type of ape
3. **zone**—an area or space

Note: You may also wish to point out that the word *spots* has multiple meanings, such as places/location or small dots or splotches. In today’s story, which takes place at a pet shop, it has the meaning noted above.

- Review the use of the apostrophe used for the contraction *can’t*.



Worksheets 22.2, 22.3 (optional)

Purpose for Reading

- Tell students they will read a story about a pet shop. Tell students to pay special attention to the story so they can tell you what Scott spots in a pen at the pet shop.

Reading the Story

✪ **Group 2:** Have students take out their Readers, sit with their partners, and take turns reading “In the Pet Shop.” Students who finish early should reread the stories “Scott’s Snack Stand” and “The Sled Ride.” They should not read ahead. You may wish to assign optional vocabulary worksheets.

✪ **Group 1:** Have students follow along in their Readers as one student at a time reads aloud from the story, “In the Pet Shop.” Read the story a second time, having students read aloud. If you have time, read “Scott’s Snack Stand” and “The Sled Ride” in the same fashion. Alternatively, you may complete a different remediation exercise addressing the specific needs of students.

Wrap-Up

- Discuss the following questions as a class.

Discussion Questions on “In the Pet Shop”

1. *Literal* What does Scott spot in a pen at the pet shop? (Scott spots a chimp.)
2. *Literal* What does the chimp do when Scott waves at him? (The chimp waves back.)
3. *Literal* Why can’t Scott take the chimp home? (Mom says she has a chimp-free zone at home.)
4. *Literal* What pet does Scott get in the end? (Scott gets a fish.)

Take-Home Material

Take-Home Story: “The Sled Ride”

- Have students give Worksheet 22.4 to a family member.

Supplemental Resources

- Newly decodable words:

- | | |
|----------|------------|
| 1. used | 8. mute |
| 2. use | 9. flute |
| 3. mule | 10. dude |
| 4. fuse | 11. rule |
| 5. fumes | 12. tube |
| 6. cube | 13. spruce |
| 7. cute | 14. tune |

- Chains:

- | |
|--|
| 1. muse > mused > used > use > fuse > fume > fame > came > same > game |
| 2. cub > cube > cute > mute > mule > male > tale > tile > pile > pale |

- Phrases and Wiggle Cards:

- | | |
|--------------------------------|-----------------------|
| 1. ride on a mule | 6. I have a cute pup. |
| 2. a red cube | 7. sing a tune |
| 3. cute fish | 8. tall spruce tree |
| 4. The man is mute. | 9. rules at home |
| 5. We use pens to print words. | |

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 577 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average 584 of those words would be completely decodable.
- The students have now been taught at least one way to write 35 of the 44 sounds in English.
- The sound /ue/ is the 36th most common sound in English.
- The sound /ue/ is found in approximately 2 percent of English words.
- The sound /ue/ is spelled 'u_e' approximately 19 percent of the time.
- The spelling alternatives 'u' as in *pupil*, 'ue' as in *cue*, and 'ew' as in *few* are taught in later grades.

Lesson 23

Tricky Words

✓ Objectives

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

- ✓ **Begin to read and write one-syllable words containing a long vowel sound with the final –e spelling, e.g., *late, bite, note, and cute* (RF.K.3b)**
- ✓ **Read, spell, and write chains of one-syllable long vowel words with the final –e spelling, e.g., *nine > line > lime > time > tame > came > cape > tape* (RF.K.3b)**
- ✓ **Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted, e.g., *at > bat > bad > bid* (RF.K.3b)**
- ✓ **Read, spell, and write chains of one-syllable short vowel words with consonant blends/ clusters and/or consonant digraphs, e.g., *stab > slab > slap > slash* (RF.K.3b)**
- ✓ **Read high-frequency words identified as Tricky Words: *he, she, we, be, me, they, their, my, by, you, your* (RF.K.3c)**
- ✓ **Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)**
- ✓ **Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)**
- ✓ **Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)**
- ✓ **With prompting and support, ask and answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)**
- ✓ **With prompting and support, use narrative language to describe characters, settings, things, events, actions, a scene, or facts, from a fiction text that has been read independently (RL.K.3)**

At a Glance	Exercise	Materials	Minutes
Chaining	Large Card Chaining	Large Cards for ‘m’, ‘n’, ‘t’, ‘c’, ‘k’, ‘s’, ‘p’, ‘b’, ‘l’, ‘h’, ‘i’, ‘e’, ‘a’, ‘u’, ‘o’	15
Introducing the Tricky Words	Today’s Tricky Words: <i>you, your</i>	board	10
Small Group-Reading Time	“In the Pet Shop”	Scott Reader	20
Reviewing the Story	Story Questions Worksheet: “In the Pet Shop”	Worksheet 23.1; projection system	15
Take-Home Material	Word Box	Worksheet 23.2	*

Large Card Chaining

- Remind students they learned a new sound and a spelling for the sound in the previous lesson. The new sound is /ue/.
- Write the spelling for the /ue/ sound. Have students write the spelling in the air using their pointer fingers.
- Write an example word containing the spelling 'u_e' on the board, e.g., *cute*.
- Remind students they also recently learned to write the vowel sounds /ae/, /ie/, and /oe/ using the spellings 'a_e', 'i_e', and 'o_e'.
- Write an example word containing each spelling on the board, e.g., *cake*, *bike*, and *hope*.
- Distribute and review the following Large Cards: 'm', 'n', 't', 'c', 'k', 's', 'p', 'b', 'l', 'h', 'i', 'e', 'a', 'u', and 'o'.
- Tell students if they are holding a card with a sound in *cut*, they should go to the front of the room and stand in the order spelling *cut*.
- If necessary, help students to stand in the correct order.
- Once the word has been spelled correctly, say to students, "If this is *cut*, show me *cute*."
- Students should rearrange themselves to make the new word.
- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards.
- Complete the remaining chains.

1. cut > cute > mute > mule > mile > mole > pole > pile > pale > pane
2. bike > bake > lake > late > mate > male > mole > hole > holes > homes
3. cub > cube > cute > mute > mule > mile > mite > bite > kite > kate > fate > late

Today's Tricky Words: *you, your*

Tricky Word: *you*

Have students use the Tricky Words *you* and *your* in oral sentences.

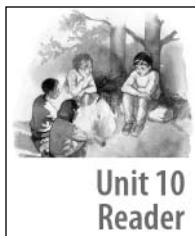
If students need additional practice reading Tricky Words, you may select any of the Pausing Point exercises addressing reading Tricky Words.

- Write the Tricky Word *you* on the board and ask students how they would pronounce it by blending. (They may try to say /y/ /o/ /u/, which is hard to pronounce.)
- Tell students we actually pronounce this word /ue/ as in, “You are nice.”
- Circle the letter ‘y’ and explain it is pronounced just as one would expect, as /y/.
- Underline the letters ‘o’ and ‘u’ and explain these letters make up the tricky part of the word. Students would probably expect these letters to be pronounced separately as /o/ /u/, but these two letters work together to stand for the /oo/ sound.
- Tell students when reading *you*, they have to remember to pronounce the letters ‘o’ ‘u’ as /oo/.
- Tell students when writing *you*, they have to remember to spell the /oo/ sound with the letters ‘o’ ‘u’.

Tricky Word: *your*

- Write the Tricky Word *your* on the board and ask students how they would pronounce it by blending. (They may try to say /y/ /o/ /u/ /r/, which is hard to pronounce.)
- Explain we actually pronounce this word /y/ /or/ as in, “This is your piece of pie.”
- Circle the letter ‘y’ and explain it is pronounced just as one would expect, as /y/.
- Underline the letters ‘o’, ‘u’, and ‘r’ and explain these letters make up the tricky part of the word. Students would probably expect these letters to be pronounced separately as /o/ /u/ /r/, but these three letters work together to stand for the /or/ sound.
- Tell students when reading *your*, they have to remember to pronounce the letters ‘o’ ‘u’ ‘r’ as /or/.
- Tell students when writing *your*, they have to remember to spell the /or/ sound with the letters ‘o’ ‘u’ ‘r’.

"In the Pet Shop"



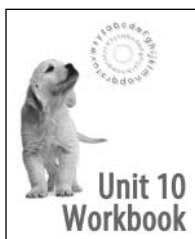
If students need additional reading practice, you may select any of the Pausing Point exercises addressing reading.

- **Group 1:** Have students take out their Readers, sit with their partners, and take turns rereading "In the Pet Shop." Students who finish early should reread the stories "Scott's Snack Stand" and "The Sled Ride." They should not read ahead. You may wish to assign an optional vocabulary worksheet.
- **Group 2:** Have students follow along in their Readers as one student at a time reads from the story, "In the Pet Shop." Read the story a second time, having students read aloud. If you have time, read "Scott's Snack Stand" and "The Sled Ride" in the same fashion.

Reviewing the Story

15 minutes

Story Questions Worksheet: "In the Pet Shop"



Worksheet 23.1

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting.

- Distribute and display Worksheet 23.1.
- Ask students to read the first question.
- Ask students for the answer to the first question.
- Have students write the decodable answer on the line provided, following your example: A cube is in the pen with the chimp.
- When you get to the third question, model shading the circle next to the correct answer.
- Continue demonstrating until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.

Take-Home Material

Word Box

- Have students give Worksheet 23.2 to a family member.

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 584 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average 596 of those words would be completely decodable.
- *You* is the 12th most common word in English.
- *Your* is one of the 60 most common words in English.

Lesson 24

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.

- ✓ Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/ (RF.K.2d)
- ✓ Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make *cat* (RF.K.2d)
- ✓ Read high-frequency words identified as Tricky Words: *he, she, we, be, me, they, their, my, by, you, your* (RF.K.3c)
- ✓ Begin to read and write one-syllable words containing a long vowel sound with the final *-e* spelling, e.g., *late, bite, note, and cute* (RF.K.3b)
- ✓ Read, spell, and write chains of one-syllable long vowel words with the final *-e* spelling, e.g., *nine > line > lime > time > tame > came > cape > tape* (RF.K.3b)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)
- ✓ With prompting and support, ask and answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, settings, things, events, actions, a scene, or facts, from a fiction text that has been read independently (RL.K.3)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Tricky Word Review	cards for Tricky Words	5
	Sound/Spelling Review	Large Cards for 'ee', 'a', 'i', 'o', 'u', 'e', and 10 other spellings	
Chaining	Large Card Chaining	Large Cards for 'm', 'n', 't', 'd', 'c', 'k', 'p', 'b', 'l', 'r', 'h', 'sh', 'i', 'e', 'a', 'u', 'o'	20
Whole Group-Reading Time	"Scott Bakes a Cake"	Scott Reader	20
Reviewing the Story	Story Questions Worksheet: "Scott Bakes a Cake"	Worksheet 24.1; projection system	15
Take-Home Material	Take-Home Story: "Scott's Snack Stand"	Worksheet 24.3	*

Advance Preparation

Write the following Tricky Words on large cards: *you, your*. Add the cards to your set of Tricky Word cards.

Prior to teaching this lesson, write the following chart on the board.

'ee' (/ee/)	'a_e' (/ae/)	'i_e' (/ie/)	'u_e' (/ue/)
three	bakes	like	use
see	cakes	smile	

Warm-Up

5 minutes

Tricky Word Review

If students need additional practice reading Tricky Words, you may select any of the Pausing Point exercises addressing reading Tricky Words.

- Hold up a Tricky Word card and have students read the word and use it in an oral sentence.
- Review the remaining cards in the same fashion.
- Save the cards for future use.

Sound/Spelling Review

- Gather the Large Cards for 'ee', 'a', 'i', 'o', 'u', 'e', and ten other spellings already taught. Choose cards students need to practice.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the card shows a letter team, have students name the letters as well.
- Repeat this process with the remaining cards.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards. Do the same with the 'i' card and the 'e' card to review the 'i_e' spelling, the 'o' card and the 'e' card to review the 'o_e' spelling, and the 'u' card and the 'e' card to review the 'u_e' spelling.

Chaining

20 minutes

Large Card Chaining

- Distribute and review the following Large Cards: 'm', 'n', 't', 'd', 'c', 'k', 'p', 'b', 'l', 'r', 'h', 'sh', 'i', 'e', 'a', 'u', and 'o'.
- Tell students if they are holding a card with a sound in *lime*, they should go to the front of the room and stand in the order spelling *lime*.
- If necessary, help students establish correct order.

- Once the word has been spelled correctly, say to students, “If this is *lime*, show me *time*.”
- Students should rearrange themselves to make the new word.
- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards.
- Complete the remaining chains.

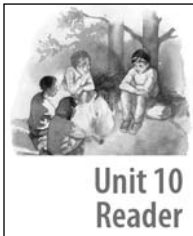
1. lime > time > tame > name > nape > nope > rope > ripe > ride > hide
2. made > shade > shake > shape > tape > cape > cope > hope > home > hole
3. cub > cube > cute > mute > mule > mile > mole > male > mane > mine

Whole Group-Reading Time

20 minutes

“Scott Bakes a Cake”

Previewing the Spellings



- Refer to the following chart containing Unit 10 spellings on the board. Read the words aloud as a class. Underline the spellings.

'ee' (/ee/)	'a_e' (/ae/)	'i_e' (/ie/)	'u_e' (/ue/)
thr <u>ee</u>	b <u>a</u> k <u>e</u> s	l <u>i</u> k <u>e</u>	u <u>s</u> e
s <u>ee</u>	c <u>a</u> k <u>e</u> s		sm <u>i</u> l <u>e</u>

Challenging Vocabulary

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

1. **frost**—to put icing on a cake

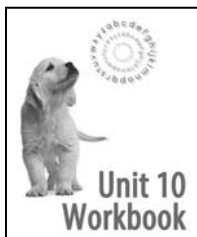
Note: You may also wish to point out that the word *frost* has multiple meanings, such as ice crystals formed when water vapor freezes. In today’s story it has the meaning noted above.

- Review the use of the apostrophe as an indication of ownership (i.e., possessive).

Purpose for Reading

- Tell students today they will read a story about Scott helping Mom and Meg make something. Tell students to pay special attention to the story so, at the end, they can tell you what Scott makes with Mom and Meg.

If students need additional reading practice, you may select any of the Pausing Point exercises addressing reading.



Worksheet 24.2 (optional)

Reading the Story

- Read the story “Scott Bakes a Cake,” having students read aloud.
- If you finish early, reread stories “In the Pet Shop” and “Scott’s Snack Stand.”

Wrap-Up

- Discuss the following questions as a class.

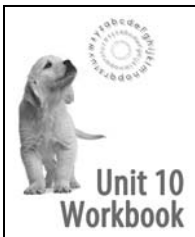
Discussion Questions on “Scott Bakes a Cake”

1. *Literal* What does Scott make with Mom and Meg? (Scott bakes a cake with Mom and Meg.)
2. *Literal* What is Scott’s job? (Scott mixes the eggs.)
3. *Inferential* Scott wants to help frost the cake. What does that mean? (Accept reasonable answers.)
4. *Inferential* Do you think Scott enjoys making the cake. Why or why not? (Accept reasonable answers.)

Reviewing the Story

15 minutes

Story Questions Worksheet: “Scott Bakes a Cake”



Worksheet 24.1

- Distribute and display Worksheet 24.1.
- Ask students to read the first question.
- Ask students for the answer to the first question.
- Have students write the decodable answer on the line provided, following your example: Scott made a cake with Mom and Meg.
- Continue demonstrating until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.

Take-Home Material

Take-Home Story: “Scott’s Snack Stand”

- Have students give Worksheet 24.3 to a family member.

Lesson 25

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.

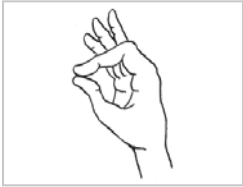
- ✓ Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/ (RF.K.2d)
- ✓ Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make *cat* (RF.K.2d)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Read high-frequency words identified as Tricky Words: *he, she, we, be, me, they, their, my, by, you, your* (RF.K.3c)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Segmenting		10
	Sound/Spelling Review	Large Cards for 'ee', 'a', 'i', 'o', 'u', 'e', and 10 other spellings	
Practicing Reading	Wiggle Cards	<i>cards for tap your nose, clap if you like cake, stomp your feet, smile if you like snakes, shake your bones, act like you smell smoke, wave your hands</i>	5
Practice	Yes/No Questions	pencils; Worksheet 25.1; projection system	15
Reviewing the Tricky Words	Tricky Word Practice	pencils; Worksheet 25.2	15
Differentiated Instruction	Small Group Work	pencils; Worksheet 25.3	15

Advance Preparation

Write the following phrases on cards, one phrase per card: *tap your nose, clap if you like cake, stomp your feet, smile if you like snakes, shake your bones, act like you smell smoke, wave your hands.*

Segmenting



- Follow the instructions in Lesson 1

1.	rain·coat	(3+3)	/r/ /ae/ /n/ · /k/ /oe/ /t/
2.	base·ment	(3+4)	/b/ /ae/ /s/ · /m/ /e/ /n/ /t/
3.	hair·cut	(3+3)	/h/ /ae/ /r/ · /k/ /u/ /t/
4.	ba·bies	(2+3)	/b/ /ae/ · /b/ /ee/ /z/
5.	jack·et	(3+2)	/j/ /a/ /k/ · /e/ /t/
6.	day·light	(2+3)	/d/ /ae/ · /l/ /ie/ /t/
7.	nine·teen	(3+3)	/n/ /ie/ /n/ · /t/ /ee/ /n/
8.	day·dream	(2+4)	/d/ /ae/ · /d/ /r/ /ee/ /m/
9.	make·up	(3+2)	/m/ /ae/ /k/ · /u/ /p/
10.	class·mates	(4+4)	/k/ /l/ /a/ /s/ · /m/ /ae/ /t/ /s/

Sound/Spelling Review

- Gather the Large Cards for ‘ee’, ‘a’, ‘i’, ‘o’, ‘u’, ‘e’, and ten other spellings that have already been taught. Choose cards your students need to practice.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the card shows a letter team, have students name the letters as well.
- Repeat this process with the remaining cards.
- Review the ‘a_e’ spelling by holding up the ‘a’ card with your right hand and the ‘e’ card with your left hand, leaving a space between the cards. Do the same with the ‘i’ card and the ‘e’ card to review the ‘i_e’ spelling, the ‘o’ card and the ‘e’ card to review the ‘o_e’ spelling, and the ‘u’ card and the ‘e’ card to review the ‘u_e’ spelling.

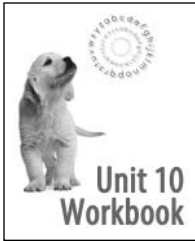
Practicing Reading

Wiggle Cards

If students need additional reading practice, you may select any of the Pausing Point exercises addressing reading.

- Tell students you are going to show them some cards describing actions; you would like them to read each card and perform the action listed.
- Show students a card, have them read it, and let them perform the action.

Yes/No Questions

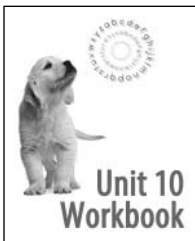


Worksheet 25.1

- Distribute and display Worksheet 25.1.
- Ask students to read the first question.
- Ask students if the answer to the question is yes or no.
- Have students write *no* on the line provided, following your example.
- Continue demonstrating until students are ready to work independently.

Reviewing the Tricky Words

Tricky Word Practice

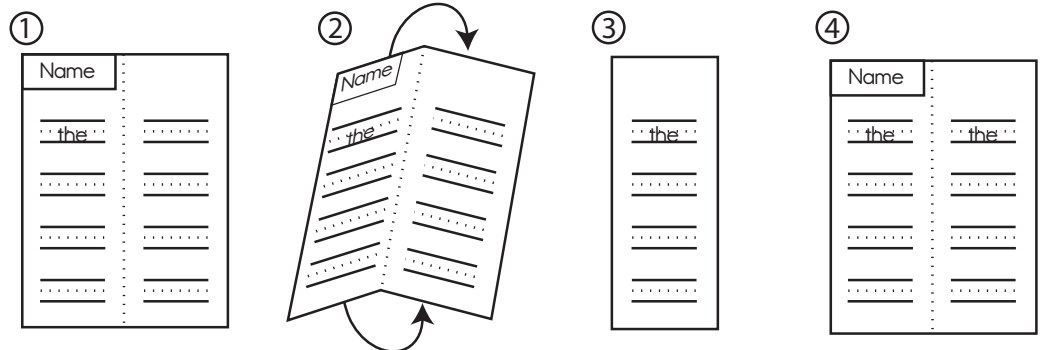


Worksheet 25.2

- Distribute Worksheet 25.2.
- Tell students they will practice writing Tricky Words.
- Write *you* on the board and have students read it.
- Have students copy *you* onto the first handwriting guide on the worksheet (see Illustration 1). They should say the name of each letter as they copy the word.

If students need additional practice reading Tricky Words, you may select any of the Pausing Point exercises addressing reading Tricky Words.

If students need additional practice writing Tricky Words, you may select any of the Pausing Point exercises addressing writing Tricky Words.



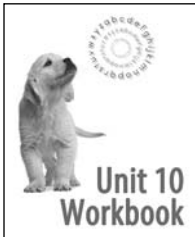
- Erase the word *you* from the board.
- Have students fold their worksheet along the dotted line and position it so the word they copied is facing the desk and the blank handwriting guides are facing up (see Illustration 2).
- Have students write *you* from memory on the top handwriting guide (see Illustration 3). They should say the name of each letter as they write the word.
- Tell students to unfold their worksheets and compare the word they just wrote with the word they copied earlier (see Illustration 4).
- Have students correct the word if needed.
- Repeat these steps with the remaining Tricky Words.

- | | |
|----------|--------|
| 1. you | 5. my |
| 2. your | 6. by |
| 3. they | 7. she |
| 4. their | |

Differentiated Instruction

15 minutes

Small Group Work



Worksheet 25.3

✪ Group 2

- Distribute Worksheet 25.3.
- Have students complete each sentence using the appropriate Tricky Word.
- Write the following decodable sentences on the board. If students finish early, have them read, copy, and illustrate some of the sentences.

1. The fumes smell bad.
2. The kids like the game.
3. She seems mad.
4. The dog's nose is black.

✪ Group 1

- Distribute worksheet 25.3.
- Explain to students three Tricky Words are printed at the top of the worksheet. Each of these Tricky Words completes one of the sentences printed below.
- Ask students to read the first Tricky Word.
- Read the remaining two Tricky Words.
- Demonstrate reading the first sentence three times: once with the Tricky Word *so*, once with the Tricky Word *no*, and once with the Tricky Word *your*.
- Ask students which Tricky Word completes the sentence.
- Have the students print the Tricky Word *no* on the line provided, following your example.
- Complete the remaining sentences in the same fashion.

Lesson 26

✓ 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 aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)
- ✓ With prompting and support, ask and answer questions (e.g., *who*, *what*, *where*, *when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, settings, things, events, actions, a scene, or facts, from a fiction text that has been read independently (RL.K.3)

<i>At a Glance</i>	Exercise	Materials	Minutes
End-of-the-Year Student Performance Task Assessment	Part 1: Word Reading, Parts 1A and 1B	pencils; Worksheets 26.1–26.3	25
Partner Reading-Reading Time	“The Cave”	Scott Reader	20
Reviewing the Story	Story Questions Worksheet: “The Cave”	pencils; Worksheet 26.4; projection system	15
Take-Home Material	Take-Home Story: “In the Pet Shop”	Worksheet 26.8	*

Advance Preparation

Prior to teaching this lesson, write the following chart on the board.

'ee' (/ee/)	'a_e' (/ae/)	'i_e' (/ie/)	'o_e' (/oe/)	'u_e' (/ue/)
peeks	Jade	hike	hope	cute
sleep	cave	like		
eek	wake	glides		
	stares	smiles		
		hide		

Note to Teacher

A year-end Student Performance Task Assessment is provided in Lessons 26–28.

Part 1: Word Reading, Part 1A is an assessment of word-reading ability. Word Reading Assessment, Part 1B assesses students' ability to read Tricky Words. Part 1 should be administered to the entire class simultaneously.

Part 2: Sound Writing assesses knowledge of spelling-sound correspondences. Given a sound, students must write the corresponding spelling. This section should also be administered to the entire class simultaneously.

Part 3: Letter Sounds also assesses knowledge of letter-sound correspondences. Given a spelling, students must provide the corresponding sound. This section should be administered to students who miss 6 or more of the 20 (total) items on Part 1A and 1B and/or 4 or more of the 15 items on Part 2. This section should be administered on an individual basis.

Optional Assessments

Part 4: Writing Lowercase Letters: In Unit 8, students were asked to recognize and circle each lowercase letter as it was pronounced. Part 4 now assesses students' ability to write each letter of the alphabet in lowercase form as the letter names are pronounced. This section should be administered to the entire class simultaneously if used. This optional assessment should be considered a progress-monitoring tool.

Part 5: Uppercase Letter Names is also an optional assessment for which students are asked to recognize and circle each uppercase letter as it is pronounced. If given, this section should be administered to the entire class simultaneously.

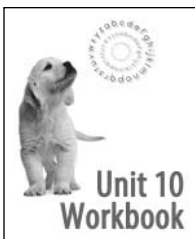
Record the results of this End-of-the-Year Student Performance Task Assessment on Workbook 26.3 Summary Sheet. This can be given to Grade 1 teachers along with each student's assessment information from Unit 8.

End-of-the-Year Student Performance Task Assessment

25 minutes

10 Part 1: Word Reading, Parts 1A and 1B

- This section of the assessment is to be administered to all students simultaneously. It should take approximately 15 minutes.
- Distribute Worksheets 26.1 and 26.2.
- Tell students you are going to say a number of words.
- Explain for each word you say, there are four words printed on the worksheet; students should circle each word you say.
- Read the words listed here one at a time, pausing between words so students are able to circle the target word. You may repeat each word one time. Do not elongate or segment the words.



Worksheets 26.1, 26.2,
26.3

- Score the assessment prior to Lesson 27. Record results on the Word Reading Class Summary Sheets at the end of this lesson and on Worksheet 26.3. Words in Part 1A, Rows 1–10, assess students’ knowledge of the sound spellings taught in Kindergarten. Words in Part 1B, Rows 1–10, assess students’ knowledge of Tricky Words.

- | | |
|-----------|----------|
| 1. shop | 1. was |
| 2. smash | 2. where |
| 3. quench | 3. what |
| 4. thing | 4. are |
| 5. thump | 5. their |
| 6. tree | 6. your |
| 7. joke | 7. he |
| 8. wade | 8. once |
| 9. five | 9. of |
| 10. cute | 10. said |

Partner Reading-Reading Time

20 minutes

“The Cave”

Previewing the Spellings

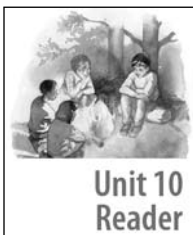
- Refer to the following chart containing Unit 10 spellings on the board. Read the words aloud as a class. Underline the spellings.

‘ee’ (/ee/)	‘a_e’ (/ae/)	‘i_e’ (/ie/)	‘o_e’ (/oe/)	‘u_e’ (/ue/)
pe <u>ee</u> s	J <u>a_e</u> de	h <u>i_e</u> ke	h <u>o_e</u> pe	c <u>u_e</u> te
sl <u>ee</u> p	c <u>a_e</u> ve	l <u>i_e</u> ke		
<u>ee</u> k	w <u>a_e</u> ke	gl <u>i_e</u> des		
	st <u>a_e</u> res	sm <u>i_e</u> les		
		h <u>i_e</u> de		

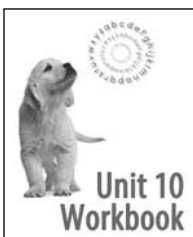
Challenging Vocabulary

- Before reading today’s story, you may wish to preview the following vocabulary with students.

1. **peek**—to take a quick look at something
2. **glide**—to move smoothly and without making noise
3. **dip**—to drop and then rise again



If students need additional reading practice, you may select any of the Pausing Point exercises addressing reading.



Worksheets 26.5, 26.6, and 26.7 (optional)

Note: You may also wish to point out that the word *dip* has multiple meanings, such as a creamy mixture eaten with chips and vegetables. In today's story it has the meaning noted on the previous page.

- Review the use of an apostrophe for the contraction *can't*.

Purpose for Reading

- Tell students today they will read a story about a cave. Tell students to pay special attention to the story so, at the end, they can tell you what Jade and Scott find in the cave.

Reading the Story

- Tell students to sit with their partners and take turns reading “The Cave” aloud to one another.
- Encourage students who finish early to reread the stories “In the Pet Shop” and “Scott Bakes a Cake,” but discourage them from reading ahead. You may wish to assign an optional vocabulary worksheet.
- This is an excellent opportunity to record anecdotal notes on student progress.

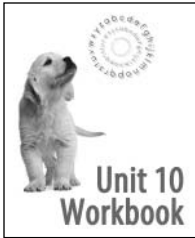
Wrap-Up

- Discuss the following questions as a class.

Discussion Questions on “The Cave”

1. *Literal* Where do Jade and Scott stop on their hike? (Jade and Scott stop at a cave.)
2. *Literal* Does Scott want to see bats? (No, Scott does not want to see bats.)
3. *Literal* How does Jade feel about bats? (Jade likes bats.)
4. *Literal* Do Scott and Jade see a bat? (Yes, they see a bat glide by.)
5. *Inferential* How do you think Jade feels when she sees the bat? (She's happy and smiles.) How about Scott? (He is scared and wants to hide.)

Story Questions Worksheet: "The Cave"



Worksheet 26.4

If students need additional handwriting practice, you can select appropriate Pausing Point exercises from those addressing handwriting.

- Distribute and display Worksheet 26.4.
- Ask students to read the first question.
- Ask students to identify the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Ask students to read the second question.
- Ask students for the answer to the second question.
- Have students write the decodable answer on the line provided, following your example: Jade likes bats.
- Continue demonstrating until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.

Take-Home Material

Take-Home Story: "In the Pet Shop"

- Have students give Worksheet 26.8 to a family member.

Lesson 27

Review
Student Performance
Task Assessment

✓ Objectives

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

- ✓ **Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/** (RF.K.2d)
- ✓ **Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make *cat*** (RF.K.2d)
- ✓ **Read and write any one-syllable short vowel CVC words, e.g., *sit, cat, wet, not, cup*** (RF.K.3b)
- ✓ **Begin to read and write one-syllable words containing a long vowel sound with the final *-e* spelling, e.g., *late, bite, note, and cute*** (RF.K.3b)
- ✓ **Read aloud in a group, with a partner, or alone for at least 15 minutes each day** (RL.K.10)
- ✓ **Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding** (RF.K.4)
- ✓ **Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary** (RF.K.4)
- ✓ **With prompting and support, ask and answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a fiction text** (RL.K.1)
- ✓ **With prompting and support, use narrative language to describe characters, settings, things, events, actions, a scene, or facts, from a fiction text that has been read independently** (RL.K.3)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Warm-Up	Segmenting		10
	Sound/Spelling Review	Large Cards for 'ee', 'a', 'i', 'o', 'u', 'e', and 10 other spellings	
End-of-the-Year Student Performance Task Assessment	Part 2: Sound Writing	pencils; Worksheet 27.1	15
Whole Group-Reading Time	"The Skiff Ride"	Scott Reader	20
Reviewing the Story	Story Questions Worksheet: "The Skiff Ride"	pencils; Worksheet 27.2; projection system	15
End-of-the-Year Student Performance Task Assessment	Part 3: Letter Sounds (Individual Assessment)	pencils; Worksheets 27.6	*
Take-Home Material	Take-Home Story: "Scott Bakes a Cake"	Worksheet 27.5	*

Advance Preparation

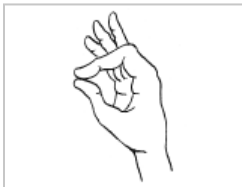
Write the following words containing Unit 10 spellings on the board.

'ee' (/ee/)	'a_e' (/ae/)	'i_e' (/ie/)
steers	take	ride
see	safe	like
tree	lake	life
	crane	side
		glides

Warm-Up

10 minutes

Segmenting



- Follow the instructions in Lesson 1.

1.	rai·sins	(2+4)	/r/ /ae/ · /z/ /i/ /n/ /z/
2.	day·time	(2+3)	/d/ /ae/ · /t/ /ie/ /m/
3.	hand·shake	(4+3)	/h/ /a/ /n/ /d/ · /sh/ /ae/ /k/
4.	laugh·ter	(3+2)	/l/ /a/ /f/ · /t/ /er/
5.	tooth·pick	(3+3)	/t/ /oo/ /th/ · /p/ /i/ /k/
6.	spi·ders	(3+3)	/s/ /p/ /ie/ · /d/ /er/ /z/
7.	sun·shine	(3+3)	/s/ /u/ /n/ · /sh/ /ie/ /n/
8.	sun·burn	(3+3)	/s/ /u/ /n/ · /b/ /er/ /n/
9.	lunch·time	(4+3)	/l/ /u/ /n/ /ch/ · /t/ /ie/ /m/
10.	base·ball	(3+3)	/b/ /ae/ /s/ · /b/ /o/ /l/

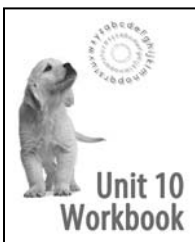
Sound/Spelling Review

- Gather the Large Cards for 'ee', 'a', 'i', 'o', 'u', 'e', and ten other spellings already taught. Choose cards students need to practice.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the card shows a letter team, have students name the letters as well.
- Repeat this process with the remaining cards.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards. Do the same with the 'i' card and the 'e' card to review the 'i_e' spelling, the 'o' card and the 'e' card to review the 'o_e' spelling, and the 'u' card and the 'e' card to review the 'u_e' spelling.

End-of-the-Year Student Performance Task Assessment

15 minutes

10 Part 2: Sound Writing



Worksheet 27.1

- This section of the assessment is to be administered to all students simultaneously. It should take approximately 10 minutes.
- Distribute Worksheet 27.1.
- Tell students you are going to say a number of sounds; they should write the spelling for each sound you say.
- Say the sounds, not the words, listed here one at a time, pausing between sounds so students have enough time to write each spelling. Repeat each sound only once. Do not elongate the sound.

- | | | |
|------------------------------|------------------------------|-------------------------------|
| 1. /ch/ (as in <u>ch</u> in) | 6. /w/ (as in <u>w</u> ag) | 11. /o/ (as in <u>h</u> op) |
| 2. /e/ (as in <u>p</u> et) | 7. /a/ (as in <u>h</u> at) | 12. /ng/ (as in <u>si</u> ng) |
| 3. /h/ (as in <u>h</u> at) | 8. /v/ (as in <u>v</u> et) | 13. /j/ (as in <u>j</u> ump) |
| 4. /sh/ (as in <u>sh</u> op) | 9. /qu/ (as in <u>qu</u> it) | 14. /r/ (as in <u>r</u> ed) |
| 5. /th/ (as in <u>th</u> in) | 10. /i/ (as in <u>i</u> t) | 15. /u/ (as in <u>b</u> ut) |

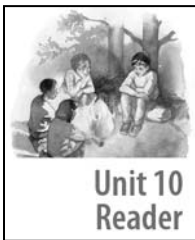
Score the Part 2 assessment prior to Student Performance Task Assessment, Part 3. Record results on the Sound Writing Class Summary Sheet located at the end of the lesson. Also record results on Worksheet 26.3 for each student.

Whole Group-Reading Time

20 minutes

"The Skiff Ride"

Previewing the Spellings



- Refer to the following chart containing Unit 10 spellings on the board. Read the words aloud as a class. Underline the spellings.

'ee' (/ee/)	'a_e' (/ae/)	'i_e' (/ie/)
ste <u>er</u> s	ta <u>ke</u>	ri <u>d</u> e
se <u>e</u>	sa <u>fe</u>	li <u>k</u> e
tr <u>ee</u>	la <u>k</u> e	li <u>f</u> e
	cr <u>an</u> e	si <u>d</u> e
		gli <u>d</u> es

If students need additional reading practice, you may select any of the Pausing Point exercises addressing reading.

Challenging Vocabulary

- Before reading today's story, preview the following vocabulary with students.

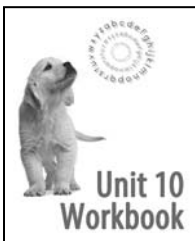
- skiff**—a small boat
- crane**—a long-legged bird that likes water

Note: You may also wish to point out that the word *crane* has multiple meanings, such as a piece of heavy equipment used to move objects. In today's story it has the meaning noted above.

- Review the use of an apostrophe for the contractions *let's*, *what's*, and *there's*.

Purpose for Reading

- Tell students today they will read a story about Scott and Ling. Tell students to pay special attention to the story so, at the end, they can tell you what Scott and Ling do in the story.



Worksheets 27.3, 27.4

Reading the Story

- Read “The Skiff Ride,” having students read aloud.
- If you finish early, reread “The Cave” and “Scott Bakes a Cake.”

Wrap-Up

- Discuss the following questions as a class.

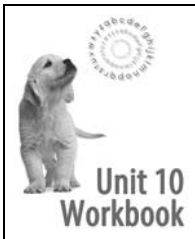
Discussion Questions on “The Skiff Ride”

1. *Literal* What do Ling and Scott do in the story? (Scott and Ling ride in the skiff.)
2. *Literal* What is a skiff? (A skiff is a small boat.)
3. *Inferential* Why is it important to wear a life vest when boating? (Accept reasonable answers.)
4. *Literal* What animals does Ling see on her skiff ride? (Ling sees ducks, fish, and a crane.)

Reviewing the Story

15 minutes

Story Questions Worksheet: “The Skiff Ride”

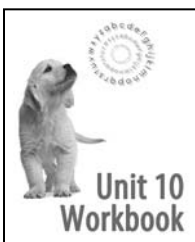


Worksheet 27.2

- Distribute and display Worksheet 27.2.
- Ask students to read the first question.
- Ask students for the answer to the first question.
- Have students write the following decodable answer on the line provided, following your example: A skiff is like a small ship.
- Continue demonstrating until students are ready to work independently.
- Once the students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.

End-of-the-Year Student Performance Task Assessment

10 Part 3: Letter Sounds (Individual Assessment)



Worksheet 27.6

- This section of the assessment should be administered to individual students who miss 6 or more of the 20 (total) items on Part 1A and 1B of Word Reading and/or 4 or more of the 15 items on Sound Writing. You will need to administer this portion of the assessment over the course of the remaining Unit 10 lessons.
- The student’s testing sheet is located at the end of this lesson. Place the sheet in front of the student.

- Tell the student you are going to show him or her some spellings; he or she should say the sound each spelling represents.
- Point to the spellings one at a time, pausing between spellings to give the student a chance to respond. Use Worksheet 27.6 to record the student's responses. For each spelling the student pronounces incorrectly, write an 'x' on the corresponding line.
- Record each student's score on the Letter Sound Summary Sheet located at the end of this lesson and on Worksheet 26.3.

Take-Home Material

Take-Home Story: "Scott Bakes a Cake"

- Have students give Worksheet 27.5 to a family member.

Part 3 Student Testing Sheet

m	a	t	d	o
c	g	i	n	h
s	f	v	z	p
e	b	l	r	u
w	j	y	x	k
ch	sh	th	qu	ng
ss	ck	ll	ff	ee

Part 3 Testing Answer Sheet

'm' > /m/ as in <i>mat</i>	'a' > /a/ as in <i>at</i>	't' > /t/ as in <i>tip</i>	'd' > /d/ as in <i>dig</i>	'o' > /o/ as in <i>odd</i>
'c' > /k/ as in <i>cat</i>	'g' > /g/ as in <i>get</i>	'i' > /i/ as in <i>it</i>	'n' > /n/ as in <i>nut</i>	'h' > /h/ as in <i>hug</i>
's' > /s/ as in <i>sit</i>	'f' > /f/ as in <i>fun</i>	'v' > /v/ as in <i>van</i>	'z' > /z/ as in <i>zip</i>	'p' > /p/ as in <i>pet</i>
'e' > /e/ as in <i>end</i>	'b' > /b/ as in <i>bug</i>	'l' > /l/ as in <i>leg</i>	'r' > /r/ as in <i>red</i>	'u' > /u/ as in <i>up</i>
'w' > /w/ as in <i>wet</i>	'j' > /j/ as in <i>job</i>	'y' > /y/ as in <i>yes</i>	'x' > /x/ as in <i>box</i>	'k' > /k/ as in <i>kid</i>
'ch' > /ch/ as in <i>chip</i>	'sh' > /sh/ as in <i>ship</i>	'th' > /th/ as in <i>thin</i> or 'th' > / <u>th</u> / as in <i>this</i>	'qu' > /qu/ as in <i>quit</i>	'ng' > /ng/ as in <i>sing</i>
'ss' > /s/ as in <i>toss</i>	'ck' > /k/ as in <i>rock</i>	'll' > /l/ as in <i>bill</i>	'ff' > /f/ as in <i>stuff</i>	'ee' > /ee/ as in <i>bee</i>

Letter Sounds Class Summary Sheet

Directions

Mark an X in the box of any sound misread by the student. Record the number of incorrect responses.

Student Name	m	a	t	d	o	c	g	i	n	h	s	f	v	z	p	e	b	l	r	u	w	j	y	x	k	ch	sh	th	qu	ng	ss	ck	ll	ff	ee	Total	____/35			

Sound Writing Class Summary Sheet

Directions

Mark an X in the box of any sound the student wrote incorrectly. Any student who misses 4 or more items must complete Part 3 of the End-of-the-Year Student Performance Task Assessment.

Student Name	/ch/	/e/	/h/	/sh/	/th/	/w/	/a/	/v/	/qu/	/i/	/o/	/ng/	/j/	/r/	/u/	Total ___/35

Lesson 28

Review
Assessment

✓ Objectives

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

- ✓ Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/ (RF.K.2d)
- ✓ Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make *cat* (RF.K.2d)
- ✓ Read high-frequency words identified as Tricky Words: *he, she, we, be, me, they, their, my, by, you, your* (RF.K.3c)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)

At a Glance	Exercise	Materials	Minutes
End-of-the-Year Student Performance Task Assessment	Part 4: Writing Lowercase Letters (Optional)	Worksheet 28.1	15
	Part 5: Uppercase Letter Names (Optional)	Worksheet 28.2	
Practice	Guess My Word	pocket chart; cards for 'i', 'e', 'a', 'u', 'o', 'm', 'n', 't', 'c', 's', 'l'	10
	Circle the Word	Worksheet 28.3; projection system	15
Small Group-Reading Time	"Lunch Trades"	Scott	20
End-of-the-Year Student Performance Task Assessment	Part 3: Letter Sounds (Individual Assessment)	pencils; Worksheet 27.6	*
Take-Home Material	Take-Home Story: "The Cave"	Worksheet 28.4	*

Advance Preparation

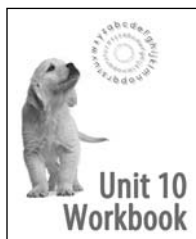
Write the following words containing Unit 10 spellings on the board.

'a_e' (/ae/)	'i_e' (/ie/)	'o_e' (/oe/)	'u_e' (/ue/)
Dave	like	bone	fumes
trade			
ate			
gave			
grapes			

End-of-the-Year Student Performance Task Assessment

15 minutes

10 Part 4: Writing Lowercase Letters (Optional)



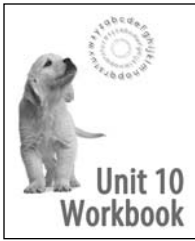
Worksheet 28.1

- Part 4, Writing Lowercase Letters Assessment, is an optional progress-monitoring tool.
- If used, ask students to remove both pages of Worksheet 28.1 from their Workbooks and write their names on the top of each page.
- Tell students you will ask them to point to a numbered row and listen as you say the name of a letter. Tell students they are to write the lowercase form of the letter you name on the line.
- Ask students to point to row number 1. Say the letter name for 'e' (eeee), Repeat two times, giving students time to write the letter.
- Continue in the same manner with each of the letters in the box below.

- | | |
|-------|-------|
| 1. e | 14. l |
| 2. y | 15. c |
| 3. o | 16. z |
| 4. h | 17. t |
| 5. k | 18. j |
| 6. b | 19. i |
| 7. x | 20. p |
| 8. m | 21. s |
| 9. u | 22. r |
| 10. g | 23. q |
| 11. a | 24. f |
| 12. n | 25. v |
| 13. d | 26. w |

- Record students' names, scores, and any letters missed on the Class Summary Sheet located at the end of this lesson and Worksheet 26.3.

10 Part 5: Uppercase Letter Names (Optional)



Worksheet 28.2

- This is an optional assessment for uppercase letter recognition.
- Ask students to remove Worksheet 28.2 from their Workbooks and write their names on the top of the page.
- Tell students you will ask them to point to a row and listen as you say the name of a letter. Tell students they are to circle the letter you name.
- Ask students to point to row number 1. Say the letter name for 'e' (eeee), Repeat two times, giving students time to circle a letter.
- Continue in the same manner with each of the letters in the box below.

- | | |
|-------|-------|
| 1. E | 14. R |
| 2. Y | 15. M |
| 3. P | 16. V |
| 4. G | 17. I |
| 5. K | 18. F |
| 6. S | 19. J |
| 7. B | 20. O |
| 8. H | 21. N |
| 9. C | 22. Q |
| 10. L | 23. Z |
| 11. W | 24. A |
| 12. T | 25. U |
| 13. D | 26. X |

Record students' names, scores, and any letters missed on the Class Summary Sheet located at the end of this lesson and Worksheet 26.3.

The Unit 10 End-of-the-Year Student Performance Task Assessment is a multipart assessment of skills students have learned in the CKLA program. More specifically, the End-of-the-Year Student Performance Task Assessment requires that students identify decodable words as the teacher reads them aloud, identify Tricky Words as the teacher reads them aloud, and write spellings corresponding to sounds the teacher pronounces aloud. It is imperative that you clearly identify and document individual students' weaknesses to assist students' Grade 1 teachers in their planning for the following school year. To be successful in Grade 1, students must have mastered the basic code for the short vowel and consonant sounds and be able to apply this knowledge to blend and read words of three to five sounds. Students should also be able to recognize and read the Tricky Words taught in Kindergarten.

This set of assessment results combined with those from Unit 8 provide a student record that will be invaluable to each student’s Grade 1 teacher.

It is important that teachers be cognizant of the possible losses and gains in skills that may result over the summer hiatus. For example, some students may experience a “summer learning loss” in skills, whereas other students may experience gains in their skills due to extracurricular summer experiences (e.g., private tutoring, summer camps, and other programs provided by the community). Although the student record provides valuable information that Grade 1 teachers may use for planning purposes, it will nonetheless be crucial that Grade 1 teachers complete a comprehensive placement assessment with each entering Grade 1 student.

Interpreting Assessment Scores

Word Recognition

If student scores...	Recommendation
18–20 correct Word Recognition	This student has OUTSTANDING preparation for Grade 1 Skills instruction.
16 or 17 correct on Word Recognition	This student has STRONG preparation for Grade 1 Skills instruction.
14 or 15 correct on Word Recognition	This student has ADEQUATE preparation for Grade 1 Skills instruction.
13 or less on Word Recognition	This student has QUESTIONABLE preparation for Grade 1 Skills instruction.

Interpreting Assessment Scores

Sound Writing

If student scores...	Recommendation
14 or 15 correct on Sound Writing	This student has OUTSTANDING preparation for Grade 1 Skills instruction.
12 or 13 correct on Sound Writing	This student has STRONG preparation for Grade 1 Skills instruction.
11 correct on Sound Writing	This student has ADEQUATE preparation for Grade 1 Skills instruction.
10 or less on Sound Writing	This student has QUESTIONABLE preparation for Grade 1 Skills instruction. Bring this student’s performance to the attention of the teacher for the next school year.

Generally you will find the following applies to most students.

If a student scores:

- in the OUTSTANDING or STRONG range on Word Recognition and/or Sound Writing, the student is ready for instruction using Grade 1 CKLA materials.
- in the ADEQUATE or QUESTIONABLE range on Word Recognition and/or Sound Writing, the student may not be ready for instruction using Grade 1 CKLA materials without rigorous intervention.
- If a student's scores indicate the need for the administration of the Letter Sound assessment, this is another indicator the student may not be ready for instruction using Grade 1 CKLA materials.

Word Recognition +	Sound Writing =	Grade 1 Readiness
Outstanding	Outstanding	Outstanding
Outstanding	Strong	Strong
Outstanding	Adequate	Adequate
Outstanding	Questionable	Adequate
Strong	Outstanding	Strong
Strong	Strong	Strong
Strong	Adequate	Adequate
Strong	Questionable	Adequate
Adequate	Outstanding	Adequate
Adequate	Strong	Adequate
Adequate	Adequate	Adequate
Adequate	Questionable	Questionable
Questionable	Outstanding	Questionable
Questionable	Strong	Questionable
Questionable	Adequate	Questionable
Questionable	Questionable	Questionable

Guess My Word

10 minutes



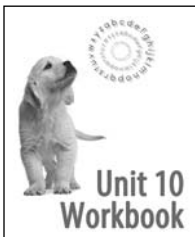
- Set up the pocket chart.
- Arrange cards for the following vowel spellings along the top of the pocket chart: 'i', 'e', 'a', 'u', 'o'.
- Arrange cards for the following consonant spellings along the bottom of the pocket chart: 'm', 'n', 't', 'c', 's', 'l'.
- Tell students you are thinking of a decodable word with a separated digraph you can build with these spellings. (See box below for possible words.)
- Tell students how many sounds are in your word.
- Have students guess your word by asking whether or not it contains specific sounds and/or spellings.
- If students identify a spelling in the word, move the spelling to the middle of the pocket chart.
- Continue until the word has been spelled in the center of the pocket chart.
- Repeat with additional words.

Possible words:

- | | |
|---------|----------|
| 1. mine | 6. same |
| 2. lime | 7. mute |
| 3. mile | 8. cute |
| 4. mane | 9. cone |
| 5. male | 10. sole |

Circle the Word

15 minutes

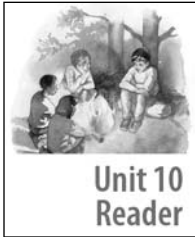


Worksheet 28.3

- Distribute and display Worksheet 28.3.
- Point to the first picture and identify it as a rose.
- Ask students to read the first word; repeat for the second and the third word.
- Ask if the first word, the second word, or the third word matches the picture of the rose.
- Have students circle the word *rose*, following your example.
- Continue demonstrating until students are ready to work independently.

“Lunch Trades”

Previewing the Spellings



If students need additional reading practice, you may use any of the Pausing Point exercises addressing reading.

- Refer to the following chart containing Unit 10 spellings on the board. Read the words aloud as a class. Underline the spellings.

'a_e' (/ae/)	'i_e' (/ie/)	'o_e' (/oe/)	'u_e' (/ue/)
D <u>a</u> ve	li <u>ke</u>	bo <u>ne</u>	f <u>u</u> mes
tr <u>a</u> de			
<u>a</u> te			
g <u>a</u> ve			
gr <u>a</u> pes			

Purpose for Reading

- Review the use of an apostrophe for the contractions *I’ll*, *it’s*, and *what’s*.
- Tell students today they will read a story about trading lunches. Ask students to pay special attention to the story so, at the end, they can tell you who is tired of eating ham.

Reading the Story

- **Group 2:** Have students take out their Readers, sit with their partners, and take turns reading “Lunch Trades” aloud to one another. Students who finish early should reread the stories “The Skiff Ride” and “The Cave” or choose a sentence from the Reader to copy and illustrate. They should not read ahead. You may wish to assign an optional vocabulary worksheet.
- **Group 1:** Have students follow along in their Readers as one student at a time reads aloud from the story “Lunch Trades” without interruption. Read the story a second time, having students read aloud. If you have time, reread “The Skiff Ride” and “The Cave” in the same fashion. Alternatively, you may complete a different remediation exercise addressing the specific needs of students.

Wrap-Up

- Discuss the following questions as a class.

Discussion Questions on “Lunch Trades”

1. *Literal* Who is tired of eating ham? (Dave is tired of eating ham.)
2. *Literal* What is in Ling’s lunch? (Ling has a hot dog and chips.)
3. *Literal* What does Scott claim is in his lunch? (He claims he has a fish bone, a lump of fat, and a wet sock.)
4. *Inferential* Does Scott really have a bone, fat, and sock in his lunch? (No, he did not want to trade lunch with anyone.)

End-of-the-Year Student Performance Task Assessment

10 Part 3: Letter Sounds (Individual Assessment)

- Follow the procedures explained in Lesson 27 if you still need to administer the Letter Sounds individual assessment.

Take-Home Material

Take-Home Story: “The Cave”

- Have students give Worksheet 28.4 to a family member.

Writing Lowercase Letters Class Summary Sheet

Directions

Mark an X in the box of any letter not identified and written by the student. Record the number of incorrect responses.

Student Name	e	y	o	h	k	b	x	m	u	g	a	n	d	l	c	z	t	j	i	p	s	r	q	f	v	w	Total ____/26		

Uppercase Letter Names Class Summary Sheet

Directions

Mark an X in the box of any letter circled incorrectly by the student. Record the number of incorrect responses.

Student Name	E	Y	P	G	K	S	B	H	C	L	W	T	D	R	M	V	I	F	J	O	N	Q	Z	A	U	X	Total ___/26		

Lesson 29

Review
Assessment

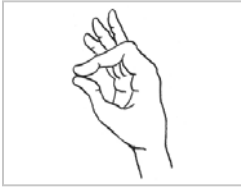
✓ Objectives

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

- ✓ Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/ (RF.K.2d)
- ✓ Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make *cat* (RF.K.2d)
- ✓ Begin to read and write one-syllable words containing a long vowel sound with the final *-e* spelling, e.g., *late*, *bite*, *note*, and *cute* (RF.K.3b)
- ✓ Read, spell, and write chains of one-syllable long vowel words with the final *-e* spelling, e.g., *nine* > *line* > *lime* > *time* > *tame* > *came* > *cape* > *tape* (RF.K.3b)
- ✓ Read aloud in a group, with a partner, or alone for at least 15 minutes each day (RL.K.10)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4)
- ✓ With prompting and support, ask and answer questions (e.g., *who*, *what*, *where*, *when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, settings, things, events, actions, a scene, or facts, from a fiction text that has been read independently (RL.K.3)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Segmenting		5
	Sound/Spelling Review	Large Cards for ‘ee’, ‘a’, ‘i’, ‘o’, ‘u’, ‘e’, and 10 other spellings	
Chaining	Pop-Out Chaining	Large Cards for ‘m’, ‘n’, ‘t’, ‘c’, ‘s’, ‘p’, ‘b’, ‘l’, ‘h’, ‘w’, ‘qu’, ‘i’, ‘e’, ‘a’, ‘u’, ‘o’	20
Small Group-Reading Time	“Lunch Trades”	Scott Reader	20
Reviewing the Story	Story Questions Worksheet: “Lunch Trades”	Worksheet 29.1; projection system	15
End-of-the-Year Student Performance Task Assessment	Part 3: Letter Sounds (Individual Assessment)	pencils; Worksheet 27.6	*
Take-Home Material	Take-Home Story: “The Skiff Ride”	Worksheet 29.2	*

Segmenting



- Follow the instructions in Lesson 1.

1. den·tist	(3+4)	/d/ /e/ /n/ · /t/ /i/ /s/ /t/
2. rain·bow	(3+2)	/r/ /ae/ /n/ · /b/ /oe/
3. birth·day	(3+2)	/b/ /er/ /th/ · /d/ /ae/
4. cup·cake	(3+3)	/k/ /u/ /p/ · /k/ /ae/ /k/
5. shoe·lace	(2+3)	/sh/ /oo/ · /l/ /ae/ /s/
6. bed·time	(3+3)	/b/ /e/ /d/ · /t/ /ie/ /m/
7. some·times	(3+4)	/s/ /u/ /m/ · /t/ /ie/ /m/ /z/
8. book·case	(3+3)	/b/ /oo/ /k/ · /k/ /ae/ /s/
9. hop·scotch	(3+4)	/h/ /o/ /p/ · /s/ /k/ /o/ /ch/
10. scare·crow	(4+3)	/s/ /k/ /ae/ /r/ · /k/ /r/ /oe/

Sound/Spelling Review

- Gather the Large Cards for 'ee', 'a', 'i', 'o', 'u', 'e', and ten other spellings taught. Choose cards students need to practice.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the card shows a letter team, have students name the letters as well.
- Repeat this process with the remaining cards.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards. Do the same with the 'i' card and the 'e' card to review the 'i_e' spelling, the 'o' card and the 'e' card to review the 'o_e' spelling, and the 'u' card and the 'e' card to review the 'u_e' spelling.

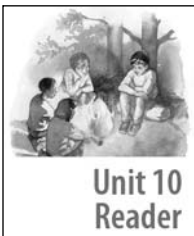
Pop-Out Chaining

- Distribute and review the following Large Cards: ‘m’, ‘n’, ‘t’, ‘c’, ‘s’, ‘p’, ‘b’, ‘l’, ‘h’, ‘w’, ‘qu’, ‘i’, ‘e’, ‘a’, ‘u’, and ‘o’.
- Tell student with the ‘e’ card that he or she is holding the magic letter ‘e’.
- Tell students if they are holding a card with a sound in *cut*, they should go to the front of the room and stand in the order spelling *cut*.
- Tell students you are a magician. When you say, “Alakazam!” the student with the ‘e’ card should add it to the end of *cut* to change the word’s vowel sound and make a new word.
- Say “Alakazam!” and have the student with the ‘e’ card add it to the end of *cut*, changing *cut* to *cute*.
- Have the class read the new word.
- Repeat this process with the remaining word pairs.

- | | |
|---------------|----------------|
| 1. cut—cute | 6. tot—tote |
| 2. cub—cube | 7. bit—bite |
| 3. hop—hope | 8. pal—pale |
| 4. not—note | 9. pan—pane |
| 5. quit—quite | 10. slim—slime |

Small Group-Reading Time

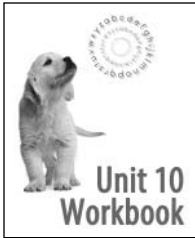
“Lunch Trades”



If students need additional reading practice, you may select any of the Pausing Point exercises addressing reading.

- ✪ **Group 1:** Have students take out their Readers, sit with their partners, and take turns reading “Lunch Trades” aloud to one another. Students who finish early should reread the stories “The Skiff Ride” and “The Cave.” They should not read ahead. You may wish to assign an optional vocabulary worksheet.
- ✪ **Group 2:** Have students follow along in their Readers as one student at a time reads aloud a paragraph from the story “Lunch Trades.” Read the story a second time, having students read aloud. If you have time, reread “The Skiff Ride” and “The Cave” in the same fashion.

Story Questions Worksheet: "Lunch Trades"



Worksheet 29.1

If students need additional handwriting practice, you may select any of the Pausing Point exercises addressing handwriting.

- Distribute and display Worksheet 29.1.
- Ask students to read the first question.
- Ask students for the answer to the first question.
- Have students write the decodable answer on the line provided, following your example: Dave's lunch bag has ham.
- Ask students to read the second question.
- Ask students to identify the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Continue demonstrating until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.

End-of-the-Year Student Performance Task Assessment

10 Part 3: Letter Sounds (Individual Assessment)

- Follow the procedures explained in Lesson 27.

Take-Home Material

Take-Home Story: "The Skiff Ride"

- Have students give Worksheet 29.2 to a family member.

Unit 10 Pausing Point

This is the end of both Unit 10 and the Core Knowledge Language Arts program for Kindergarten. A Pausing Point has been included here in order to accommodate teachers who have a need for supplemental exercises. Note that procedures are not reprinted for exercises included in the Unit 10 lessons. Instead, we simply list the lessons where the exercises can be found. Exercises not included in the Unit 10 lessons have procedures printed here.

Pausing Point Topic Guide Unit 10

Segment Two-Syllable Words

Segmenting	Lessons 1, 3, 5, 11, 13, 16, 19, 22, 25, 27, 29
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Recognize and Isolate the Sounds Taught in Unit 10

Sound Off	Page 160
Sound Riddles	Page 161

Recognize the Spellings Taught in Unit 10

How Many Sounds?	Page 162
Highlighting Digraphs	Page 163

Read Words Containing the Digraphs Taught in Unit 10

Teacher Chaining	Page 163
Wiggle Cards	Lessons 1, 6, 11, 15, 17, 22, 25; Page 163
Word Collections	Page 164
Mark the Sentence	Page 164
Connect It	Page 164
Dictation Identification with Phrases	Page 164
Vowel Switch	Page 165

Read Tricky Words

Colored Flashcards	Page 165
Word Concentration	Page 166
Tricky Word Bean Toss	Page 166
Tricky Word Clues	Page 166

Read Decodable Stories

Practice Reading: “Mike’s Tale,”
“Green Grove Glade,” “The Boss,”
and “The King of Kites” Page 167

Take-Home Stories: “Lunch Trades,”
“Mike’s Tale,” “Green Grove Glade,”
“The Boss,” and “The King of Kites” Page 168

Answer Story Questions in Writing

Story Questions Worksheets: “Mike’s Tale,”
“Green Grove Glade,” “The Boss,”
and “The King of Kites” Page 168

Illustrating Stories Page 168

Sequencing the Story Page 168

Spell Words Containing Digraphs Taught in Unit 10

Large Card Chaining Page 168

Write Words Containing Digraphs Taught in Unit 10

Dictation Identification Lessons 10, 20; Page 169

Chaining Dictation Page 169

Dictation with Words Page 169

Word Sort Page 171

Label the Picture Page 171

A or B? Page 171

Word Box Page 171

Write Tricky Words

Tricky Word Practice Lessons 2, 4, 7, 9, 10, 12, 14,
15, 17, 18, 20, 24,
28; Page 171

Handwriting Sheets with Tricky Words Page 171

Write Phrases or Sentences

Making Phrases Page 171

Dictation with Sentences Page 171

Sentence Strips Page 172

Making Questions, Exclamations,
and Statements Page 172

Segment Two-Syllable Words

Segmenting

- See Warm-Up exercises in Lessons 1, 3, 5, 11, 13, 16, 19, 22, 25, 27, and 29.

Recognize and Isolate the Sounds Taught in Unit 10

Sound Off: /ee/ and /oe/

- Tell students you are going to read a story containing a number of examples of the /ee/ sound. The /ee/ sound can be at the beginning, in the middle, or at the end of a word.
- Ask students to touch their knees whenever they hear the /ee/ sound.
- Read the story sentence by sentence, making an effort to emphasize the /ee/ sound whenever it occurs.

Once there was an **evil queen**. She was very, very **mean**. The **mean queen** had a **sweet son** named **Dean**. He was only **thirteen**. The **mean queen** made **Dean eat** so many **peas** that his **teeth** turned an **ugly shade** of **green**!

- The following is a story for the /oe/ sound.

Hope wrote a **note** to her pal **Moe**. The **note** said, “**Moe**, **won’t** you come **home** with me for a meal of sloppy **joes**?” **Moe wrote** a **note** back. It said, “**No**, **Hope**, I **won’t**. Sloppy **joes** are so **yummy**! But I have to **go home** to shovel **snow**.”

Sound Riddles: /ie/, /ae/, /ue/, and /ee/

- Tell students you are going to say some riddles, each of which has an answer containing the target sound.

/ie/

1. I'm thinking of something very cold and very sweet that melts when you take it out of the freezer. (ice cream)
2. I'm thinking of something having two wheels and two pedals. A lot of kids like to ride this. (bike)
3. I'm thinking of a round dessert that can be made with cherries, pumpkin, or blueberries. (pie)
4. I'm thinking of the number that comes after four. (five)
5. I'm thinking of the opposite of day. (night)
6. I'm thinking of something that brightens up a room when you turn it on. (light)
7. I'm thinking of the opposite of left. (right)
8. I'm thinking of something you might do when you are very sad. (cry)
9. I'm thinking of the woman who wears a white dress at a wedding. (bride)
10. I'm thinking of what birds do with wings. (fly)

/ae/

1. I'm thinking of a sweet dessert that usually has frosting. You might eat this on your birthday. (cake)
2. I'm thinking of something a lot like a pond, only bigger. (lake)
3. I'm thinking of a letter that stands for the /j/ sound. ('j')
4. I'm thinking of water that falls from clouds. (rain)
5. I'm thinking of something that you play at recess. (game)
6. I'm thinking of the part of the body that has eyes, nose, and mouth. (face)
7. I'm thinking of a long animal that slithers. This animal has no legs. (snake)
8. I'm thinking of a letter that stands for the /k/ sound. ('k')
9. I'm thinking of the opposite of early. (late)
10. I'm thinking of the opposite of love. (hate)

/ue/

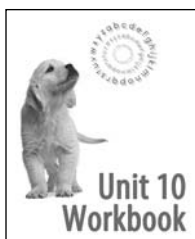
1. I'm thinking of a letter that stands for the /u/ sound. ('u')
2. I'm thinking of a shape having six square sides. (cube)
3. I'm thinking of a make-believe animal that looks like a horse with one horn. (unicorn)
4. I'm thinking of a word that means the opposite of *me*. (*you*)
5. I'm thinking of a word that often describes puppies and kittens. This word means almost the same thing as *adorable*. (*cute*)
6. I'm thinking of an animal that is a mix between a horse and a donkey. (mule)

/ee/

1. I'm thinking of something covering most trees. (leaves)
2. I'm thinking of something we plant when we want to grow a flower. (seed)
3. I'm thinking of the number that comes after two. (three)
4. I'm thinking of something we use to lock or unlock a door. (key)
5. I'm thinking of the color of grass. (green)
6. I'm thinking of something we do at night. (sleep or dream)
7. I'm thinking of a farm animal that says, "Baa, baa!" (sheep)
8. I'm thinking of something we do when we are hungry. (eat)
9. I'm thinking of what we use our eyes to do. (see)
10. I'm thinking of something that has a trunk, branches, and leaves. (tree)

Recognize the Spellings Taught in Unit 10

How Many Sounds?



Worksheet PP1

- Distribute and display Worksheet PP1.
- Remind students some spellings are digraphs (letter teams), which means they are made up of more than one letter.
- Ask students to tell you the first sound in the first word.
- Complete the remaining sounds in the same fashion.
- Ask students how many sounds are in the word *smile*.
- Have students write the number 4 in the box, following your example.
- Have students copy *smile* on the handwriting guidelines, following your example.
- Complete the remaining words in the same fashion.

Highlighting Digraphs

- Write a number of decodable words containing the digraphs taught in this unit on a sheet of paper.
- Ask students to read the words and highlight the letters of each digraph.
- Have students connect the separated digraphs with a V-shaped mark.

Read Words Containing the Digraphs Taught in Unit 10

Teacher Chaining

- Write *nine* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove the first 'n' and add 'l' to create *line*.
- As you make this change, say to students, "If that is *nine*, what is this?"
- Continue this process to complete the chains.

1. nine > line > lime > time > tame > name > nape > nap > tap > tape
2. cute > cube > cub > cab > cat > fat > fate > date > late > lane
3. line > shine > shin > sheen > teen > ten > men > man > mane > mine
4. pipe > ripe > rip > sip > sick > tick > tim > time > dime > dome
5. base > chase > case > cape > cope > hope > rope > role > hole > pole

Wiggle Cards

- Lessons 1, 6, 11, 15, 17, 22, and 25.

1. munch cake
2. chase pals
3. ride a bike
4. doze off
5. slap five
6. stare at pal
7. stand in line
8. run a mile
9. smell a rose
10. hiss like a snake
11. shake hands
12. smile
13. be a plane
14. rub your nose

Word Collections

- Write decodable words containing the sound pair /e/ and /ee/, /a/ and /ae/, /i/ and /ie/, /o/ and /oe/, or /u/ and /ue/ on cards, one word per card. The difference in their spellings should only be the added 'e'. For example, for the /a/-/ae/ pair, make cards with words such as *rat* and *rate*, *pan* and *pane*, and *mat* and *mate*.
- Label two boxes or paper lunch bags with the spellings 'a' and 'a_e'.
- Ask students to read the words on the cards and say if the words contain the /a/ sound or the /ae/ sound.
- Have students place the word cards in the appropriate containers.

Mark the Sentence

- Distribute and display Worksheet PP2.
- Ask students to read the first sentence.
- Ask students to read the second sentence.
- Ask the class which of the first two sentences matches the first picture.
- Have students shade the circle next to the matching sentence, following your example.
- Continue demonstrating until students are ready to work independently.

Connect It

- Have students complete Worksheet PP3.

Dictation Identification with Phrases

- Distribute and display Worksheet PP4.
- Point to the first row of phrases, and tell the class you are going to say one of the two phrases.
- Say the phrase *a red flame*.
- Ask the class which of the two phrases spells *a red flame*.
- Once the class has answered correctly, have the students circle the phrase *a red flame*, following your example.
- Continue demonstrating until students are ready to work independently.

- | | | |
|------------------|-------------------|--------------------|
| 1. a red flame | 5. bees in a hive | 9. a lot of feed |
| 2. she runs in | 6. you and Mom | 10. the green lime |
| 3. pass the cone | 7. wake him up | 11. shade of red |
| 4. the bikes | 8. they are cute | 12. on this side |

Vowel Switch

- Distribute and display Worksheet PP5.
- Ask students to read the first word.
- Ask students to read the second word.
- Ask students which of the first two words matches the first picture.
- Have students circle the matching word, following your example.
- Continue demonstrating until students are ready to work independently.

Read Tricky Words

Colored Flashcards

- Print decodable words on green flashcards and Tricky Words on yellow flashcards.
- Explain to students the words printed on green paper are regular and can be read via blending. Green means go!
- Explain to students the words printed on yellow paper are tricky. Yellow means proceed with caution.
- Shuffle the cards and have students read them one at a time.

Tricky Words

- | | |
|---------|----------|
| 1. he | 7. their |
| 2. she | 8. my |
| 3. we | 9. by |
| 4. be | 10. you |
| 5. me | 11. your |
| 6. they | 12. once |

Possible Decodable Words

- | | |
|----------|-----------|
| 1. see | 12. made |
| 2. take | 13. came |
| 3. like | 14. keep |
| 4. three | 15. gave |
| 5. make | 16. ate |
| 6. home | 17. green |
| 7. name | 18. sleep |
| 8. tree | 19. close |
| 9. seem | 20. fine |
| 10. use | 21. hope |
| 11. five | 22. ride |

Word Concentration

- Write the Tricky Words taught so far on small cards, one word per card, two cards for each word.
- Shuffle the cards and lay them face down on the table.
- Have students turn over two cards at a time, attempting to find matching cards.
- If a student finds a match, he or she keeps the cards.
- Let the game continue until all matches have been found.

Tricky Word Beanbag Toss

- Write the Tricky Words taught in this unit on cards. Place them face up on the floor.
- Hand a beanbag to a student and explain he or she should toss the beanbag towards the cards.
- Have the student read the Tricky Word card the beanbag hits or lands near.

Tricky Word Clues

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

Read Decodable Stories

Practicing Reading: “Mike’s Tale,” “Green Grove Glade,” “The Boss,” and “The King of Kites”

- Ask students to sit with their partners, take out their Readers, and take turns reading the following stories aloud to one another: “Mike’s Tale,” “Green Grove Glade,” “The Boss,” and “The King of Kites.”
- Encourage students who finish early to reread stories from previous lessons.
- Students should answer questions using complete sentences.

Discussion Questions on “Mike’s Tale”

1. *Inferential* Where are the kids? (They are in a forest or woods.)
2. *Literal* What is Mike’s tale about? (a Grump)
3. *Literal* What makes a snapping noise? (Meg)
4. *Literal* Who gets scared? (Dave)

Discussion Questions on “Green Grove Glade”

1. *Literal* Where does Dave take Scott? (Green Grove Glade)
2. *Literal* Name some things that you can do at Green Grove Glade. (swing, slide, ride)
3. *Literal* What does Scott tell his mom about Green Grove Glade? (It was fun.)

Discussion Questions on “The Boss”

1. *Inferential* What is a glare? (Accept reasonable answers.)
2. *Inferential* Why do Meg and Scott glare at each other? (Accept reasonable answers.)
3. *Literal* Who gets to be the boss? (Jen)

Discussion Questions on “The King of Kites”

1. *Literal* What did Scott make? (a kite)
2. *Literal* Describe what Scott’s kite looks like. (Accept reasonable answers.)
3. *Inferential* What parts does a kite need to have? (Accept reasonable answers.)
4. *Literal* Where do Scott and Dave go to fly the kite? (to the lake)

Take Home Stories

Take-Home Stories: “Lunch Trades,” “Mike’s Tale,” “Green Grove Glade,” “The Boss,” and “The King of Kites”

- Distribute Worksheets PP6–PP10.
- Have students take the worksheets home and give them to a family member.

Answer Story Questions in Writing

Story Questions Worksheets: “Mike’s Tale,” “Green Grove Glade,” “The Boss,” and “The King of Kites”

- Have students complete Worksheets PP11–PP14.

Illustrating Stories

- Have students draw pictures representing their favorite aspects of the stories they have read.
- Ask students questions about their drawings and the stories.

Sequencing the Story

- Distribute Worksheets PP15 and PP16.
- Have students reread the story “Scott Bakes a Cake.”
- Ask students to read the four sentences on Worksheet PP15 and then copy or paste the sentences onto Worksheet PP16 in the correct sequence.
- Have students illustrate each sentence.

Spell Words Containing Digraphs Taught in Unit 10

Large Card Chaining

- Distribute the following Large Cards, reviewing each card’s sound as you pass it out: ‘m’, ‘n’, ‘t’, ‘d’ (2), ‘c’, ‘k’, ‘f’, ‘s’, ‘b’, ‘l’, ‘r’, ‘w’, ‘sh’, ‘i’, ‘e’, ‘a’, ‘u’, ‘o’, and ‘ee’.
- Tell students if they are holding a card with a picture of a sound in *life*, they should go to the front of the room and stand in the order spelling *life*.
- If necessary, help students establish the correct order.
- Once the word has been spelled correctly, say to students, “If that is *life*, show me *like*.”
- Students should rearrange themselves to make the new word.
- Continue this process until all of the words in the first chain have been spelled.

- Proceed to the next chain.

1. life > like > bike > bake > make > made > wade > wide > tide > side
2. did > dad > deed > feed > seed > seem > seek > peek > leek > meek
3. hat > fat > fate > rate > date > late > mate > mute > cute > cube
4. rode > ride > side > tide > time > tame > lame > lime > life > line
5. broke > brake > rake > lake > shake > shame > shade > fade > made

Write Words Containing the Digraphs Taught in Unit 10

Dictation Identification

- See Lessons 10 and 20.

- | | | |
|---------|---------|----------|
| 1. bike | 5. has | 9. twin |
| 2. dime | 6. my | 10. ripe |
| 3. fin | 7. site | 11. win |
| 4. like | 8. they | 12. she |

Chaining Dictation

- Distribute and display Worksheet PP17.
- Direct students' attention to the first word, and ask students if any of them know what letters need to be written on the lines to make *cute*.
- Have students write a 'u' on the first line and an 'e' on the second line, following your example.
- Continue demonstrating until students are ready to work independently.

- | | |
|---------|-----------|
| 1. cute | 6. bike |
| 2. cut | 7. bake |
| 3. but | 8. wake |
| 4. bit | 9. woke |
| 5. bite | 10. choke |

Dictation with Words

- Tell students to take out a pencil and a piece of paper.
- Explain to students you are going to say a number of words for them to write.
- Say the word *cube*. Then segment the word, raising one finger for each sound: /k/ (raise thumb) . . . /ue/ (raise pointer finger) . . . /b/ (raise middle finger).

- Ask students how many sounds are in the word *cube*.
- Draw three lines on the board—one for each sound in *cube*. Have students do the same on their paper.
- Remind students the /ue/ sound is spelled with two letters, so a fourth line is needed. Draw a fourth line on the board, and have students do the same on their paper.
- Ask students for the first sound in *cube*. Fill in the first line on the board with the letter ‘c’, and have students do the same on their paper.
- Ask students for the second sound in *cube*. Fill in the second line on the board with the letter ‘u’, and have students do the same on their paper. Remind students that the letter ‘u’ is the first part of the spelling for /ue/. Tell the class you will write the second part after you write the letters for the sound coming after the /ue/ sound.
- Ask students for the third sound in *cube*. Fill in the third line on the board with the letter ‘b’, and have students do the same on their paper. Explain if you left the word like this, it would be pronounced *cube*. To spell *cube*, you need to finish writing the /ue/ sound.
- Ask students what letter must be written on the fourth line in order to complete the picture of the /ue/ sound. Once the letter ‘e’ has been identified, fill in the fourth line on the board with the letter ‘e’, and have students do the same on their paper.
- Model reading the word as a strategy for double-checking its spelling.
- Demonstrate this process with at least one or two additional words before having students write the words independently.
- Remind students to refer to the Sound Posters to aid in remembering how to write the spellings.

- | | | | |
|----------|------------|-----------|------------|
| 1. cube | 10. screen | 19. tale | 28. peer |
| 2. gripe | 11. probe | 20. fume | 29. throne |
| 3. tone | 12. creep | 21. frame | 30. slope |
| 4. nine | 13. mute | 22. free | 31. wave |
| 5. jokes | 14. blaze | 23. shape | 32. zone |
| 6. speed | 15. speech | 24. drive | 33. heel |
| 7. trade | 16. drapes | 25. some | 34. mule |
| 8. cheer | 17. quake | 26. time | 35. prize |
| 9. smile | 18. cute | 27. wife | 36. use |

Word Sort

- Have students complete Worksheet PP18.

Label the Picture

- Have students complete Worksheet PP19.

A or B?

- Have the students complete Worksheet PP20.

Word Box

- Have students complete Worksheet PP21 and/or Worksheet PP22.

Write Tricky Words

Tricky Word Practice

- See Lessons 2, 4, 7, 9, 10, 12, 14, 15, 17, 18, 20, 24, and 28.
- Use Tricky Words taught in this unit: *he, she, we, be, me, they, their, my, by, you, and your.*

Handwriting Worksheets with Tricky Words

- Distribute Worksheets PP23, PP24, and PP25.
- Have students trace and copy the Tricky Words.
- Have students underline the tricky part of each Tricky Word.
- On the back of each worksheet are the same words as on the front. The back is more difficult because only starting dots are provided.

Write Phrases or Sentences

Making Phrases

- Write decodable nouns, decodable adjectives, and the Tricky Words *he, she, we, be, me, they, their, my, by, you, and your* on cards, one word per card.
- Have students create phrases with these cards.
- Then have students copy the phrases on paper.

Dictation with Sentences

- Provide students with a pencil and paper.
- Explain you are going to say a number of sentences. There will be statements, questions, and exclamations. Be sure to use the proper intonation when reading the sentences. (Select sentences from the list below.)
- Tell students to write each sentence you say.

- For each sentence you say, hold up one finger for each word.
- Ask students to count the words and then draw a line on their paper for each word they hear with a finger space between the lines.
- Once students have drawn the lines, ask them to write each word, sound by sound. Finally, ask students to read the sentence back to you.
- Remind students to refer to the Sound Posters to aid in remembering how to write the spellings.

- | | |
|-----------------------------------|-----------------------------|
| 1. What a cute dog! | 11. Time to wake up! |
| 2. The drapes are green. | 12. Is this your plate? |
| 3. Get them some rope! | 13. What a shame! |
| 4. She sits by Mike. | 14. Where are my sheep? |
| 5. Am I late? | 15. My mom made me a cake. |
| 6. I will take nine limes. | 16. Jake needs his things. |
| 7. We rode the bus home. | 17. Did she smash the dish? |
| 8. That's a fine fish! | 18. The fumes smell bad! |
| 9. He likes their bikes. | 19. The mole dug a hole. |
| 10. When will we plant the seeds? | 20. What time is it? |

Sentence Strips

- Choose sentences from the *Scott Reader* that can be illustrated and copy them onto long slips of paper. Place the slips of paper in your pocket chart.
- Have students choose a sentence to copy and illustrate.

Making Questions, Exclamations, and Statements

- Write decodable nouns, decodable adjectives, and decodable verbs on cards, one word per card. Make sure some of these words contain separated digraphs. Write the Tricky Words *he, she, we, be, me, they, their, my, by, you,* and *your* on cards, one word per card. Also, make cards with question marks, exclamation points, and periods.
- Have students create questions, exclamations, and statements with these cards.
- You may have students copy the sentences on paper.

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 Tens Recording Chart following to provide an at-a-glance overview of student performance.

Tens Recording Chart

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

Name							

Appendix - Teacher Resources

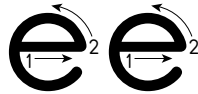
Anecdotal Reading Record

Week of: _____

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

Name _____

1.1



ee ee ee ee

see see see

feet feet feet

Directions: Have students trace and copy the digraph and words. Students should say the sounds while writing the spelling.

Unit 10 1

© 2013 Core Knowledge Foundation

sheep

weeds

feet

queen



weeds

queen



feet

sheep

Directions: Have students write each word under its matching picture.

Unit 10 2

© 2013 Core Knowledge Foundation

Name _____

2.1

feet

seems

needs

1. That kid _____ seems mad.

2. Dad has socks on his _____

feet .

3. Ann _____ needs ten in cash.

Directions: Have students write each word on the line where it fits best.

Unit 10 5

© 2013 Core Knowledge Foundation

keep

feed

bee

4. Mom was stung by a

bee .

5. What did Zack _____ feed his dog?

6. I will _____ keep my sheep in a pen.

Unit 10 6

© 2013 Core Knowledge Foundation

Name _____

2.2

Scott and Lee

1. Scott's dad **keeps** . . .

- a pig.
- three** hens.
- a sheep.

2. The pig is kept in a . . .

- shed.
- pen.
- box.

3. Scott's mom **keeps** . . .

- a pig.
- three** hens.
- a sheep.

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

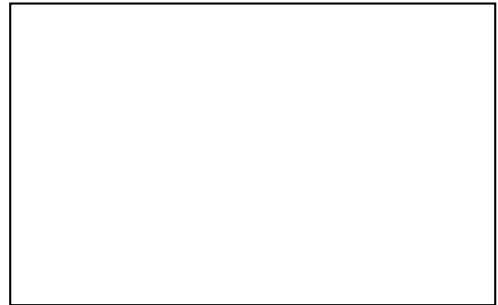
Unit 10 7

© 2013 Core Knowledge Foundation

4. What is Scott's pet?

Scott's pet is a sheep.

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



Answers may vary.

8 Unit 10

© 2013 Core Knowledge Foundation

Name _____

3.1

Dear Family Member,

Have your child read each word and then write it under the matching picture. If necessary, identify the pictures for your child.



1. **bee**



bee

2. **tree**



tree

3. **feet**



feet

Unit 10 9

© 2013 Core Knowledge Foundation

4. **deer**



deer

5. **teeth**



teeth

6. **sleep**



sleep

10 Unit 10

© 2013 Core Knowledge Foundation

Name _____

4.1

Red Ants

1. Why was Lee's week bad?

- A dog bit Lee.
- A rat bit Lee.
- Red ants bit Lee.

2. Scott swept the ants from Lee with . . .

- a brush.
- his hand.
- a tree branch.

3. Scott said . . .

- "Munch on Lee."
- "Munch on sweets."
- "Munch on plants and weeds."

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

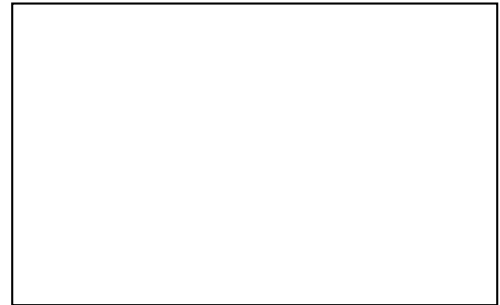
Unit 10 11

© 2013 Core Knowledge Foundation

4. What is one thing the ant said?

"We feel bad."

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



Answers may vary.

12 Unit 10

© 2013 Core Knowledge Foundation

Name _____

5.1

The Bees

1. What stung Lee on his cheek and feet?

Bees stung Lee on his cheek and feet.

2. When did Scott get mad?

Answers may vary.

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

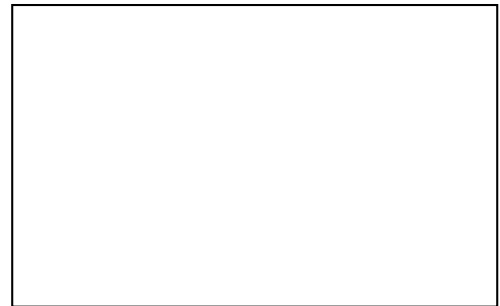
Unit 10 13

© 2013 Core Knowledge Foundation

3. What did Scott tell the bees to sting?

Answers may vary.

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



Answers may vary.

14 Unit 10

© 2013 Core Knowledge Foundation

Name _____

6.1

1. Can a **tree** sing a song? _____
no

2. Is there a kid in this class with six **feet**? _____
no

3. Are plants from **seeds**? _____
yes

4. Are the things in a shop **free**? _____
no

5. Is there a kid in this class with **three** hands? _____
no

6. Can a **bee** buzz? _____
yes

Directions: Have students answer the questions by writing yes or no.

Unit 10 17

© 2013 Core Knowledge Foundation

7. Is a **sheep** a bug? _____
no

8. Are **plums** **sweet**? _____
yes

9. Is grass **green**? _____
yes

10. Can we **munch** on rocks? _____
no

11. Can plants **see**? _____
no

12. Can a cat **sleep**? _____
yes

18 Unit 10

© 2013 Core Knowledge Foundation

Name _____

6.3

me he We

1. Seth has a hat that he got from his dad.

2. We are best pals.

3. I need to sweep the deck. Will you help me ?

Directions: Have students write each word on the line where it fits best. Remind students that the first word in a sentence is always capitalized.

Unit 10 21

© 2013 Core Knowledge Foundation

she Which be

4. If I get in the pond, I will be wet.

5. Which cup is his?

6. Mom has a dress that she got from a shop.

22 Unit 10

© 2013 Core Knowledge Foundation

Name _____

7.1

a_e as in **make**

make make

make make

same same

same same

Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.

Unit 10 23

© 2013 Core Knowledge Foundation

Print the word where it fits best.

1. **tape**



tape

2. **plane**



plane

3. **skate**



skate

24 Unit 10

© 2013 Core Knowledge Foundation

Name _____

8.1

Cake and Grapes

1. What did Scott get to share with Jade?

Scott got grapes to share with Jade.

2. What did Jade get to share with Scott?

Answers may vary.

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

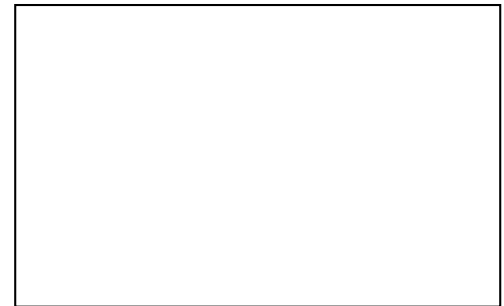
Unit 10 27

© 2013 Core Knowledge Foundation

3. Which kid ate the grapes?

Answers may vary.

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



Answers may vary.

28 Unit 10

© 2013 Core Knowledge Foundation

Name _____

8.2

Dear Family Member,

Have your child read and copy each word under the matching picture. If necessary, identify the pictures for your child.



cake	lake
grapes	cane



cane



grapes



cake



lake

Unit 10 29

© 2013 Core Knowledge Foundation

snake

cape

plate

rake



rake



snake



plate



cape

30 Unit 10

© 2013 Core Knowledge Foundation

Name _____

9.1



cap cape



man mane



tap tape



plan plane



rat rate



fat fate

Directions: Ask students to circle the word matching the picture.

Unit 10 31

© 2013 Core Knowledge Foundation



pan pane



mad made



scrap scrape



at ate



cap cape



man mane

32 Unit 10

© 2013 Core Knowledge Foundation

Name _____

9.2

Fun in the Sand

1. What did the kids **make** with the sand?

The kids made a sand man with the sand.

2. What hit the sand man?

- a truck
- a ship
- a wave

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

Unit 10 33

© 2013 Core Knowledge Foundation

3. Did the kids feel sad?

Answers may vary.

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

Answers may vary.

34 Unit 10

© 2013 Core Knowledge Foundation

Name _____

10.1

1. cake cane cake

2. we weep we

3. date dot dot

4. they their their

5. man mane mane

6. lake lack lake

Directions: Have students circle the words said and then copy the word.

Unit 10 41

© 2013 Core Knowledge Foundation

7. rate rake rate

8. be bees be

9. sale stale stale

10. he heel he

11. trade track trade

12. plate pale pale

42 Unit 10

© 2013 Core Knowledge Foundation

Name _____

10.2

Skates

1. When did Jade get skates?

Jade got skates when she was six.

2. What is one thing Scott asks Jade?

Answers may vary.

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

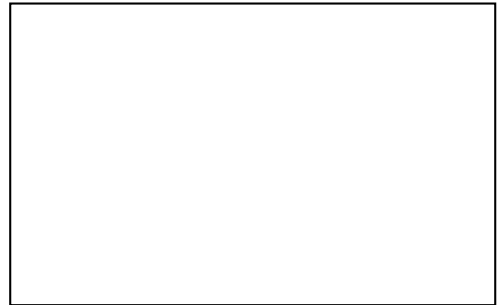
Unit 10 43

© 2013 Core Knowledge Foundation

3. Which kid slips once?

Answers may vary.

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



Answers may vary.

44 Unit 10

© 2013 Core Knowledge Foundation

Name _____

11.1

i² e² as in time

time time

time time

shine shine

shine shine

Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.

Unit 10 47

© 2013 Core Knowledge Foundation

In the box are the names of the 4 things. Print the names on the lines.

bike

slide

bride

smile



bride

smile



slide

bike

Directions: Have students write each word under its matching picture.

48 Unit 10

© 2013 Core Knowledge Foundation

Name _____

12.1

bike	likes	cake
------	-------	------

1. She likes hide and seek and the slide.

2. Dan **rode** his bike to Sam's.

3. Yum! That is a **sweet** cake !

Directions: Have students write each word on the line where it fits best.

Unit 10 55

© 2013 Core Knowledge Foundation

time	tree	trades
------	------	--------

4. He likes grapes, and she trades .

5. A swing hangs from the tree .

6. Can she tell me what time it is?

Unit 10

© 2013 Core Knowledge Foundation

Name _____

12.2

A Fine Hike

1. Where did Clive's dad set up the tent?

The tent was at the top of a big hill.

2. When did Scott and Clive **hike** to the **lake** to fish?

at five

at nine

at six

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

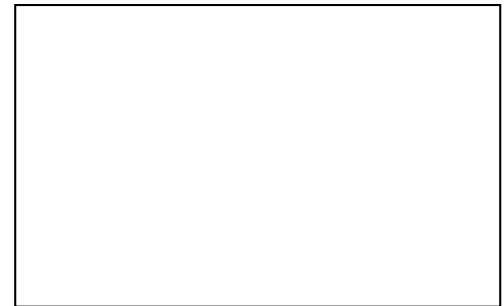
Unit 10 57

© 2013 Core Knowledge Foundation

3. What did Clive's dad **make**?

Answers may vary.

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



Answers may vary.

Unit 10

© 2013 Core Knowledge Foundation

Name _____

13.2

Dear Family Member,

Have your child read and copy each word under the matching picture. If necessary, identify the pictures for your child.



1. bike



bike

2. nine

9

8

nine

3. dime



dime

Unit 10 61

© 2013 Core Knowledge Foundation

4. kite



kite

5. fire



fire

6. slide



slide

62 Unit 10

© 2013 Core Knowledge Foundation

Name _____

14.1



rid ride

kit kite



win wine

slid slide



rip ripe

twin twine

Directions: Ask students to circle the word matching the picture.

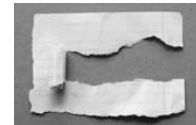
Unit 10 63

© 2013 Core Knowledge Foundation



fin fine

sit site



dim dime

rip ripe



spin spine

shin shine

64 Unit 10

© 2013 Core Knowledge Foundation

Name _____

14.2

The Bike Ride

1. Meg's **tire** hit . . .

- a branch.
- a bump.
- a rock.

2. Which kid fell? Tell what that kid did when they fell.

Meg fell. Then Meg got back on the bike and

said, "Let's ride!"

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

Unit 10 65

© 2013 Core Knowledge Foundation

3. What **made** Meg smile with pride?

Answers may vary.

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

Answers may vary.

66 Unit 10

© 2013 Core Knowledge Foundation

Name _____

15.1

The Plane Ride

1. What did Scott and Meg ride in?

Scott and Meg rode in a plane.

2. Which kid said that Big **Lake** did not seem so big?

Answers may vary.

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

Unit 10 69

© 2013 Core Knowledge Foundation

3. Meg said the truck was the size of a . . .

- plane.
- van.
- dot.

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

Answers may vary.

70 Unit 10

© 2013 Core Knowledge Foundation

Name _____

16.1

1. Can a **rake** run?

no

2. Is it **time** to get
in bed?

no

3. Is a **smile** the **same**
as a grin?

yes

4. Is a **square** a **shape**?

yes

5. Can a **grape** sing?

no

6. Is theft a **crime**?

yes

Directions: Have students answer the questions by writing yes or no.

Unit 10 77

© 2013 Core Knowledge Foundation

7. Is a **lime** **green**?

yes

8. Is **cake** **sweet**?

yes

9. Can a **vase** jump?

no

10. Can a **snake** ride
a **bike**?

no

11. Can a **dog** **skate**?

no

12. Can an **ox** ride
a **hen**?

no

78 Unit 10

© 2013 Core Knowledge Foundation

Name _____

16.3

they

my

by

1. I like my name a lot.

2. The **bike** is by the
shed.

3. The kids are sad
they can't skate.

Directions: Have students write each word on the line where it fits best.

Unit 10 81

© 2013 Core Knowledge Foundation

their

he

me

4. If I **chase** the cat, it will
be scared of me.

5. The men got their
hats at that shop.

6. **James** is glad that he
can swim.

82 Unit 10

© 2013 Core Knowledge Foundation

Name _____

17.1

o_e as in **home**

home home

home home

stone stone

stone stone

Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.

Unit 10 85

© 2013 Core Knowledge Foundation

Print the word where it fits best.

1. home



home

2. nose



nose

3. rose



rose

86 Unit 10

© 2013 Core Knowledge Foundation

Name _____

18.1

hope

made

time

1. It is time to get in bed.

2. We made a sweet cake.

3. I hope Dad will let me get a dog!

Directions: Have students write each word on the line where it fits best.

Unit 10 91

© 2013 Core Knowledge Foundation

bone

see

broke

4. The glass fell and

broke.

5. Stan gave the dog a

bone.

6. When will we see him next?

92 Unit 10

© 2013 Core Knowledge Foundation

Name _____

18.2

The Gift

1. What is the **name** of the shop that Liz went to?

- Hope's Doll Shop
- Hope's Hat Shop
- Hope's Dress Shop

2. What did Liz get Meg?

Liz got Meg a green dress for her doll.

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

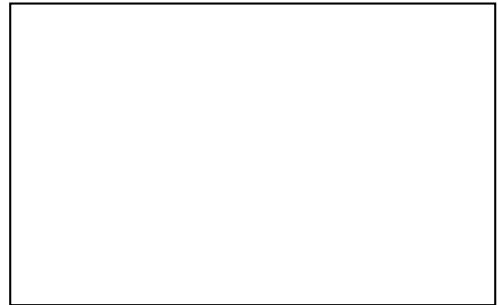
Unit 10 93

© 2013 Core Knowledge Foundation

3. Why was Hope glad?

Answers may vary.

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



Answers may vary.

94 Unit 10

© 2013 Core Knowledge Foundation

Name _____

19.1

The Sled Ride

1. Which kid got on the sled last? Where did that kid sit?

Dave got on the sled last. He sat in the back.

2. What did the sled hit?

Answers may vary.

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

Unit 10 95

© 2013 Core Knowledge Foundation

3. Which **bones** did Jade feel like she broke?

- leg bones
- hand bones
- back bones

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



Answers may vary.

96 Unit 10

© 2013 Core Knowledge Foundation

Name _____

20.1



hop hope



rob robe



mop mope



cod code



tot tote



rat rate

Directions: Ask students to circle the word matching the picture.

Unit 10 103

© 2013 Core Knowledge Foundation



not note



tap tape



can cane



con cone



glob globe



dot dote

104 Unit 10

© 2013 Core Knowledge Foundation

Name _____

20.2

1. bake bike

bike

2. cheek chick

cheek

3. nose note

note

4. fine fin

fine

5. hole pole

hole

6. bee beet

beet

Directions: Have students circle the words said and then copy them on the lines.

Unit 10 105

© 2013 Core Knowledge Foundation

7. dime dome

dime

8. gate game

game

9. grove grave

grove

10. keep kept

keep

11. male mile

mile

12. rate rat

rate

106 Unit 10

© 2013 Core Knowledge Foundation

Name _____

21.1

Scott's Snack Stand

1. What did Scott get from the shop?

- a bike
- nuts
- plums

2. What did the nuts cost Scott?

The nuts cost Scott a lot of cash.

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

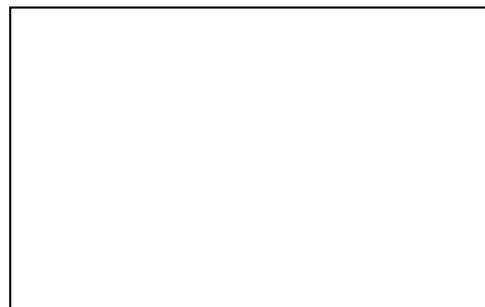
Unit 10 111

© 2013 Core Knowledge Foundation

3. Tell what Scott did with the nuts.

Answers may vary.

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



Answers may vary.

112 Unit 10

© 2013 Core Knowledge Foundation

Name _____

22.1

u_e as in cute

cute cute

cute cute

use use use

use use use

Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.

Unit 10 115

© 2013 Core Knowledge Foundation

Print the word where it fits best.

1. mule



mule

2. fuse



fuse

3. cube



cube

116 Unit 10

© 2013 Core Knowledge Foundation

Name _____

23.1

In the Pet Shop

1. What is in the pen with the chimp?

A cube is in the pen with the chimp.

2. Why can't Scott take the chimp home?

Answers may vary.

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

Unit 10 123

© 2013 Core Knowledge Foundation

3. What pet can Scott take home?

a chimp

a dog

a fish

Answers may vary.

124 Unit 10

© 2013 Core Knowledge Foundation

Name _____

23.2

Dear Family Member,

Have your child read and copy each word under the matching picture. If necessary, identify the pictures for your child.



cube

mule

fuse

sheep



fuse

mule



cube

sheep

Unit 10 125

© 2013 Core Knowledge Foundation

rose

fire

grapes

tree



tree

fire



rose

grapes

126 Unit 10

© 2013 Core Knowledge Foundation

Name _____

24.1

Scott Bakes a Cake

1. What did Scott help **make**?

Scott made a cake with Mom and Meg.

2. What did Scott **crack** and mix?

Answers may vary.

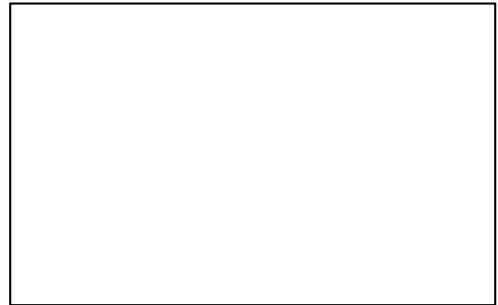
Directions: Have students read the story and answer the questions.

Unit 10 127

© 2013 Core Knowledge Foundation

3. What did Scott's mom say **when** Scott said that he'd **like** to add the **cake** mix?

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



128 Unit 10

© 2013 Core Knowledge Foundation

Name _____

25.1

1. Are you at **home**?

no

2. Can a cat **use** a pen?

no

3. Is a frog as big as a **mule**?

no

4. Is a **rose** a plant?

yes

5. Is a **stone** as soft as a bed?

no

6. Is your **home** in a **tree**?

no

Directions: Have students answer the questions by writing yes or no.

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7. Can a dog dig a **hole**?

yes

8. Is a **cube** a **shape**?

yes

9. Is there a chimp with a **green nose** in this class?

no

10. Is a **rope** a lot like a string?

yes

11. Can you **smile**?

yes

12. Is there a kid in this class with no **bones**?

no

134 Unit 10

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Name _____

25.3

so	no	your
----	----	------

1. Mom said yes, but Dad
said no .

2. Is this your cake?

3. That rose is so big!

Directions: Have students write each word on the line where it fits best.

Unit 10 137

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you	my	by
-----	----	----

4. Did the dog like you ?

5. There is a stone by
the path.

6. This is my home.

138 Unit 10

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Name _____

26.1

1. chop ship shop shot

2. smack mash mesh smash

3. quit bench queen quench

4. then sing thin thing

5. them thug thump trip

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6. tee trade tree free

7. poke Jade junk joke

8. wake wade wide woke

9. fine fire five fish

10. cut cute kite cube

140 Unit 10

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Name _____

26.2

1. what where **was** were

2. here were **where** when

3. why which when **what**

4. all a **are** the

5. they your the **their**

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6. you why no **your**

7. me she **he** be

8. one **once** from word

9. so from **of** one

10. their says **said** so

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Name _____

26.4

The Cave

1. Where are Scott and Jade?

- at a lake
- on a plane
- in a cave

2. Which kid likes bats?

Jade likes bats.

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

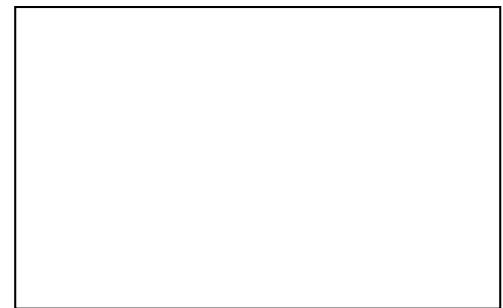
Unit 10 145

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3. Tell what Jade yells.

Answers may vary.

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



Answers may vary.

146 Unit 10

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Name _____

27.1

1. ch
2. e
3. h
4. sh
5. th
6. w
7. a
8. v

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9. qu
10. i
11. o
12. ng
13. j
14. r
15. u

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Name _____

27.2

The Skiff Ride

1. What is a skiff?

A skiff is like a small ship.

2. Which kid **steers** the skiff?

Answers may vary.

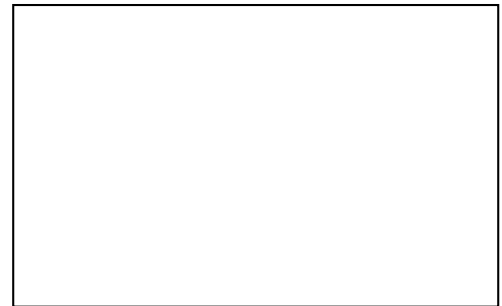
Directions: Have students reread the story and answer the questions.

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3. List the things that Ling spots.

Answers may vary.

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



Answers may vary.

158 Unit 10
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Name _____

28.1

1.
e
2.
y
3.
o
4.
h
5.
k
6.
b
7.
x
8.
m

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9.
u
10.
g
11.
a
12.
n
13.
d
14.
l
15.
c
16.
z

168 Unit 10
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Name _____

28.1
continued

17.
t
18.
j
19.
i
20.
p
21.
s
22.
r
23.
q
24.
f

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25.
v
26.
w

170 Unit 10
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Name _____

28.2

1. A W **E** I
2. T **Y** U W
3. O **P** T M
4. F **G** H N
5. **K** L Z C
6. C B **S** D
7. D X Z **B**
8. N I **H** M
9. **C** R N M
10. **L** Y P G
11. E A I **W**
12. N H **T** K
13. B **D** P Q

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14. **R** L T F
15. S T **M** K
16. X **V** T Z
17. **I** T J L
18. Y I J **F**
19. I E U **J**
20. B **O** D Q
21. Z S **N** T
22. N M **Q** K
23. **Z** U W D
24. T **A** G E
25. **U** B V D
26. A W E **X**

172 Unit 10

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Name _____






28.3

1.  nose hose **rose**
2.  **sheep** feet beet
3.  cave lake **rake**
4.  bite beet **bike**
5.  lime kite **dime**

Directions: For each picture, have students circle the matching word.

Unit 10 173

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6.  **rope** hope ripe
7.  teeth teen **tree**
8.  rate rake **lake**
9.  home rope **robe**
10.  mute **mule** fume

174 Unit 10

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Name _____

29.1

Lunch Trades

1. What is in Dave's lunch bag?

Dave's lunch bag has ham.

2. What will Ling trade?

- a hot dog
- chips
- ham

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

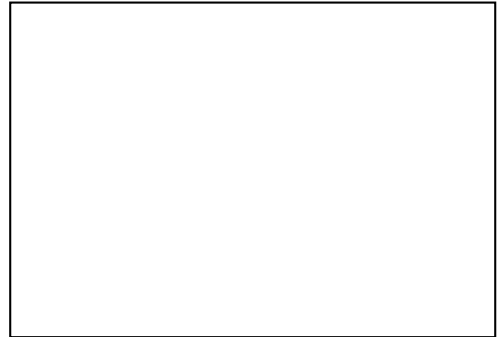
Unit 10 177

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3. What things are in Scott's lunch bag?

- a fish bone, lump of fat, and a wet sock
- chips, ham, a bun, and red grapes
- chips, a can of pop, and grapes

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



178 Unit 10

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Name _____

PP1

1. smile

4 smile

2. tree

3 tree

3. brake

4 brake

4. hole

3 hole

5. shade

3 shade

6. spike

4 spike

7. choke

3 choke

Directions: For each word, have students count the sounds. Have students write the number of sounds in the box and copy the word on the line.

Unit 10 181

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8. rope

3 rope

9. bride

4 bride

10. cone

3 cone

11. sleep

4 sleep

12. plane

4 plane

13. bee

2 bee

14. size

3 size

182 Unit 10

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Name _____

PP2


Check the words that are the best fit.

1.  Jane has a kite.
 Jane has a bike.

2.  My cat is cute.
 My hat is cute.

3.  This is a rose.
 This is a nose.


4.  His sheep smell.
 His feet smell.

5.  She is at the lake.
 She is in bed.


Unit 10 183

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6.  Dave rakes the grass.
 Dave bakes ham.

7.  He seems sad.
 He seems glad.

8.  Those are fish.
 Those are pigs.

9.  He has a cute pup.
 He has a cute cat.

10.  They sit and smile.
 They sit on bikes.







184 Unit 10

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Name _____







PP3

Make a line from the words to the things.

1. sheep 
2. bike 
3. tape 
4. cube 
5. snake 
6. trees 

Unit 10 185

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7. deer 
8. slide 
9. plate 
10. cane 
11. cone 
12. bee 

186 Unit 10

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Name _____

PP4

1. a red flame a red frame

2. he runs in she runs in

3. pass the cone pass the cane

4. their bikes the bikes

5. a hive of bees bees in a hive

6. you and Mom your mom

Directions: Have students circle the phrases that are read aloud.

Unit 10 187

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7. wake him up woke him up

8. they are mute they are cute

9. a lot of feet a lot of feed

10. the green tin the green lime

11. shade of red dash of red

12. on this side on this site

188 Unit 10

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Name _____

PP5



mop
mope



cap
cape



fin
fine



kit
kite



cut
cute



not
note

Directions: Have students circle the words matching the pictures.

Unit 10 189

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man
mane



cub
cube



rob
robe



ten
teen



pin
pine



can
cane

190 Unit 10

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Name _____

PP11

Mike's Tale

1. Which kid had a **tail** to tell?

Answers may vary.

2. What scared **Dave**?

Answers may vary.

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

Unit 10 201

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3. What **made** the twig snap?

the grinch

Meg

Mike

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

Answers may vary.

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Name _____

PP12

Green Grove Glade

1. What is **Green Grove Glade**?

Answers may vary.

2. What is one fun thing at **Green Grove Glade**?

Answers may vary.

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

Unit 10 203

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3. What will Scott tell his mom **Green Grove** is like?

Answers may vary.

Answers may vary.

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

204 Unit 10

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Name _____

PP13

The Boss

1. What **made** Meg mad?

Answers may vary.

2. Tell what Mom said to Scott.

Answers may vary.

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

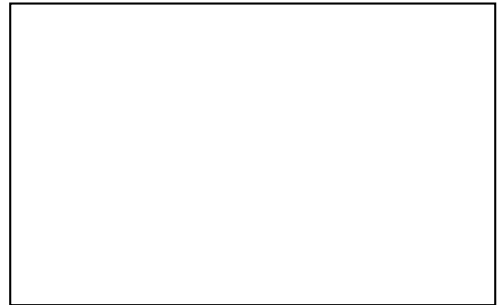
Unit 10 205

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3. What is a boss?

Answers may vary.

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



Answers may vary.

206 Unit 10

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Name _____

PP14

The King of Kites

1. What did Scott **make**?

Answers may vary.

2. Where did Scott and **Dave** test the kite?

Answers may vary.

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

Unit 10 207

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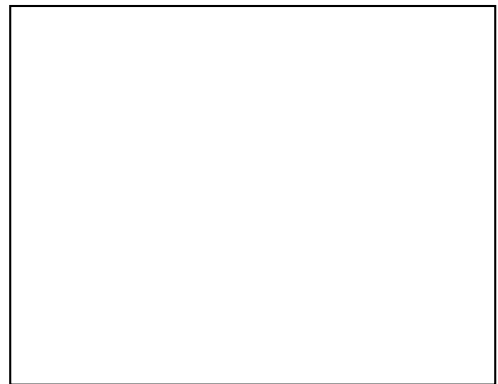
3. **Dave** said Scott is . . .

the King of Kites.

the Kite Kid.

the Kite Man.

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



Answers may vary.

208 Unit 10

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Name _____

PP15

Directions: Have students reread the story "Scott Bakes a Cake" and have students paste the sentences onto Worksheet PP16 in the correct order.

Scott cracks three eggs and drops them in the dish, one by one.

Mom tells Scott that he can help make the cake.

Meg says, "See, Scott. It's fun to bake a cake!"

Scott asks Mom if he can add in the cake mix.

Unit 10 209

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Name _____

PP16

Directions: Have students paste the sentences from Worksheet PP15 on this worksheet in the correct order. Then have students illustrate each sentence.

Scott cracks three eggs and drops them in the dish, one by one.

Meg says, "See, Scott. It's fun to bake a cake!"

Mom tells Scott that he can help make the cake.

Scott asks Mom if he can add in the cake mix.

Unit 10 211

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Name _____

PP17

Fill in the gaps.

1. c _ _ t _ _ e

2. c _ _ t

3. b _ _ t

4. b _ _ t

5. b _ _ t _ _ e

Unit 10 213

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6. b _ _ k _ _ e

7. b _ _ k _ _ e

8. w _ _ k _ _ e

9. w _ _ k _ _ e

10. ch _ _ k _ _ e

214 Unit 10

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Name _____

PP18

Directions: Have students write the words containing the *li* sound spelled 'i' under the 'i' header and the words containing the *hi* sound spelled 'e' under the 'e' header.

spin	spine
shin	pine
quit	pin
shine	quite

as in bit

as in bie

_____	_____
<u>spin</u>	<u>shine</u>
_____	_____
<u>shin</u>	<u>spine</u>
_____	_____
<u>quit</u>	<u>pine</u>
_____	_____
<u>pin</u>	<u>quite</u>
_____	_____

Unit 10 215

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cub	cube
us	fuzz
mute	use
fuse	mutt

as in cut

as in cue

Directions: Have students write the words containing the *lu* sound spelled 'u' under the 'u' header and the words containing the *fu* sound spelled 'e' under the 'e' header.

_____	_____
<u>cub</u>	<u>mute</u>
_____	_____
<u>us</u>	<u>fuse</u>
_____	_____
<u>fuzz</u>	<u>cube</u>
_____	_____
<u>mutt</u>	<u>use</u>
_____	_____

216 Unit 10

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Name _____

PP19

Print the word where it fits best.

1. cake



_____	_____
<u>cake</u>	_____
_____	_____

2. bike



_____	_____
<u>bike</u>	_____
_____	_____

3. robe



_____	_____
_____	<u>robe</u>
_____	_____

Unit 10 217

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4. cube



_____	_____
<u>cube</u>	_____
_____	_____

5. cane



_____	_____
<u>cane</u>	_____
_____	_____

6. smile



_____	_____
_____	<u>smile</u>
_____	_____

218 Unit 10

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Name _____

PP20

Print the **names** of the things.

grape grade



grape

home hand



home

frill fire



fire

mute mule



mule

Unit 10 219

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dime deem



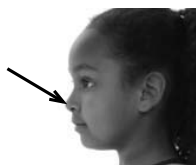
dime

clap cape



cape

hose nose



nose

gate rake



gate

220 Unit 10

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Name _____

PP21

In the box are the **names** of the 6 things. Print the **names** on the lines.

lake globe
feet mule
bike snake



bike



lake



mule



globe



feet



snake

Directions: Have students write each word under its matching picture.

Unit 10 221

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cone

cube

sleep

grapes

bones

bride



cone



bones



cube



grapes



bride



sleep

222 Unit 10

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Name _____

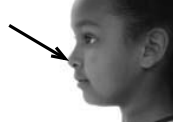
PP22

rope

nose

cone

stone



cone

nose



rope

stone

Directions: Ask students to write the matching word under the picture.

Unit 10 223
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home

bones

robe

rose



bones

rose



home

robe

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