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**Unit 10**

**Teacher Guide**

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

### Reading Standards for Literature: Kindergarten

#### Key Ideas and Details

<table>
<thead>
<tr>
<th>STD RL.K.1</th>
<th>With prompting and support, ask and answer questions about key details in a text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CKLA Goal(s)</td>
<td>With prompting and support, ask and answer questions (e.g., <em>who</em>, <em>what</em>, <em>where</em>, <em>when</em>) requiring literal recall and understanding of the details and/or facts of a fiction text</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STD RL.K.3</th>
<th>With prompting and support, identify characters, settings, and major events in a story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CKLA Goal(s)</td>
<td>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</td>
</tr>
</tbody>
</table>

#### Range of Reading and Level of Text Complexity

<table>
<thead>
<tr>
<th>STD RL.K.10</th>
<th>Actively engage in group reading activities with purpose and understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CKLA Goal(s)</td>
<td>Read aloud in a group, with a partner, or alone at least 15 minutes each day</td>
</tr>
<tr>
<td>CKLA Goal(s)</td>
<td>Reading Standards for Foundational Skills: Kindergarten</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td><strong>STD RF.K.2</strong></td>
<td>Demonstrate understanding of spoken words, syllables, and sounds.</td>
</tr>
<tr>
<td><strong>STD RF.K.2d</strong></td>
<td>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</td>
</tr>
<tr>
<td>Segment a spoken word into phonemes, e.g., given <em>bat</em>, produce the segments /b/ /a/ /t/</td>
<td>✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔</td>
</tr>
<tr>
<td>Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/</td>
<td>✔ ✔</td>
</tr>
<tr>
<td>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 <em>mat</em> and /g/ at the end of <em>bag</em></td>
<td>✔ ✔ ✔</td>
</tr>
<tr>
<td>Orally blend sounds to form words, e.g., given the sounds /k/.../a/.../t/, blend to make <em>cat</em></td>
<td>✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔</td>
</tr>
</tbody>
</table>
## Alignment Chart for Unit 10

### Phonics and Word Recognition

<table>
<thead>
<tr>
<th>STD RF.K.3</th>
<th>Know and apply grade-level phonics and word analysis skills in decoding words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>STD RF.K.3b</td>
<td>Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CKLA Goal(s)</th>
<th>Read and write any one-syllable short vowel CVC words, e.g., sit, cat, wet, not, cup</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted, e.g., at &gt; bat &gt; bad &gt; bid</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read, spell, and write chains of one-syllable short vowel words with consonant blends/clusters and/or consonant digraphs, e.g., stab &gt; slab &gt; slap &gt; slash</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read, spell, and write chains of one-syllable long vowel words with the final –e spelling, e.g., nine &gt; line &gt; lime &gt; time &gt; tame &gt; came &gt; cape &gt; tape</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

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### Alignment Chart for Unit 10

| 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 |
|--------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| STD RF.K.3c | Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **CKLA Goal(s)** | Read high-frequency words identified as Tricky Words: Unit 10: he, she, we, be, me, they, their, my, by, you, your | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

### Fluency

<table>
<thead>
<tr>
<th>STD RF.K.4</th>
<th>Read emergent-reader texts with purpose and understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CKLA Goal(s)</strong></td>
<td>Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding</td>
</tr>
<tr>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary</td>
</tr>
<tr>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

### Reading Standards for Foundational Skills: Kindergarten

#### Phonological Awareness

<table>
<thead>
<tr>
<th>STD L.K.2</th>
<th>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</th>
</tr>
</thead>
<tbody>
<tr>
<td>STD L.K.2d</td>
<td>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</td>
</tr>
<tr>
<td><strong>CKLA Goal(s)</strong></td>
<td>Spell and write any CVC, CCVC, CVCC, or CCVCC word that uses the letter-sound correspondences taught in Kindergarten</td>
</tr>
<tr>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

> 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.
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

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

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<th>Day 9 (Lesson 9)</th>
<th>Day 10 (Lesson 10)</th>
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<td>Wiggle Cards (10 min.)</td>
<td>Tricky Word Review and Sound/Spelling Review (15 min.)</td>
<td>Pop-Out Chaining (15 min.)</td>
<td>Tricky Word Review and Sound/Spelling Review (10 min.)</td>
<td>Tricky Word Review and Sound/Spelling Review (10 min.)</td>
</tr>
<tr>
<td>Yes/No Questions (15 min.)</td>
<td>Hearing Medial Sounds (10 min.)</td>
<td>Today’s Tricky Words: they, their (10 min.)</td>
<td>Word Sort (15 min.)</td>
<td>Dictation Identification (15 min.)</td>
</tr>
<tr>
<td>Tricky Word Practice (15 min.)</td>
<td>Teacher Modeling (10 min.)</td>
<td>“Cakes and Grapes” (20 min.)</td>
<td>“Fun in the Sand” (20 min.)</td>
<td>“Skates” (20 min.)</td>
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<tr>
<td>Small Group Work (20 min.)</td>
<td>Meet the Spelling Worksheet (15 min.)</td>
<td>Story Questions Worksheet: “Cake and Grapes” (15 min.)</td>
<td>Story Questions Worksheet: “Fun in the Sand” (15 min.)</td>
<td>Story Questions Worksheet: “Skates” (15 min.)</td>
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<tbody>
<tr>
<td>Segmenting and Sound/Spelling Review (5 min.)</td>
<td>Tricky Word Review and Sound/Spelling Review (10 min.)</td>
<td>Segmenting and Sound/Spelling Review (10 min.)</td>
<td>Tricky Word Review and Sound/Spelling Review (10 min.)</td>
<td>Tricky Word Review and Sound/Spelling Review (10 min.)</td>
</tr>
<tr>
<td>Tongue Twister (10 min.)</td>
<td>Complete the Sentences (15 min.)</td>
<td>Pop-Out Chaining (20 min.)</td>
<td>Word Sort (15 min.)</td>
<td>Today’s Tricky Word: by (5 min.)</td>
</tr>
<tr>
<td>Teacher Modeling (10 min.)</td>
<td>“A Fine Hike” (20 min.)</td>
<td>Today’s Tricky Word: my (5 min.)</td>
<td>“The Bike Ride” (20 min.)</td>
<td>Wiggle Cards (10 min.)</td>
</tr>
<tr>
<td>Meet the Spelling Worksheet (15 min.)</td>
<td>Story Questions Worksheet: “A Fine Hike” (15 min.)</td>
<td>“The Bike Ride” (25 min.)</td>
<td>Story Questions Worksheet: “The Bike Ride” (15 min.)</td>
<td>“The Plane Ride” (20 min.)</td>
</tr>
<tr>
<td>“A Fine Hike” (20 min.)</td>
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<td>Story Questions Worksheet: “The Plane Ride” (15 min.)</td>
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60 min.  60 min.  60 min.  60 min.  60 min.

### Week Four

<table>
<thead>
<tr>
<th>Day 16 (Lesson 16)</th>
<th>Day 17 (Lesson 17)</th>
<th>Day 18 (Lesson 18)</th>
<th>Day 19 (Lesson 19)</th>
<th>Day 20 (Lesson 20)</th>
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</thead>
<tbody>
<tr>
<td>Segmenting and Sound/Spelling Review (10 min.)</td>
<td>Tricky Word Review and Sound/Spelling Review (5 min.)</td>
<td>Tricky Word Review and Sound/Spelling Review (10 min.)</td>
<td>Segmenting and Sound/Spelling Review (10 min.)</td>
<td>Tricky Word Review and Sound/Spelling Review (10 min.)</td>
</tr>
<tr>
<td>Yes/No Questions (15 min.)</td>
<td>Hearing Medial Sounds (10 min.)</td>
<td>Complete the Sentences (15 min.)</td>
<td>Complete the Sentence (15 min.)</td>
<td>Word Sort (15 min.)</td>
</tr>
<tr>
<td>Tricky Word Practice (15 min.)</td>
<td>Teacher Modeling (10 min.)</td>
<td>“The Gift” (20 min.)</td>
<td>“The Sled Ride” (20 min.)</td>
<td>Dictation Identification (15 min.)</td>
</tr>
<tr>
<td>Small Group Work (20 min.)</td>
<td>Meet the Spelling Worksheet (15 min.)</td>
<td>Story Questions Worksheet: “The Gift” (15 min.)</td>
<td>Story Questions Worksheet: “The Sled Ride” (15 min.)</td>
<td>“Scott’s Snack Stand” (20 min.)</td>
</tr>
<tr>
<td>“The Gift” (20 min.)</td>
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60 min.  60 min.  60 min.  60 min.  60 min.

### WEEK FIVE

<table>
<thead>
<tr>
<th>Day 21 (Lesson 21)</th>
<th>Day 22 (Lesson 22)</th>
<th>Day 23 (Lesson 23)</th>
<th>Day 24 (Lesson 24)</th>
<th>Day 25 (Lesson 25)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pop-Out Chaining (20 min.)</td>
<td>Segmenting and Sound/Spelling Review (15 min.)</td>
<td>Large Card Chaining (5 min.)</td>
<td>Tricky Word Review and Sound/Spelling Review (5 min.)</td>
<td>Segmenting and Sound/Spelling Review (10 min.)</td>
</tr>
<tr>
<td>“Scott’s Snack Stand” (20 min.)</td>
<td>Hearing Medial Sounds (10 min.)</td>
<td>Today’s Tricky Words: you, your (10 min.)</td>
<td>Large Card Chaining (20 min.)</td>
<td>Wiggle Cards (5 min.)</td>
</tr>
<tr>
<td>Story Questions Worksheet: “Scott’s Snack Stand” (20 min.)</td>
<td>Teacher Modeling (10 min.)</td>
<td>“In the Pet Shop” (20 min.)</td>
<td>“Scott Bakes a Cake” (20 min.)</td>
<td>Yes/No Questions (15 min.)</td>
</tr>
<tr>
<td></td>
<td>Meet the Spelling Worksheet (15 min.)</td>
<td>Story Questions Worksheet: “In the Pet Shop” (15 min.)</td>
<td>Story Questions Worksheet: “Scott Bakes a Cake” (15 min.)</td>
<td>Tricky Word Practice (15 min.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“In the Pet Shop” (20 min.)</td>
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</tbody>
</table>

60 min.  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: /æ/ = ‘a’, /e/ = ‘e’, /i/ = ‘i’, /o/ = ‘o’, /u/ = ‘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.
Unit 10
Introduction

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:

```
bike
```

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

```
bike
```

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:

```
bike
```

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’.

```
bike
bike
bike
```

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.
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)

At a Glance

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<th>Minutes</th>
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<td>10</td>
</tr>
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<td>Hearing Medial Sounds</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Introducing the Spelling</td>
<td>Teacher Modeling</td>
<td>board; Sound Poster 47 and Sound Card 47</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Meet the Spelling Worksheet</td>
<td>pencils; Worksheet 1.1; projection system</td>
<td>15</td>
</tr>
<tr>
<td>Small Group-Reading Time</td>
<td>“Scott and Lee”</td>
<td>Scott Reader; Worksheet 1.2 (optional)</td>
<td>20</td>
</tr>
</tbody>
</table>
Advance Preparation

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

<table>
<thead>
<tr>
<th>‘ee’ (/ee/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green</td>
</tr>
<tr>
<td>keeps</td>
</tr>
<tr>
<td>three</td>
</tr>
<tr>
<td>sheep</td>
</tr>
<tr>
<td>Lee</td>
</tr>
<tr>
<td>feeds</td>
</tr>
<tr>
<td>sweet</td>
</tr>
</tbody>
</table>

Warm-Up

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-pac-k (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.
Introducing the Spelling 25 minutes

Teacher Modeling 10 minutes

• 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

• 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.
- Review the parts of the book (cover page, title page, back cover, page numbers) if necessary.

**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.

<table>
<thead>
<tr>
<th>‘ee’ (/ee/)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Green</td>
<td>Lee</td>
</tr>
<tr>
<td>keeps</td>
<td>feeds</td>
</tr>
<tr>
<td>three</td>
<td>sweet</td>
</tr>
<tr>
<td>sheep</td>
<td></td>
</tr>
</tbody>
</table>

**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.
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.

 وإذا (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.

 وإذا (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:

<table>
<thead>
<tr>
<th>1. free</th>
<th>5. keep*</th>
<th>9. sleep*</th>
<th>13. tree*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. cheek</td>
<td>6. feel</td>
<td>10. three*</td>
<td>14. street</td>
</tr>
<tr>
<td>3. feet</td>
<td>7. meet</td>
<td>11. week</td>
<td>15. seem*</td>
</tr>
<tr>
<td>4. green*</td>
<td>8. see*</td>
<td>12. need</td>
<td>16. queen</td>
</tr>
</tbody>
</table>

- 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:

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

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 is 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)

<table>
<thead>
<tr>
<th>At a Glance</th>
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<th>Materials</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm-Up</strong></td>
<td>Tricky Word Review</td>
<td>cards for Tricky Words taught so far</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Sound/Spelling Review</td>
<td>Large Cards for ‘ee’ and 19 other spellings</td>
<td></td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td>Complete the Sentences</td>
<td>pencils; Worksheet 2.1; projection system</td>
<td>15</td>
</tr>
<tr>
<td><strong>Small Group-Reading Time</strong></td>
<td>“Scott and Lee”</td>
<td>Scott Reader</td>
<td>20</td>
</tr>
<tr>
<td><strong>Reviewing the Story</strong></td>
<td>Story Questions Worksheet: “Scott and Lee”</td>
<td>pencils; Worksheet 2.2; projection system</td>
<td>15</td>
</tr>
</tbody>
</table>
**Warm-Up**

**Tricky Word Review**

- 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**

- 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.
Small Group—Reading Time 20 minutes

“Scott and Lee”

• 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 15 minutes

Story Questions Worksheet: “Scott and Lee”

• 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

**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)

<table>
<thead>
<tr>
<th>At a Glance</th>
<th>Exercise</th>
<th>Materials</th>
<th>Minutes</th>
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<tbody>
<tr>
<td><strong>Warm-Up</strong></td>
<td>Segmenting</td>
<td>Large Cards for ‘ee’ and 19 other spellings</td>
<td>10</td>
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<tr>
<td><strong>Chaining</strong></td>
<td>Pop-Out Chaining</td>
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<td></td>
</tr>
<tr>
<td><strong>Introducing the Tricky Words</strong></td>
<td>Today’s Tricky Words: <em>he</em>, <em>she</em>, <em>we</em></td>
<td>board</td>
<td>10</td>
</tr>
<tr>
<td><strong>Small Group-Reading Time</strong></td>
<td>“Red Ants”</td>
<td>Scott Reader</td>
<td>20</td>
</tr>
<tr>
<td><strong>Take-Home Material</strong></td>
<td>Label the Picture</td>
<td>Worksheet 3.1</td>
<td>*</td>
</tr>
</tbody>
</table>
Advance Preparation

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

<table>
<thead>
<tr>
<th>‘ee’ (/ee/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lee</td>
</tr>
<tr>
<td>sheep</td>
</tr>
<tr>
<td>week</td>
</tr>
<tr>
<td>feet</td>
</tr>
<tr>
<td>sweep</td>
</tr>
<tr>
<td>sweet</td>
</tr>
<tr>
<td>feel</td>
</tr>
<tr>
<td>free</td>
</tr>
<tr>
<td>weeds</td>
</tr>
</tbody>
</table>

Warm-Up 10 minutes

Segmenting

- Follow the instructions in Lesson 1.

1. week-day (3+2) /w/ /ee/ /k/ · /d/ /ae/
2. back-yard (3+3) /b/ /a/ /k/ · /y/ /ar/ /d/
3. fourteen (2+3) /f/ /or/ · /t/ /ee/ /n/
4. land-fill (4+3) /l/ /a/ /n/ /d/ · /t/ /i/ /n/
5. mail-man (3+3) /m/ /ae/ /n/ · /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

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

Introducing the Tricky Words

Today’s Tricky Words: he, she, we

Tricky Word: he

- 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.

<table>
<thead>
<tr>
<th>‘ee’ (/ee/)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lee</td>
<td>sweet</td>
</tr>
<tr>
<td>sheep</td>
<td>feel</td>
</tr>
<tr>
<td>week</td>
<td>free</td>
</tr>
<tr>
<td>feet</td>
<td>weeds</td>
</tr>
<tr>
<td>sweep</td>
<td></td>
</tr>
</tbody>
</table>

**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.

ática: 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.

Grupo 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)

At a Glance

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<th>Materials</th>
<th>Minutes</th>
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<td>cards for Tricky Words taught so far</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Sound/Spelling Review</td>
<td>Large Cards for ‘ee’ and 19 other spellings</td>
<td></td>
</tr>
<tr>
<td><strong>Dictation</strong></td>
<td>Dictation with Words</td>
<td>pencils; paper</td>
<td>20</td>
</tr>
<tr>
<td><strong>Small Group-Reading Time</strong></td>
<td>“Red Ants”</td>
<td>Scott Reader</td>
<td>20</td>
</tr>
<tr>
<td><strong>Reviewing the Story</strong></td>
<td>Story Questions Worksheet:</td>
<td>pencils; Worksheet 4.1; projection system</td>
<td>15</td>
</tr>
</tbody>
</table>
Warm-Up

Tricky Word Review

- 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

Dictation with Words

- 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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. seed</td>
<td>6. shelf</td>
</tr>
<tr>
<td>2. shed</td>
<td>7. queen</td>
</tr>
<tr>
<td>3. feet</td>
<td>8. meet</td>
</tr>
<tr>
<td>4. then</td>
<td>9. met</td>
</tr>
<tr>
<td>5. cheek</td>
<td>10. sheep</td>
</tr>
</tbody>
</table>

**Small Group—Reading Time**

“Red Ants”

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**

**Story Questions Worksheet: “Red Ants”**

• 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)

At a Glance

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<th>Materials</th>
<th>Minutes</th>
</tr>
</thead>
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<td></td>
</tr>
<tr>
<td></td>
<td>Sound/Spelling Review</td>
<td></td>
</tr>
<tr>
<td>Introducing the Tricky Words</td>
<td>Today’s Tricky Words: be, me</td>
<td></td>
</tr>
<tr>
<td>Whole Group-Reading Time</td>
<td>“The Bees”</td>
<td></td>
</tr>
<tr>
<td>Reviewing the Story</td>
<td>Story Questions Worksheet: “The Bees”</td>
<td></td>
</tr>
<tr>
<td>Take-Home Material</td>
<td>Take-Home Story: “Scott and Lee”</td>
<td></td>
</tr>
</tbody>
</table>
**Advance Preparation**

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

<table>
<thead>
<tr>
<th>‘ee’ (/ee/)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lee</td>
<td>feet</td>
</tr>
<tr>
<td>bees</td>
<td>sheep</td>
</tr>
<tr>
<td>cheek</td>
<td>sweet</td>
</tr>
</tbody>
</table>

**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/ /f/ · /t/ /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.
Introducing the Tricky Words

Today’s Tricky Words: be, me

- 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**

- 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.

<table>
<thead>
<tr>
<th>‘ee’ (/ee/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lee</td>
</tr>
<tr>
<td>feet</td>
</tr>
<tr>
<td>bees</td>
</tr>
<tr>
<td>sheep</td>
</tr>
<tr>
<td>cheek</td>
</tr>
<tr>
<td>sweet</td>
</tr>
</tbody>
</table>

**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

Story Questions Worksheet: “The Bees”

- 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.
<table>
<thead>
<tr>
<th>Code Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• <em>Be</em> is the 19th most common word in English.</td>
</tr>
<tr>
<td>• <em>Me</em> is the 125th most common word in English.</td>
</tr>
</tbody>
</table>
Lesson 6

☑ 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        | cards for pinch cheek, seem sad, stomp feet, be still, seem mad, grin at me, add three plus three, feel neck | 10      |
| Practice                  | pencils; Worksheet 6.1; projection system      | 15      |
| Reviewing the Tricky Words| pencils; Worksheet 6.2                         | 15      |
| Differentiated Instruction| 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.
**Practice**

**Yes/No Questions**

- 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**

- 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.

1. Erase the word he from the board.
2. 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).
3. 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.
4. Ask students to unfold their worksheets and compare the word they just wrote with the word they copied earlier (see Illustration 4).
5. Have students correct the word if they misspelled it.
6. Repeat these steps with the remaining Tricky Words.
Differentiated Instruction  
20 minutes

Small Group Work

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.
2. She sweeps the deck.
3. The grass is long and green.
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

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)

At a Glance

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Materials</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tricky Word Review</td>
<td>cards for Tricky Words taught so far</td>
<td>5</td>
</tr>
<tr>
<td>Sound/Spelling Review</td>
<td>Large Cards for ‘ee’ and 19 other spellings</td>
<td></td>
</tr>
<tr>
<td>Introducing the Sound</td>
<td>Hearing Medial Sounds</td>
<td>10</td>
</tr>
<tr>
<td>Introducing the Spelling</td>
<td>Teacher Modeling</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>board; optional different colored chalk; Sound Poster 48, Sound Card 48</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meet the Spelling Worksheet</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>pencils; Worksheet 7.1; projection system</td>
<td></td>
</tr>
<tr>
<td>Small Group-Reading Time</td>
<td>“Cake and Grapes”</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Scott Reader</td>
<td></td>
</tr>
<tr>
<td>Take-Home Material</td>
<td>Take-Home Story: “Red Ants”</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Worksheet 7.2</td>
<td></td>
</tr>
</tbody>
</table>
Advance Preparation

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

<table>
<thead>
<tr>
<th>‘a_e’ (/ae/)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>cake</td>
<td>grapes</td>
</tr>
<tr>
<td>share</td>
<td>gave</td>
</tr>
<tr>
<td>Jade</td>
<td>ate</td>
</tr>
</tbody>
</table>

Warm-Up

Tricky Word Review

- 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

Hearing Medial Sounds

- 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.

<table>
<thead>
<tr>
<th>1. lake</th>
<th>5. cake</th>
<th>9. right</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. tape</td>
<td>6. bait</td>
<td>10. chain</td>
</tr>
<tr>
<td>3. song</td>
<td>7. bet</td>
<td>11. net</td>
</tr>
<tr>
<td>4. chat</td>
<td>8. game</td>
<td>12. rake</td>
</tr>
</tbody>
</table>

Introducing the Spelling  
25 minutes

Teacher Modeling  
10 minutes

- 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. 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.
• 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

• 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.

<table>
<thead>
<tr>
<th>‘a_e’ (/ae/)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>cake</td>
<td>grapes</td>
</tr>
<tr>
<td>share</td>
<td>gave</td>
</tr>
<tr>
<td>Jade</td>
<td>ate</td>
</tr>
</tbody>
</table>

• 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.

<table>
<thead>
<tr>
<th>Discussion Questions on “Cake and Grapes”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.  <strong>Literal</strong> What does Scott share with Jade? (Scott shares cake with Jade.)</td>
</tr>
<tr>
<td>2.  <strong>Literal</strong> What does Jade share with Scott? (Jade shares grapes with Scott.)</td>
</tr>
<tr>
<td>3.  <strong>Literal</strong> How do you know Jade and Scott enjoyed their food? (Jade and Scott ate all of their food. Jade and Scott are smiling.)</td>
</tr>
<tr>
<td>4.  <strong>Inferential</strong> Look at Jade’s and Scott’s clothes and shoes. What type of weather do you think they have? (Accept reasonable answers.)</td>
</tr>
<tr>
<td>5.  <strong>Evaluative</strong> How are grapes and cake alike? How are they different? (Accept reasonable answers.)</td>
</tr>
</tbody>
</table>

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  
2. lake  
3. make  
4. made  
5. ate  
6. name  
7. came  
8. ape  
9. bake  
10. wake  
11. take  
12. gave  
13. late  
14. shape  
15. wave  
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  
2. wake up  
3. hot flame  
4. make a mess  
5. brave man  
6. He came late.  
7. The cakes are sweet.  
8. She ate the last one!  
9. Can she make me a snack?  
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

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

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<tr>
<th>Exercise</th>
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<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducing the Tricky Words</td>
<td>Today’s Tricky Words: they, their</td>
<td>board</td>
</tr>
<tr>
<td>Small Group-Reading Time</td>
<td>“Cake and Grapes”</td>
<td>Scott Reader</td>
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<tr>
<td>Reviewing the Story</td>
<td>Story Questions Worksheet: “Cake and Grapes”</td>
<td>pencils; Worksheet 8.1; projection system</td>
</tr>
<tr>
<td>Take-Home Material</td>
<td>Word Box</td>
<td>Worksheet 8.2</td>
</tr>
</tbody>
</table>
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.
- 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.

<table>
<thead>
<tr>
<th>1. fat—fate</th>
<th>6. at—ate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. tap—tape</td>
<td>7. pan—pane</td>
</tr>
<tr>
<td>3. cap—cape</td>
<td>8. plan—plane</td>
</tr>
<tr>
<td>4. mad—made</td>
<td>9. scrap—scrape</td>
</tr>
<tr>
<td>5. man—mane</td>
<td>10. rat—rate</td>
</tr>
</tbody>
</table>

Introducing the Tricky Words 10 minutes

**Today’s Tricky Words: they, their**

**Tricky Word: they**

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

15 minutes

Story Questions Worksheet: “Cake and Grapes”

- 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)

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<th>Materials</th>
<th>Minutes</th>
</tr>
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<td>Tricky Word Review</td>
<td>cards for Tricky Words taught so far</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Sound/Spelling Review</td>
<td>Large Cards for ‘ee’, ‘a’, ‘e’, and 16 other spellings</td>
<td></td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td>Word Sort</td>
<td>pencils; Worksheet 9.1; projection system</td>
<td>15</td>
</tr>
<tr>
<td><strong>Whole Group-Reading Time</strong></td>
<td>“Fun in the Sand”</td>
<td>Scott Reader</td>
<td>20</td>
</tr>
<tr>
<td><strong>Reviewing the Story</strong></td>
<td>Story Questions Worksheet: “Fun in the Sand”</td>
<td>pencils; Worksheet 9.2; projection system</td>
<td>15</td>
</tr>
<tr>
<td><strong>Take-Home Material</strong></td>
<td>Take-Home Story: “The Bees”</td>
<td>Worksheet 9.5</td>
<td>*</td>
</tr>
</tbody>
</table>

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Advance Preparation

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

<table>
<thead>
<tr>
<th>‘a_e’ (/ae/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jade</td>
</tr>
<tr>
<td>Dave</td>
</tr>
<tr>
<td>shape</td>
</tr>
</tbody>
</table>

Warm-Up 10 minutes

Tricky Word Review

- 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

- 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.

<table>
<thead>
<tr>
<th>‘a_e’ (/æ/)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jade</td>
<td>make</td>
</tr>
<tr>
<td>Dave</td>
<td>wave</td>
</tr>
<tr>
<td>shape</td>
<td>save</td>
</tr>
</tbody>
</table>

**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

**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”

- 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)

At a Glance

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Materials</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up</td>
<td><strong>Tricky Word Review</strong></td>
<td>cards for Tricky Words taught so far</td>
</tr>
<tr>
<td></td>
<td><strong>Sound/Spelling Review</strong></td>
<td>Large Cards for ‘ee’, ‘a’, ‘e’, and 16 other spellings</td>
</tr>
<tr>
<td>Dictation</td>
<td><strong>Dictation Identification</strong></td>
<td>pencils; Worksheet 10.1; projection system</td>
</tr>
<tr>
<td>Partner Reading-Reading Time</td>
<td><strong>“Skates”</strong></td>
<td>Scott Reader</td>
</tr>
<tr>
<td>Reviewing the Story</td>
<td><strong>Story Questions Worksheet:</strong> <strong>“Skates”</strong></td>
<td>pencils; Worksheet 10.2; projection system</td>
</tr>
<tr>
<td>Take-Home Material</td>
<td><strong>Take-Home Story:</strong> <strong>“Cake and Grapes”</strong></td>
<td>Worksheet 10.3</td>
</tr>
</tbody>
</table>

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Advance Preparation

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

<table>
<thead>
<tr>
<th>‘ee’ (/ee/)</th>
<th>‘a_e’ (/ae/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>week</td>
<td>Jade</td>
</tr>
<tr>
<td>tree</td>
<td>skates</td>
</tr>
<tr>
<td>see</td>
<td>scared</td>
</tr>
<tr>
<td></td>
<td>safe</td>
</tr>
<tr>
<td></td>
<td>scrape</td>
</tr>
<tr>
<td></td>
<td>snake</td>
</tr>
</tbody>
</table>

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

- 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.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cake</td>
<td>5. mane</td>
<td>9. stale</td>
</tr>
<tr>
<td>2. we</td>
<td>6. lake</td>
<td>10. he</td>
</tr>
<tr>
<td>3. dot</td>
<td>7. rate</td>
<td>11. trade</td>
</tr>
<tr>
<td>4. their</td>
<td>8. be</td>
<td>12. pale</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>‘ee’ (/ee/)</th>
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</tr>
</thead>
<tbody>
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<td>Jade</td>
</tr>
<tr>
<td>tree</td>
<td>skates</td>
</tr>
<tr>
<td>see</td>
<td>scared</td>
</tr>
<tr>
<td></td>
<td>safe</td>
</tr>
<tr>
<td></td>
<td>scrape</td>
</tr>
<tr>
<td></td>
<td>snake</td>
</tr>
</tbody>
</table>

**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 tell 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.
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”**

- 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

☑️ 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)

At a Glance

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Materials</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Segmenting</td>
<td>Large Cards for ‘ee’, ‘a’, ‘e’, and 16 other spellings</td>
<td>5</td>
</tr>
<tr>
<td>Sound/Spelling Review</td>
<td>Large Cards for ‘ee’, ‘a’, ‘e’, and 16 other spellings</td>
<td>5</td>
</tr>
<tr>
<td>Tongue Twister</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Teacher Modeling</td>
<td>board; Sound Poster 49 and Sound Card 49; optional different colors of chalk</td>
<td>10</td>
</tr>
<tr>
<td>Meet the Spelling Worksheet</td>
<td>pencils; Worksheet 11.1; projection system</td>
<td>15</td>
</tr>
<tr>
<td>“A Fine Hike”</td>
<td>Scott Reader</td>
<td>20</td>
</tr>
<tr>
<td>Take-Home Story: “Fun in the Sand”</td>
<td>Worksheet 11.4</td>
<td>*</td>
</tr>
</tbody>
</table>
**Advance Preparation**

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

<table>
<thead>
<tr>
<th>‘ee’ (/ee/)</th>
<th>‘a_e’ (/ae/)</th>
<th>‘i_e’ (/ie/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>three</td>
<td>lake</td>
<td>hike</td>
</tr>
<tr>
<td>sleep</td>
<td>makes</td>
<td>Clive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>miles</th>
<th>five</th>
<th>fire</th>
</tr>
</thead>
<tbody>
<tr>
<td>nine</td>
<td>tired</td>
<td>smile</td>
</tr>
</tbody>
</table>

**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/ · /l/ /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) /l/ /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**

**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**

**Teacher Modeling**

• 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’.)
• 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

• 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”

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.

<table>
<thead>
<tr>
<th>‘ee’ (/ee/)</th>
<th>‘a_e’ (/ae/)</th>
<th>‘i_e’ (/ie/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>three</td>
<td>lake</td>
<td>hike</td>
</tr>
<tr>
<td>sleep</td>
<td>makes</td>
<td>Clive</td>
</tr>
<tr>
<td>miles</td>
<td>five</td>
<td>fire</td>
</tr>
<tr>
<td>nine</td>
<td>tired</td>
<td>smile</td>
</tr>
</tbody>
</table>

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

- 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

兴致 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.

兴致 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  
  2. like  
  3. life  
  4. side  
  5. fine  
  6. quite  
  7. five  
  8. hide  
  9. wide  
  10. drive  
  11. ride  
  12. nine  
  13. smile  
  14. rise  
  15. fire  
  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)

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<td></td>
</tr>
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<td>cards for Tricky Words taught so far</td>
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</tr>
<tr>
<td><strong>Practice</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete the Sentences</td>
<td>pencils; Worksheet 12.1; projection system</td>
<td>15</td>
</tr>
<tr>
<td><strong>Small Group-Reading Time</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“A Fine Hike”</td>
<td>Scott Reader</td>
<td>20</td>
</tr>
<tr>
<td><strong>Reviewing the Story</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Story Questions Worksheet: “A Fine Hike”</td>
<td>pencils; Worksheet 12.2; projection system</td>
<td>15</td>
</tr>
</tbody>
</table>
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 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 15 minutes

Complete the Sentences

- 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.
**Small Group-Reading Time**  
20 minutes

**“A Fine Hike”**

**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”**

- 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

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 |
|---------------------------|------------------------------------------------|
| Segmenting                | Large Cards for ‘ee’, ‘a’, ‘i’, ‘e’, and 14 other spellings | 10      |
| Chaining                  | Pop-Out Chaining                               | 20      |
| Introducing the Tricky Word | Today’s Tricky Word: my                        |         |
| Small Group-Reading Time  | “The Bike Ride”                                | 25      |
| Take-Home Material        | Label the Picture                              |         |
Advance Preparation

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

<table>
<thead>
<tr>
<th>‘a_e’ (/ae/)</th>
<th>‘i_e’ (/ie/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>brave</td>
<td>likes</td>
</tr>
<tr>
<td>made</td>
<td>ride</td>
</tr>
<tr>
<td>bike</td>
<td></td>
</tr>
<tr>
<td>tire</td>
<td></td>
</tr>
<tr>
<td>smile</td>
<td></td>
</tr>
<tr>
<td>pride</td>
<td></td>
</tr>
</tbody>
</table>

Warm-Up 10 minutes

Segmenting

- Follow the instructions in Lesson 1.

1. bath∙room (3+3) /b/ /a/ /th/ · /r/ /oo/ /m/
2. nine∙teen (3+3) /n/ /ie/ /n/ · /t/ /ee/ /n/
3. ant∙hill (3+3) /a/ /n/ /t/ · /h/ /i/ /l/
4. sun-shine (3+3) /s/ /u/ /n/ · /sh/ /ie/ /n/
5. gold-fish (4+3) /g/ /oe/ /l/ /d/ · /f/ /i/ /sh/
6. dark∙ness (3+3) /d/ /ar/ /k/ · /n/ /e/ /s/
7. moon-light (3+3) /m/ /oo/ /n/ · /l/ /ie/ /t/
8. neigh-bors (2+3) /n/ /ae/ · /b/ /er/ /z/
9. bed∙time (3+3) /b/ /e/ /d/ · /t/ /ie/ /m/
10. 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.
Chaining

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
Introducing the Tricky Word

Today’s Tricky Word: my

Tricky Word Review: I

• 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

• 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

“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.

<table>
<thead>
<tr>
<th>‘a_e’ (/æ/)</th>
<th>‘i_e’ (/ie/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>brave</td>
<td>likes</td>
</tr>
<tr>
<td>made</td>
<td>ride</td>
</tr>
<tr>
<td>bike</td>
<td>tire</td>
</tr>
<tr>
<td></td>
<td>smile</td>
</tr>
<tr>
<td></td>
<td>pride</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Materials</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up</td>
<td>Tricky Word Review</td>
<td>cards for Tricky Words taught so far</td>
</tr>
<tr>
<td></td>
<td>Sound/Spelling Review</td>
<td>Large Cards for ‘ee’, ‘a’, ‘i’, ‘e’, and 14 other spellings</td>
</tr>
<tr>
<td>Practice</td>
<td>Word Sort</td>
<td>pencils; Worksheet 14.1; projection system</td>
</tr>
<tr>
<td>Small Group-Reading Time</td>
<td>“The Bike Ride”</td>
<td>Scott Reader</td>
</tr>
<tr>
<td>Reviewing the Story</td>
<td>Story Questions Worksheet: “The Bike Ride”</td>
<td>pencils; Worksheet 14.2; projection system</td>
</tr>
<tr>
<td>Take-Home Material</td>
<td>Take-Home Story: “Skates”</td>
<td>Worksheet 14.3</td>
</tr>
</tbody>
</table>
Warm-Up 10 minutes

Tricky Word Review

- 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 15 minutes

Word Sort

- 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.
Small Group-Reading Time 20 minutes

“The Bike Ride”

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”

- 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

☑ 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)
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<tr>
<th>Exercise</th>
<th>Materials</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm-Up</strong></td>
<td>Tricky Word Review</td>
<td>cards for Tricky Words taught so far</td>
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<tr>
<td></td>
<td>Sound/Spelling Review</td>
<td>Large Cards for ‘ee’, ‘a’, ‘i’, ‘e’, and 14 other spellings</td>
</tr>
<tr>
<td><strong>Introducing the Tricky Word</strong></td>
<td>Today’s Tricky Word: by</td>
<td>board</td>
</tr>
<tr>
<td><strong>Practicing Reading</strong></td>
<td>Wiggle Cards</td>
<td>Teacher-prepared cards for 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</td>
</tr>
<tr>
<td><strong>Partner Reading-Reading Time</strong></td>
<td>“The Plane Ride”</td>
<td>Scott Reader</td>
</tr>
<tr>
<td><strong>Reviewing the Story</strong></td>
<td>Story Questions Worksheet: “The Plane Ride”</td>
<td>pencils; Worksheet 15.1; projection system</td>
</tr>
<tr>
<td><strong>Take-Home Material</strong></td>
<td>Practice Pack</td>
<td>Worksheet 15.4</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>‘ee’ (/ee/)</th>
<th>‘a_e’ (/æ/)</th>
<th>‘i_e’ (/ie/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>speed</td>
<td>plane</td>
<td>like</td>
</tr>
<tr>
<td>see</td>
<td>takes</td>
<td>ride</td>
</tr>
<tr>
<td>seems</td>
<td>lake</td>
<td>smile</td>
</tr>
<tr>
<td></td>
<td></td>
<td>time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>size</td>
</tr>
</tbody>
</table>

**Warm-Up**

**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

Today’s Tricky Word: by

Tricky Word: by

- 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

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.
Partner Reading—Reading Time 20 minutes

“The Plane 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.

<table>
<thead>
<tr>
<th>‘ee’ (/ee/)</th>
<th>‘a_e’ (/ae/)</th>
<th>‘i_e’ (/ie/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>speed</td>
<td>plane</td>
<td>like</td>
</tr>
<tr>
<td>see</td>
<td>takes</td>
<td>ride</td>
</tr>
<tr>
<td>seems</td>
<td>lake</td>
<td>smile</td>
</tr>
<tr>
<td></td>
<td>time</td>
<td>size</td>
</tr>
</tbody>
</table>

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

*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.

Discuss 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”

- 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

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)

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Unit 10
Lesson 16

Warm-Up 10 minutes

Segmenting

- Follow the instructions in Lesson 1.

1. thirsty (4+1) /th/ /er/ /s/ /t/ · /ee/
2. daylight (2+3) /d/ /ae/ · /l/ /ie/ /t/
3. spiders (3+3) /s/ /p/ /ie/ · /d/ /er/ /z/
4. sentence (3+4) /s/ /e/ /n/ · /t/ /e/ /n/ /s/
5. tigers (2+3) /t/ /ie/ · /g/ /er/ /z/
6. spotlight (4+3) /s/ /p/ /o/ /t/ · /l/ /ie/ /t/
7. weekend (3+3) /w/ /ee/ /k/ · /e/ /n/ /d/
8. writers (2+3) /r/ /ie/ · /t/ /er/ /z/
9. toothpick (3+3) /t/ /oo/ /th/ · /p/ /i/ /k/
10. secret (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.
Reviewing the Tricky Words

15 minutes

Tricky Word Practice

- 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.

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

- 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.
Small Group Work

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.
2. She came up the steps.
3. He has three dimes.
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.
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)

At a Glance

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<td></td>
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<td></td>
</tr>
</tbody>
</table>

| 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 | *      |

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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.

<table>
<thead>
<tr>
<th>‘ee’ (/ee/)</th>
<th>‘a_e’ (/ae/)</th>
<th>‘i_e’ (/ie/)</th>
<th>‘o_e’ (/oe/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>need</td>
<td>sale</td>
<td>size</td>
<td>Hope</td>
</tr>
<tr>
<td>green</td>
<td>made</td>
<td>likes</td>
<td>holes</td>
</tr>
<tr>
<td>take</td>
<td></td>
<td></td>
<td>home</td>
</tr>
</tbody>
</table>

Warm-Up

Tricky Word Review

- 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

Hearing Medial Sounds

- 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.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. rose</td>
<td>5. note</td>
<td>9. foot</td>
</tr>
<tr>
<td>2. take</td>
<td>6. home</td>
<td>10. phone</td>
</tr>
<tr>
<td>3. soap</td>
<td>7. lock</td>
<td>11. block</td>
</tr>
<tr>
<td>4. boot</td>
<td>8. goat</td>
<td>12. show</td>
</tr>
</tbody>
</table>

**Introducing the Spelling**

**Teacher Modeling**

- 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

- 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.
Small Group—Reading Time 20 minutes

“The Gift”

Challenging Vocabulary

• 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

odos 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.

odos 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
2. home
3. close
4. stone
5. hope
6. rose
7. bone
8. nose
9. note
10. hole
11. spoke
12. smoke
13. broke
14. role
15. rope
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
2. a big hole
3. tell a joke
4. a red nose
5. smell a rose
6. The frog sits on a stone.
7. Who spoke to them?
8. Run home!
9. The dog likes his bone.
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)

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<td>Story Questions Worksheet: “The Gift”</td>
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Warm-Up  
10 minutes

Tricky Word Review

- 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

- 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

Complete the Sentences

- 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.
Small Group—Reading Time 20 minutes

“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 15 minutes

Story Questions Worksheet: “The Gift”

- 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.
**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)
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- 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)

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<tr>
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<td>Complete the Sentence</td>
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<tr>
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<td>Take-Home Story: “The Plane Ride”</td>
<td>Worksheet 19.4</td>
<td>*</td>
</tr>
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</table>
Advance Preparation

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

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<thead>
<tr>
<th>‘ee’ (/ee/)</th>
<th>‘a_e’ (/ae/)</th>
<th>‘i_e’ (/ie/)</th>
<th>‘o_e’ (/oe/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>steer</td>
<td>Jade</td>
<td>drive</td>
<td>stone</td>
</tr>
<tr>
<td>feel</td>
<td>Dave</td>
<td>like</td>
<td>broke</td>
</tr>
<tr>
<td>bones</td>
<td>home</td>
<td>froze</td>
<td>nose</td>
</tr>
</tbody>
</table>

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


- 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.
Reviewing the Sound  

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”

Pre-reading Activities

Pre-reading Activities

Previewing the Spellings

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

<table>
<thead>
<tr>
<th>‘ee’ (/ee/)</th>
<th>‘a_e’ (/ae/)</th>
<th>‘i_e’ (/ie/)</th>
<th>‘o_e’ (/oe/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>steer</td>
<td>Jade</td>
<td>drive</td>
<td>stone</td>
</tr>
<tr>
<td>feel</td>
<td>Dave</td>
<td>like</td>
<td>broke</td>
</tr>
</tbody>
</table>

- Jades

- Dave

- broke

- home

- froze

- nose

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.

Wrap-Up

- Record anecdotal notes on student progress.

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.)
Reviewing the Story 15 minutes

Story Questions Worksheet: “The Sled Ride”

- 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)

<table>
<thead>
<tr>
<th>At a Glance</th>
<th>Exercise</th>
<th>Materials</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up</td>
<td>Tricky Word Review</td>
<td>cards for Tricky Words taught so far</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Sound/Spelling Review</td>
<td>Large Cards for ‘ee’, ‘a’, ‘i’, ‘o’, ‘e’, and 12 other spellings</td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td>Word Sort</td>
<td>Worksheet 20.1; projection system</td>
<td>15</td>
</tr>
<tr>
<td>Dictation</td>
<td>Dictation Identification</td>
<td>Worksheet 20.2; projection system</td>
<td>15</td>
</tr>
<tr>
<td>Small Group-Reading Time</td>
<td>“Scott’s Snack Stand”</td>
<td>Scott Reader</td>
<td>20</td>
</tr>
<tr>
<td>Take-Home Material</td>
<td>Phrasemaker</td>
<td>Worksheet 20.4</td>
<td>*</td>
</tr>
</tbody>
</table>
Advance Preparation

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

<table>
<thead>
<tr>
<th>‘ee’ (/ee/)</th>
<th>‘a_e’ (/ae/)</th>
<th>‘i_e’ (/ie/)</th>
<th>‘o_e’ (/oe/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>week</td>
<td>bike</td>
<td>rode</td>
<td></td>
</tr>
<tr>
<td>three</td>
<td>wife</td>
<td>tote</td>
<td></td>
</tr>
<tr>
<td>made</td>
<td>spice</td>
<td>home</td>
<td></td>
</tr>
<tr>
<td></td>
<td>five</td>
<td>stove</td>
<td></td>
</tr>
</tbody>
</table>

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.
- Review at least nineteen of the remaining cards in the same fashion.
- Save the cards for future use.

Sound/Spelling Review

- 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

- 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

- 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

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

<table>
<thead>
<tr>
<th>‘ee’ (/ee/)</th>
<th>‘a_e’ (/ae/)</th>
<th>‘i_e’ (/ie/)</th>
<th>‘o_e’ (/oe/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>week</td>
<td>make</td>
<td>bike</td>
<td>rode</td>
</tr>
<tr>
<td>three</td>
<td>came</td>
<td>wife</td>
<td>tote</td>
</tr>
<tr>
<td></td>
<td>made</td>
<td>spice</td>
<td>home</td>
</tr>
<tr>
<td></td>
<td></td>
<td>five</td>
<td>stove</td>
</tr>
</tbody>
</table>

If the 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. **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)

<table>
<thead>
<tr>
<th>At a Glance</th>
<th>Exercise</th>
<th>Materials</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chaining</td>
<td>Pop-Out Chaining</td>
<td>Large Cards for 'h', 'p', 'n', 't', 'r', 'c', 'd', 'f', 'z', 'a', 'i', 'e'</td>
<td>20</td>
</tr>
<tr>
<td>Small Group-Reading</td>
<td>“Scott’s Snack Stand”</td>
<td>Scott Reader</td>
<td>20</td>
</tr>
<tr>
<td>Reviewing the Story</td>
<td>Story Questions Worksheet: “Scott’s Snack Stand”</td>
<td>Worksheet 21.1; projection system</td>
<td>20</td>
</tr>
</tbody>
</table>
Chaining 20 minutes

**Pop-Out Chaining**

- 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 20 minutes

“Scott’s Snack Stand”

- **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.
Reviewing the Story 20 minutes

Story Questions Worksheet: “Scott’s Snack Stand”

- 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

✔ 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)

At a Glance

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

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

<table>
<thead>
<tr>
<th>‘ee’ (/ee/)</th>
<th>‘a_e’ (/ae/)</th>
<th>‘i_e’ (/ie/)</th>
<th>‘o_e’ (/oe/)</th>
<th>‘u_e’ (/ue/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>seems</td>
<td>waved</td>
<td>likes</td>
<td>home</td>
<td>cube</td>
</tr>
<tr>
<td>free</td>
<td>take</td>
<td>hope</td>
<td>cute</td>
<td></td>
</tr>
<tr>
<td>see</td>
<td>stares</td>
<td>zone</td>
<td>tune</td>
<td></td>
</tr>
</tbody>
</table>

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.

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

Sound/Spelling Review

- 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.

<table>
<thead>
<tr>
<th>1. tame</th>
<th>6. cube</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. cute</td>
<td>7. room</td>
</tr>
<tr>
<td>3. mule</td>
<td>8. huge</td>
</tr>
<tr>
<td>4. run</td>
<td>9. cone</td>
</tr>
<tr>
<td>5. feud</td>
<td>10. soon</td>
</tr>
</tbody>
</table>
Introducing the Spelling

Teacher Modeling

- 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.

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 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

- 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

- 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.

<table>
<thead>
<tr>
<th>‘ee’ (/ee/)</th>
<th>‘a_e’ (/ae/)</th>
<th>‘i_e’ (/ie/)</th>
<th>‘o_e’ (/oe/)</th>
<th>‘u_e’ (/ue/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>seems</td>
<td>waved</td>
<td>likes</td>
<td>home</td>
<td>cube</td>
</tr>
<tr>
<td>free</td>
<td>take</td>
<td></td>
<td>hope</td>
<td>cute</td>
</tr>
<tr>
<td>see</td>
<td>stares</td>
<td></td>
<td>zone</td>
<td>tune</td>
</tr>
</tbody>
</table>

#### 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*. 
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  
  2. use  
  3. mule  
  4. fuse  
  5. fumes  
  6. cube  
  7. cute  
  8. mute  
  9. flute  
 10. dude  
 11. rule  
 12. tube  
 13. spruce  
 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  
  2. a red cube  
  3. cute fish  
  4. The man is mute.  
  5. We use pens to print words.  
  6. I have a cute pup.  
  7. sing a tune  
  8. tall spruce tree  
  9. rules at home
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

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 > 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)

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<td>Today’s Tricky Words: <em>you, your</em></td>
<td>board</td>
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<td>Word Box</td>
<td>Worksheet 23.2</td>
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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.
- 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 > 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
**Introducing the Tricky Words**  

10 minutes

**Today's Tricky Words: you, your**

**Tricky Word: you**

- 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’.
Small Group—Reading Time 20 minutes

“In the Pet Shop”

❖ 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”

• 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

☑️ 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)

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<td>Take-Home Material</td>
<td>Take-Home Story: “Scott’s Snack Stand”</td>
<td>Worksheet 24.3</td>
<td>*</td>
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</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>‘ee’ (/ee/)</th>
<th>‘a_e’ (/ae/)</th>
<th>‘i_e’ (/ie/)</th>
<th>‘u_e’ (/ue/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>three</td>
<td>bakes</td>
<td>like</td>
<td>use</td>
</tr>
<tr>
<td>see</td>
<td>cakes</td>
<td>smile</td>
<td></td>
</tr>
</tbody>
</table>

**Warm-Up 5 minutes**

**Tricky Word Review**

- 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**

- 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**

- 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.

<table>
<thead>
<tr>
<th>‘ee’ (/ee/)</th>
<th>‘a_e’ (/ae/)</th>
<th>‘i_e’ (/ie/)</th>
<th>‘u_e’ (/ue/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>three</td>
<td>bakes</td>
<td>like</td>
<td>use</td>
</tr>
<tr>
<td>see</td>
<td>cakes</td>
<td>smile</td>
<td></td>
</tr>
</tbody>
</table>

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.
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”

- 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.
### 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)

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<td><strong>Practicing Reading</strong></td>
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<td>Wiggle Cards</td>
<td>cards for <em>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</em></td>
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<td><strong>Practice</strong></td>
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### 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/ /e/ /t/
4. ba-bies (2+3) /b/ /ae/ ∙ /b/ /ee/ /z/
5. jack-et (3+2) /j/ /a/ /e/ ∙ /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/ /l/ /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.
Practice

Yes/No Questions

- 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

- 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.

- 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.
Differentiated Instruction 15 minutes

Small Group Work

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)

At a Glance

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

Advance Preparation

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

<table>
<thead>
<tr>
<th>'ee' (/ee/)</th>
<th>‘a_e’ (/ae/)</th>
<th>‘i_e’ (/ie/)</th>
<th>‘o_e’ (/oe/)</th>
<th>‘u_e’ (/ue/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>peeks</td>
<td>Jade</td>
<td>hike</td>
<td>hope</td>
<td>cute</td>
</tr>
<tr>
<td>sleep</td>
<td>cave</td>
<td>like</td>
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<tr>
<td>eek</td>
<td>wake</td>
<td>slides</td>
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<td>stares</td>
<td>smiles</td>
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<td>hide</td>
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</table>
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

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.
- 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.
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**

**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.

<table>
<thead>
<tr>
<th>‘ee’ (/ee/)</th>
<th>‘a_e’ (/ae/)</th>
<th>‘i_e’ (/ie/)</th>
<th>‘o_e’ (/oe/)</th>
<th>‘u_e’ (/ue/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>peeks</td>
<td>Jade</td>
<td>hike</td>
<td>hope</td>
<td>cute</td>
</tr>
<tr>
<td>sleep</td>
<td>cave</td>
<td>like</td>
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</tr>
<tr>
<td>eek</td>
<td>wake</td>
<td>glides</td>
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</tr>
<tr>
<td>stares</td>
<td>smiles</td>
<td></td>
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</tbody>
</table>

**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
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.)
Reviewing the Story

15 minutes

Story Questions Worksheet: “The Cave”

- 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.
**Word Reading Part 1A Class Summary Sheet**

**Directions**

Mark an X in the box of any word the student marked incorrectly and record the number of incorrect responses. Use the student's scores on Parts 1A and 1B to determine if he or she needs to complete Part 3 of the assessment: Letter Sounds. Any student who misses 6 or more items out of the Part 1A, 1B total of 20 must complete Part 3 of the End-of-the-Year Student Performance Task Assessment.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>shop</th>
<th>smash</th>
<th>quench</th>
<th>thing</th>
<th>thump</th>
<th>tree</th>
<th>joke</th>
<th>wade</th>
<th>five</th>
<th>cute</th>
<th>Total Score ___/10</th>
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**Word Reading Part 1B Tricky Words Class Summary Sheet**

**Directions**

Mark an X in the box of any word the student marked incorrectly and record the number of incorrect responses. Use the student’s scores on Parts 1A and 1B to determine if he or she needs to complete Part 3 of the assessment: Letter Sounds. Any student who misses 6 or more items out of the Part 1A, 1B total of 20 must complete Part 3 of the End-of-the-Year Student Performance Task Assessment.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>was</th>
<th>where</th>
<th>what</th>
<th>are</th>
<th>their</th>
<th>your</th>
<th>he</th>
<th>once</th>
<th>of</th>
<th>said</th>
<th>Total Score ___/10</th>
<th>Part 1A/1B ___/20</th>
</tr>
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Lesson 27

 objet ives

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)
### At a Glance

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Materials</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm-Up</strong></td>
<td>Segmenting</td>
<td>Large Cards for ‘ee’, ‘a’, ‘i’, ‘o’, ‘u’, ‘e’, and 10 other spellings</td>
</tr>
<tr>
<td><strong>End-of-the-Year Student Performance Task Assessment</strong></td>
<td>Part 2: Sound Writing</td>
<td>Pencils; Worksheet 27.1</td>
</tr>
<tr>
<td><strong>Whole Group-Reading Time</strong></td>
<td>“The Skiff Ride”</td>
<td>Scott Reader</td>
</tr>
<tr>
<td><strong>Reviewing the Story</strong></td>
<td>Story Questions Worksheet: “The Skiff Ride”</td>
<td>Pencils; Worksheet 27.2; projection system</td>
</tr>
<tr>
<td><strong>End-of-the-Year Student Performance Task Assessment</strong></td>
<td>Part 3: Letter Sounds (Individual Assessment)</td>
<td>Pencils; Worksheets 27.6</td>
</tr>
<tr>
<td><strong>Take-Home Material</strong></td>
<td>Take-Home Story: “Scott Bakes a Cake”</td>
<td>Worksheet 27.5</td>
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</tbody>
</table>

### Advance Preparation

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

<table>
<thead>
<tr>
<th>‘ee’ (/ee/)</th>
<th>‘a_e’ (/ae/)</th>
<th>‘i_e’ (/ie/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>steers</td>
<td>take</td>
<td>ride</td>
</tr>
<tr>
<td>see</td>
<td>safe</td>
<td>like</td>
</tr>
<tr>
<td>tree</td>
<td>lake</td>
<td>life</td>
</tr>
<tr>
<td>crane</td>
<td>side</td>
<td>glides</td>
</tr>
</tbody>
</table>

### Warm-Up

#### Segmenting

- Follow the instructions in Lesson 1.
Sound/Spelling Review


- 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

Part 2: Sound Writing

- 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 chin)  6. /w/ (as in wag)  11. /o/ (as in hop)
2. /e/ (as in pet)    7. /a/ (as in hat)  12. /ng/ (as in sing)
3. /h/ (as in hat)    8. /v/ (as in vet)  13. /i/ (as in jump)
4. /sh/ (as in shop)  9. /qu/ (as in quit)  14. /r/ (as in red)
5. /th/ (as in thin)  10. /i/ (as in it)  15. /u/ (as in but)

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.

<table>
<thead>
<tr>
<th>‘ee’ (/ee/)</th>
<th>‘a_e’ (/ae/)</th>
<th>‘i_e’ (/ie/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>steers</td>
<td>take</td>
<td>ride</td>
</tr>
<tr>
<td>see</td>
<td>safe</td>
<td>like</td>
</tr>
<tr>
<td>tree</td>
<td>lake</td>
<td>life</td>
</tr>
<tr>
<td>crane</td>
<td>side</td>
<td>glides</td>
</tr>
</tbody>
</table>

**Challenging Vocabulary**

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

1. **skiff**—a small boat
2. **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.
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”

- 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

Part 3: Letter Sounds (Individual Assessment)

- 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.
<table>
<thead>
<tr>
<th>m</th>
<th>a</th>
<th>t</th>
<th>d</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>c</td>
<td>g</td>
<td>i</td>
<td>n</td>
<td>h</td>
</tr>
<tr>
<td>s</td>
<td>f</td>
<td>v</td>
<td>z</td>
<td>p</td>
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<td>e</td>
<td>b</td>
<td>l</td>
<td>r</td>
<td>u</td>
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<td>w</td>
<td>j</td>
<td>y</td>
<td>x</td>
<td>k</td>
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<tr>
<td>ch</td>
<td>sh</td>
<td>th</td>
<td>qu</td>
<td>ng</td>
</tr>
<tr>
<td>ss</td>
<td>ck</td>
<td>ll</td>
<td>ff</td>
<td>ee</td>
</tr>
</tbody>
</table>
### Part 3 Testing Answer Sheet

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

<table>
<thead>
<tr>
<th>Student Name</th>
<th>/ch/</th>
<th>/e/</th>
<th>/h/</th>
<th>/sh/</th>
<th>/th/</th>
<th>/w/</th>
<th>/a/</th>
<th>/v/</th>
<th>/qu/</th>
<th>/l/</th>
<th>/o/</th>
<th>/ng/</th>
<th>/j/</th>
<th>/r/</th>
<th>/u/</th>
<th>Total /35</th>
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</table>
Lesson 28

☑ 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)

<table>
<thead>
<tr>
<th>At a Glance</th>
<th>Exercise</th>
<th>Materials</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>End-of-the-Year Student Performance Task Assessment</strong></td>
<td>Part 4: Writing Lowercase Letters (Optional)</td>
<td>Worksheet 28.1</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Part 5: Uppercase Letter Names (Optional)</td>
<td>Worksheet 28.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Circle the Word</td>
<td>Worksheet 28.3; projection system</td>
<td>15</td>
</tr>
<tr>
<td><strong>Small Group-Reading Time</strong></td>
<td>“Lunch Trades”</td>
<td>Scott</td>
<td>20</td>
</tr>
<tr>
<td><strong>End-of-the-Year Student Performance Task Assessment</strong></td>
<td>Part 3: Letter Sounds (Individual Assessment)</td>
<td>pencils; Worksheet 27.6</td>
<td>*</td>
</tr>
<tr>
<td><strong>Take-Home Material</strong></td>
<td>Take-Home Story: “The Cave”</td>
<td>Worksheet 28.4</td>
<td>*</td>
</tr>
</tbody>
</table>
Advance Preparation

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

<table>
<thead>
<tr>
<th>‘a_e’ (/æ/)</th>
<th>‘i_e’ (/i/</th>
<th>‘o_e’ (/oe/)</th>
<th>‘u_e’ (/u/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dave</td>
<td>like</td>
<td>bone</td>
<td>fumes</td>
</tr>
<tr>
<td>trade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>gave</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>grapes</td>
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</tbody>
</table>

End-of-the-Year Student Performance Task Assessment 15 minutes

Part 4: Writing Lowercase Letters (Optional)

- 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.
Part 5: Uppercase Letter Names (Optional)

- 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
4. G  17. I
5. K  18. F
7. B  20. O
9. C  22. Q
10. L  23. Z
12. T  25. U

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**

<table>
<thead>
<tr>
<th>If student scores...</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>18–20 correct Word Recognition</td>
<td>This student has OUTSTANDING preparation for Grade 1 Skills instruction.</td>
</tr>
<tr>
<td>16 or 17 correct on Word Recognition</td>
<td>This student has STRONG preparation for Grade 1 Skills instruction.</td>
</tr>
<tr>
<td>14 or 15 correct on Word Recognition</td>
<td>This student has ADEQUATE preparation for Grade 1 Skills instruction.</td>
</tr>
<tr>
<td>13 or less on Word Recognition</td>
<td>This student has QUESTIONABLE preparation for Grade 1 Skills instruction.</td>
</tr>
</tbody>
</table>

**Sound Writing**

<table>
<thead>
<tr>
<th>If student scores...</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 or 15 correct on Sound Writing</td>
<td>This student has OUTSTANDING preparation for Grade 1 Skills instruction.</td>
</tr>
<tr>
<td>12 or 13 correct on Sound Writing</td>
<td>This student has STRONG preparation for Grade 1 Skills instruction.</td>
</tr>
<tr>
<td>11 correct on Sound Writing</td>
<td>This student has ADEQUATE preparation for Grade 1 Skills instruction.</td>
</tr>
<tr>
<td>10 or less on Sound Writing</td>
<td>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.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Word Recognition +</th>
<th>Sound Writing =</th>
<th>Grade 1 Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>Outstanding</td>
<td>Outstanding</td>
</tr>
<tr>
<td>Outstanding</td>
<td>Strong</td>
<td>Strong</td>
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<tr>
<td>Outstanding</td>
<td>Adequate</td>
<td>Adequate</td>
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<tr>
<td>Outstanding</td>
<td>Questionable</td>
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<td>Strong</td>
<td>Outstanding</td>
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<tr>
<td>Strong</td>
<td>Adequate</td>
<td>Adequate</td>
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<tr>
<td>Strong</td>
<td>Questionable</td>
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<tr>
<td>Adequate</td>
<td>Outstanding</td>
<td>Adequate</td>
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<tr>
<td>Adequate</td>
<td>Strong</td>
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<tr>
<td>Adequate</td>
<td>Questionable</td>
<td>Questionable</td>
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<tr>
<td>Questionable</td>
<td>Outstanding</td>
<td>Questionable</td>
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<tr>
<td>Questionable</td>
<td>Strong</td>
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<td>Questionable</td>
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<td>Questionable</td>
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<tr>
<td>Questionable</td>
<td>Questionable</td>
<td>Questionable</td>
</tr>
</tbody>
</table>
Guess My Word

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

Circle the Word

- 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”

Previsiting the Spellings

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

<table>
<thead>
<tr>
<th>‘a_e’ (/ae/)</th>
<th>‘i_e’ (/ie/)</th>
<th>‘o_e’ (/oe/)</th>
<th>‘u_e’ (/ue/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dave</td>
<td>like</td>
<td>bone</td>
<td>fumes</td>
</tr>
<tr>
<td>trade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>gave</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>grapes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.)
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 |
|              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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 |
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)
Warm-Up

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/ /k/ /o/ /ch/
10. scare·crow (4+3) /s/ /k/ /ae/ /r/ /k/ /r/ /oe/

Sound/Spelling Review


- 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


- 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”

- 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.
Reviewing the Story

15 minutes

Story Questions Worksheet: “Lunch Trades”

• 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

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.
Pausing Point Topic Guide Unit 10

**Segment Two-Syllable Words**

- Segmenting

**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**

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- Word Concentration ............... Page 166
- Tricky Word Bean Toss .......... Page 166
- Tricky Word Clues .................. Page 166
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### Answer Story Questions in Writing
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- Illustrating Stories  
  Page 168
- Sequencing the Story  
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### Spell Words Containing Digraphs Taught in Unit 10
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  Page 168

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- 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  
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- 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?

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

- 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

- 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
2. dime
3. fin
4. like
5. has
6. my
7. site
8. they
9. twin
10. ripe
11. win
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
2. cut
3. but
4. bit
5. bite
6. bike
7. bake
8. wake
9. woke
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 *cub*. 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!
2. The drapes are green.
3. Get them some rope!
4. She sits by Mike.
5. Am I late?
6. I will take nine limes.
7. We rode the bus home.
8. That’s a fine fish!
9. He likes their bikes.
10. When will we plant the seeds?
11. Time to wake up!
12. Is this your plate?
13. What a shame!
14. Where are my sheep?
15. My mom made me a cake.
17. Did she smash the dish?
18. The fumes smell bad!
19. The mole dug a hole.
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**

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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.

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

1.1

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

2.1

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

Name ____________________________

1. That kid ________ mad.

2. Dad has socks on his ________ .


4. Mom was stung by a ________ .

5. What did Zack ________ his dog?

6. I will ________ my sheep in a pen.
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.

4. What is Scott’s pet?
   Scott’s pet is a sheep.

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

4. deer
   - deer

5. teeth
   - teeth

6. sleep
   - sleep
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 sweats.”
   - “Munch on plants and weeds.”

4. What is one thing the ant said?
   - “We feel bad.”

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.

3. What did Scott tell the bees to sting?
   - Answers may vary.
### Directions: Have students answer the questions by writing yes or no.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can a tree sing a song?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Is there a kid in this class with six feet?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Are plants from seeds?</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>4. Are the things in a shop free?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Is there a kid in this class with three hands?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Can a bee buzz?</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>7. Is a sheep a bug?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Are plums sweet?</td>
<td></td>
<td>yes</td>
</tr>
<tr>
<td>9. Is grass green?</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>10. Can we munch on rocks?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Can plants see?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Can a cat sleep?</td>
<td>yes</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Word</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td>he</td>
<td>We</td>
</tr>
</tbody>
</table>

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** ?
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.
Unit 10

**7.1**

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

- **a_e as in make**
  - make
  - make
  - make

- **same**
  - same
  - same

**Print the word where it fits best.**

1. tape
   - __________
   - tape

2. plane
   - __________
   - plane

3. skate
   - __________
   - skate

Unit 10

**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.

3. Which kid ate the grapes?
   - Answers may vary.
Dear Family Member,

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

cake cake grapes grapes cane grapes

8.2

snake snake plate plate rake rake

9.1

(cap) cape man mane

tap tape plan plane

(rat) rate fat fate

(p) pan pane mad made

(scrap) scrape (at) ate

(cap) cape man mane
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

3. Did the kids feel sad?

Answers may vary.

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

1. cake cane ___________ cake
2. we weep ___________ we
3. date dot ___________ dot
4. they their ___________ their
5. man mane ___________ mane
6. lake lack ___________ lake
7. rate rake ___________ rate
8. be bees ___________ be
9. sale stale ___________ stale
10. he heel ___________ he
11. trade track ___________ trade
12. plate pale ___________ pale
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.

3. Which kid slips once?

Answers may vary.

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

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

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

bike
bride
slide
smile
**12.1**

Directions: Have students write each word in the box where it fits best.

1. She ___ **like** ___ hide and seek and the slide.

2. Dan __**ride**__ his ___ **bike** ___ to Sam’s.

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

---

**4.** He __**like**__ grapes, and she __**trade**__.

**5.** A __**swing**__ hangs from the ___ **tree** ___.

**6.** Can she tell me what __**time**__ it is?

---

**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.

**3.** What did Clive’s dad make?

Answers may vary.

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

- at five
- at nine
- at six

Answers may vary.
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
   - nine

3. dime
   - dime

4. kite
   - kite

5. fire
   - fire

6. slide
   - slide

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

14.1

- rid (ride)
- kit (kite)
- win (wine)
- slid (slide)
- rip (ripe)
- fin (fine)
- sit (site)
- dim (dime)
- rip (ripe)
- spin (spine)
- shin (shine)
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!”

3. What made Meg smile with pride?
   - Answers may vary.

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.

3. Meg said the truck was the size of a . . .
   - a plane.
   - a van.
   - a dot.
Directions: Have students answer the questions by writing yes or no.

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

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

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

1. I like ___my___ name a lot.
2. The bike is ___by___ the shed.
3. The kids are sad ___they___ can't skate.
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.
Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.

1. home
2. nose
3. rose

Print the word where it fits best.

1. It is ______ to get in bed.
2. We ______ a sweet cake.
3. I ______ Dad will let me get a dog!
4. The glass fell and ______.
5. Stan ______ the dog a ______.
6. When will we ______ him next?
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.

3. Why was Hope glad?
   - Answers may vary.

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: Ask students to circle the word matching the picture.

1. hop  hope  rob  robe

2. mop  mope  cod  code

Directions: Have students circle or read the word matching the picture.

3. tot  tote  rat  rate

4. not  note  tap  tape

5. can  cane  con  cone

6. glob  globe  dot  dote

---

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

1. bake  bike

2. cheek  chick

3. nose  note

4. fine  fin

5. hole  pole

6. bee  beet
21.1

Scott’s Snack Stand

1. What did Scott get from the shop?
   - [ ] a bike
   - [x] nuts
   - [ ] plums

2. What did the nuts cost Scott?
   The nuts cost Scott a lot of cash.

3. Tell what Scott did with the nuts.
   Answers may vary.

22.1

Print the word where it fits best.

1. mule
2. fuse
3. cube
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.

3. What pet can Scott take home?

- [ ] a chimp
- [ ] a dog
- [x] a fish

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
- rose
- fire
- grapes
- tree
- fuse
- mule
- cube
- sheep
- rose
- grapes
- tree
- fire

Name ______________________

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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.

3. What did Scott’s mom say when Scott said that he’d like to add the cake mix?


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

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

7. Can a dog dig a hole?

8. Is a cube a shape?

9. Is there a chimp with a green nose in this class?

10. Is a rope a lot like a string?

11. Can you smile?

12. Is there a kid in this class with no bones?

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

1. Are you at home?

2. Can a cat use a pen?

3. Is a frog as big as a mule?

4. Is a rose a plant?

5. Is a stone as soft as a bed?

6. Is your home in a tree?
Directions: Have students write each word on the line where it fits best.

1. Mom said yes, but Dad said ___ no ___.

2. Is this ___ your ___ cake?

3. That rose is ___ so ___ big!

4. Did the dog like ___ you ___?

5. There is a stone ___ by ___ the path.

6. This is ___ my ___ home.

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
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
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.

3. Tell what Jade yells.
   Answers may vary.

Directions: Have students reread the story and answer the questions.
The Skiff Ride

1. What is a skiff?

A skiff is like a small ship.

2. Which kid steers the skiff?

Answers may vary.

3. List the things that Ling spots.

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

28.2

Name ____________________________

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

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

28.3

Name ____________________________

1. nose hose rose
2. sheep feet beet
3. cave lake rake
4. bite beet bike
5. lime kite lime

6. rope hope ripe
7. teeth teen tree
8. rate rake lake
9. home rope robe
10. mute mule fume
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

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

Name ___________________________ 29.1

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

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
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.

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.

Make a line from the words to the things.

1. sheep
2. bike
3. tape
4. cube
5. snake
6. trees
7. deer
8. slide
9. plate
10. cane
11. cone
12. bee
Directions: Have students circle the phrases that are read aloud.

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
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

Directions: Have students circle the words matching the pictures.

1. mop mope
2. cap cape
3. fin fine
4. man mane
5. cub cube
6. rob robe
7. kit kite
8. cut cute
9. not note
10. ten teen
11. pin pine
12. can cane
Mike’s Tale

1. Which kid had a tale to tell?

Answers may vary.

2. What scared Dave?

Answers may vary.

3. What made the twig snap?
   - the grinch
   - Meg
   - Mike

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.

3. What will Scott tell his mom Green Grove is like?

Answers may vary.
The Boss

1. What made Meg mad?
   Answers may vary.

2. Tell what Mom said to Scott.
   Answers may vary.

3. What is a boss?
   Answers may vary.

The King of Kites

1. What did Scott make?
   Answers may vary.

2. Where did Scott and Dave test the kite?
   Answers may vary.

3. Dave said Scott is . . .
   - the King of Kites.
   - the Kite Kid.
   - the Kite Man.
Directions: Have students reread the story "Scott Bakes a Cake" and have students join the sentences on Worksheet PP15 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.

Name _______ PP16

Directions: Have students paste the sentences from Worksheet PP15 on this worksheet in the correct order. Then have students illustrate each sentence.

1. Scott cracks three eggs and drops them in the dish, one by one.
2. Meg says, "See, Scott. It's fun to bake a cake!"
3. Scott asks Mom if he can add in the cake mix.
4. Mom tells Scott that he can help make the cake.

Name _______ PP17

Fill in the gaps.

1. c_u_t_e
2. c_u_t
3. b_u_t
4. b_i_t
5. b_i_t
6. b_i_k_e
7. b_a_k_e
8. w_a_k_e
9. w_o_k_e
10. c_h_o_k_e
Directions: Have students write the words containing the /i/ sound spelled ‘i’ under the ‘i’ header and the words containing the /ie/ sound spelled ‘i_e’ under the ‘i_e’ header.

- spin, spine, as in bit
- shin, pine, as in bite
- quit, pin, quite
- shin, spine
- quit, pin

Directions: Have students write the words containing the /u/ sound spelled ‘u’ under the ‘u’ header and the words containing the /ue/ sound spelled ‘u_e’ under the ‘u_e’ header.

- cub, cube, as in cut
- us, fuzz, as in cut
- mute, use, as in cut
- mutt, fuse, use

Print the word where it fits best.

1. cake
2. bike
3. robe
4. cube
5. cane
6. smile
Name ____________________________ (PP20)

Print the names of the things.

- grape grade
  - grape
- home hand
  - home
- frill fire
  - fire
- mute mule
  - mule

(dime deem)
(dime)
(nose)
(gate)

Name ____________________________ (PP21)

In the box are the names of the 6 things. Print the names on the lines.

- lake globe
  - lake
- feet mule
  - feet
- bike snake
  - bike

(cone cube grapes)
(cone)
(grapes)
(bones)
(bride)

(cone)
(bones)
(cube)
(grapes)
(bride)
(sleep)
Directions: Ask students to write the matching word under the picture.

- cone
- rope
- nose
- stone
- bones
- robe
- home
- rose
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