

Unit 6

Teacher Guide

Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

GRADE 1



Unit 6

Teacher Guide

Skills Strand

GRADE 1

Core Knowledge Language Arts®



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Alignment Chart for Unit 6

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

		Lesson																									
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Alignment Chart for Unit 6																											
Reading Standards for Literature: Grade 1																											
Key Ideas and Details																											
STD RL.1.1	Ask and answer questions about key details in a text.																										
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction text read independently					✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
Range of Reading and Level of Text Complexity																											
STD RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for Grade 1.																										
CKLA Goal(s)	Read (with a partner or alone) and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught					✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
Reading Standards for Foundational Skills: Grade 1																											
Print Concepts																											
STD RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).																										
CKLA Goal(s)	Segment and blend phonemes to form one-syllable words					✓								✓										✓			

Lesson

Alignment Chart for Unit 6

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
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Phonics and Word Recognition																									
STD RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.																								
STD RF.1.3b	Decode regularly spelled one-syllable words.																								
CKLA Goal(s)	Read and/or write one-syllable words that include the letter-sound correspondences taught	✓		✓					✓					✓								✓			
STD RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.																								
CKLA Goal(s)	Identify the number of syllables (i.e., vowel sounds) in spoken and written words						✓				✓												✓		
STD RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.																								
CKLA Goal(s)	Read and/or write two-syllable words composed of the following syllable types: closed syllables; magic 'e' syllables; vowel digraph syllables; r-controlled syllables						✓					✓												✓	
STD RF.1.3f	Read words with inflectional endings.																								
CKLA Goal(s)	Read words with the following inflectional endings: plural nouns ending in <i>-s</i> or <i>-es</i> ; present-tense verbs ending in <i>-s</i> , <i>-es</i> , or <i>-ing</i> ; past-tense verbs ending in <i>-ed</i>										✓													✓	
STD RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.																								
CKLA Goal(s)	Read and/or write Tricky Word: Unit 6: cow											✓												✓	

Alignment Chart for Unit 6

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	
Fluency																										
STD RF.1.4	Read with sufficient accuracy and fluency to support comprehension.																									
STD RF.1.4a	Read grade-level text with purpose and understanding.																									
CKLA Goal(s)						✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.																									
CKLA Goal(s)							✓											✓								
STD RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.																									
CKLA Goal(s)						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Additional CKLA Goals																										
CKLA Goal(s)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment Chart for Unit 6

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
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Writing Standards: Grade 1

Text Types and Purposes

STD W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.																								
CKLA Goal(s)	Plan, draft, and edit a personal narrative with a title, recounting two or more appropriately sequenced events, including some details about what happened, using temporal words to signal event order, and providing some sense of closure	✓	✓	✓	✓																				

Production and Distribution of Writing

STD W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.																								
CKLA Goal(s)	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed			✓																					
STD W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.																								
CKLA Goal(s)	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers			✓																					

Alignment Chart for Unit 6

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
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Speaking and Listening Standards: Grade 1

Presentation of Knowledge and Ideas

STD SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.																								
CKLA Goal(s)	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly	✓	✓	✓																					
STD SL.1.6	Produce complete sentences when appropriate to task and situation. (See Grade 1 Language Standards 1 and 3 on page 36 for specific expectations.)																								
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation																								

Language Standards: Grade 1

Conventions of Standard English

STD L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																								
STD L.1.1a	Print all upper- and lowercase letters.																								
CKLA Goal(s)	Write from memory the letters of the alphabet accurately in upper- and lowercase form																								
STD L.1.1b	Use common, proper, and possessive nouns.																								
CKLA Goal(s)	Identify common and proper nouns					✓	✓	✓																	
STD L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).																								
CKLA Goal(s)	Use personal, possessive, and indefinite pronouns orally and in own writing					✓	✓	✓																	
STD L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).																								
CKLA Goal(s)	Use regular present, past, and/or future tense verbs correctly orally and in own writing																								

Lesson

Alignment Chart for Unit 6

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
STD L.1.1f	Use frequently occurring adjectives.																									
CKLA Goal(s)	Identify and use adjectives orally and in own writing								✓	✓					✓											
STD L.1.1g	Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>).																									
CKLA Goal(s)	Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>) orally and in own writing																									
STD L.1.1h	Use determiners (e.g., articles, demonstratives).																									
CKLA Goal(s)	Use determiners (e.g., <i>the</i> , <i>a</i> , <i>this</i> , <i>that</i>) orally and in writing																									
STD L.1.1i	Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i>).																									
CKLA Goal(s)	Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i>) orally and in writing								✓	✓					✓											
STD L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.																									
CKLA Goal(s)	Build simple and compound declarative, interrogative, and exclamatory sentences orally in response to prompts								✓	✓					✓											
STD L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																									
STD L.1.2a	Capitalize dates and names of people.																									
CKLA Goal(s)	Capitalize dates and names of people						✓		✓								✓									
STD L.1.2b	Use end punctuation for sentences.																									
CKLA Goal(s)	Identify and use end punctuation, including periods, question marks, and exclamation points in writing																									




Alignment Chart for Unit 6

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
STD L.1.2c	Use commas in dates and to separate single words in a series.																								
CKLA Goal(s)					✓			✓		✓					✓				✓						
STD L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.																								
CKLA Goal(s)	✓				✓				✓	✓	✓				✓					✓					
STD L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.																								
CKLA Goal(s)		✓			✓																				
Vocabulary Acquisition and Use																									
STD L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.																								
STD L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.																								
CKLA Goal(s)															✓										
STD L.1.4c	Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>).																								
CKLA Goal(s)										✓											✓				

Lesson

Alignment Chart for Unit 6

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
STD L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).																									
CKLA Goal(s)	<div style="text-align: center;">  </div>																									
Additional CKLA Goals																										
Orally produce sounds represented by spellings	✓	✓	✓	✓		✓																				
Identify the correct spelling when given a sound			✓														✓	✓								



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.

Unit 6 Introduction

Week One				
Day (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Spelling: Introduce Spelling Words (15 min.)	Introducing the Tricky Spelling: The Tricky Spelling 'c' (10 min.)	Warm-Up: Speedy Sound Hunt (10 min.)	Introducing the Spelling Alternatives: Spellings for /s/ (10 min.)	Spelling: Spelling Assessment (15 min.)
Introducing the Spelling Alternatives: Spellings for /s/ (10 min.)	Introducing the Tricky Spelling: Tricky Spelling Practice (15 min.)	Reviewing the Tricky Spelling: Word Sort with Tricky Spelling 'c' (10 min.)	Introducing the Spelling Alternatives: Leaf Sort (15 min.)	Writing: Edit and Publish Personal Narratives (45 min.)
Introducing the Spelling Alternative: Spelling Tree for /s/ (10 min.)	Writing: Planning a Class Personal Narrative (35 min.)	Writing: Draft a Class Personal Narrative (40 min.)	Writing: Planning and Drafting Student Personal Narratives (35 min.)	
Writing: Introduction to Writing Personal Narratives (25 min.)	Take-Home Material: Planning Letter	Take-Home Material: Planning Letter	Take-Home Material: Word Sort	
Take-Home Material: Spelling Words				
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 (Lesson 6)	Day 7 (Lesson 7)	Day 8 (Lesson 8)	Day 9 (Lesson 9)	Day 10 (Lesson 10)
Spelling: Introduce Spelling Words (15 min.)	Warm Up: Segmenting and Blending Two-Syllable Words (15 min.)	Warm Up: Building Sentences (15 min.)	Warm Up: Building Phrases with Adjectives and Building Sentences with Prepositions (15 min.)	Spelling: Spelling Assessment (15 min.)
Practice: Tricky Spelling 'c' (10 min.)	Grammar: Nouns and Pronouns (20 min.)	Review: Tricky Spelling 'g' (10 min.)	Grammar: Nouns and Pronouns (20 min.)	Introducing the Spelling Alternatives: Spellings for /n/ (5 min.)
Practice: Spelling Alternatives for /s/ (10 min.)	Small Group Reading: The Picnic by the River (25 min.)	Review: Spelling Alternatives for /j/ (10 min.)	Small Group Reading: "Ants" (25 min.)	Introducing the Spelling Alternative: Spelling Tree for /n/ (15 min.)
Whole Group Reading: Mister Spencer and the Rabbits (25 min.)	Take-Home Material: "Mister Spencer and the Rabbits"	Small Group: Reread "The Picnic by the River" (25 min.)	Take-Home Material: Count the Sounds	Small Group Reading: "The Band" (25 min.)
Take-Home Material: Spelling Words				Take-Home Material: Word Sort
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three				
Day 11 (Lesson 11)	Day 12 (Lesson 12)	Day (Lesson 13)	Day 14 (Lesson 14)	Day 15 (Lesson 15)
Spelling: Introduce Spelling Words (15 min.)	Warm-Up: Pronoun Review Card Sort (15 min.)	Warm-Up: Segmenting and Blending Two-Syllable Words (15 min.)	Warm-Up: Segmenting and Blending Two-Syllable Words (15 min.)	Spelling: Spelling Assessment (15 min.)
Practice: Word Sort/ Label the Picture (25 min.)	Reviewing Tricky Words: Tricky Word Story (20 min.)	Grammar: Nouns and Pronouns (20 min.)	Grammar: Building Sentences with Adjectives and Prepositions (20 min.)	Grammar: Plural Noun Review (20 min.)
Small Group Reading: "The Yard Sale" (20 min.)	Small Group Reading: "The Storm" (25 min.)	Small Group Reading: "Dark Clouds and Wind" (25 min.)	Small Group Reading: "In the Storm Shelter" (25 min.)	Partner Reading: "The Visit" (25 min.)
Take-Home Material: Spelling Words		Take-Home Material: "The Band"		
60 min.	60 min.	60 min.	60 min.	60 min.

Week Four				
Day 16 (Lesson 16)	Day 17 (Lesson 17)	Day 18 (Lesson 18)	Day 19 (Lesson 19)	Day 20 (Lesson 20)
Spelling: Introduce Spelling Words (15 min.)	Warm-Up: Tricky Word Review (15 min.)	Warm-Up: Speedy Sound Hunt (15 min.)	Warm-Up: Building Phrases with Adjectives and Building Sentences with Adjectives and Prepositions (20 min.)	Spelling: Spelling Assessment (15 min.)
Introducing the Spelling Alternatives: Spellings for /w/ (5 min.)	Dictation: Sound Dictation (20 min.)	Introducing the Spelling Alternatives: Spellings for /ng/ (5 min.)	Introducing the Tricky Spelling: Tricky Spelling 'n' (5 min.)	Grammar: Pronoun Review (20 min.)
Introducing the Spelling Alternatives: Spelling Tree for /w/ (15 min.)	Partner Reading: "Supper" (25 min.)	Introducing the Spelling Alternatives: Spelling Tree for /ng/ (15 min.)	Introducing the Tricky Spelling: Tricky Spelling Practice (15 min.)	Partner Reading: "The Frog Jumping Contest" (25 min.)
Small Group Reading: "The Soccer Game" (25 min.)		Small Group Reading: "Grace the Performer" (25 min.)	Small Group: Reread "Grace the Performer" (25 min.)	
Take-Home Material: Spelling Words		Take-Home Material: "The Visit"		
60 min.	60 min.	60 min.	60 min.	60 min.

Week Five				
Day 21 (Lesson 21)	Day 22 (Lesson 22)	Day 23 (Lesson 23)	Day 24 (Lesson 24)	Day 25 (Lesson 25)
Warm-Up: Present, Past, and Future Tense Review (15 min.)	Warm-Up: Pronoun Review Card Sort (15 min.)	Warm-Up: Segmenting and Blending Two-Syllable Words (15 min.)	Unit Assessment: Word Recognition (25 min.)	Unit Assessment: Story Comprehension (25 min.)
Grammar: Root Words and Endings (20 min.)	Dictation: Dictation with Vowel Digraphs (20 min.)	Small Group: Label the Picture/Count the Sounds (20 min.)	Break: Wiggle Cards (10 min.)	Break: Wiggle Cards (10 min.)
Small Group Reading: "The Spinning Wheel" (25 min.)	Small Group Reading: "Buster the Pig" (25 min.)	Small Group Reading: "Whisper" (25 min.)	Small Group Reading: "The Harvest" (25 min.)	Small Group Reading: "The Harvest Marvel" (25 min.)
Take-Home Material: "The Frog Jumping Contest"		Take-Home Material: "Pronoun Practice"		
60 min.	60 min.	60 min.	60 min.	60 min.

Spelling Alternatives

In this unit you will continue the work you began in the last unit by introducing or reviewing a number of spelling alternatives for consonant sounds.

Here are the sounds and spellings that are either reviewed or introduced in this unit:

- /s/ spelled 's', 'ss' (review); **'c', 'ce', and 'se' (new)**
- /z/ spelled 'z', 's', 'zz' (review)
- /m/ spelled 'm' and 'mm' (review)
- /n/ spelled 'n', 'nn' (review), and **'kn' (new)**
- /ng/ spelled 'ng' (review) and **'n' (new)**
- /w/ spelled 'w' (review) and **'wh' (new)**

Note that, as was the case in the last unit, several of the spellings covered in this unit are review items. There is actually relatively little new code knowledge taught in this unit.

Note also that the sounds have once again been arranged by place of articulation so that the sister sounds /s/ and /z/ are taught consecutively and the three nasal sounds (/m/, /n/, /ng/) are taught as a group. This may be helpful because these are the sounds students are most likely to confuse.

In this unit students will also learn that the spelling 'c' stands for /k/ as in *cat* or /s/ as in *cent*, and the spelling 'n' stands for /n/ as in *nap* or /ng/ as in *pink*. Both 'c' and 'n' are tricky spellings because they stand for more than one sound.

Spelling Alternatives Lessons and Tricky Spelling Lessons

Most of the lessons in this unit are devoted to introducing common spelling alternatives for sounds that students already know. Two lessons are tricky spelling lessons in which students will learn to use probability strategies and context clues to self-correct their reading of words that contain the ambiguous spellings 'n' and 'c'. In CKLA we teach decoding and encoding as connected processes. In Spelling Alternative lessons the primary direction is from sound to print, reviewing sounds, and introducing new spellings. In Tricky Spelling lessons the primary direction is from print to sound, reading words, and determining the pronunciation of 'c' or 'n'.

Warm-Ups

Some Warm-Ups in this unit review grammar concepts with students. One such Warm-Up is building phrases with adjectives. In this Warm-Up you will model adding three adjectives to a noun, one at a time, with the goal of creating specific and concrete mental images. For example, you will say the word *ball*, then the phrase “red ball,” then the phrase “round, red ball,” and finally the phrase “big, round, red ball.” Encourage students to create mental images of these phrases.

Students will practice identifying nouns and verb tenses. Students will also practice expanding sentences by adding prepositions to provide more detail and provide a clearer mental image of the action in the sentence.

In addition, students will continue to orally practice letter-sound correspondences, using the Individual Code Charts. Please choose the spellings that students need to practice the most.

Other Warm-Ups provide students the opportunity to review segmenting and blending two-syllable words, using the three-step method of blending/segmenting one syllable at a time.

There are a few lessons in this unit that do not have a Warm-Up (e.g., the writing lessons and spelling lessons).

Small Group Work

In this unit we continue to provide explicit instructions on how to integrate small group work. Small group work is signaled by a star in a dark circle. We generally suggest exercises for two groups, assuming that Group 1 consists of students who need more support and Group 2 of students who can work independently. Of course, you may subdivide your class further. We typically suggest small group work either during story reading time or during worksheet work. You will have the choice to (1) have both groups work on the same skill with the independent group working on their own while the other group receives guidance from you or (2) reteach/reinforce a skill that you feel needs to be practiced more with Group 1. For reteaching/reinforcing skills please reuse material from relevant lessons and consult the Unit 6 Pausing Point for additional exercises and worksheets. Please keep in mind that you do not have to use the small group configuration every time that we suggest it and that you can adapt other lessons so that they contain small group work.

Grammar

The grammar lessons in this unit cover nouns and pronouns. You will introduce the pronouns *he, she, it, we, they, I, and you*. Students have been reading these words for many weeks, but at this point they will learn to match pronouns to the nouns to which they refer and vice versa.

Tricky Words

You will introduce one Tricky Word for this unit: *cow*. Students may be able to read this word on their own when they recognize it looks similar to the previously taught Tricky Word *how*.

Reader: *Grace*

The Reader for this unit is called *Grace*, and is about a girl named Grace who lives on a farm in the Midwest. The stories in this Reader take students through Grace's daily life on the farm and in the country.

The stories in this Reader are a bit longer, on average, than the stories in the previous Reader. We trust that many students will be ready for slightly longer stories as they begin to read more fluently. If you have very slow readers, they may not be able to do repeated readings of all the stories. You may wish to have slower readers read only some of the stories in the Reader, allowing them more time to spend on each story. This kind of picking and choosing will work well for this Reader since it is a collection of stories rather than a continuous narrative that carries on through a whole series of stories. Almost all of the stories in the Reader can stand alone. Please note that there is not always a new story in each lesson.

The stories in this Reader are printed in a new font. Up to this point, all student materials have been printed in a font that was selected because it looks a lot like the letters students are being taught to write and that features the single-story 'a' and single-story 'g'. Beginning in this Reader, we switch to a font that has the double-story 'a' and double-story 'g'. The new font is more like the fonts students will see in most trade books. In addition, the dot marking the division of syllables is removed. Should students need help reading multi-syllable words, remind them that each syllable may have several consonant sounds, but it will only have one vowel sound. You may review how to clap the syllables of a word, and the three-step method for reading multi-syllable words: they should first sound and blend the spellings in the first syllable, then sound and blend the spellings in the second syllable, and then put them together.

Note that there is no Big Book for this unit. If you feel that you need to demonstrate the stories to students, you can do one of the following: (1) use the Media Disk for this Reader, (2) copy the stories onto transparencies and project them, or (3) read from the Reader and let students follow along. You should continue to observe student performance, monitoring as many individual students or reading groups as possible. Each story is accompanied by a set of discussion questions in the Teacher Guide. Please discuss these questions with students orally and encourage them to answer in complete sentences.

Story Questions Worksheets

We continue to include a Story Questions worksheet for each story in the Reader. Most of these can be done as part of the main lesson.

Writing

In this unit you will introduce students to personal narratives. Students first explore the writing genre through excerpts of personal narratives. You will then work together with the class to plan and draft a class personal narrative of a shared class experience, such as a recent class field trip or school assembly.

We use a three-stage writing process in these lessons. First students plan, then they draft, and then they edit. You will be asked to draw attention to these steps as students work on these and subsequent kinds of writing. You are encouraged to have students publish their work using digital resources, as those resources are available.

Assessments

This unit includes two assessments.

The first assessment, in Lesson 24, assesses students' ability to read individual words that contain the spellings taught in this unit. It is a Word Recognition Assessment that allows you to assess students all at once. Students who score lower than 8 out of 10 probably need more practice with the spellings covered in this unit. We encourage you to analyze students' responses, noting which spellings still seem to be difficult for particular students or groups of students. Based on this information, group students and plan exercises that you will use to remediate. There are opportunities and suggestions for remediation in several lessons of the unit.

The second assessment, in Lesson 25, is also administered to the whole class at once but is more holistic. It is a Story Comprehension Assessment that assesses students' ability to read a story similar to the ones in the Reader and answer comprehension questions in a fixed period of time. If students take an inordinately long time to read the story or have difficulty answering the questions in the time allotted, we suggest that you meet individually with students and listen to them read the story a second time. For more details, see Lesson 25.

The purpose of both assessments is to help you determine which students are doing well with the program and which students need more practice reading words with particular spellings or connected text. Look for opportunities to have stronger students read or do lightly supervised work while you remediate with students who need additional support.

Additional Materials for Unit 6

Some additional materials are needed for specific lessons of Unit 6. These materials are always listed in the At a Glance chart at the beginning of each lesson. For your convenience, a complete list of additional materials is included here.

- Sticky notes of two different colors; enough for each student (see Lesson 5)
- Index cards
- Chart paper
- Yellow, green, and brown paper for the Spelling Trees in Lessons 1, 10, 16, and 18
- Transparent, plastic page protectors, 1 per student starting in Lesson 4

Pausing Point

The exercises in the Pausing Point are a resource for you to use throughout the unit. They offer a variety of opportunities to practice the material covered in Unit 6. The exercises can be used to differentiate your instruction. In addition to spending some time on the Pausing Point after your class has completed the entire unit, you can use the exercises as substitutions or extensions for exercises in a given lesson to reinforce one or more objectives. In the lessons you will find references to relevant activities in the Pausing Point.

It is important to note that the material in the Pausing Point, such as word lists and chains, contains all of the spellings taught in the unit. If you decide to use an exercise from the Pausing Point before you have reached the end of the unit, make sure to use chains and words that are decodable at the point at which you are in the unit. Decodable words, chains, phrases, and sentences are listed at the end of the spelling alternatives lessons.

Assessment and Remediation Guide

A separate publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found online at <http://www.coreknowledge.org/AR-G1-U6>. Refer to this URL for additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.

Lesson 1

✓ 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 words with /s/ spelled as 's', 'ss', and 'c' (RF.1.3b)
- ✓ Read a personal narrative that includes a title, two or more appropriately sequenced events, details about what happened, temporal words to signal event order, and some sense of closure (W.1.3)
- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 1 for a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words for a weekly spelling assessment (L.1.2d)
- ✓ Orally produce sounds represented by spellings
- ✓ Read and write words in which 'c' > /k/ as in *cat* or /s/ as in *city*

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Introduce Spelling Words	Worksheet 1.1	15
Introducing the Spelling Alternatives	Spellings for /s/	Consonant Code Flip Book; Spelling Card for 'c' > /s/ (<i>cent</i>)	10
	Spelling Tree	Spelling Tree for /s/; prepared leaves for the /s/ Tree; tape; brown, green, yellow paper; marker; leaves template; odd duck template; scissors	10
Writing	Introduction to Personal Narratives	Worksheets 1.2, 1.3	25
Take-Home Material	Spelling Words	Worksheet 1.1	*

Advance Preparation

In this lesson you will be asked to create a Spelling Tree wall display for the /s/ consonant sound and the three spellings ('s', 'ss', and 'c') introduced in this lesson. Be sure to leave room for two additional spelling alternatives ('se' and 'ce') taught later in this unit. Templates to assist you in making the Spelling Tree are provided at the end of this lesson. You should have the Spelling Tree assembled and ready to be displayed before you begin the exercise, but do not attach any leaves prior to the lesson.

Make the trunk of the Spelling Tree out of brown construction paper or draw the trunk on white chart paper. Each Tree for this lesson should have

six branches forking off from the central trunk. The branches vary in length and correlate with the power bar on the Spelling Cards. For example, the 's' spelling is the most common spelling for the /s/ sound, so its branch is the longest on the /s/ Tree. The shortest branch on the Tree is on the top for odd ducks; see the explanation below.

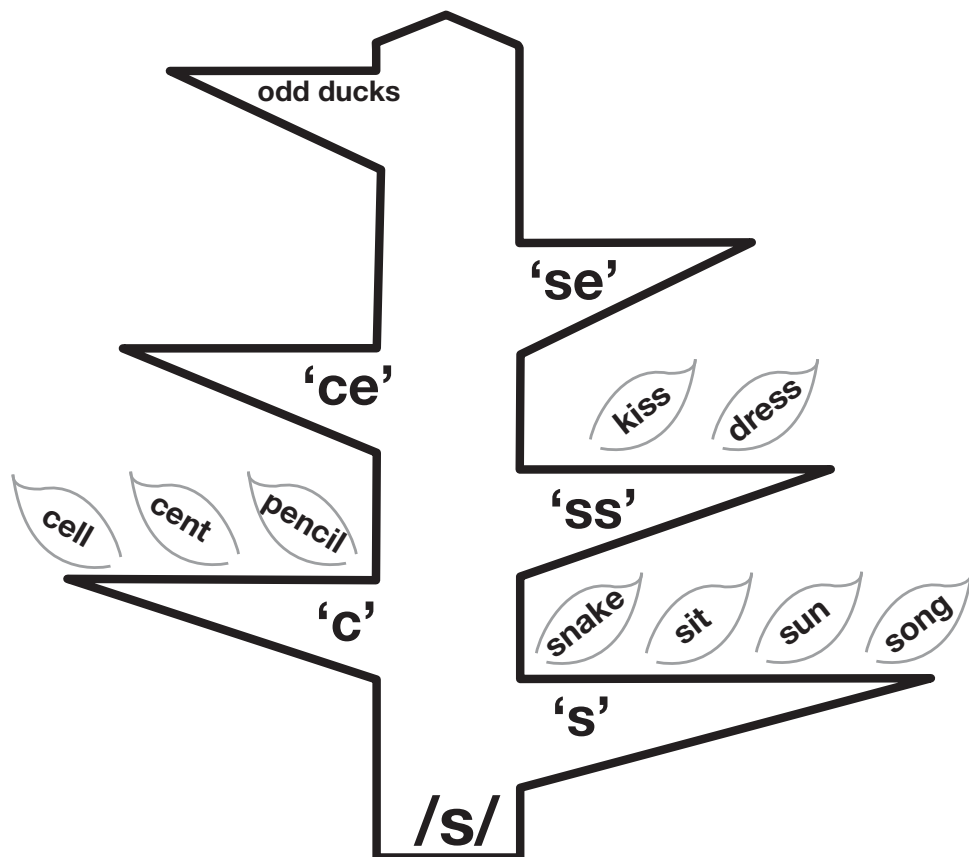
For the /s/ Tree, use five branches for the more common spellings ('s', 'ss', 'c', 'se', and 'ce'), and one branch at the top for odd ducks. Odd ducks are words having the /s/ sound spelled in a way not explicitly taught in this unit, such as 'sc' in the word *scent*.

Make multiple copies of the leaf template. The leaves should be big enough to write words on, small enough so you can fit at least 25 to 30 words on the Spelling Tree, but not so small that the words are unreadable when mounted on the wall. The leaves are for words that contain one of the spelling patterns.

Write these /s/ words on the leaves: *sit, sun, snake, song, kiss, dress, cell, cent, pencil*.

Make multiple copies of the odd duck template on yellow paper. These duck-shaped cards are for odd ducks (i.e., words having the /s/ sound but not falling into any of the spelling patterns students are learning in Unit 6). You do not need to write any words in advance on the odd duck templates; just have these available during the lesson should students offer any odd duck spellings for the /s/ sound.

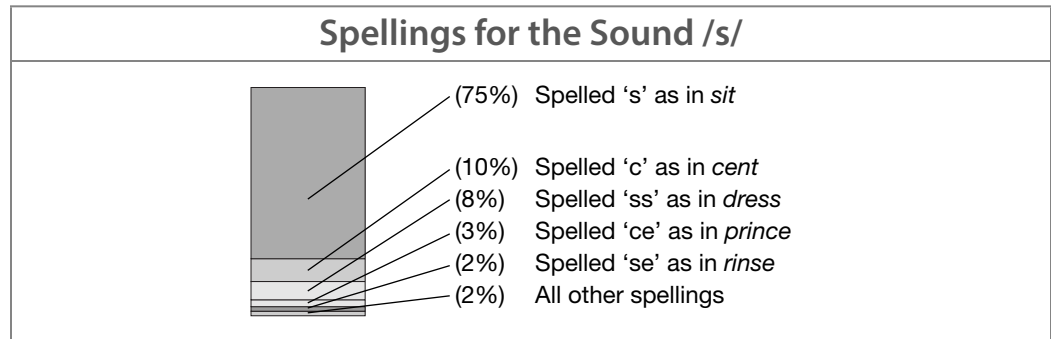
Over the course of this unit, you will be asked to make and display four Spelling Trees.



Note to Teacher

Today and in the following lessons you will talk about three spellings for the /s/ sound, one of the trickiest consonant sounds to spell. Students should already know the basic code spelling 's' as in *sit* and the spelling 'ss' as in *dress*. In today's lesson you will review these spellings and introduce the spelling alternative 'c' as in *cent*. In following lessons you will introduce the spelling alternatives 'se' as in *rinse* and 'ce' as in *prince*. The chart shows how common each spelling is.

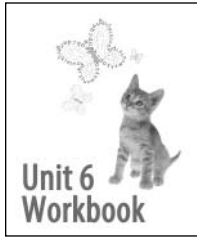
Note that the 'c' and 'ce' spelling alternatives for /s/ may be confusing for students, particularly in words with separated digraphs, such as *nice* and *place*. The most important take-away for students is that they understand that 'c' and 'ce' are spelling alternatives for the /s/ sound. In word sorts, we group these spelling alternatives in one column to place the emphasis on the 'c' standing for the /s/ sound, rather than specifying that students distinguish between the 'c' and 'ce' spellings for /s/.



Here are some patterns for you to be aware of:

- 's' is used to spell /s/ in the initial consonant clusters *sk-*, *sl-*, *sm-*, *sn-*, *sp-*, *spl-*, *spr-*, *st-*, *str-*, *sw-*, *squ-* (*skip*, *slip*, *smile*, *snip*, *spin*, *splash*, *spread*, *steep*, *straw*, *swine*, *squint*) and final clusters *-sk*, *-sp*, *-st* (*desk*, *wasp*, *best*, etc.).
- 's' is used at the end of words to mark a plural (*cats*, *hips*) or a verb form (*it fits*, *she skates*).
- 'c' is used at the beginning of words that start with *ce-*, *ci-*, *cy-* (*cent*, *cinnamon*, *Cyprus*), but 's' can be used before those letters as well (*sent*, *sip*, *syrup*).
- 'ss', 'ce', and 'se' are used to spell final /s/ that is not a plural marker or a verb form (*dress*, *prince*, *house*). These spellings are never used at the beginning of a word.
- 'ss' is typically used after a "short" vowel sound (*fuss*, *miss*, *confess*).
- 'ce' and 'se' are typically used after other vowel sounds (*force*, *choice*, *horse*) and in consonant clusters (*prince*, *rinse*).

Spelling Words



Worksheet 1.1

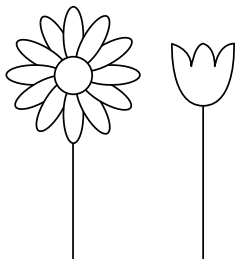
- Remind students that they will have a list of spelling words to practice and learn each week.
- Tell students that the words for this week will use the spellings that they learned in the last unit.
- Read and write each spelling word, underlining and reviewing the alternative spelling in each word. Have students repeat each word after you. Remind students that the last word is a Tricky Word. Tricky Words do not follow the rules, so their spellings must be memorized.
- Ask one or more students to use each word in a sentence, making sure to explain vocabulary for any words they may not know.
- The words for the week are:

'mm' > /m/	'tt' > /t/	'dd' > /d/	'pp' > /p/	Tricky Word
swimming	rotten	hidden	popping	their
	batter	shredded		
		nodded		

Introducing the Spelling Alternatives

Spellings for /s/

If spelling alternatives confuse students, draw two different-looking flowers (e.g., a tulip and a daisy) on the board. Explain that, in the same way that we can draw different pictures of a flower, we can draw different pictures of the /s/ sound.



Note: Ensure you have the Consonant Code Flip Book and the Spelling Card mentioned in the At a Glance chart.

- Tell students that you will review the basic code spelling for /s/.
- Turn to **Consonant Code Flip Book page 11**.
- Review with students the Spelling Cards for 's' > /s/ and 'ss' > /s/, reading the sample words and discussing the lengths of the power bars.
- Write 's' and 'ss' on the board, along with the sample words: *sit, sun, dress, kiss*.
- Tell students that as they can see on the power bar, 's' is the most common spelling for this sound, but it is not the only one.
- Tell students that you are going to show them how to write another spelling for the consonant sound /s/.
- Introduce the spelling alternative 'c', writing the spelling on the board along with the two decodable sample words. You may wish to discuss the word *cell* and distinguish it from the homophone *sell*.
- Point out that 'c' is a spelling that can stand for two different sounds: /k/ and /s/. (Students will practice dealing with this tricky spelling in later lessons.)

- Model drawing the spelling two or three more times.
- Turn to **Consonant Code Flip Book page 11** and put the Spelling Card ‘c’ > /s/ (*cent*) on the appropriate space. Have students read the sample word. Discuss the length of the power bar. Explain that the short power bar means that the /s/ sound is sometimes spelled this way.
- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Tell students that whenever the spelling ‘c’ appears on a worksheet or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that this is a spelling they have learned recently.

1. s: *sit, sun, snake, song*
2. ss: *dress, kiss*
3. c: *cent, cell, pencil*

Spelling Tree

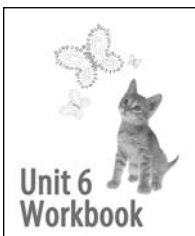
10 minutes

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

Writing

25 minutes

Introduction to Personal Narratives



Worksheets 1.2, 1.3

- Direct students’ attention to the Writing Process Chart (Plan-Draft-Edit) that you have in your room. Remind them of previous writing experiences. Tell them that you will begin another series of writing lessons today.
- Today students will begin familiarizing themselves with another genre of writing—the personal narrative.
- Remind students that they read a personal narrative in *Kate’s Book*. Kate wrote about adventures that happened to her and her Nan over the summer. *Kate’s Book* is a personal narrative because it is a story that Kate wrote about something that happened to her.

- Explain that a narrative is a story and *personal* means the story is about something that happened to you. A personal narrative describes something that really happened to the author.
- Tell students that in the next few lessons they will learn to write a personal narrative.
- Have students turn to Worksheet 1.2. Tell them that this is an example of a personal narrative from *Kate’s Book*. It is a personal narrative because it was written by Kate about something that happened to her.
- Read the narrative aloud while students follow along.
- The purpose of reading “In the Cave” (and then using it with Worksheet 1.3) is to provide students with an example of a personal narrative.
- Explain that a personal narrative is different from a fictional story because it is not a made-up story, but it contains many of the same elements as a fictional story.
- It has a title; it has a setting—the event described took place in a particular place and at a certain time; it has characters who do things (one of whom is the author, or narrator, who is sharing the experience); and it has a plot, with a beginning, middle, and end.
- Explain that good stories answer these 5 “W” questions:

1. **Who?** This question asks about the characters in the story.
2. **What?** This questions asks about the plot of the story: the beginning, middle, and end.
3. **Where?** This question asks about where the story takes place, which is part of the setting.
4. **When?** This question asks about the time of the story, which is also part of the setting (e.g., early morning, winter, last year, etc.).
5. **Why?** This question gives the reason for the character’s actions: Why did the main character do whatever it was that they did? (Note that not all stories address *Why?* questions.)

- Tell students that these are good questions to ask themselves as they are thinking about writing a personal narrative or other story.
- Display a version of Worksheet 1.3 using an overhead projector or chart paper. Tell students that this is similar to the worksheet they used when discussing fiction and planning fictional stories. Explain that they are going to use this worksheet to analyze the personal narrative from *Kate’s Book*, “In the Cave.”

- Work with students to fill in the blanks on Worksheet 1.3 so that students have organized the story elements of “In the Cave.”
- When discussing characters, be sure to point out that one of the main characters in a personal narrative is always the narrator. Explain that the narrator is the person who tells the story. The narrator is the “I” character in the personal narrative.

Take-Home Material

Spelling Words

- Have students take home Worksheet 1.1 and remind them to practice the spelling words throughout the week with a family member.

Supplemental Materials

If you have students who work quickly, you may give them lists of words, chains, phrases, and sentences to read, dictate, copy, or illustrate. Students may also write silly sentences or stories with the words. These words, chains, phrases, and sentences can also be used in exercises that you choose from the Pausing Point.

- Newly decodable words:

- | | |
|------------|-------------|
| 1. center | 6. dancing |
| 2. cents | 7. percent |
| 3. choices | 8. princess |
| 4. chances | 9. process |
| 5. concept | 10. voices |

- Chains:

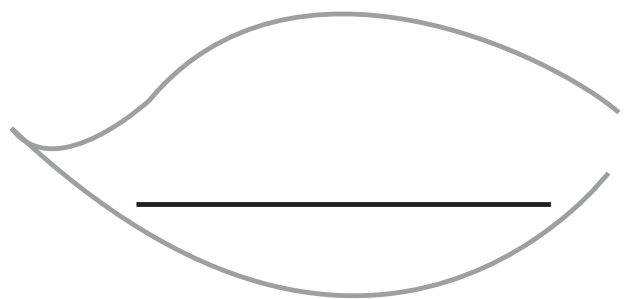
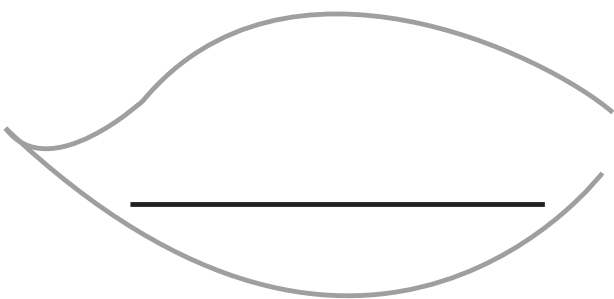
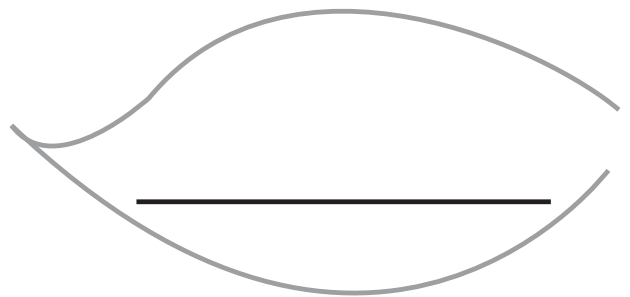
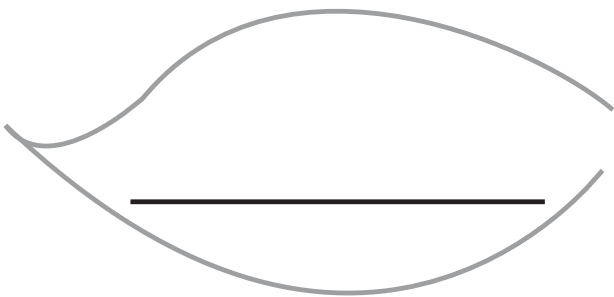
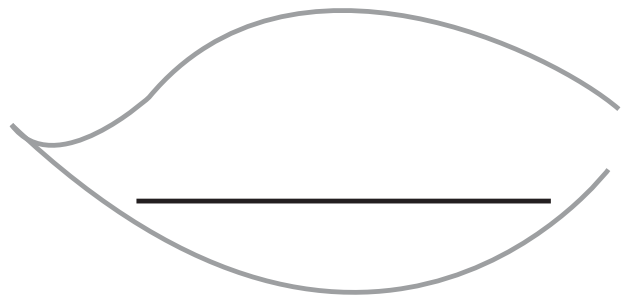
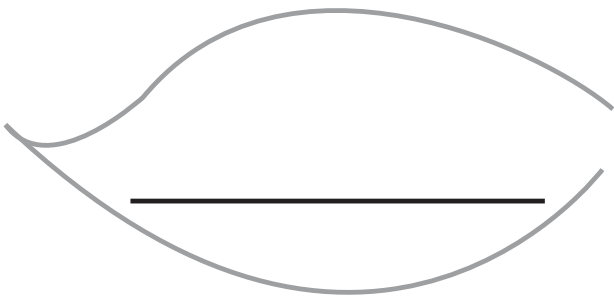
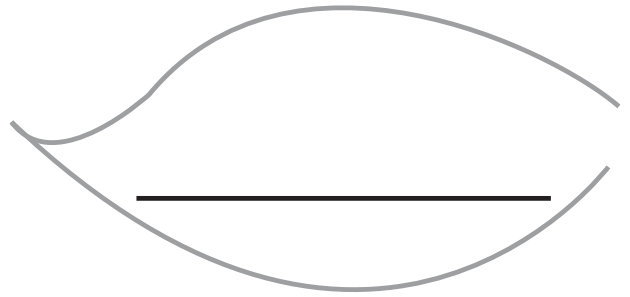
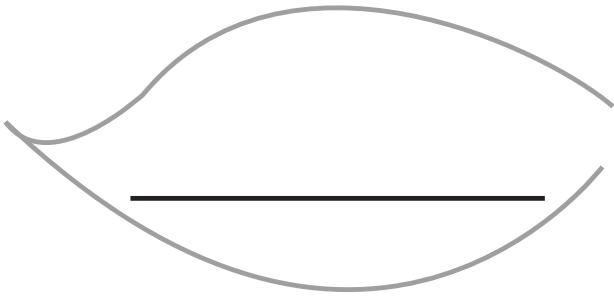
- | |
|--|
| 1. bouncing > dancing > fencing > glancing |
| 2. princess > process |

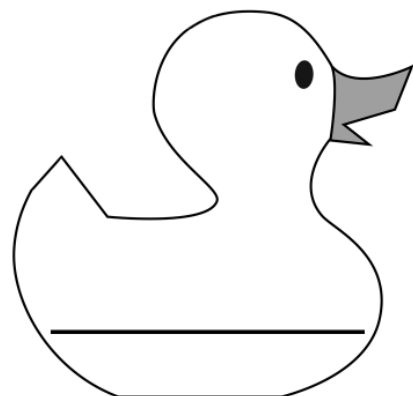
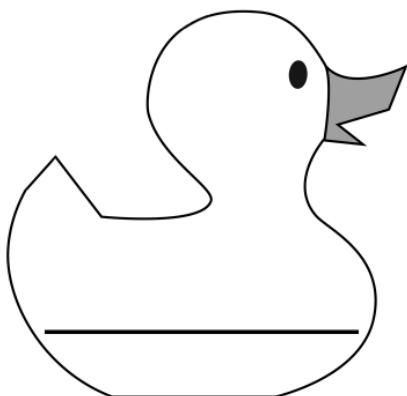
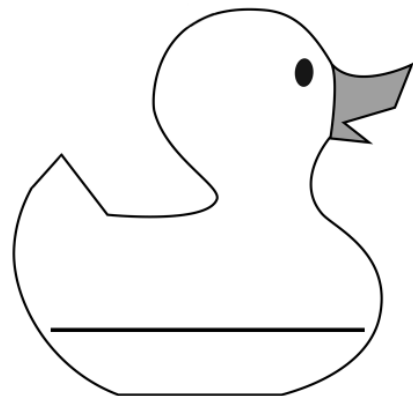
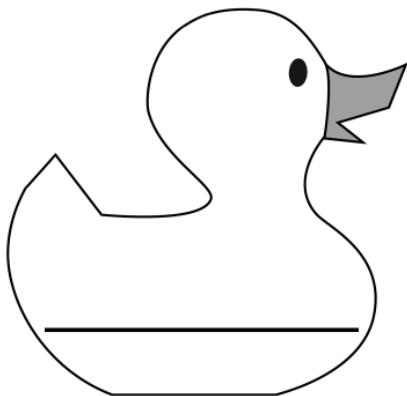
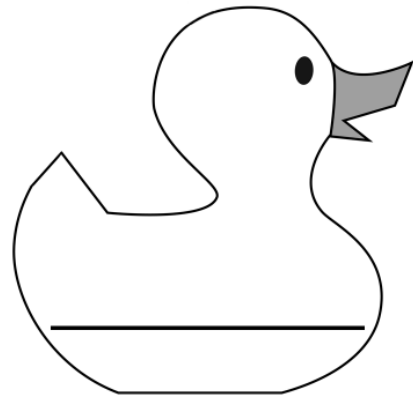
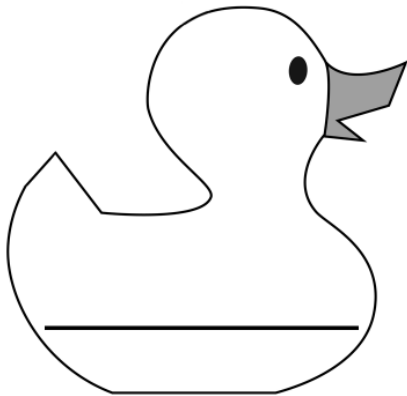
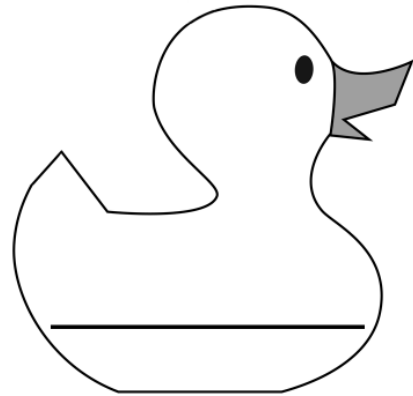
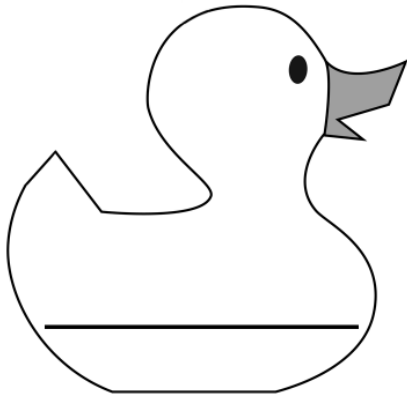
- Phrases and sentences:

- | | |
|--------------------|-------------------------------------|
| 1. loud voices | 4. Crabs have pincers. |
| 2. skin cells | 5. A dime is the same as ten cents. |
| 3. Dancing is fun! | 6. Pam is dressed like a princess. |

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 610 and 771 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 619 and 773 of those words would be completely decodable.





Lesson 2

Tricky Spelling Writing

✓ Objectives

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

- ✓ Plan a class personal narrative with a title, recounting two or more appropriately sequenced events, including some details about what happened, using temporal words to signal event order, and providing some sense of closure (W.1.3)
- ✓ Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge (L.1.2e)
- ✓ Orally produce sounds represented by spellings
- ✓ Read and write words in which 'c' > /k/ as in *cat* or /s/ as in *city*

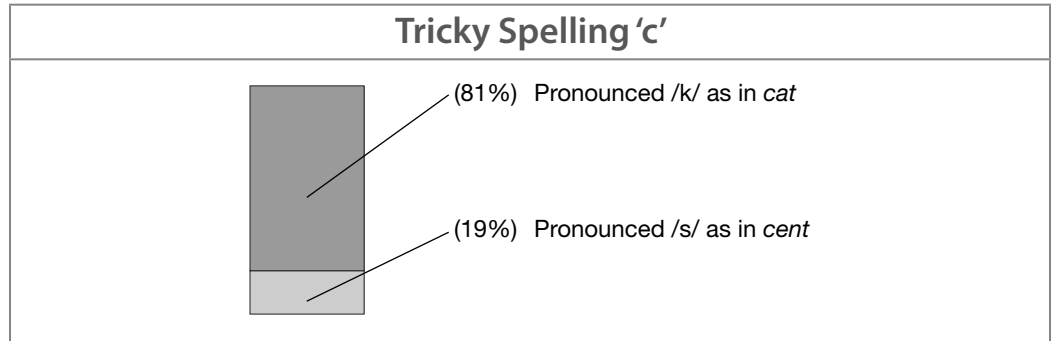
<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Introducing the Tricky Spelling	The Tricky Spelling 'c'		10
	Tricky Spelling Practice	Worksheet 2.1	15
Writing	Planning a Class Personal Narrative	enlarged version of "Tell a Tale that Happened to You" on chart paper	35
Take-Home Material	Planning Letter	Worksheet 2.2	*

Advance Preparation

For the writing section of this lesson, please create a large, blank version of "Tell a Tale of What Happened to You" (see page 23) on chart paper or as a transparency to use with students while planning a class personal narrative. Please also create a large version of the "Tell a Tale that Happened to You" chart exactly as it is produced on page 23.

Note to Teacher

Today students will work on decoding the tricky spelling 'c'. This spelling poses a problem for readers because it can be pronounced /k/ (sometimes called hard 'c') or /s/ (sometimes called soft 'c'). The following chart shows that /k/ is the more common pronunciation. If students come across an unfamiliar printed word with the letter 'c', they should try pronouncing the 'c' as /k/. If that does not sound like a word, or if the resulting word does not make sense in context, students should try /s/.



Here are some patterns for you to be aware of:

- 'c' is likely to be pronounced /s/ when followed by 'e', 'i', or 'y' (*cent, city, cypress*).
- 'c' is likely to be pronounced /k/ when followed by 'a', 'o', or 'u' (*cat, cot, cut*), when part of a consonant cluster (*clip, crop, scatter, fact*), or when at the end of a word or syllable (*picnic, mimic*).
- In 'cc' words, the first 'c' is often pronounced /k/ and the second one /s/ (*accent, accept*) but not always (*accord, raccoon*).

Introducing the Tricky Spelling

25 minutes

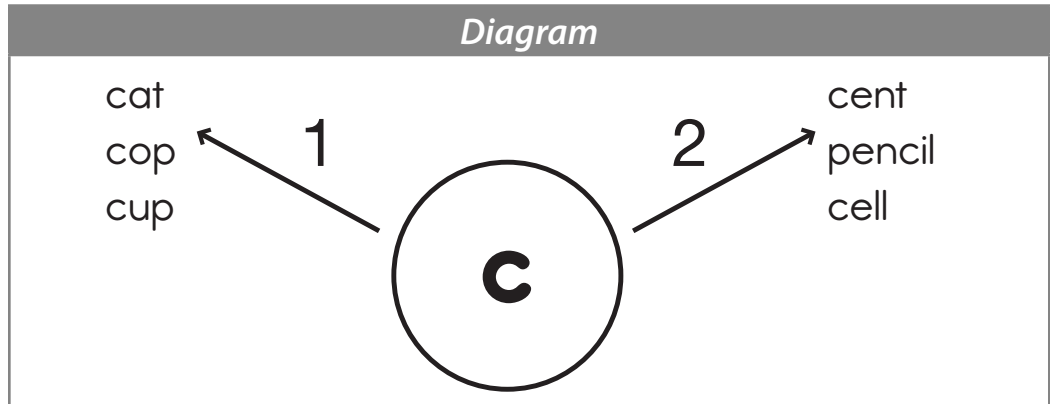
The Tricky Spelling 'c'

10 minutes

- To illustrate the tricky spelling and show the possible pronunciations, make a diagram on the board like the one shown on the next page.
- Write the words *cat, cop, and cup* on the left side of the board and read them aloud.
- Point out that the spelling 'c' is pronounced /k/ in these words.
- Write the words *cent, pencil, and cell* on the right side of the board and read them aloud.
- Point out that, in these words, the spelling 'c' is pronounced /s/ rather than /k/.
- Ask students how this could cause them problems when they are reading.
- Explain that 'c' is what we call a tricky spelling. The spelling is tricky because it can be pronounced more than one way. To figure out how to pronounce this tricky spelling, students may need to try it both ways.
- To illustrate the problem, write the letter 'c' on the board between the two sets of words and circle the spelling.
- Draw one arrow from 'c' to the /k/ words and label it '1'. Explain that /k/ is the most likely pronouncing option and therefore the one they should try first.
- Draw a second arrow from 'c' to the /s/ words and label it '2'. Explain that /s/ is a less likely option and that they should try it if the first option does not sound right.

- Summarize: When students encounter the spelling ‘c’ in a printed word they do not already know, they should try pronouncing it /k/ as in *cat*. If that does not sound right, or does not make sense in context, they should try pronouncing it /s/ as in *cent*.
- Leave the diagram on the board so that students can consult it as they work on the next exercise.

A very consistent pattern is that the letter ‘c’ followed by ‘e’, ‘i’, or ‘y’ is pronounced /s/. Please point out this pattern to students.

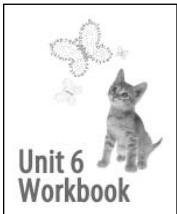


Tricky Spelling Practice

15 minutes

Note: This is a good exercise in which to use “think aloud” strategies, where you describe your thought processes (the thought processes of a fluent, adult reader) out loud for the benefit of students. It is also a good place to talk about context clues and how to use them to supplement decoding skills.

- Distribute Worksheet 2.1.
- Explain that the underlined spellings are examples of the tricky spelling ‘c’. They stand for either /k/ as in *cat* or /s/ as in *cent*.
- Tell students that when they encounter the spelling ‘c’ in a printed word they do not already know, they should try pronouncing it /k/ as in *cat*. If that does not sound right, or does not make sense in context, they should try pronouncing it /s/ as in *cent*.
- Read the first sentence on the worksheet and pronounce the tricky spelling /k/: “She is a good /d/ /a/ /n/ /k/ /er/.”
- Ask students if that sounds right.
- Explain that, since /d/ /a/ /n/ /k/ /er/ sounds wrong, students need to try it the other way.
- Read the sentence again, pronouncing the tricky spelling /s/: “She is a good /d/ /a/ /n/ /s/ /er/.”
- Ask students if that sounds right.
- Have students copy the word *dancer* under the heading “/s/ as in *cent*.”



Worksheet 2.1

The pronunciation of ‘c’ is reliably indicated by the letter following it. For some students this might be an easier way of determining the pronunciation of ‘c’, but we encourage you to teach the self-correcting strategy described in this exercise.

- Work through the remaining sentences, calling on students to read the sentences aloud. Have them try the tricky spelling both ways, and choose the pronunciation that sounds right and/or makes sense.
- At the end of the exercise, ask students which pronunciation seems to be more common. (/k/ is more common, both on this worksheet and in most printed matter.)

Writing

35 minutes

Planning a Class Personal Narrative

- Remind students that they have been learning about the elements of a personal narrative. They recently reread a personal narrative from *Kate's Book*, in which Kate tells stories about what happened to her one summer.
- Ask students how a personal narrative is like a fictional story. (Both have the same elements: title, setting, characters, plot.)
- Ask students how a personal narrative differs from a fictional story. (The personal narrative describes something that really happened, and the author or narrator is one of the characters.)
- Tell students you would like them to work together with you to plan a personal narrative.
- Point to the Writing Process Chart. Remind students that the first step in the writing process is planning.
- Point to the display copy of Worksheet 1.3 you made in advance on a transparency or chart paper. Explain that students will use this worksheet—familiar to them from their work on fictional stories—to plan their personal narrative.
- Select an event that all students in the class participated in recently (e.g., a field trip, a classroom visit, a celebration, a performance, etc.).
- Remind students of the shared event and review what happened during the event, asking students to talk about significant details they remember.
- Explain that the class experienced this event as a group, so it would be possible to write about it as a group, saying what we did and how it made us feel. However, that is not the way a personal narrative is usually written.
- Explain that a personal narrative is usually written with an “I” character as the narrator, with the narrator describing what he or she did.
- **Explain that you would like the class to write a personal narrative about something they all experienced but using the voice of one member of the class.**
- Ask if anyone would like to volunteer to be the “I” character, or narrator, for the personal narrative.

Explain to students that just as opinion pieces should be written from the viewpoint of one person, so should personal narratives.

- Choose a student to be the “I” character, or narrator. Explain that you will be asking this person to share his or her experience, while asking the other members of the class to add details and expand on the narrator’s recollections. The end result will be a narrative of the event as experienced by this student, but with the assistance of the other members of the class.
- Ask the narrator if he or she can think of a good title for the personal narrative the class will be planning. Explain that the title should give the reader a sense of what the main event was. (If the narrator has trouble thinking of a title, ask the class. If students all have trouble thinking of a title at this point, you can return to this section of the worksheet later, after planning the other parts of the narrative.)
- Ask the narrator and other students about the characters involved in the narrative. Remind students that characters answer the “Who?” question of the 5 “W” questions. One of them should be the student chosen to be the “I” character or narrator.
- Remind students that it is helpful to reference the Tricky Word Wall when creating sentences in their writing.

Note: If you do not have a Tricky Word Wall for students to easily reference, you may create a chart of Tricky Words that have been introduced thus far to aid students in creating sentences for their paragraphs.

Tricky Words

1. a	14. once	27. which	40. your
2. I	15. to	28. here	41. be•cause
3. no	16. do	29. there	42. could
4. so	17. two	30. he	43. should
5. of	18. who	31. she	44. would
6. all	19. the	32. we	45. down
7. some	20. said	33. be	46. to•day
8. from	21. says	34. me	47. to•morr•ow
9. word	22. was	35. they	48. yes•ter•day
10. are	23. when	36. their	49. how
11. were	24. where	37. my	50. pic•ture
12. have	25. why	38. by	
13. one	26. what	39. you	

- Remind students that they can also reference the following chart of decodable questions that are useful in writing personal narratives.

Note: Be sure to create a chart of these decodable questions to assist students in creating sentences for their personal narratives.

Tell a Tale That Happened to You	
 Who?	Who was in the tale? Describe them.
 Where?	Where did the tale take place? Describe the setting.
 When?	When did the tale take place? Describe the setting.
 What?	What happened at the start? What happened next? What happened after that? What happened last? Describe all parts of the tale.
 Why?	Why did this happen? Why was this important?

- Ask the narrator and/or other students about the setting. Remind students to ask the following “W” questions: Where did the event take place? When did it take place?
- Ask the narrator to answer the “W” question: What happened? Work with the class to add details and divide the events into a beginning, middle, and end. You can write complete sentences or just notes.
- Ask the narrator to answer the “W” question: Why did this happen? Work with the class to add details and explain why this event or tale was important. You can write complete sentences or just notes.
- Be sure to consult frequently with the student chosen to be the “I” character.

- Since it is a personal narrative, the notes you jot down on the planning sheet should reflect his or her experience of the event.
- When you are finished, remind students' of the 5 “W” questions. Did the class answer all of the questions as they planned the writing? Who? What? When? Where? Why?
- Explain that students have completed the planning stage. The class will now move to the drafting stage in the next lesson.
- Be sure to save this class plan for use in the next lesson.

Take-Home Material

Planning Letter

- Students should complete Worksheet 2.2 at home. Tell students that this worksheet will help them brainstorm ideas for their personal narratives. Emphasize the importance of having this worksheet completed for the next writing lesson.

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.

- ✓ Draft a class personal narrative with a title, recounting two or more appropriately sequenced events, including some details about what happened, using temporal words to signal event order, and providing some sense of closure (W.1.3)
- ✓ Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge (L.1.2e)
- ✓ Orally produce sounds represented by spellings
- ✓ Read and write words in which 'c' > /k/ as in *cat* or /s/ as in *city*
- ✓ Identify the correct spelling when given a sound using the Individual Code Chart

At a Glance	Exercise	Materials	Minutes
Warm-Up	Speedy Sound Hunt	Individual Code Charts	10
Reviewing the Tricky Spelling	Word Sort with Tricky Spelling 'c'	tape; index cards with words listed in Advance Preparation	10
Writing	Draft a Class Personal Narrative	class plan from Lesson 2; blank chart paper; Writing Process Chart; Decodable Questions Chart	40
Take-Home Material	Planning Letter	Worksheet 2.2	*

Advance Preparation

Write the following words with the tricky spelling 'c' on index cards, one word per card: *could*, *close*, *class*, *fact*, *catch*, *cell*, *center*, *dancer*, *bouncing*, *pencil*. Highlight or bold the tricky spelling 'c' in each word. These cards will be used in the Word Sort activity.

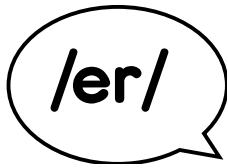
Note to Teacher

Have students place their completed Worksheet 2.2 on their desks. Be sure to remind those students who have not yet completed Worksheet 2.2 to do so for tomorrow. You may wish to contact families to ensure Worksheet 2.2 is completed for tomorrow, or have an alternate plan in place for those students who do not complete Worksheet 2.2.

Speedy Sound Hunt

- Please review the vowel spellings using students' Individual Code Charts. Students will race to find the following sound-spelling correspondences in their Individual Code Charts.

- | | |
|--------------------------------|---------------------------------|
| 1. 'er' > /er/ (<i>her</i>) | 5. 'oo' > /oo/ (<i>look</i>) |
| 2. 'ar' > /ar/ (<i>car</i>) | 6. 'ou' > /ou/ (<i>shout</i>) |
| 3. 'or' > /or/ (<i>for</i>) | 7. 'oi' > /oi/ (<i>oil</i>) |
| 4. 'oo' > /oo/ (<i>soon</i>) | 8. 'aw' > /aw/ (<i>paw</i>) |



You may want to draw a copy of the speech bubble with the /er/ sound on the board for use during this example so that students know what you mean when you say *speech bubble*.

- Share these directions with students: “We are going to review the vowel spellings you already have learned by having a race using your Individual Code Charts. I will tell you a vowel sound. When I say ‘go,’ I want to see who can find that sound in their Individual Code Chart, raise their hand, and then tell me the spelling for that sound and read the example word.”
- Tell students that you will do one for practice together. Say the /er/ sound, telling all students to raise their hands when they find the speech bubble with the /er/ sound.
- Now tell students to quickly scan all the spellings listed in the row next to the speech bubble, looking for any that are outlined in green. Tell them this is a quick way to find the spellings they have already learned. Tell all students to raise their hands when they find a green spelling for this speech bubble.
- Call on one student to give the spelling and read the example word as follows: /er/ is spelled ‘er’ and the example word is *her*.
- Tell students that you are ready to start the race. You will call on the first student to raise his or her hand after he or she has found the sound, spelling, and example word.
- Say to students, “I am thinking of the sound (insert sound from the box). Ready? Go!” Review with the sound-spelling correspondences provided in the box.

Word Sort with Tricky Spelling 'c'

Note: Gather the Tricky Spelling 'c' word cards you prepared in advance of this lesson.

- Write /k/ as in *cat* and /s/ as in *cent* on the board.
- Remind students that tricky spellings are tricky because they can be pronounced more than one way. The spelling 'c' can be pronounced /k/ as in *cat* and /s/ as in *cent*.
- Tell students that there are ten cards with words containing the tricky spelling 'c'.
- Show students the words and sort the words as a class under the correct heading on the board. There are five cards for each sound. Have students share sentences with each word that they sort.

Writing

40 minutes

Draft a Class Personal Narrative

- Point to the Writing Process Chart and remind students of the three steps in the writing process—plan, draft, edit.
- Tell students that now that they have planned the personal narrative, the next step is to write a draft of it.
- Display the class plan created in Lesson 2. Explain that they will write the draft as a class, using the class plan to remind them of their ideas. Students should help flesh out sentences and add details, as you serve as scribe.
- Remind students that it is helpful to reference the Tricky Word wall when creating sentences in their writing.
- Tell students that they can also reference the following chart of decodable questions that are useful in writing personal narratives.

Note: Be sure to display the chart of these decodable questions to assist students in creating sentences for their personal narratives.

Tell a Tale That Happened to You

 <p>Who?</p>	<p>Who was in the tale? Describe them.</p>
 <p>Where?</p>	<p>Where did the tale take place? Describe the setting.</p>
 <p>When?</p>	<p>When did the tale take place? Describe the setting.</p>
 <p>What?</p>	<p>What happened at the start? What happened next? What happened after that? What happened last? Describe all parts of the tale.</p>
 <p>Why?</p>	<p>Why did this happen? Why was it important?</p>

- Tell students that the first thing they need to write on the draft is the title.
- Point to the title on the planning worksheet and write the same title at the top of a blank piece of chart paper.
- Tell students that the first sentence of the personal narrative should introduce the narrator and other important characters and also identify the setting (specifying where and when the event took place).

- Work with the narrator and other students to come up with a good introductory sentence for the personal narrative. Before transcribing the sentence, encourage students to expand and elaborate on the initial oral sentence by asking probing questions to elicit more details and descriptive words.
- Write the sentence below the title on the chart paper, using every other line. (This leaves you space to add words or sentences later.) Make sure to indent the sentence.
- Point out that the sentence starts with a capital letter and ends with a punctuation mark.
- Work with the narrator and other students to use the “Tell a Tale That Happened to You” chart to write first the beginning, then the middle, and finally the end of the personal narrative, asking students—and especially the “I” character—to help you transform the notes on the planning sheet into complete sentences.
- Encourage students to orally state their ideas in complete sentences.
- Prior to any transcription, help students expand and elaborate their oral sentences by asking probing questions to elicit more details and descriptive words. Encourage them to think in terms of each of the five senses (e.g., What did the place we visited look like? What did it smell like? What sounds did we hear? etc.).
- Remind students that when we write more than a few sentences, we divide our writing into sections called paragraphs. Remind them that each paragraph is indented. Discuss how the sentences they are writing might be divided into paragraphs. (One method would be to have a “beginning” paragraph, a “middle” paragraph, and an “end” paragraph to match the three sections on the planner.)
- Tell students that the last sentence of the narrative should wrap things up and let the reader know that the narrative is finished.
- Work with the narrator and the other students to come up with a good conclusion sentence for the narrative. You may also wish to have them end with the words, “The End.” Write the conclusion sentence on the chart paper.
- Read the draft to the class or have students read it out loud.
- Now remind students of the 5 “W” questions. Are all of the questions answered in the story?
- Tell students that they have just finished the second step in the writing process—they wrote a draft of a personal narrative as a group.
- Tell students in the next lesson they will write a personal narrative of their own.

- Discuss with students that they will use Worksheet 2.2, sent home with them after the prior lesson, to help write their own personal narratives. Remind students who have not yet brought back their Worksheet 2.2 to do so for the next day. (You may wish to contact families to ensure all students have completed planning letters, or consider an alternative plan for students who do not bring back the planning letters.)

Take-Home Material

Planning Letter

- Students should complete Worksheet 2.2 at home if they have not already done so. Remind students who have not completed Worksheet 2.2 that they should complete it and bring it back to school for the next lesson.

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.

- ✓ Read words spelled with 'ce', 'se', 'c', 'ss', and 's' as /s/ (RF.1.3b)
- ✓ Draft a personal narrative with a title, recounting two or more appropriately sequenced events, including some details about what happened, using temporal words to signal event order, and providing some sense of closure (W.1.3)
- ✓ Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge (L.1.2e)
- ✓ Orally produce sounds represented by spellings
- ✓ Read and write words in which 'c' > /k/ as in *cat* or /s/ as in *city*

At a Glance	Exercise	Materials	Minutes
Introducing the Spelling Alternatives	Spellings for /s/	Consonant Code Flip Book; Spelling Cards 'ce' (<i>prince</i>) and 'se' (<i>rinse</i>); Worksheet 4.1; red marker for each student	10
	Leaf Sort	prepared leaves	15
Writing	Planning and Drafting Student Personal Narratives	completed Worksheet 2.2; Worksheets 4.2 and 4.3	35
Take-Home Material	Word Sort	Worksheet 4.4	*

Advance Preparation

It is recommended that you place Worksheet 4.1 in a page protector in students' classroom folders. You will add other worksheets containing new consonant spellings to this page protector throughout the unit. If you do not have page protectors to use, please consider other ways to organize the worksheets that will allow students to reference them for Units 5–7.

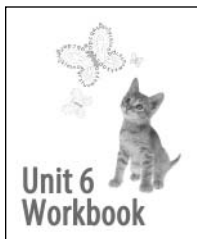
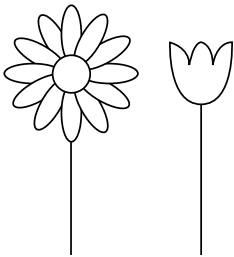
Gather Worksheet 2.2 from students, the Take-Home Planning Letter. On this worksheet, students brainstormed ideas for their own personal narratives, which they will begin to draft during this lesson. You should have some idea of what each student could write about before starting individual student drafts.

You will also need to write the following words on leaves: *center*, *choice*, *chance*, *concept*, *voice*, *house*, *sentence*, *goose*, *loose*, *sense*, *horse*, and *fence*.

Spellings for /s/

10 minutes

If spelling alternatives confuse students, draw two different-looking flowers (e.g., a tulip and a daisy) on the board. Explain that, in the same way that we can draw different pictures of a flower, we can draw different pictures of the /s/ sound.



Worksheet 4.1

Note: Please refer to the bolded note in the Advance Preparation section at the beginning of the lesson for important details.

- Tell students that today they are going to work again with the /s/ sound as in *sit*.
- Have students say the /s/ sound several times, stretching it out.
- Turn to **Consonant Code Flip Book page 11**. Review with students the basic code spelling for /s/. Read the sample word on the card and discuss the power bar, reminding students that the long power bar tells us 's' is the most common spelling for /s/.
- Write 's' on the board, along with the two sample words listed in the box below.
- Have students remove Worksheet 4.1 from the page protector and outline the 's' spelling in red marker to show that it is a spelling they have learned for a consonant sound. Remind students that we outline consonant sounds in red marker because consonant sounds are made when parts of the mouth stop or obstruct air as we say them, just like stop signs. When we pronounce vowel sounds, the air is free to go, so we have outlined vowel spellings in green. Green means go and red means stop.
- Ask students to tell you the other spellings they know for /s/. Point to the 'ss' and 'c' Spelling Cards, discussing the sample words and the lengths of the power bars.
- Write 'ss' and 'c' on the board, along with the two sample words listed for each in the box below.
- Have students outline the 'ss' and 'c' spellings on Worksheet 4.1 in red marker to show that they are spellings they have learned for a consonant sound.
- Tell students that you will now show them two more ways to write the /s/ sound.
- Show students the 'ce' card. Read the sample word, *prince*, and discuss the length of the power bar. Attach the Spelling Card to the Consonant Code Flip Book.
- Write 'ce' on the board along with the two decodable sample words listed in the box below.
- Have students outline the 'ce' spelling on Worksheet 4.1 in red marker to show that it is a spelling they have learned for a consonant sound.
- Show students the 'se' card. Read the sample word, *rinse*, and discuss the length of the power bar. Attach the Spelling Card to the Consonant Code Flip Book.

- Write 'se' on the board along with the two decodable sample words listed in the box below.
- Have students outline the 'se' spelling on Worksheet 4.1 in red marker to show that it is a spelling they have learned for a consonant sound.
- For additional reading practice, write the following words with the new spellings for /s/ on the board and have students read them: *choice, since, voice, sentence, goose, house, sense, pulse*.
- Tell students that the new spellings 'ce' and 'se' will appear in bold print whenever they are used in stories and worksheets for the next few lessons.
- Tell students that they can refer to this page in their Individual Code Charts whenever they are having trouble remembering spelling alternatives for the /s/ sound.

- | | |
|---------------------------|-----------------------------|
| 1. s: <i>sit, sun</i> | 4. ce: <i>prince, dance</i> |
| 2. ss: <i>dress, kiss</i> | 5. se: <i>rinse, horse</i> |
| 3. c: <i>cent, cell</i> | |

Leaf Sort

15 minutes

- Discuss the /s/ Spelling Tree with students. Remind students that the length of the branch is like the power bar on Spelling Cards since it represents how often a spelling is used for /s/.
- Read the leaves that are on the Spelling Tree and have students use each word in a sentence.
- Show students the prepared leaves one at a time. Have students read the word and use it in a sentence, then tape it on the appropriate branch.
- When the leaves have been sorted, ask students if they see any patterns. They may notice that 'ce' and 'se' are both used at the end of words.

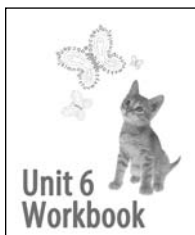
Writing

35 minutes

Planning and Drafting Student Personal Narratives

Planning

- Remind students that they recently planned and drafted a personal narrative together as a class.
- Tell students that now you would like each of them to begin working on a personal narrative of their own, just as they did as a class.
- Point to the Writing Process Chart. Remind students that the first step in the writing process is to make a plan.



Worksheets 4.2, 4.3

- Explain that the first thing that students need to do is pick an event that actually happened to them that they would like to describe in their personal narrative.
- Remind students that their homework was to brainstorm ideas for a personal narrative.
- Have students share some of the experiences they will turn into personal narratives.
- Jot ideas on the board, as one student’s idea may help another student develop his or her own ideas.
- When a student has an interesting idea, quiz him or her orally about the parts of the narrative: What was the setting? When did it happen? Where did it happen? Who were the characters? What was the plot? What happened in the beginning? What happened in the middle? What happened at the end?
- Have students turn to Worksheet 4.2. Explain that this is their planning worksheet.
- Ask students to complete the planning worksheet on their own. You should circulate throughout the room as students are working.
- As students finish completing the planning sheet, remind them of the 5 “W” questions to make sure they have answered all of the questions in their planning.

Drafting

- Have students turn to Worksheet 4.3. Explain that this is their drafting worksheet.
- Tell students to use the drafting worksheet to turn their notes from the planning worksheet into complete sentences.
- If students finish early, have them reread their work and check that it reads like a story, incorporating the 5 “W” questions.

Take-Home Material

Word Sort

- Have students take home Worksheet 4.4 to practice the spellings for /s/ with a family member.

Supplemental Materials

If you have students who work quickly, you may give them lists of words, chains, phrases, and sentences to read, dictate, copy, or illustrate. Students may also write silly sentences or stories with the words. These words, chains, phrases, and sentences can also be used in exercises that you choose from the Pausing Point.

- Newly decodable words:

The words with asterisks are on the Dolch and Fry Word List.

- | | |
|--------------|------------|
| 1. house* | 7. fence |
| 2. sentence* | 8. goose |
| 3. chance | 9. horse |
| 4. choice | 10. loose |
| 5. dance | 11. sense |
| 6. else | 12. prince |

- Chains:

- | |
|---|
| 1. geese > goose > loose > moose > mouse > house > horse |
| 2. chant > chance > dance > lance > glance > gland > land |

- Phrases and sentences:

- | | |
|------------------|---|
| 1. cat and mouse | 6. long fence |
| 2. no one else | 7. Make a good choice. |
| 3. a big house | 8. This is a sentence. |
| 4. by chance | 9. Let's dance. |
| 5. on the fence | 10. Never look a gift horse in the mouth. |

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 619 and 773 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 624 and 778 of those words would be completely decodable.

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.

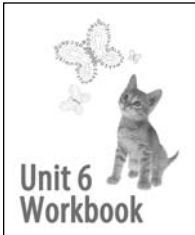
- ✓ **Edit and publish a personal narrative with a title, recounting two or more appropriately sequenced events, including some details about what happened, using temporal words to signal event order, and providing some sense of closure** (W.1.3)
- ✓ **With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed** (W.1.5)
- ✓ **With guidance and support from adults, use a variety of digital tools to publish writing, including in collaboration with peers** (W.1.6)
- ✓ **Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly** (SL.1.4)
- ✓ **Capitalize dates** (L.1.2a)
- ✓ **Use commas in dates** (L.1.2c)
- ✓ **Spell and write one-syllable words using the letter-sound correspondences taught in Grade 1 in a weekly spelling assessment** (L.1.2d)
- ✓ **Spell and write high-frequency Tricky Words in a weekly spelling assessment** (L.1.2d)
- ✓ **Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge** (L.1.2e)

<i>At a Glance</i>	Exercise	Materials	Minutes
Spelling	Spelling Assessment	Worksheet 5.1	15
Writing	Edit and Publish Personal Narratives	Worksheet 5.2; 2 different-colored sticky notes for each student	45

Advance Preparation

Make sure students have the drafts that they created yesterday, using Worksheets 4.2 and 4.3. Think about partners who can work together to edit each other's work.

10 Spelling Assessment



Worksheet 5.1

- Distribute Worksheet 5.1. As a class, write the date on the worksheet under the name line.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write down the word.
- Repeat this procedure with each of the remaining words.
- At the end, go back through the list and read each spelling word one more time.

- | | |
|------------|-------------|
| 1. hidden | 5. swimming |
| 2. popping | 6. shredded |
| 3. batter | 7. nodded |
| 4. their | 8. rotten |

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

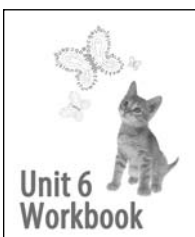
Note: At a later time today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Writing

45 minutes

Edit and Publish Personal Narratives

Editing



Worksheet 5.2

- Display a copy of the editing checklist from Worksheet 5.2. Explain that this is a checklist that has steps to help edit their drafts. Remind students that editing helps to make their writing better.
- Distribute students' drafting templates on Worksheets 4.2 and 4.3. Tell students that today they will work with peer partners to complete their edits. A peer is a classmate, and peer-editing is when we use a checklist to edit someone else's work. Tell students that they will use Worksheet 5.2 to check a peer's draft.

- Have students sit with their partners. Explain to students that they should first read over their partner’s draft, and then follow the editing checklist. Students should mark their partner’s draft in another color and be careful to keep their partner’s draft nice and neat so their partner can read their edits.
- Give each pair two sticky notes, each of a different color. On the first sticky note, have students write down something they like about their partner’s draft. On the second sticky note, have students write down something that could be improved in the draft.

Publishing

- Tell students that in order to make it easier for someone else to read their work, they need to write their paragraphs on clean sheets of paper. This is called publishing.
- Have students write their final copies of their work, incorporating peer edits.
- Remind students to capitalize the first letter of every sentence and end each sentence with the correct punctuation.
- If digital resources are available, provide students with opportunities for using digital tools to publish their writing.

Note: You might have students create a colorful cover of their work, where they illustrate their personal narrative.

Spelling Analysis Directions

Analysis of Student Errors

Directions

Write students’ names in the column provided. The words on today’s spelling assessment are grouped according to spelling patterns on the Analysis chart found at the end of this lesson. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student and ask them to explain their thinking to you. This may help you to understand the student’s confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today’s spelling words, as well as the *Assessment and Remediation Guide*.

The words on this week’s spelling assessment can be analyzed in many different ways. Below, we have provided analyses focusing on errors in encoding consonant doublings in these words. Some of these words are also two-syllable words, and you should take note of any difficulty students have in encoding both syllables of two-syllable words. Please refer to the Unit 4 Appendix, “Using Chunking to Decode Multi-syllable Words,” for more information on assisting students who have difficulty with multi-syllable words

Column 1

What an error in this column means: The spelling ‘mm’ for the /m/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Unit 5 Pausing Point for additional activities. Students may need more explicit instruction regarding when to double consonants before adding endings.

Column 2

What an error in this column means: The spelling ‘tt’ for the /t/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Unit 5 Pausing Point for additional activities. Students may need more explicit instruction regarding when to double consonants before adding endings.

Column 3

What an error in this column means: The spelling ‘dd’ for the /d/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Unit 5 Pausing Point for additional activities. Students may need more explicit instruction regarding when to double consonants before adding endings.

Column 4

What an error in this column means: The spelling ‘pp’ for the /p/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Unit 5 Pausing Point for additional activities. Students may need more explicit instruction regarding when to double consonants before adding endings.

Column 5

What an error in this column means: The word *their* is a Tricky Word. Tricky Words do not follow the rules for encoding that students have learned thus far.

What you should do: Remind students that in the word *their*, the ‘eir’ work together to represent the sounds /ae/ + /r/. For now, students should memorize how to spell Tricky Words. Additional practice reading and writing Tricky Words can be found in the Pausing Points and the *Assessment and Remediation Guide*.

Column 6

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty with certain encoding vowel sounds. Please also consider the influence of students’ home language on encoding. Analyze any patterns and provide targeted remediation using the Pausing Point and the *Assessment and Remediation Guide*.

Analysis of Student Errors (Lesson 5 Spelling Assessment)

Student Name	Column 1: 'mm' > /m/ swimming	Column 2: 'tt' > /t/ rotten batter	Column 3: 'dd' > /d/ hidden nodded shredded	Column 4: 'pp' > /p/ popping	Column 5: Tricky Word <i>their</i>	Column 6: Notes

Lesson 6

Review and Practice

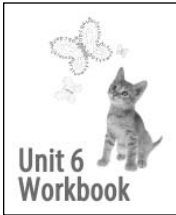
✓ Objectives

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

- ✓ Ask and answer questions, orally and in writing, about “Mister Spencer and the Rabbits,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read and understand decodable text in the story “Mister Spencer and the Rabbits” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Spell and write one-syllable words using letter-sound correspondences taught in Grade 1 for a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words for a weekly spelling assessment (L.1.2d)
- ✓ Orally produce sounds represented by spellings
- ✓ Read and write words in which ‘c’ > /k/ as in *cat* or /s/ as in *cent*

<i>At a Glance</i>	Exercise	Materials	Minutes
Spelling	Introduce Spelling Words	Worksheet 6.1	15
Practice	Tricky Spelling ‘c’	Worksheet 6.2; coloring tools	20
	Spelling Alternatives for /s/	Worksheet 6.3; glue/tape; scissors	
Reading Time	Whole Group: “Mister Spencer and the Rabbits”	Grace; Worksheet 6.4	25
Take-Home Material	Spelling Words	Worksheet 6.1	*

Introduce Spelling Words



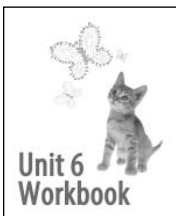
Worksheet 6.1

- Remind students that they will have a list of spelling words to practice and learn each week.
- Tell students that the words for this week will use the spelling alternatives that they have learned for the /s/ and /z/ sounds.
- Read and write each spelling word, underlining and reviewing the target spelling in each word. Have students repeat each word after you. Remind students that the last word is a Tricky Word. Tricky Words do not follow the rules, so their spellings must be memorized.
- Ask one or more students to use each word in a sentence, making sure to explain vocabulary for any words they may not know.
- The words for the week are:

Spellings for /s/				Spellings for /z/			Tricky Word
's' > /s/	'ss' > /s/	'c' > /s/	'ce' > /s/	'z' > /z/	'zz' > /z/	's' > /z/	
sun	kiss	cent	prince	zip	jazz	pigs	here

Practice

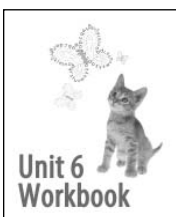
Tricky Spelling 'c'



Worksheet 6.2

- Tell students to turn to Worksheet 6.2.
- Have students say each word. They should color the boxes that contain 'c' > /k/ as in *cat* in one color and color the boxes that contain 'c' > /s/ as in *cent* in another color.

Spelling Alternatives for /s/



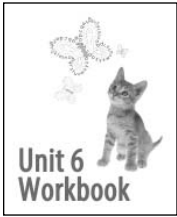
Worksheet 6.3

- Tell students to turn to Worksheet 6.3 (two pages).
- Have students cut out the word cards. Students should sort the word cards by their spellings for /s/ and glue or tape them in the correct boxes according to their spellings for /s/.

Whole Group: “Mister Spencer and the Rabbits”

Note: There is no Big Book for this Reader.

Introducing the Reader



Worksheet 6.4



Page 2

- Tell students that they will start a new Reader today about a girl named Grace. Write *Grace* on the board and point out that it contains the ‘c’ spelling for the /s/ sound they have just learned. Point out that the ‘a’ and ‘e’ work together to stand for the /æ/ sound. Grace is the main character. She lives on a farm and will take students on adventures on her farm and throughout the country. The *Grace* Reader contains fictional stories with characters, settings, and plots.
- Tell students that the setting for many of the stories is the farm where Grace lives. Ask students to recall what they have learned about farms from previous domains. Explain that a farm is a place where people grow crops and raise animals. Farms are usually located in the country, far away from cities and located out in the country.
- Have students look at the cover of the book. Ask students who they think the person on the cover is. (Grace)
- Look at the table of contents together. Read the titles of the stories and point out that these stories are about Grace’s adventures on or near the farm where she lives in the Midwest region of the United States. You may wish to show students the general region of the Midwest on a map of the United States.

Previewing the Spellings

- Share with students that multi-syllable words will no longer appear with a dot between them. You may wish to review with students strategies they should use when encountering a multi-syllable word. Please preview the following spellings before reading today’s story.

‘c’ > /s/	‘ce’ > /s/	‘se’ > /s/	‘ar’ > /ar/	Other Two-Syllable Words
Grace	fence	farmhouse	farm	eggplants
Spencer	force	else	garden	problems
nice			harvest	hornet
raced				

Previewing the Vocabulary

- Please preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

1. **harvest**—to pick plants that are ready to be eaten or sold at market
2. **ripe**—ready to be eaten
3. **mad as a hornet**—very angry
4. **Midwest**—a flat region in the middle of the United States where crops are grown (includes Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin)

Purpose for Reading

- Tell students that they should read today’s story to learn more about how Grace’s dad solves a problem he has with some rabbits.

Reading the Story

- Read the story as a class, allowing students to take turns reading a paragraph aloud. Encourage students to read with expression, and model this for them if necessary. The rest of the class should follow along in their Readers as a classmate reads aloud.

Wrap-Up

- Have students complete Worksheet 6.4 and discuss the answers as a class.
- Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions on “Mister Spencer and the Rabbits”

1. *Literal* Who is Mister Spencer? (Mister Spencer is a farmer and Grace’s dad.)
2. *Literal* What does Mister Spencer grow in his garden? (Mister Spencer grows eggplants, beets, sprouts, and peppers in his garden.)
3. *Inferential* Why does Mister Spencer get mad at the rabbits? (Mister Spencer gets mad at the rabbits because they hop into his garden and eat his plants.)
4. *Literal* What is Pepper the dog’s job? (Pepper’s job is to keep the rabbits out of the garden.)
5. *Literal* Where do the rabbits go when Pepper starts barking? (The rabbits run into their rabbit holes when Pepper starts barking.)
6. *Evaluative* Why does Mister Spencer say “good dog” at the end of the story? How else might Mister Spencer have solved the rabbit problem? (Mister Spencer says “good dog” because he is happy that Pepper chased the rabbits from the garden. Answers may vary, but might include building a stronger fence, etc.)

Take-Home Material

Spelling Words

- Have students take home Worksheet 6.1 and remind them to practice the spelling words with a family member throughout the week.

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.

- ✓ Ask and answer questions orally about “The Picnic by the River,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Segment two-syllable words into individual sounds and/or syllables (RF.1.2d)
- ✓ Identify the number of syllables (i.e., vowel sounds, in spoken and written words) (RF.1.3d)
- ✓ Read and/or write two-syllable words composed of two closed syllables, magic ‘e’ syllables, and/or r-controlled syllables (RF.1.3e)
- ✓ Read and understand decodable text in the story “The Picnic by the River” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Identify common and proper nouns (L.1.1b)
- ✓ Use personal, possessive, and indefinite pronouns orally and in writing (L.1.1d)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Segmenting and Blending Two-Syllable Words		15
Grammar	Nouns and Pronouns	Worksheet 7.1	20
Reading Time	Small Group: “The Picnic by the River”	Grace	25
Take-Home Material	“Mister Spencer and the Rabbits”	Worksheet 7.2	*

Advance Preparation

Write the following sentences on the board or a transparency for the Grammar activity:

Kate went on a trip. She was sad at the start of the trip.

Kate met Jack in the coin shop. He was an expert on coins.

Kate had found a coin. It was made of silver.

Segmenting and Blending Two-Syllable Words

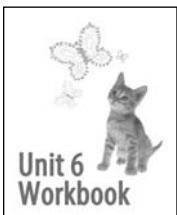
Note: Continue using thumb-finger taps to represent sounds, returning to the forefinger-thumb tap for the first sound in the second syllable.

- Look at each word in the box below 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 while making a fist.
- Have students repeat after you.
- Continue this process with the remaining words.

1. class·room (4+3) /k/ /l/ /a/ /s/ · /r/ /oo/ /m/
2. card·board (3+3) /k/ /ar/ /d/ · /b/ /or/ /d/
3. pan·cake (3+3) /p/ /a/ /n/ · /k/ /ae/ /k/
4. back·pack (3+3) /b/ /a/ /k/ · /p/ /a/ /k/
5. home·town (3+3) /h/ /oe/ /m/ · /t/ /ou/ /n/

Grammar

20 minutes



Worksheet 7.1

Please note that the purpose of this exercise is not necessarily for students to identify pronouns by name, but rather that they understand pronouns stand for a particular noun.

Nouns and Pronouns

Note: In this exercise you will introduce students to pronouns and how they are related to nouns.

- Read all of the sentences to students:
Kate went on a trip. She was sad at the start of the trip.
Kate met Jack in the coin shop. He was an expert on coins.
Kate had found a coin. It was made of silver.
- Reread the first two sentences.
- Underline the word *she* and ask students, “Who was sad at the start of the trip?”

- When students have given the correct answer (Kate), draw a curved line from the word *she* in the second sentence to the word *Kate* in the first sentence.
- Explain that in many instances we can replace a noun with another word.
- These words are called pronouns. *She* is a pronoun taking the place of the noun *Kate*.
- Read the next two sentences.
- Underline the word *he* and ask students, “Who was an expert on coins?”
- When students have given the correct answer (Jack), draw a curved line from the word *he* in the second sentence to the word *Jack* in the first sentence.
- Explain that in many instances we can replace a noun with another word. *He* is a pronoun taking the place of the noun *Jack*.
- Read the last two sentences.
- Repeat the procedure above and let a student draw a connecting line from the pronoun *it* to the noun *coin*.
- Write the pronouns *he*, *she*, and *it* on the board and ask several students to compose sentences with each one.
- Form a sentence with a noun and share it with students.
- Then have students replace the noun with a pronoun in a second sentence.
- For example, you say, “Jeff had a party.” Then students say, “He invited the class.”
- Repeat with sentences for *she* and *it*.
- Distribute Worksheet 7.1.
- On the front of the worksheet have students underline the pronouns and draw connecting lines to the nouns they replace. Then have students write the pronouns on the lines.
- On the back of the worksheet have students fill in the lines with the pronouns that can replace the underlined nouns.

Reading Time

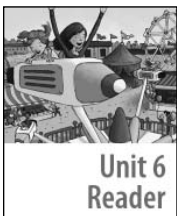
25 minutes

Small Group: “The Picnic by the River”

Note: Before breaking into small groups, write some of the words or phrases from previous Supplemental Materials sections on the board. If some pairs finish early, they can illustrate one of the words or phrases.

Introducing the Story

- Tell students that today’s story is about some surprise visitors that show up at Grace’s family picnic.



Unit 6
Reader

Previewing the Spellings

- Please preview the following spellings before reading today’s story:

'c' > /s/	'ce' > /s/	'se' > /s/	'ed' > /t/	Other Two-Syllable Words
Grace	voice	rinsed	picked	picnic
Spencer	glanced		stuffed	basket
raced			asked	river
center			brushed	
			slipped	

Previewing the Vocabulary

- Please preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

1. **picnic**—a meal eaten outdoors
2. **brushed**—moved lightly and quickly
3. **glanced**—looked quickly

Purpose for Reading

- Tell students to read today’s story to find out who visits Grace’s picnic.

Small Group

- Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while students in Group 2 should partner read.
- ✪ **Group 1:** Meet with students needing more direct support. Listen as students take turns reading aloud “The Picnic by the River.”
- ✪ **Group 2:** Tell students to take turns reading “The Picnic by the River.” Tell them if they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

Wrap-Up

- Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions on “The Picnic by the River”

1. *Literal* What did Grace discover when she returned from swimming? (Ants were marching on the picnic basket.)
2. *Literal* Where had the Spencers set down their picnic basket? (They had placed the picnic basket next to the center of an anthill.)
3. *Inferential* Why did Grace set bits of cupcake and ham on the ground next to the anthill? (Grace wanted the ants to have lunch, too.)
4. *Evaluative* What does this tell you about Grace? What kinds of words could you use to describe Grace? (This tells us that Grace is kind to animals because she wanted to make sure the ants had lunch, too. We could use the words *kind*, *generous*, etc., to describe Grace.)

Take-Home Material

“Mister Spencer and the Rabbits”

- Have students take home Worksheet 7.2 to read with a family member.

Lesson 8

Tricky Spelling Spelling Alternatives

✓ Objectives

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

- ✓ Ask and answer questions in writing about “The Picnic by the River,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read and understand decodable text in the story “The Picnic by the River” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Identify common and proper nouns (L.1.1b)
- ✓ Identify and use adjectives orally and in writing (L.1.1f)
- ✓ Use frequently occurring prepositions orally and in writing (L.1.1i)
- ✓ Build simple declarative sentences orally in response to prompts (L.1.1j)
- ✓ Capitalize dates (L.1.2a)
- ✓ Use commas in dates (L.1.2c)
- ✓ Read and write words in which ‘g’ > /g/ as in *got* or /j/ as in *gem*

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Building Sentences		15
Review	Tricky Spelling ‘g’		10
	Spelling Alternatives for /j/		5
Small Group	Reread “The Picnic by the River”	Worksheet 8.1	30

Please note that the purpose of this exercise is not necessarily for students to identify prepositions by name, but rather that they are useful in building longer sentences.

Building Sentences

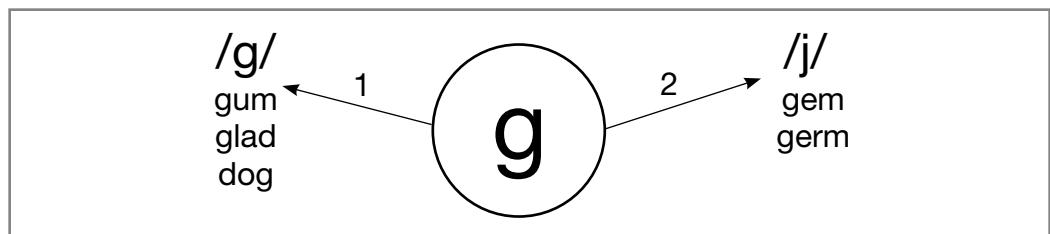
- Tell students you will review nouns and verbs and practice building sentences.
- Remind students that by one way to build sentences is to add words called prepositions. Prepositions and phrases with prepositions add information about where something happens (under, in the kitchen, downtown, etc.), which can help the reader understand and visualize what is taking place in the sentence. Remind students that they can also add describing words, or adjectives, to build sentences.
- On the board write the sentence, *Gus runs*.
- Have students read the sentence and ask them whom the sentence is about. (Gus)
- Circle the word *Gus* and explain that it is a proper noun.
- Read the sentence again and ask students what Gus does. (runs)
- Draw a squiggly line under the word *runs* and explain that it is a verb.
- Ask students, “Where does Gus run?” Write their answer on the board.
- Now tell students they will practice making other simple sentences longer. On the board write the sentence, *Kate found a coin*.
- Have students read the sentence and ask them whom the sentence is about. (Kate)
- Circle the word *Kate* and explain that it is a proper noun.
- Read the sentence again and ask what Kate did. (found a coin)
- Draw a squiggly line under the verb *found* and explain that *found* is the verb.
- Ask students, “What type of coin did Kate find?” (old, Spanish) Write the expanded sentence on the board.
- Ask students, “Where did Kate find the old, Spanish coin?” (in the cave) Write the expanded sentence on the board, noting to students that it is much easier to form a picture of the sentence in their minds with this extra information added: *Kate found the old, Spanish coin in the cave*.
- Repeat this procedure with the following sentences, circling the nouns and drawing squiggly lines under the verbs.

1. Axel visits the bookshop.
2. Ted hops on one foot.
3. Rod slips on the ice.
4. Ming slides to home base.

Tricky Spelling 'g'

10 minutes

- Remind students they will now review the tricky spelling 'g' from Unit 5.
- To illustrate the tricky spelling and show the possible pronunciations, make a diagram on the board like the one shown below.
- Write the words *gum*, *glad*, and *dog* on the left side of the board and read them aloud.
- Point out that the spelling 'g' and ask students, "How is 'g' pronounced in these words?" (/g/) Ask students to tell you other words that have 'g' as /g/ and write them on the board.
- Write the words *gem* and *germ* on the right side of the board and read them aloud.
- Ask students how 'g' is pronounced in the words on the right side of the board. Point out that, in these words, the spelling 'g' is pronounced /j/ rather than /g/.
- Ask students how this could cause them problems when they are reading.
- Remind students that to figure out how to pronounce this tricky spelling, they may need to try reading it both ways.
- Write the letter 'g' on the board between the two sets of words and circle the spelling.
- Draw one arrow from 'g' to the /g/ words and label it '1'. Explain that /g/ is the most likely pronunciation and therefore the one they should try first.
- Draw a second arrow from 'g' to the /j/ words and label it '2'. Explain that /j/ is a less likely option and that they should try it if the first option does not sound right.
- Summarize: When students encounter the spelling 'g' in a printed word they do not already know, they should try pronouncing it /g/ as in *gum*. If that does not sound right, or does not make sense in context, they should try pronouncing it /j/ as in *gem*.
- Leave the diagram on the board so that students can consult it as they work.



Spellings Alternatives for /j/

5 minutes

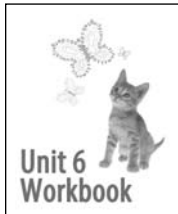
- Ask students to tell you the basic code spelling for /j/.
- Write 'j' on the board, along with the two sample words listed in the box below.
- Tell students that /j/ is a tricky sound, a sound that can be spelled several different ways.
- Review the spelling alternatives listed in the box below, one at a time, writing each spelling on the board along with the two decodable sample words.

1. j: *jump, jar*
2. g: *germs, gem*
3. ge: *large, charge*

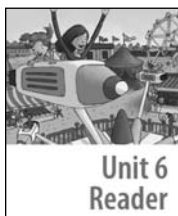
Small Group

30 minutes

Reread "The Picnic by the River"



Worksheet 8.1



Page 8

- Distribute Worksheet 8.1. As a class, write the date on the worksheet, reminding students where to place commas. Tell students they will complete this worksheet after rereading "The Picnic by the River."
- Ask students to turn to the table of contents in the Reader to locate and read the title of the story in the Reader. ("The Picnic by the River") Ask them to tell you on which page the story "The Picnic by the River" starts. (page 8)

Note: Remember that it is important to hear each student read on a regular basis. Today you may be able to hear both groups read. You may use the Anecdotal Reading Record found in the Teacher Resources section to record notes regarding students' progress.

- ✪ **Group 1:** Meet with students needing additional support. Reread "The Picnic by the River" and complete Worksheet 8.1.
- ✪ **Group 2:** Have students reread "The Picnic by the River," either with a partner or by themselves, and complete Worksheet 8.1.

Wrap-Up

- Review Worksheet 8.1 with the whole class.

Lesson 9

Grammar

✓ Objectives

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

- ✓ Ask and answer questions orally and in writing about “Ants,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read and understand decodable text in the story “Ants” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Identify common and proper nouns (L.1.1b)
- ✓ Use personal pronouns orally and in writing (L.1.1d)
- ✓ Identify and use adjectives orally and in writing (L.1.1f)
- ✓ Use frequently occurring prepositions orally and in writing (L.1.1i)
- ✓ Build simple declarative sentences orally in response to prompts (L.1.1j)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Building Phrases with Adjectives		5
	Building Sentences with Prepositions	stuffed animal (optional)	10
Grammar	Nouns and Pronouns	Worksheet 9.1	20
Small Group	“Ants”	Grace; Worksheet 9.2	25
Take-Home Material	Count the Sounds	Worksheet 9.3	*

Building Phrases with Adjectives

5 minutes

- Tell students that they will practice making longer phrases by adding descriptive words called adjectives to nouns.
- Say the word “bike,” and have students repeat after you.
- Say the phrase “new bike,” and have students repeat after you.
- Say the phrase “big, new bike,” and have students repeat after you.
- Say the phrase “big, new, red bike,” and have students repeat after you.
- Repeat with phrases for the words *school* and *cookie*.

Building Sentences with Prepositions

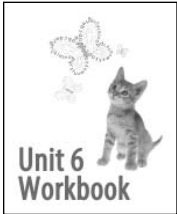
10 minutes

Please note that the purpose of this exercise is not necessarily for students to identify prepositions by name or type, but rather to recognize that they are useful in building longer sentences.

- Remind students that when they write, they should strive to make their writing interesting. Tell students that one way that they can do this is by adding words called prepositions to simple sentences.
- Prepositions are tiny words that give information about time, place, etc., in a sentence.
- Write the following sentence on the board: *The mouse ran*. Point out that this is a very simple sentence.
- Ask students to identify the noun and the verb in this sentence; circle the noun and draw a squiggly line under the verb.
- Ask students, “Where did the mouse run?” Record students’ answers on chart paper under the heading ‘Where?’
- Students will say various answers, but most of these answers will need to be connected by the prepositions *to*, *from*, *under*, etc.
- You may wish to demonstrate these positional words by moving a stuffed animal accordingly.
- Let the class choose one of the answers. Use it to write a revised sentence on the board (e.g., *The mouse ran under the desk*). Point out that you added a preposition and a place this sentence. The preposition *under* lets you know where the mouse ran in relation to the desk.
- Write revised sentences using other decodable prepositions: *to*, *with*, and *from*. Note that prepositions are not always linked to time and place, but some more abstract concepts such as means and purpose. You may wish to give oral examples of nondecodable prepositions, such as *over*, *through*, *around*, *during*, *near*, etc.

Nouns and Pronouns

Review he, she, it



Worksheet 9.1

- Write the following sentences on the board, including the blank:
Jen danced yesterday. _____ had a fun time.
- Have students read the first sentence aloud and ask whom the sentence is about. (Jen)
- Remind students that the word *Jen* is a noun.
- Read the second sentence and ask a student to complete the blank. Fill in the answer. (She)
- Remind students that the word *she* is a pronoun—a word that takes the place of a noun.
- Ask students which word the pronoun *she* is replacing.
- If students have difficulty identifying the noun, connect *Jen* and *she* with a curved line before they answer.
- Write the following sentence on the board: *Ben rides a horse.*
- Underline the word *Ben* and remind students that the pronoun *he* can take the place of the noun *Ben*.
- Ask a student to make a sentence, using the pronoun *he*.
- Write the following sentence on the board: *The horse is big.*
- Underline the word *horse* and remind students that the pronoun *it* can take the place of the noun *horse*.
- Ask a student to make a sentence, using the pronoun *it*.

New pronouns I, you

- Write the following sentence on the board: *Francis said, “I ate pancakes yesterday.”*
- Briefly discuss the preceding comma and quotation marks with students, explaining that they introduce something that has been said.
- Underline the word *Francis* and the pronoun *I*.
- Ask students, “Who ate pancakes yesterday?” (Francis)
- Ask students which word took the place of the word *Francis*. (*I*)
- Connect the words *Francis* and *I* with a curved line.
- Tell students that the word *I* is a pronoun that takes the place of the word *Francis* when Francis is talking about himself.
- Ask a student to make up a sentence with the pronoun *I*. For example, a student could say, “I have black socks.” Ask the class who has black socks. Then ask the class which word the student used instead of his or her name. (*I*)

- Write the following sentence on the board: *Marge asked Francis, “Did you like the pancakes?”*
- Underline the word *Francis* and the pronoun *you*.
- Ask students, “Whom did Marge ask if he liked pancakes?” (*Francis*)
- Ask students which word took the place of the word *Francis*. (*you*)
- Connect the words *Francis* and *you* with a curved line.
- Tell students that the word *you* is a pronoun and it takes the place of the word *Francis* when somebody else is talking about him.
- Ask a student to make up a sentence with the pronoun *you*. For example, a student could say, “You are wearing a blue shirt.” Ask students who is wearing a blue shirt. Then ask the class which word the student used instead of the name of the student wearing a blue shirt. (*you*)
- Distribute Worksheet 9.1.
- In each sentence pair have students underline the pronoun and draw a connecting line from the pronoun to the noun it replaces. Then have students write the pronouns on the lines. Please make this a teacher-led exercise for at least the first three sentence pairs.
- On the back of the worksheet, have students generate their own noun-pronoun pairs of sentences.

Small Group

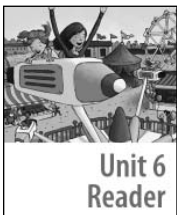
25 minutes

“Ants”

Note: Before breaking into small groups, write some of the words or phrases from previous Supplemental Materials section on the board. If some pairs finish early, they can illustrate one of the words or phrases.

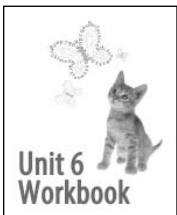
Introducing the Story

- Tell students that today’s story is about all of the exciting things Grace learns about ants at school.



Unit 6
Reader

Page 14



Unit 6
Workbook

Worksheet 9.2

Previewing the Spellings

- Please preview the following spellings before reading today’s story.

'c' > /s/	'se' > /s/	Other Two-Syllable Words	Three-Syllable Words
Grace	glimpse	kitchen	excitement*
Francis	else	plastic	
raced		insects	
center	Grace	termites	

*Please discuss the three-syllable word *excitement* with students. Tell students that they should use the same chunking strategy they have used when working with two-syllable words.

Previewing the Vocabulary

- Please preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

1. **insect**—a small animal that has six legs and a body formed of three parts; a bug
2. **inhale**—to breathe air into lungs
3. **glimpse**—a quick look

Purpose for Reading

- Tell students to read today’s story to find out what makes Grace so excited about ants.

Small Group

- Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while students in Group 2 should partner read.
- ✪ **Group 1:** Meet with students needing more direct support. Listen as students take turns reading aloud “Ants.” Work with students to complete Worksheet 9.2, referring back to the story to help them answer the questions.
- ✪ **Group 2:** Tell students to take turns reading “Ants.” Students should complete Worksheet 9.2, referring back to the story to help them answer the questions. Tell them if they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

Wrap-Up

- Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions on “Ants”

1. *Literal* What did Grace’s classroom get? (Grace’s classroom got an ant farm.)
2. *Literal* What is an ant farm? (An ant farm is a see-through plastic container that you can look into and see what ants are up to.)
3. *Inferential* Why is the queen ant’s life hard for her? (The queen ant’s life is hard because she has to stay in the anthill all of the time and make lots of eggs.)
4. *Evaluative* Why might Grace think ants are cooler than bees and termites? (Answers may vary.)

Take-Home Material

Count the Sounds

- Have students take home Worksheet 9.3 to practice segmenting and blending with 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.

- ✓ Ask and answer questions, orally and in writing, about “The Band,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read words spelled with ‘kn’, ‘nn’, and ‘n’ as /n/ (RF.1.3b)
- ✓ Read and understand decodable text in the story “The Band” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Capitalize dates (L.1.2a)
- ✓ Use commas in dates (L.1.2c)
- ✓ Spell and write one- and two-syllable words using the letter-sound correspondences taught in Grade 1 in a weekly spelling assessment (L.1.2d)
- ✓ Spell and write Tricky Words taught in Grade 1 in a weekly spelling assessment (L.1.2d)

<i>At a Glance</i>	Exercise	Materials	Minutes
Spelling	Spelling Assessment	Worksheet 10.1	15
Introducing the Spelling Alternatives	Spellings for /n/	Consonant Code Flip Book; Spelling Card ‘kn’ > /n/ (<i>knock</i>); Worksheet 10.2; red markers	5
	Spelling Tree for /n/	Spelling Tree for /n/; prepared leaves for the /n/ Tree; tape; brown, green, yellow paper; marker; leaves template; odd duck template; scissors	15
Small Group	“The Band”	<i>Grace</i> ; Worksheet 10.3; images of a trumpet and a trombone	25
Take-Home Material	Word Sort	Worksheet 10.4	*

Advance Preparation

It is recommended that you place **Worksheet 10.2** in a page protector in students' classroom folders. You will add other worksheets containing new consonant spellings to this page protector throughout the unit. If you do not have page protectors to use, please consider other ways to organize the worksheets that will allow students to reference them for Units 5–7.

In this lesson you will be asked to create a Spelling Tree wall display for the /n/ consonant sound and its three spellings ('n', 'nn', and 'kn') introduced in this unit. Examples to assist you in making the Spelling Tree are provided for you at the beginning of Lesson 1.

The /n/ Spelling Tree for this lesson should have four branches forking off from the central trunk. The branches vary in length and correlate with the power bar on the Spelling Cards. Use three branches for the more common spellings ('n', 'nn', and 'kn'), and one branch at the top for odd ducks. Odd ducks are words having the /n/ sound spelled in a way not explicitly taught in this unit, such as 'gn' in the word *gnat*.

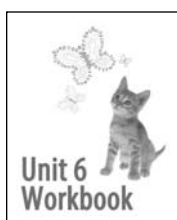
Make multiple copies of the leaf template. Write these /n/ words on the leaves: *nut, nice, cent, dinner, running, fanning, note, knot, knit, kneel, knife, knock, knit, knack, knee*.

Make multiple copies of the odd duck template on yellow paper. You do not need to write any words in advance on the odd duck templates; just have these available during the lesson should students offer any odd duck spellings for the /n/ sound.

Spelling

15 minutes

10 Spelling Assessment



Worksheet 10.1

- Distribute Worksheet 10.1. As a class, write the date on the worksheet under the name line.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write down the word.
- Repeat this procedure with each of the remaining words.
- At the end, go back through the list and read each spelling word one more time.

- | | |
|---------|-----------|
| 1. cent | 5. prince |
| 2. here | 6. pigs |
| 3. zip | 7. jazz |
| 4. kiss | 8. sun |

It might be useful to have students use a different-colored pencil for self-correction to make the spellings students need to practice more visible.

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

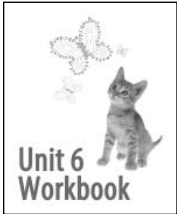
Note: At a later time today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Alternatives

20 minutes

Spellings for /n/

5 minutes



Worksheet 10.2

Note: Please refer to the bolded note in the Advance Preparation section at the beginning of the lesson.

- Tell students that today they are going to work with the /n/ sound.
- Have students say the /n/ sound several times, stretching it out.
- Ask students if /n/ is a vowel or a consonant sound. (It is a consonant sound.)
- Turn to **Consonant Code Flip Book page 16**. Ask students to tell you the basic code spelling for /n/. Review the power bar and sample word on the Spelling Card for 'n.'
- Write 'n' on the board, along with the two sample words listed in the box below.
- Have students remove Worksheet 10.2 from the page protector and outline the 'n' spelling in red marker to show that it is a spelling they have learned for a consonant sound.
- Ask students to tell you another spelling for /n/ that they have learned.
- Review the power bar and sample word on the Spelling Card for 'nn.' Write 'nn' on the board, along with two sample words listed in the box below.
- Have students outline the 'nn' spelling on Worksheet 10.2 in red marker to show that it is a spelling they have learned for a consonant sound.
- Introduce the spelling alternative 'kn.' Show students the Spelling Card, read the sample word, and discuss how the short power bar means it is not the most common spelling. Write 'kn' on the board, along with the two sample words in the box below.
- Have students outline the 'kn' spelling on Worksheet 10.2 in red marker to show that it is a spelling they have learned for a consonant sound.

- Tell students that they can refer to this page in their Individual Code Charts whenever they are having trouble remembering spelling alternatives for the /n/ sound.

1. n: *nut, cent*
2. nn: *dinner, running*
3. kn: *knot, knit*

Spelling Tree for /n/

15 minutes

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

Small Group

25 minutes

"The Band"

Note: Before breaking into small groups, write some of the words or phrases from the previous Supplemental Materials section on the board. If some pairs finish early, they can illustrate one of the words or phrases.

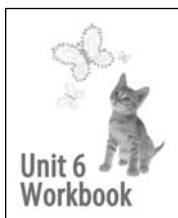
Introducing the Story

- Tell students that today's story is about how practice makes perfect, especially when it comes to playing in a band.

Previewing the Spellings

- Please preview the following spellings before reading today's story.

'kn' > /n/	'c' > /s/	'ce' > /s/	'se' > /s/	Other Two-Syllable Words
knocking	Grace	Vance	moose	trumpet
	Spencer	since	geese	trombone
	concert		house	mister
				master
				racket



Worksheet 10.3



Page 18

Previewing the Vocabulary

- Please preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

1. **trumpet**—a brass musical instrument with three buttons [Show students an image of a trumpet.]
2. **trombone**—a brass musical instrument with a slide [Show students an image of a trombone.]
3. **racket**—a loud, unpleasant noise
4. **concert**—a show or performance
5. **like a sick moose**—a moose is a large mammal that might make loud, moaning noises when sick
6. **like a flock of geese**—geese are birds that make honking noises
7. **knocking it out of the park**—doing an awesome job

Purpose for Reading

- Tell students to read today’s story to find out how Grace and her sister first sounded when they started playing musical instruments.

Small Group

- Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while students in Group 2 should partner read.
- ✪ **Group 1:** Meet with students needing more direct support. Listen as students take turns reading aloud “The Band.” Work with students to complete Worksheet 10.3, referring back to the story to help them answer the questions.
- ✪ **Group 2:** Tell students to take turns reading aloud “The Band.” Students should then complete Worksheet 10.3, referring back to the story to help them answer the questions. Tell them if they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

Wrap-Up

- Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions on “The Band”

1. *Literal* What instruments do Grace and Jill play? (Grace plays the trumpet and Jill plays the trombone.)
2. *Literal* How did the children sound when they first started playing? (They did not sound too good and made quite a racket.)
3. *Inferential* How did Grace and Jill get better? (Mister Vance, the band master, helped Grace and Jill practice their instruments.)
4. *Inferential* Why was Mister Spencer spending so much time in the barn? (Mister Spencer could not stand the noise of the instruments at first.)

Take-Home Material

Word Sort

- Have students take home Worksheet 10.4 to practice spellings for /s/ with a family member.

Supplemental Materials

If you have students who work quickly, you may give them lists of words, chains, phrases, and sentences to read, dictate, copy, or illustrate. Students may also write silly sentences or stories with the words. These words, chains, phrases, and sentences can also be used in exercises that you choose from the Pausing Point.

- Newly decodable words:

- | | |
|----------|----------|
| 1. knack | 5. knife |
| 2. knee | 6. knit |
| 3. kneel | 7. knock |
| 4. knelt | 8. knot |

- Chains:

1. knee > kneel > feel > feet > fit > knit > knot > knock > knack > pack
2. knelt > melt > met > set > sat > sack > sock > knock > knot > knit

- Phrases and sentences:

1. fork and knife
2. knit a scarf
3. sit on your knees
4. have a knack for it
5. under the knife
6. This knocked my socks off!
7. She has her lunch in her knapsack.
8. Knock on wood!
9. He made a knot in the rope.
10. This drawer needs a knob.

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 624 and 778 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 624 and 778 of those words would be completely decodable.

Spelling Analysis Directions

Analysis of Student Errors

Directions

The words on today's spelling assessment are grouped according to spelling patterns on the Analysis chart at the end of this lesson. Write students' names in the column provided. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today's spelling words, as well as the *Assessment and Remediation Guide*.

Column 1

What an error in this column means: The spelling 's' for the /s/ sound is the basic code spelling. Students need practice encoding words with this basic code spelling and spelling alternatives to know when to use the basic code spelling and when to use spelling alternatives.

What you should do: Please refer to the Pausing Point and the *Assessment and Remediation Guide* for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to their spelling.

Column 2

What an error in this column means: The spelling 'ss' for the /s/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point and the *Assessment and Remediation Guide* for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to their spelling.

Column 3

What an error in this column means: The spelling 'c' for the /s/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point and the *Assessment and Remediation Guide* for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to their spelling.

Column 4

What an error in this column means: The spelling ‘ce’ for the /s/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point and the *Assessment and Remediation Guide* for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to their spelling.

Column 5

What an error in this column means: The spelling ‘z’ for the /z/ sound is the basic code spelling. Students need practice encoding words with this basic code spelling and spelling alternatives to know when to use the basic code spelling and when to use spelling alternatives.

What you should do: Please refer to the Pausing Point and the *Assessment and Remediation Guide* for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to their spelling.

Column 6

What an error in this column means: The spelling ‘zz’ for the /z/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point and the *Assessment and Remediation Guide* for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to their spelling.

Column 7

What an error in this column means: The spelling ‘s’ for the /z/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point and the *Assessment and Remediation Guide* for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to their spelling. Students may need practice encoding the –s and –es markers in plural nouns.

Column 8

What an error in this column means: The word *here* is a Tricky Word. Tricky Words do not follow the rules for encoding that students have learned thus far.

What you should do: Remind students that the 'ere' in the word *here* work together to represent the /ee/ + /r/ sounds. For now, students should memorize how to spell Tricky Words. Additional practice reading and writing Tricky Words can be found in the Pausing Points and the *Assessment and Remediation Guide*.

Column 9

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty with certain encoding vowel sounds. Please also consider the influence of students' home language on encoding. Analyze any patterns and provide targeted remediation using the Pausing Point and the *Assessment and Remediation Guide*.

Analysis of Student Errors (Lesson 10 Spelling Assessment)

Student Name	Column 1: 's' > /s/ sun	Column 2: 'ss' > /s/ kiss	Column 3: 'c' > /s/ cent	Column 4: 'ce' > /s/ prince	Column 5: 'z' > /z/ zip	Column 6: 'zz' > /z/ jazz	Column 7: 's' > /z/ pigs	Column 8: Tricky Word here	Column 9: Notes

Lesson 11

Review and Practice

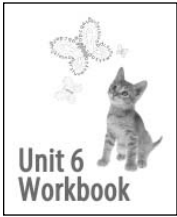
✓ Objectives

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

- ✓ Ask and answer questions orally and in writing about “The Yard Sale,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read one-syllable words spelled with spellings for /n/ and /s/ and then write each word under its corresponding picture (RF.1.3b)
- ✓ Read words with the following inflectional endings: present tense verbs ending in *-ing* and past tense verbs ending in *-ed* (RF.1.3f)
- ✓ Read and understand decodable text in the story “The Yard Sale” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Spell and write one- and two-syllable words using the letter-sound correspondences taught in Grade 1 for a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words taught in Grade 1 for a weekly spelling assessment (L.1.2d)
- ✓ Identify frequently occurring root words and their inflectional forms (L.1.4c)

At a Glance	Exercise	Materials	Minutes
Spelling	Introduce Spelling Words	Worksheet 11.1	15
Practice	Word Sort/Label the Picture	Worksheets 11.2 and 11.3	20
Small Group	“The Yard Sale”	Grace; Worksheet 11.4	25
Take-Home Material	Spelling Words	Worksheet 11.1	*

Introduce Spelling Words



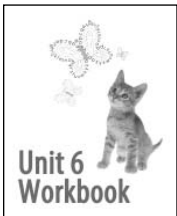
Worksheet 11.1

- Remind students that they will have a list of spelling words to practice and learn each week.
- Tell students that the words for this week will use the spelling alternatives that they have learned for the /m/ sound, as well as review consonant clusters.
- Read and write each spelling word, underlining and reviewing the alternative spelling or consonant cluster in each word. Have students repeat each word after you. Remind students that the last word is a Tricky Word. Tricky Words do not follow the rules, so their spellings must be memorized.
- Ask one or more students to use each word in a sentence, making sure to explain vocabulary for any words they may not know.
- The words for the week are:

'm' > /m/	'mm' > /m/	Consonant Clusters	Tricky Word
maps	hammer	skipped	could
mice	trimmed	scrub	
		space	

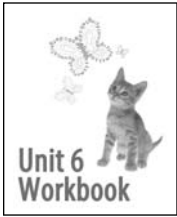
Practice

Word Sort/Label the Picture



Worksheets 11.2, 11.3

- Tell students that they will now practice the spelling alternatives they have learned thus far in this unit: 'kn' > /n/ and 'c', 'ce', and 'se' > /s/.
- Have students turn to Worksheets 11.2 and 11.3. Tell students that on Worksheet 11.2, they should sort the words according to which spelling they include for /n/. On the back of the worksheet, students should add endings to root words, noting the spelling pattern.
- The words at the top of Worksheet 11.3 include spelling alternatives for /s/ and /n/. Students should read the words and write them under the correct picture.



Worksheet 11.4



Page 22

“The Yard Sale”

Introducing the Story

- Ask students to turn to the table of contents and locate the story that comes after “The Band.” (“The Yard Sale”) Ask students to tell you the page number on which “The Yard Sale” starts. (page 22) Tell students that a yard sale is an event where someone sells used things in front of their home. It is called a yard sale because it sometimes is held on a patch of grass, or yard, in front of someone’s home.

Previewing the Spellings

- Please preview the following spellings before reading today’s story.

‘kn’ > /n/	‘ce’ > /s/	‘a_e’ > /ae/
knapsack	price	sale
knives	choice	games

Previewing the Vocabulary

- Please preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

1. **yard sale**—an event where someone sells used things in front of their home
2. **coil**—material that is wound into a circle
3. **selfish**—not thinking of other people
4. **thrilled**—very excited and happy
5. **bin**—a container that holds things
6. **“two (books) for the price of one”**—an expression that means you only need to pay for one item, but you receive two items for that price

Purpose for Reading

- Tell students to read today’s story to find out how Grace makes a decision at a yard sale.

Note: Before breaking into small groups, write some of the words or phrases from the previous Supplemental Materials section on the board. If some pairs finish early, they can illustrate one of the words or phrases.

Small Group

- Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while students in Group 2 should partner read.
- **Group 1:** Meet with students needing more direct support. Listen as students take turns reading aloud “The Yard Sale.” Work with students to complete Worksheet 11.4, referring back to the story to help them answer the questions.
- **Group 2:** Tell students to take turns reading “The Yard Sale.” Students should then complete Worksheet 11.4, referring back to the story to help them answer the questions. Tell them if they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

Wrap-Up

- Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions on “The Yard Sale”

1. *Literal* What is for sale at the yard sale? (There are books, game, shells, rope, a knapsack, a lamp, pants, dresses, forks, spoons, and knives.)
2. *Inferential* Why can’t Grace buy both books? (Grace does not have enough money to buy two books, so she only buys one book for her sister.)
3. *Literal* What does the man having the yard sale say to Grace? (The man says that Grace can get two books for the price of one.)
4. *Evaluative* What does this tell you about Grace? What kinds of words could you use to describe Grace? (This tells us that Grace thinks of other people before herself because she decides to buy a book for her sister instead of herself. We could use the words *kind*, *generous*, etc., to describe Grace.)

Take-Home Material

Spelling Words

- Have students take home Worksheet 11.1 to practice spelling words with a family member.

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.

- ✓ Ask and answer questions, orally and in writing, about “The Storm,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read Tricky Words taught in this and past units (RF.1.3g)
- ✓ Read and understand decodable text in the story “The Storm” that incorporates the letter-sound correspondences taught in one and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Use personal pronouns orally (L.1.1d)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Warm-Up	Pronoun Review Card Sort	index cards, prepared in advance as described	15
Tricky Words	Tricky Word Story	index cards, prepared in advance as described	20
Small Group	“The Storm”	<i>Grace</i> ; Worksheet 12.1	25

Advance Preparation

Write the following nouns and pronouns on cards, one word per card: *he, she, it, house, Reese, prince, blouse, Marge, Dave*. These cards will be used during the Warm-Up activity.

In addition, please also prepare index cards with some or all of the Tricky Words taught so far.

- | | | | |
|----------|-----------|--------------|-----------------|
| 1. a | 14. once | 27. which | 40. could |
| 2. I | 15. to | 28. here | 41. would |
| 3. no | 16. do | 29. there | 42. should |
| 4. so | 17. two | 30. he | 43. down |
| 5. of | 18. who | 31. she | 44. to•day |
| 6. all | 19. the | 32. we | 45. yes•ter•day |
| 7. some | 20. said | 33. be | 46. to•morr•ow |
| 8. from | 21. says | 34. me | 47. how |
| 9. word | 22. was | 35. they | 48. pic•ture |
| 10. are | 23. when | 36. their | 49. stage•coach |
| 11. were | 24. where | 37. you | |
| 12. have | 25. why | 38. your | |
| 13. one | 26. what | 39. be•cause | |

Warm-Up

15 minutes

Pronoun Review Card Sort

- Show the cards that you created before the lesson one at a time and have students read them.
- Display all of the cards.
- Point to the word *house* and ask students to make a sentence with that word, for example, “The house is big.”
- Ask students which of the pronouns could replace the word *house* in that sentence.
- Have students repeat the sentence with the pronoun *it*, for example, “It is big.”
- Place the card with the word *it* next to the card with the word *house*.
- Repeat with the remaining cards.

Tricky Word Story

- Show the index cards you have previously prepared to students, one at a time, and have students read the Tricky Words.
- Give one index card to each student.
- Tell students they are going to orally make up a silly story as a class. Each student is going to come up with one sentence that adds to the story and uses each student’s Tricky Word.
- To get students started, choose one of the Tricky Words and make a starting sentence for the story, (e.g., “Once there was a princess.”).
- Choose a student to give the next sentence. Make sure the sentence includes their Tricky Word. Then have that student choose the next student to add the next sentence to the story, using his or her Tricky Word.
- Continue this process until all students have had a turn.
- If time allows, collect the index cards, shuffle them, and redistribute them to students to start a new story. You can also replace some of the cards with other cards you did not use for the first story.

Small Group

“The Storm”

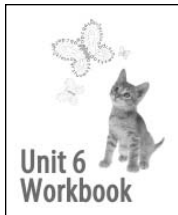
Introducing the Story

- Ask students to turn to the table of contents and locate the story that comes after “The Yard Sale.” Ask students to tell you the page number on which “The Storm” starts. (page 26) Ask students to describe a storm using their five senses.

Previewing the Spellings

- Please preview the following spellings before reading today’s story.

‘kn’ > /n/	‘c’ > /s/	‘ce’ > /s/	‘se’ > /s/	‘ck’ > /k/	Other Two-Syllable Words
knees	winces	voice	house	ducks	thunder
knock	place			blocked	darkness
kneeling				knock	scamper
					shelter



Worksheet 12.1



Page 26

Previewing the Vocabulary

- Please preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

1. **blocked out**—in front of something so it cannot be seen
2. **scamper**—to run or move quickly
3. **shelter**—a place that covers or protects people and animals
4. **winces**—makes a pained or scared face

Purpose for Reading

- Tell students to read today’s story to find out how Grace comforts her sister during a summer storm.

Small Group

- ✪ **Group 1:** Meet with students needing additional support. Read “The Storm” and complete Worksheet 12.1.
- ✪ **Group 2:** Have students read “The Storm,” either with a partner or by themselves, and complete Worksheet 12.1.

Wrap-Up

- Review Worksheet 12.1 with the whole class.

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.

- ✓ Ask and answer questions, orally and in writing, about “Dark Clouds and Wind,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Segment two-syllable words into individual sounds and/or syllables (RF.1.2d)
- ✓ Identify the number of syllables (i.e., vowel sounds), in spoken and written words (RF.1.3d)
- ✓ Read and/or write two-syllable words composed of two closed syllables, magic ‘e’ syllables, and/or r-controlled syllables (RF.1.3e)
- ✓ Read and understand decodable text in the story “Dark Clouds and Wind” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Identify common and proper nouns (L.1.1b)
- ✓ Use personal pronouns orally (L.1.1d)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Segmenting and Blending Two-Syllable Words		15
Grammar	Nouns and Pronouns	Worksheet 13.1	20
Small Group	“Dark Clouds and Wind”	Grace; Worksheet 13.2	25
Take-Home Material	“The Band”	Worksheet 13.3	*

Segmenting and Blending Two-Syllable Words

Note: Continue using thumb-finger taps to represent sounds, returning to the forefinger-thumb tap for the first sound in the second syllable.

- Look at each word in the box below and notice where they are marked with a syllable divider.
- Say the first word (*sunset*).
- 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 (/s/ /u/ /n/).
- Say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/s/ /e/ /t/).
- Say the blended word while making a fist.
- Have students repeat after you.
- Continue this process with the remaining words.

1. sun·set (3+3) /s/ /u/ /n/ · /s/ /e/ /t/
2. book·bag (3+3) /b/ /oo/ /k/ · /b/ /a/ /g/
3. cup·cake (3+3) /k/ /u/ /p/ · /k/ /æ/ /k/
4. hor·nets (2+4) /h/ /or/ · /n/ /e/ /t/ /s/
5. hang·er (3+1) /h/ /a/ /ng/ · /er/

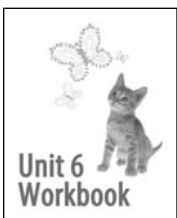
Grammar

20 minutes

Nouns and Pronouns

Review *he, she, it, I, and you*

- Write the pronouns *he, she, it, I, and you* on the board and remind students that pronouns take the place of nouns.
- Have students make oral sentences with each of the pronouns.
- Write the sentences below on the board, one by one, underlining the noun or noun phrase that is the subject in each sentence.
- For each sentence ask students to name the pronoun that would take the place of the underlined noun.



Worksheet 13.1

- Have a student come to the board and point to the correct pronoun. Then write the pronoun above the noun. You can also erase the noun and write in the pronoun. Then have students read the new sentence.

1. The princess scratches her leg. (she)
2. Our house is large. (it)
3. The prince has a loud voice. (he)
4. Francis asked his mom, “Can _____ ride the horse? (I)
5. Mom said, “Yes, Francis, _____ can ride the horse.” (you)

- Distribute Worksheet 13.1.
- On the front of the worksheet have students write down the correct pronoun for each underlined noun. Please make this a teacher-led exercise.
- On the back of the worksheet have students write their own pairs of noun-pronoun sentences.

Small Group

25 minutes

“Dark Clouds and Wind”

Note: Before breaking into small groups, write some of the words or phrases from previous Supplemental Materials sections on the board. If some pairs finish early, they can illustrate one of the words or phrases.

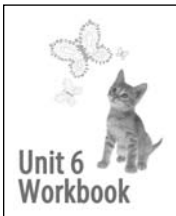
Introducing the Story

- Tell students that today’s story is about what the Spencers do when they see dark clouds off to the west.

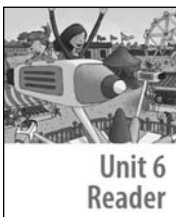
Previewing the Spellings

- Please preview the following spellings before reading today’s story.

'c' > /s/	'ce' > /s/	'se' > /s/	Double Spellings	Other Two-Syllable Words
Spencer	chance	house	Jill	morning
face			matter	finish
glances			stuff	
place			Pepper	
			shutters	



Worksheet 13.2



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Previewing the Vocabulary

- Please preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

1. **basement**—a part of a building that is entirely below ground
2. **shutters**—outside covers for a window that open and close like a door
3. **darts**—runs or moves quickly or suddenly in a particular direction

- Please note to students that *darts* is a multiple-meaning word. Please make sure students are aware of the multiple definitions, particularly the one used in this story.

Purpose for Reading

- Tell students to read today’s story to find out where the Spencers go when they see a storm brewing.

Small Group

- ✪ **Group 1:** Meet with students needing additional support. Read “Dark Clouds and Wind” and complete Worksheet 13.2.
- ✪ **Group 2:** Have students read “Dark Clouds and Wind,” either with a partner or by themselves, and complete Worksheet 13.2.

Wrap-Up

- Review Worksheet 13.2 with the whole class.

Take-Home Material

“The Band”

- Have students take home Worksheet 13.3 to read with a family member.

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.

- ✓ Ask and answer questions, orally and in writing, about “In the Storm Shelter,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Segment two-syllable words into individual sounds and/or syllables (RF.1.2d)
- ✓ Identify the number of syllables, i.e., vowel sounds, in spoken and written words (RF.1.3d)
- ✓ Read and/or write two-syllable words composed of two closed syllables, magic ‘e’ syllables, and/or r-controlled syllables (RF.1.3e)
- ✓ Read and understand decodable text in the story “In the Storm Shelter” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Use frequently occurring adjectives (L.1.1f)
- ✓ Use frequently occurring prepositions (L.1.1i)
- ✓ Build simple declarative sentences orally in response to prompts (L.1.1j)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Warm-Up	Segmenting and Blending Two-Syllable Words		15
Grammar	Building Sentences with Adjectives and Prepositions		20
Small Group	“In the Storm Shelter”	Grace; Worksheet 14.1	25

Segmenting and Blending Two-Syllable Words

- Look at each word in the box below.
- Say the first word and ask students to tell you how many syllables there are. Remind students that every syllable has one vowel sound; clap the number of syllables, if necessary. Note whether the word is a compound word, a root word with a suffix, or another type of two-syllable word in which the individual syllables cannot stand alone as separate words.
- Repeat the word, pausing slightly between the syllables.
- Say the first syllable in a segmented fashion, marking each sound with a finger tap, beginning with a thumb-forefinger tap.
- Say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound.
- Say the blended word while making a fist.
- Continue this process with the remaining words.

1. jump·ing (4+2) /j/ /u/ /m/ /p/ · /i/ /ng/
2. nodd·ed (3+2) /n/ /o/ /d/ · /e/ /d/
3. thun·der (3+2) /th/ /u/ /n/ · /d/ /er/
4. trom·bone (4+3) /t/ /r/ /o/ /m/ · /b/ /oe/ /n/
5. trum·pet (4+3) /t/ /r/ /u/ /m/ · /p/ /e/ /t/
6. mis·ter (3+2) /m/ /i/ /s/ · /t/ /er/
7. tool·box (3+3) /t/ /oo/ /l/ · /b/ /o/ /x/
8. out·line (2+3) /ou/ /t/ · /l/ /ie/ /n/

Grammar

20 minutes

Building Sentences with Adjectives and Prepositions

For this exercise, it is not necessary for students to be able to use the word *preposition*, but rather that they can use prepositions to build sentences.

- Remind students that when they write, they should strive to make their writing interesting.
- Tell students that one way that they can do this is by adding descriptive words called adjectives to the nouns in simple sentences.
- Write the following sentence on the board: *The dog barked*. Point out that this is a very simple sentence.
- Ask students to identify the noun and verb in this sentence; circle the noun and underline the verb with a squiggly line.

- Ask students which tense the verb is in: past, present, or future. (past) How can they tell? (*-ed* is the past-tense marker)
- Have students help you make this sentence longer by describing the dog using adjectives. Choose a decodable adjective to use in expanding the sentence. (*big, black, cute*, etc.)
- Write the expanded sentence on the board: *The cute dog barked.*
- Tell students that another way that they can make their sentences more interesting is by adding words called prepositions to simple sentences.
- Ask students, “What might the dog bark at?” Choose a decodable answer to use in expanding the sentence. (*at the doorbell, at the truck, at the storm*, etc.)
- Prepositions are tiny words that give information about time, place, etc., in a sentence. The word *at* is a preposition.
- Write the expanded sentence on the board: *The cute dog barked at the truck.*
- Work with students to expand other simple sentences using other decodable adjectives (*short, dark, glad*, etc.) and prepositions (*to, with, and from*).

Small Group

25 minutes

“In the Storm Shelter”

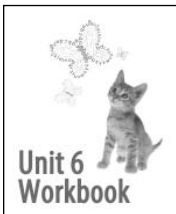
Introducing the Story

- Tell students that today’s story continues the Spencers’ adventure in the storm shelter.

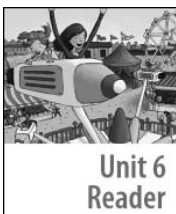
Previewing the Spellings

- Please preview the following spellings before reading today’s story.

‘kn’ > /n/	‘er’ > /er/	‘or’ > /or/	‘ar’ > /ar/	Other Two-Syllable Words
knocked	shelter	or	start	expect
	Spencer	storm	arm	finish
	thunder	porch	barn	picnic



Worksheet 14.1



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Previewing the Vocabulary

- Please preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

1. **gusts**—blows strongly for a short time
2. **cracks**—makes a sudden, sharp sound
3. **booms**—makes a deep and loud sound
4. **peeks**—looks at something from a hidden place

Purpose for Reading

- Tell students to read today’s story to find out how the adventure in the storm shelter ends.

Small Group

- ✪ **Group 1:** Meet with students needing additional support. Read “In the Storm Shelter” and complete Worksheet 14.1.
- ✪ **Group 2:** Have students read “In the Storm Shelter,” either with a partner or by themselves, and complete Worksheet 14.1.

Wrap-Up

- Review Worksheet 14.1 with the whole class.

Lesson 15

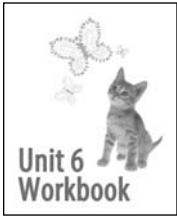
✓ Objectives

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.

- ✓ Ask and answer questions, orally and in writing, about “The Visit,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read words with the following inflectional endings: plural nouns ending in *-s* or *-es* (RF.1.3f)
- ✓ Read and understand decodable text in the story “The Visit” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Capitalize dates (L.1.2a)
- ✓ Use commas in dates (L.1.2c)
- ✓ Spell and write one- and two-syllable words using the letter-sound correspondences taught in Grade 1 in a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words taught in Grade 1 for a weekly spelling assessment (L.1.2d)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Spelling Assessment	Worksheet 15.1	15
Grammar	Plural Noun Review	Worksheet 15.2	20
Reading Time	Partner Reading: “The Visit”	Grace; Worksheet 15.3	25

10 Spelling Assessment



Worksheet 15.1

- Distribute Worksheet 15.1. As a class, write the date on the worksheet under the name line.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write down the word.
- Repeat this procedure with each of the remaining words.
- At the end, go back through the list and read each spelling word one more time.

- | | |
|------------|------------|
| 1. hammer | 5. skipped |
| 2. maps | 6. scrub |
| 3. mice | 7. space |
| 4. trimmed | 8. could |

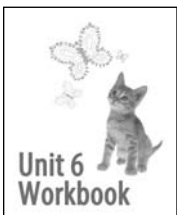
- After all the words have been called out, tell students that you will now show them the correct spelling for each word so that they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, and writing the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

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

It might be useful to have students use a different-colored pencil for self-correction to make the spellings students need to practice more visible.

Grammar

Plural Noun Review



Worksheet 15.2

- Remind students that plural words can end in *-s* or *-es*. *Plural* means more than one.
- Draw a table with three columns on the board. Label the columns ‘cats,’ ‘dogs,’ and ‘foxes.’ Remind students that the sound of the *-s* can either be /s/ or /z/, depending on the last consonant of the word.
- Tell students that you are going to ask them to turn the singular nouns into plural nouns.
- Write *hat* on the board and ask students to read the word.

- Explain that when you have two or more of these, they are called *hats*. Tell students that they should write the word *hats* in the column labeled ‘cats’ because the –s is pronounced /s/ at the end of *hats*, just like *cats*.
- Repeat with the remaining words in the below chart, writing the plural form of each word in the proper column.

cats 's' > /s/	dogs 's' > /z/	foxes 'es' > /ez/
hats	kids	lunches
steps	planes	wishes
bikes	eggs	ranches

- Tell students to turn to Worksheet 15.2.
- Explain that the words in the box are all plural words. Some end in –s and others end in –es.
- Together with students, underline the plural marker in each word and discuss how it is pronounced. Then have students sort the words according to the pronunciation of their plural markers.

Reading Time

25 minutes

Partner Reading: “The Visit”

Previewing the Story

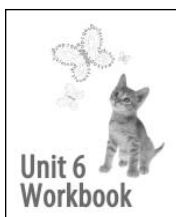
- Tell students that today’s story is called “The Visit.” Have students discuss a visit, using their five senses. (You see someone special, you hear them talk to you, you taste yummy food, you feel the hugs when you greet them, you smell flowers, food, or the scents of the place you are visiting, etc.)

Previewing the Spellings

- Please preview the following spellings before reading today’s story:

'kn' > /n/	'c' > /s/	Other Two-Syllable Words	Three-Syllable Words
knapsack	nice	frisbee	exercise
	place	sunscreen	
	exercise	flip-flops	

- Please discuss the three-syllable word *exercise* with students, and tell them that they should use the same chunking strategy they use with two-syllable words.



Worksheet 15.3



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Previewing the Vocabulary

- Please preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

1. **flip-flops**—open-toed shoes with two straps across the foot that are normally worn in warm weather
2. **cove**—a small area of ocean partly surrounded by land
3. **wade**—to walk through water
4. **yelping**—making a quick, high-sounding cry

Purpose for Reading

- Tell students to read the story carefully to find out who Grace visits and what she does once there. When they are finished, they should complete Worksheet 15.3. Encourage students to look back at the story to find their answers.

Wrap-Up

- Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering question, ask students to cite the part of the story that guided their answer.

Discussion Questions on “The Visit”

1. *Literal* Who do the Spencers visit? (The Spencers visit their Gran.)
2. *Literal* What do the children do with Gran? (The children go to the beach and swim and play.)
3. *Inferential* Why might the children put on sunscreen? (Grace and Jill might put on sunscreen because it is very sunny and hot at the beach.)

Spelling Analysis Directions

Analysis of Student Errors

Directions

The words on today's spelling assessment are grouped according to spelling patterns on the Analysis chart at the end of this lesson. Write students' names in the column provided. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today's spelling words, as well as the *Assessment and Remediation Guide*.

The words on this week's spelling assessment can be analyzed in many different ways. Below, we have provided analyses focusing on common errors within these words. Some of these words are also two-syllable words, and you should take note of any difficulty students have in encoding both syllables of two-syllable words. Please refer to the Unit 4 Appendix, "Using Chunking to Decode Multi-syllable Words," for more information on assisting students who have difficulty with multi-syllable words.

Column 1

What an error in this column means: The spelling 'mm' for the /m/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point and *Assessment and Remediation Guide* for additional activities. Students may need more explicit instruction regarding when to double consonants before adding endings.

Column 2

What an error in this column means: The spelling 'c' for the /s/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point and the *Assessment and Remediation Guide* for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to their spelling.

Column 3

What an error in this column means: The words in this column contain consonant clusters, both at the beginning and ending of the words. Students may have difficulty segmenting the consonant clusters in order to encode them.

What you should do: Please refer to the Pausing Point and the *Assessment and Remediation Guide* for additional activities that practice segmenting and blending words with consonant clusters.

Column 4

What an error in this column means: The word *could* is a Tricky Word. Tricky Words do not follow the rules for encoding that students have learned thus far.

What you should do: Remind students that the 'oul' in the word *could* work together to stand for the /oo/ sound, as in *look*. For now, students should memorize how to spell Tricky Words. Additional practice reading and writing Tricky Words can be found in the Pausing Points and the *Assessment and Remediation Guide*.

Column 5

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty with certain encoding vowel sounds. Please also consider the influence of students' home language on encoding. Analyze any patterns and provide targeted remediation using the Pausing Point and the *Assessment and Remediation Guide*.

Analysis of Student Errors (Lesson 15 Spelling Assessment)

Student Name	Column 1: 'mm' > /m/ <i>hammer trimmed</i>	Column 2: 'c' > /s/ <i>mice space</i>	Column 3: Consonant Clusters <i>maps skipped scrub</i>	Column 4: Tricky Word <i>could</i>	Column 5: Notes

Lesson 16

Spelling Alternatives

✓ Objectives

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

- ✓ Ask and answer questions, orally and in writing, about “The Soccer Game,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read words spelled with ‘w’ and ‘wh’ as /w/ (RF.1.3b)
- ✓ Read and understand decodable text in the story “The Soccer Game” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Spell and write one- and two-syllable words using the letter-sound correspondences taught in Grade 1 for a weekly spelling assessment (L.1.2d)
- ✓ Spell and write tricky words taught in Grade 1 for a weekly spelling assessment (L.1.2d)
- ✓ Use sentence-level context as a clue to the meaning of a phrase, such as “bring our ‘A’ game” (L.1.4a)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Introduce Spelling Words	Worksheet 16.1	15
Introducing the Spelling Alternatives	Spellings for /w/	Consonant Code Flip Book; Worksheet 16.2; red marker for each student	5
	Spelling Tree for /w/	Spelling Tree for /w/; prepared leaves for /w/ Tree; tape brown, green, yellow paper; marker; leaves template; odd duck template; scissors; tape	15
Small Group	“The Soccer Game”	<i>Grace</i> ; Worksheet 16.3	25
Take-Home Material	Spelling Words	Worksheet 16.1	*

Advance Preparation

It is recommended that you place **Worksheet 16.2** in a page protector in students' classroom folders. You will add other worksheets containing new consonant spellings to this page protector throughout the unit. If you do not have page protectors to use, please consider other ways to organize the worksheets that will allow students to reference them for Units 5–7.

In this lesson you will be asked to create a Spelling Tree wall display for the /w/ consonant sound and its spellings ('w' and 'wh'). Examples to assist you in making the Spelling Tree are provided for you at the beginning of Lesson 1. Each Spelling Tree for this lesson should have four branches forking off from the central trunk. The branches vary in length and correlate with the power bar on the Spelling Cards. For the /w/ Tree, use two branches for the more common spellings ('w' and 'wh'), and one branch at the top for odd ducks. Odds ducks are words having the /w/ sound spelled in a way not explicitly taught in this unit, such as the Tricky Words *one* and *once*.

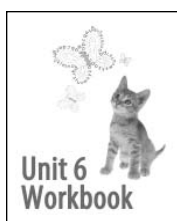
Make multiple copies of the leaf template. Write these /w/ words on the leaves: *wet, switch, whale, white, whoosh, whiz, whimper, will, wave, wheel, wheezing*.

Make multiple copies of the odd duck template on yellow paper. You do not need to write any words in advance on the odd duck templates; just have these available during the lesson should students offer any odd duck spellings for the /w/ sound, such as the Tricky Words *one* and *once*.

Spelling

15 minutes

Spelling Words



Worksheet 16.1

- Remind students that they will have a list of spelling words to practice and learn each week.
- Tell students that the words for this week will use the spelling alternatives that they have learned for the /n/ sounds.
- Read and write each spelling word, underlining and reviewing the alternative spelling in each word. Have students repeat each word after you. Remind students that the last word is a Tricky Word. Tricky Words do not follow the rules, so their spellings must be memorized.
- Ask one or more students to use each word in a sentence, making sure to explain vocabulary for any words they may not know.

- The words for the week are:

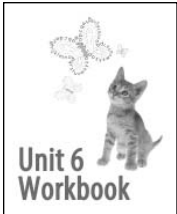
Spellings for /n/			Tricky Word
'n'	'nn'	'kn'	
center	running	knit	why
nose	winner	kneel	
nugget			

Spelling Alternatives

20 minutes

Spellings for /w/

5 minutes



Worksheet 16.2

Note: Please refer to the bolded note in the Advance Preparation section at the beginning of the lesson for important details.

- Tell students that today they are going to work with the /w/ sound.
- Have students say the /w/ sound several times.
- Ask students if /w/ is a vowel sound or a consonant sound. (It is a consonant sound.)
- Turn to **Consonant Code Flip Book page 21**. Ask students to tell you the basic code spelling for /w/.
- Write 'w' on the board, along with the two sample words listed in the box below.
- Have students remove Worksheet 16.2 from the page protector and outline the 'w' spelling in red marker to show that it is a spelling they have learned for a consonant sound.
- Introduce the spelling alternative 'wh', along with the two sample words in the box below.
- Have students outline the 'wh' spelling on Worksheet 16.2 in red marker to show that it is a spelling they have learned for a consonant sound.
- Tell students that they can refer to this page in their Individual Code Charts whenever they are having trouble remembering spelling alternatives for the /w/ sound.
- For additional reading practice, write the following words with the new spelling for /w/ on the board and have students read them: *wheel, whisper, whisk, whimper, whoops*.

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

1. w: *wet, switch*
2. wh: *whale, white*

Spelling Tree for /w/

15 minutes

- Show students the Spelling Tree and explain you are going to use it to help them keep track of the spellings for the /w/ sound.
- Label the trunk /w/.
- Label three of the branches: ‘w’, ‘wh’, and ‘odd ducks’. The ‘w’ branch should be the longest and towards the bottom of the Spelling Tree, while the ‘wh’ branch is shorter and towards the top of the Spelling Tree.
- Label the smallest branch (or the one with the least open space around it) ‘odd ducks.’
- Shuffle the leaves and then show each leaf to students.
- Ask a student to read the leaf and then place it on the correct branch of the Spelling Tree.

Small Group

25 minutes

“The Soccer Game”

Note: Before breaking into small groups, write some of the words or phrases from previous lesson’s Supplemental Materials sections on the board. If some pairs finish early, they can illustrate one of the words or phrases.

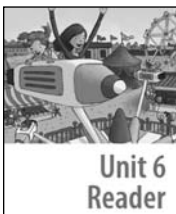
Introducing the Story

- Tell students that today’s story talks about a soccer game. Remind students that when people play games, they work together and have fun.

Previewing the Spellings

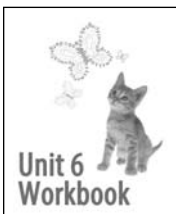
- Please preview the following spellings before reading today’s story.

‘wh’ > /w/	‘kn’ > /n/	‘c’ > /s/	Double Consonants
whimpers	Knox	center	soccer
while	knocked	nice	quitter
	knee		winner



Unit 6
Reader

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Unit 6
Workbook

Worksheet 16.3

Previewing the Vocabulary

- Please preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

1. **run of bad luck**—to have a number of unlucky events happen
2. **shot**—the act of kicking the ball towards the net in hopes of it going in
3. **keeper**—person who tries to block the soccer ball from going into the net
4. **pouts**—looks upset
5. **left wing**—a position on the far left side of the soccer field
6. **state champs**—the state champions; the best team in the state

Purpose for Reading

- Tell students to read today’s story to hear what happens during Grace’s big game.

Small Group

- Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while students in Group 2 should partner read.
- ✪ **Group 1:** Meet with students needing more direct support. Listen as students take turns reading aloud “The Soccer Game.” Work with them to complete Worksheet 16.3.
- ✪ **Group 2:** Tell students to take turns reading aloud “The Soccer Game” and complete Worksheet 16.3. Tell them if they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

Wrap-Up

- Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions on “The Soccer Game”

1. *Literal* What will happen if Grace’s team wins their soccer game? (Grace’s team will become the state champs.)
2. *Evaluative* What does Mister Knox mean when he says that the children can win if they bring their ‘A’ game? (Answers may vary, but might include that he means the children can win if they play their best game of soccer.)
3. *Literal* How does Grace play at the beginning of the game? (Grace keeps shooting and missing and gets knocked down.)
4. *Evaluative* What does Grace’s dad mean when he says, “A quitter never wins, and a winner never quits”? (Answers may vary, but might include that by trying your best and never giving up you have already won.)

Take-Home Material

Spelling Words

- Have students take home Worksheet 16.1 and remind them to practice the spelling words with a family member throughout the week.

Supplemental Materials

If you have students who work quickly, you may give them lists of words, chains, phrases, and sentences to read, dictate, copy, or illustrate. Students may also write silly sentences or stories with the words. These words, chains, phrases, and sentences can also be used in exercises that you choose from the Pausing Point.

- Newly decodable words:

The words with asterisks are on the Dolch and Fry Word List.

- | | |
|-------------|-------------|
| 1. white* | 9. whisk |
| 2. while* | 10. whisker |
| 3. whale | 11. whisper |
| 4. wheel | 12. whither |
| 5. wheezing | 13. whiz |
| 6. whether | 14. whoop |
| 7. whimper | 15. whoosh |
| 8. whine | |

- Chains:

- | |
|--|
| 1. whip > whim > whiz > whim > wham |
| 2. whine > white > while > whale > wheel |

- Phrases and sentences:

- | | |
|------------------------------|--------------------------------------|
| 1. all the while | 6. He spoke in a long whisper. |
| 2. spin your wheels | 7. My pal is a whiz at math. |
| 3. while you were out | 8. A whale got stranded on the sand. |
| 4. black and white | 9. A bike has two wheels. |
| 5. My cat has long whiskers. | |

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 624 and 778 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 626 and 779 of those words would be completely decodable.

Lesson 17

Review and Practice

✓ Objectives

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

- ✓ Ask and answer questions, orally and in writing, about “Supper,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read Tricky Words taught in this and past units (RF.1.3g)
- ✓ Read and understand decodable text in the story “Supper” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Identify the correct spelling when given a sound

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Tricky Word Review	Tricky Word index cards from Lesson 12	15
Dictation	Sound Dictation	paper, pencils for each student	20
Reading Time	Partner Reading: “Supper”	Grace; Worksheet 17.1	25

Tricky Word Review

- Please use the index cards you prepared for Lesson 12.
- Show the index cards to students, one at a time, and have students read the Tricky Words. Ask students to use the words in a sentence.

Dictation**Sound Dictation**

- Have students take out a piece of paper and pencil.
- Tell students that they will practice writing the spellings of consonant sounds.
- Say the sounds listed below and have students write the spelling for each sound. Tell students how many spellings to write for each sound.
- Circulate the room during this time to see what students have written down.

- | | |
|-----------------------|-----------------------|
| 1. /ch/ (2 spellings) | 'ch', 'tch' |
| 2. /n/ (3 spellings) | 'n', 'nn', 'kn' |
| 3. /g/ (2 spellings) | 'g', 'gg' |
| 4. /m/ (2 spellings) | 'm', 'mm' |
| 5. /z/ (3 spellings) | 'z', 's', 'zz' |
| 6. /s/ (4 spellings) | 'ce', 'se', 's', 'ss' |
| 7. /j/ (3 spellings) | 'j', 'g', 'ge' |
| 8. /l/ (2 spellings) | 'l', 'll' |

Partner Reading: “Supper”

Previewing the Story

- Tell students that today’s story is called “Supper.” *Supper* is another word for dinner. People have different words for the evening meal all across the country. Ask students “What does your family call dinner?”

Previewing the Spellings

- Please preview the following spellings before reading today’s story.

‘wh’ > /w/	‘kn’ > /n/	‘se’ > /s/	Two-Syllable Words
whip	Knox	house	invites
when	knife		chickens
wheel			muffins
			frosting

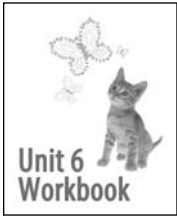
Previewing the Vocabulary

- Please preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

1. **fresh greens**—salad made from leafy crops such as kale, spinach, chard, etc.
2. **toots**—makes a short, high sound
3. **at the wheel**—driving the car
4. **red velvet**—a red cake that has white frosting

Purpose for Reading

- Tell students to read the story carefully to find out what Grace serves at Sunday supper. When they are finished, they should complete Worksheet 17.1. Encourage students to look back at the story to find their answers.



Worksheet 17.1



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Wrap-Up

- Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions on “Supper”

1. *Literal* Who is coming over for supper? (Grace’s friends from soccer, Kim and Jane Knox, are coming over for supper.)
2. *Literal* What are Grace and her mom making for supper? (Grace and her mom cook chickens, fresh greens, and cake.)
3. *Evaluative* Describe the supper to a partner, using words like *first*, *next*, *then*, and *last*. (First, Grace invites her friends over for supper. Next, Grace and her mom prepare for the supper by cooking chickens, corn muffins, and a cake. Then, Grace’s friends come over and think the supper is delicious. Last, Grace brings out the red velvet cake and Kim asks to visit next weekend.)

Lesson 18

Spelling Alternatives

✓ Objectives

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

- ✓ Ask and answer questions orally about “Grace the Performer,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read words spelled with ‘ng’ and ‘n’ as /ng/ (RF.1.3b)
- ✓ Read and understand decodable text in the story “Grace the Performer” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Identify the correct spelling when given a sound using the Individual Code Chart

At a Glance	Exercise	Materials	Minutes
Warm-Up	Speedy Sound Hunt	Individual Code Charts	15
Introducing the Spelling Alternatives	Spellings for /ng/	Consonant Code Flip Book; Spelling Card ‘n’ > /ng/ (<i>pink</i>); Worksheet 18.1; red markers	5
	Spelling Tree for /ng/	Spelling Tree for /ng/; prepared leaves for /ng/ tree; tape; brown, green, yellow paper; marker; leaves template; odd duck template; scissors	15
Reading Time	Small Group: “Grace the Performer”	<i>Grace</i>	25
Take-Home Material	“The Visit”	Worksheet 18.2	*

Advance Preparation

It is recommended that you place Worksheet 18.1 in a page protector in students’ classroom folders. You will add other worksheets containing new consonant spellings to this page protector throughout the unit. If you do not have page protectors to use, please consider other ways to organize the worksheets that will allow students to reference them for Units 5–7.

In this lesson you will be asked to create a Spelling Tree for the /ng/ consonant sound and its spellings ('ng' and 'n'). Examples to assist you in making the Spelling Tree are provided for you at the beginning of Lesson 1. The branches vary in length and correlate with the power bar on the Spelling Cards. For the /ng/ Tree, use two branches for the more common spellings ('ng' and 'n'), and one branch at the top for odd ducks. Odd ducks are words having the /ng/ sound spelled in a way not explicitly taught in this unit.

Make multiple copies of the leaf template. Write these /ng/ words on the leaves: *sing, ring, thing, wrong, bank, pink, think, blanket, finger.*

Make multiple copies of the odd duck template on yellow paper. You do not need to write any words in advance on the odd duck templates; just have these available during the lesson should students offer any odd duck spellings for the /ng/ sound.

Warm-Up

15 minutes

Speedy Sound Hunt

- Please review the vowel spellings using students' Individual Code Charts. Students will race to find the following sound-spelling correspondences in their Individual Code Charts.

- | | |
|--------------------------------|---------------------------------|
| 1. 'er' > /er/ (<i>her</i>) | 5. 'oo' > /oo/ (<i>look</i>) |
| 2. 'ar' > /ar/ (<i>car</i>) | 6. 'ou' > /ou/ (<i>shout</i>) |
| 3. 'or' > /or/ (<i>for</i>) | 7. 'oi' > /oi/ (<i>oil</i>) |
| 4. 'oo' > /oo/ (<i>soon</i>) | 8. 'aw' > /aw/ (<i>paw</i>) |

- Share these directions with students: "We are going to review the vowel spellings you already have learned by having a race using your Individual Code Charts. I will tell you a vowel sound. When I say 'go,' I want to see who can find that sound in their Individual Code Chart, raise their hand, and then tell me the spelling for that sound and read the example word."
- Tell students that you will do one for practice together. Say the /er/ sound, telling all students to raise their hands when they find the speech bubble with the /er/ sound.
- Now tell students to quickly scan all the spellings listed in the row next to the speech bubble, looking for any that are outlined in green. Tell them this is a quick way to find the spellings they have already learned. Tell all students to raise their hands when they find a green spelling for this speech bubble.
- Call on one student to give the spelling and read the example word as follows: /er/ is spelled 'er' and the example word is *her*.
- Tell students that you are ready to start the race. You will call on the first student to raise his or her hand after he or she has found the sound, spelling, and example word.



You may want to draw a copy of the speech bubble with the /er/ sound on the board for use during this example so that students know what you mean when you say *speech bubble*.

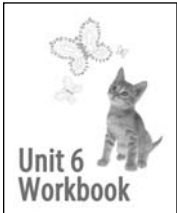
- Say to students, “I am thinking of the sound (insert sound from the box). Ready? Go!” Review with the sound-spelling correspondences provided in the box.

Spelling Alternatives

20 minutes

Spellings for /ng/

5 minutes



Worksheet 18.1

Note: Please refer to the bolded note in the Advance Preparation section at the beginning of the lesson for important details.

- Tell students that that today they are going to work with the /ng/ sound.
- Have students say the /ng/ sound several times.
- Ask students if /ng/ is a vowel sound or a consonant sound. (It is a consonant sound.)
- Turn to **Consonant Code Flip Book page 17**. Ask students to tell you the basic code spelling for /ng/.
- Write ‘ng’ on the board, along with the two sample words listed in the box below.
- Have students remove Worksheet 18.1 from the page protector and outline the ‘ng’ spelling in red marker to show that it is a spelling they have learned for a consonant sound.
- Introduce the spelling alternative ‘n’, along with the two sample words in the box below.
- Have students outline the ‘n’ spelling on Worksheet 18.1 in red marker to show that it is a spelling they have learned for a consonant sound.
- Tell students that they can refer to this page in their Individual Code Charts whenever they are having trouble remembering spelling alternatives for the /ng/ sound.
- Tell students that whenever the ‘n’ spelling for the /ng/ sound appears on a worksheet or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that this spelling stands for the /ng/ sound.

1. ng: *sing, long*
2. n: *pink, think*

Spelling Tree for /ng/

15 minutes

- Show students the Spelling Tree and explain you are going to use them to help them keep track of the spellings for the /ng/ sound.
- Label the trunk /ng/.

- Label three of the branches: ‘ng’, ‘n’, and ‘odd ducks’. The ‘ng’ branch should be the longest and towards the bottom of the Spelling Tree, while the ‘n’ branch is shorter and towards the top of the Spelling Tree.
- Label the smallest branch (or the one with the least open space around it) ‘odd ducks’.
- Shuffle the leaves and then show each leaf to students.
- Ask a student to read the leaf and then place it on the correct branch of the Spelling Tree.

Small Group

25 minutes

“Grace the Performer”

Note: Before breaking into small groups, write some of the words or phrases from previous Supplemental Materials sections on the board. If some pairs finish early, they can illustrate one of the words or phrases.

Introducing the Story

- Tell students that today’s story talks about a time Grace performed before an audience. Discuss the words *performance* and *audience* with students.

Previewing the Spellings

- Please preview the following spellings before reading today’s story:

‘n’ > /ng/	‘wh’ > /w/	‘kn’ > /n/	Multi-Syllable Words
honks	white	knee	perform
clunk	whoops		performer
thinks			

Previewing the Vocabulary

- Please preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words as necessary.

1. **perform**—to give a show of some kind for an audience
2. **mime**—someone who does not talk, but does silly things to make people laugh
3. **mute**—silent; not speaking
4. **act**—a performance
5. **stands**—benches where people sit to watch a show or performance



Unit 6
Reader

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Purpose for Reading

- Tell students to read today’s story to hear all about Grace’s performance as a mime.

Small Group

- Work with students in Group 1, who need more direct support and immediate feedback, while students in Group 2 should read independently or with a partner.
- 🌀 **Group 1:** Meet with students needing additional support. Listen as students take turns reading aloud “Grace the Performer.”
- 🌀 **Group 2:** Tell students to take turns reading aloud “Grace the Performer,” either with a partner or by themselves. If students finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

Wrap-Up

- Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions on “Grace the Performer”

1. *Literal* Describe what Grace wears when she performs as a mime. (Grace wears striped knee socks, green pants, and lots of make-up.)
2. *Inferential* What makes the job of a mime hard? (Mimes are supposed to make people laugh without talking.)
3. *Evaluative* Compare and contrast the three parts of Grace’s act. How does Grace make the audience smile and laugh each time? (Answers may vary, but might include that the first part was skills, the second surprise, and the third physical humor.)

Take-Home Material

“The Visit”

- Have students take home Worksheet 18.2 to read with a family member.

Supplemental Materials

If you have students who work quickly, you may give them lists of words, chains, phrases, and sentences to read, dictate, copy, or illustrate. Students may also write silly sentences or stories with the words. These words, chains, phrases, and sentences can also be used in exercises that you choose from the Pausing Point.

- Newly decodable words:

The words with asterisks are on the Dolch and Fry Word List.

- | | |
|------------|-----------|
| 1. drink* | 8. hunger |
| 2. thank* | 9. longer |
| 3. think* | 10. pink |
| 4. anger | 11. sink |
| 5. bank | 12. sunk |
| 6. blanket | 13. trunk |
| 7. chunk | 14. wink |

- Chains:

- | |
|--|
| 1. bunk > hunk > chunk > dunk > sunk > sink > mink > pink > plink |
| 2. blank > bank > sank > thank > think > wink > rink > drink > drank |

- Phrases and sentences:

- | | |
|------------------|--------------------------------|
| 1. a bunk bed | 6. Thank you! |
| 2. a blank slate | 7. Drink your milk. |
| 3. an ink pen | 8. The ship sank fast. |
| 4. a pink face | 9. Her cheeks were pink. |
| 5. think twice | 10. Keep your fingers crossed. |

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 626 and 779 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 630 and 783 of those words would be completely decodable.

Lesson 19

Tricky Spelling

✓ Objectives

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

- ✓ Ask and answer questions in writing about “Grace the Performer,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read and understand decodable text in the story “Grace the Performer” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Identify and use adjectives orally (L.1.1f)
- ✓ Use frequently occurring prepositions orally (L.1.1i)
- ✓ Build simple declarative sentences orally in response to prompts (L.1.1j)
- ✓ Capitalize dates (L.1.2a)
- ✓ Use commas in dates (L.1.2c)
- ✓ Read and write words in which ‘n’ > /n/ as in *nut* or /ng/ as in *pink*

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Building Phrases with Adjectives		10
	Building Sentences with Adjectives and Prepositions		10
Introducing the Tricky Spelling	The Tricky Spelling ‘n’		5
	Tricky Spelling Practice	Worksheet 19.1	15
Small Group	Reread “Grace the Performer”	Grace; Worksheet 19.2	25
Take-Home Material	Word Sort	Worksheet 19.3	*

Building Phrases with Adjectives**10 minutes**

- Tell students that they will practice making longer phrases by adding descriptive words called adjectives to nouns.
- Say the word “cat,” and have students repeat after you.
- Say the phrase “black cat,” and have students repeat after you.
- Say the phrase “big, black cat,” and have students repeat after you.
- Say the phrase “loud, big, black cat,” and have students repeat after you.
- Repeat with phrases for the words *rabbit* and *class*.

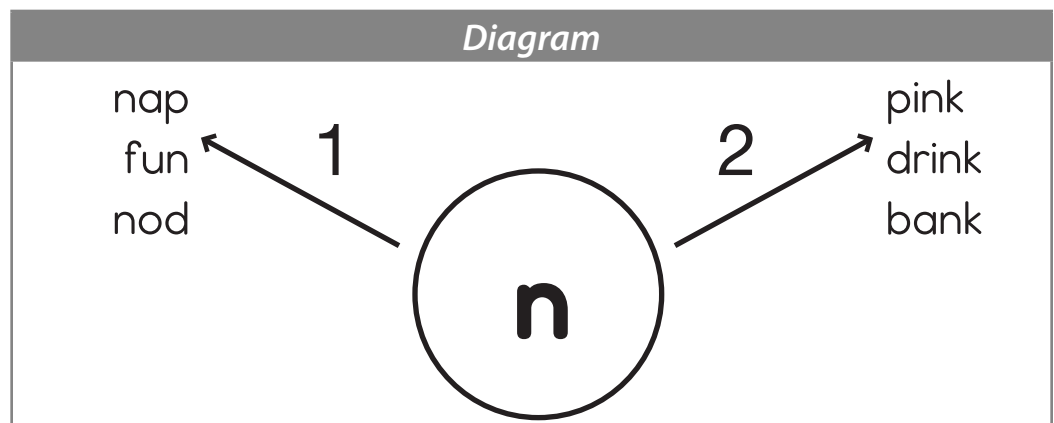
Building Sentences with Adjectives and Prepositions**10 minutes**

- Remind students that when they write, they should strive to make their writing interesting.
- Tell students that one way that they can do this is by adding descriptive words called adjectives to the nouns in simple sentences.
- Write the following sentence on the board: *The horse trotted*. Point out that this is a very simple sentence.
- Ask students to identify the noun and verb in this sentence; circle the noun and underline the verb with a squiggly line.
- Ask students which tense the verb is in: past, present, or future. (past) How can they tell? (*-ed* is the past tense marker)
- Have students help you make this sentence longer by describing the horse using adjectives. Choose a decodable adjective to use in expanding the sentence. (*large, black, timid, etc.*)
- Write the expanded sentence on the board: *The large horse trotted*.
- Tell students that another way that they can make their sentences more interesting is by adding words called prepositions to simple sentences.
- Ask students, “Where might the horse trot to?” Choose a decodable answer to use in expanding the sentence. (*to the river, to the barn, to the starting line, etc.*)
- Prepositions are tiny words that give information about time, place, etc., in a sentence. The word *at* is a preposition.
- Write the expanded sentence on the board: *The large horse trotted to the river*.
- Work with students to expand other simple sentences using other decodable adjectives (*short, dark, glad, etc.*) and prepositions (*to, with, and from*).

The Tricky Spelling 'n'

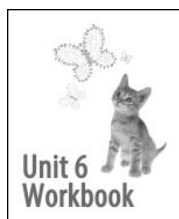
5 minutes

- To illustrate the tricky spelling and show the possible pronunciations, make a diagram on the board like the one shown below.
- Write the words *nap*, *fun*, and *nod* on the left side of the board and read them aloud.
- Point out that the spelling 'n' is pronounced /n/ in these words.
- Write the words *pink*, *drink*, and *bank* on the right side of the board and read them aloud.
- Point out that, in these words, the spelling 'n' is pronounced /ng/ rather than /n/.
- Ask students how this could cause them problems when they are reading.
- Explain that 'n' is what we call a tricky spelling. The spelling is tricky because it can be pronounced more than one way. To figure out how to pronounce this tricky spelling, students may need to try it both ways.
- To illustrate the problem, write the letter 'n' on the board between the two sets of words and circle the spelling.
- Draw one arrow from 'n' to the /n/ words and label it '1'. Explain that /n/ is the most likely pronunciation and therefore the one they should try first.
- Draw a second arrow from 'n' to the /ng/ words and label it '2'. Explain that /ng/ is a less likely option and that they should try it if the first option does not sound right.
- Summarize: When students encounter the spelling 'n' in a printed word they do not already know, they should try pronouncing it /n/ as in *nap*. If that does not sound right, or does not make sense in context, they should try pronouncing it /ng/ as in *pink*.
- Leave the diagram on the board so that students can consult it as they work on the next exercise.



Tricky Spelling Practice

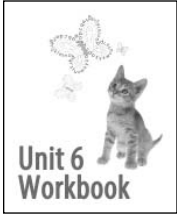
15 minutes



Worksheet 19.1

- Distribute Worksheet 19.1.
- Explain that the underlined spellings are examples of the tricky spelling 'n'. The spelling can stand for either the /n/ sound as in *nap* or the /ng/ sound as in *pink*.
- Tell students that when they encounter the spelling 'n' in a printed word they do not already know, they should try pronouncing it /n/ as in *nap*. If that does not sound right, or does not make sense in context, they should try pronouncing it /ng/ as in *pink*.
- Read the first item on the worksheet and pronounce the tricky spelling /n/: "I'm hot. Can I have something to /d/ /r/ /i/ /n/ /k/?" (Note that it is difficult to pronounce /n/ in this situation; your mouth will want to say /ng/. Try extending the /n/ sound.)
- Ask students if that sounds right.
- Explain that, since /d/ /r/ /i/ /n/ /k/ sounds wrong, you need to try it the other way.
- Read the sentence again, pronouncing the tricky spelling /ng/: "I'm hot. Can I have a /d/ /r/ /i/ /ng/ /k/?"
- Ask students if that sounds right.
- Have students copy the word *drink* under the heading /ng/ > 'n'.
- Work through the remaining sentences, calling on students to read the sentences aloud, try the tricky spelling both ways, and choose the pronunciation that sounds right and/or makes sense.
- At the end of the exercise, ask students which pronunciation seems to be more common. (/n/ is more common, on this worksheet and in most printed matter.)

Reread “Grace the Performer”



Worksheet 19.2



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- Distribute Worksheet 19.2. As a class, write the date on the worksheet, reminding students where to place the comma. Tell students they will complete this worksheet after rereading “Grace the Performer.”

Note: Remember that it is important to hear each student read on a regular basis. You may use the Anecdotal Reading Record found in the Teacher Resources section to record notes regarding students’ progress.

✪ **Group 1:** Meet with students needing additional support. Reread “Grace the Performer” and complete Worksheet 19.2.

✪ **Group 2:** Have students reread “Grace the Performer,” either with a partner or by themselves, and complete Worksheet 19.2.

Wrap-Up

- Review Worksheet 19.2 with the whole class.

Take-Home Material

Word Sort

- Have students practice sorting spellings for /ng/ on Worksheet 19.3 with a family member.

Lesson 20

Review and Practice

✓ Objectives

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

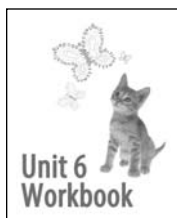
- ✓ Ask and answer questions orally and in writing about “The Frog Jumping Contest,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read and understand decodable text in the story “The Frog Jumping Contest” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Use nouns orally (L.1.1b)
- ✓ Use personal pronouns orally (L.1.1d)
- ✓ Capitalize dates (L.1.2a)
- ✓ Use commas in dates (L.1.2c)
- ✓ Spell and write one- and two-syllable words using the letter-sound correspondences taught in Grade 1 in a weekly spelling assessment (L.1.2d)
- ✓ Spell and write tricky words taught in Grade 1 in a weekly spelling assessment (L.1.2d)

<i>At a Glance</i>	Exercise	Materials	Minutes
Spelling	Spelling Assessment	Worksheet 20.1	15
Grammar	Pronoun Review	index cards	20
Reading Time	Partner Reading: “The Frog Jumping Contest”	Grace; Worksheet 20.2	25

Advance Preparation

Write the pronouns *he*, *she*, *it*, *we*, and *they* on index cards.

10 Spelling Assessment



Worksheet 20.1

- Distribute Worksheet 20.1. As a class, write the date on the worksheet under the name line.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write down the word.
- Repeat this procedure with each of the remaining words.
- At the end, go back through the list and read each spelling word one more time.

- | | |
|------------|-----------|
| 1. nose | 5. nugget |
| 2. winner | 6. center |
| 3. kneel | 7. knit |
| 4. running | 8. why |

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

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

It might be useful to have students use a different-colored pencil for self-correction to make the spellings students need to practice more visible.

Grammar

20 minutes

Pronoun Review

Review *he, she, it, we, and they*

- Write the pronouns *he, she, it, we, and they* on the board and remind students that pronouns take the place of nouns.
- Divide students into five groups.
- Take out the index cards with the pronouns *he, she, it, we, and they* written on them. Give one card to each group.

These sentences are decodable and should be written on the board.

- Write the first sentence from the box below on the board.

1. Roger and Jack went to the zoo. (they)
2. Kate ran home. (she)
3. Mom and Dad went to dinner. (they)
4. The snake slithered by. (it)
5. Tom jumped up and down. (he)
6. Sam and I had milk with lunch. (we)
7. The rabbit ate a carrot. (it)
8. Dad and I went to a game. (we)

- Ask students, “Who went to the zoo?” (Roger and Jack)
- Ask students to think about which pronoun could replace *Roger and Jack*. Tell students to stand up if they think their group has that pronoun card.
- Read the sentence again, replacing *Roger and Jack* with the group’s pronoun. Have students repeat the sentence after you.
- Ask students if the new sentence sounds correct. If it is not the correct pronoun, help the class figure out which group has the correct pronoun card.
- If more than one group stands, repeat the sentence, using the alternative pronouns. Have students repeat the sentence after you each time. Ask students which sentence sounds correct.
- Continue this process with the remaining sentences.
- Note that some nouns could be replaced with more than one pronoun, e.g., *rabbit* could be replaced with *it*, *he*, or *she*.

Review I and you

- Write the pronouns *I* and *you* on the board and tell students that these are pronouns that take the place of nouns.
- On the board write the sentences from the box at the end of this activity, one by one.
- Read the first sentence and explain that the underlined noun can be replaced by a pronoun. That pronoun is used to fill in the blank.
- Ask students to think about which pronoun could replace *Reese* in this sentence.
- Read the sentence again, replacing *Reese* with the pronoun students named. Have students repeat the sentence after you.
- Ask students if the new sentence sounds correct.
- If students seem unsure, read the sentence once with *I* and once with *you* and ask them which way sounds correct.

- Explain that the pronoun *I* replaces the word *Reese* in this sentence because she is talking about herself.
- Have a student come to the board and write the pronoun to complete the sentence.
- Continue with the remaining sentences.

1. Reese asked her mom, “Can _____ have a snack?” (*I*)
2. Mom said, “Yes, Reese, _____ can have a snack.” (*you*)
3. Bill asked Fred, “Do _____ have a pen?” (*you*)
4. Fred said, “Yes _____ have a pen.” (*I*)

Reading Time

25 minutes

Partner Reading: “The Frog Jumping Contest”

Previewing the Story

- Tell students that today’s story is called “The Frog Jumping Contest.” Frogs are amphibians, or animals that can live on both land and water. Frogs are great jumpers!

Previewing the Spellings

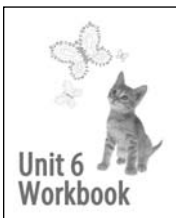
- Please preview the following spellings before reading today’s story:

‘ng’ > /ng/	‘c’ > /s/	Double Consonants	‘oi’ > /oi/	Two-Syllable Words
fingers	face	Hopper	point	contest
longer	race	winner	hoist	target

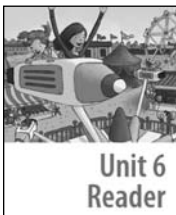
Previewing the Vocabulary

- Please preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

1. **contest**—an event in which people try to win something
2. **on target**—correct or accurate; going in the right direction
3. **hoist**—to raise
4. **champs**—short for champions or winners



Worksheet 20.2



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Purpose for Reading

- Tell students to read the story carefully to find out who wins the frog jumping contest. When they are finished, they should complete Worksheet 20.2. Encourage students to look back at the story to find their answers.

Note: You may use this time to rotate and listen to students read. Remember that the Anecdotal Reading Record is available in the Teacher Resources section of this Teacher Guide for you to record notes about students' reading progress.

Wrap-Up

- Review Worksheet 20.2. Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions on “The Frog Jumping Contest”

1. *Literal* What is the name of Grace's frog? What is the name of Ken's frog? (Grace's frog is named Hopper and Ken's frog is named Legs.)
2. *Inferential* Whose frog wins the contest? Why? (Both Hopper and Legs win the contest because they cross the finish line at the same time.)
3. *Evaluative* Describe the frog jumping contest to a partner, using words like *first*, *next*, *then*, and *last*. (First, Grace and Ken take their frogs to the starting line. Next, the starter shouts, “Hop!” Then, Grace's frog hops the wrong way, but gets back on target. Last, Grace and Ken's frogs cross the finish line at the same time.)

Spelling Analysis Directions

Analysis of Student Errors

Directions

The words on today's spelling assessment are grouped according to spelling patterns on the Analysis chart at the end of this lesson. Write students' names in the column provided. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today's spelling words, as well as the *Assessment and Remediation Guide*.

The words on this week's spelling assessment can be analyzed in many different ways. Below, we have provided analyses focusing on spelling alternatives for the /n/ sound. Some of these words are also two-syllable words, and you should take note of any difficulty students have in encoding both syllables of two-syllable words. Please refer to the Unit 4 Appendix, "Using Chunking to Decode Multi-syllable Words," for more information on assisting students who have difficulty with multi-syllable words.

Column 1

What an error in this column means: The spelling 'n' for the /n/ sound is the basic code spelling. Students need practice encoding words with the basic code spelling and spelling alternatives to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point and the *Assessment and Remediation Guide* for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to their spelling.

Column 2

What an error in this column means: The spelling 'nn' for the /n/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point and the *Assessment and Remediation Guide* for additional activities. Students may need more explicit instruction regarding when to double consonants before adding endings.

Column 3

What an error in this column means: The spelling ‘kn’ for the /n/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point and the *Assessment and Remediation Guide* for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to their spelling.

Column 4

What an error in this column means: The word *why* is a Tricky Word. Tricky Words do not follow the rules for encoding that students have learned thus far.

What you should do: Remind students that the ‘y’ in the word *why* stands for the /ie/ sound and the ‘wh’ is a spelling alternative they have recently learned for the /w/ sound. For now, students should memorize how to spell Tricky Words. Additional practice reading and writing Tricky Words can be found in the Pausing Points and the *Assessment and Remediation Guide*.

Column 5

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty with certain encoding vowel sounds. Please also consider the influence of students’ home language on encoding. Analyze any patterns and provide targeted remediation using the Pausing Point and the *Assessment and Remediation Guide*.

Analysis of Student Errors (Lesson 20 Spelling Assessment)

Student Name	Column 1:	Column 2:	Column 3:	Column 4:	Column 5:
	'n' > /n/ center nose nugget	'nn' > /n/ running winner	'kn' > /n/ knit kneel	Tricky Word why	Notes

Lesson 21

Grammar

✓ Objectives

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

- ✓ Ask and answer questions, orally and in writing, about “The Spinning Wheel,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read words with the following inflectional endings: present tense verbs ending in *-ing* and past tense verbs ending in *-ed* (RF.1.3f)
- ✓ Read and understand decodable text in the story “The Spinning Wheel” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Use regular present, past, and/or future tense verbs correctly orally (L.1.1e)
- ✓ Identify frequently occurring root words and their inflectional forms, such as *-ed* and *-ing* (L.1.4c)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Past, Present, and Future Tense Review		15
Grammar	Root Words and Endings	Worksheet 21.1	20
Small Group	“The Spinning Wheel”	Worksheet 21.2	25
Take-Home Material	“The Frog Jumping Contest”	Worksheet 21.3	*

Past, Present, and Future Tense Review

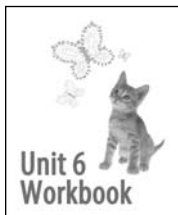
This exercise should be completed orally, as some of these sentences are not decodable at this time.

- Remind students that they have been learning about sentences that occur in the past, present, and future.
- Tell students you will read sentences aloud to them. They should listen carefully and then tell you whether the action occurred in the past, present, or future.
- If time permits, ask students to change the tense of each sentence. For example, if you read the sentence, *I walked*, students can change it to future tense (*I will walk*) or present tense (*I walk*.)

1. Jill will go to the concert tomorrow.
2. Lee cheered for his pal at the race.
3. Beth will play games with her friends.
4. Juanita walked to the store.
5. The dog barked at the neighbors.
6. She scratched her back.
7. I will drive to the airport tomorrow.
8. Yesterday I started a good book.

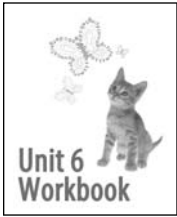
Grammar

Root Words and Endings



Worksheet 21.1

- Remind students that they have learned about root words and suffix endings.
- Review with students that short vowel words with a single consonant ending change to a double consonant spelling when a suffix is added to it. For example, *hop* (short vowel, one consonant ending) changes to *hopping*.
- Distribute Worksheet 21.1.
- Explain that the words in the first column are root words. These are words to which endings can be added. Ask students what the root words in the table are.
- Have students complete the front of the worksheet with a partner, and complete the back of the worksheet independently.



Worksheet 21.2



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“The Spinning Wheel”

Note: Before breaking into small groups, write some of the words or phrases from previous Supplemental Materials sections on the board. If some pairs finish early, they can illustrate one of the words or phrases.

Introducing the Story

- Tell students that today’s story talks about all of the fun Grace and Jill have at an amusement park.

Previewing the Spellings

- Please preview the following spellings before reading today’s story.

‘wh’ > /w/	‘n’ > /ng/	‘c’ > /s/	‘oo’ > /oo/
wheel	think	excitement*	shoots
whizzing	pink		hoops
whooshing			food
while			
when			

*Remind students that they should approach three-syllable words the same way they approach two-syllable words, by chunking each syllable.

Previewing the Vocabulary

- Please preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

1. **arms**—parts of a machine that resemble human arms
2. **shoots hoops**—plays basketball and tries to make baskets
3. **tosses**—throws with a quick, light motion

Purpose for Reading

- Tell students to read today’s story to hear all Grace and Jill’s day at the amusement park.

Small Group

- ☛ **Group 1:** Meet with students needing additional support. Read “The Spinning Wheel” and complete Worksheet 21.2.
- ☛ **Group 2:** Have students read “The Spinning Wheel,” either with a partner or by themselves, and complete Worksheet 21.2.

Wrap-Up

- Review Worksheet 21.2 with the whole class.

Take-Home Material

“The Frog Jumping Contest”

- Have students take home Worksheet 21.3 to read with 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.

- ✓ Ask and answer questions, orally and in writing, about “Buster the Pig,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Segment and blend phonemes during dictation to form one- and two-syllable words (RF.1.2d)
- ✓ Read and understand decodable text in the story “Buster the Pig” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Use personal pronouns orally (L.1.1d)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Pronoun Review Card Sort	index cards	15
Dictation	Dictation with Vowel Digraphs	paper and pencil for each student	20
Small Group	“Buster the Pig”	Grace; Worksheet 22.1	25

Advance Preparation

Write the following nouns and pronouns on cards, one word per card: *he, she, it, mouse, Todd, princess, blouse, Jane*. These cards will be used during the Warm-Up activity.

Pronoun Review Card Sort

- Show the cards one at a time and have students read them.
- Display all of the cards.
- Point to the word *mouse* and ask students to make a sentence with that word, for example, “The mouse runs.”
- Ask students which of the pronouns could replace the word *mouse* in that sentence.
- Have students repeat the sentence with the pronoun *it*, for example, “It runs.”
- Place the card with the word *it* next to the card with the word *mouse*.
- Repeat with the remaining cards.

Dictation**Dictation with Vowel Digraphs**

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of words containing vowel digraphs, such as ‘oo’, ‘ou’, ‘oi’, ‘aw’, ‘u_e’, ‘o_e’, ‘i_e’, ‘ee’, and ‘a_e’.
- Tell students that you will call out a word for them to write.
- Say each word, then say it again slowly, holding up one finger for each sound.
- Ask students to count the sounds in the word and then, on their paper, draw a line for each sound in the word.
- Once students have drawn one line for each sound in the word, remind them that many of these vowel sounds are spelled with two letters. These two letters work together and are written on the same line.
- Remind students that other vowel sounds, such as the long vowel sounds /ae/, /ie/, /oe/, and /ue/, are written on separate lines. Demonstrate for students using the word *bake*. Tell students that even though there are only three sounds in the word *bake*, /b/ /ae/ /k/, they should write four lines, because the ‘a_e’ are written separately.
- Have students write the spellings on their respective lines.
- Finally, ask students to read the word back to you.
- After dictating all of the words, write them on the board and have students self-correct their work.

- | | |
|----------|--------------|
| 1. tool | 5. slope |
| 2. fuse | 6. seedling |
| 3. draw | 7. outline |
| 4. hoist | 8. statement |

Small Group

25 minutes

“Buster the Pig”

Note: Before breaking into small groups, write some of the words or phrases from previous Supplemental Materials sections on the board. If some pairs finish early, they can illustrate one of the words or phrases.

Introducing the Story

- Tell students that today’s story introduces students to Buster, a pig that is hoping to win a prize.

Previewing the Spellings

- Please preview the following spellings before reading today’s story.

‘n’ > /ng/	‘wh’ > /w/	Other Two-Syllable Words
oinks	whimpers	livestock
pink	white	Buster
flank	when	inspects
tank	which	
thinks		

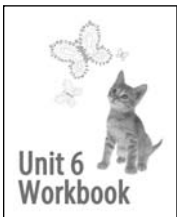
Previewing the Vocabulary

- Please preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words as necessary.

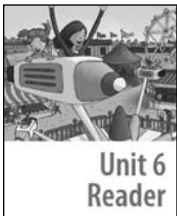
1. **livestock**—farm animals, such as cows, pigs, and horses
2. **flank**—the side of some animals
3. **grooming**—cleaning and caring for an animal to make them neat and attractive
4. **inspects**—closely examines something

Purpose for Reading

- Tell students to read today’s story to hear all about the livestock contest.



Worksheet 22.1



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Small Group

- ✪ **Group 1:** Meet with students needing additional support. Read “Buster the Pig” and complete Worksheet 22.1.
- ✪ **Group 2:** Have students read “Buster the Pig,” either with a partner or by themselves, and complete Worksheet 22.1.

Wrap-Up

- Review Worksheet 22.1 with the whole class.

Lesson 23

Review and Practice

✓ Objectives

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

- ✓ Ask and answer questions, orally and in writing, about “Whisper,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Segment one- and two-syllable words into individual sounds and/or syllables (RF.1.2d)
- ✓ Read one- and two-syllable words spelled with spellings for /s/, /n/, /w/, and /ng/ and then write each word under its corresponding picture (RF.1.3b)
- ✓ Identify the number of syllables (i.e., vowel sounds) in spoken and written words (RF.1.3d)
- ✓ Read one- and two-syllable words spelled with consonant spelling alternatives learned in this unit and then write each word under its corresponding picture (RF.1.3b)
- ✓ Read and/or write two-syllable words composed of two closed syllables, magic ‘e’ syllables, and/or r-controlled syllables (RF.1.3e)
- ✓ Read and understand decodable text in the story “Whisper” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Segmenting and Blending Two-Syllable Words		15
Small Group	Label the Picture/Count the Sounds	Worksheets 23.1, 23.2	20
	“Whisper”	Grace; Worksheet 23.3	25
Take-Home Material	Pronoun Practice	Worksheet 23.4	*

Segmenting and Blending Two-Syllable Words

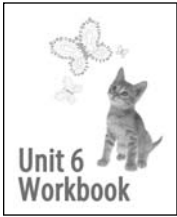
Note: Continue using thumb-finger taps to represent sounds, returning to the forefinger-thumb tap for the first sound in the second syllable.

- Look at each word in the box below and notice where they are marked with a syllable divider.
- Say the first word (*starfish*).
- 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 (/s/ /t/ /ar/).
- Say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/f/ /i/ /sh/).
- Say the blended word while making a fist.
- Have students repeat after you.
- Continue this process with the remaining words.

1. star·fish (3+3) /s/ /t/ /ar/ · /f/ /i/ /sh/
2. tooth·pick (3+3) /t/ /oo/ /th/ · /p/ /i/ /k/
3. bob·cat (3+3) /b/ /o/ /b/ · /k/ /a/ /t/
4. camp·fire (4+3) /k/ /a/ /m/ /p/ · /f/ /ie/ /r/
5. egg·shell (2+3) /e/ /g/ · /sh/ /e/ /l/

Label the Picture/Count the Sounds

20 minutes

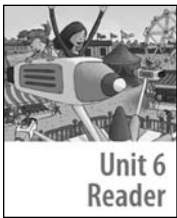


Worksheets 23.1, 23.2

- Please use this time to provide remediation or enrichment to students. You may use exercises from the Pausing Point or from the *Assessment and Remediation Guide* to review skills that students need to practice.
- **Group 1:** Work closely with students in this group to complete Worksheets 23.1 and 23.2, providing scaffolding and support as necessary.
- **Group 2:** Have students in this group, who need less support, work independently on Worksheets 23.1 and 23.2. If students finish early, they can reread stories from the *Grace Reader*. Ask them to choose one story to summarize and retell to a partner.

“Whisper”

25 minutes



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Note: Remind students that when we summarize, we retell just the important parts of the story, and not every single detail. A summary tells who was in the story and the main events, using words like *first*, *next*, *then*, and *last*.

Note: Before breaking into small groups, write some of the words or phrases from previous Supplemental Materials sections on the board. If some pairs finish early, they can illustrate one of the words or phrases.

Introducing the Story

- Tell students that today they will learn more about the livestock at the park.

Previewing the Spellings

- Please preview the following spellings before reading today’s story:

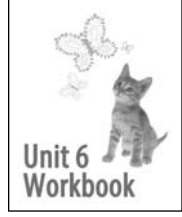
‘n’ > /ng/	‘wh’ > /w/	‘kn’ > /n/	Other Two-Syllable Words
thinks	whisper	knit	udder
	whizbang		bucket

- You should also teach *cow* as a Tricky Word. Write the word on the board and circle ‘ow.’ Tell students that like the Tricky Word *how* they learned earlier, the ‘ow’ is tricky and is pronounced /ou/.

Previewing the Vocabulary

- Please preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

1. **wool**—the soft, thick hair of sheep
2. **udder**—the part of a cow that hangs down and releases milk
3. **plops**—drops or places something in a heavy way



Worksheet 23.3

Purpose for Reading

- Tell students to read today’s story to learn which animal Grace likes best.

Small Group

- Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while students in Group 2 should partner read.
- ❖ **Group 1:** Meet with students needing more direct support. Listen as students take turns reading aloud “Whisper.” Assist students in completing Worksheet 23.3 when they finish reading the story.
- ❖ **Group 2:** Tell students to take turns reading “Whisper.” They should complete Worksheet 23.3 once they finish reading the story. Tell them if they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

Wrap-Up

- Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions on “Whisper”

1. *Inferential* Why is a man cutting wool off a sheep? (The man is cutting wool off a sheep so it can be used to make hats, scarves, and mittens.)
2. *Literal* What does Jill get to do? (Jill gets to milk a cow.)
3. *Literal* What does Grace get to do? (Grace gets to take a chick home.)
4. *Evaluative* Why might Grace have asked to take the chick home? (Answers may vary, but might include that the chick is soft and cute.)

Take-Home Material

Pronoun Practice

- Have students take home Worksheet 23.4 to practice with a family member.

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.

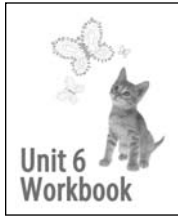
- ✓ Ask and answer questions, orally and in writing, about “The Harvest,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read and choose one- and two-syllable words that include the letter-sound correspondences taught thus far (RF.1.3b)
- ✓ Read and understand decodable text in the story “The Harvest” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Assessment	Word Recognition Assessment	Worksheet 24.1	25
Break	Wiggle Cards		10
Small Group	“The Harvest”	Grace; Worksheet 24.2	25

Advance Preparation

For today’s break, you will show students cards that have phrases on them that they will read and act out. These are called Wiggle Cards, and they can be used any time students need a break. You will need to write the following decodable phrases on a card or sentence strips large enough for students to be able to easily read them:

1. oink like a pig
2. dance in place
3. knock your knees
4. slap a pal five
5. hop like a rabbit
6. spell your name with your finger
7. whisper your name
8. thank someone who is nice
9. slide from side to side
10. smile wide

10 Word Recognition Assessment

Worksheet 24.1

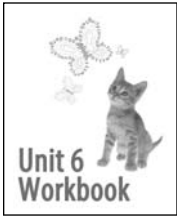
- Tell students to turn to Worksheet 24.1.
- Tell students that you are going to say a number of words.
- Explain that for each word that you say, there are four word choices in each row on the worksheet: only one of the words in each row is the word you said.
- Tell students to circle the word in each row that you say.

Note: At a later time today, use the template provided at the end of this lesson to analyze students' mistakes. This will help you to plan exercises for remediation.

- | | |
|-----------|------------|
| 1. bounce | 6. percent |
| 2. mice | 7. knot |
| 3. link | 8. wake |
| 4. whip | 9. knife |
| 5. tense | 10. sink |

Break**10** minutes**Wiggle Cards**

- Show students a Wiggle Card, have them read it, and let them perform the action on the card.
- Continue with the remaining cards.



Worksheet 24.2



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“The Harvest”

Note: Before breaking into small groups, write some of the words or phrases from previous Supplemental Materials sections on the board. If some pairs finish early, they can illustrate one of the words or phrases.

Introducing the Story

- Tell students that today’s story introduces students to harvest time at the farm. Explain that the harvest occurs during the fall season, and it is when farmers collect the things they have grown all summer long.

Previewing the Spellings

- Please preview the following spellings before reading today’s story.

‘n’ > /ng/	‘wh’ > /w/	Other Two-Syllable Words
Hank	when	harvest
chunk	what	combine
think		relic
thanks		muffins

Previewing the Vocabulary

- Please preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

1. **spoil**—to go bad or lose freshness
2. **combine**—a machine that cuts crops
3. **relic**—something that is from a past time or place
4. **shard**—a sharp piece of something

- Discuss the other pronunciation and meaning of the word *combine*. Tell students that the verb *combine* means to mix two or more things together.

Purpose for Reading

- Tell students to read today’s story to hear what is discovered during harvest.

Small Group

- **Group 1:** Meet with students needing additional support. Read “The Harvest” and complete Worksheet 24.2.
- **Group 2:** Have students read “The Harvest,” either with a partner or by themselves, and complete Worksheet 24.2.

Wrap-Up

Review Worksheet 24.2 with the whole class.

Analysis of Student Errors: Word Recognition Assessment

Directions

Using the analysis chart for the Word Recognition Assessment found at the end of this lesson, write students' names in the column provided. Place an X in the column of any word that the student did not spell correctly; also write the word selected. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student and ask them to read aloud the words in the row and explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today's spelling words, as well as the *Assessment and Remediation Guide*.

Column 1

Sound-spelling analysis: Selecting *blouse* or *pounce* instead of *bounce* indicates confusion with the initial sound. Selecting *bound* indicates confusion with the final sound.

Remediation: If possible, an individual conversation with the student regarding their choice may inform the specific area with which the student struggled. Segmenting and blending exercises can help students who have difficulty encoding consonant clusters, while word sorts and other spelling alternative activities can help students who have difficulty encoding with spelling alternatives. These activities and more can be found in the Pausing Points and the *Assessment and Remediation Guide*.

Column 2

Sound-spelling analysis: Selecting *moose* or *mouse* instead of *mice* indicates confusion with the medial vowel sound. Selecting *nice* indicates confusion with the initial consonant sound.

Remediation: If possible, an individual conversation with the student regarding their choice may inform the specific area with which the student struggled. Minimal pairs activities can help students with discrimination between vowel sounds, while word sorts and other spelling alternative activities can help students who have difficulty encoding with spelling alternatives. These activities and more can be found in the Pausing Points and the *Assessment and Remediation Guide*.

Column 3

Sound-spelling analysis: Selecting *long* or *like* instead of *link* suggests confusion with the medial vowel sounds. Selecting *lick* indicates confusion with the final consonant sounds.

Remediation: If possible, an individual conversation with the student regarding their choice may inform the specific area with which the student struggled. Minimal pairs activities can help students with discrimination between vowel sounds, while word sorts and other spelling alternative activities can help students who have difficulty encoding with spelling alternatives. These activities and more can be found in the Pausing Points and the *Assessment and Remediation Guide*.

Column 4

Sound-spelling analysis: Selecting *wilt* or *wind* instead of *whip* indicates confusion with the final sound. Selecting *wipe* indicates confusion with the medial vowel sound.

Remediation: If possible, an individual conversation with the student regarding their choice may inform the specific area with which the student struggled. Segmenting and blending activities can help students with discrimination between sounds, particularly consonant clusters, while word sorts and other spelling alternative activities can help students who have difficulty encoding with spelling alternatives. These activities and more can be found in the Pausing Points and the *Assessment and Remediation Guide*.

Column 5

Sound-spelling analysis: Selecting *fence* for *tense* represents confusion of the initial sound. Selecting *ten* represents failure to attend to the final sound. Selecting *twice* indicates confusion of the initial and medial sounds.

Remediation: If possible, an individual conversation with the student regarding their choice may inform the specific area with which the student struggled. Minimal pairs activities can help students with discrimination between vowel sounds, while segmenting and blending activities can aid in practicing encoding consonant clusters. Word sorts and other spelling alternative activities can help students who have difficulty encoding with spelling alternatives. These activities and more can be found in the Pausing Points and the *Assessment and Remediation Guide*.

Column 6

Sound-spelling analysis: Selecting *perch* for *percent* indicates failure to attend to the second syllable. Selecting *plaster* or *partner* may indicate multiple sound-spelling confusions.

Remediation: If possible, an individual conversation with the student regarding their choice may inform the specific area with which the student struggled. Minimal pairs activities can help students with discrimination between vowel sounds, while segmenting and blending activities can aid in practicing encoding consonant clusters. Word sorts and other spelling alternative activities can help students who have difficulty encoding with spelling alternatives. *Percent*, *plaster*, and *partner* are multi-syllable words. Please refer to the Unit 4 Appendix for more information on chunking and decoding multi-syllable words. These activities and more can be found in the Pausing Points and the *Assessment and Remediation Guide*.

Column 7

Sound-spelling analysis: Selecting *note* for *knot* indicates confusion with the medial vowel sound. Selecting *cot* indicates failure to attend to the beginning sound. Selecting *knock* indicates failure to attend to the ending sound.

Remediation: If possible, an individual conversation with the student regarding their choice may inform the specific area with which the student struggled. Minimal pairs activities can help students with discrimination between vowel sounds, while word sorts and other spelling alternative activities can help students who have difficulty encoding with spelling alternatives. These activities and more can be found in the Pausing Points and the *Assessment and Remediation Guide*.

Column 8

Sound-spelling analysis: Selecting *wage* or *waste* instead of *wake* indicates confusion with the ending consonant sound. Selecting *whack* indicates confusion with the medial vowel sound.

Remediation: If possible, an individual conversation with the student regarding their choice may inform the specific area with which the student struggled. Minimal pairs activities can help students with discrimination between sounds, while segmenting and blending activities can aid in practicing encoding. These activities and more can be found in the Pausing Points and the *Assessment and Remediation Guide*.

Column 9

Sound-spelling analysis: Selecting *nine* for *knife* represents confusion with the ending sound, while *wife* represents confusion with the beginning sound. Selecting *knave* indicates confusion with the medial vowel sound and ending consonant sound.

Remediation: If possible, an individual conversation with the student regarding their choice may inform the specific area with which the student struggled. Minimal pairs activities can help students with discrimination between sounds, while word sorts and other spelling alternative activities can help students who have difficulty encoding with spelling alternatives. These activities and more can be found in the Pausing Points and the *Assessment and Remediation Guide*.

Column 10

Sound-spelling analysis: Selecting *sing* or *since* instead of *sink* indicates confusion with the ending sound. Selecting *simmer* indicates failure to attend to the entire second syllable.

Remediation: If possible, an individual conversation with the student regarding their choice may inform the specific area with which the student struggled. Segmenting and blending activities can aid in encoding consonant clusters, while word sorts and other spelling alternative activities can help students who have difficulty encoding with spelling alternatives. These activities and more can be found in the Pausing Points and the *Assessment and Remediation Guide*.

Column 11

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty with certain encoding vowel sounds. Please also consider the influence of students' home language on encoding. Analyze any patterns and provide targeted remediation using the Pausing Points and the *Assessment and Remediation Guide*.

Analysis of Student Errors (Word Recognition Assessment)

Student Name	Column 1: <i>bounce</i>	Column 2: <i>mice</i>	Column 3: <i>link</i>	Column 4: <i>whip</i>	Column 5: <i>tense</i>	Column 6: <i>percent</i>	Column 7: <i>knot</i>	Column 8: <i>wake</i>	Column 9: <i>knife</i>	Column 10: <i>sink</i>	Column 11: <i>Notes</i>

Lesson 25

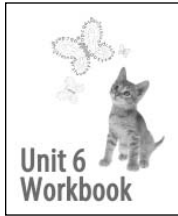
✓ Objectives

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

- ✓ Ask and answer questions, orally and in writing, about “The Harvest Marvel,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read and understand decodable text in the story “The Harvest Marvel” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)

<i>At a Glance</i>	Exercise	Materials	Minutes
Assessment	Story Comprehension Assessment	Worksheets 25.1. 25.2	25
Break	Wiggle Cards	cards from Lesson 24	10
Small Group	“The Harvest Marvel”	Grace; Worksheet 25.3	25

10 Story Comprehension Assessment



Worksheets 25.1, 25.2

- Tell students to turn to Worksheets 25.1 and 25.2.
- Tell students that you would like them to read the story (“The Prince Gets a Pet”) on Worksheet 25.1 and then answer the questions on Worksheet 25.2.
- Have students use the story to answer the questions. Both worksheets are double-sided.

Note: At a later time today, use the template provided at the end of this lesson to analyze students’ mistakes. This will help you to plan exercises for remediation.

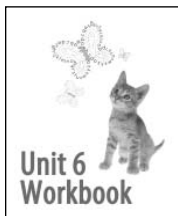
Break

Wiggle Cards

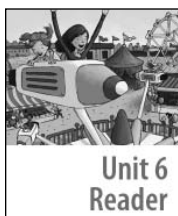
- Show students a Wiggle Card, have them read it, and let them perform the action on the card.
- Continue with the remaining cards.

Small Group

“The Harvest Marvel”



Worksheet 25.3



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- Please use this time to provide remediation or enrichment to students. You may use exercises from the Pausing Point or from the *Assessment and Remediation Guide* to review skills that students need to practice.
- **Group 1:** Work closely with students in this group to read “The Harvest Marvel” and complete Worksheet 25.3, providing scaffolding and support as necessary. You may also choose to target specific skills that students struggle with, using the Pausing Point and *Assessment and Remediation Guide* as needed.
- **Group 2:** Have students in this group, who need less support, read “The Harvest Marvel” independently and complete Worksheet 25.3. If students finish early, they can reread stories from the *Grace Reader*. Ask them to choose one story to summarize and retell to a partner.

Note: Remind students that when we summarize, we retell just the important parts of the story, and not every single detail. A summary tells who was in the story and the main events, using words like *first*, *next*, *then*, and *last*.

Analysis of Student Errors: Story Comprehension Assessment

Directions

The questions on the Story Comprehension Assessment are grouped on the analysis chart according to whether the question is literal or inferential. Place an X in the column of any question that the student did not correctly identify. For the Literal column, please mark the number of the question answered incorrectly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today's spelling words, as well as the *Assessment and Remediation Guide*.

Literal

What an error in this column means: Literal questions assess students' recall of key details from the story; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the story in which the specific answer to the question is provided.

What you should do: Remind students that they should always go back to the text to find an answer. Most questions ask them to retell details from the text, and students should always find the answer in the text and never skip this important step. Have students retell the plot of the story to you in order.

Inferential

What an error in this column means: Inferential questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making.

What you should do: Inferential questions ask students to come to a conclusion based on facts and/or evidence from the text. These inferential questions ask students to use details from the text to make connections and draw conclusions. In prompting students to answer these questions correctly, first make sure students understand the story at a literal level. Then, lead students in a discussion that uses the facts and details presented in the story to help students make the inferences asked in the questions.

General Guidelines

- Students scoring 7 out of 8 or above are doing well. However, if you have students who score 6 out of 8 or below on the assessment, look for opportunities during the remainder of the unit to have these students read aloud "The Prince Gets a Pet" to you and discuss each question with you.

Analysis of Student Errors (Story Comprehension Assessment)

Student Name	Reading Comprehension Assessment		Notes
	Literal Questions (Questions 1–6)	Inferential Questions (Questions 7 and 8)	

Unit 6 Pausing Point

This is the end of Unit 6. You should pause here and spend additional time reviewing the material taught in Unit 6. Students may do any combination of the exercises listed below, in any order. The exercises are listed by unit objectives. Exercises that were part of the lessons are listed here only by name with reference to their respective lessons. All other exercises have full descriptions. You may find that different students need extra practice with different objectives. It can be helpful to have students focus on specific exercises in small groups.

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Distinguish Similar Sounds

Minimal Pairs

- Tell students that you are going to say word pairs. The words will be very similar, but one word will begin with the /s/ sound and the other word will begin with the /z/ sound.
- Have students repeat the sounds /s/ and /z/.
- Have students close their eyes and listen as you say the first word pair.
- Ask students which word begins with the /s/ sound.
- Have students repeat both words to hear and feel the difference in articulation.
- Work through the remaining pairs.
- Use the minimal pairs below for the sound pairs /s/ and /z/; /m/ and /n/; and /n/ and /ng/.

Minimal Pairs for /s/ and /z/:

- | | |
|--------------|--------------|
| 1. sink—zinc | 4. Sue—zoo |
| 2. sap—zap | 5. seal—zeal |
| 3. sip—zip | |

Minimal Pairs for /m/ and /n/:

- | | |
|--------------|--------------|
| 1. mat—gnat | 5. boom—boon |
| 2. map—nap | 6. clam—clan |
| 3. mice—nice | 7. dime—dine |
| 4. moon—noon | 8. grim—grin |

Minimal Pairs for /n/ and /ng/:

- | | |
|-------------|---------------|
| 1. kin—king | 5. fan—fang |
| 2. ban—bang | 6. stun—stung |
| 3. run—rung | 7. thin—thing |
| 4. win—wing | 8. tan—tang |

Sound Sorts

- Gather a number of objects or pictures of objects that contain either of two target sounds (e.g., /s/ and /z/, /m/ and /n/, and /n/ and /ng/).
- Label two boxes with the sounds (e.g., /s/ and /z/).
- Ask students to say the name of each object or picture and ask them if it contains the /s/ sound or /z/ sound.
- Have students place the objects or pictures in the appropriate boxes.

Recognize and/or Write the Spellings Taught in Unit 6

Sound/Spelling Review with Code Flip Books

- There are many ways to use Code Flip Books for review. Here are some ideas.

1. Say a sound and ask the students to show you the spelling(s) for that sound.
2. Ask students to show you the spelling alternatives for a sound (e.g., for the /s/ sound).
3. Ask students to show you spellings that stand for more than one sound ('n', 'c', 'ed', 'g', 's').
4. Ask students to show you the most common or least common spelling for a sound.
5. Ask students to show you the spellings they have learned in Unit 6.

Line Race

- Divide the class into two groups and line them up in front of the board (or other writing surface).
- Tell students that you will call out a sound and that you want the two students at the front of the lines to write down a spelling for that sound on the board.
- The student who writes a correct answer goes to the end of his/her line. The other student sits down and watches for the rest of the game.
- If both students write the same correct answer, the one who wrote it faster continues the game and goes to the back of the line.
- If both students write a correct answer but not the same (because of spelling alternatives), the student who wrote it down faster goes to the end of the line.
- Continue until only one student is left standing in line.
- **Modification:** If you have a helper in your classroom, play this game in smaller groups.

You can also play this game so that students try to beat the clock instead of the other team or student.

Building the List

- Tell students that you want to review the spellings for the sounds /s/, /z/, /m/, /n/, /ng/, and /w/ that they learned/reviewed in Unit 6.
- Tell students that they have learned five spellings for the /s/ sound.
- Ask students to name those spellings. Then ask students for example words.
- Work with students to complete a list like the one shown below, in which each spelling is listed with at least one example word.
- If students cannot remember a spelling pattern, write a word containing that pattern on the board. Have students read it. Then ask which letters stand for /s/ in the word. Add the spelling and the example word to the list.

/s/:

1. 's': sun
2. 'ss': kiss
3. 'c': cent
4. 'se': rinse
5. 'ce': prince

/ng/:

1. 'ng': sing
2. 'n': think

/z/:

1. 'z': zip
2. 'zz': jazz
3. 's': pigs

/w/:

1. 'w': win
2. 'wh': when

/m/:

1. 'm': map
2. 'mm': hammer

/n/:

1. 'n': nut
2. 'nn': running
3. 'kn': knit

Show and Tell

Note: This exercise can be done for any of the sounds taught in this unit.

- The day before doing this exercise, ask students to bring in objects that contain the /s/ sound, or pictures of things that contain the /s/ sound.
- Ask each student to show and name his or her object.
- Write each word on the board under a heading (i.e., all 's' words under an 's' heading, all 'ss' words under an 'ss' heading, all 'c' words under a 'c' heading, all 'se' words under an 'se' heading, all 'ce' words under a 'ce' heading, and all other /s/ spellings under an 'odd ducks' heading).

Note: Most of the words you will be writing will have /s/ spelled with one of the spelling alternatives taught in this unit, but they may also contain other spellings that the students do not know yet, especially vowel spellings.

You should be prepared to explain any bits that are beyond the students' current code knowledge. For example, if a student brings in a bottle of juice, you would want to briefly explain that the 'ui' spelling in *juice* stands for the sound /oo/.

Sound Dictation

Note: This exercise can be done for any of the sounds/spellings taught so far.

- Distribute marker boards and markers (or clipboards, paper, and pencils) to students.
- Tell students that they will practice writing the spellings of consonant sounds they studied in Unit 6.
- Say the sounds listed below and have the students write the spellings for each sound on their boards. Tell the students how many spellings to write for each sound.
- Periodically, have students show you what they have written on their boards.

Spellings Taught/Reviewed in Unit 6:

- | | |
|------------------------------------|-------------------------|
| 1. /s/: 's', 'ss', 'c', 'ce', 'se' | 4. /n/: 'n', 'nn', 'kn' |
| 2. /z/: 'z', 'zz', 's' | 5. /ng/: 'ng', 'n' |
| 3. /m/: 'm', 'mm' | 6. /w/: 'w', 'wh' |

Highlighting Spellings

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

- Write a number of decodable words that contain the consonant spellings taught in this unit on a sheet of paper.
- Ask students to read the words and highlight the letters of each new spelling.

Possible Words:

- | | |
|-------------------|---------------------|
| 1. chance ('ce') | 9. knife ('kn') |
| 2. fence ('ce') | 10. knotted ('kn') |
| 3. force ('ce') | 11. kneeling ('kn') |
| 4. ounce ('ce') | 12. knock ('kn') |
| 5. glimpse ('se') | 13. wheezing ('wh') |
| 6. sense ('se') | 14. whisk ('wh') |
| 7. verse ('se') | 15. whither ('wh') |
| 8. goose ('se') | 16. whine ('wh') |

Spelling Bingo

- Make bingo cards with the spellings taught/reviewed in Unit 6 and other spellings that have been taught so far.
- Write the same spellings on paper slips and put them in a box.
- Give each student a bingo card and playing pieces.
- Explain that you will pull spellings from the box and that you want students to put a playing piece on top of that spelling if it is on their bingo card.
- Explain that when all spellings are covered on a card, students should say, “Bingo!”
- You can find free bingo card generators on the Internet.

Spellings Taught/Reviewed in Unit 6:

- | | |
|------------------------------------|------------------------|
| 1. /s/: ‘s’, ‘ss’, ‘c’, ‘ce’, ‘se’ | 4. /n/: ‘n’, ‘nn’, ‘kn |
| 2. /z/: ‘z’, ‘zz’, ‘s’ | 5. /ng/: ‘ng’, ‘n’ |
| 3. /m/: ‘m’, ‘mm’ | 6. /w/: ‘w’, ‘wh’ |

Word Sort with Boxes

Note: This exercise can be done for any of the sounds/spellings taught or reviewed in this unit.

- Write a number of decodable words that contain either of two target spellings (e.g., ‘w’ and ‘wh’, on cards).
- Label two boxes with the target spellings (e.g., ‘w’ and ‘wh’).
- Have students read the words on the word cards and ask them if they contain the spelling ‘w’ or the spelling ‘wh’.
- Have students place the cards in the appropriate boxes.

Word Sort with Students

- **Note:** This exercise can be done for any of the sounds/spellings taught or reviewed in this unit.
- Write a number of decodable words with the five spellings for /s/ on word cards, one word per card. You can also use white boards.
- Pass the cards/white boards out to students.
- Explain that you want students to form groups: one group for words with /s/ spelled ‘s’, one for /s/ spelled ‘ss’, one for /s/ spelled ‘c’, one for /s/ spelled ‘ce’, and one group for /s/ spelled ‘se’.

Cut-and-Paste Word Sort

- Distribute Worksheets PP1 and PP2.
- Have students read the words on Worksheet PP1 and cut them out.
- Have students sort the words by their spellings for /s/ and paste them in the table on Worksheet PP2 under the right heading.
- **Extension:** Have students use highlighters to mark the spelling 'c', 'ce', or 'se' in each word pasted on their sheet.
- Worksheets PP3 and PP4 are for the spellings of the sound /n/; Worksheets PP5 and PP6 are for the spellings of the sound /ng/; Worksheets PP7 and PP8 are for the spellings of the sound /w/; Worksheets PP9 and PP10 are for the spellings of the sound /z/.

Word Sort Worksheet for 'ce' and 'se'

- Have students complete Worksheet PP11.

Read and/or Write Words with the Tricky Spellings 'c' and 'n'

Coloring Sort for Tricky Spelling 'n'

- Distribute Worksheet PP12.
- Provide each student with two different-colored pencils or highlighters.
- Have students read the words in the boxes and shade the boxes in one color if the letter 'n' is pronounced /n/ as in *nap* and in another color if it is pronounced /ng/ as in *pink*.

Tricky Spelling Practice

- See Lesson 2 for tricky spelling practice for 'c' and Lesson 19 for 'n'.

Sentence Sort

- Write on the board headers for each of the pronunciations of 'c' (/k/ as in *cat* and /s/ as in *cent*) or 'n' (/n/ as in *nap* and /ng/ as in *pink*).
- Write a number of decodable sentences on long slips of paper. Each sentence should contain one word that has the 'c' (or 'n') spelling, and this spelling should be underlined.
- Ask students to sort the sentences into /k/ and /s/ sentences (or /n/ and /ng/ sentences) by taping them under the proper headers.

Spellings Taught/Reviewed in Unit 6:

For Tricky Spelling 'c'

1. I have ten cents.
2. A cactus has sharp spines.
3. Francis can write well.
4. Close your books!
5. What is the time on our clock?
6. Who would like to be a princess?

For Tricky Spelling 'n'

1. Our horses sleep in the barn.
2. We keep cash at a bank.
3. There are benches at the park.
4. My sister and I sleep in bunk beds.
5. Who drank all the milk?
6. The grass in our yard is green.

Read Words That Contain Spelling Alternatives

Teacher Chaining

- Write *knife* on the board.
- Ask a student to read the word.
- Remove 'kn' and add 'l' to create *life*.
- As you make this change, say to students, "If that is *knife*, what is this?"
- Ask students what change you made to the word *knife* to get the word *life*.
- Ask them whether you changed the first, middle, or last sound/spelling.
- Continue this process with the remaining words.
- When you come to the end of the first chain, erase the board and begin the next chain.

1. knife > life > wife > wine > whine > pine > pin > pen > pence > hence
2. job > knob > knot > knock > sock > sick > sip > whip > whiff > whim
3. funk > fink > link > blink > blank > bank > bunk > dunk > sunk > skunk
4. mite > mice > dice > lice > lace > lake > fake > face > race > rice
5. house > mouse > moose > noose > loose > loop > whoop > whoops
6. check > wreck > wren > when > pen > pence > pounce > bounce > ounce

Teacher Chaining with Two-Syllable Words

- Write *knitting* on the board.
- Ask a student to read the word.
- Tell the class that you are going to change either the first syllable or the second syllable to make a new word.
- Remove the ending *-ing* and add the ending *-ed* to make *knitted*.
- As you make this change, say to the students, “If that is *knitting*, what is this?”
- Continue this process with the remaining words.

1. knitt·ing > knitt·ed > knott·ed > pott·ed > pott·ing > pott·er
2. princ·es > danc·es > danc·er > danc·ing
3. damp·er > whimp·er > whisp·er > whisk·er

Word Collection

Note: This exercise can be done for any of the sounds/spellings taught and/or reviewed in this unit.

- Tell students that you would like them to help you make a collection of words that have the /s/ sound.
- Ask students to tell you the spellings for the /s/ sound that they remember.
- Write ‘s’, ‘ss’, ‘c’, ‘ce’, and ‘se’ as headers on the board.
- Ask the students to tell you words that contain the /s/ sound.
- Write the words on the board, placing them under the proper header.
- Repeat until you have multiple examples of each spelling pattern.
- If the students give you words that are not decodable, add them to the list and point out the tricky parts of the word. For example, if a student says the word *nurse*, you would want to briefly explain the ‘ur’ spelling for /er/.
- If students give you words with /s/ spelled with a spelling different from the ones taught, add an ‘odd duck’ column and explain that the spelling for /s/ has not been taught. For example, if a student says the word *science*, you would want to add it to the ‘odd duck’ column and explain that the students have not yet been taught the spelling ‘sc’.

Guess My Word



- You may use a pocket chart for this activity, or lay the cards out on a table for students to read in small groups.
- Arrange cards for the following vowel spellings along the top row: 'i', 'e', 'a', 'o', 'ee', 'oi'.
- Arrange cards for the following consonant spellings along the bottom row: 'c', 'ce', 'se', 'kn', 'n', 'wh', 'ch', 'r', 't', 'p', 'k', 'f', 'g'.
- Think of a decodable word that you can build using the spellings shown, but do not tell the class your word. (See box below for possible words.)
- Tell students how many sounds are in your word.
- Invite students to guess the word by asking whether or not it contains specific sounds and/or spellings.
- If students identify a spelling that is in the word, move that spelling to the middle row.
- Continue until the word has been spelled in the center of the pocket chart.
- Repeat with one or two additional words.

Possible Words:

- | | |
|-----------|----------|
| 1. cent | 9. pink |
| 2. choice | 10. rank |
| 3. geese | 11. tank |
| 4. fence | 12. rink |
| 5. which | 13. ink |
| 6. knee | 14. whip |
| 7. knit | 15. when |
| 8. knot | |

Choose the Right Word

- Write the words *fingers*, *mouse*, *whale*, and *dice* on the board and have students read them.
- Tell students that you are going to ask them some questions. They can find the answers on the board.
- Ask students, “Which word is a small animal that eats cheese?”
- Have students find the answer (*mouse*) on the board and then copy it onto a sheet of paper or white board.
- Continue this process with the remaining sets of questions.

1a. Which word describes five things that are part of your hand? (*fingers*)

1b. Which word is a small animal that eats cheese? (*mouse*)

1c. Which word is a large sea mammal that has a blowhole? (*whale*)

1d. Which word describes something you need when you play a board game? (*dice*)

2a. Which word describes what your grandma does when she makes a sweater? (*knit*)

2b. Which word describes a gentle summer wind? (*breeze*)

2c. Which word tells what you do with the dishes after washing them? (*rinse*)

2d. Which word describes what you do when you speak very softly? (*whisper*)

3a. Which word describes the front part of your head? (*face*)

3b. Which word describes what we do with our brains? (*think*)

3c. Which word describes what we sometimes call pennies? (*cents*)

3d. Which word is the place where adults keep their money? (*bank*)

4a. Which word is the opposite of black? (*white*)

4b. Which word describes how you move to music? (*dance*)

4c. Which word describes what you do when you are thirsty? (*drink*)

4d. Which word is an animal that honks? (*goose*)

Dictation Identification

- Distribute Worksheet PP13.
- Tell students that you are going to say a number of words.
- Explain that for each word that you say, there are two words printed on the worksheet: your word and another word.
- Tell students to circle each word that you say.
- Extension: Have students copy the circled words on the lines.

1. fence

2. mouse

3. drink

4. whisker

5. center

6. dancer

7. knock

8. knee

9. bank

10. dense

Yes or No?

- Have students complete Worksheet PP14.

Word Concentration

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

- Write decodable words on small cards, one word per card, two cards for each word.
- Shuffle the cards and lay them facedown on the table.
- Have the 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.

Write Words That Contain Spelling Alternatives

Word Box

- Have students complete Worksheets PP15 and PP16 (both sides).

Label the Picture

- Have the students complete Worksheet PP17 (both sides).

Fill in the Missing Words

- Distribute Worksheet PP18.
- Tell students that you are going to say a number of sentences.
- Explain that the sentences are written on the worksheet, but each one is missing one word.
- Tell students to fill in the blanks as you read the sentences.
- When you read the missing word, hold up one finger for each sound in the word. Then ask students to write the word sound by sound.

1. I baked muffins while you were sleeping.
2. Rinse your mouth well after brushing your teeth.
3. Who is honking their horn like that?
4. I made that mistake twice!
5. This is a short sentence.
6. Do you like to knit?
7. I have a soft blanket on my bed.
8. This tree has a thick trunk.

Chaining Dictation

- Have students take out a pencil and a piece of paper.
- Tell students that you are going to say a number of words.
- Explain that each new word will be very similar to the previous word, but one sound will be different.
- Tell students to write each word that you say.
- As you move from one word to the next, use the chaining phrase, “If that is *ink*, show me *think*.”
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds in the word and then draw a line on their paper for each sound that they hear. For example, for the word *ink*, students should draw three lines: _ _ _.
- Once students have drawn one line for each sound in the word, ask them to write the word’s spellings on their respective lines: i n k .
- Finally, ask students to read the word back to you.
- Write the words on the board and have students self-correct.

You do not need to dictate both chains in one sitting.

1. ink > think > pink > sink > sank > bank > thank > think > link > mink
2. south > mouth > mouse > moose > loose > loot > loop > whoop > whip

Targeted Dictation

- Have students take out pencil and paper and choose a set of words to dictate from the boxes on the next page.
- Explain that you are going to say ten words that will follow a certain pattern. The first word will be a root word; the second word will be the same word with the ending *-ed* added. The consonant spelling at the end of the root word will be doubled in the word with the ending *-ed*.
- Tell students to write each word that you say.
- Ask students to read the words back to you.
- Write the words on the board and have students self-correct.
- Instruct students to refer to the code posters if they are having difficulty remembering how to write the spellings.

Please select five pairs to dictate.

Words with 'p' and 'pp':

- | | |
|-----------------|------------------|
| 1. tip—tipped | 6. map—mapped |
| 2. flip—flipped | 7. shop—shopped |
| 3. trip—tripped | 8. chop—chopped |
| 4. hop—hopped | 9. skip—skipped |
| 5. drop—dropped | 10. step—stepped |

Words for 'b' and 'bb':

- | | |
|-------------------|-----------------|
| 1. grab—grabbed | 4. sob—sobbed |
| 2. rub—rubbed | 5. snub—snubbed |
| 3. scrub—scrubbed | |

Words for 'm' and 'mm':

- | | |
|-----------------|-----------------|
| 1. jam—jammed | 6. rim—rimmed |
| 2. hem—hemmed | 7. drum—drummed |
| 3. slam—slammed | 8. stem—stemmed |
| 4. dim—dimmed | 9. trim—trimmed |
| 5. skim—skimmed | 10. sum—summed |

Words for 'n' and 'nn':

- | | |
|-----------------|------------------|
| 1. thin—thinned | 6. plan—planned |
| 2. grin—grinned | 7. stun—stunned |
| 3. pin—pinned | 8. scan—scanned |
| 4. can—canned | 9. tan—tanned |
| 5. span—spanned | 10. skin—skinned |

Dictation with Words

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of words. These words contain the alternative spellings for /s/, /n/, /ng/, and /w/ taught in this unit.
- Write the spellings 'c', 'se', 'ce', 'kn', 'n', and 'wh' on the board.
- Tell students to write each word that you say.
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds and then draw a line on their paper for each sound that they hear. For example, for the word *think*, four lines would be drawn on the paper: _ _ _ _.

- Once students have drawn one line for each sound, remind them that the sound /ng/ in the word think is spelled with the letter 'n'.
- Have students write the spellings on their respective lines: th i n k.
- Finally, ask students to read the word back to you.
- Write the words on the board and have students self-correct.
- Instruct students to refer to the code posters if they are having difficulties remembering how to write the spellings.

You do not need to dictate all of these words. Please make a selection.

The numbers in parentheses indicate the number of lines that need to be drawn for each word.

- | | | | |
|--------------|----------------|----------------|----------------|
| 1. think (4) | 10. else (3) | 19. price (4) | 28. thank (4) |
| 2. place (4) | 11. bounce (4) | 20. nice (3) | 29. knock (3) |
| 3. house (3) | 12. cells (4) | 21. drink (5) | 30. dance (4) |
| 4. while (4) | 13. sense (4) | 22. twice (4) | 31. knees (3) |
| 5. since (4) | 14. trunk (5) | 23. choice (3) | 32. pink (4) |
| 6. white (4) | 15. horse (3) | 24. wheel (3) | 33. yank (4) |
| 7. face (3) | 16. chance (4) | 25. spouse (4) | 34. whale (4) |
| 8. loose (3) | 17. pink (4) | 26. glance (5) | 35. longer (5) |
| 9. voice (3) | 18. rice (3) | 27. fence (4) | 36. center (5) |

Read Phrases

Wiggle Cards

- Write the following phrases on large cards.
- Show students a Wiggle Card, have them read it, and let them perform the action.
- Use the Wiggle Cards between exercises.

- | | |
|----------------------------|---------------------------|
| 1. make a sad face | 10. clap your hands twice |
| 2. point with your finger | 11. glance at a pal |
| 3. dance a jig | 12. honk like a goose |
| 4. blink twice | 13. bend your knees |
| 5. scratch your knee | 14. feel your pulse |
| 6. knock on your desk | 15. think hard |
| 7. wink at a pal | 16. thank a pal |
| 8. sink down to the ground | 17. hush your voice |
| 9. think of something nice | 18. bounce up and down |

Read and Write Sentences

Sentence Strips

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

- Choose sentences from the *Grace 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.

Sentence Pasting

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

- Write a number of decodable statements, questions, and exclamations on paper and cut them into individual words. Keep the period, question mark, or exclamation mark on the same slip with the final word in each sentence.
- Have students form sentences and paste them on paper.
- **Extension:** If there are pronouns in the sentences, have students draw a connecting line from each pronoun to the noun it replaces.

Dictation with Sentences

- Tell students to take out a pencil and a piece of paper.
- Explain that 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.
- Tell students to write each sentence that you say.
- For each sentence that you say, hold up one finger for each word.
- Ask your students to count the words and then draw a line on their paper for each word that they hear, leaving a finger space between the lines.
- Once students have drawn the lines, ask them to write each word, sound by sound. Finally, ask the students to read the sentence back to you.
- Write the sentences on the board and have students self-correct.

1. Our car has a large trunk.
2. Where can you see a whale?
3. The horse ran a good race.
4. Our skin is made up of cells.
5. Did you fix the fence?
6. Thank you so much!
7. This page is no longer blank.
8. How much is a tank of gas?
9. A skunk can make you stink.
10. Who drinks milk with their dinner?
11. There is not a trace of it!
12. There are ten cents in a dime.
13. Some pigs have pink skin.
14. The fence keeps the deer out of our garden.
15. I saw a flock of geese outside.
16. The car got stuck and spun its wheels.
17. I will knit you some socks.
18. He fell and skinned his knee.

Build Sentences with Adjectives and Prepositions

Building Sentences with Adjectives and Prepositions

- See Warm-Ups from this unit on guiding students to build sentences using adjectives and prepositions.

Reconstructing Sentences from the Reader

- Copy sentences from *Grace* that contain adjectives on paper.
- Cut the sentences into their individual words and place them in envelopes.
- Have students reconstruct the sentences.
- Have students copy the sentences on paper.
- Ask students to identify the adjectives and to connect them with arrows to the nouns they define.

Planning and Drafting Descriptions

Describing an Object

Note: This exercise is intended for enrichment.

- Have students choose an object from your classroom to describe. Describing a food item or your class pet, if you have one, might also be fun.

- Explain that you want students to plan and draft a description of the object they have chosen.
- Distribute Worksheet PP19.
- Have students write the name of their object on the first line. This is the title.
- Ask students to think about their description first and to write down words and/or phrases that describe their object, using as many of their senses as possible.
- Distribute Worksheet PP20.
- Explain to students that you would like them to complete the draft by writing down complete sentences. They need to write the title on the line at the top, finish the starting sentence, write down at least one sentence for each applicable sense, and write an ending sentence.
- **Extension:** Have students copy their draft into paragraph format.

Identify, Recognize, and Write Pronouns

Find the Noun

- Distribute PP21.
- Have students read each sentence and identify the noun that was replaced by the underlined pronoun. Students should then write the noun on the provided lines.
- Students can generate their own noun-pronoun sentence pairs on the back of the worksheet.

Read and/or Write Plural Words

Making Plural Words

Note: This exercise is best done in small groups or in centers.

- Write decodable singular nouns and the plural endings 's' and 'es' on cards, one word or ending per card.
- Have students create plural words with these cards.
- Then have students copy the plural words on paper.

- | | |
|--------------------|-------------------|
| 1. matches ('es') | 7. cupcakes ('s') |
| 2. boxes ('es') | 8. stars ('s') |
| 3. brushes ('es') | 9. hammers ('s') |
| 4. stitches ('es') | 10. markets ('s') |
| 5. lunches ('es') | 11. sharks ('s') |
| 6. benches ('es') | 12. zippers ('s') |

Dictation with Plural Words

- Distribute Worksheet PP22.
- Tell students that you are going to say a number of sentences.
- Explain that the sentences are written on the worksheet, but that one word (the noun) in each sentence is singular and needs to be made plural.
- Tell students to fill in the blanks as you read the sentences.

- | | |
|--------------------------------------|---|
| 1. Ants make anthills. (/z/) | 5. A tree has lots of branches. |
| 2. My pal Tom has three bikes. (/s/) | (/ez/) |
| 3. I have fifteen classmates. (/s/) | 6. I do not like to take pills. (/z/) |
| 4. Our cat had two litters. (/z/) | 7. In the park are a lot of benches to sit on. (/ez/) |

Read Decodable Stories

Grace

- Have students read stories from their Readers, including the stories listed under the section “Pausing Point (Stories for Enrichment).”

Discussion Questions on “The Harvest Marvel”

1. *Literal* What is the Harvest Fest? (It is a festival that comes after the harvest.) Look at page 81 and describe the types of activities that take place at the Spencers’ Harvest Fest. (There is a bonfire, bobbing for apples, food to eat, music to listen to, and a pig to ride.)
2. *Inferential* Why do the Spencers have a Harvest Fest? (They are celebrating all of the crops and good food that is harvested.)
3. *Literal* The children ask, “What’s the Harvest Marvel?” What does Mister Spencer tell them? (At the Harvest Fest, someone dresses as the Harvest Marvel, no one knows say who the Harvest Marvel is.)
4. *Literal* What does the Harvest Marvel look like? (It has arms and legs wrapped in corn husks and a pumpkin mask on its face.)
5. *Evaluative* When the kids saw the Harvest Marvel, why do you think it spooked them? (Answers may vary, but students may explain that because they didn’t recognize the voice and were unable to tell who or what the Harvest Marvel was, they felt a little scared.)
6. *Literal* How did Grace figure out who the Harvest Marvel is? (Grace recognized that the Harvest Marvel’s jacket belonged to Hank.)
7. *Inferential* How did the children feel after they realized the Harvest Marvel was Hank? How do you know? (They felt happy; the story says they were all smiles.)

Discussion Questions on “The Jumping Fish”

1. *Literal* Where are Grace and Jill and their mom? (They are at the lake in a boat.)
2. *Literal* What makes Grace blink and squint? (The strong wind on her face makes Grace blink and squint.)
3. *Literal* What does Grace point out to her mom and Jill? (She points to a jumping fish.)
4. *Literal* After the fish jumps and makes a big splash three times, Jill says, “I think she likes us!” Why does Jill say this? (Jill thinks the fish likes them, and was showing them what a good jumper she is.)
5. *Literal* What does Grace’s mom say is the reason the fish jumped next to them? (She says that the fish was scared of the loud sound the boat made, so that’s why it jumped.)

Discussion Questions on “Snakes”

1. *Literal* What does Kate give a speech about to her class? (She gives a speech about snakes.)
2. *Literal* What things does Kate show the class when giving her speech? (She shows them a picture of a snake and a snake skin from her backyard.)
3. *Literal* Where do snakes make their home? (They live in dark holes, but they like to coil up on rocks and let the sun shine on them as well.)
4. *Literal* What are some examples of things that snakes like to eat? (They eat mice, rats, and frogs.)
5. *Inferential* After hearing Kate’s speech, what are some adjectives you can use to describe snakes? (Answers may vary, but could include snakes are *cool*, *fun*, *scaly*, etc.)

Take-Home Stories: “The Spinning Wheel”, “Buster the Pig”, “Whisper”, “The Harvest”, and “The Harvest Marvel”

- Distribute Worksheets PP23, PP24, PP25, PP26, and PP27.
- Have students take the worksheets home and give them to their parents so that they can practice reading the stories at home.

Answer Story Questions in Writing

Story Questions Worksheets: “The Jumping Fish” and “Snakes”

- Have students complete Worksheets PP28 and PP29.

Identify Verbs in Phrases/Sentences

Verb Identification

- Have students look through the stories from *Grace* and identify verbs. Record their answers and ask students to act out the verbs.

What’s My Action?

- Show students Wiggle Cards and have them identify the verbs.

Appendix

Using Chunking to Decode Multi-syllable Words

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

When students first encounter two-syllable words in Grade 1 materials, we insert a small dot as a visual prompt or cue between the syllables (e.g., sun•set). This is done in both the Workbooks and Readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, CKLA introduces the decoding of two-syllable words by having students work first with two-syllable compound words (e.g., cat•fish, cup•cake, pea•nut, drive•way). For compound words, we place the dot between the two component words. These are among the easiest two-syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one-syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity.

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., yawn•ing, hunt•er, start•ed). We typically place the dot immediately before the suffix. However, for words that contain double-letter spellings for consonants, in CKLA, we typically place the divider after the double-letter spelling rather than between the two consonants (e.g., batt•ed, bigg•er, bunn•y). Teachers familiar with other ways to chunk or divide syllables may initially find this odd. We do this, however, because the double-letter spellings have been taught as single spelling units in CKLA since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.) and we wish to be consistent in representing these spellings in the

way that the students have been taught to process them (e.g., as whole entities for a sound). (Ultimately as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as batt•ed or bat•ted.) Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multi-syllable words. To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify six different syllable types:

Note: Syllables exemplifying each type are underlined.

- **Closed Syllables (CVC, VC, CCVCC, etc.)—always associated with a “short” vowel sound (e.g., /a/, /e/, /i/, /o/, /u/:** let, pad, rod, tin, fun, pic•nic, un•til)
- **Magic ‘E’ Syllables (V-C – E)—always associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/:** cake, home, like, mule, Pete, mis•take, stam•pede)
- **Vowel Digraph Syllables:** joint, speak, proud, play, dis•may, be•low, coun•sel
- **R-Controlled Syllables:** art, curb, girl, fort, clerk, tur•nip, ar•tist, fe•ver
- **Open Syllables (V or CV)—always associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/:** go, me, hi, a•pron, fi•nal, com•pre•hend)
- **Consonant-LE Syllables (C-LE):** sim•ple, ca•ble, ri•fle

In addition, in CKLA, we think it is also helpful to designate one additional syllable type:

- **Schwa Syllables:** ben•e•fit, app•e•tite, a•bout, hos•pit•al, e•mo•tion

Note: The Consonant-LE Syllable is also a schwa syllable, but we distinguish it separately because of the way this spelling is chunked when dividing words into syllables.

To be clear, in order to decode words, students do not need to identify syllables by these names. The names of the syllable types are provided here only to establish a common vocabulary for teachers as they use the CKLA materials. What is necessary,

however, for students to become fluent readers of longer words in increasingly complex text is that they be able to visually parse certain spelling patterns as syllable chunks so they can quickly and easily decode each syllable.

The first type of two-syllable word pattern to which students are introduced is the closed syllable pattern in two-syllable words. These two-syllable words are also relatively easy for students to chunk and recognize as an example of the familiar CVC, VC, CCVCC, etc., spelling pattern they encountered in one-syllable words in Kindergarten.

We divide two closed syllables in a word as follows:

- When two different consonants stand between two vowels, we divide the syllables between the consonants, creating one or more closed syllables.

ad•mit

nap•kin

trum•pet

- For words that contain double-letter spellings for consonants, we typically place the divider after the double-letter spelling rather than between the consonants. As noted earlier, we do this because the double-letter spellings have been taught as single spelling units in CKLA since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.).

traff•ic

muff•in

happ•en

- When there are three consonants between two vowels, in general, we divide so the first consonant goes with the first vowel and the other two consonants with the second vowel.

mon•ster

con•tract

pil•grim

When students have difficulty reading a two-syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:

magnet

mag 

 *net*

magnet

In Grade 1, students will encounter other two-syllable words with various combinations of the magic ‘E’ syllable, vowel digraph syllable, the r-controlled vowel syllable, and the closed syllable.

- Chunking these syllable types follows the same patterns for division as noted above for closed syllables:

tar•get for•get es•cape ig•loo scoun•drel char•coal

In Grade 2, students are introduced to more challenging multi-syllable words.

Two syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

- When only one consonant stands between two vowels, we suggest first dividing the word in front of the consonant and sounding it out as an open syllable:

pu•pil

vi•rus

mo•ment

unit

u 

 *nit*

However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether they recognize a familiar word as they sound out each possibility. In order to recognize whether a word is familiar when sounded either way, the word must be one that the student has heard before (i.e., the word must be in the student’s oral vocabulary). Obviously, this will represent an additional challenge for students who have a limited vocabulary and/or for whom English is a second language.

- If the word divides after the consonant, a closed syllable is created:

cam•el

mel•on

pun•ish

lemon

lem 

 *on*

In Grade 2, students are also introduced to consonant –LE syllables. Chunking these words into syllables is fairly straightforward.

- When a word ends in consonant –LE, we divide in front of the consonant, creating a first syllable that may be an open, closed, or even r-controlled syllable, depending on the other spellings in the words:

ban•gle

twin•kle

sta•ble

cra•dle

tur•tle

simple

sim 

 *ple*

Later in Grade 2, students are introduced to syllables in which various spellings represent the *schwa* sound. English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound that linguists call a schwa. This happens in many English words. Spellings for the schwa sound include ‘a’, ‘e’, ‘al’, ‘il’, ‘el’, and ‘tion’. Chunking and decoding words that include the schwa sound can be quite challenging for many students.

- We divide syllables with a schwa sound in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

a•bout de•pos•it med•al e•vil nick•el lo•tion

As noted earlier, the consonant –LE syllable is actually a schwa syllable, but we identify it separately because of the way this spelling is chunked when dividing words into syllables.

- Finally, while students encountered some simple root words and affixes in Grade 1, throughout the entire year of Grade 3 instruction, they study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly.

pre•tend non•sense tri•cycle re•peat self•ish sad•ness help•less

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten—Grade 3, with the ability to chunk multi-syllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.

Teacher Resources

Assessments

There are many opportunities for informal assessment throughout each Skills unit. You may choose to assign a given Workbook page for individual, independent completion to use as an assessment. It may be useful to use the Tens Conversion Chart and the Tens Recording Chart to collect and analyze all assessment data.

Tens Conversion Chart

Number Correct

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

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

Tens Recording Chart

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

Name													

Anecdotal Reading Record

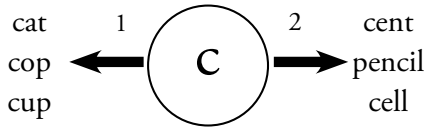
Week of:

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

Name _____

2.1

Sound out the words with the lines under them. Is the 'c' sounded /k/ as in *cat* or /s/ as in *cent*? Write the words where they fit best.



	/k/ as in <i>cat</i>	/s/ as in <i>cent</i>
1. She is a good <u>dan</u> cer.		dancer
2. It's time to get in the <u>ca</u> r.	car	
3. That kite you have is so <u>coo</u> l!	cool	
4. Set it down in the <u>ce</u> nter of the room.		center
5. For lunch we had <u>cr</u> abs.	crabs	
6. He gave me a lot of <u>choi</u> ces.		choices
7. Look up there! See that <u>cl</u> oud?	cloud	

Unit 6 7

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Name _____

4.4

Sort the words by their spellings for /s/.

prince horse since rinse choice
fence dance house mouse goose

/s/ → 'ce'

/s/ → 'se'

prince	horse
fence	house
dance	rince
since	mouse
choice	goose

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Name _____

6.2

/s/ and /k/ spelled 'c'

Directions: Have students color the boxes that contain words that have 'c' > /k/ as in cat in one color and the boxes that contain words that have 'c' > /s/ as in cent in another color.

clip Color #1	pencil Color #2	carve Color #1
cells Color #2	cage Color #1	bouncing Color #2
cent Color #2	center Color #2	bobcat Color #1
catch Color #1	dancer Color #2	magic Color #1

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Name _____

6.3

Continued

Sort the word cards by their spellings for /s/ and stick them in the boxes.

/s/ → 'c' or 'ce'	/s/ → 'se'
cell	else
center	dense
twice	house
percent	horse
dancing	

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Name _____

6.4

Mister Spencer and the Rabbits

1. What is the land like out in the Midwest?
 - The land has red rocks.
 - The land has no plants.
 - The land has rich soil.

Page 2

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

2. What things are in Mister Spencer's garden?

Mister Spencer has eggplants, beets,
sprouts, and peppers in his garden.

Page 2

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3. What is the problem with Mister Spencer's garden?
 - He has rabbits in his garden.
 - He has a dog in his garden.
 - He has sprouts in his garden.

Page 4

4. Pepper helps Mister Spencer when he . . .
 - has a snack from the garden.
 - barks at the rabbits so they run off.
 - sleeps out in the barn.

Page 6

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Name _____

7.1

Directions: Have students underline the pronouns and draw a connecting line from each pronoun to the noun it replaces. Then have students write the pronoun on the line below.

1. Kate is nine. She wrote a book.

she

2. Jack has a shop. He sells coins.

he

3. Kate went on a trip. It was fun.

it

4. Kate found a coin. It is Spanish.

it

Unit 6 33

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1. Kate went on a trip. She had fun.

2. Jack likes the coin. Jack likes it.

3. Was Jack Nan's pal? Yes, he was Nan's pal.

4. Kate made a book. She wrote the words.

5. Nan has a cabin. It is in the West.

6. Max is a kid. He is nine.

Directions: Have students replace the underlined nouns with the proper pronouns, using he, she, or it.

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Name _____

8.1

The Picnic by the River

1. What was in the picnic basket?

The picnic basket had chicken wings, ham, grapes, chips, and cupcakes in it.

Page 8

2. Where had the Spencers set down their picnic basket?

The Spencers had set down their picnic basket next to the center of an anthill.

Page 10

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

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3. Why was the food in the picnic basket safe from the ants?

The food in the picnic basket was safe from the ants because it was in plastic bags.

Page 10

4. What did Grace do for the ants at the end?

Grace gave the ants some lunch at the end.

Page 12

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Name _____

9.1

he she it I you

1. The house is big. It has lots of rooms.

it

2. Mitch has a black goose. He likes the goose.

he

3. Ben said, "I have lots of red pencils."

I

4. Mom asked Reese, "Can you feed the horse?"

you

5. The princess broke her leg. She has to use crutches.

she

6. The mouse is soft. It is a nice mouse.

it

Directions: Have students underline the pronoun in each sentence pair and draw a connecting line from the pronoun to the noun it replaces. Then have students write the pronoun on the line.

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Name _____

9.2

Ants

1. What is an ant farm?

An ant farm is something you can look inside of to see what ants are up to.

Page 14

2. Who is the queen?

The queen is the top ant and the boss.

Page 16

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

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3. How do the rest of the ants take care of the queen?

The rest of the ants take care of the queen by feeding her.

Page 16

4. Why could the queen's life be a hard life?

The queen's life could be a hard life because she has to make a lot of eggs and be deep in the center of the anthill all of the time.

Page 16

Name _____

9.3



Directions: For each word, have students circle and count the spellings, then write the number of sounds in the box and copy the word on the lines.

1. choice 3 choice
2. cent 4 cent
3. glance 5 glance
4. grouse 4 grouse
5. house 3 house
6. cells 4 cells
7. prince 5 prince
8. center 5 center

Name _____

10.3

The Band

1. What did Grace and Jill sound like at the start?

Grace and Jill sounded like a sick moose and a flock of geese at the start.

Page 18

2. How did Mister Spencer act when the children started out?

Mister Spencer would yell and hide in the barn when the children started out.

Page 18

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

3. Who is Mister Vance?

Mister Vance is the band master.

Page 18

4. Describe the band concert.

Grace and Jill sound good at the band concert. The band knocks it out of the park.

Page 20

Name _____

10.4



Sort the words by their spellings for /s/.

sit	grass	dress	snake	hips
cell	sun	center	cent	kiss

/s/ → 's' /s/ → 'ss' /s/ → 'c'

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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Name _____

11.2

Sort the words by their spellings for /n/.

sense	knit	dinner	knee	nerve
running	winner	cent	knot	fence

/n/ → 'n' /n/ → 'nn' /n/ → 'kn'

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Unit 6 55

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Can you see the spelling pattern? Fill in the chart.

Root Word	-ed Word	-ing Word
tan	tanned	tanning
grin	grinned	grinning
plan	planned	planning
scan	scanned	scanning

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Name _____

11.3

Write the words on the correct lines..

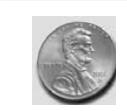
cent	goose	fence
knit	mouse	prince
dance	knee	moose



goose fence knee



mouse moose prince



dance cent knot

Unit 6 57

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Name _____

11.4

The Yard Sale

1. What is for sale at the yard sale?

Books, games, shells, rope, a knapsack, a lamp, pants, dresses, forks, spoons, and knives are for sale at the yard sale.

Page 22

2. What is Grace's problem?

Grace did not have the cash to get two books. She would have to make a choice and just get one book.

Page 22

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

Unit 6 59

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3. How was Grace's problem solved?

The man at the yard sale lets her get two books for the price of one.

Page 24

4. Why did the man let Grace get two books for the price of one?

The man let Grace get two books for the price of one because she is not selfish.

Page 24

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Name _____

12.1

The Storm

1. Describe the storm on the farm.

The storm has dark clouds, thunder, and gusts of wind.

Page 26

2. Did Grace like the storm?

Grace liked the storm because she sleeps better when there is a storm.

Page 26

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

Unit 6 61

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3. Did Jill like the storm?

Jill is scared of the storm. She winces when the thunder booms and her knees knock when the wind gusts.

Page 26

4. What did Grace tell Jill to make her feel better?

Grace tells Jill that the ducks take shelter and will be just fine.

Page 28

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Name _____

13.1

He

She

It

1. Vince is a good catcher.

He

2. The mouse is on the fence.

It

3. The prince had goose for dinner.

He

4. The horse ran in a race.

It

5. Mom has a red blouse.

She

6. Gran knits socks for her grandkids.

She

Directions: Have students write the pronouns that would replace the underlined nouns on the lines.

Unit 6 63

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Name _____

13.2

Dark Clouds and Wind

1. What did Mister Spencer see as they finished up lunch?

Mister Spencer sees dark clouds off to the west as they finish up lunch.

Page 30

2. What do the Spencers do when the clouds get darker and the wind picks up?

The Spencers pack up and take the kids down to the storm shelter when the wind picks up.

Page 32

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

Unit 6 65

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3. What is a storm shelter?

A storm shelter is a safe place where the Spencers can take shelter in a storm. It is like a basement.

Page 34

4. What did Grace shout as Mister Spencer started to lock up the shutters?

Grace shouted that Pepper was still outside as Mister Spencer started to lock up the shutters.

Page 34

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Name _____

14.1

In the Storm Shelter

1. Why are the Spencers down in the storm shelter?

The Spencers are down in the storm shelter because a storm has started.

Page 36

2. What did Mister Spencer see when he peeked out from the storm shelter?

Mister Spencer sees that the storm has finished and it is safe when he peeks out from the storm shelter.

Page 38

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

Unit 6 69

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3. Describe what you do when it storms.

Answers may vary.

Name _____

15.2

Directions: Have students underline the plural marker in each word. Then have students write the plural words that end in /s/ under the /s/ header, the plural words that end in /z/ under the /z/ header, and the plural words that end in /ez/ under the /ez/ header.

-eats	-dogs	-foxes	-sharks	-forks
kids	dishes	porches	hands	crabs

/s/

/z/

/ez/

cats	dogs	foxes	sharks	forks
sharks	kids	dishes	hands	crabs
porches	crabs			

Name _____

15.3

The Visit

1. How do Grace and Jill feel in the car ride to visit their Gran?

Grace and Jill feel like the trip will never end.

Page 40

2. What do Grace and Jill do to get set to swim?

Grace and Jill get dressed for swimming and rub sunscreen on their arms and legs.

Page 42

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

3. Name three things Grace and Jill do with Gran.

Grace and Jill ride the waves, dig for crabs, and pick up shells with Gran. Answers may also include: toss a frisbee, munch on snacks, or sit in the sun.

Page 42

Name _____

16.3

The Soccer Game

1. **Why** is Grace's soccer game this weekend such a big game?

Grace's soccer game this weekend is such a big game because if they win they will be state champs.

Page 44

2. **Why** did Grace sit on the grass and pout?

Grace sits on the grass and pouts because she got knocked down and skinned her knee.

Page 46

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

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3. **What** advice did Grace's dad tell Grace **when** she got upset?

Grace's dad tells Grace to get back in the game and that a quitter never wins and a winner never quits.

Page 46

4. **What** happens at the end of the game?

At the end of the game, Grace makes a shot and they are the state champs.

Page 48

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Name _____

17.1

Supper

1. **Why** are Kim and Jane Knox at Grace's house?

Kim and Jane Knox are at Grace's house for supper.

Page 50

2. List the steps Grace takes to make the cake with her mom.

Step 1 is to crack the eggs and mix the cake.

Step 2 is to whip up the frosting.

Page 50

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

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3. If you had a supper at your house, **what** would you serve?

Answers may vary.

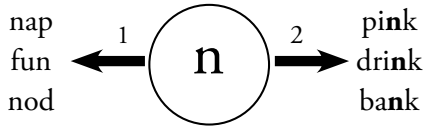
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Name _____

19.1

Sound out the words with the lines under them. Is the 'n' sounded /n/ as in *nap* or /ng/ as in *pink*? Write in the words where they fit.



	/n/ as in <i>nap</i>	/ng/ as in <i>pink</i>
1. I'm hot. Can I have something to <u>dr</u> nk?		drink
2. I can count to <u>ten</u> .	ten	
3. I will not sell it to you, but I will <u>lend</u> it to you.	lend	
4. When will this <u>end</u> ?	end	
5. I need some cash. Let's drive to the <u>ban</u> k.		bank
6. I sat in the sun and got a <u>tan</u> .	tan	
7. At the park we can have lots of <u>fun</u> .	fun	
8. It is a nice gift. <u>Tha</u> nk!		Thanks

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Name _____

19.2

Grace the Performer

1. What is the job of a mime?

The job of a mime is to make all the children smile without telling jokes.

Page 54

2. What tricks did Grace do to make the children smile?

Grace did a bike trick, a rose trick, and a rope trick.

Page 56

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

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3. Which trick did you like best? Why?

Answers may vary.

Page _____

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Name _____

19.3



Sort the words by their spellings for /ng/.

pink	long	drink	wing
sang	junk	jumping	bank
thing	finger	sting	singer

/ng/ → 'ng'

/ng/ → 'n'

sang	pink
thing	junk
long	drink
jumping	bank
sting	
wing	
singer	
finger	

Unit 6 93

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Name _____

20.2

The Frog Jumping Contest

1. What are the names of Grace and Ken's frogs?

Grace's frog is named Hopper and Ken's frog is named Legs.

Page 58

2. What happened to Hopper at the start of the race?

Hopper jumped off to the side at the start of the race.

Page 60

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

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3. Which frog wins the race?

There are two winners because Hopper and Legs crossed the line at the same time.

Page 62

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Name _____

21.1

Can you see the spelling pattern? Fill in the chart.

Root Word	-ed Word	-ing Word
stop	stopped	stopping
munch	munched	munching
sip	sipped	sipping
kick	kicked	kicking
fish	fished	fishing
slip	slipped	slipping
dash	dashed	dashing
wrap	wrapped	wrapping

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Can you see the spelling pattern? Fill in the chart.

Root Word	-ed Word	-ing Word
beg	begged	begging
tug	tugged	tugging
flash	flashed	flashing
park	parked	parking
pat	patted	patting
pin	pinned	pinning

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Name _____

21.2

The Spinning Wheel

1. Describe the Spinning Wheel.

The Spinning Wheel is a ride with six arms.

The arms spin round and lift up.

Page 64

2. What did Grace dare Jill to do while they rode the Spinning Wheel?

Grace dared Jill to keep her hands up while

they rode the Spinning Wheel.

Page 64

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

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3. What else do Grace and Jill do at the park?

Grace shoots hoops and Jill tosses darts at a target. They share popcorn, a corn dog, and a drink.

Page 66

4. Why do Grace and Jill not ride the Spinning Wheel two times?

Grace and Jill do not ride the Spinning Wheel two times because after all that food they would get sick.

Page 66

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Name _____

22.1

Buster the Pig

1. What is a livestock contest?

A livestock contest is when farmers bring their best sheep and pigs and hope to win a prize.

Page 68

2. Why is Rod grooming Buster?

Rod is grooming Buster because he needs to look his best so he can win top prize.

Page 68

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

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3. Who inspects the pigs? What is his job?

A man in a black hat inspects the pigs. His job is to pick the winner of the contest.

Page 70

4. Which pig wins the prize?

Buster wins the prize.

Page 70

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Name _____

23.1

Write the words on the correct lines.

1. prince



prince



2. mouse



dancer



mouse

3. dancer



4. rinse



knot

5. knot



knot

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6. finger



finger

7. knit



knit

8. whale



whale

9. cent



cent

10. bounce



bounce

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Name _____

23.2

Directions: For each word, have students circle and count the spellings, then write the number of sounds in the box and copy the word on the lines.

1. knob

3

knob

2. whiskers

6

whiskers

3. choice

3

choice

4. blink

5

blink

5. cent

4

cent

6. glance

5

glance

7. grouse

4

grouse

8. hitch

3

hitch

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9. hunger

5

hunger

10. think

4

think

11. house

3

house

12. whale

3

whale

13. whisper

5

whisper

14. knocking

5

knocking

15. cells

4

cells

16. magic

5

magic

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Name _____

23.3

Whisper

1. What can wool be used for?

Wool can be used to knit hats and scarves and mittens.

Page 72

2. Why did Grace ask to bring a chick home?

Grace asked to bring a chick home because she thinks the chick is the softest thing she has ever petted.

Page 72

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

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3. What are some of the name choices Grace gets from her mom, dad, and Jill?

Some of the name choices Grace gets from her mom, dad, and Jill are Snickers, Whizbang, and Gem.

Page 74

4. Describe a pet you have or would like to have.

Answers may vary.

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Name _____

23.4

Dear Family Member,

Please have your child read the sentence and circle the correct pronoun for the underlined noun or noun phrase.



1. Sam and Pat ran a race.

a. We b. She c. They

2. Jim is knitting a scarf for me.

a. We b. He c. It

3. Mom and Dad went dancing.

a. She b. They c. We

4. The mouse ran and hid.

a. It b. He c. We

5. Kate dressed up like a princess.

a. They b. She c. We

6. Jake and I solved the math problem.

a. We b. He c. They

Unit 6 113

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Name _____

24.1

Mark the words that are said.

1. blouse bound bounce pounce

2. moose mouse nice mice

3. long link like lick

4. wipe wilt wind whip

5. tense fence ten twice

6. plaster perch percent partner

7. note knot cot knock

8. wage wake waste whack

9. nine wife knave knife

10. sing sink simmer since

Unit 6 115

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Name _____

24.2

The Harvest

1. **Who** helps Mister Spencer bring in the harvest?

Hank and Cedric help Mister Spencer bring in the harvest.

Page 76

2. **What** do combines do?

Combines cut down corn.

Page 76

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

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3. **What** did Hank spot on the ground?

Hank spotted a chunk of a pot on the ground. He thinks it could be a relic from a long time back in the past.

Page 78

4. **Where** do you think the relic is from? Draw a picture to help you describe the tale of the relic.

Answers may vary.



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Name _____

25.2

The Prince Gets a Pet

1. Francis is _____.

- a princess
- a prince
- a cat
- a horse

2. Rose is _____.

- a princess
- a prince
- a skunk
- a horse

3. **What** did Rose tell Francis he should get?

- She said he should get a pig.
- She said he should get a skunk.
- She said he should get a horse.
- She said he should get a pet.

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4. Francis saw something that was black with a **white** stripe. **What** was it?

- It was a cat.
- It was a horse.
- It was a skunk.
- It was a chipmunk.

5. **Why** did Francis need to be **rinsed off** **when** he got back?

- He was hot.
- A skunk made him stink.
- He fell off his horse and skinned his **knee**.
- He fell in the mud.

6. **What** pet did Rose pick for Francis in the end?

- She picked a cat.
- She picked a skunk.
- She picked a goose.
- She picked a dog.

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Name _____

25.2
Continued

7. It says, "Prince Francis was nice, but he sometimes did things without thinking . . ."

What was the *biggest* thing Prince Francis did without thinking in this tale?

- He asked his sister for advice.
- He grabbed a critter he had never seen and got covered in **stink**.
- He and his men rode out to look for a pet.
- He let his sister help him get a pet.

8. Why did Prince Francis think the goose was a perfect pet?

- He can pet the soft goose and it does not smell bad.
- He could tell the goose **why** he feels sad.
- The goose can make eggs.
- The goose looks better than a skunk.

Name _____

25.3

The Harvest Marvel

1. When do the Spencers have a Harvest Fest?

The Spencers have a Harvest Fest after the harvest has ended.

Page 80

2. Who did Mister Spencer tell the kids to look out for?

Mister Spencer tells the kids to look out for the Harvest Marvel.

Page 80

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

3. What did the Harvest Marvel look like?

The Harvest Marvel has a pumpkin on its face as a mask and corn husks wrapped on its arms and legs.

Page 82

4. Why did Grace think the Harvest Marvel was Hank?

Grace thinks the Harvest Marvel is Hank because she recognized his jacket.

Page 84

Name _____

PP2

Sort the word cards from Worksheet PP1 by their spellings for /s/ and stick them in the boxes.

/s/ → 'se'	else	dense	house	horse		
'ce'	voice	prince	chance			
/s/ → 'c' or	cell	center	twice	percent	dancing	

Name _____

PP4

Sort the word cards from Worksheet PP3 by their spellings for /n/ and stick them in the boxes.

/n/ → 'kn'	/n/ → 'n'
knife	napkin
knobs	number
knees	nice
knocked	notch
kneeling	muffin
knitting	nest

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Name _____

PP6

Sort the word cards from Worksheet PP5 by their spellings for /ng/ and stick them in the boxes.

/ng/ → 'ng'	/ng/ → 'n'
feeling	think
string	drink
hopping	
wrong	stink
fling	pink
singer	
finger	
hunger	

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Name _____

PP8

Sort the word cards from Worksheet PP7 by their spellings for /w/ and stick them in the boxes.

/w/ → 'wh'	/w/ → 'w'
why	were
whimper	waves
whisk	winter
where	twelve
whale	wake
white	weeks

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Name _____

PP10

Sort the word cards from Worksheet PP9 by their spellings for /z/ and stick them in the boxes.

/z/ → 's'	farmers	cars	things	homes		
/z/ → 'z'	buzz	fuzz	buzzing	jazz		
/z/ → 'z'	zoom	prize	freezer	zipper		

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Name _____

PP11

Sort the words by their spellings for /s/.

dance	bounce	blouse	prince	fence
rinse	voice	geese	dense	force

/s/ → 'ce'

_____ **dance** _____

_____ **bounce** _____

_____ **prince** _____

_____ **fence** _____

_____ **voice** _____

_____ **force** _____

/s/ → 'se'

_____ **blouse** _____

_____ **rinse** _____

_____ **geese** _____

_____ **dense** _____

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Name _____

PP12

Directions: Have students color the boxes that contain words that have 'n' > /n/ as in nap in one color and the boxes that contain words that have 'n' > /ng/ as in pink in another color.

stink Color #2	trunk Color #2	wren Color #1
nest Color #1	plank Color #2	fence Color #1
longest Color #2	drink Color #2	green Color #1
chunks Color #2	snatch Color #1	notch Color #1

Unit 6 149

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Name _____

PP13

Mark the words that are said. Then write them on the lines.

- fence** fetch _____
_____ **fence** _____
- moose **mouse** _____
_____ **mouse** _____
- drink** drank _____
_____ **drink** _____
- whisker** wither _____
_____ **whisker** _____
- cent** **center** _____
_____ **center** _____
- dancer** dander _____
_____ **dancer** _____
- knock** not _____
_____ **knock** _____
- knee** need _____
_____ **knee** _____
- bank** blank _____
_____ **bank** _____
- tense **dense** _____
_____ **dense** _____

Unit 6 151

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Name _____

PP14

Yes or no? Write *yes* or *no* on the lines.

- Is a **knife** sharp? _____
_____ **yes** _____
- Do snakes have **whiskers**? _____
_____ **no** _____
- Can a **mouse** write with a pen? _____
_____ **no** _____
- Can you feel your **pulse**? _____
_____ **yes** _____
- Is a quilt like a **blanket**? _____
_____ **yes** _____
- Is pepper a **spice**? _____
_____ **yes** _____
- Do you have a loud **voice**? _____
_____ **yes/no** _____
- Do you like to **dance**? _____
_____ **yes/no** _____

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9. Do you have a **bunk** bed? yes/no

10. Is ten cents less than a dime? no

11. Is an iceberg made of ice? yes

12. Is rice a food? yes

13. Do skunks smell good? no

14. Can a horse run fast? yes

15. Do cars have six **wheels**? no

16. Can a **whale** jump rope? no

Name _____ **PP15**

In the box are six words. Write them on the correct lines.

knitting **knot** nap
dinner **knee** nine



9

knot

knee

nine



dinner

knitting

nap

Name _____ **PP16**

In the box are six words. Write them on the correct lines.

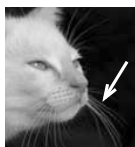
whiskers wave web
whale **wheel** weep



weep

whale

web



whiskers

wheel

wave

In the box are six words. Write them on the correct lines.

finger sing sink
drink ring skunk



drink

sink

ring



finger











sing

skunk

Name _____

PP17










Write the words on the correct lines.

- | | | |
|------------|--|--|
| 1. knife | 
_____ | 
_____ |
| | _____ | _____ |
| | _____ | _____ |
| 2. blanket | 
_____ | 
_____ |
| | _____ | _____ |
| | _____ | _____ |
| 3. house | 
_____ | 
_____ |
| | _____ | _____ |
| | _____ | _____ |
| 4. cent | 
_____ | 
_____ |
| | _____ | _____ |
| | _____ | _____ |
| 5. fence | 
_____ | 
_____ |
| | _____ | _____ |
| | _____ | _____ |

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- | | | |
|------------|--|--|
| 6. goose | _____ | 
_____ |
| | _____ | _____ |
| | _____ | _____ |
| 7. kneel | 
_____ | 
_____ |
| | _____ | _____ |
| | _____ | _____ |
| 8. links | 
_____ | 
_____ |
| | _____ | _____ |
| | _____ | _____ |
| 9. whisper | 
_____ | 
_____ |
| | _____ | _____ |
| | _____ | _____ |
| 10. wheel | 
_____ | 
_____ |
| | _____ | _____ |
| | _____ | _____ |

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Name _____

PP18

Fill in the gaps.

- I baked muffins while you were sleeping.
- Rinse your mouth well after brushing your teeth.
- Who is honking their horn like that?
- I made that mistake twice !
- This is a short sentence.
- Do you like to knit ?
- I have a soft blanket on my bed.
- This tree has a thick trunk.

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Name _____

PP21

- Jim went to France. He has a pal there. Jim
- Francis said, "I saw a goose outside." Francis
- Jen has a **knit** hat. It itches. hat
- Gran said, "Kate, can you hand me the coin?" Kate
- Deb has a dress. She likes it. Deb
- Dan and Sam said, "We plunged into the pool." Dan and Sam
- Marge and Jim got a dog. They are glad. Marge and Jim

Directions: Have students write the nouns that the underlined pronouns replace on the lines.

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Name _____

PP22

Add 's' or 'es' to the gaps based on the word.

1. Ants make anthill s.

2. My pal Tom has three bike s.

3. I have fifteen classmate s.

4. Our cat had two litter s.

5. A tree has lots of branch es.

6. I do not like to take pill s.

7. In the park are a lot of bench es to sit on.

8. My mom has five summer dress es.

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Name _____

PP28

The Jumping Fish

1. **Where** are Grace and Jill?

Grace and Jill are at the lake with their
mom.

Page 86

2. Describe **what** the big, green fish did.

The big, green fish jumps and twists and
flops back with a big splash.

Page 86

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

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3. **Why** did Grace's mom think the fish was jumping next to them?

Grace's mom thinks the fish was scared by the
loud sound they made as they went past.

Page 88

4. **Why** did Jill think the fish was jumping next to them?

Jill thinks the fish jumped next to them
because the fish liked them.

Page 88

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Name _____

PP29

Snakes

1. **How** did Grace start her speech?

Grace starts her speech with a picture and
by asking if they had ever seen a snake.

Page 90

2. **What** happens **when** snakes get too big for their outside skin?

When snakes get too big for their outside
skin, they twist out of it.

Page 90

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

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3. **What happens when a snake catches a mouse?**

When a snake catches a mouse, it will not need
food for the rest of the week.

Page 92

4. **Why is it not safe to grab a snake?**

It is not safe to grab a snake because snakes
have sharp fangs and can bite you.

Page 92

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Unit 6

Teacher Guide

Skills Strand
GRADE 1