

# Unit 5

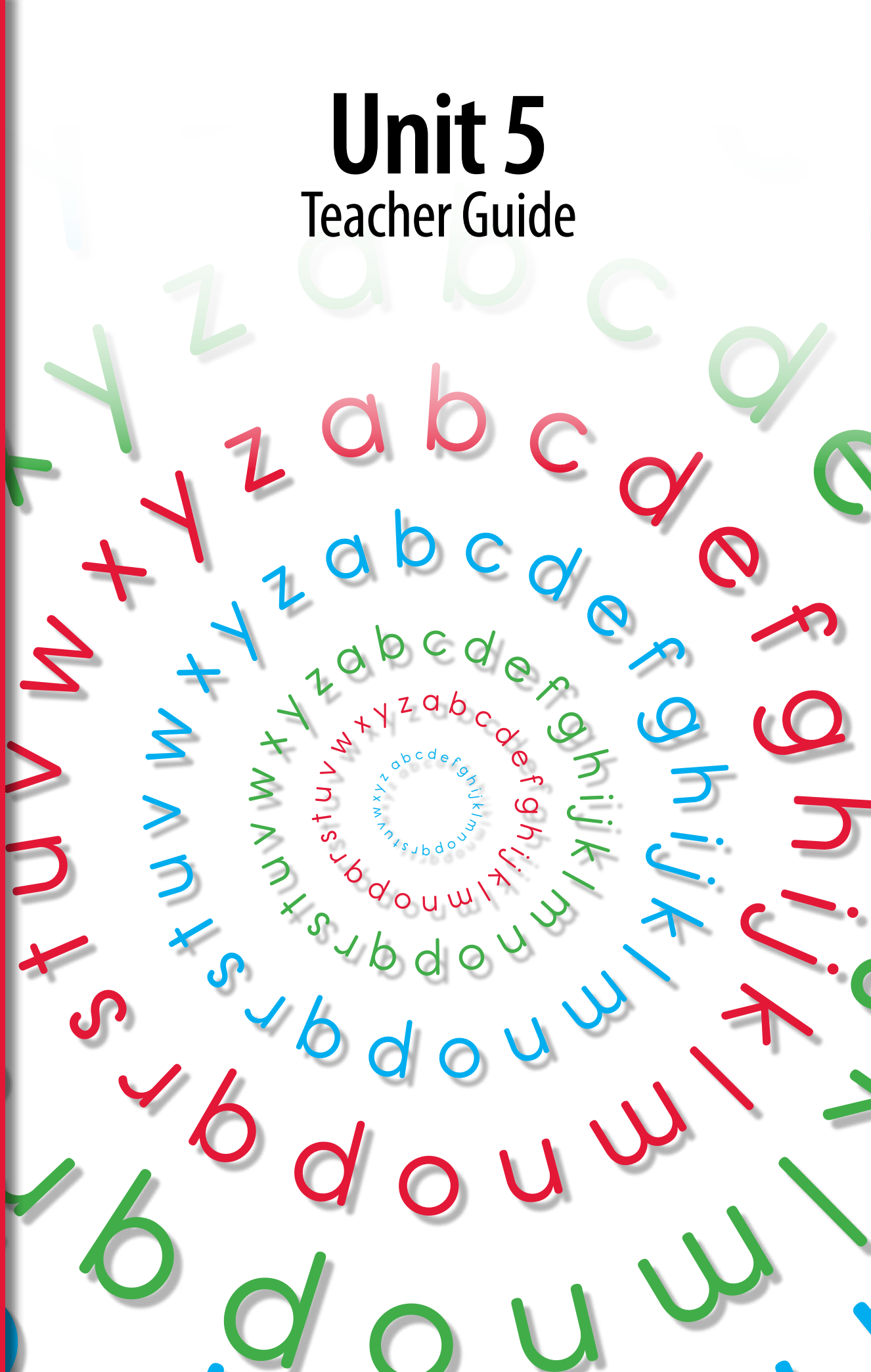
## Teacher Guide

Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

**KINDERGARTEN**







# Unit 5

## Teacher Guide

Skills Strand  
**KINDERGARTEN**

Core Knowledge Language Arts®



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# Alignment Chart for Unit 5

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

Alignment Chart for Unit 5		Lesson															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Reading Standards for Informational Text: Kindergarten</b>																	
<b>Craft and Structure</b>																	
<b>STD RI.K.5</b>	Identify the front cover, back cover, and title page of a book.																
<b>CKLA Goal(s)</b>	Identify the parts of books and function of each part (front cover, back cover, title page, table of contents)													✓	✓	✓	✓
<b>Reading Standards for Literature: Kindergarten</b>																	
<b>Key Ideas and Details</b>																	
<b>STD RL.K.1</b>	With prompting and support, ask and answer questions about key details in a text.																
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ) requiring literal recall and understanding of the details and/or facts of a fiction text													✓	✓	✓	✓
<b>Reading Standards for Foundational Skills: Kindergarten</b>																	
<b>Print Concepts</b>																	
<b>STD RF.K.1a</b>	Follow words from left to right, top to bottom, and page by page.																
<b>CKLA Goal(s)</b>	Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud													✓	✓	✓	✓
<b>STD RF.K.1b</b>	Recognize that spoken words are represented in written language by specific sequences of letters.																
<b>CKLA Goal(s)</b>	Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds																✓

## Alignment Chart for Unit 5


### Lesson


		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Phonological Awareness</b>																	
<b>STD RF.K.2d</b>	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)																
<b>CKLA Goal(s)</b>	Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/	✓			✓										✓		
	Indicate whether a target phoneme is present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of <i>mat</i> and /g/ at the end of <i>bag</i>		✓	✓	✓			✓	✓	✓	✓	✓					
<b>Phonics and Word Recognition</b>																	
<b>STD RF.K.3a</b>	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound of many of the most frequent sounds for each consonant.																
<b>CKLA Goal(s)</b>	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant 'b', 'bb' > /b/; 'd', 'dd' > /d/; 'f', 'ff' > /f/; 'g', 'gg' > /g/; 'h' > /h/; 'j' > /j/; 'c', 'k', 'ck', 'cc' > /k/; 'l', 'll' > /l/; 'm', 'mm' > /m/; 'n', 'nn' > /n/; 'p', 'pp' > /p/; 'r', 'rr' > /r/; 's', 'ss' > /s/; 't', 'tt' > /t/; 'v' > /v/; 'w' > /w/; 'x' > /x/; 'y' > /y/; 'z', 'zz', 's' > /z/; 'ch' > /ch/; 'sh' > /sh/; 'th' > / th/(thin); 'th' > / th/(then); 'qu' > /qu/; 'ng', 'n' > /ng	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
<b>STD RF.K.3b</b>	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.																
<b>CKLA Goal(s)</b>	Read and write any one-syllable short vowel CVC word, e.g., <i>sit</i> , <i>cat</i> , <i>wet</i> , <i>not</i> , <i>cup</i>																✓
<b>Fluency</b>																	
<b>STD RF.K.4</b>	Read emergent-reader texts with purpose and understanding.																
<b>CKLA Goal(s)</b>	Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding													✓	✓	✓	✓



## Alignment Chart for Unit 5

### Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
<b>Speaking and Listening Standards: Kindergarten</b>																		
<b>Presentation of Knowledge and Ideas</b>																		
<b>STD SL.K.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.																	
<b>CKLA Goal(s)</b>	Speak audibly and express thoughts, feelings, and ideas clearly																	
<b>Language Standards: Kindergarten</b>																		
<b>Conventions of Standard English</b>																		
<b>STD L.K.1a</b>	Print many lowercase letters.																	
<b>CKLA Goal(s)</b>	Hold a writing utensil with a tripod (or pincer) grip and make marks on paper	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓					✓
	Trace, copy, and write from memory the letters of the alphabet accurately in lowercase form	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓					✓
	Write from left to right leaving spaces between words, and top to bottom using return sweep	✓	✓	✓	✓		✓	✓	✓	✓	✓							
<b>STD L.K.1e</b>	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).																	
<b>CKLA Goal(s)</b>	Use spatial words: <i>there, here; in, on; in front of, behind; at the top of, at the bottom of; under, over; above, below; next to, in the middle of; near, far; inside, outside; around, between; up, down; high, low; left, right; front, back</i>	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓					✓
<b>STD L.K.2b</b>	Recognize and name end punctuation.																	
<b>CKLA Goal(s)</b>	Name and use commas and end punctuation while reading orally																	✓
<b>STD L.K.2c</b>	Write a letter or letters for most consonant and short vowel sounds (phonemes).																	
<b>CKLA Goal(s)</b>	Recognize, isolate, and write single letter, double letter, and digraph spellings for consonant sounds	✓	✓	✓	✓		✓	✓	✓	✓	✓							

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



# Introduction to Unit 5

---

In this unit we introduce eight more sounds using the most common spelling of each sound. In addition, we introduce a spelling alternative for the /k/ sound. The nine sounds and corresponding spellings are:

- /b/ spelled 'b' as in *bed*
- /l/ spelled 'l' as in *log*
- /r/ spelled 'r' as in *rat*
- /u/ spelled 'u' as in *mug*
- /w/ spelled 'w' as in *wig*
- /j/ spelled 'j' as in *jam*
- /y/ spelled 'y' as in *yes*
- /x/ spelled 'x' as in *box* (a sound combination)
- /k/ spelled 'k' as in *kid* (as an alternative to 'c')

As in Units 3 and 4, each new sound is introduced with oral language exercises and students are shown how to make a picture of the sound. Only the most common, or least ambiguous, spelling is taught for each of the sounds /b/, /l/, /r/, /u/, /w/, /j/, /y/, and /x/. An alternative spelling is taught for the sound /k/ ('k'). Worksheets provide practice writing the spelling. At this point in the program, if students have not already made the transition from writing with crayons to pencils, you should do so now. We recommend the use of primary pencils.

There are 16 lessons in this unit that are designed to teach a number of skills. The lessons are followed by the Pausing Point, which provides recommendations for practicing the skills. At this point in the year, it is not unusual to find students learning the skills presented at different rates of speed, with varying degrees of success. While you will continue to deliver a large portion of Skills instruction each day to your entire class as a whole group, starting in Lesson 2 you will find time in selected lessons designated for differentiated, small group work. During this time, you are asked to divide your class into two groups, ⚙️ Group 1 is described as remedial or in need of attention. ⚙️ Group 2 would best be characterized as being “on level,” making good progress, and able to work independently. The Teacher Guide suggests different activities and materials for each group.

A word or two about creating these small groups is in order. As you consider which students to include in a particular group, it is not necessary to create groups with equal numbers of students. In fact, we anticipate that you will have more students in the “on level” group able to work independently. It is advantageous to have a small number of students in the group in need of your

attention so students may have many opportunities to respond and receive immediate feedback.

The assignment of students to these groupings is not fixed. These groupings should be flexible as student performance changes. A student may work two or three days in Group 2, but then spend the remainder of the week working with you in Group 1 to reinforce an area of particular weakness. In fact, there is no reason you can't have three small groups, two of which are working independently on different exercises and materials, and the other group for whom you provide direct instruction.

Finally, while options for small group instruction are always suggested, you are the best judge of what specific enrichment or remedial work may be most appropriate for individual students. Feel free to make use of any additional words and phrases for reading and/or chaining found in the Supplemental Resources section of previously taught lessons. You may also consider using activities and worksheets included in the Pausing Point.

<b>WEEK ONE</b>				
<b>Day 1 (Lesson 1)</b>	<b>Day 2 (Lesson 2)</b>	<b>Day 3 (Lesson 3)</b>	<b>Day 4 (Lesson 4)</b>	<b>Day 5 (Lesson 5)</b>
The Short Vowel Sounds and Sound/Spelling Review (10 min.)	The Short Vowel Sounds and Sound/Spelling Review (10 min.)	The Short Vowel Sounds and Sound/Spelling Review (10 min.)	The Short Vowel Sounds and Sound/Spelling Review (10 min.)	The Short Vowel Sounds and Sound/Spelling Review (10 min.)
Sound Riddles Minimal Pairs (15 min.)	Hearing Initial Sounds Sound Off (10 min.)	Hearing Initial Sounds (10 min.)	I'm Thinking of Something Minimal Pairs (20 min.)	Teacher Chaining Student Chaining (30 min.)
Teacher Modeling Meet the Spelling Worksheet The Spellings 'b' and 'd' (25 min.)	Teacher Modeling Meet the Spelling Worksheet (20 min.)	Teacher Modeling Meet the Spelling Worksheet (20 min.)	Teacher Modeling Meet the Spelling Worksheet (20 min.)	Small Group Work (20 min.)
Student Chaining (10 min.)	Small Group Work (20 min.)	Small Group Work (20 min.)	Wiggle Cards (10 min.)	
60 min.	60 min.	60 min.	60 min.	60 min.

<b>WEEK TWO</b>				
<b>Day 6 (Lesson 6)</b>	<b>Day 7 (Lesson 7)</b>	<b>Day 8 (Lesson 8)</b>	<b>Day 9 (Lesson 9)</b>	<b>Day 10 (Lesson 10)</b>
The Short Vowel Sounds and Sound/Spelling Review (10 min.)	The Short Vowel Sounds and Sound/Spelling Review (10 min.)	The Short Vowel Sounds and Sound/Spelling Review (10 min.)	The Short Vowel Sounds and Sound/Spelling Review (10 min.)	The Short Vowel Sounds and Sound/Spelling Review (10 min.)
Hearing Initial Sounds Sound Off (15 min.)	Tongue Twister Complete the Sentence (10 min.)	Sound Riddles (10 min.)	Complete the Sentence (5 min.)	Sound Off (5 min.)
Teacher Modeling Meet the Spelling Worksheet (20 min.)	Teacher Modeling Meet the Spelling Worksheet (20 min.)	Teacher Modeling Meet the Spelling Worksheet (20 min.)	Teacher Modeling Meet the Spelling Worksheet (20 min.)	Teacher Modeling Meet the Spelling Worksheet (15 min.)
Chain and Copy (15 min.)	Small Group Work (20 min.)	Small Group Work (20 min.)	Teacher Chaining Large Card Chaining (25 min.)	Student Chaining (15 min.)
				Word Sort (15 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

WEEK THREE				
Day 11 (Lesson 11)	Day 12 (Lesson 12)	Day 13 (Lesson 13)	Day 14 (Lesson 14)	Day 15 (Lesson 15)
The Short Vowel Sounds and Sound/Spelling Review (10 min.)	The Short Vowel Sounds and Sound/Spelling Review (10 min.)	The Short Vowel Sounds and Sound/Spelling Review (10 min.)	The Short Vowel Sounds and Sound/Spelling Review (10 min.)	The Short Vowel Sounds and Sound/Spelling Review (10 min.)
Stomp and Spell (15 min.)	Teacher Chaining (10 min.)	Demonstration Story: "Ox and Man" (15 min.)	Demonstration Story: <i>Ox and Man</i> (10 min.)	Demonstration Story: <i>Ox and Man</i> (15 min.)
Sound Dictation (15 min.)	Sound Dictation (15 min.)	Large Card Chaining (15 min.)	Dictation Identification (15 min.)	Sound Sprints (15 min.)
Small Group Work (20 min.)	Mark the Phrase Rainbow Letters (25 min.)	Small Group Work (20 min.)	Connect It Sort by Vowel Sound (25 min.)	Small Group Work (20 min.)
	Reading Assessment	Reading Assessment	Reading Assessment	Reading Assessment
60 min.	60 min.	60 min.	60 min.	60 min.

WEEK FOUR
Day 16 (Lesson 16)
The Short Vowel Sounds and Sound/Spelling Review (10 min.)
Demonstration Story: <i>Ox and Man</i> (10 min.)
Sound Dictation (10 min.)
Mark the Phrase Spelling Hopscotch (30 min.)
Reading Assessment
60 min.

## Warm-Ups

One of the greatest challenges in learning to read and spell is discriminating effectively between vowel sounds. Vowel sounds in the English language are the most affected by accent. The vowel sounds are distinct from one another in all accents. The first part of each Warm-Up in this unit is designed to teach the differences between the vowel sounds /i/, /e/, /a/, /u/, and /o/. It is very important to teach these sounds in sequence, from /i/, which is produced in the front of the mouth, to /o/, which is produced in the back of the mouth. The second part of each Warm-Up is designed to give students daily practice with the letter-sound correspondences they have learned. Consistent daily practice will help students learn to decode and encode, i.e., to read and write.

## Student Chaining Folders



Chaining Folder

The Student Chaining Folder is introduced in this unit. Each student will need a folder. Student chaining allows students to practice spelling words by arranging Small Cards on their Chaining Folders. This exercise is introduced in the first lesson of Unit 5 and is a key exercise in this and subsequent units. The transition from chaining on the teacher's pocket chart to students chaining on Student Chaining Folders should be smooth because the procedures are very

similar. In both exercises, students control a set of cards. We encourage you to scaffold student chaining by “chaining along” on the teacher pocket chart. Ask students to spell a word on their Chaining Folders. Check their work. Spell the word on your pocket chart and have students practice procedures to check spelling accuracy.

For some of the Small Cards used in student chaining we ask you to give each student doubles. The chains in a particular lesson might not contain words with a spelling used twice, e.g., *pop*, but the chains in another lesson might. We ask you to give out doubles in order to minimize the challenge of giving out Small Cards for every lesson. Given limited pocket space on the Chaining Folder, it is sometimes necessary to remove some Small Cards, usually consonants, and replace them with other cards.

We indicate the specific Small Cards needed for Student Chaining in any given lesson in the At-a-Glance overview at the beginning of each lesson.

A variation of Student Chaining is the exercise Chain and Copy. Students are asked to work in pairs. As one student chains the words on the Chaining Folder; the other student copies the chained words on paper.

The following additional materials are needed in Unit 5. The number in parentheses indicates the first lesson in which the item is used.

- Primary pencils for all students (1)
- Pocket Chart and stand (1)
- Unruled 4” x 6” or 5” x 7” index cards (1)
- Primary ruled writing paper for students (6)
- Previously created Stomp and Spell Cards (11)
- Crayons (12)
- Previously created Spelling Hopscotch Cards (16)
- **Optional:** *Alphabet Jam: Songs and Rhymes to Build Early Reading Skills* CD by Cathy Bollinger, available through various media outlets (1)
- Projection system: This may include chart paper, making a transparency of the worksheet and using an overhead projector, scanning the page and projecting it on a Smart Board, using a document camera, or other system of your choice (1)

## Spelling Alternatives

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The introduction of a Tricky Spelling for /k/ introduces a new kind of complexity. When asked to write the /k/ sound, the students may now write ‘c’ or ‘k’. At this early stage, they should not be expected to know which of these two spellings is the correct spelling in particular words. That will come gradually, with exposure to words and sentences. We suggest you give credit for either spelling, while noting which is the accepted spelling in each case. As in Units 3 and 4, only the lowercase letters are taught. And, as in Units 3

and 4, we encourage you to avoid letter names. For an explanation of these aspects of the program, please read the introduction and/or appendix to Unit 3.

### **Big Book: *Ox and Man***

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The Big Book for this unit is called *Ox and Man*. This text includes sentences, which is a big step in the acquisition of reading.

### **Take-Home Material**

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To encourage family involvement and student exposure to the material, we have included a number of optional Take-Home worksheets which are optional. Should you choose to use them, please distribute them to students and instruct them to give the worksheet to a family member. At your discretion, Take-Home Material may also be used in the classroom, for extension activities or at work stations.

### **Student Performance Task Assessment**

---

In Lesson 12, you are provided with a Student Performance Task Assessment. The assessment may be completed over the course of several days. There are two parts for this assessment:

**Part One** is required for all students. This assessment directs you to pronounce 10 one-syllable CVC words. For each word you say, students are to circle the word on their worksheet.

**Part Two** requires you to assess students individually if they scored 7 or fewer points on Part One. Each student reads from a set of 10 words printed on separate cards.

Be sure to record the results on the Class Record sheet provided at the end of Lesson 12 in this Teacher Guide.

### ***Assessment and Remediation Guide***

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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-GK-U5>. 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.

### **Teacher Resources**

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At the end of each unit, you will find a section titled, “Teacher Resources.” In this section, we have included assorted forms and charts which may be useful.

# Lesson 1

Basic Code

## ✓ Objectives

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

- ✓ Observe the position of the mouth while making the short vowel sounds /i/, /a/, and /o/, and associate each sound with its spelling (RF.K.3b)
- ✓ Listen to riddles and provide words with an initial /b/ as an answer (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, and 'p' for /p/ (RF.K.1b)
- ✓ Differentiate between the initial consonants /b/ and /p/ in spoken words and choose the correct spelling (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture of 'b' for /b/ in the air and on paper (RF.K.1b)
- ✓ Recognize, isolate, and write 'b' for consonant sound /b/ (L.K.2c)
- ✓ Write from left to right (leaving spaces between words) and top to bottom using return sweep (L.K.1a)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letter 'b' (L.K.1a)
- ✓ Use spatial words, such as *down* and *right*, while practicing handwriting (L.K.1e)
- ✓ Trace, copy, and write the lowercase letters 'b' and 'd' (L.K.1a)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (RF.K.3b)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	The Short Vowel Sounds and Sound/Spelling Review	Large Cards for 'i', 'e', 'a', 'o', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'h'	10
<b>Introducing the Sound</b>	Sound Riddles		10
	Minimal Pairs		5
<b>Introducing the Spelling</b>	Teacher Modeling		5
	Meet the Spelling Worksheet	pencils; Worksheet 1.1; projection system	15
	The Spellings 'b' and 'd'		5
<b>Chaining</b>	Student Chaining	pocket chart; cards; Chaining Folders; Small Cards for 'i', 'e', 'a', 'o', 'n' (2), 't' (2), 'd' (2), 'f', 'v', 'z', 'p' (2), 'b' (2)	10
<b>Take-Home Material</b>	Connect It	Worksheet 1.2	*



## Advance Preparation



Pocket Chart Setup



Chaining Folder

Prepare the pocket chart and arrange the cards as indicated in the illustration.

Since this lesson will be the first time you make use of the Chaining Folders, we strongly recommend setting up the Student Chaining Folders with Small Cards prior to the start of the lesson. You will not have sufficient time to distribute the various Small Cards to students during the lesson. You will need one fully prepared Chaining Folder for each student.

The procedure and setup for Chaining Folders are similar to the procedure and setup for Pocket Chart Chaining. Arrange the following vowel spellings along the top of each folder: 'i', 'e', 'a', 'o' and the following consonant spellings along the bottom of the folder: 'n' (2), 't' (2), 'd' (2) 'f', 'v', 'z', 'p' (2), 'b' (2). When 2 of the same letter cards are indicated, place them in the same pocket.

**Note:** This is the only time you will need to prepare all of the Chaining Folders prior to class time. Hereafter, if it is necessary to swap out Small Cards, you will do this with students.

## Warm-Up

10 minutes

### The Short Vowel Sounds and Sound/Spelling Review

**Note:** The Warm-Up for Unit 5 consists of two parts. The goal of Part A is to help students distinguish the five “short” vowel sounds /i/, /e/, /a/, /u/, and /o/. In Lessons 1–5 the sounds /i/, /a/, and /o/ are practiced. In Lessons 6–9 the /e/ sound is added between /i/ and /a/. In the last six lessons, the entire sequence /i/, /e/, /a/, /u/, and /o/ is practiced. In this way, students are introduced to the progression of the vowel sounds from the sound produced in the most forward part of the mouth with only a slight mouth opening (/i/), to the sound produced farthest back in the mouth with the mouth wide open (/o/). In Part B, you will use Large Cards to review the vowel and consonant sounds and spellings taught so far.

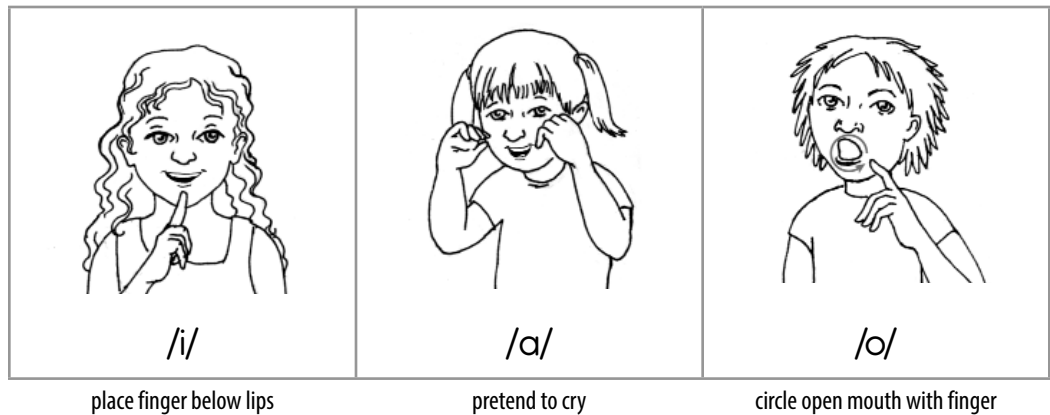
### Part A

The gestures for /i/ and /o/ represent the shapes of the letters 'i' and 'o'.

You may adopt other gestures for the sounds if you find them more effective. You may discontinue the gestures once students are making these sounds accurately and confidently.

If students need additional practice distinguishing the short vowel sounds, you may use the Pausing Point exercise "Erase the Spellings" and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Display the Large Cards for 'i', 'a', and 'o' in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all three sounds from front to back: /i/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /i/.
- If students are having difficulty pronouncing the vowel sounds accurately, you can have them say the words *knit*, *gnat*, and *not* in this order and in reverse order before having them say the vowel sounds in isolation.



### Part B

If students need additional practice recognizing the spellings taught in this unit, you may complete any of the Pausing Point exercises listed under "Recognize the Spellings Taught in Unit 5" and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Review the Large Cards listed in the At a Glance chart.
- Remind students to refer to the Sound Poster if they need help remembering which sound is associated with the spelling or how to write a specific spelling.

## Sound Riddles

10 minutes

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under “Recognize and Isolate the Sounds Taught in Unit 5” and the activities in Unit 5, Section I of the *Assessment and Remediation Guide*.

- Tell students the new sound is /b/. (Try to say a clipped /b/ and not /buuu/.)
- Have students say the /b/ sound several times.
- Ask students to repeat a number of words having the /b/ sound at the beginning: *bat, big, bug, bag, boots*.
- Ask students to repeat a number of words having the /b/ sound at the end: *rub, cab, tub, fib, rib*.
- Tell students you are going to say a word. You would like them to tell you whether they hear /b/ at the **beginning** of the word or at the **end**: *bad, rob, grab, bib*.
- Ask students if /b/ is a consonant sound or a vowel sound. (It is a consonant sound, made by pressing the lips together and opening them with a popping sound.)
- Read the riddles, each of which has an answer beginning with the /b/ sound.

1. I’m thinking of the color of the sky. (blue)
2. I’m thinking of the color of mud. (brown)
3. I’m thinking of a sport that involves hitting a ball with a bat. (baseball)
4. I’m thinking of an animal flying through the air saying, “Chirp, chirp!” (bird)
5. I’m thinking of something round you can kick or throw. (ball)

## Minimal Pairs

5 minutes

If students need additional practice differentiating sister sounds, you may use the Pausing Point exercises “Sister Sounds” and “T-Charts” and the activities in Unit 5, Section I of the *Assessment and Remediation Guide*.

- Tell students it is difficult to hear the difference between the /b/ sound and the /p/ sound. These sounds are sister sounds. Both sounds are made by pressing one’s lips together and making a popping noise.
- Tell students you are going to say some words. The words will be very similar, but one word will begin with the /b/ sound and the other word will begin with the /p/ sound.
- Have students close their eyes and listen as you say the first word.
- Ask students which word begins with the /b/ sound.
- Have students repeat both words to hear and feel the difference in articulation.
- Complete the remaining pairs.

**Initial position:**

1. bad/pad
2. bet/pet
3. big/pig
4. beach/peach

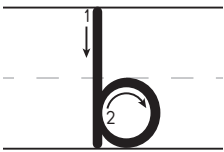
**Final position:**

1. cob/cop
2. mob/mop
3. tab/tap
4. cab/cap

## Introducing the Spelling

**25 minutes**

### Teacher Modeling

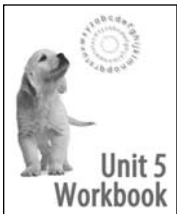
**5 minutes**

Start on the top line.

1. long line down
2. circle to the right

- Tell students you are going to show them how to draw a picture of the /b/ sound.
- Draw a large lowercase 'b' on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or counting off the strokes as you create the letter.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the phrases with you.
- Try to avoid using the letter name "bee" during this activity. Instead, say the sound /b/.

### Meet the Spelling Worksheet

**15 minutes**

Worksheet 1.1

We recommend students begin to use primary pencils at this time.

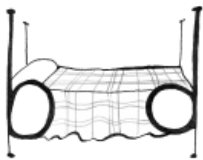
If students need additional handwriting practice, you may use the activities in Unit 5, Sections II and IV of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 1.1. Tell students everyone will practice drawing pictures of the /b/ sound together.
- Work as a group, guiding students to complete each item in the rows of letters as you model the writing process. Trace the gray dotted letters in the row first; write the letters, using the black dots as starting points. Say the sound as you finish each letter.
- At the bottom of the page, show students how to read and trace the word *big*; have students trace and write the word using the black dots to start each letter. Remind students English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the worksheet. Ask students to identify each item, circle the letters that spell the name of the item, and then write the name on the corresponding line. Model each step so students can follow along.

## The Spellings 'b' and 'd'

5 minutes

If students need additional practice recognizing spellings, you may use the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.



- Say the word *bed* several times and have students repeat after you.
- Ask what sound is heard first in *bed*
- Once the sound /b/ has been identified, write the spelling 'b' on the board.
- Next, ask students for the second sound in *bed*. Once the sound /e/ has been identified, write the spelling 'e' on the board.
- Ask students for the final sound in *bed*. Once the sound /d/ has been identified, write the spelling 'd' on the board.
- Point out that, not only do /b/ and /d/ sound similar, but the letters 'b' and 'd' that stand for these sounds look very similar. Both letters are written using a vertical line and a circle. For 'b', the circular stroke is to the right of the vertical line; for 'd' it is to the left of the line. Tell students you will teach them a trick to keep them separate.
- Tell students they will use their hands to make a picture of a bed.
- Help students position their hands as in the illustration on the left.
- Demonstrate thumbs are the ends of the bed and the part between thumbs is flat so "someone can lie down."

## Chaining

10 minutes

### Student Chaining



Chaining Folder

**Note:** This is the first time you will use Chaining Folders. The procedure and setup are similar to the procedure and setup for Pocket Chart Chaining.

Please continue to use the teacher pocket chart while students are chaining words with their folders.

- Distribute a fully prepared Student Chaining Folder, complete with the designated Small Cards, to each student. Ask students to open the folder and compare it to the pocket chart; ask if they notice any similarities. (Students should recognize both the pocket chart and Chaining Folders have the same Small Cards, with the vowels arranged at the top and consonants at the bottom.)



Pocket Chart Setup

There are green and red dots in the center of the Chaining Folders. Green means go, and the dot indicates where students should place the first spelling.

If students need additional chaining practice, you may use the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Tell students you will do some chaining exercises on the pocket chart similar to the ones in previous lessons. Today, however, each student will use his or her own letter cards to chain words on his or her folder.
- Review each letter-sound correspondence by pointing to a letter on the pocket chart. Ask students to point to the same letter on their chaining folder and produce the sound for which the letter stands.
- Ask students to spell *bop* in the middle of their Chaining Folders, starting on the left side at the green dot.
- Ask a student to come up to the pocket chart and spell *bop*.
- When students have spelled *bop* on their Chaining Folders, say, “If that is *bop*, show me *top*.”
- Repeat for the remaining words in the chain.
- Complete the chaining.
- Once students have spelled the last word in the chain, have students return the Small Cards to their slots.

**Note:** Carefully observe which students complete student chaining with minimal errors and which students may be struggling. It is important to provide immediate feedback when students make errors. If students are struggling, consider providing extra chaining practice in a small group setting.

## Take-Home Material

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### Connect It

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- Have students give Worksheet 1.2 to a family member.

## Supplemental Resources

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

- Newly decodable words:

- |         |         |
|---------|---------|
| 1. big* | 6. bat  |
| 2. bed* | 7. bet  |
| 3. bad  | 8. beg  |
| 4. bit  | 9. bin  |
| 5. bag  | 10. tab |

- Chains:

- |   |
|---|
| 1. at > fat > fit > fin > bin > tin > pin > pan > ban > bad |
| 2. it > bit > fit > pit > pet > vet > net > met > mat > sat |

- Phrases and Wiggle Cards:

- |               |                |
|---------------|----------------|
| 1. big bag    | 6. at bat      |
| 2. bad dog    | 7. get in bed  |
| 3. bad cat    | 8. bet on it   |
| 4. sit on bed | 9. dog bit man |
| 5. sit in cab | 10. sit on it  |

- Song:

- |   |
|---|
| 1. Bumpbibble Bump (from <i>Alphabet Jam CD</i> ) |
|---|

## ***Code Knowledge***

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 103 and 132 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 105 and 139 of those words would be completely decodable.
- The sound /b/ is the 23rd most common sound in English.
- The sound /b/ is found in approximately 12 percent of English words.
- The sound /b/ is spelled 'b' approximately 96 percent of the time.
- The spelling alternative 'bb' as in *ebb* is taught later in this grade.
- Students have now learned one way to spell 17 of the 44 sounds in the English language.



# Lesson 2

Basic Code

## ✓ Objectives

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

- ✓ Observe the position of the mouth while making the short vowel sounds /i/, /a/, and /o/, and associate each sound with its spelling (RF.K.3b)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, and 'b' for /b/ (RF.K.1b)
- ✓ Indicate whether the phoneme /l/ is present in the initial and final positions of a spoken word (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture of 'l' for /l/ in the air and on paper (RF.K.1b)
- ✓ Recognize, isolate, and write 'l' for consonant sound /l/ (L.K.2c)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letter 'l' (L.K.1a)
- ✓ Use spatial words, such as *down*, while practicing handwriting (L.K.1e)
- ✓ Trace, copy, and write the lowercase letter 'l' (L.K.1a)
- ✓ Write from left to right (leaving spaces between words) and top to bottom using return sweep (L.K.1a)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	The Short Vowel Sounds and Sound/Spelling Review	Large Cards for 'i', 'e', 'a', 'o', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'h'; Sound Poster for 'b'; Sound Card 17 ( <i>bed</i> )	10
<b>Introducing the Sound</b>	Hearing Initial Sounds		5
	Sound Off		5
<b>Introducing the Spelling</b>	Teacher Modeling		5
	Meet the Spelling Worksheet	pencils; Worksheet 2.1; projection system	15
<b>Differentiated Instruction</b>	Small Group Work	pencils; paper	20
<b>Take-Home Material</b>	Spelling Worksheet	Worksheet 2.2	*

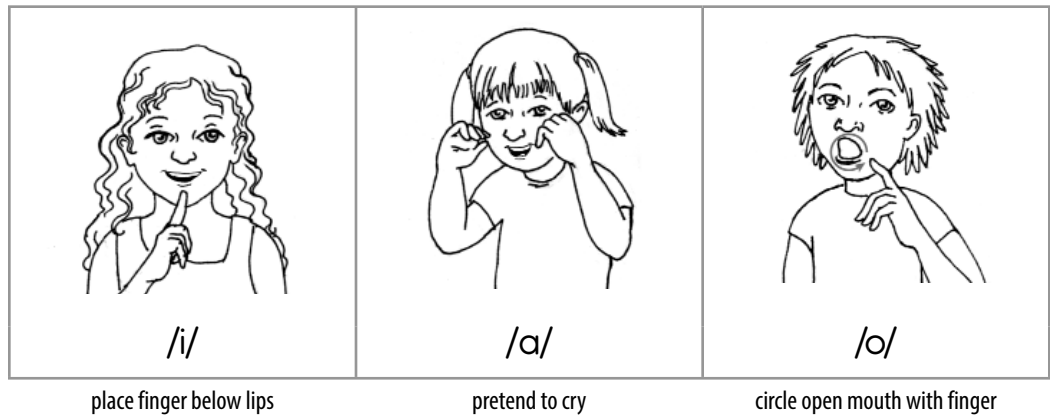
The Short Vowel Sounds and Sound/Spelling Review

Part A

- Display the Large Cards for ‘i’, ‘a’, and ‘o’ in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all three sounds from front to back: /i/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have students say the sounds from back to front: /o/, /a/, /i/.
- If students are having difficulty pronouncing the vowel sounds accurately, you can have them say the words *knit*, *gnat*, and *not* in this order and in reverse order before having them say the vowel sounds in isolation.

You may adopt other gestures for the sounds if you find them more effective. You may discontinue the gestures once students are making these sounds accurately and confidently.

If students need additional practice distinguishing the short vowel sounds, you may complete the Pausing Point exercise “Erase the Spellings” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.



Part B

If students need additional practice recognizing the spellings taught in this unit, you may complete any of the Pausing Point exercises listed under “Recognize the Spellings Taught in Unit 5” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Review the Large Cards and Sound Poster listed in the At a Glance chart.
- Introduce the Sound Poster for ‘b’ and Sound Card 17 (*bed*).

## Hearing Initial Sounds

5 minutes

The /l/ sound is pronounced slightly differently depending on its position in a word. Compare the first sound in *lip* with the last sound in *hill*. The two variants are called light and dark 'l'. This does not need to be pointed out to the students.

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under "Recognize and Isolate the Sounds Taught in Unit 5" and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Tell students the new sound is /l/.
- Have students say the /l/ sound several times, stretching it out.
- Ask students to repeat a number of words having the /l/ sound at the beginning: *lid, line, leaf, love, leg*.
- Ask students to repeat a number of words having the /l/ sound at the end: *bell, pill, tall, feel, tell*.
- Ask students if /l/ is a consonant sound or a vowel sound. (It is a consonant sound, made by pressing the tip of the tongue up against the bump behind the upper teeth and pushing air out.)
- Tell students you are going to say a number of words. Some of the words will begin with the /l/ sound and some will not.
- Have students close their eyes and listen carefully.
- Ask students to raise their hands when they hear a word beginning with the /l/ sound.

**Note:** If students have trouble hearing a word's initial sound, say the word in a segmented fashion: /l/ . . . /i/ . . . /k/. Then repeat the word in its blended form: *lick*.

- |         |           |
|---------|-----------|
| 1. lick | 6. like   |
| 2. nice | 7. leaf   |
| 3. life | 8. less   |
| 4. leg  | 9. man    |
| 5. run  | 10. laugh |

## Sound Off

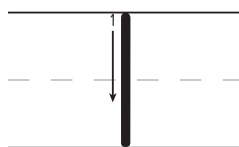
5 minutes

- Tell students you are going to read a story containing a number of examples of the /l/ sound. The /l/ sound may be at the beginning or end of a word.
- Ask students to touch their noses whenever they hear the /l/ sound.
- Read the story very slowly sentence by sentence, making an effort to emphasize the /l/ sound.

Lizzy loves learning about lions. Last week, Lizzy learned all about the lions that live in Africa. Next week, Lizzy's whole school is going to the zoo to look at the large lions.

## Teacher Modeling

5 minutes



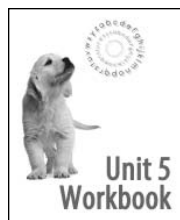
Start on the top line.

1. long line down

- Tell students you are going to show them how to draw a picture of the /l/ sound.
- Draw a large lowercase 'l' on the board and describe what you are doing using the phrase on the left. Repeat several times, using the phrase or counting off the stroke as you create the letter.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motion and repeat the phrase with you.
- Try to avoid using the letter name "el" during this activity. Instead, say the sound /l/.

## Meet the Spelling Worksheet

15 minutes



Worksheet 2.1

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting and the activities in Unit 5, Sections II and IV of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 2.1. Tell students everyone will practice drawing pictures of the /l/ sound.
- Work as a group, guiding students to complete each item in the rows of letters as you model the writing process. Trace the grey dotted letters in the row first; write the letters, using the black dots as starting points. Say the sound as you finish each letter.
- At the bottom of the page, show students how to read and trace the word *let*; have students trace and write the word using the black dots to start each letter. Remind students English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the worksheet. Ask students to read each word, identify the matching picture, and write the word on the corresponding line. Model each step so students can follow along.

## Differentiated Instruction

20 minutes

### Small Group Work

If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading and the activities in Unit 5, Section III of the *Assessment and Remediation Guide*.

#### 🔄 Group 2

- Write the following phrases on the board: (1) *cat on bed*, (2) *pet dog*, (3) *lid on pot*, (4) *big hen*, (5) *hat in box*, (6) *bag on lap*, (7) *mad mom*, (8) *man in van*.
- Tell students to read, copy, and illustrate each phrase.
- If students finish early, they may share their illustrations with each other.

### 🌟 Group 1

- Write the word *at* on the board.
- Point to the letter 'a' and ask students for the sound. Repeat for the letter 't'.
- Choose a student to blend the word.
- Have students copy the word, saying each sound as they write it.
- Complete the remaining words.

- |        |        |         |
|--------|--------|---------|
| 1. at  | 5. dig | 9. pet  |
| 2. bat | 6. dog | 10. pen |
| 3. bag | 7. dot | 11. men |
| 4. big | 8. pot | 12. man |

- Alternatively, you may complete different remediation exercises addressing the specific needs of students. For example, repeat the student chaining exercise from Lesson 1.

## Take-Home Material

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### Spelling Worksheet

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- Have students give Worksheet 2.2 to a family member.

## Supplemental Resources

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

- Newly decodable words:

- |         |         |
|---------|---------|
| 1. let* | 6. log  |
| 2. lot  | 7. lap  |
| 3. led  | 8. lid  |
| 4. leg  | 9. lip  |
| 5. pit  | 10. pal |

- Chains:

- |  |
|--|
| 1. lot > lop > pop > pod > pad > tad > fad > bad > bed > led |
| 2. it > lit > bit > sit > pit > pat > vat > vet > let > bet  |

- Phrases and Wiggle Cards:

- |               |                |
|---------------|----------------|
| 1. big log    | 5. lid on pot  |
| 2. bad leg    | 6. hip and leg |
| 3. let him in | 7. sit on lap  |
| 4. sit on log | 8. bug on leg  |

- Song:

1. Lee La Lay (from *Alphabet Jam CD*)

### ***Code Knowledge***

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 105 and 139 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 114 and 150 of those words would be completely decodable.
- The sound /l/ is the 9th most common sound in English.
- The sound /l/ is found in approximately 32 percent of English words.
- The sound /l/ is spelled 'l' approximately 70 percent of the time.
- The spelling alternative 'll' as in *bell* is taught later in this grade.
- Students have now learned one way to spell 18 of the 44 sounds in the English language.

# Lesson 3

Basic Code

## ✓ Objectives

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

- ✓ Observe the position of the mouth while making the short vowel sounds /i/, /a/, and /o/, and associate each sound with its spelling (RF.K.3b)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, and 'l' for /l/ (RF.K.1b)
- ✓ Indicate whether the phoneme /r/ is present in the initial positions of a spoken word (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture of 'r' for /r/ in the air and on paper (RF.K.1b)
- ✓ Recognize, isolate, and write 'r' for consonant sound /r/ (L.K.2c)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letter 'r' (L.K.1a)
- ✓ Trace, copy, and write the lowercase letter 'r' (L.K.1a)
- ✓ Use spatial words, such as *down*, while practicing handwriting (L.K.1e)
- ✓ Write from left to right (leaving spaces between words) and top to bottom using return sweep (L.K.1a)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	The Short Vowel Sounds and Sound/Spelling Review	Large Cards for 'i', 'e', 'a', 'o', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'h'; Sound Poster for 'l'; Sound Card 18 ( <i>log</i> );	10
<b>Introducing the Sound</b>	Hearing Initial Sounds		10
<b>Introducing the Spelling</b>	Teacher Modeling		5
	Meet the Spelling Worksheet	pencils; Worksheet 3.1; projection system	15
<b>Differentiated Instruction</b>	Small Group Work	pencils; Worksheet 3.2; paper	20

**The Short Vowel Sounds and Sound/Spelling Review**

If students need additional practice distinguishing the short vowel sounds, you may use the Pausing Point exercise “Erase the Spellings” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

**Part A**

- Display the Large Cards for ‘i’, ‘a’, and ‘o’ in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all three sounds from front to back: /i/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /i/.



**Part B**

If students need additional practice recognizing the spellings taught in this unit, you may complete any of the Pausing Point exercises listed under “Recognize the Spellings Taught in Unit 5” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Review the Large Cards and Sound Poster listed in the At a Glance chart.
- Introduce the Sound Poster for ‘l’ and Spelling Card 18 (*log*).



## Hearing Initial Sounds

Try to say this sound as clipped as possible. If this sound is drawn out, it quickly turns into the vowel sound /er/.

The sounds /l/ and /r/ are heard as variants of the same sound in many Asian languages. Students who are native speakers of an Asian language may need extra practice in distinguishing the sounds /l/ and /r/.

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under “Recognize and Isolate the Sounds Taught in Unit 5” and the activities in Unit 5, Sections I and II of the *Assessment and Remediation Guide*.

- Tell students the new sound is /r/.
- Have students say the /r/ sound several times, stretching it out.
- Ask students to repeat a number of words having the /r/ sound at the beginning: *rip, red, rat, run, rot*.
- Ask students if /r/ is a consonant sound or a vowel sound. (It is a consonant sound, made by curling the tongue back and pushing air out.)
- Tell students you are going to say a number of words. Some of the words will begin with the /r/ sound and some will not.
- Have students close their eyes and listen carefully.
- Ask students to raise their hands when they hear a word beginning with the /r/ sound.

**Note:** If students have trouble hearing a word’s initial sound, say the word in a segmented fashion: /r/ . . . /i/ . . . /p/. Then repeat the word in its blended form: *rip*.

- |          |          |
|----------|----------|
| 1. rip   | 6. root  |
| 2. hop   | 7. rain  |
| 3. roast | 8. meal  |
| 4. leap  | 9. red   |
| 5. run   | 10. kite |

# Introducing the Spelling

## Teacher Modeling



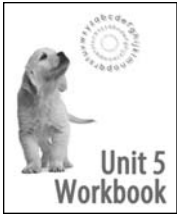
Start on the dotted line.

1. short line down
2. half a hump

- Tell students you are going to show them how to draw a picture of the /r/ sound.
- Draw a large lowercase ‘r’ on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or counting off the strokes as you create the letter.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the phrases with you.
- Try to avoid using the letter name “ar” during this activity. Instead, say the sound /r/.

## Meet the Spelling Worksheet

15 minutes



Worksheet 3.1

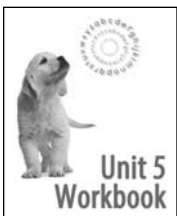
If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting and the activities in Unit 5, Sections II and IV of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 3.1. Tell students everyone will practice drawing pictures of the /r/ sound.
- Work as a group to complete each item as you model the handwriting process. Trace the gray dotted letters in the row first; write the letters, using the black dots as starting points. Say the sound as you finish each letter.
- At the bottom of the page, show students how to read and trace the word *ran*; have students trace and write the word using the black dots to start each letter. Remind students English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the worksheet. Ask students to read each word, find the matching picture, and write the word on the corresponding line. Model each step so students can follow along.

## Differentiated Instruction

20 minutes

### Small Group Work



Worksheet 3.2

If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading and the activities in Unit 5, Section III of the *Assessment and Remediation Guide*.

#### ✪ Group 2

- Distribute Worksheet 3.2.
- For each picture, have students circle the matching word.
- Write some decodable words and phrases on the board for students to copy and illustrate if they finish early: (1) *hen*, (2) *leg*, (3) *rat*, (4) *sit on bed*, (5) *red hat*, (6) *big dog*.

#### ✪ Group 1

- Write the word *bag* on the board.
- Point to the letter 'b' and ask students what sound it stands for. Repeat for the letter 'a' and the letter 'g'.
- Choose a student to blend the word.
- Have students copy the word onto a piece of paper, saying each sound as they write it.
- Complete the remaining words.

- |        |        |         |
|--------|--------|---------|
| 1. bag | 5. top | 9. leg  |
| 2. rag | 6. hop | 10. let |
| 3. tag | 7. hog | 11. net |
| 4. tap | 8. log | 12. vet |

- Alternatively, you may complete different remediation exercises addressing the specific needs of students, such as chaining and/or reading or writing words and phrases from Supplemental Resources.

## Supplemental Resources

---

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

- Newly decodable words:

- |         |         |
|---------|---------|
| 1. red* | 6. rip  |
| 2. ran* | 7. rot  |
| 3. rat  | 8. rag  |
| 4. rim  | 9. rib  |
| 5. rob  | 10. rap |

- Chains:

- |  |
|--|
| 1. rip > rib > fib > fit > fat > rat > ran > ban > bad > bed |
| 2. at > rat > rap > tap > lap > lip > zip > rip > dip > dim  |

- Phrases and Wiggle Cards:

- |                |                |
|----------------|----------------|
| 1. rip it      | 6. rap on it   |
| 2. dog ran     | 7. cat and rat |
| 3. big rig     | 8. it ran in   |
| 4. big red dog | 9. red bag     |
| 5. red mat     | 10. it can rot |

- Song:

- |   |
|---|
| 1. Rock and Roll (from <i>Alphabet Jam CD</i> ) |
|---|

## Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 114 and 150 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 118 and 156 of those words would be completely decodable.
- The sound /r/ is the 5<sup>th</sup> most common sound in English.
- The sound /r/ is found in approximately 30 percent of English words.
- The sound /r/ is spelled 'r' approximately 94 percent of the time.
- The spelling alternative 'rr' as in *carry* is taught later in this grade.
- The spelling alternative 'wr' as in *write* is taught later in the program; 'rh' as in *rhyme* is rare.
- The emphasis in this lesson is on /r/ as a consonant sound that occurs before a vowel sound, as in *red*, *rip*, and *rot*. The sound /r/ also combines with vowel sounds that precede it. Later in this grade, the students will study three vowel + /r/ combinations: /er/ as in *her*, /ar/ as in *far*, and /or/ as in *for*.
- Students have now learned one way to spell 19 of the 44 sounds in the English language.

# Lesson 4

Basic Code

## ✓ Objectives

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

- ✓ Observe the position of the mouth while making the short vowel sounds /i/, /a/, and /o/, and associate each sound with its spelling (RF.K.3b)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing ‘a’ for /a/, ‘m’ for /m/, ‘t’ for /t/, ‘d’ for /d/, ‘o’ for /o/, ‘c’ for /k/, ‘g’ for /g/, ‘i’ for /i/, ‘n’ for /n/, ‘h’ for /h/, ‘s’ for /s/, ‘f’ for /f/, ‘v’ for /v/, ‘z’ for /z/, ‘p’ for /p/, ‘b’ for /b/, ‘l’ for /l/, and ‘r’ for /r/ (RF.K.1b)
- ✓ Listen to riddles and provide words with an initial and/or medial /u/ as an answer (RF.K.2d)
- ✓ Differentiate between the initial consonants /u/ and /o/ in spoken words and choose the correct spelling (RF.K.2d)
- ✓ Recognize, isolate and write ‘u’ for short vowel /u/ (L.K.2c)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letter ‘u’ (L.K.1a)
- ✓ Trace, copy, and write the lowercase letter ‘u’ (L.K.1a)
- ✓ Use spatial words, such as *down*, while practicing handwriting (L.K.1e)
- ✓ Write from left to right (leaving spaces between words) and top to bottom using return sweep (L.K.1a)
- ✓ Read one-syllable short vowel CVC words (using the spellings taught in Unit 5) and perform the action indicated on the card (RF.K.3b)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture of ‘u’ for /u/ in the air and on paper (RF.K.1b)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	The Short Vowel Sounds and Sound/Spelling Review	Large Cards for ‘i’, ‘e’, ‘a’, ‘o’, ‘m’, ‘n’, ‘t’, ‘d’, ‘c’, ‘g’, ‘f’, ‘v’, ‘s’, ‘z’, ‘p’, ‘b’, ‘l’, ‘h’; Sound Poster for ‘r’; Sound Card 19 ( <i>rat</i> )	10
<b>Introducing the Sound</b>	I’m Thinking of Something		10
	Minimal Pairs		10
<b>Introducing the Spelling</b>	Teacher Modeling		5
	Meet the Spelling Worksheet	pencils; Worksheet 4.1; projection system	15
<b>Practicing Reading</b>	Wiggle Cards	cards for <i>sit, get up, act sad, act mad, act hot, run, nod, tug on lip</i>	10
<b>Take-Home Material</b>	Word Wheel Worksheet	Worksheet 4.2	*

### Advance Preparation

Write the following words and phrases on cards to use as Wiggle Cards, one word or phrase per card: *sit, get up, act sad, act mad, act hot, run, nod, tug on lip.*

## Warm-Up

10 minutes

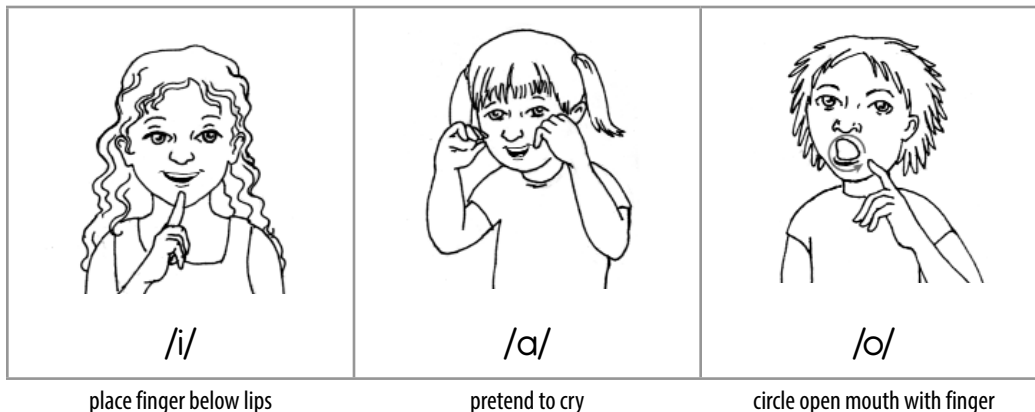
### The Short Vowel Sounds and Sound/Spelling Review

If students need additional practice distinguishing the short vowel sounds, you may use the Pausing Point exercise "Erase the Spellings" and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

#### Part A

- Display the Large Cards for 'i', 'a', and 'o' in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all three sounds from front to back: /i/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /i/.

If students need additional practice recognizing the spellings taught in this unit, you may use any of the Pausing Point exercises listed under "Recognize the Spellings Taught in Unit 5" and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

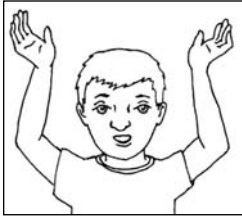


#### Part B

- Review the Large Cards and Sound Poster listed in the At a Glance chart.
- Introduce the Sound Poster for 'r' and Sound Card 19 (*rat*).

## I'm Thinking of Something

10 minutes



A good gesture to use while saying the sound /u/ is to raise the arms above the head to form a 'u' shape.

- Tell students the new sound is /u/.
- Have students say the /u/ sound several times, stretching it out.
- Ask students to repeat a number of words having the /u/ sound at the beginning: *up, under, uncle, ugly, umbrella*.
- Ask students to repeat a number of words having the /u/ sound in the middle: *rub, run, tub, fun, hum*.
- Ask students if /u/ is a consonant or a vowel sound. (It is a vowel sound, made with the mouth open.)
- Tell students you are thinking of something beginning with the /u/ sound. You want them to guess what it is, but first you will give them a hint.
- Read the first hint and have students guess the answer.
- If needed, read the second hint.
- Complete the list of riddles.

The first sound in the words *onion* and *oven* is indeed the /u/ sound. In these words, it is spelled with the spelling 'o.' Because this is an oral exercise for students, this alternate spelling is not important. Read more about the /u/ sound and its spellings in the Code Knowledge box at the end of this lesson.

### Up

1. I'm thinking of the direction I look when I look at the sky.
2. I'm thinking of a word meaning the opposite of down.

### Under

1. I'm thinking of a direction word.
2. I'm thinking of a word meaning the opposite of over.

### Umbrella

1. I'm thinking of something you hold over your head when it is raining.
2. I'm thinking of something that keeps you dry when it is raining.

### Untie

1. I'm thinking of something you do to your shoelaces before you take off your sneakers.
2. I'm thinking of a word meaning the opposite of tie.

### Onion

1. I'm thinking of something growing in a vegetable garden.
2. I'm thinking of a vegetable that causes tears in your eyes when you cut it.

### Oven

1. I'm thinking of something in which grown-ups bake cookies.
2. I'm thinking of something that gets very hot.

## Minimal Pairs

10 minutes

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under "Recognize and Isolate the Sounds Taught in Unit 5" and the activities in Unit 5, Sections I and II of the *Assessment and Remediation Guide*.

You may ask students to make the gesture for the vowel sound /o/ as they are saying the words.

- Explain that it can be difficult to tell the difference between the /u/ sound and the /o/ sound.
- Tell students you are going to say two words. The words will be very similar, but one word will have the /u/ sound and one will have the /o/ sound.
- Have students close their eyes and listen as you say the first word pair.
- Ask which word contains the /u/ sound.
- Have students repeat both words to hear and feel the difference in articulation.
- Complete the remaining pairs. If students are having trouble hearing the medial vowel sounds in the pairs, you can repeat the pairs, stretching out the vowel sounds: /n/ . . . /uuuuu/ . . . /t/; /n/ . . . /ooooo/ . . . /t/.

- |                  |                 |
|------------------|-----------------|
| 1. nut/not       | 6. cut/cot      |
| 2. cup/cop       | 7. chump/chomp  |
| 3. shut/shot     | 8. bug/bog      |
| 4. hut/hot       | 9. duck/dock    |
| 5. bubble/bobble | 10. stump/stomp |

## Introducing the Spelling

20 minutes

### Teacher Modeling

5 minutes



Start on the dotted line.

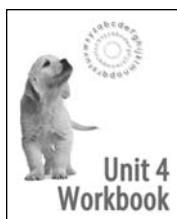
1. cup
2. short line down

- Tell students you are going to show them how to draw a picture of the /u/ sound.
- Draw a large lowercase 'u' on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or counting off the strokes as you create the letter.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the phrases with you.
- Try to avoid using the letter name "you" during this activity. Instead, say the sound /u/.



## Meet the Spelling Worksheet

15 minutes



Worksheet 4.1

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting and the activities in Unit 5, Sections II and IV of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 4.1. Tell students everyone will practice drawing pictures of the /u/ sound.
- Work as a group, guiding students to complete each item in the rows of letters as you model the writing process. Trace the grey dotted letters in the row first; write the letters, using the black dots as starting points. Say the sound as you finish each letter.
- At the bottom of the page, show students how to read and trace the word *mug*; have students trace and write the word using the black dots to start each letter. Remind students English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the worksheet. Ask students to read each word, find the matching picture, and write the word on the corresponding line. Model each step so students can follow along.

## Practicing Reading

10 minutes

### Wiggle Cards

If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Tell students you are going to show some cards describing actions.
- Ask students to read each card and perform the action listed.
- Show individual students a card, have them read it, and let them perform the action.
- If you have time, repeat some or all of the cards.

## Take-Home Material

### Word Wheel Worksheet

- Have students give Worksheet 4.2 to a family member.

## Supplemental Resources

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

- Newly decodable words:

1. but*	6. cut*	11. rug	16. hug
2. up*	7. fun	12. rub	17. bug
3. us*	8. bus	13. hut	18. hum
4. sun	9. mud	14. gum	19. nut
5. run*	10. cup	15. tub	20. cub

- Chains:

1. it > bit > but > gut > get > bet > let > led > red > bed
2. at > rat > ran > run > bun > sun > fun > pun > pen > pin

- Phrases and Wiggle Cards:

- |                |                |
|----------------|----------------|
| 1. mud hut     | 6. mug and cup |
| 2. big bus     | 7. man can hum |
| 3. hug him     | 8. pup can run |
| 4. pig in mud  | 9. tug on mom  |
| 5. hot dog bun | 10. sit in sun |

## Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 118 and 156 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 131 and 176 of those words would be completely decodable.
- The sound /u/ is the most common sound in English.
- The sound /u/ is found in approximately 34 percent of English words.
- The sound /u/ is spelled 'u' approximately 27 percent of the time.
- The spelling alternatives 'o' as in *among*, 'o\_e' as in *some*, and 'ou' as in *touch* are taught in later grades.
- Students have now learned one way to spell 20 of the 44 sounds in the English language.

**Note:** Many unstressed vowels in English “reduce” to the sound known as schwa. One example is the first vowel sound in *among*; another is the second vowel sound in *relatives*. Some linguists consider schwa a distinct sound from /u/, while others view it as an allophone (or variant) of /u/. For the purpose of calculating these statistics, we treat schwa as a variant of /u/. This explains why /u/ is the most common sound in the language and also why /u/ is spelled 'u' only 27 percent of the time. Schwa is one factor that makes English spelling very difficult. It is covered in detail later in the program.

# Lesson 5

Basic Code

## ✓ Objectives

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

- ✓ **Observe the position of the mouth while making the short vowel sounds /i/, /a/, and /o/, and associate each sound with its spelling** (RF.K.3b)
- ✓ **Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing ‘a’ for /a/, ‘m’ for /m/, ‘t’ for /t/, ‘d’ for /d/, ‘o’ for /o/, ‘c’ for /k/, ‘g’ for /g/, ‘i’ for /i/, ‘n’ for /n/, ‘h’ for /h/, ‘s’ for /s/, ‘f’ for /f/, ‘v’ for /v/, ‘z’ for /z/, ‘p’ for /p/, ‘b’ for /b/, ‘l’ for /l/, ‘r’ for /r/, and ‘u’ for /u/** (RF.K.1b)
- ✓ **Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted** (RF.K.3b)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>The Short Vowel Sounds and Sound/Spelling Review</b>	Large Cards for ‘i’, ‘e’, ‘a’, ‘o’, ‘m’, ‘n’, ‘t’, ‘d’, ‘c’, ‘g’, ‘f’, ‘v’, ‘s’, ‘z’, ‘p’, ‘b’, ‘l’, ‘r’, ‘h’; Sound Poster for ‘u’; Sound Card 20 ( <i>mug</i> )	10
<b>Chaining</b>	<b>Teacher Chaining</b>		15
	<b>Student Chaining</b>	pocket chart; cards; Chaining Folders; Small Cards for ‘i’, ‘e’, ‘a’, ‘u’, ‘o’, ‘n’ (2), ‘t’ (2), ‘d’ (2), ‘f’, ‘p’ (2), ‘b’ (2), ‘l’, ‘r’	15
<b>Differentiated Instruction</b>	<b>Small Group Work</b>	pencils; Worksheets 5.1, 5.2; chart paper or board; paper	20
<b>Take-Home Material</b>	<b>T-Chart Sort</b>	Worksheets 5.3, 5.4	*

### Advance Preparation

Prepare the pocket chart and arrange the cards for student chaining exercise.



## Warm-Up

10 minutes

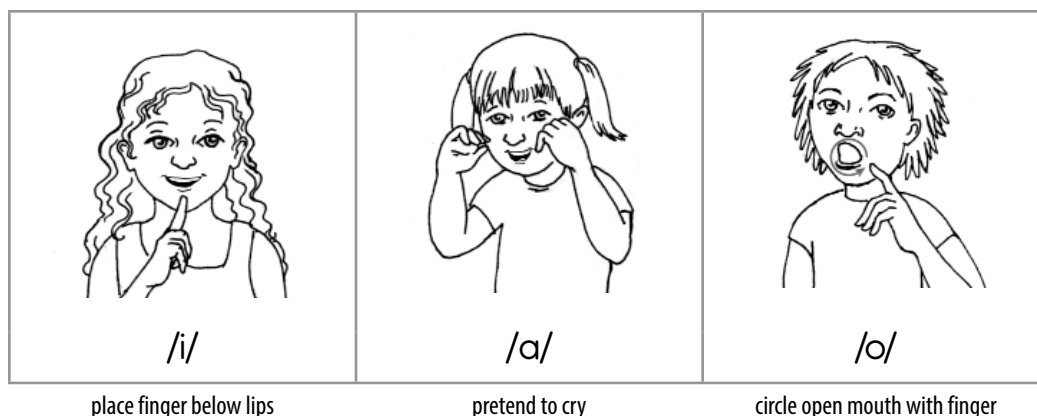
### The Short Vowel Sounds and Sound/Spelling Review

#### Part A

If students need additional practice distinguishing the short vowel sounds, you may complete the Pausing Point exercise "Erase the Spellings" and the activities in Unit 5, Section I of the *Assessment and Remediation Guide*.

- Display the Large Cards for 'i', 'a', and 'o' in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all three sounds from front to back: /i/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /i/.

If students need additional practice recognizing the spellings taught in this unit, you may complete any of the Pausing Point exercises listed under "Recognize the Spellings Taught in Unit 5" and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.



#### Part B

- Review the Large Cards and Sound Poster listed in the At a Glance chart.
- Introduce the Sound Poster for 'u' and Sound Card 20 (*mug*).

## Teacher Chaining

15 minutes

If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

**Note:** This exercise is similar to Pocket Chart Chaining for Reading because you chain words for students to read. **However, instead of using cards, write the words on the board.**

- Write *rub* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Erase 'b' and add 't' to create *rut*.
- As you make this change, say to students, "If that is *rub*, what is this?"
- Complete the chaining.

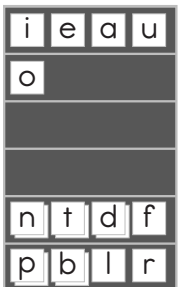
1. rub > rut > rat > bat > bad > lad > lap > lip > rip > rib
2. bed > bet > let > leg > lag > rag > bag > bug > hug > dug

## Student Chaining

15 minutes



Chaining Folder



Pocket Chart Setup

If students need additional chaining practice, you may use the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

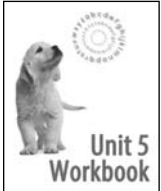
- Ask students to take out their Chaining Folders and arrange the Small Cards on the folder, with the letters for vowel sounds along the top and letters for consonant sounds along the bottom.
- Collect the pictures of /v/ and /z/ from students.
- Give each student the new Small Cards 'u', 'l', and 'r'.
- Make sure students have cards for the following vowel spellings along the top of the folder: 'i', 'e', 'a', 'u', 'o' and cards for the following consonant spellings along the bottom of the folder: 'n' (2), 't' (2), 'd' (2), 'f', 'p' (2), 'b' (2), 'l', 'r'.
- Review the letter-sound correspondences by pointing to a letter on the pocket chart and having students say the sound.
- Ask students to spell *not* in the middle of their Chaining Folders, starting on the left side at the green dot.
- Ask a student to come up to the pocket chart and spell *not*.
- Encourage students to check for spelling accuracy.
- When students have spelled *not* on their Chaining Folders, say, "If that is *not*, show me *nut*."
- Repeat for the remaining words in the chain.
- Complete the chaining.
- Once students have spelled the last word in the chain, have them return the Small Cards to their slots.

1. not > nut > rut > rub > rib > rip > lip > lap
2. lid > did > din > fin > fun > run > bun > ban

## Differentiated Instruction

20 minutes

### Small Group Work



Worksheets 5.1, 5.2

#### ✪ Group 2

- Distribute Worksheets 5.1 and 5.2.
- Worksheet 5.1: Have students write each word under the matching picture.
- Worksheet 5.2: Have students draw a line from each picture to the matching word.

#### ✪ Group 1

- Ask students, “What is the first sound in the word *man*?”
- Choose a volunteer to draw a picture of the /m/ sound on chart paper or board.
- Have all students copy the letter saying the sound as they write it.
- Complete the remaining two sounds in *man* so students eventually have the entire word written on their paper.
- Complete the remaining words.

If students need additional reading practice, you may use the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

If students need additional handwriting practice, you may use the activities in Unit 5, Section IV of the *Assessment and Remediation Guide*.

- |        |         |
|--------|---------|
| 1. man | 7. hen  |
| 2. fit | 8. cut  |
| 3. log | 9. zip  |
| 4. run | 10. pop |
| 5. bed | 11. van |
| 6. dad | 12. sip |

- Alternatively, you may complete different remediation exercises addressing the specific needs of your students. For example, instead of spelling the words in the box above, you might ask students to blend and read them as you write each word letter by letter on the board.

## Take-Home Material

### T-Chart Sort

- Have students give Worksheets 5.3 and 5.4 to a family member.

# Lesson 6

Basic Code

## ✓ Objectives

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

- ✓ Observe the position of the mouth while making the short vowel sounds /i/, /e/, /a/, and /o/, and associate each sound with its spelling (RF.K.3b)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, and 'u' for /u/ (RF.K.1b)
- ✓ Indicate whether the phoneme /w/ is present in the initial position of a spoken word (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture of 'w' for /w/ in the air and on paper (RF.K.1b)
- ✓ Recognize, isolate, and write 'w' for consonant sound /w/ (L.K.2c)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letter 'w' (L.K.1a)
- ✓ Trace, copy, and write the lowercase letter 'w' (L.K.1a)
- ✓ Use spatial words, such as *right* and *up*, while practicing handwriting (L.K.1e)
- ✓ Write from left to right (leaving spaces between words) and top to bottom using return sweep (L.K.1a)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (RF.K.3b)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	The Short Vowel Sounds and Sound/Spelling Review	Large Cards for 'i', 'e', 'a', 'u', 'o', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h'	10
<b>Introducing the Sound</b>	Hearing Initial Sounds		5
	Sound Off		10
<b>Introducing the Spelling</b>	Teacher Modeling		5
	Meet the Spelling Worksheet	pencils; Worksheet 6.1; projection system	15
<b>Chaining</b>	Chain and Copy	pocket chart; cards; Chaining Folders; Small Cards for 'i', 'e', 'a', 'u', 'o', 'n' (2), 't' (2), 'd' (2), 'p' (2), 'b' (2), 'l', 'r', 'w'; pencils; primary writing paper	15
<b>Take-Home Material</b>	Label the Picture	Worksheet 6.2	*



Pocket Chart Setup

### Advance Preparation

Prepare the pocket chart and arrange the cards for the chaining exercise.

## Warm-Up

10 minutes

### The Short Vowel Sounds and Sound/Spelling Review

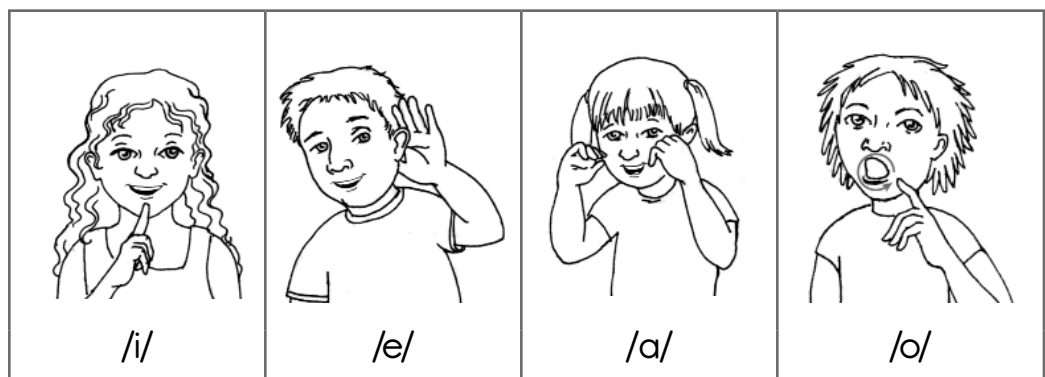
If students need additional practice distinguishing the short vowel sounds, you may use the Pausing Point exercise “Erase the Spellings” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

#### Part A

**Note:** Today you will include the sound /e/. This will add a new level of complexity because the sounds /i/ and /e/, and /e/ and /a/ are difficult to distinguish.

- Display the Large Cards for ‘i’, ‘e’, ‘a’, and ‘o’ in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all four sounds from front to back: /i/, /e/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /e/, /i/.

If students are having difficulty pronouncing the vowel sounds accurately, you can have them say *knit*, *net*, *gnat*, and *not* in this order and in reverse order before saying the vowel sounds in isolation.



place finger below lips

pretend not to hear

pretend to cry

circle open mouth with finger

If students need additional practice recognizing the spellings taught in this unit, you may complete any of the Pausing Point exercises listed under “Recognize the Spellings Taught in Unit 5” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

#### Part B

- Review the Large Cards listed in the At a Glance chart.



## Hearing Initial Sounds

5 minutes

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under "Recognize and Isolate the Sounds Taught in Unit 5" and the activities in Unit 5, Section I of the *Assessment and Remediation Guide*.

- Tell students the new sound is /w/.
- Have students say the /w/ sound several times, drawing it out.
- Ask students to repeat a number of words having the /w/ sound at the beginning: *wet, wing, web, wall, walk, west*.
- Ask students if /w/ is a consonant sound or a vowel sound. (It is a consonant sound, made by rounding the lips and pushing air out.)
- Tell students you are going to say a number of words. Some of the words will begin with the /w/ sound and some will not.
- Have students close their eyes and listen carefully.
- Tell students to raise their hands when they hear a word beginning with the /w/ sound.

- |         |          |
|---------|----------|
| 1. win  | 6. rake  |
| 2. will | 7. wife  |
| 3. lake | 8. worm  |
| 4. wag  | 9. pen   |
| 5. wet  | 10. wake |

## Sound Off

10 minutes

- Tell students you are going to read a story containing a number of examples of the /w/ sound.
- Tell students to touch their noses whenever they hear the /w/ sound.
- Read the story very slowly sentence by sentence, making an effort to emphasize the /w/ sound.

**W**anda **w**addles through her garden and **w**ashes her **w**atermelons **w**ith **w**ater. **W**anda **w**ishes her **w**atermelons **w**ould **w**ash themselves. **W**ouldn't it be **w**eird if **W**anda's **w**atermelons **w**ould do that?

## Teacher Modeling

5 minutes



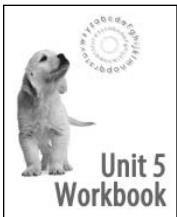
Start on the dotted line.

1. diagonal right
2. diagonal up
3. diagonal right
4. diagonal up

- Tell students you are going to show them how to draw a picture of the /w/ sound.
- Draw a large lowercase 'w' on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or counting off the strokes as you create the letter.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the phrases with you.
- Try to avoid using the letter name "double-you" during this activity. Instead, say the sound /w/.

## Meet the Spelling Worksheet

15 minutes



Worksheet 6.1

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting and the activities in Unit 5, Section IV of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 6.1. Tell students everyone will practice drawing pictures of the /w/ sound.
- Work as a group, guiding students to complete each item in the rows of letters as you model the writing process. Trace the gray dotted letters in the row first; write the letters, using the black dots as starting points. Say the sound as you finish each letter.
- At the bottom of the page, show students how to read and trace the word *win*; and have students trace and write the word using the black dots to start each letter. Remind students English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the worksheet. Ask students to read each word, identify the matching picture, and write the word on the corresponding line. Model each step so students may follow along.

## Chaining

15 minutes

### Chain and Copy



Chaining Folder

- Ask each student to take out his or her Chaining Folder, a pencil, and a piece of paper.
- Collect all of the pictures of /f/ as in *fit*.
- Give each student the Small Card /w/.
- Make sure students have cards for the following vowel spellings along the top of the folder: 'i', 'e', 'a', 'u', 'o' and cards for the following consonant spellings along the bottom of the folder: 'n' (2), 't' (2), 'd' (2), 'p' (2), 'b' (2), 'l', 'r', 'w'.



Pocket Chart Setup

If students need additional practice spelling words with cards, you may select appropriate Pausing Point exercises from those listed under “Spell Two- and Three-Sound Words with Cards” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Review the letter-sound correspondences by pointing to a letter on the pocket chart and having students say the sound.
- Assign student pairs.
- Explain to students you are going to say some words. For each word you say, you want one child to spell the word using their Chaining Folder and the other child to copy the word.
- Ask students to spell *tad* in the middle of their Chaining Folders.
- Ask a student to come to the pocket chart and spell the word *tad*.
- Encourage students to correct any errors on their Chaining Folders and papers.
- Once students have chained and copied the word, say, “If that is *tad*, show me *tap*.”
- After students have chained and copied two or three words, have students switch roles.
- Complete the chaining.

1. pun > pan > tan > ban > bat > bet > wet > web
2. tin > win > wit > lit > lip > rip > rib > rub > tub

## Take-Home Material

### Label the Picture

- Have students give Worksheet 6.2 to a family member.

## Supplemental Resources

- Newly decodable words:

- |        |        |
|--------|--------|
| 1. wag | 5. wig |
| 2. web | 6. win |
| 3. wed | 7. wit |
| 4. wet |        |

- Chains:

1. it > wit > win > tin > ten > tan > tag > wag > bag > big
2. at > hat > hut > rut > nut > net > wet > web > wed > red

- Phrases and Wiggle Cards:

- |               |                |
|---------------|----------------|
| 1. big web    | 6. dog can wag |
| 2. wet pup    | 7. win at tag  |
| 3. red wig    | 8. bug in web  |
| 4. wet bog    | 9. get wet     |
| 5. wig on man | 10. sum it up  |

- Song:

1. Wake Up Will (from *Alphabet Jam CD*)

### **Code Knowledge**

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 131 and 176 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 133 and 180 of those words would be completely decodable.
- The sound /w/ is the 17<sup>th</sup> most common sound in English.
- The sound /w/ is found in approximately 6 percent of English words.
- The sound /w/ is spelled 'w' approximately 84 percent of the time.
- The spelling alternative 'wh' as in *what* is taught in Grade 1.
- The students have now learned one way to spell 21 of the 44 sounds in the English language.

# Lesson 7

Basic Code

## ✓ Objectives

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

- ✓ Observe the position of the mouth while making the short vowel sounds /i/, /e/, /a/, and /o/, and associate each sound with its spelling (RF.K.3b)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, and 'w' for /w/ (RF.K.1b)
- ✓ Indicate whether the phoneme /j/ is present in the initial, final, and/or medial positions of spoken words (RF.K.2d)
- ✓ Listen to incomplete sentences and provide words with an initial /j/ as an answer (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture of 'j' for /j/ in the air and on paper (RF.K.1b)
- ✓ Recognize, isolate, and write 'j' for consonant sound /j/ (L.K.2c)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letter 'j' (L.K.1a)
- ✓ Trace, copy, and write the lowercase letter 'j' (L.K.1a)
- ✓ Use spatial words, such as *below*, *bottom*, and *top*, while practicing handwriting (L.K.1e)
- ✓ Write from left to right (leaving spaces between words) and top to bottom using return sweep (L.K.1a)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	The Short Vowel Sounds and Sound/Spelling Review	Large Cards for 'i', 'e', 'a', 'u', 'o', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h'; Sound Poster for 'w'; Sound Card 21 ( <i>wig</i> )	10
<b>Introducing the Sound</b>	Tongue Twister		5
	Complete the Sentence		5
<b>Introducing the Spelling</b>	Teacher Modeling		5
	Meet the Spelling Worksheet	pencils; Worksheet 7.1; projection system	15
<b>Differentiated Instruction</b>	Small Group Work	pencils; primary writing paper; <i>Pet Fun</i> from Unit 4	20
<b>Take-Home Material</b>	Label the Picture	Worksheet 7.2	

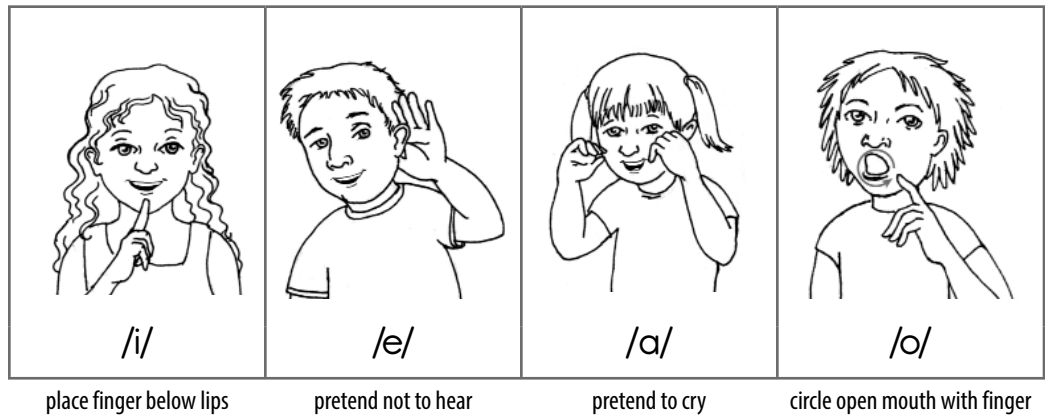
**The Short Vowel Sounds and Sound/Spelling Review**

**Part A**

If students need additional practice distinguishing the short vowel sounds, you may complete the Pausing Point exercise “Erase the Spellings” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Display the Large Cards for ‘i’, ‘e’, ‘a’, and ‘o’ in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all four sounds from front to back: /i/, /e/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /e/, /i/.

If students are having difficulty pronouncing the vowel sounds accurately, you may have them say the words *knit*, *net*, *gnat*, and *not* in this order and in reverse order before saying the sounds in isolation.



**Part B**

If students are ready to review more than 20 spellings, use the cards for all of the spellings taught.

- Review the Large Cards and Sound Poster listed in the At a Glance chart.
- Introduce the Sound Poster for ‘w’ and Sound Card 21 (*wig*).

**Introducing the Sound**

**Tongue Twister**

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under “Recognize and Isolate the Sounds Taught in Unit 5” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Tell students the new sound is /j/.
- Have students say the /j/ sound several times.
- Ask students to repeat a number of words having the /j/ sound at the beginning: *job*, *joy*, *jazz*, *jug*, *Jill*.
- Ask students to repeat a number of words having the /j/ sound at the end: *cage*, *large*, *fudge*, *page*, *urge*.
- Ask students if /j/ is a vowel or a consonant sound. (It is a consonant sound.)

- Have students close their eyes and listen as you read the following tongue twister slowly.

**Jan and John enjoy jogging and doing jumping jacks at Joe's Gym.**

- Read the tongue twister a second time, have students raise their hands whenever they hear the /j/ sound.
- Break the tongue twister into short phrases and read it again, having students repeat each phrase back to you: *Jan and John* (pause) *enjoy jogging* (pause) *and doing jumping jacks* (pause) *at Joe's Gym*.

### Complete the Sentence

5 minutes

- Tell students you are going to say some incomplete sentences, each of which is missing its last word.
- Explain the missing words begin with the /j/ sound.
- Read the first sentence.
- Have students respond.
- Complete the remaining sentences.

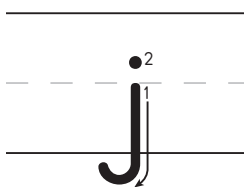
1. He made a sandwich with peanut butter and \_\_ (jelly).
2. I like to wear a kind of pants called blue \_\_ (jeans).
3. It was cold outside, so I had to zip my \_\_ (jacket).
4. My sister likes to wear lots of sparkly necklaces and other kinds of \_\_ (jewelry).
5. Pickles are sold in a glass container called a \_\_ (jar).
6. The first month of the year is \_\_ (January).

## Introducing the Spelling

20 minutes

### Teacher Modeling

5 minutes



Start on the dotted line.

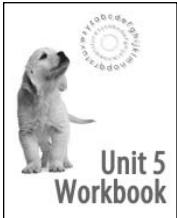
1. fish hook ending below the bottom line (lift)
2. dot on top

- Tell students you are going to show them how to draw a picture of the /j/ sound.
- Draw a large lowercase 'j' on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or counting off the strokes as you create the letter.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the phrases with you.

- Try to avoid using the letter name “jay” during this activity. Instead, say the sound /j/.

## Meet the Spelling Worksheet

15 minutes



Worksheet 7.1

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting and the activities in Unit 5, Section IV of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 7.1. Tell students everyone will practice drawing pictures of the /j/ sound.
- Work as a group, guiding students to complete each item in the rows of letters as you model the writing process. Trace the gray dotted letters in the row first; write the letters, using the black dots as starting points. Say the sound as you finish each letter.
- At the bottom of the page, show students how to read and trace the word *job*; have students trace and write the word using the black dots to start each letter. Remind students English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the worksheet. Ask students to read each word, identify the matching picture, and write the word on the corresponding line. Model each step so students can follow along.

## Differentiated Instruction

20 minutes

### Small Group Work

If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

#### 🔄 Group 2

- Write the following phrases on the board: (1) *wet dog*, (2) *man in jet*, (3) *bug on rug*, (4) *hot dog bun*, (5) *red pen*, (6) *wig on cat*, (7) *cab hit van*, (8) *sad rat*.
- Have students read, copy, and illustrate each phrase.
- If students finish early, have them share their illustrations with each other.

#### 🔄 Group 1

- Display the *Pet Fun Big Book*.
- Read the story once without interruption, running a finger beneath the words as you read them.
- Read the story at least one more time, calling on students to read individual phrases.
- Alternatively, you may complete other remediation exercises addressing the specific needs of students, such as additional chaining or reading words and phrases in Supplemental Resources.

## Take-Home Material

### Label the Picture

- Have students give Worksheet 7.2 to a family member.



## Supplemental Resources

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- Newly decodable words:

- |        |        |
|--------|--------|
| 1. job | 5. jog |
| 2. jet | 6. jot |
| 3. jam | 7. jut |
| 4. jug | 8. jig |

- Chains:

1. web > wed > red > rid > did > dad > dab > jab > lab > lob
2. am > jam > ham > hum > hug > jug > jog > jot > job > rob

- Phrases and Wiggle Cards:

- |            |                 |
|------------|-----------------|
| 1. top job | 6. run and jog  |
| 2. big jet | 7. jam on ham   |
| 3. red jam | 8. man can jig  |
| 4. tin jug | 9. jim did hop  |
| 5. fun job | 10. jab and tug |

- Song:

1. Juicy Jelly (from *Alphabet Jam* CD)

## Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 133 and 180 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 134 and 185 of those words would be completely decodable.
- The sound /j/ is the 38<sup>th</sup> most common sound in English.
- The sound /j/ is found in approximately 5 percent of English words.
- The sound /j/ is spelled 'j' approximately 32 percent of the time.
- There are a number of spelling alternatives for /j/—'g' as in *gem*, 'ge' as in *barge*, 'dge' as in *judge*, 'd' as in *educate*, and 'dg' as in *judging*—several of which are taught in later grades.
- Students have now learned one way to spell 22 of the 44 sounds in the English language.

# Lesson 8

Basic Code

## ✓ Objectives

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

- ✓ Observe the position of the mouth while making the short vowel sounds /i/, /e/, /a/, and /o/, and associate each sound with its spelling (RF.K.3b)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, and 'j' for /j/ (RF.K.1b)
- ✓ Listen to riddles and provide words with an initial /y/ as an answer (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture of 'y' for /y/ in the air and on paper (RF.K.1b)
- ✓ Recognize, isolate, and write 'y' for consonant sound /y/ (L.K.2c)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letter 'y' (L.K.1a)
- ✓ Trace, copy, and write the lowercase letter 'y' (L.K.1a)
- ✓ Use spatial words, such as *below*, *bottom*, *left*, and *right*, while practicing handwriting (L.K.1e)
- ✓ Write from left to right (leaving spaces between words) and top to bottom using return sweep (L.K.1a)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	The Short Vowel Sounds and Sound/Spelling Review	Large Cards for 'i', 'e', 'a', 'u', 'o', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h', 'w'; Sound Poster for 'j'; Sound Card 22 ( <i>jam</i> )	10
<b>Introducing the Sound</b>	Sound Riddles		10
<b>Introducing the Spelling</b>	Teacher Modeling		5
	Meet the Spelling Worksheet	pencils; Worksheet 8.1; projection system	15
<b>Differentiated Instruction</b>	Small Group Work	pencil; Worksheets 8.2, 8.3; chart paper or board; primary writing paper	20
<b>Take-Home Material</b>	Practice Pack	Worksheet 8.4	*

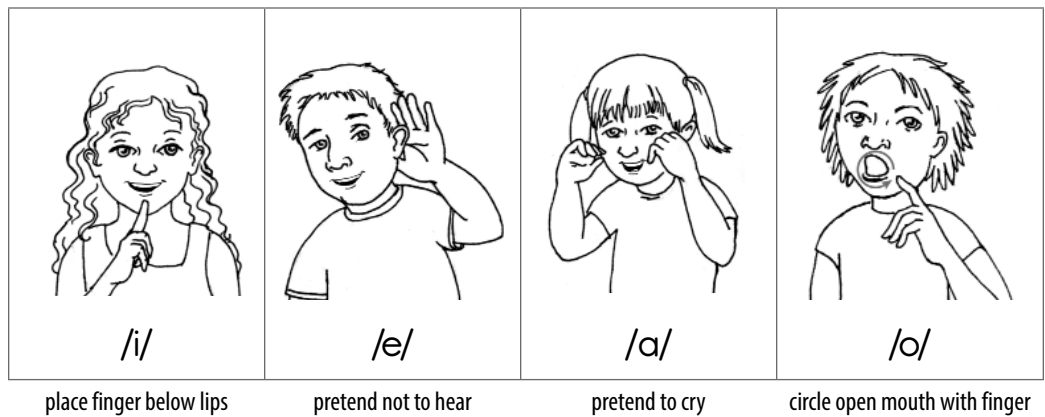
**The Short Vowel Sounds and Sound/Spelling Review**

**Part A**

If students need additional practice distinguishing the short vowel sounds, you may use the Pausing Point exercise “Erase the Spellings” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Display the Large Cards for ‘i’, ‘e’, ‘a’, and ‘o’ in that order, from left to right, so your students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all four sounds from front to back: /i/, /e/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /e/, /i/.

If students are having difficulty pronouncing the vowel sounds accurately, you may have them say the words *knit*, *net*, *gnat*, and *not* in this order and in reverse order before saying the sounds in isolation.



**Part B**

If students are ready to review more than 20 spellings, use the cards for all of the spellings taught.

- Review the Large Cards and Sound Poster listed in the At a Glance chart.
- Introduce the Sound Poster for ‘j’ and Sound Card 22 (*jam*).

**Introducing the Sound**

**Sound Riddles**

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under “Recognize and Isolate the Sounds Taught in Unit 5” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Tell students the new sound is /y/.
- Have students say the /y/ sound several times.
- Ask students to repeat a number of words with the /y/ sound at the beginning: *yesterday*, *yam*, *yes*, *yellow*, *year*, *young*.
- Ask students if /y/ is a consonant sound or a vowel sound. (It is a consonant sound. See the Code Knowledge box at the end of this lesson for more information on the /y/ sound.)

- Tell students you are going to read some riddles, each of which has an answer beginning with the /y/ sound.

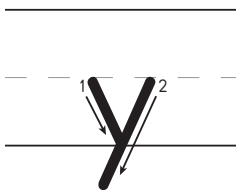
1. I'm thinking of the color of a banana. (yellow)
2. I'm thinking of the opposite of no. (yes)
3. I'm thinking of what you might say when something tastes good. (yum)
4. If today is Tuesday and tomorrow is Wednesday, then Monday was \_\_\_\_\_. (yesterday)
5. I'm thinking of another word for shout. (yell)

## Introducing the Spelling

20 minutes

### Teacher Modeling

5 minutes



Start on the dotted line.

1. diagonal right (lift)
2. diagonal left ending below the bottom line

- Tell students you are going to show them how to draw a picture of the /y/ sound.
- Draw a large lowercase 'y' on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or counting off the strokes as you create the letter.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the phrases with you.
- Try to avoid using the letter name "why" during this activity. Instead, say the sound /y/.

### Meet the Spelling Worksheet

15 minutes



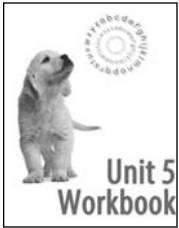
Worksheet 8.1

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting and the activities in Unit 5, Section IV of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 8.1. Tell students everyone will practice drawing pictures of the /y/ sound.
- Work as a group, guiding students to complete each item in the rows of letters as you model the writing process. Trace the gay dotted letters in the row first; write the letters, using the black dots as starting points. Say the sound as you finish each letter.
- At the bottom of the page, show students how to read and trace the word yes; and have students trace and write the word using the black dots to start each letter. Remind students English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the worksheet. Ask students to read each word, identify the matching picture, and write the word on the corresponding line. Model each step so students can follow along.

**Small Group Work**

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Worksheets 8.2, 8.3

If students need additional reading practice, you may select appropriate Pausing Point exercises from those addressing reading and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

**🔄 Group 2**

- Distribute Worksheets 8.2 and 8.3.
- Worksheet 8.2: For each picture, have students circle the letters spelling the name of the depicted item and write the name on the line.
- Worksheet 8.3: Have students draw a line from each picture to the matching word.

**🔄 Group 1**

- Ask students, “What is the first sound in the word yes?”
- Choose a volunteer to draw a picture of the /y/ sound on chart paper or board.
- Have all students copy the letter onto a piece of paper, saying the letter’s sound as they write it.
- Complete the remaining two sounds in yes so students eventually have the entire word written on their paper.
- Have students blend and read the word.
- Complete the remaining words.

- |        |        |         |
|--------|--------|---------|
| 1. yes | 5. zap | 9. rip  |
| 2. nut | 6. bad | 10. cop |
| 3. hog | 7. let | 11. vet |
| 4. fin | 8. met | 12. wag |

- Alternatively, you may complete different remediation exercises addressing the specific needs of students, such as chaining or reading the words and phrases in Supplemental Resources.

**Take-Home Material**

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**Practice Pack**

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- Have students give Worksheet 8.4 to a family member.

## Supplemental Resources

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

- Newly decodable words:

- |         |        |        |
|---------|--------|--------|
| 1. yet  | 3. yen | 5. yap |
| 2. yes* | 4. yam | 6. yum |

- Chains:

1. bit > bat > hat > ham > yam > yap > sap > sip > dip > tip
2. at > mat > met > wet > yet > yes > yen > pen > pan > pin

- Phrases and Wiggle Cards:

- |                |                |
|----------------|----------------|
| 1. not up yet  | 5. yes and yup |
| 2. bad yam     | 6. yam and ham |
| 3. yam in pan  | 7. not in yet  |
| 4. dog did yap | 8. yum yum     |

- Song:

1. You're a Young Cowboy (from *Alphabet Jam CD*)

### Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 134 and 185 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 135 and 187 of those words would be completely decodable.
- The sound /y/ is the 32<sup>nd</sup> most common sound in English.
- The sound /y/ is found in approximately 3 percent of English words.
- 'y' is a tricky spelling; it can be pronounced /y/ as in *yes*, /ee/ as in *baby*, /ie/ as in *fly*, or /i/ as in *system*. In CKLA Kindergarten materials, however, 'y' is always sounded /y/.
- Although /y/ is taught here as a consonant sound, some linguists argue it is really *not* a consonant sound. They say it is a shortened version of the vowel sound /ee/.
- Students have now learned one way to spell 23 of the 44 sounds in the English language.

# Lesson 9

Basic Code

## ✓ Objectives

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

- ✓ Observe the position of the mouth while making the short vowel sounds /i/, /e/, /a/, and /o/, and associate each sound with its spelling (RF.K.3b)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, and 'y' for /y/ (RF.K.1b)
- ✓ Listen to incomplete sentences and provide words with final /x/ as an answer (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture of 'x' for /x/ in the air and on paper (RF.K.1b)
- ✓ Recognize, isolate, and write 'x' for consonant sound /x/ (L.K.2c)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letter 'x' (L.K.1a)
- ✓ Trace, copy, and write the lowercase letter 'x' (L.K.1a)
- ✓ Use spatial words, such as *left* and *right*, while practicing handwriting (L.K.1e)
- ✓ Write from left to right (leaving spaces between words) and top to bottom using return sweep (L.K.1a)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (RF.K.3b)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	The Short Vowel Sounds and Sound/Spelling Review	Large Cards for 'i', 'e', 'a', 'u', 'o', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'j'; Sound Poster for 'y'; Sound Card 23 (yes)	10
<b>Introducing the Sound</b>	Complete the Sentence		5
<b>Introducing the Spelling</b>	Teacher Modeling		5
	Meet the Spelling Worksheet	pencils; Worksheet 9.1; projection system	15
<b>Chaining</b>	Teacher Chaining		10
	Large Card Chaining	Large Cards for 'i', 'e', 'a', 'u', 'o', 'n' (2), 't' (2), 'd' (2), 'b' (2), 'f', 'g', 'w', 'j', 'y', 'x'	15
<b>Take-Home Material</b>	T-Chart Sort	Worksheets 9.2, 9.3	*



### Note to Teacher

As you prepare to teach, remember /x/ actually consists of two sounds, /k/ and /s/. It is taught here as if it were one sound because it is often written with a single letter, 'x'. There is no need to explain this to students, but if a student notices /x/ consists of two sounds, please confirm this.

## Warm-Up

10 minutes

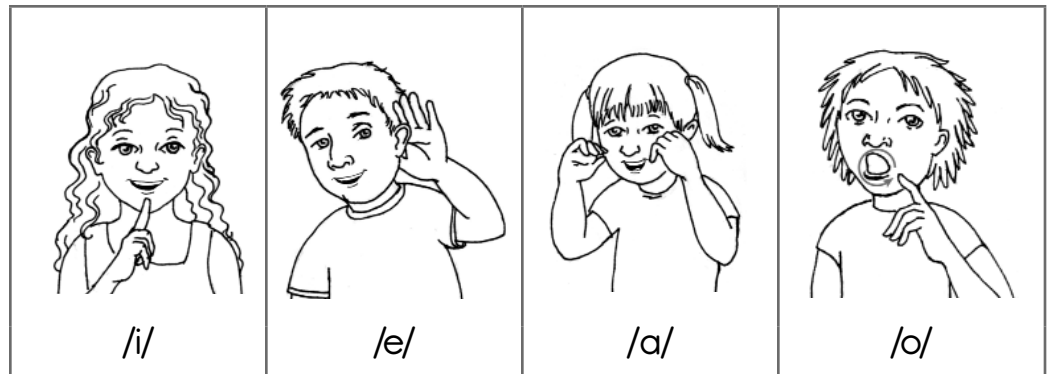
### The Short Vowel Sounds and Sound/Spelling Review

#### Part A

If students need additional practice distinguishing the short vowel sounds, you may complete the Pausing Point exercise "Erase the Spellings" and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Display the Large Cards for 'i', 'e', 'a', and 'o' in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all four sounds from front to back: /i/, /e/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /e/, /i/.

If students are having difficulty pronouncing the vowel sounds accurately, you may have them say the words *knit*, *net*, *gnat*, and *not* in this order and in reverse order before having them say the sounds in isolation.



place finger below lips

pretend not to hear

pretend to cry

circle open mouth with finger

#### Part B

If students are ready to review more than 20 spellings, use the cards for all of the spellings taught.

- Review the Large Cards and Sound Poster listed in the At a Glance chart.
- Introduce the Sound Poster 'y' and Sound Card 23 (yes).

## Introducing the Sound

5 minutes

### Complete the Sentence

- Tell students the new sound is /x/.
- Have students say /x/ several times.
- Ask students to repeat a number of words having the /x/ sound at the end: *fox, tax, box, wax, mix, fix*.
- Tell students you are going to say some incomplete sentences, each of which is missing its last word and the missing words end with /x/.
- Complete the sentences.

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under “Recognize and Isolate the Sounds Taught in Unit 5” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

1. I put my toys in a cardboard \_\_\_\_\_ (box).
2. The number after five is \_\_\_\_\_ (six).
3. Another word for stir or blend is \_\_\_\_\_ (mix).
4. Candles are made of \_\_\_\_\_ (wax).

## Introducing the Spelling

20 minutes

### Teacher Modeling

5 minutes



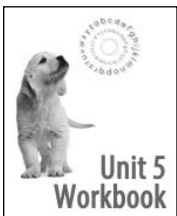
Start on the dotted line.

1. diagonal right (lift)
2. diagonal left

- Tell students you are going to show them how to draw a picture of the /x/ sound.
- Draw a large lowercase ‘x’ on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or counting off the strokes as you create the letter.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the phrases with you.
- Try to avoid using the letter name “ex” during this activity. Instead, say the sound /x/.

### Meet the Spelling Worksheet

15 minutes



Worksheet 9.1

- Distribute and display Worksheet 9.1. Tell students everyone will practice drawing pictures of the /x/ sound.
- Work as a group, guiding students to complete each item in the rows of letters as you model the writing process. Trace the gray dotted letters in the row first; then write the letters, using the black dots as starting points. Say the sound as you finish each letter.

Reading phrases is still a new task for students. All of the words in a phrase are important and students need to read every word in a phrase to understand it.

- At the bottom of the page, show students how to read and trace the word *mix*; have students trace and write the word using the black dots to start each letter. Remind students English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the worksheet. Ask students to read each phrase, identify the matching picture, and then write the phrase on the corresponding line. Model each step so students can follow along.

## Chaining

25 minutes

### Teacher Chaining

10 minutes

If students need additional chaining practice, you may select appropriate Pausing Point exercises from those addressing chaining and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

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

1. box > ox > ax > wax > tax > tap > yap > yam > yum > gum
2. six > mix > fix > fox > fog > bog > big > wig > wag

### Large Card Chaining

15 minutes

If students need additional practice spelling words with cards, you may select appropriate Pausing Point exercises from those listed under "Spell Two- and Three-Sound Words with Cards" and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Distribute the following Large Cards, reviewing each sound as you distribute it: 'i', 'e', 'a', 'u', 'o', 'n' (2), 't' (2), 'd' (2), 'b' (2), 'f', 'g', 'w', 'j', 'y', and 'x'.
- Tell students if they are holding a card with a picture of a sound in *wax*, they should go to the front of the room and stand in the order that spells *wax*.
- If necessary, help students arrange themselves in the correct order.
- Once the word has been spelled correctly, say to students, "If that is *wax*, show me *tax*."
- Guide students to recognize the changes in the initial sound/letter, while the middle and final sounds/letters remain the same.
- The student with 'w' should sit down, while the student with 't' comes forward. Students should rearrange themselves to make the new word.
- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards.

- Complete the chaining.

1. wax > tax > tan > ban > bun > bin > win > wit > wet > jet
2. yet > bet > net > nut > not > jot > jog > fog > fox > fix

## Take-Home Material

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### T-Chart Sort

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- Have students give Worksheets 9.2 and 9.3 to a family member.

## Supplemental Resources

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

- Newly decodable words:

- |         |         |
|---------|---------|
| 1. six* | 6. mix  |
| 2. box* | 7. wax  |
| 3. tax  | 8. ax   |
| 4. fox  | 9. ox   |
| 5. fix  | 10. pox |

- Chains:

1. tax > tap > yap > cap > cop > pop > pox > pot > pit > fit
2. it > sit > six > fix > fax > ax > ox > fox > box > lox

- Phrases and Wiggle Cards:

- |            |                    |
|------------|--------------------|
| 1. tin ax  | 6. sit on ox       |
| 2. hot wax | 7. cat in box      |
| 3. big ox  | 8. mix in pan      |
| 4. red fox | 9. mix it up       |
| 5. six men | 10. man can fix it |

- Song:

1. X-ray (from *Alphabet Jam CD*)

## ***Code Knowledge***

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 135 and 187 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 140 and 190 of those words would be completely decodable.
- The most common spelling alternative for this sound combination is 'cks' as in *socks* and *rocks*.
- Students have now learned one way to spell 24 of the 44 sounds in the English language.

# Lesson 10

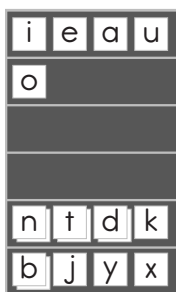
Spelling  
Alternative

## ✓ Objectives

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

- ✓ Observe the position of the mouth while making the short vowel sounds /i/, /e/, /a/, /u/ and /o/, and associate each sound with its spelling (RF.K.3b)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, and 'x' for /x/ (RF.K.1b)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture of 'k' for /k/ in the air and on paper (RF.K.1b)
- ✓ Recognize, isolate, and write 'k' for consonant sound /k/ (L.K.2c)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letter 'k' (L.K.1a)
- ✓ Trace, copy, and write the lowercase letter 'k' (L.K.1a)
- ✓ Use spatial words, such as *down*, *left*, and *right*, while practicing handwriting (L.K.1e)
- ✓ Write from left to right (leaving spaces between words) and top to bottom using return sweep (L.K.1a)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (RF.K.3b)
- ✓ Indicate whether the phoneme /k/ is present in the initial or final positions of spoken words (RF.K.2d)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	The Short Vowel Sounds and Sound/Spelling Review	Large Cards for 'i', 'e', 'a', 'u', 'o', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'j', 'y'; Sound Poster 'x'; Sound Card 24 (box)	10
<b>Reviewing the Sound</b>	Sound Off		5
<b>Introducing the Spelling Alternative</b>	Teacher Modeling		5
	Meet the Spelling Worksheet	pencils; Worksheet 10.1; projection system	10
<b>Chaining</b>	Student Chaining	pocket chart; cards; Chaining Folders; Small Cards for 'i', 'e', 'a', 'u', 'o', 'n' (2), 't' (2), 'd' (2), 'k', 'b' (2), 'j', 'y', 'x'	15
<b>Practice</b>	Word Sort	pencils; Worksheet 10.2	15



Pocket Chart Setup

### Note to Teacher

Today you will teach the first spelling alternative in the program. Students are already familiar with the ‘c’ spelling for /k/. Today they will learn the ‘k’ spelling.

### Advance Preparation

Prepare the pocket chart and arrange the cards for student chaining exercise.

## Warm-Up

10 minutes

## The Short Vowel Sounds and Sound/Spelling Review

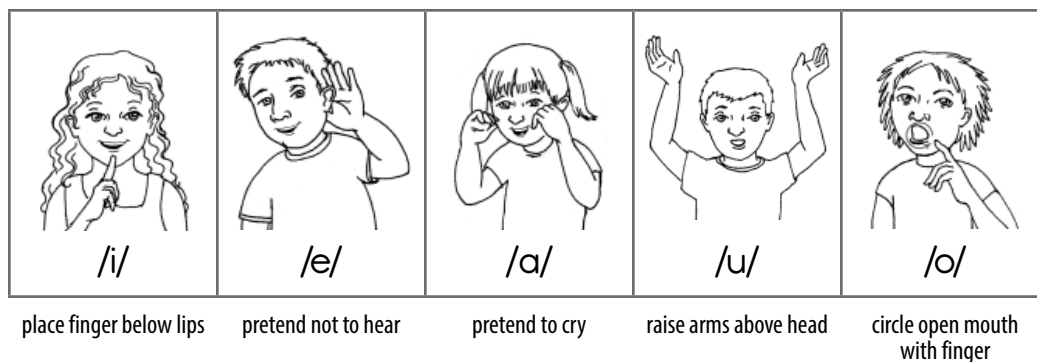
### Part A

If students need additional practice distinguishing the short vowel sounds, you may complete the Pausing Point exercise “Erase the Spellings” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

If students are having difficulty pronouncing the vowel sounds accurately, you may have them say the words *knit*, *net*, *gnat*, *nut*, and *not* in this order and in reverse order before having them say the sounds in isolation.

The gesture for /u/ represents the shape of the letter ‘u’.

- Today you will include the last of the five short vowel sounds, /u/. It may be difficult for students to say and hear the difference between /a/ and /u/, and /u/ and /o/.
- Display the Large Cards for ‘i’, ‘e’, ‘a’, ‘u’, and ‘o’ in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all five sounds from front to back: /i/, /e/, /a/, /u/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /u/, /a/, /e/, /i/.



### Part B

If students need additional practice recognizing the spellings taught in this unit, you may complete any of the Pausing Point exercises listed under “Recognize the Spellings Taught in Unit 5” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Review the Large Cards and Sound Poster listed in the At a Glance chart.
- Introduce Sound Poster for ‘x’ and Sound Card 24 (*box*).

## Sound Off

If students need additional practice recognizing and isolating the sounds taught in this unit, you may use any of the Pausing Point exercises listed under “Recognize and Isolate the Sounds Taught in Unit 5” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

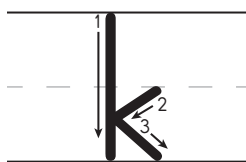
Note that this exercise is purely oral with no reference to the three spellings for the /k/ sound: ‘c’, ‘k’, and ‘ck’.

- Tell students the review sound is the /k/ sound.
- Have students say the /k/ sound several times.
- Ask students to repeat a number of words that have the /k/ sound at the beginning: *cup, kite, car, king, card*.
- Ask students to repeat a number of words that have the /k/ sound at the end: *back, sick, yuck, book, luck*.
- Ask students if /k/ is a consonant or vowel sound. (It is a consonant sound.)
- Tell students you are going to read a story containing a number of examples of the /k/ sound. The /k/ sound can be at the beginning, in the middle, or at the end of a word.
- Tell students to touch their noses whenever they hear the /k/ sound.
- Read the story very slowly sentence by sentence, making an effort to emphasize the /k/.

**Kevin and Carly like carrots. The kids won't eat cake, and they never crave cookies, but do those kids go crazy for carrots!**

# Introducing the Spelling Alternative

## Teacher Modeling



Start on the top line.

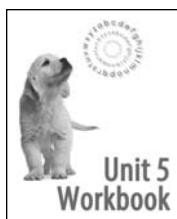
1. long line down (lift)
2. diagonal left
3. diagonal right

- Draw a large lowercase ‘c’ on the board and remind students they have already learned one spelling for the /k/ sound.
- Tell students there is another way to write the /k/ sound.
- Draw a large lowercase ‘k’ on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or counting off the strokes as you create the letter.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the phrases with you.
- You may wish to mention that one of these letters is called “see” and one of them is called “kay,” but keep the emphasis on sounds and spellings, not on letter names.



## Meet the Spelling Worksheet

10 minutes



Worksheet 10.1

If students need additional handwriting practice, you may use any of the Pausing Point exercises addressing handwriting and the activities in Unit 5, Section IV of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 10.1. Tell students everyone will practice drawing pictures of the /k/ sound.
- Work as a group, guiding students to complete each item in the rows of letters as you model the writing process. Trace the gray dotted letters in the row first; write the letters, using the black dots as starting points. Say the sound as you finish each letter.
- At the bottom of the page, show students how to read and trace the word *yak*; have students trace and write the word using the black dots to start each letter. Remind students English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the worksheet. Ask students to read each phrase, identify the matching picture, and write the phrase on the corresponding line. Model each step so students can follow along.

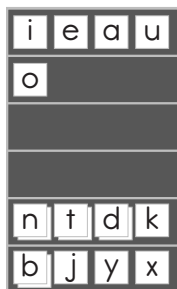
## Chaining

15 minutes

### Student Chaining



Chaining Folder



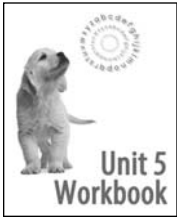
Pocket Chart Setup

If students need additional practice spelling words with cards, you may use any of the Pausing Point exercises listed under “Spell Two- and Three-Sound Words with Cards” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Ask students to take out their Chaining Folders and arrange the Small Cards on the folder, with the letters for vowel sounds along the top and the letters for consonant sounds along the bottom.
- Collect the pictures of /r/ and /w/.
- Give each student the Small Cards for /k/ and /x/.
- Make sure students have cards for the following vowel spellings along the top of the folder: ‘i’, ‘e’, ‘a’, ‘u’, ‘o’ and cards for the following consonant spellings along the bottom of the folder: ‘n’ (2), ‘t’ (2), ‘d’ (2), ‘k’, ‘b’ (2), ‘j’, ‘y’, ‘x’.
- Review the letter-sound correspondences.
- Ask students to spell *bat* in the middle of their Chaining Folders, starting on the left side at the green dot.
- Ask a student to come to the pocket chart and spell the word *bat*.
- When students have spelled *bat*, say, “If that is *bat*, show me *bet*.”
- Repeat for the remaining words in the chain.
- Complete the chaining.
- Once students have spelled the last word in the chain, have them return the Small Cards to their slots.

1. bat > bet > yet > jet > jut > but > bit > kit
2. ax > tax > tan > ban > bin > kin > tin > ten

## Word Sort



Worksheet 10.2

Here is another way to teach your students the procedures for this worksheet: Write the words on word cards. On the board, draw a T-chart with a column for 'c' and a column for 'k'. Have students read the words on the cards and place the cards in the appropriate columns.

- Distribute and display Worksheet 10.2.
- Ask students to read the first word.
- Ask students if the /k/ sound in *cat* is spelled like the /k/ sound in *cup* or the /k/ sound in *kid*.
- Have students write *cat* in the first column, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.
- When students have finished sorting the words, ask if they see any patterns.
- Point out the spelling 'c' is usually used before the sounds /a/, /o/, and /u/ as in *cat*, *cot*, and *cut*.
- Point out that the spelling 'k' is usually used before the sounds /i/ and /e/ as in *kit* and *ken*.

## Supplemental Resources

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

- Newly decodable words:

- |         |        |        |
|---------|--------|--------|
| 1. ask* | 3. kit | 5. kin |
| 2. kid  | 4. elk | 6. yes |

- Chains:

1. bet > net > jet > jot > not > dot > cot > cat > cut > but
2. it > kit > kid > rid > red > rex > tex > ten > tin > kin

- Phrases and Wiggle Cards:

- |            |                |                |
|------------|----------------|----------------|
| 1. big elk | 3. elk can run | 5. kid can jog |
| 2. ask him | 4. kid in sun  | 6. kit in box  |

- Song:

1. Kate's Kingdom (from *Alphabet Jam* CD)

## Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 140 and 190 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 140 and 193 of those words would be completely decodable.
- Although all of the letters of the alphabet have been introduced (except for q), only a modest percentage of words are completely decodable. This shows the complexity of English spelling.
- The sound /k/ is the 13<sup>th</sup> most common sound in English.
- The sound /k/ is found in approximately 24 percent of English words.
- The sound /k/ is spelled 'k' approximately 22 percent of the time.
- The spelling alternative 'c' as in *cup* was taught earlier in this grade.
- The spelling alternatives 'cc' as in *moccasin* and 'ck' as in *sick* will be taught later in this grade.
- The spelling alternative 'ch' as in *school* will be taught in a later grade.
- Students have now learned at least one way to spell 25 of the 44 sounds in the English language.

# Lesson 11

Review

## ✓ Objectives

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

- ✓ Observe the position of the mouth while making the short vowel sounds /i/, /e/, /a/, /u/, and /o/, and associate each sound with its spelling (RF.K.3b)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, 'x' for /x/, and 'k' for /k/ (RF.K.1b)
- ✓ Accurately copy the lowercase letters of the alphabet taught to date (L.K.1a)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form letters (L.K.1a)
- ✓ Use spatial words, such as *across*, *left*, and *right*, while practicing handwriting (L.K.1e)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by playing a large motor game using sounds taught to date (RF.K.3a)
- ✓ Read and write one-syllable short vowel CVC words (using the spellings taught in Unit 5) (RF.K.3b)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>The Short Vowel Sounds and Sound/Spelling Review</b>	Large Cards for 'i', 'e', 'a', 'u', 'o', 'c', 'k', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'j', 'y', 'x'; Sound Poster 'k', Sound Card 25 ( <i>kid</i> )	10
<b>Practice</b>	<b>Stomp and Spell</b>		15
<b>Dictation</b>	<b>Sound Dictation</b>	pencils; primary writing paper; Large Cards for 'b', 'l', 'r', 'u', 'w', 'j', 'y', 'x', 'k'	15
<b>Differentiated Instruction</b>	<b>Small Group Work</b>	pencils; Worksheet 11.1	20
<b>Take-Home Material</b>	<b>Connect It</b>	Worksheet 11.2	*

### Advance Preparation

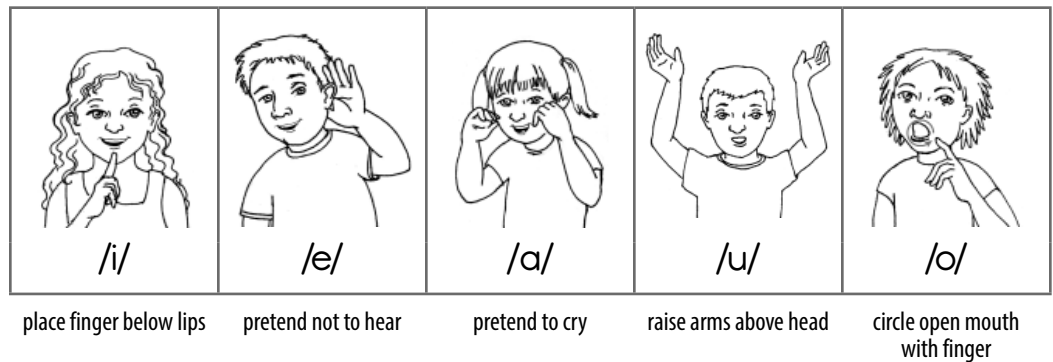
Add to the Stomp and Spell materials you created for Unit 4 or make new materials by writing the vowel spellings 'a', 'i', 'o', 'e', and 'u'; and the consonant spellings 'b', 'l', 'r', 'w', 'j', 'y', 'x', and 't' on sheets of paper or cardstock; laminate if possible.

**The Short Vowel Sounds and Sound/Spelling Review**

**Part A**

If students need additional practice distinguishing the short vowel sounds, you may use the Pausing Point exercise “Erase the Spellings” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Display the Large Cards for ‘i’, ‘e’, ‘a’, ‘u’, and ‘o’ in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all five sounds from front to back: /i/, /e/, /a/, /u/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /u/, /a/, /e/, /i/.



**Part B**

If students need additional practice recognizing the spellings taught in this unit, you may use any of the Pausing Point exercises listed under “Recognize the Spellings Taught in Unit 5” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Review the Large Cards and Sound Poster listed in the At a Glance chart.
- Point to the /k/ Sound Poster, calling students’ attention to the ‘c’ Sound Card (*cat*) already on the chart. Show Sound Card 25 (*kid*) and point to the letter ‘k’ noting this is another way to spell the /k/ sound.

**Stomp and Spell**

If students need additional practice spelling words with cards, you may use any of the Pausing Point exercises listed under “Spell Two- and Three-Sound Words with Cards” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

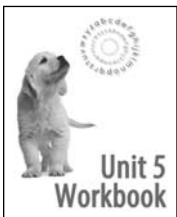
- Arrange the Stomp and Spell spellings on the floor to resemble the setup on a pocket chart or Chaining Folder—vowel spellings on top, consonant spellings below.
- Choose a student to review the vowel spellings by stomping on each one and calling out the appropriate sound.
- Choose a second student to review the consonant spellings in the same fashion.
- Select a third student and call out the word *wax* for the student to “stomp and spell.” Student should stomp on each letter in the word to spell it.
- Repeat with the words listed below.

1. rub	4. jut	7. lab	10. wet
2. let	5. yet	8. jet	11. jab
3. box	6. rib	9. rob	

**Dictation****Sound Dictation**

If students need additional handwriting practice, you may use any of the Pausing Point exercises addressing handwriting and the activities in Unit 5, Section IV of the *Assessment and Remediation Guide*.

- Distribute primary writing paper and pencils. Give nine students the Large Cards for the sounds/spellings taught in Unit 5, ‘b’, ‘l’, ‘r’, ‘u’, ‘w’, ‘j’, ‘y’, ‘x’, ‘k’.
- Say a sound, and ask the student with the Large Card for that sound to stand up.
- Remind students how to print the letter, and encourage them to trace the spelling in the air. Then have students print the letter on paper.
- Repeat for the remaining sounds.

**Differentiated Instruction****Small Group Work**

Worksheet 11.1

**Group 2**

- Distribute Worksheet 11.1.
- Have students write each word under the matching picture.
- Write some decodable words and phrases on the board for students to copy and illustrate: (1) *kid*, (2) *bug*, (3) *big red jet*, (4) *cat in box*, (5) *hot wax*, (6) *cut on leg*.

If students need additional handwriting practice, you may use the activities in Unit 5, Section IV of the *Assessment and Remediation Guide*.

If students need additional reading practice, you may use the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

### 🔄 Group 1

- Distribute Worksheet 11.1.
- Point to the 'o' in *ox* and ask students what sound it represents. Repeat with the 'x'.
- Choose a student to blend the word.
- Ask students which of the pictures matches the word *ox*.
- Have students write *ox* under the picture of the *ox*.
- Complete the remaining matches.

Alternatively, you may complete different remediation exercises addressing the specific needs of students. See Pausing Point activities or Supplemental Resources in earlier lessons.

## ***Take-Home Material***

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### **Connect It**

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- Have students give Worksheet 11.2 to a family member.

# Lesson 12

Review  
Student Performance  
Task Assessment

## ✓ Objectives

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

- ✓ Observe the position of the mouth while making the short vowel sounds /i/, /e/, /a/, /u/, and /o/, and associate each sound with its spelling (RF.K.3b)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, 'x' for /x/, and 'k' for /k/ (RF.K.1b)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (RF.K.3b)
- ✓ Read and write one-syllable short vowel CVC words (using the spellings taught in Unit 5) (RF.K.3b)
- ✓ Trace, copy, and write the lowercase letters of the alphabet taught to date (L.K.1a)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form selected letters (L.K.1a)
- ✓ Use spatial words, such as *across*, *left*, and *right*, while practicing handwriting (L.K.1e)
- ✓ Read decodable phrases and mark the picture that matches the text (RF.K.4)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>The Short Vowel Sounds and Sound/Spelling Review</b>	Large Cards for 'i', 'e', 'a', 'u', 'o', 'c', 'k', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'j', 'y', 'x'	10
<b>Chaining</b>	<b>Teacher Chaining</b>		10
<b>Dictation</b>	<b>Sound Dictation</b>	pencils; primary writing paper; Large Cards	15
<b>Practice</b>	<b>Mark the Phrase</b>	pencils; Worksheet 12.1; projection system	15
	<b>Rainbow Letters</b>	crayons or colored pencils; Worksheet 12.2; projection system	10
<b>Student Performance Task Assessment</b>	<b>Reading Assessment</b>	Part One: Worksheet 12.4; crayons or pencils; Part Two: Worksheet 12.3; reading test word cards	*
<b>Take-Home Material</b>	<b>Practice Pack</b>	Worksheet 12.5	*



### Note to Teacher

This lesson and the four following are devoted to review and assessment of Unit 5. The assessment consists of Parts One and Two. Part One is a whole-group activity required of all students. They will circle 10 words, one per row, as you pronounce each one-syllable CVC word. After scoring Part One, you will determine which students need to complete Part Two. In Part Two, meet briefly with students individually to administer a 10-word reading assessment. The estimated time for each child is two to four minutes.

## Warm-Up

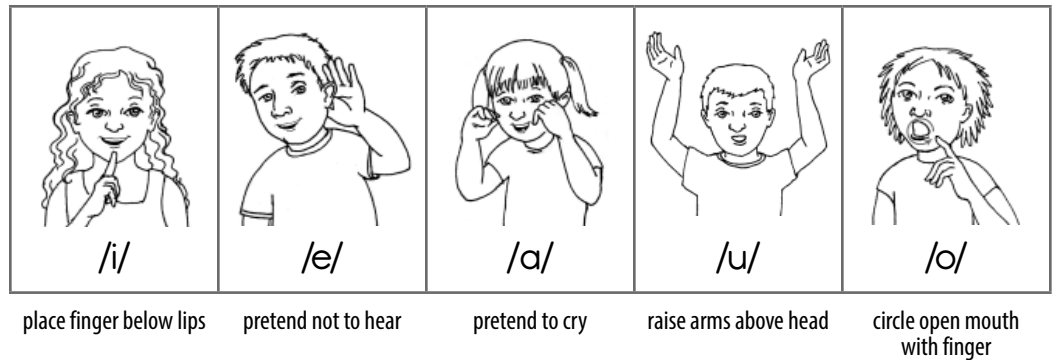
10 minutes

### The Short Vowel Sounds and Sound/Spelling Review

If students need additional practice distinguishing the short vowel sounds, you may use the Pausing Point exercise “Erase the Spellings” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

#### Part A

- Display the Large Cards for ‘i’, ‘e’, ‘a’, ‘u’, and ‘o’ in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all five sounds from front to back: /i/, /e/, /a/, /u/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /u/, /a/, /e/, /i/.



#### Part B

If students need additional practice recognizing the spellings taught in this unit, you may use any of the Pausing Point exercises listed under “Recognize the Spellings Taught in Unit 5” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Review the Large Cards and Sound Posters listed in the At a Glance chart.

## Teacher Chaining

If students need additional chaining practice, you may use any of the Pausing Point exercises addressing chaining and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Write *nut* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Erase 'n' and write 'b' to create *but*.
- As you make this change, say to students, "If that is *nut*, what is this?"
- Continue this process with the remaining words.
- Complete the chaining.

1. nut > but > jut > jet > yet > let > lot > lit > kit > kid
2. hum > bum > bam > yam > ram > rat > at > ax > wax > tax

# Dictation

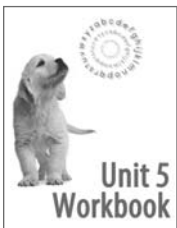
## Sound Dictation

If students need additional handwriting practice, you may use any of the Pausing Point exercises addressing handwriting and the activities in Unit 5, Section IV of the *Assessment and Remediation Guide*.

- Distribute paper and pencils. Give each student a Large Card for a spelling that has been taught.
- Say a sound, and ask the student with the Large Card for the sound to stand up.
- Remind students how to print the letter, and encourage them to trace the spelling in the air. Have students print the letter on paper.
- Repeat for the remaining sounds.

# Practice

## Mark the Phrase



Worksheet 12.1

- Distribute and display Worksheet 12.1.
- Ask students to read the phrases.
- Ask the class which phrase matches the first picture.
- Have students mark the box next to the phrase *bug on bed*, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

## Rainbow Letters

10 minutes



Worksheet 12.2

- Distribute Worksheet 12.2 and crayons or colored pencils.
- Display the worksheet.
- Show students how to trace the letter 'b', pointing out that you are starting at the dot and staying between the lines. Trace the 'b' several more times, using a different color each time.
- Have students follow along on their worksheets.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

## Student Performance Task Assessment

### 10 Reading Assessment

#### Part One: Assessment



Worksheet 12.4

- Distribute Worksheet 12.4 and crayons or pencils.
- Display the front of Worksheet 12.4 in order to familiarize students with the format. If you wish to provide an example, create one using words other than those used in the assessment.
- Describe the activity to students by telling them they will be asked to circle one word in each row: the word you pronounce. Proceed with the assessment.

- |        |        |
|--------|--------|
| 1. leg | 4. jug |
| 2. kid | 5. yes |
| 3. rat |        |

- Display the back of Worksheet 12.4 and continue.

- |        |         |
|--------|---------|
| 6. jet | 9. web  |
| 7. log | 10. rug |
| 8. box |         |

### ***Part Two: Analysis and Interpretation***

Assign one point for each word circled correctly.

There are 10 three-letter words making a total score of 10 points possible.

Interpret scores as follows:

9–10 points—excellent

8 points—good

7 points—fair

6 points or less—poor

**Students scoring 7 or fewer points need to complete Part Two of the assessment.**

- Part Two involves assessing students individually by having them read aloud 10 words printed on separate cards.
- The words for the assessment are printed on the next to last page of this lesson. Copy the page and cut out the words. Show the cards to the student one at a time.
- Use the individual record sheet on Worksheet 12.3 to record each word as the student reads it. Scoring is based on one point assigned for every sound in a word which is read correctly.

Interpret scores as follows:

26 or more points—excellent

21–25 points—good

15–20 points—fair

Less than 15 points—poor

Further analyze each student's errors to determine whether there are one or more individual letter-sound correspondences that are particularly problematic. The subtotals for each sound-spelling at the bottom of the record sheet should facilitate the identification of specific problem areas.

Also examine whether there are mispronunciations that occur more frequently in a given position in words, i.e., does the student read the initial sound correctly, but misread either the medial and/or final sound?

Finally, examine whether the student succeeded in reading words correctly on the second attempt. If so, the student may be rushing and may benefit from explicit instruction to slow down and look at each letter in a word sequentially, left to right.

**Students who score in the fair–poor range are at risk of experiencing considerable difficulty in Unit 5. If a number of students in the classroom fall into this category, it is strongly recommended that you provide substantial practice and remediation using the activities in the Pausing Point and the *Assessment and Remediation Guide*.** Students who do not understand the concept of blending or who have not mastered the nine letter-sound correspondences taught in Unit 5 will only fall further behind if they move on to Unit 6 without remediation.

## ***Take-Home Material***

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### **Practice Pack**

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- Have students give Worksheet 12.5 to a family member.

leg

jet

kid

log

rat

box

jug

web

yes

rug

**Class Record Sheet for Unit 5 Student Performance Task Assessment**

Student	Score	Notes

# Lesson 13

Demonstration Story  
Review  
Student Performance  
Task Assessment

## ✓ Objectives

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

- ✓ Observe the position of the mouth while making the short vowel sounds /i/, /e/, /a/, /u/, and /o/, and associate each sound with its spelling (RF.K.3b)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, 'x' for /x/, and 'k' for /k/ (RF.K.1b)
- ✓ Identify the parts of books and function of each part (front cover, back cover, title page, table of contents) (RI.K.5)
- ✓ Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud (RF.K.1a)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Name and use commas and end punctuation while reading orally (L.K.2b)
- ✓ With prompting and support, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (RF.K.3b)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>The Short Vowel Sounds and Sound/Spelling Review</b>	Large Cards for 'i', 'e', 'a', 'u', 'o', 'c', 'k', 'g', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'j', 'y', 'x'	10
<b>Teacher Demonstration</b>	<b>Demonstration Story: <i>Ox and Man</i></b>	<i>Ox and Man</i> Big Book or Media Disk	15
<b>Chaining</b>	<b>Large Card Chaining</b>	Large Cards for 'i', 'e', 'a', 'u', 'o', 'm', 'n', 't', 'd', 'g', 'f', 's', 'p', 'b', 'l', 'r', 'h', 'w', 'j', 'x', 'k'	15
<b>Differentiated Instruction</b>	<b>Small Group Work</b>	pencils; Worksheets 13.1, 13.2	20
<b>Student Performance Task Assessment</b>	<b>Reading Assessment</b>	materials from Lesson 12	*

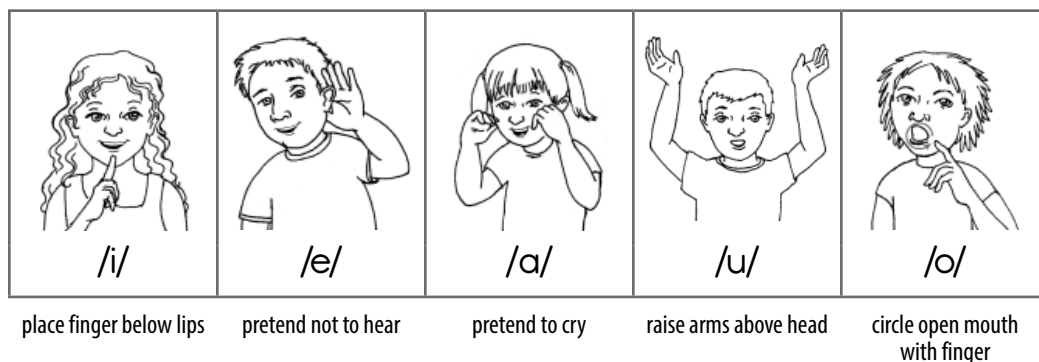


The Short Vowel Sounds and Sound/Spelling Review

Part A

- Display the Large Cards for ‘i’, ‘e’, ‘a’, ‘u’, and ‘o’ in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all five sounds from front to back: /i/, /e/, /a/, /u/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /u/, /a/, /e/, /i/.

If students need additional practice distinguishing the short vowel sounds, you may use the Pausing Point exercise “Erase the Spellings” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.



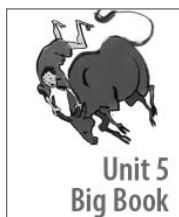
Part B

If students need additional practice recognizing the spellings taught in this unit, you may use any of the Pausing Point exercises listed under “Recognize the Spellings Taught in Unit 5” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Review the Large Cards and Sound Posters listed in the At a Glance chart.

Teacher Demonstration

Demonstration Story: Ox and Man



**Note:** In this story, the uppercase letters J, K, M, and O are used. They look very similar to their lowercase counterparts. At this point, students only need to recognize these as uppercase letters. Uppercase letters will be taught later in this grade.

- Load the *Ox and Man* Media Disk or display the Big Book.

- Show students the cover of the book, pointing out the title of the story on the cover. Run your finger under the words *Ox* and *Man*, as you read the title. Ask students if they know what an ox is; point to the picture of the ox on the cover and explain that an ox is an animal similar to a cow often used to do different kinds of work, such as pulling a wagon or cart or plowing fields on a farm.
- Based on the title and cover illustration, ask students to predict what they think this story will be about.
- Read the story once without interruption, running a finger beneath the words as you read them.
- Read the story a second time, pausing to point out capital letters, periods, and, if you choose, commas. Explain that a sentence begins with a capital letter and ends with a period. When you see a period at the end of a sentence, you should stop briefly and take a breath before reading the next sentence. If you decide to point out commas, tell students a comma means they should pause briefly. Also, discuss word meanings and ask questions, for example, “What did the ox like to do?”
- If you have time, read the story again, having students read aloud.

## Chaining

15 minutes

### Large Card Chaining

Have students without Large Cards write the chained words on the board or in a class or personal notebook.

If students need additional practice spelling words with cards, you may use any of the Pausing Point exercises listed under “Spell Two- and Three-Sound Words with Cards” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

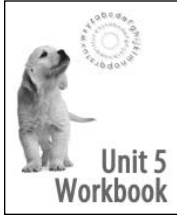
If students need additional chaining practice, you may use the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Distribute the following Large Cards, reviewing each sound as you distribute cards: ‘i’, ‘e’, ‘a’, ‘u’, ‘o’, ‘m’, ‘n’, ‘t’, ‘d’, ‘g’, ‘f’, ‘s’, ‘b’, ‘p’, ‘l’, ‘r’, ‘h’, ‘w’, ‘j’, ‘y’, ‘x’, ‘k’.
- Tell students if they are holding a card with a picture of a sound in *log*, they should go to the front of the room and stand in the order that spells *log*.
- If necessary, help students arrange themselves in correct order.
- Once the word has been spelled correctly, say to students, “If that is *log*, show me *lug*.”
- Students should rearrange themselves to make the new word.
- Continue this process until all of the words in the first chain have been spelled.
- Have the students trade cards.
- Complete the chaining.

1. log > lug > bug > rug > rag > wag > wig > big
2. yak > yam > jam > ram > rat > sat > set > sit

## Small Group Work

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Worksheets 13.1, 13.2

If students need additional handwriting practice, you may use any of the Pausing Point exercises addressing handwriting and the activities in Unit 5, Section IV of the *Assessment and Remediation Guide*.

If students need additional reading practice, you may use the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

### Group 2

- Distribute Worksheets 13.1 and 13.2.
- Worksheet 13.1: Have students write each word under the matching picture.
- Worksheet 13.2: For each picture, have students circle the matching word.

### Group 1

- Distribute Worksheet 13.1.
- Point to the 'b' in *box* and ask students what sound it stands for. Repeat with the 'o' and then the 'x'.
- Choose a student to blend the word.
- Ask students which of the pictures match the word *box*.
- Have students write *box* under the picture of the box, saying each sound as they write it.
- Complete the remaining items.

Alternatively, you may use different remediation exercises addressing the specific needs of students.

## Student Performance Task Assessment

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### Reading Assessment

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- Follow the procedures explained in Lesson 12.

# Lesson 14

Demonstration Story  
Review  
Student Performance  
Task Assessment

## ✓ Objectives

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

- ✓ **Observe the position of the mouth while making the short vowel sounds /i/, /e/, /a/, /u/, and /o/, and associate each sound with its spelling** (RF.K.3b)
- ✓ **Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, 'x' for /x/, and 'k' for /k/** (RF.K.1b)
- ✓ **Differentiate between the medial vowels sounds /i/ and /e/ in spoken words and sort words into groups based on their medial sound** (RF.K.2d)
- ✓ **Identify the parts of books and function of each part (front cover, back cover, title page, table of contents)** (RI.K.5)
- ✓ **Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud** (RF.K.1a)
- ✓ **Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding** (RF.K.4)
- ✓ **Name and use commas and end punctuation while reading orally** (L.K.2b)
- ✓ **With prompting and support, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of a fiction text** (RL.K.1)
- ✓ **Read and write one-syllable short vowel CVC words** (RF.K.3b)
- ✓ **Hold a writing utensil with a tripod (or pincer) grip and form letters** (L.K.1a)
- ✓ **Trace, copy and write lowercase letters of the alphabet taught to date** (L.K.1a)
- ✓ **Read decodable phrases and match them to the appropriate picture** (RF.K.4)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>The Short Vowel Sounds and Sound/Spelling Review</b>	Large Cards for 'i', 'e', 'a', 'u', 'o', 'c', 'k', 'g', 'f', 's', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'j', 'y', 'x'	10
<b>Teacher Demonstration</b>	<b>Demonstration Story:</b> <i>Ox and Man</i>	<i>Ox and Man</i> Big Book or Media Disk	10
<b>Dictation</b>	<b>Dictation Identification</b>	pencils; Worksheet 14.1; projection system	15
<b>Practice</b>	<b>Connect It</b>	pencils; Worksheet 14.2; projection system	15
	<b>Sort by Vowel Sound</b>	pencils; Worksheet 14.3; projection system	10
<b>Student Performance Task Assessment</b>	<b>Reading Assessment</b>	materials from Lesson 12	*
<b>Take-Home Material</b>	<b>Label the Picture</b>	Worksheet 14.4	*

## Warm-Up

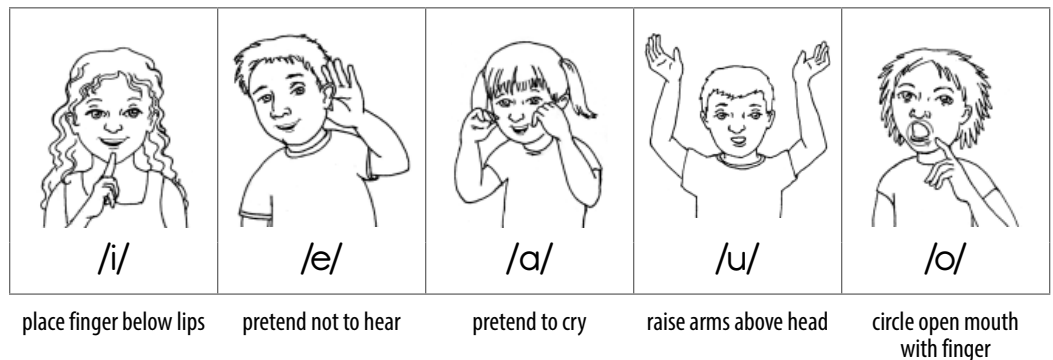
10 minutes

### The Short Vowel Sounds and Sound/Spelling Review

#### Part A

- Display the Large Cards for 'i', 'e', 'a', 'u', and 'o' in that order, from left to right, so your students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all five sounds from front to back: /i/, /e/, /a/, /u/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /u/, /a/, /e/, /i/.

If students need additional practice distinguishing the short vowel sounds, you may use the Pausing Point exercise "Erase the Spellings" and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.



## Part B

If students need additional practice recognizing the spellings taught in this unit, you may use any of the Pausing Point exercises listed under “Recognize the Spellings Taught in Unit 5” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Review the Large Cards and Sound Posters listed in the At a Glance chart.

## Teacher Demonstration

10 minutes

### Demonstration Story: *Ox and Man*



- Load the *Ox and Man* Media Disk or display the Big Book.
- Remind students a story has a title and a story is made up of sentences. Sentences begin with an uppercase letter and end with a period. The words in a sentence are separated by spaces.
- If you decided to teach students about commas, remind them that a comma means they should pause briefly when reading.
- Read the story once without interruption, running a finger beneath the words as you read them. Be sure to model pausing at the end of each sentence.
- Discuss word meanings and ask questions, for example, “What happens when the girl, Min, feeds the ox? Why?”
- If you have time, read the story again, having students read aloud.

## Dictation

15 minutes

### Dictation Identification



Worksheet 14.1

If students need additional handwriting practice, you may use any of the Pausing Point exercises addressing handwriting and the activities in Unit 5, Section IV of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 14.1.
- Point to the first row of words, and tell students you are going to say one of the two words.
- Say the word *fit*.
- Ask students which of the two words spells *fit*.
- Once the class has answered correctly, have students circle *fit*, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

- |        |        |        |
|--------|--------|--------|
| 1. fit | 3. pat | 5. yet |
| 2. lip | 4. fin | 6. sit |

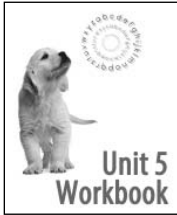
- Handwriting Practice: Have students copy the circled words on the lines.

## Practice

25 minutes

### Connect It

15 minutes



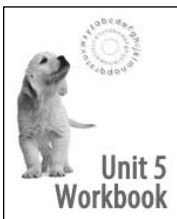
Worksheet 14.2

If students need additional reading practice, you may use any of the Pausing Point exercises addressing reading and the activities in Unit 5, Sections II and III of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 14.2.
- Remind students words can be combined to make phrases and there are spaces between the words in a phrase.
- Ask students to read the first phrase.
- Ask which of the pictures match the phrase *kid at bat*.
- Have students draw a line from the phrase *kid at bat* to the matching picture, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

### Sort by Vowel Sound

10 minutes



Worksheet 14.3

- Distribute and display Worksheet 14.3.
- Ask students to read the first word.
- Ask students if *wig* has the vowel sound /i/ or the vowel sound /e/.
- Have students write *wig* in the first column, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.
- When students have finished sorting the words, have them read the words.

**Note:** There are additional words on the back of the worksheet that should be sorted according to the vowel sound /u/ or the vowel sound /o/.

## Student Performance Task Assessment

### Reading Assessment

- Follow the procedures explained in Lesson 12.

## Take-Home Material

### Label the Picture

- Have students give Worksheet 14.4 to a family member.

# Lesson 15

Demonstration Story  
Review  
Student Performance  
Task Assessment

## ✓ Objectives

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

- ✓ Observe the position of the mouth while making the short vowel sounds /i/, /e/, /a/, /u/, and /o/, and associate each sound with its spelling (RF.K.3b)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, 'x' for /x/, and 'k' for /k/ (RF.K.1b)
- ✓ Identify the parts of books and function of each part (front cover, back cover, title page, table of contents) (RI.K.5)
- ✓ Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud (RF.K.1a)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding (RF.K.4)
- ✓ Name and use commas and end punctuation while reading orally (L.K.2b)
- ✓ With prompting and support, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing the sound for a written letter while playing a group game (RF.K.1b)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	The Short Vowel Sounds and Sound/Spelling Review	Large Cards for 'i', 'e', 'a', 'u', 'o', 'c', 'k', 'g', 'f', 'v', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'j', 'y', 'x'	10
<b>Teacher Demonstration</b>	Demonstration Story: <i>Ox and Man</i>	<i>Ox and Man</i> Big Book or Media Disk	15
<b>Practice</b>	Sound Sprints	two cards for each of the following letters: 'm', 't', 'd', 'c', 'g', 'n', 'h', 's', 'f', 'v', 'z', 'p', 'b', 'l', 'r', 'w', 'j', 'y', 'x', 'a', 'o', 'i', 'e', 'u'	15
<b>Differentiated Instruction</b>	Small Group Work	pencils; Worksheets 15.1, 15.2	20
<b>Student Performance Task Assessment</b>	Reading Assessment	materials from Lesson 12	*

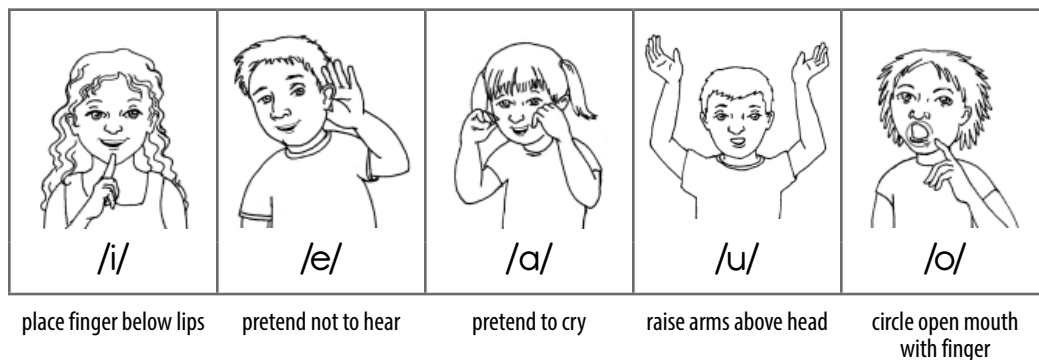


**The Short Vowel Sounds and Sound/Spelling Review**

**Part A**

If students need additional practice distinguishing the short vowel sounds, you may use the Pausing Point exercise “Erase the Spellings” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Display the Large Cards for ‘i’, ‘e’, ‘a’, ‘u’, and ‘o’ in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all five sounds from front to back: /i/, /e/, /a/, /u/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /u/, /a/, /e/, /i/.



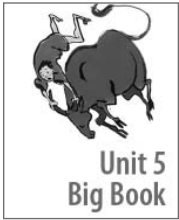
**Part B**

If students need additional practice recognizing the spellings taught in this unit, you may use any of the Pausing Point exercises listed under “Recognize the Spellings Taught in Unit 5” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Review the Large Cards listed in the At a Glance chart.

**Demonstration Story: Ox and Man**

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- Load the *Ox and Man* Media Disk or display the Big Book.
- As you read, remind students a story has a title and a story is made up of sentences. Sentences begin with an uppercase letter and end with a period. The words in a sentence are separated by spaces.
- If you decided to teach students about commas, remind them a comma means they should pause briefly.
- Read the story aloud, pausing to point out capital letters, periods, and, if you choose, commas. Also, discuss word meanings and ask questions, for example, “Does the ox look happy at the end of the story? How can you tell?”
- If you have time, read the story again, having students read aloud.

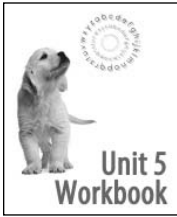
**Practice****Sound Sprints**

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- Place two sets of letter cards at the far end of the classroom, the gym, or the playground. You should include two cards for each of the following letters: ‘m’, ‘t’, ‘d’, ‘c’, ‘g’, ‘n’, ‘h’, ‘s’, ‘f’, ‘v’, ‘z’, ‘p’, ‘b’, ‘l’, ‘r’, ‘w’, ‘j’, ‘y’, ‘x’, ‘a’, ‘o’, ‘i’, ‘e’, ‘u’.
- Select two students to race.
- Call out a sound.
- Have students race to grab a corresponding letter card and bring it back.
- The first student to return with the correct letter is the winner.
- Repeat with additional sounds and letters.

**Small Group Work**

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Worksheets 15.1, 15.2

If students need additional handwriting practice, you may use any of the Pausing Point exercises addressing handwriting and the activities in Unit 5, Section IV of the *Assessment and Remediation Guide*.

**Group 2**

- Distribute Worksheets 15.1 and 15.2.
- Worksheet 15.1: Have students write each word under the matching picture.
- Worksheet 15.2: For each picture, have students circle the letters that spell the name of the depicted item and write the name on the line.

**Group 1**

- Distribute Worksheet 15.1.
- Point to the 'b' in *box* and ask students for the sound. Repeat with the 'o' and then the 'x'.
- Choose a student to blend the word.
- Ask students which of the first two pictures matches the word *box*.
- Have students write *box* under the picture of the box, saying each letter's sound as they write it.
- Complete the remaining items.
- Alternatively, you may use different remediation exercises addressing the specific needs of students.

**Student Performance Task Assessment**

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**Reading Assessment**

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- Follow the procedures explained in Lesson 12.

# Lesson 16

Demonstration Story  
Review  
Student Performance  
Task Assessment

## ✓ Objectives

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

- ✓ **Observe the position of the mouth while making the short vowel sounds /i/, /e/, /a/, /u/, and /o/, and associate each sound with its spelling** (RF.K.3b)
- ✓ **Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, 'x' for /x/, and 'k' for /k/** (RF.K.1b)
- ✓ **Accurately copy the lowercase letters of the alphabet taught to date** (L.K.1a)
- ✓ **Hold a writing utensil with a tripod (or pincer) grip and form letters** (L.K.1a)
- ✓ **Use spatial words, such as *across*, *left*, and *right*, while practicing handwriting** (L.K.1e)
- ✓ **Identify the parts of books and function of each part (front cover, back cover, title page, table of contents)** (RI.K.5)
- ✓ **Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud** (RF.K.1a)
- ✓ **Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding** (RF.K.4)
- ✓ **Name and use commas and end punctuation while reading orally** (L.K.2b)
- ✓ **With prompting and support, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of a fiction text** (RL.K.1)
- ✓ **Read decodable phrases and mark the picture that matches the text** (RF.K.4)
- ✓ **Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing the sound for a written letter while playing a group game** (RF.K.1b)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
<b>Warm-Up</b>	<b>The Short Vowel Sounds and Sound/Spelling Review</b>	Large Cards for 'i', 'e', 'a', 'u', 'o', 'c', 'k', 'g', 'f', 'v', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'j', 'y', 'x'	10
<b>Teacher Demonstration</b>	<b>Demonstration Story: <i>Ox and Man</i></b>	<i>Ox and Man</i> Big Book or Media Disk	10
<b>Dictation</b>	<b>Sound Dictation</b>	pencils; primary writing paper; Large Cards	10
<b>Practice</b>	<b>Mark the Phrase</b>	pencils; Worksheet 16.1; projection system	15
	<b>Spelling Hopscotch</b>	marker; paper	15
<b>Student Performance Task Assessment</b>	<b>Reading Assessment</b>	materials from Lesson 12	*
<b>Take-Home Material</b>	<b>Take-Home Story: <i>Ox and Man</i></b>	Worksheet 16.2	*

### **Advance Preparation**

Add to the Spelling Hopscotch materials you created for Unit 4 or make new materials by writing the vowel spellings 'a', 'i', 'o', 'e', and 'u' and the consonant spellings 'b', 'l', 'r', 'w', 'j', 'y', 'x', and 't' on oval or petal-shaped sheets of paper or cardstock; laminate if possible.

## **Warm-Up**

**10 minutes**

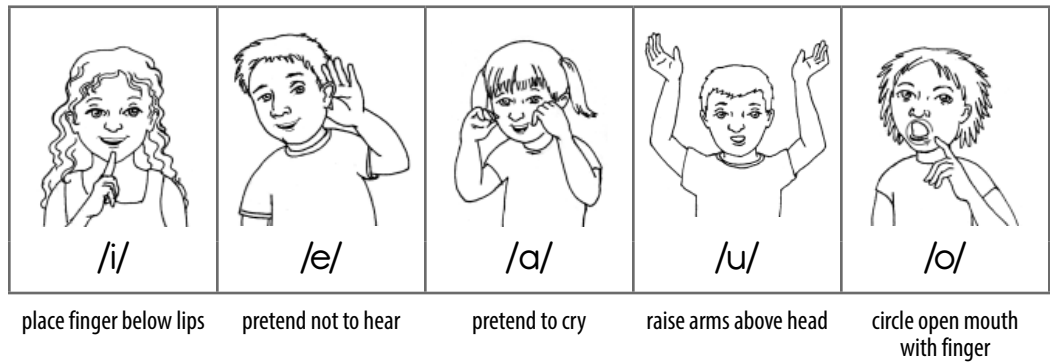
### **The Short Vowel Sounds and Sound/Spelling Review**

#### **Part A**

If students need additional practice distinguishing the short vowel sounds, you may use the Pausing Point exercise "Erase the Spellings" and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Display the Large Cards for 'i', 'e', 'a', 'u', and 'o' in that order, from left to right so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all five sounds from front to back: /i/, /e/, /a/, /u/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /u/, /a/, /e/, /i/.

If students need additional practice recognizing the spellings taught in this unit, you may use any of the Pausing Point exercises listed under “Recognize the Spellings Taught in Unit 5” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.



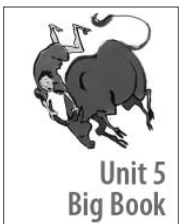
### Part B

- Review the Large Cards listed in the At a Glance chart.

## Teacher Demonstration

10 minutes

### Demonstration Story: *Ox and Man*



- Load the *Ox and Man* Media Disk or display the Big Book.
- Remind students a story has a title and a story is made up of sentences. Sentences begin with an uppercase letter and end with a period. The words in a sentence are separated by spaces.
- If you decided to teach students about commas, remind them a comma means they should pause briefly.
- Starting with the title, ask students to read each page as you run your finger under the printed text.
- After reading the entire story, discuss word meanings and ask questions, for example, “How did the ox feel when Jin ran at him? Why?” and “What happened to Kim when he grabbed the ox’s horns?”
- If you have time, read the story again, having students read aloud.

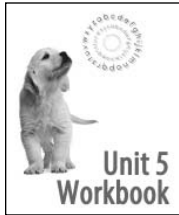
## Dictation

10 minutes

### Sound Dictation

If students need additional handwriting practice, you may complete any of the Pausing Point exercises addressing handwriting and the activities in Unit 5, Section IV of the *Assessment and Remediation Guide*.

- Distribute paper and pencils. Give each student a Large Card for a spelling that has been taught.
- Say a sound, and tell the student with the Large Card for that sound to stand up.
- Remind students how to print the letter, and encourage them to trace the spelling in the air. Have students print the letter on paper.
- Repeat for the remaining sounds.



Worksheet 16.1

### Mark the Phrase

15 minutes

- Distribute and display Worksheet 16.1.
- Ask students to read the phrases.
- Ask students which phrase matches the first picture.
- Have students mark the box next to the phrase *rat in cup*, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

### Spelling Hopscotch

15 minutes

If students need additional practice spelling words with cards, you may use any of the Pausing Point exercises listed under “Spell Two- and Three-Sound Words with Cards” and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Arrange the spellings on the floor in a flower pattern, with one of the vowel spellings in the center and the consonant spellings around the outside.
- Ask a student to spell a word or silly word by starting on the outside, hopping to the inside, and then hopping back to the outside. Have the student say the sounds while hopping on the letters—/b/ . . . /e/ . . . /t/—and blend them to make the word.
- Ask students whether the word is a real word or silly word
- Repeat with additional students.
- After students have made a few words, switch in a new vowel spelling.

**Note:** As students spell words, point out that every word contains a vowel sound and many words follow the consonant-vowel-consonant (CVC) pattern.

## Student Performance Task Assessment

### Reading Assessment

- Follow the procedures explained in Lesson 12 to complete assessment of all students.
- If you have not yet evaluated all students, continue to do so in the next one to two days while other students work on Pausing Point activities.

## Take-Home Material

### Take-Home Story: *Ox and Man*

- Have students give Worksheet 16.2 to a family member.

# Unit 5 Pausing Point

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With the conclusion of Unit 5, if a significant number of students are having difficulty with any of the skills, pause here and spend additional time reviewing the material taught in this unit. You may have students complete any combination of the exercises listed below, in any order. The exercises are listed under the unit skills they address.

Different students need help with different objectives. So it can be helpful to have students focus on specific exercises in small groups.

If you have students who are still having difficulty blending, we recommend extra practice before moving on to Unit 6. In Unit 6, letter names are introduced. It is important for students to blend successfully with sounds before the letter names are introduced.

## Pausing Point Topic Guide

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### Distinguish the Short Vowel Sounds /i/, /e/, /a/, /u/, /o/

The Short Vowel Sounds	Lessons 1–16
Erase the Spellings	Page 96

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### Recognize and Isolate the Sounds Taught in Unit 5

Sound Riddles	Lessons 1, 8; Page 96
Minimal Pairs	Lessons 1, 4; Page 97
Hearing Initial Sounds	Lessons 2, 3, 6
Sound Off	Lessons 2, 6, 10
I'm Thinking of Something	Lesson 4; Page 97
Tongue Twister	Lesson 7; Page 98
Complete the Sentence	Lessons 7, 9; Page 98
Guess the Sound!	Page 98
Let's Take a Trip!	Page 98
Sound Search	Page 98
Sound Collections	Page 99

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### Differentiate Sister Sounds

Sister Sounds	Page 99; Worksheets PP1–PP10
T-Charts	Page 100

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### Recognize the Spellings Taught in Unit 5

Stepping Sounds	Page 100
Simon Says Sounds	Page 101
Sound Sprints	Lesson 15

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Pipe Cleaner Spellings Page 101

Can You Feel the Letter? Page 101

Crossing Out Spellings Page 101

Spelling Bingo Page 102

### **Distinguish the Spellings ‘c’ and ‘k’ for the Sound /k/**

Word Sort Page 102; Worksheet PP11

### **Read Two- and Three-Sound Words**

Pocket Chart Chaining for Reading Lesson 1; Page 102

Teacher Chaining Lessons 5, 9, 12

Unscramble the Sounds Page 103

Matching the Words Page 103; Worksheets PP12, PP13

Erase the Word Page 103

Word Bingo Page 103

Relay Blending Page 103

Word Reading Sprints Page 104

Wiggle Cards Lesson 4

### **Read Phrases**

Unscramble the Words! Page 104

Phrase Flipbook Page 104

### **Spell Two- and Three-Sound Words with Cards**

Student Chaining Lessons 1,10; Page 105

Chain and Copy Lesson 6; Page 105

Large and Small Card Chaining Lessons 4, 5, 9, 13; Page 105

Guess the Word and Spell It Page 106

Spelling Hopscotch Lesson 16

Stomp and Spell Lesson 11

### **Write the Spellings Taught in Unit 5**

Sound Dictation Lessons 11, 12, 15, 16

Handwriting Worksheets with Spellings Page 107; Worksheets PP14, PP15

### **Write Two- and Three-Sound Words**

Handwriting Worksheets with Words Page 107; Worksheets PP16, PP17

Label the Picture Page 107; Worksheet PP18

Word Box Page 108; Worksheet PP37

Sort by Vowel Sound Page 108; Worksheets PP39, PP40

### **Write Two- and Three-Sound Words from Dictation**

Dictation with Words Page 108

Dictation with Phrases Page 109

## ***Distinguish the Short Vowel Sounds /i/, /e/, /a/, /u/, /o/***

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### **The Short Vowel Sounds**

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- See Warm-Up exercises in Lessons 1–16.

### **Erase the Spellings**

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- Write the spellings 'i', 'a', and 'o' in that order on the board and draw three to five dots under each spelling.
- Review the sounds with the students.
- Say one of the sounds and have a student erase a dot under the picture of that sound.
- When all of the dots under a spelling have been erased, say a sound again.
- This time ask students to draw a dot under the sound you said.
- Continue having students add dots until all students have practiced sufficiently.
- Add the spelling 'e' between 'i' and 'a' once your students can successfully do this exercise.
- Add the spelling 'u' between 'a' and 'o' once students can successfully do this exercise with the four sounds.

## ***Recognize and Isolate the Sounds Taught in Unit 5***

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### **Sound Riddles**

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- See Lesson 1 for /b/ and Lesson 8 for /y/.
- See below for /l/.

#### **/l/:**

1. My feet are connected to my \_\_\_. (leg)
2. I'm thinking of a large, African cat that has sharp teeth, big claws, a mane. (lion)
3. I'm thinking of a sour yellow fruit. (lemon)
4. I'm thinking of the meal after breakfast and before dinner. (lunch)

## Minimal Pairs

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- See Lesson 1 for /b/ and /p/ and Lesson 4 for /u/ and /o/.
- Create a list of your own minimal word pairs to contrast the sounds below.

### Possible Minimal Pairs:

- |            |            |
|------------|------------|
| 1. /m/—/n/ | 6. /l/—/r/ |
| 2. /t/—/d/ | 7. /i/—/e/ |
| 3. /k/—/g/ | 8. /e/—/a/ |
| 4. /f/—/v/ | 9. /a/—/u/ |
| 5. /s/—/z/ |            |

## Hearing Initial Sounds

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- See Lesson 2 for /l/, Lesson 3 for /r/, and Lesson 6 for /w/.

## Sound Off

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- See Lesson 2 for /l/, Lesson 6 for /w/, and Lesson 10 for /k/.

## I'm Thinking of Something

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- See Lesson 4 for /u/.
- See below for /r/.

### /r/:

1. I'm thinking of the color of a strawberry. (red)
2. I'm thinking of another word for *jogging*. This is much faster than walking. (running)
3. I'm thinking of an adult bunny. (rabbit)
4. I'm thinking of a word meaning the opposite of *wrong*. (right)
5. I'm thinking of something we see in the sky after it rains. It has the colors red, orange, yellow, green, blue, and purple. (rainbow)

## Tongue Twister

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On the Internet you can find a number of tongue twister databases.

- See Lesson 7 for /j/.
- See below for /b/ and /l/.

**/b/:**

The **big boy brought the black boot back.**

**/l/:**

**Lilly likes licking lemon lollipops.**

## Complete the Sentence

---

- See Lesson 7 for /j/ and Lesson 9 for /x/.

## Guess the Sound!

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- Whisper a “secret sound” to a student and ask him or her to find an object in the classroom beginning with that sound.
- When the student points to the object, have students guess the “secret sound”.

## Let’s Take a Trip!

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- Tell students the class is taking a pretend trip.
- Ask a student to name something he or she would take on the trip, e.g., jeans.
- Ask students for the first sound in *jeans*.
- Once the /j/ sound has been identified, ask students to think of something else to bring on the trip starting with the /j/ sound.
- Variation: Make this game more difficult by making the final sound in a word the beginning sound in the next word.

## Sound Search

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- Say a sound and ask students to find an object in the classroom beginning with the sound.
- Help students find the first object.
- When a student has found an object, have him or her show it to the other students and say its name.

## Sound Collections

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Make a box for each new spelling that is taught and let students place objects into the boxes.

- Gather a number of objects starting with either of two target sounds, e.g., /w/ and /j/.
- Label two boxes with the spellings 'w' and 'j'.
- Ask students to say the name of each object and its first sound.
- Have students place the objects in the appropriate boxes.

## Differentiate Sister Sounds

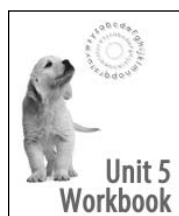
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In Units 3–5, students have been taught the sister sounds /t/ and /d/, /k/ and /g/, /f/ and /v/, /s/ and /z/, and /p/ and /b/. The sounds in each pair are produced in the same way but differ in voicing. Being able to hear whether a sound is unvoiced (/t/, /k/, /f/, /s/, /p/) or voiced (/d/, /g/, /v/, /z/, /b/) is crucial for correct spelling. In the following exercises students will practice hearing the difference between sister sounds.

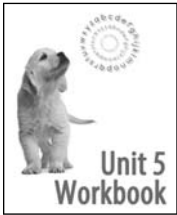
### Sister Sounds

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- Explain to students /p/ and /b/ sound very similar—they are sister sounds. Both of these consonant sounds are made by pressing the lips together and then popping them open.
- Tell students to place their fingers over their ears with their palms on their cheeks, or place fingertips on their throats.
- Have students alternate between saying the /p/ sound and the /b/ sound.
- Ask students if they can feel the difference between these two sounds.
- Explain that the /b/ sound is buzzy than the /p/ sound. It makes our mouths and throats vibrate.
- Distribute Worksheets PP1 and PP2.
- Tell students to show you the picture of /p/ when you say the /p/ sound and the picture of /b/ when you say the /b/ sound.
- Practice this several times.
- Next, tell students you are going to say two words. One word will begin with the /p/ sound and one word will begin with the buzzy /b/ sound.
- Ask students to hold up the picture of /p/ when you say a word beginning with the /p/ sound and the picture of /b/ when you say a word beginning with the /b/ sound.
- Have students close their eyes and listen as you say the first word pair. Students should repeat both words, covering their ears or touching their throats. Have them hold up the appropriate spelling for each word.



Worksheets PP1, PP2



Worksheets PP3–PP10

- Repeat this exercise for the sister sounds /t/ and /d/, /k/ and /g/, /f/ and /v/, and /s/ and /z/ using Worksheets PP3–PP10.

### Sister Sounds:

#### Unvoiced

#### Voiced

/p/

/b/

/t/

/d/

/k/

/g/

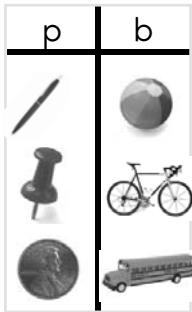
/f/

/v/

/s/

/z/

### T-Charts



- Select two sister sounds, for example /p/ and /b/, and gather pictures of items beginning with either of these sounds.
- Draw a chart with two columns on a piece of chart paper and write the target sounds at the top of the chart.
- Show students pairs of pictures, one picture in each pair starting with /p/ and one with /b/, and ask students to identify the beginning sounds.
- Place the pictures in the appropriate columns of the chart.
- If students are having difficulty distinguishing sister sounds, have them say the sound pairs repeatedly, touching their throats with their hands. For the voiced sounds, they will be able to feel the vibration of the vocal cords. For the unvoiced sounds, if they are said in a clipped fashion without a vowel attached to them like /pu/, they will feel no vibration.
- Extension: The target sounds could also be at the end of the words, e.g., *cap* and *lab*. Identifying ending sounds is more difficult than identifying beginning sounds.

## Recognize the Spellings Taught in Unit 5

### Stepping Sounds

- Tape two rows of five to eight squares on the floor and have a student stand at the head of each row.
- Hold up a spelling for the first student and ask him or her to say the sound. If the student says the correct sound, he or she moves one square forward.
- Repeat this process, alternating between the two students.

## Simon Says Sounds

---

**Note:** Be sure to explain and practice the game of Simon Says if students are not familiar with it.

- Give every student the same set of cards.
- Play Simon Says, using commands such as:
  - Simon says, “Touch the picture that stands for the /b/ sound as in *bug*.”
  - Simon says, “Touch the picture that stands for the /w/ sound as in *wet*.”
  - Touch the picture that stands for the /j/ sound as in *jet*. (Since Simon did not say to touch it, they should not have touched the picture.)

## Sound Sprints

---

- See Lesson 15.

## Pipe Cleaner Spellings

---

- Distribute pipe cleaners to students and write the spellings taught in Unit 5 on the board.
- Have students form some or all of the spellings with pipe cleaners.
- Have students spell words with the pipe cleaner spellings.

## Can You Feel the Letter?

---

- On a piece of cardboard, draw several spellings taught so far.
- Cut them out and place them in a box.
- Ask a student to close his or her eyes and to select a letter from the box.
- Ask him or her to identify the letter by feeling it with his or her hands.

**Note:** The spellings ‘d’, ‘b’, and ‘p’, and ‘u’ and ‘n’ have a similar form. Do not use these letters in this exercise.

## Crossing Out Spellings

---

- Write three-sound words on cards (one word per card) and distribute one card and a pencil to each student.
- Have each student read his or her word out loud.
- Gather the Large Cards for the spellings used on the word cards.
- Show the first card and review the sound with students.
- Ask students to cross out the spelling if it is on their word card.
- Continue until students have crossed out all of the spellings on their cards.

## Spelling Bingo

---

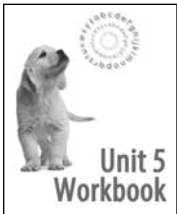
- Make bingo cards with spellings taught.
- Write the same spellings and place them in a box.
- Give each student a bingo card and playing pieces.
- Select spellings from the box and have students place a playing piece on top of the spelling if it is on their bingo cards.
- Students should say, “Bingo!” once all of the spellings on their card are covered.

## Distinguish the Spellings ‘c’ and ‘k’ for the Sound /k/

---

### Word Sort

---



Worksheet PP11

- Have students complete Worksheet PP11. This worksheet is similar to Worksheet 10.2 students completed in Lesson 10.

## Read Two- and Three-Sound Words

---

### Pocket Chart Chaining for Reading

---

- See Lesson 1 in Unit 5.
- You will need pocket chart cards for the following vowel sound spellings: ‘i’, ‘e’, ‘a’, ‘u’, ‘o’.
- You will need pocket chart cards for the following consonant sound spellings: ‘m’, ‘n’, ‘t’, ‘d’, ‘k’, ‘g’, ‘l’, ‘r’, ‘h’, ‘w’, ‘j’, ‘y’, ‘x’, ‘b’.

1. jog > dog > dig > wig > wag > rag > lag > lug > log > bog
2. wag > wax > max > mad > mid > kid > kin > kit > bit > bin
3. wit > hit > lit > let > yet > yen > hen > hem > ham > jam

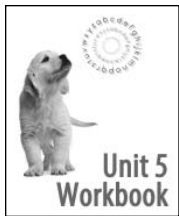
1. rib > bib > bob > rob > lob > lab > dab > dub > dug > lug
2. bud > bad > bid > did > lid > lad > lag > log > jog > job
3. nut > rut > rug > rig > big > bag > bog > beg > leg > log

### Teacher Chaining

---

- See Lessons 5, 9, and 12.





Worksheets PP12, PP13

## Unscramble the Sounds!

---

- Distribute three Large Cards needed to spell a three-letter word (e.g., *box*) to three students in random order.
- Have each student say his or her sound.
- Have students spell the word *box* with the cards.
- Continue with other Large Cards and words.

## Matching the Words

---

- Distribute Worksheets PP12 and PP13.
- Have students cut out the word cards on Worksheet PP12.
- Have students read the words on the word cards and match them to the words on Worksheet PP13 by placing the word cards on top of the words.

## Erase the Word

---

- Write three to five words on the board and have students read them.
- Say a word and have a student erase it from the board.
- Start over when all of the words have been erased.
- Continue until all students have had a turn.

## Word Bingo

---

- Make bingo cards for students with decodable two- and three-sound words written on them.
- Write the same words on paper slips and put them in a box.
- Give each student a bingo card and place markers.
- You will select words from the box and say the word. You want students to put a place marker on top of that word if it is on their bingo card.
- Students should say, “Bingo!” once all of the words on their card are covered.

## Relay Blending

---

- Divide the class into two teams and have each team form a line.
- Say a segmented word, e.g., /b/ . . . /u/ . . . /g/, and ask the first student in each line to blend it.
- The student who is first to blend the word correctly gets a point for his or her team. Both students should then move to the back of their respective lines.
- If neither student can blend the word correctly, have both students move to the back of their respective lines and let the next students in line take a turn.

## Word Reading Sprints

---

- Make sets of word cards and matching picture cards, e.g., one card has the word *bug* and the matching card has a picture of a bug.
- Make one set of cards for each group that will be racing.
- Place the word cards at the far end of the classroom, playground, or gym.
- Divide the class into teams, and have each team form a line.
- Give the first student in each line a picture card.
- Have students race to identify and return with a matching word card.
- The first student to return with a matching word card earns a point for his or her team.
- Repeat until each student has had a turn.
- The team with the most points wins. (Scoring is optional.)

## Wiggle Cards

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- See Lesson 4.

## Read Phrases

---

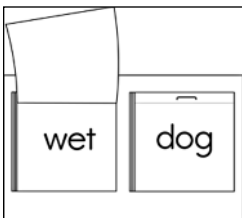
### Unscramble the Words!

---

- Write a number of decodable words on large index cards or cardstock.
- Distribute two or three cards needed to make a phrase (e.g., *bug in rug*) to two or three students in random order.
- Have each student say his or her word.
- Have students arrange the cards to make the phrase.
- Continue with other phrases.

### Phrase Flipbook

---



- Cut out 10 slips of paper.
- Write the following decodable adjectives on five of the slips of paper, one adjective per slip: *mad, bad, big, wet, red*.
- Write the following decodable nouns on five of the slips of paper, one noun per slip: *kid, dog, jug, lip, box*.
- Stack the adjective slips of paper and staple their top edge to a sheet of cardstock.
- Stack the noun slips of paper and staple their top edge to the sheet of cardstock to the right of the adjectives.
- By turning the slips of paper, students can make and read up to 25 decodable phrases, some of which are silly.

## Spell Two- and Three-Sound Words with Cards

### Student Chaining

- See Lessons 1, 5, and 10.
- Make sure students have cards for the following vowel spellings along the top of the Chaining Folder: 'i', 'e', 'a', 'u', 'o'.
- Make sure students have cards for the following consonant spellings along the bottom of the folder: 'n' (2), 't' (2), 'b' (2), 'l', 'r', 'w', 'j', 'y', 'g'.

The last two chains consist of silly words.

1. it > bit > lit > let > wet > jet > yet > net > nut > not
2. ban > ran > run > bun > bin > in > win > wig > wag > bag
3. jit > rit > ret > ren > len > lun > lub > wub > jub > yub
4. lon > bon > ton > tun > yun > jun > lun > lan > wan > yan

### Chain and Copy

- See Lesson 6.
- Have students take out their Chaining Folders.
- Make sure students have cards for the following vowel spellings along the top of his or her Chaining Folder: 'i', 'e', 'a', 'u', 'o'.
- Make sure students have cards for the following consonant spellings along the bottom of the folder: 'd' (2), 'g', 'b' (2), 'l', 'r', 'w', 'j', 'y', 'x'.



The last two chains consist of silly words.

1. bid > did > rid > lid > led > leg > log > jog > bog > bag
2. bug > bud > bed > bid > rid > rig > wig > wag > rag > rug
3. yib > wib > dib > deb > reb > reg > rog > wog > yog > yeg
4. geb > jeb > jib > wib > wub > gub > bub > yub > jub > jux

### Large and Small Card Chaining

- See Lessons 1, 4, 5, 9, 10, and 13.
- Distribute the following Large Cards, reviewing each sound as you distribute the cards: 'i', 'e', 'a', 'o', 'u', 'n', 't', 'd' (2), 'k', 'g', 's', 'p', 'b' (2), 'l', 'r', 'w', 'j', 'y', and 'x'.

1. lag > bag > bug > jug > rug > run > fun > fin > fix > six
2. wit > kit > kid > bid > bit > bat > rat > ram > jam > jab
3. jet > let > bet > but > rut > rot > jot > job > bob > bib
4. pot > lot > lit > bit > bin > kin > win > wig > wag > rag
5. yes > yet > net > nit > nix > nip > nap > nab > jab > jam

## Guess the Word and Spell It

- Have students take out their Chaining Folders.
- Make sure students have the following vowel spellings along the top: 'i', 'e', 'a', 'u', 'o'.
- Make sure students have the following consonant spellings along the bottom: 'b', 'w', 'j', 'r', 'd', 'g', 't', 'l'.
- Tell students you will ask them riddles and want them to spell the answers on their Chaining Folders.
- Have students clear their folder after every answer.

1. A spider spins a \_\_\_\_\_. (web)
2. Your parent's work is also called their \_\_\_\_\_. (job)
3. When you want to take a bath, you fill this with water \_\_\_\_\_. (tub)
4. The color of cherries is \_\_\_\_\_. (red)
5. If something is not little, it is \_\_\_\_\_. (big)
6. At night you sleep in a \_\_\_\_\_. (bed)
7. When you take a shower or bath or jump in the swimming pool, you get \_\_\_\_\_. (wet)
8. The animal that looks like a big mouse is called a \_\_\_\_\_. (rat)
9. Your knee and ankle are part of your \_\_\_\_\_. (leg)
10. Another word for a fast plane is a \_\_\_\_\_. (jet)

## Spelling Hopscotch

- See Lesson 16.

## Stomp and Spell

- See Lesson 11.

## Write the Spellings Taught in Unit 5

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### Sound Dictation

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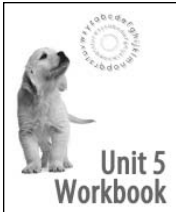
- See Lessons 11, 12, and 16.

### Handwriting Worksheets with Spellings

---

- Have students complete Worksheets PP14 and PP15.

**Note:** The same spellings are on the front and the back of each worksheet. The back, however, is more difficult because only starting dots are provided.



Worksheets PP14, PP15

We recommend making multiple copies of these worksheets and using them frequently for additional practice.

## Write Two- and Three-Sound Words

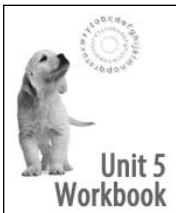
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### Handwriting Worksheets with Words

---

- Have students complete Worksheets PP16 and PP17.

**Note:** The same words are on both the front and the back of each worksheet. The back, however, is more difficult because only starting dots are provided.



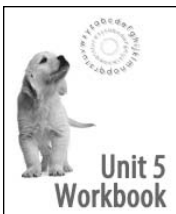
Worksheets PP16, PP17

We recommend making multiple copies of these worksheets and using them frequently for additional practice.

### Label the Picture

---

- Have students complete Worksheet PP18.

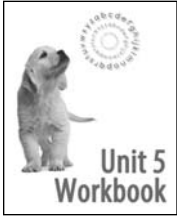


Worksheet PP18

## Word Box

---

- Have students complete Worksheet PP37.

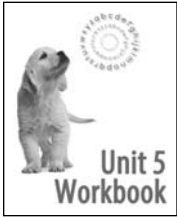


Worksheets 125

## Sort by Vowel Sound

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- Have students complete Worksheets PP39 and PP41.



Worksheets 111, 113

## Write Two- and Three-Sound Words from Dictation

---

### Dictation with Words

---

- Ask students to take out a pencil and a piece of paper.
- Tell students you are going to say a number of words.
- For each word 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 *jug*, three lines would be drawn on the paper:    . Once students have written one line for each sound in the word, instruct them to write the spellings on their respective lines: j u g. Ask students to read the word back to you.
- Instruct students to refer to the Sound Posters.
- Use only three to five words for each dictation activity.

Use only 3-5 words for each dictation activity.

- |         |         |         |         |
|---------|---------|---------|---------|
| 1. jug  | 11. wit | 21. lug | 31. bad |
| 2. bog  | 12. bug | 22. rib | 32. beg |
| 3. yum  | 13. lad | 23. yes | 33. rut |
| 4. cup  | 14. yet | 24. run | 34. bat |
| 5. yap  | 15. rub | 25. leg | 35. jag |
| 6. wig  | 16. wed | 26. lab | 36. wag |
| 7. led  | 17. but | 27. lip | 37. yip |
| 8. wet  | 18. nut | 28. let | 38. yep |
| 9. rag  | 19. up  | 29. bun | 39. box |
| 10. jog | 20. fun | 30. jut | 40. kid |

## Dictation with Phrases

---

- Ask students to take out a pencil and a piece of paper.
- Tell students you are going to say a number of phrases.
- For each phrase you say, hold up one finger for each word.
- Ask students to count the words and then draw a line on their paper for each word they hear. Students should leave a finger space between the lines.
- Once students have drawn the lines, ask them to write each word sound by sound on their respective lines: hot wax. Ask students to read the phrase back to you.
- Remind students to refer to the Sound Posters.

Use only 2–3 phrases per each dictation activity.

1. hot wax
2. pop gum
3. fox in fog
4. nap on bed
5. rip it up
6. dad can jog
7. cut up ham
8. mom fed cat
9. kid got wet
10. cat hid in box

## Appendix

### Teaching Spelling Alternatives

---

In this unit you introduce the first spelling alternative: ‘k’ as a spelling alternative for /k/. (Students learned the basic code spelling ‘c’ earlier.) This Appendix will explain how spelling alternatives are taught in this program.

One of the difficulties with English spelling is that most sounds can be spelled more than one way. In CKLA we refer to the most common, or least ambiguous, spelling for a sound as the “basic code spelling.” We refer to all other spellings for a sound as “spelling alternatives.”

If every sound in English were spelled only one way, the Basic Code Lesson would be the only kind of lesson you would need in order to teach students to read and write. Unfortunately, that is not the case. There are many sounds in our language that can be spelled several different ways. The sound /ae/ can be spelled using the basic code spelling ‘a\_e’ as in *cake*, or it can be spelled with one of several spelling alternatives: ‘a’ as in *paper*, ‘ai’ as in *wait*, ‘ay’ as in *way*, or ‘eigh’ as in *weight*. The sound /ee/ is even trickier. It can be written using the basic code spelling ‘ee’ as in *bee* or any of the following spelling alternatives: ‘e’ as *me*, ‘ea’ as in *heat*, ‘ey’ as in *key*, ‘y’ as in *funny*, ‘e\_e’ as in *Eve*, ‘i’ as in *pizza*, ‘ei’ as in *receive*, or ‘ie’ as in *cookie*.

The Spelling Alternatives Lesson is used to introduce spelling alternatives for a sound that can be spelled more than one way. This type of lesson is organized around a sound, just as the Basic Code Lesson is. The Basic Code Lesson introduces only one spelling for the sound, the Spelling Alternatives Lesson will often introduce multiple spellings.

The Spelling Alternatives Lesson for a particular sound is not taught until the students have already had the Basic Code Lesson for that sound. Often it is not taught until later. This gives the students a chance to work in a simplified world in which the basic code spelling is the only one they need to recognize and they do not have to cope with spelling alternatives during their early reading instruction.

Generally, a Spelling Alternatives Lesson begins in the same way as a Basic Code Lesson, with the teacher leading an oral language exercise that involves hearing and saying the new sound. The teacher then reviews the basic code spelling for the sound and introduces the spelling alternatives for the sound, with sample words for each one. After the new spellings have been introduced, students will generally be asked to do a word sort or other activity that involves the new spelling. In a word sort, the students are given a set of words, all of which contain the sound of the day, but with different spellings. Students are asked to copy the words under headings according to the spelling which is being used for the new sound.



Here is an abbreviated example (using a long vowel sound) of what you might be asked to do in a Spelling Alternatives Lesson for the sound /ae/:

- Tell students the new sound is /ae/.
- Ask students to say the sound in isolation: /ae/.
- Ask students to repeat words with /ae/ at the beginning: *ape, acorn, ate*.
- Ask students to repeat words with /ae/ in the middle: *wait, plane, state*.
- Ask students to repeat words with /a/ at the end: *play, say, day*.
- Tell students, “I’m thinking of something that has the sound /ae/. This is a fruit we use to make purple juice.” (*grapes*)
- Give similar clues for other words that contain /ae/ (*plane, pain, wait, late, etc.*).
- Remind students they have already learned one way to spell /ae/: ‘a\_e’ as in *date*.
- Tell students this sound can also be spelled several other ways.
- Introduce the spelling alternatives: ‘a’ as in *navy*, ‘ai’ as in *wait*, ‘ay’ as in *way*, with sample words for each one.
- Have students complete a word sort in which they sort /ae/ words under headings for the spellings ‘a\_e’, ‘a’, ‘ai’, and ‘ay’.

The word sort might ask students to sort the following words: *making, wait, say, make, skate, skating, nail, play, lake, table, aim, naming, fade*. Students would be asked to copy these words under headers according to the spelling used for the /ae/ sound, like this:

‘a_e’	‘a’	‘ai’	‘ay’
make	making	wait	say
skate	skating	nail	play
lake	table	aim	
fade	naming		

This Spelling Alternatives Lesson is used infrequently in kindergarten. In Unit 5, ‘k’ is introduced as an spelling alternative for /k/. Later, students are introduced to ‘s’ as a spelling alternative for /z/ in words like *as, his,* and *dogs*. In Unit 8, the double-letter spellings for consonant sounds are introduced, e.g., ‘ff’ for /f/, ‘ss’ for /s/, ‘ck’ for /k/ and so on. These are the only spelling alternatives introduced in kindergarten.



# Teacher Resources

## Assessments

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

# Tens Conversion Chart

## Number Correct

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


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

# Tens Recording Chart

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


Name							

Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.




b	e	p
d	a	g

 \_\_\_\_\_  
 \_\_\_\_\_  
 bag




c	e	d
p	a	b

 \_\_\_\_\_  
 \_\_\_\_\_  
 cab




p	e	k
b	i	d

 \_\_\_\_\_  
 \_\_\_\_\_  
 bed



b	e	t
h	a	z

 \_\_\_\_\_  
 \_\_\_\_\_  
 bat



d	o	b
b	i	p

 \_\_\_\_\_  
 \_\_\_\_\_  
 bib


Name \_\_\_\_\_


1.2


Dear Family Member,


On the front and back of this worksheet, have your child draw a line from each word on the left to the matching picture. If necessary, identify the pictures for your child.





1. cab 


2. bed 


3. bag 


4. cat 



5. zip 



6. pig 



7. hat 

8. van 

9. sad 

1. lip    
 \_\_\_\_\_  
 \_\_\_\_\_  
 lip

2. log    
 \_\_\_\_\_  
 \_\_\_\_\_  
 log

3. leg    
 \_\_\_\_\_  
 \_\_\_\_\_  
 leg

Directions: Have student write each word under the matching picture.

rip	rim	rat
rib	ran	ram



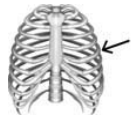
\_\_\_\_\_

rat



\_\_\_\_\_

rip



\_\_\_\_\_

rib



\_\_\_\_\_

ram



\_\_\_\_\_

rim



\_\_\_\_\_

ran

Directions: Have student write each word under the matching picture.

Name \_\_\_\_\_ **3.2**

1. let **leg** beg

2. bat sag **bag**

3. lot **log** hog

4. **bib** bit did

5. bet **bed** led

Directions: For each picture, have student circle the matching word.

6. **bat** bag hat

7. **lip** tip lit

8. cat lab **cab**

9. ran **ram** ham

10. mat **rat** rag

sun	rug	bug
nut	mud	mug



\_\_\_\_\_

mud



\_\_\_\_\_

bug



\_\_\_\_\_

nut



\_\_\_\_\_

sun



\_\_\_\_\_

mug



\_\_\_\_\_

rug

Directions: Have student write each word under the matching picture.

Name \_\_\_\_\_

5.1

1. mud



mud

2. leg



leg

3. rat



rat

Directions: Have student write each word under the matching picture.

Unit 5 17

4. rip



rip

5. nut



nut

6. bat



bat

Unit 5 18

Name \_\_\_\_\_

5.2

1. lip



2. mug



3. ram



4. bug



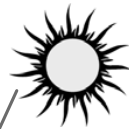
5. bag



Directions: Draw a line from each word on the left to the matching picture.

Unit 5 19

6. leg



7. rat



8. log



9. bed



10. sun



Unit 5 20



Name \_\_\_\_\_

5.4

Dear Family Member,

Please have your child glue or tape cards from Worksheet 25 here. Affix pictures beginning with the /b/ sound under the 'b' heading and pictures beginning with the /p/ sound under the 'p' heading.



b

bed  
bug  
bike

p

pan  
pig  
pen

Unit 5 23

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1. web



web



2. wig



wig

3. wet



wet

Directions: Have student write each word under the matching picture.

26 Unit 5

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Name \_\_\_\_\_

6.2

Dear Family Member,

On the front and back of this worksheet, have your child copy each word under the matching picture. If necessary, identify and name the pictures for your child.



1. nut



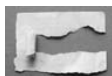
nut

2. bat



bat

3. rip



rip

Unit 5 27

© 2013 Core Knowledge Foundation

4. mud



mud

5. web



web

6. run



run

28 Unit 5

© 2013 Core Knowledge Foundation

1. jog



\_\_\_\_\_

-----

\_\_\_\_\_

jog

2. jet



\_\_\_\_\_

-----

\_\_\_\_\_

jet

3. jug



\_\_\_\_\_

-----

\_\_\_\_\_

jug

Directions: Have student write each word under the matching picture.

Name \_\_\_\_\_

7.2

Dear Family Member,

On the front and back of this worksheet, please ask your child to blend and read each word in the list. Then, review the names of each illustration with your child. Ask him or her to copy the correct word from the box on the line next to the matching picture. Your child should be able to complete this work independently.



jug run wet log jet



\_\_\_\_\_

-----

\_\_\_\_\_

jog



\_\_\_\_\_

-----

\_\_\_\_\_

jet



\_\_\_\_\_

-----

\_\_\_\_\_

log



\_\_\_\_\_

-----

\_\_\_\_\_

wet



\_\_\_\_\_

-----

\_\_\_\_\_

jug

ram rat bug rib wig



\_\_\_\_\_

-----

\_\_\_\_\_

rat



\_\_\_\_\_

-----

\_\_\_\_\_

bug



\_\_\_\_\_

-----

\_\_\_\_\_

wig



\_\_\_\_\_

-----

\_\_\_\_\_

ram



\_\_\_\_\_

-----

\_\_\_\_\_

rib

1. yes



\_\_\_\_\_

-----

\_\_\_\_\_

yes

2. yap



\_\_\_\_\_

-----

\_\_\_\_\_

yap

3. yam



\_\_\_\_\_

-----

\_\_\_\_\_


yam

Directions: Have student write each word under the matching picture.

Name \_\_\_\_\_


**8.2**

Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should write the name of the item on the line.




w	e	n
v	a	t

 \_\_\_\_\_  
 -----  
 van




j	u	j
g	e	g

 \_\_\_\_\_  
 -----  
 jug




y	o	n
j	a	m

 \_\_\_\_\_  
 -----  
 jam



m	e	d
w	a	b

 \_\_\_\_\_  
 -----  
 web




n	u	d
m	o	t

 \_\_\_\_\_  
 -----  
 nut


Unit 5 35

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v	e	m
y	a	n

 \_\_\_\_\_  
 -----  
 yam




r	u	j
n	e	g

 \_\_\_\_\_  
 -----  
 rug




n	u	k
m	i	g

 \_\_\_\_\_  
 -----  
 mug



b	a	g
d	e	t

 \_\_\_\_\_  
 -----  
 bag



t	u	p
l	i	g

 \_\_\_\_\_  
 -----  
 lip


36 Unit 5


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Name \_\_\_\_\_


**8.3**


Directions: Draw a line from each word on the left to the matching picture.

1. jet 

2. leg 

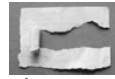
3. ram 


4. nut 


5. wig 


Unit 5 37


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6. bib 

7. yes 

8. wet 

9. rip 


10. jug 

38 Unit 5

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Directions: Have student circle the picture that matches the phrase and write the phrase on the lines.

1. big box



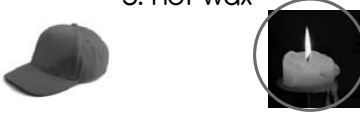
big box

2. big six



big six

3. hot wax



hot wax


42 Unit 5  
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Name \_\_\_\_\_

**9.3**

Dear Family Member,

Please have your child glue or tape the pictures from Worksheet 47 here. Affix pictures beginning with the /l/ sound under the 'l' heading and pictures beginning with the /r/ sound under the 'r' heading.




l	r
log lip leg	rat ram rug

Unit 5 45  
© 2013 Core Knowledge Foundation


Directions: Have student circle the picture that matches the phrase and write the phrase on the lines.

1. wig on kid




wig on kid

2. kid ran



kid ran

3. kid in mud



kid in mud

48 Unit 5  
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Name \_\_\_\_\_

**10.2**

cat	cub	cot	kit	kin
cab	ken	cut	cop	kid

as in <u>c</u> up	as in <u>k</u> id
cat	kit
cub	kin
cot	ken
cab	kid
cut	
cop	

Directions: Have students write the words that begin with the /l/ sound spelled 'c' under the 'c' header and words that begin with the /k/ sound spelled 'k' under the 'k' header.

Unit 5 49  
© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

11.1

ox	jog	pot
hat	mud	tub



mud



ox



hat



jog



pot



tub

Directions: Have student write each word under the matching picture.

Unit 5 51

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rat	bat	fig
lip	nap	lid



bat



lid



rat



fig



nap



lip

Directions: Have student write each word under the matching picture.

Unit 5 52

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

11.2

Dear Family Member,

On the front and back of this worksheet, have your child draw a line from each word on the left to the matching picture. If necessary, identify the pictures for your child.



1. yam



2. wax



3. bus



4. web



5. box



6. jet

6



7. kid



8. jam



9. six

Unit 5 53

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Unit 5 54

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

12.1

Directions: For each picture, have students read the phrases and put a checkmark in the box next to the matching phrase.

- 1.  bug on bed
- bug on rug



- 2.  big van
- big jet



- 3.  big jet
- big jug



- 4.  fan in box
- hat in box



- 5.  rub cat
- rub dog



Unit 5 55

© 2013 Core Knowledge Foundation

- 6.  rip in rug
- rip in map



- 7.  mom got mad
- dad got mad



- 8.  dog in tub
- pig in tub



- 9.  zip it up
- rip it up



- 10.  rat in box
- fox in box



Unit 5 56

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

12.4

Directions: In each row, have the students circle the word the teacher says aloud.

- 1. beg jig let **leg**

- 2. **kid** cap lid kin

- 3. fat **rat** rut rag

- 4. **jug** pug jig cab

- 5. yet pan **yes** jay

Unit 5 61

© 2013 Core Knowledge Foundation

- 6. jot yet **jet** wax

- 7. **log** law fog pig

- 8. bop **box** sit lox

- 9. wet rib hen **web**

- 10. **rug** bug rag zip

Unit 5 62

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

13.1

box	jet	leg
wig	rug	kid



kid



leg



jet



box



wig



rug

Directions: Have student write each word under the matching picture.

Unit 5 65

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bed	wax	bug
log	ram	jug



jug



ram



wax



bug



log



bed

Unit 5 66

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

13.2

1.   mug   mat   bug

2.    tab    tub   tip

3.    fox    box   lox

4.     jet   bet   wet

5.    lid   hid    kid

Directions: For each picture, have students circle the matching word.

Unit 5 67

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6.    mug   hug    bug

7.     rug   rag   run

8.    job   ham    jam

9.    wet    web   wed

10.    lit   hip    lip

Unit 5 68

© 2013 Core Knowledge Foundation

Name \_\_\_\_\_

14.1

1. kit

fit

fit

2. lip

lid

lip

3. rat

pat

pat

4. fin

win

fin

5. yet

get

yet

6. it

sit

sit

Directions: Have student circle the dictated words and copy them on the lines.

Unit 5 69

Name \_\_\_\_\_

14.2

1. kid at bat



2. sun up



3. kid in box



4. big bus



Directions: Have students draw a line from each phrase on the left to the matching picture.

Unit 5 71

5. bib on pig



6. fox in box



7. rat in pot



8. elf in hat



72 Unit 5

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Name \_\_\_\_\_

14.3

wig

let

jet

bet

rip

fix

wet

win

yes

bin

as in it

as in wet

wig

let

rip

jet

fix

bet

win

wet

bin

yes

Directions: Have students write the words that contain the 'i' sound spelled 'i' under the 'i' header and words containing the 'e' sound spelled 'e' under the 'e' header.

Unit 5 73



Directions: Have students write the words with the /u/ sound spelled 'u' under the 'u' header and words with the /o/ sound spelled 'o' under the 'o' header.

box	lot	sun	bun	cup
run	rub	pop	dot	rot

as in cup	as in top
_____	_____
sun	box
_____	_____
bun	lot
_____	_____
cup	pop
_____	_____
run	dot
_____	_____
rub	rot
_____	_____

Name \_\_\_\_\_

14.4

Dear Family Member,

On the front and back of this worksheet have your child copy each word under the matching picture. If necessary, identify the pictures for your child.



1. wig



\_\_\_\_\_

wig

\_\_\_\_\_

2. jug



\_\_\_\_\_

jug

\_\_\_\_\_

3. box



\_\_\_\_\_

box

\_\_\_\_\_

4. jam



\_\_\_\_\_

jam

\_\_\_\_\_

5. mug



\_\_\_\_\_

mug

\_\_\_\_\_

6. ram



\_\_\_\_\_

ram

\_\_\_\_\_

Name \_\_\_\_\_

15.1

1. box



\_\_\_\_\_

box

\_\_\_\_\_

2. rug



\_\_\_\_\_

rug

\_\_\_\_\_

3. wig



\_\_\_\_\_

wig

\_\_\_\_\_

Directions: Have student write each word under the matching picture.

4. leg



leg

5. jug



jug

6. lid

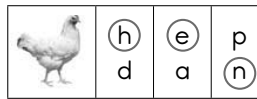


lid

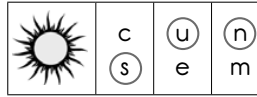
Name \_\_\_\_\_

15.2

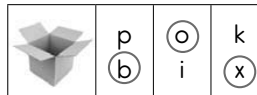
Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should write the name of the item on the line.



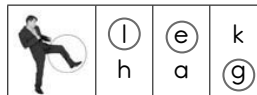
hen



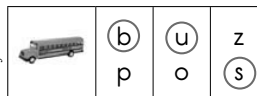
sun



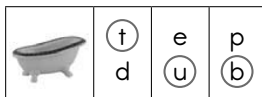
box



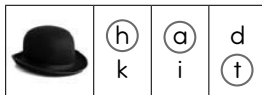
leg



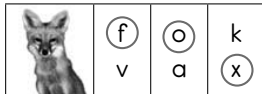
bus



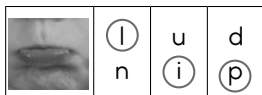
tub



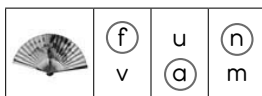
hat



fox



lip



fan

Name \_\_\_\_\_

16.1

Directions: For each picture, have students read the phrases and put a checkmark in the box next to the matching phrase.

- 1.  rat in cup
- rat in hat



- 2.  jug in bag
- bag on bed



- 3.  ant on bat
- ant on bed



- 4.  pup in tub
- fox in tub



- 5.  kid in mud
- pig in mud



6.  fox in box  
 fox on box



7.  bug in tub  
 bug on rug



8.  kid in mud  
 kid in tub



9.  hug mom  
 hug dog



10.  dog in sun  
 cat in sun



Name \_\_\_\_\_ **PP11**

cup	ask	elk	kin	cod
doc	cap	kit	cab	kid

Directions: Have students write the words with the *ki* sound spelled 'i' under the 'c' header and words with the *ig* sound spelled 'g' under the 'k' header.

as in cat

as in kit

cup

ask

cod

elk

doc

kin

cap

kit

cab

kid

Name \_\_\_\_\_ **PP18**

1. jam



jam

2. win



win

3. bag



bag

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

4. box



box

5. rug



rug

6. kid



kid

Name \_\_\_\_\_

**PP19**

jet	box	run
kid	wax	lip



lip



run



box



jet



wax



kid

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

Unit 5 121

Name \_\_\_\_\_

**PP20**

hip	net	bit	him	wed
sit	let	win	hen	red

as in it

hip

bit

him

sit

win

as in et

net

wed

let

hen

red

Directions: Have students write the words with the *i* sound spelled 'i' under the 'i' header and words with the *e* sound spelled 'e' under the 'e' header.

Unit 5 123

Directions: Have students write the words with the *u* sound spelled 'u' under the 'u' header and words with the *o* sound spelled 'o' under the 'o' header.

cab	cup	hat	bus	sad
sun	tan	pug	tub	jam

as in ub

cup

bus

sun

pug

tub

as in ot

cab

hat

sad

tan

jam

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Name \_\_\_\_\_

**PP21**

yes	wig	fix
win	tax	yuk

X

fix

tax

Y

yes

yuk

W

wig

win

Directions: Have students write the words with the *o* sound next to the 'o' header, the words with the *y* sound next to the 'y' header, and words containing the *u* sound next to the 'u' header.

Unit 5 125

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# Unit 5

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